

Final Posting: Monday, June 24, 2024 at 4:00pm

SPECIAL PUBLIC MEETING OF THE AMPHITHEATER GOVERNING BOARD

**Leadership and Professional Development Center
701 W Wetmore Road
Tucson, AZ 85705**

Tuesday, June 25, 2024

5:30 PM

(Doors open 30 minutes prior to the start of the meeting)

AMPHITHEATER PUBLIC SCHOOLS

MISSION

To empower all students to become contributing members of society equipped with the skills, knowledge, and values necessary to meet the challenges of a changing world.

We Believe

- ❖ ***All students can learn and achieve.***
- ❖ ***Everyone has unique strengths, talents, and needs.***
- ❖ ***All students and staff should be responsible for and dedicated to educational excellence.***
- ❖ ***Education requires cooperation, honesty, and respect among the students, parents, staff, school, and community.***
- ❖ ***The school community deserves a safe and caring environment.***
- ❖ ***Our actions reflect our values and our dedication to meeting student needs fairly and equitably.***
- ❖ ***Ample resources are essential to accomplish the Mission.***

We Value

achievement, caring, creativity, curiosity, diligence, diversity, fairness, honesty, kindness, respectfulness, responsibility and service to the community.

AGENDA*

As permitted by the Arizona Open Meeting Laws, Board members may participate in this meeting by telephone, video or internet conference.

Persons present at the Board meeting may complete a form requesting to speak to the Board. Individuals who wish to address the Board in-person during Call to the Audience should fill out a public comment card and hand it to the Governing Board Secretary located in the main hallway of the Leadership and Professional Development Center. All comments are limited to 3 minutes to ensure an equitable opportunity to address the Board. In addition, to ensure adequate time is available for other Governing Board business, a maximum time limit for Public Comment will be observed. Those unable to speak within the specified time limits may also submit comments to the Board in writing.

* The Governing Board may meet in an executive session concerning any item on this agenda for purpose of consultation with legal counsel, pursuant to A.R.S. § 38-431.03(A)(3). Rules of Order that apply to Governing Board meetings may be suspended by a vote of the majority of the Board. One or more Governing Board members may attend by electronic means.

¹ Persons interested in addressing the Governing Board must complete and submit a form available in the lobby. Procedures for addressing the Board are outlined on the form.

² Information items are for discussion only; no action will be taken.

³ Details are available in the offices of the Associate Superintendents and Chief Financial Officer.

⁴ Study session items are for discussion only; no action will be taken.

1. **CALL TO ORDER AND SIGNING OF THE VISITOR'S REGISTER**

Dr. Scott Baker, President

2. **EXECUTIVE SESSION***

4

1. Motion to Recess Open Meeting and Hold an Executive Session for:

A. Consideration and Determination of Appeal of Long-term Suspension Hearing Officer's Decision Pursuant to A.R.S. § 15-843(A), Regarding, Student #30065424

3. **RECONVENE PUBLIC MEETING**

4. **PLEDGE OF ALLEGIANCE**

5. **ANNOUNCEMENT OF DATE AND PLACE OF NEXT REGULAR GOVERNING BOARD MEETING**

Tuesday, July 9, 2024 at 6:00 p.m., Wetmore Center, 701 W. Wetmore Road, Tucson AZ 85705 in the Leadership & Professional Development Center, SE Entrance and Parking

6. **PUBLIC COMMENT**¹ (30 Minutes Maximum)

7. **CONSENT AGENDA**³

A. Approval of Appointment of Non-Administrative Personnel	5
B. Approval of Personnel Changes	9
C. Approval of Leave(s) of Absence	23
D. Approval of Separation(s) and Termination(s)	25
E. Approval of Minutes of Previous Meeting(s)	28
F. Approval of Vouchers Totaling and Not Exceeding Approximately \$2,611,958.55	46
G. Receipt of May 2024 Report on School Auxiliary and Club Balances	47
H. Approval of Parent Support Organization(s) - 2024-2025	56
I. Approval of Disposal of Surplus Property via PublicSurplus.com	58
J. Award of Contract for Recycle/Disposal of Surplus Electronic Equipment-Based Upon Responses to Request for Quote (RFQ) 2324018	59
K. Award of Contract for Liquid Propane Gas (Delivered)-Based Upon Responses to Request for Proposal (RFP 2324016)	60
L. Approval of the Amphitheater Teacher Performance Evaluation System for the 2024-2025 School Year	61
M. Approval for Modifications to the ESSER III Retention Stipend for Fiscal Year 2024	259
N. Approval of Intergovernmental Agreement with the Pima County Joint Technical Education District No. 11	261
O. Approval of Proposition 301 Teacher Performance Pay Awards and Administrative Performance Pay Awards for 2023-2024 Fiscal Year	275
P. Approval of Out of State Travel	311

8. **STUDY/ACTION**

A. Study and Approval of the Proposed Expenditure Budget for Fiscal Year 2024-2025	314
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9. **ACTION**

A. Selection of Governing Board Delegate and Alternate for Arizona School Board Association (ASBA) Delegate Assembly; Determination of Governing Board Position on ASBA Legislative Action Agenda Items; Direction to Delegate and Alternate	329
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10. **PUBLIC COMMENT**¹ (30 Minutes Maximum)
11. **BOARD MEMBER REQUESTS FOR FUTURE AGENDA ITEMS**
12. **ADJOURNMENT**

In addition to display at various locations, copies of each agenda are available 24 hours prior to the meeting at www.amphi.com, and at the Wetmore Center, 701 West Wetmore Road, Tucson, AZ 85705. The public and the press are also welcome to examine in the Records Department all non-confidential supporting materials for the agenda. Requests for copies, at cost, of any of these supporting materials will be honored as timely as possible. If you need special accommodations, please call the Superintendent's office: (520) 696-5205.

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**GOVERNING BOARD AGENDA ITEM
AMPHITHEATER UNIFIED SCHOOL DISTRICT NO. 10**

DATE OF MEETING: June 25, 2024

TITLE: Executive Session

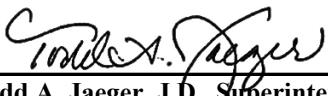
- 1. Motion to Recess Open Meeting and Hold an Executive Session for**
 - A. Consideration and Determination of Appeal of Long-term Suspension Hearing Officer's Decision Pursuant to A.R.S. § 15-843(A), Regarding, Student # 30065424**

RECOMMENDATION:

The Administration recommends the Board convene an executive session for the purpose of discussing the matters identified above as permitted by A.R.S. § 15-843 (A).

INITIATED BY:

Date: June 12, 2024



Todd A. Jaeger, J.D., Superintendent



**GOVERNING BOARD AGENDA ITEM
AMPHITHEATER UNIFIED SCHOOL DISTRICT NO. 10**

DATE OF MEETING: June 25, 2024

TITLE: Approval of Appointment of Non-Administrative Personnel

BACKGROUND:

Candidate(s) will be presented herein to fill vacancies created by leaves of absence, retirements, resignations, and new positions. Appointments are current as of June 24, 2024.

RECOMMENDATION:

It is the recommendation of the Administration that the appointment(s) be approved as presented.

INITIATED BY:

John Hastings, Director of Human Resources

Date: June 24, 2024

Todd A. Jaeger, J.D., Superintendent

6/25/2024

**GOVERNING BOARD MEETING
APPOINTMENTS**

LAST NAME	FIRST NAME	TITLE	CT/CL	LOCATION	LEVEL	EXPERIENCE CREDIT	ADD'L INFO	RECOMMENDED BY	COMMENT
Anderson	Rebecca	Teacher - Orchestra	CT	Mesa Verde Elementary			Rehire		*
Blockburger	Sheldon	Teacher - Math Intervention	CT	Cross Middle School	CTT-BA	2 years	Replacement	Mr. Gutierrez	
Blockburger	Sheldon	Teacher - P. E.	CT	Cross Middle School	CTT-BA	2 years	Replacement	Mr. Gutierrez	
Carter	Alicia	Teacher - Cross Categorical Class	CT	Holaway Elementary			Rescind		*
Coyner	Brooklyn	Teacher - Grade 2	CT	Holaway Elementary	CTT-BA	0 years	Replacement	Ms. Valentin	*
Finkle	Anna	Counselor	CT	Amphi Middle School	COUN-MA	0 years	Replacement	Ms. Wichers	*
Freel	John	Teacher - Special Education Reso	CT	Coronado K-8 School	CTT-MA	10 years	Replacement	Ms. Letts	*
Friezen	Cori	Teacher - Grade 5	CT	Innovation Academy			Correction		* Position
Hanks	Maegan	Teacher - Preschool Director	CT	Innovation Academy	CTT-MA	4 years	Replacement	Ms. Bucciarelli-Fay	*
Mucenski	Michelle	Teacher - Grade 1	CT	Innovation Academy	CTT-BA	4 years	Replacement	Mr. McConnell	*
Muphy	Justin	Teacher - Grade 3	CT	Rio Vista Elementary			Rehire	Ms. Spillane	*
Musick	Michael	Teacher - History	CT	CDO High School	CTT-MA	0 years	Replacement	Ms. Bulleigh	*
Roop	Lee	Curriculum & Instructional Support	CT	Holaway Elementary	CTT-MA	10 years	Correction	Ms. Valentin	* Position & Date
Roop	Lee	Teacher - Academic Intervention	CT	Holaway Elementary	CTT-MA	10 years	Correction	Ms. Valentin	* Position
Summers Cheney	Tara	Teacher - Cross Categorical Class	CT	Wilson K-8 School	CTT-EDS	10 years	Replacement	Ms. Sullivan	*
Underwood	Anthony	Teacher - Physics	CT	Amphi High School	CTT-BA	0 years	Replacement	Mr. Malis	*
Roy	Stephanie	School Nurse	CL-PR	La Cima Middle School			Rehire		*
Brown	Madgie	Custodian I	CL	Amphi High School	2	5 years	Replacement	Mr. Malis	
Castiglia	Anthony	Behavioral Intervention Monitor	CL	Wilson K-8 School	2	5 years	Replacement	Ms. Sullivan	*
Childress	Erin	Attendance Clerk	CL	Ironwood Ridge High	2	6 years	Replacement	Dr. Jenkins	*
Childress	Erin	Clerk	CL	Ironwood Ridge High	1	6 years	Replacement	Dr. Jenkins	*
Commander	Nixon	Bus Driver Trainee	CL	Transportation	1	0 years	Replacement	Ms. Frye-George	*
Contreras	Elsa	Classroom Aide/Caregiver	CL	Cross Middle School			Rehire		*

*	2024-2025 School Year	HSP High School Principal					ADCT	Addendum Certified	
Addendum	Former employee or new hire receiving extra-curricular position	MSP Middle School Principal					ADCL	Addendum Classified	
New	New hire filling a newly created position	ESP Elementary School Principal					ADACS	Addendum Amphi Community Schools	
Rehire	Former employee returning to a position in the district	HSA High School Assistant Principal					ADDM	Addendum Only	
Replacement	New hire filling a vacated position	MSA Assistant Middle School Principal					CT-AD	Certified Administrative	
Rescind	Declined position after appointment	ESA Elementary Assistant Principal					CT	Certified	
		SAS Support Administrator					CL-AD	Classified Administrative	
							CL	Classified	
							PR	Professional	
							ASW	Student Worker	

GOVERNING BOARD MEETING APPOINTMENTS

LAST NAME	FIRST NAME	TITLE	CT/CL	LOCATION	LEVEL	EXPERIENCE CREDIT	ADD'L INFO	RECOMMENDED BY	COMMENT
Galley	Scott	Bus Driver Trainee	CL	Transportation	1	0 years	Replacement	Ms. Frye-George	*
Garcia	Nicole	Classroom Aide/Caregiver	CL	Harelson Elementary	2	0 years	Replacement	Ms. Hayes	*
Khyyat	Elizabeth	Special Education Teaching Assis	CL	Cross Middle School			Rehire		*
Lake	Colin	Instructional Technology Specialis	CL	Nash Elementary			Rescind		
McGowan	Kyle	Auto Mechanic I	CL	Transportation	10	0 years	Replacement	Ms. Frye-George	*
Mihalik	Alexandra	Special Education Teaching Assis	CL	Harelson Elementary	3	0 years	Replacement	Ms. Hayes	*
Ruiz	Felix	Custodian I	CL	Amphi Middle School	2	5 years	Replacement	Ms. Wichers	*
Taylor	Andrea	Transportation Attendant	CL	Transportation	1	5+ years	Replacement	Ms. Frye-George	*
Cornwell	Keira	Student Worker	ASW	CDO High School			Rehire		*\$14.35 per hour
Rayl	Taylor	Student Worker	ASW	CDO High School			Rehire		*\$14.35 per hour
Richards	Pennilyn	Student Worker	ASW	CDO High School			Rehire		*\$14.35 per hour
Villegas Fuentes	Luisa	Student Worker	ASW	Nash Elementary			Rehire		\$14.35 per hour

*	2024-2025 School Year	HSP High School Principal	ADCT	Addendum Certified
Addendum	Former employee or new hire receiving extra-curricular position	MSP Middle School Principal	ADCL	Addendum Classified
New	New hire filling a newly created position	ESP Elementary School Principal	ADACS	Addendum Amphi Community Schools
Rehire	Former employee returning to a position in the district	HSA High School Assistant Principal	ADDM	Addendum Only
Replacement	New hire filling a vacated position	MSA Assistant Middle School Principal	CT-AD	Certified Administrative
Rescind	Declined position after appointment	ESA Elementary Assistant Principal	CT	Certified
		SAS Support Administrator	CL-AD	Classified Administrative
			CL	Classified
			PR	Professional
			ASW	Student Worker

06/25/2024

SUBSTITUTES

**GOVERNING BOARD MEETING
APPOINTMENTS**

LAST NAME	FIRST NAME	TITLE	CT / CL	LOCATION	EFFECTIVE DATE	COMMENT
Loveridge	Annabelle		CT		06/06/2024	
Sotelo	Paula		CT		06/06/2024	
Hall	David		CL		06/04/2024	
Kornman	Fredericka		CL		06/05/2024	
Peterson	Jacquelyn		CL		06/06/2024	
Schagel	Erica		CL		06/06/2024	

AD Administrative
PR Professional
CT Certified
CL Classified



**GOVERNING BOARD AGENDA ITEM
AMPHITHEATER UNIFIED SCHOOL DISTRICT NO. 10**

DATE OF MEETING: **June 25, 2024**

TITLE: **Approval of Personnel Changes**

BACKGROUND:

Changes in the employment status of employee(s) and/or job description(s) will be presented herein. Changes are current as of June 24, 2024.

In addition, Administration recommends the following effective July 1, 2024:

Facilities/Maintenance Positions

The District currently pays over \$300,000 annually to contracted vendors due to unfilled facilities/maintenance positions. Therefore, the District conducted a wage study and identified the following positions warrant a wage adjustment on the Classified/Support Staff placement schedule:

Position	Current Level	Proposed Level
Building Automation Technician	12	15
Electronic Technician	12	15
Electrician (formerly Journeyman Electrician)	12	15
Plumber (formerly Journeyman Plumber)	9	14
*Facilities Project Coordinator (formerly Lead Journeyman Carpenter)	10	15
Lead Electrician (formerly Lead Journeyman Electrician)	13	16
Lead Plumber (formerly Lead Journeyman Plumber)	10	15
Lead Refrigeration Mechanic (formerly Lead Refrigeration Mechanic III)	13	16
Locksmith	9	12
Refrigeration Mechanic II	8	13
Refrigeration Mechanic III	12	15

** reclassification*

As a result, a revised Classified/Support Staff placement schedule (attached) reflecting the new pay levels, 15 and 16, for these positions is being presented for approval.

In addition, the Lead Journeyman Carpenter job description has been updated and reclassified as Facilities Project Coordinator (job description attached) to more accurately reflect the nature and scope of the position based on current responsibilities. It also warrants a wage adjustment as indicated above.

Accordingly, Administration recommends that incumbents receive a wage adjustment as well. Their individual increases are presented in the attached Personnel Changes chart.

Athletic Trainers, Librarians, and Social Workers

The Fair Labor Standards Act (FLSA) sets the minimum annual salary-level threshold for positions to be exempt from overtime requirements. Effective July 1, the minimum annual salary will increase from \$35,568 to \$43,888. The District has identified three (3) positions where salary requirements do not meet the new threshold: Athletic Trainers, Librarians, and Social Workers. Consequently, the District conducted a compensation study and recommends the following adjustments to their respective starting salaries on their respective salary placement schedules in order to meet the requirements of FLSA and stay competitive within the market; and to attract and retain staff:

	Current Minimum	Proposed Minimum	Placement Schedule
Athletic Trainer	\$37,583.00	\$46,586.65	Professional Non-Teaching
Librarian	\$37,583.00	\$43,888.00	Librarian
Social Worker	\$42,268.12	\$48,586.90	Professional - Social Worker

Accordingly, Administration recommends that incumbents receive a wage adjustment as well. Their individual increases will be presented at a future Governing Board meeting.


RECOMMENDATION:

It is the recommendation of the Administration that the personnel changes be approved as presented as well as the market adjustments and revisions to the Facilities positions cited above and the Athletic Trainer, Librarian, and Social Worker positions.

INITIATED BY:


John Hastings, Director of Human Resources

Date: June 24, 2024


Todd A. Jaeger, J.D., Superintendent

6/25/2024

**GOVERNING BOARD MEETING
PERSONNEL CHANGES**

LAST NAME	FIRST NAME	TITLE	CT/CL	LOCATION	REASON	LEVEL	FINANCIAL CHANGE	COMMENT
Brower	Thomas	Teacher - Band	CT	Mesa Verde Elementary	Added Duty			*\$11,697.76
Bultman	Benjamin	Teacher - History	CT	Amphi High School	Salary Adjustment	CTT-BA+	*+\$666.75	*
Hoel	Lindsay	Teacher - Kindergarten	CT	Innovation Academy	Salary Adjustment	CTT-MA	*+\$2,000.25	*
McFrederick	Kyle	Teacher - ELL/SEI	CT	Rio Vista Elementary	Salary Adjustment	CTT-MA	*+\$2,000.25	*
Morris	Christopher	Teacher - Special Education Resourc	CT	CDO High School	Transfer			*
Paul	Kayleigh	Teacher - Preschool Director	CT	Rio Vista Elementary	Salary Adjustment	CTT-EDS	*+\$1,999.20	*
Arroyo Hernandez	Adan	Custodian I	CL	Donaldson Elementary	Transfer	2		*
Garcia	Juan	Lead Irrigation Systems Mechanic	CL	Facilities Support	Promotion	10	+\$1.95	
Guymon	Chad	Locksmith	CL	Facilities Support	Wage Adjustment	12	+\$1.08	*
Iribe	Courtney	Special Education Teaching Assistan	CL	Ironwood Ridge High	Transfer	3		*
Leibas	Manuel	Plumber	CL	Facilities Support	Wage Adjustment	14	+\$2.86	*
Medina	Jesus	Lead Refrigeration Mechanic	CL	Facilities Support	Wage Adjustment	16	+\$2.84	*
Orduno	Mara	Food Service Attendant	CL	Donaldson Elementary	Transfer	1		*
Orduno	Mara	Crossing Guard	CL	Donaldson Elementary	Transfer	1		*
Ortega	Michael	Refrigeration Mechanic III	CL	Facilities Support	Wage Adjustment	15	+\$2.65	*
Plata	Anna	Cook	CL	Keeling Elementary	Decrease FTE			*<0.3125 FTE>
Polm	David	Electronic Technician	CL	Facilities Support	Wage Adjustment	15	+\$2.65	*
Rudd	David	Building Automation Technician	CL	Facilities Support	Wage Adjustment	15	+\$2.65	*
Sowid	Caitlin	Campus Monitor	CL	Mesa Verde Elementary	Decrease FTE			*<0.25 FTE>
Wacker	Robert	Lead Electrician	CL	Facilities Support	Wage Adjustment	16	+\$2.84	*
Waters	Daniel	Facilities Project Coordinator	CL	Facilities Support	Reclassification	15	+\$3.38	*
Watson	Dacey	Special Education Teaching Assistan	CL	Ironwood Ridge High	Transfer	3		*

*	2024-2025 School Year	ADCT	Addendum Certified
Addendum	Employee receiving extra-curricular position or stipend	ADCL	Addendum Classified
Added Duty	Employee working additional hours or days	ADACS	Addendum Amphi Community Schools
Additional Position	Employee working an additional position	CT-AD	Certified Administrative
Correction	Correction to contract	CT	Certified
Decrease FTE	Decrease in hours	CL-AD	Classified Administrative
Extension	End date being extended	CL	Classified
Increase FTE	Increase in hours/contract	PR	Professional
Promotion	Employee receiving a promotion to another position	EL	Elementary
Reassignment	Employee moving to another position at the direction of the administration	MS	Middle School
Status Change	Employee changing status (i.e. short term to career)	HS	High School
Temporary	Employee working for a limited period of time		
Transfer	Employee moving from one position to another		

GOVERNING BOARD MEETING PERSONNEL CHANGES

LAST NAME	FIRST NAME	TITLE	CT/CL	LOCATION	REASON	LEVEL	FINANCIAL CHANGE	COMMENT
Wynne	Patrick	Refrigeration Mechanic III	CL	Facilities Support	Wage Adjustment	15	+\$2.65	*
Zimpelman	Thomas	Electrician	CL	Facilities Support	Wage Adjustment	15	+\$2.65	*
Amedeo	Keri	ADDN - Curriculum Development	ADCT	Federal/State Programs	Addendum			\$25.00 per hour
Berry-Kelley	Monique	ADDN - School Support Team	ADCT	La Cima Middle School	Addendum			\$20.00 per hour
Bucciarelli-Fey	Tiffany	ADDN - Added Duty	ADCT	Nash Elementary	Addendum			\$6,097.40
Castle	Jordan	ADDN - Certified Tutor	ADCT	CDO High School	Addendum			\$30.00 per hour
Castle	Jordan	ADDN - Curriculum Development	ADCT	CDO High School	Addendum			*\$25.00 per hour
Copper	Esther	ADDN - School Support Team	ADCT	Holaway Elementary	Addendum			\$20.00 per hour
Cruz	Cynthia	ADDN - Curriculum Development	ADCT	Federal/State Programs	Addendum			* \$25.00 per hour
Culver	Jacob	ADDN - School Support Team	ADCT	La Cima Middle School	Rescind			
Davis	Shelby	ADDN - School Support Team	ADCT	Rio Vista Elementary	Addendum			\$20.00 per hour
Engelhard	Erin	ADDN - Extra Hours	ADCT	Copper Creek Elementary	Addendum			\$29.73 per hour
Engelhard	Erin	ADDN - Extra Hours	ADCT	Copper Creek Elementary	Addendum			\$29.73 per hour
Escalante	Ana	ADDN - Homebound	ADCT	Cross Middle School	Addendum			\$30.00 per hour
Garcia	Tiffin	ADDN - Curriculum Development	ADCT	Wetmore Center	Addendum			\$25.00 per hour
Gardner	Betsy	ADDN - School Support Team	ADCT	La Cima Middle School	Rescind			
Gerard	Michelle	ADDN - Certified Tutor	ADCT	CDO High School	Addendum			\$30.00 per hour
Girard	Robert	ADDN - Curriculum Development	ADCT	Federal/State Programs	Addendum			\$25.00 per hour
Glavin	Kelsey	ADDN - School Support Team	ADCT	Holaway Elementary	Addendum			\$20.00 per hour
Golden	Brande	ADDN - Homebound	ADCT	Rillito Center	Addendum			\$30.00 per hour
Gradillas	Brittney	ADDN - Curriculum Development	ADCT	Federal/State Programs	Addendum			* \$25.00 per hour
Green	Rebecca	ADDN - Summer School Teacher EL	ADCT	Coronado K-8 School	Addendum			\$150.00
Guymon	Kate	ADDN - School Support Team	ADCT	Donaldson Elementary	Addendum			\$20.00 per hour
Hamrick	Stephanie	ADDN - School Support Team	ADCT	Holaway Elementary	Addendum			\$20.00 per hour

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Addendum	Employee receiving extra-curricular position or stipend	ADCL	Addendum Classified
Added Duty	Employee working additional hours or days	ADACS	Addendum Amphi Community Schools
Additional Position	Employee working an additional position	CT-AD	Certified Administrative
Correction	Correction to contract	CT	Certified
Decrease FTE	Decrease in hours	CL-AD	Classified Administrative
Extension	End date being extended	CL	Classified
Increase FTE	Increase in hours/contract	PR	Professional
Promotion	Employee receiving a promotion to another position	EL	Elementary
Reassignment	Employee moving to another position at the direction of the administration	MS	Middle School
Status Change	Employee changing status (i.e. short term to career)	HS	High School
Temporary	Employee working for a limited period of time		
Transfer	Employee moving from one position to another		

GOVERNING BOARD MEETING PERSONNEL CHANGES

LAST NAME	FIRST NAME	TITLE	CT/CL	LOCATION	REASON	LEVEL	FINANCIAL CHANGE	COMMENT
Heagle	Denise	ADDN - Curriculum Development	ADCT	Federal/State Programs	Addendum		\$25.00 per hour	
Hooton	Rose	ADDN - Extra Hours	ADCT	Wetmore Center	Addendum		*\$27.60 per hour	
Horetski	Christine	ADDN - School Support Team	ADCT	Holaway Elementary	Addendum		\$20.00 per hour	
Irwin	Teresa	ADDN - Extra Hours	ADCT	Cross Middle School	Addendum		\$25.15 per hour	
Jameson-Christia	Leslie	ADDN - School Support Team	ADCT	La Cima Middle School	Addendum		\$20.00 per hour	
Jernigan	Kelsey	ADDN - School Support Team	ADCT	Rio Vista Elementary	Addendum		\$20.00 per hour	
Kevershan	Kimberly	ADDN - Curriculum Development	ADCT	CDO High School	Addendum		*\$25.00 per hour	
Kiefer	Laura	ADDN - Curriculum Development	ADCT	Federal/State Programs	Addendum		\$25.00 per hour	
Klingler	Abbey	ADDN - School Support Team	ADCT	Holaway Elementary	Addendum		\$20.00 per hour	
Knight	Alison	ADDN - School Support Team	ADCT	Holaway Elementary	Addendum		\$20.00 per hour	
Krim	Jennifer	ADDN - School Support Team	ADCT	Holaway Elementary	Addendum		\$20.00 per hour	
Laughter	Marlana	ADDN - Curriculum Development	ADCT	Federal/State Programs	Addendum		\$25.00 per hour	
Lindberg	Patricia	ADDN - School Support Team	ADCT	Rio Vista Elementary	Addendum		\$20.00 per hour	
Lipich	Brande	ADDN - Extra Days	ADCT	Rillito Center	Addendum		*\$284.02 per day	
Lipich	Brande	ADDN - Extra Days	ADCT	Rillito Center	Addendum		\$268.74 per day	
Lopez	Stephanie	ADDN - School Support Team	ADCT	Walker Elementary	Addendum		\$20.00 per hour	
Magrie	Kylie	ADDN - School Support Team	ADCT	Holaway Elementary	Addendum		\$20.00 per hour	
Marnier	Peggy	ADDN - School Support Team	ADCT	Holaway Elementary	Addendum		\$20.00 per hour	
McNew	Ann	ADDN - Curriculum Development	ADCT	Federal/State Programs	Addendum		* \$25.00 per hour	
Mounts	Deborah	ADDN - Curriculum Development	ADCT	Federal/State Programs	Addendum		* \$25.00 per hour	
Nicley	Camille	ADDN - Curriculum Development	ADCT	CDO High School	Addendum		*\$25.00 per hour	
Nicley	Camille	ADDN - Certified Tutor	ADCT	CDO High School	Addendum		\$30.00 per hour	
Nicley	Camille	ADDN - Certified Tutor	ADCT	CDO High School	Addendum		\$30.00 per hour	
Nixon	Taylor	ADDN - School Support Team	ADCT	Holaway Elementary	Addendum		\$20.00 per hour	

*	2024-2025 School Year					ADCT	Addendum Certified	
Addendum	Employee receiving extra-curricular position or stipend					ADCL	Addendum Classified	
Added Duty	Employee working additional hours or days					ADACS	Addendum Amphi Community Schools	
Additional Position	Employee working an additional position					CT-AD	Certified Administrative	
Correction	Correction to contract					CT	Certified	
Decrease FTE	Decrease in hours					CL-AD	Classified Administrative	
Extension	End date being extended					CL	Classified	
Increase FTE	Increase in hours/contract					PR	Professional	
Promotion	Employee receiving a promotion to another position					EL	Elementary	
Reassignment	Employee moving to another position at the direction of the administration					MS	Middle School	
Status Change	Employee changing status (i.e. short term to career)					HS	High School	
Temporary	Employee working for a limited period of time							
Transfer	Employee moving from one position to another							

GOVERNING BOARD MEETING PERSONNEL CHANGES

LAST NAME	FIRST NAME	TITLE	CT/CL	LOCATION	REASON	LEVEL	FINANCIAL CHANGE	COMMENT
Pingry	Boonie	ADDN - School Support Team	ADCT	Holaway Elementary	Addendum		\$20.00 per hour	
Rincon	Christina	ADDN - Extra Hours	ADCT	Wetmore Center	Addendum		\$41.98 per hour	
Ruiz	Judith	ADDN - School Support Team	ADCT	Holaway Elementary	Addendum		\$20.00 per hour	
Sadowl	Cyra	ADDN - School Support Team	ADCT	La Cima Middle School	Addendum		\$20.00 per hour	
Smith	Kimberly	ADDN - School Support Team	ADCT	Holaway Elementary	Addendum		\$20.00 per hour	
Spencer	Dawna	ADDN - School Support Team	ADCT	Donaldson Elementary	Addendum		\$20.00 per hour	
Steen	Susan	ADDN - Technology Coach HS	ADCT	Ironwood Ridge High	Addendum		*\$1,550.00	
Tapling	Colby	ADDN - School Support Team	ADCT	Holaway Elementary	Addendum		\$20.00 per hour	
Varna	Donna	ADDN - School Support Team	ADCT	Rio Vista Elementary	Addendum		\$20.00 per hour	
Veytia	Andrea	ADDN - School Support Team	ADCT	La Cima Middle School	Rescind			
Walden	Sandra	ADDN - Extra Hours	ADCT	Copper Creek Elementary	Added Duty		\$33.58 per hour	
Walker	Melissa	ADDN - School Support Team	ADCT	Rio Vista Elementary	Addendum		\$20.00 per hour	
Wexler	Douglas	ADDN - ESY Teacher EL	ADCT	Rillito Center	Correction		Stipend amount	
Wolf	Amber	ADDN - School Support Team	ADCT	Rio Vista Elementary	Addendum		\$20.00 per hour	
Woodard	Nicholas	ADDN - School Support Team	ADCT	La Cima Middle School	Rescind			
Wray	Kathleen	ADDN - School Support Team	ADCT	Rio Vista Elementary	Addendum		\$20.00 per hour	
Aguirre	Adilene	ADDN - Summer School Preschool A	ADCL	Keeling Elementary	Addendum		\$15.49 per hour	
Blauser	Devonne	ADDN - Extra Hours	ADCL	Transportation	Added Duty		*\$26.59 per hour	
Caponigro	Deborah	ADDN - Extra Hours	ADCL	Rio Vista Elementary	Added Duty		\$16.75 per hour	
Cruz	Krsity	ADDN - ESY Teaching Assistant EL	ADCL	Rillito Center	Addendum		*\$18.65 per hour	
Dalton-Aragon	Jaron	ADDN - Added Duty	ADCL	La Cima Middle School	Added Duty		*\$18.22 per hour	
Davis	Hailey	ADDN - Extra Hours	ADCL	Amphi High School	Added Duty		*\$16.02 per hour	
Dempsey	Clifford	ADDN - Extra Hours	ADCL	Transportation	Added Duty		*\$15.61 per hour	
D'Souza	Serena	ECHO Afterschool Aide/Caregiver	ADCL	Nash Elementary	Addendum		\$14.50 per hour	

*	2024-2025 School Year					ADCT	Addendum Certified	
Addendum	Employee receiving extra-curricular position or stipend					ADCL	Addendum Classified	
Added Duty	Employee working additional hours or days					ADACS	Addendum Amphi Community Schools	
Additional Position	Employee working an additional position					CT-AD	Certified Administrative	
Correction	Correction to contract					CT	Certified	
Decrease FTE	Decrease in hours					CL-AD	Classified Administrative	
Extension	End date being extended					CL	Classified	
Increase FTE	Increase in hours/contract					PR	Professional	
Promotion	Employee receiving a promotion to another position					EL	Elementary	
Reassignment	Employee moving to another position at the direction of the administration					MS	Middle School	
Status Change	Employee changing status (i.e. short term to career)					HS	High School	
Temporary	Employee working for a limited period of time							
Transfer	Employee moving from one position to another							

GOVERNING BOARD MEETING PERSONNEL CHANGES

LAST NAME	FIRST NAME	TITLE	CT/CL	LOCATION	REASON	LEVEL	FINANCIAL CHANGE	COMMENT
D'Souza	Serena	ADDN - Summer School Preschool A	ADCL	Keeling Elementary	Addendum		\$14.50 per hour	
Guadian	Amelinda	ADDN - Extra Hours	ADCL	Transportation	Added Duty		\$19.57 per hour	
Guadian	Amelinda	ADDN - Extra Hours	ADCL	Transportation	Added Duty		*\$23.56 per hour	
Gutierrez	Sharon	ADDN - Extra Hours	ADCL	Transportation	Added Duty		*\$27.69 per hour	
Gutierrez	Sharon	ADDN - Extra Hours	ADCL	Transportation	Added Duty		\$24.85 per hour	
Harnick	Michael	ADDN - Extra Hours	ADCL	Transportation	Added Duty		*\$17.33 per hour	
Lerch	Gary	ADDN - Extra Hours	ADCL	Coronado K-8 School	Added Duty		\$20.25 per hour	
MacIntyre	Duncan	ADDN - Extra Hours	ADCL	Transportation	Added Duty		*\$23.99 per hour	
Maxwell	Annie	ADDN - ESY School Nurse	ADCL	Wetmore Center	Addendum		\$32.06 per hour	
McGann	Bonny	ADDN - Extra Hours	ADCL	Ironwood Ridge High	Added Duty		*\$20.89 per hour	
Miller	Lorie	ADDN - Extra Hours	ADCL	Amphi High School	Added Duty		*\$17.92 per hour	
Sanchez	Rosaura	ADDN - Added Duty	ADCL	La Cima Middle School	Added Duty		*\$16.34 per hour	
Shields	Donna	ECHO Afterschool Aide/Caregiver	ADCL	Nash Elementary	Addendum		\$14.50 per hour	
Thomas	Alexandre	ADDN - Extra Hours	ADCL	Ironwood Ridge High	Added Duty		*\$21.91 per hour	
Thongkumsai	Bobby	ADDN - Extra Hours	ADCL	Transportation	Added Duty		*\$21.70 per hour	
Toothman	Victoria	ADDN - Summer School SpEd TA	ADCL	CDO High School	Addendum		\$16.50 per hour	
Vasquez	Guadalupe	ADDN - Extra Hours	ADCL	Food Service Admin	Added Duty		\$16.10 per hour	
Walker	Sabine	ADDN - Extra Hours	ADCL	Transportation	Added Duty		*\$22.21 per hour	

*	2024-2025 School Year					ADCT	Addendum Certified
Addendum	Employee receiving extra-curricular position or stipend					ADCL	Addendum Classified
Added Duty	Employee working additional hours or days					ADACS	Addendum Amphi Community Schools
Additional Position	Employee working an additional position					CT-AD	Certified Administrative
Correction	Correction to contract					CT	Certified
Decrease FTE	Decrease in hours					CL-AD	Classified Administrative
Extension	End date being extended					CL	Classified
Increase FTE	Increase in hours/contract					PR	Professional
Promotion	Employee receiving a promotion to another position					EL	Elementary
Reassignment	Employee moving to another position at the direction of the administration					MS	Middle School
Status Change	Employee changing status (i.e. short term to career)					HS	High School
Temporary	Employee working for a limited period of time						
Transfer	Employee moving from one position to another						



FACILITIES PROJECT COORDINATOR

QUALIFICATIONS

A. REQUIRED

- High school diploma or GED
- Eight years of work experience in construction trades, with demonstrated skill in five (5) of the following areas: carpentry, concrete, masonry, brick paving, form setting, asphalt, fencing, roofing and welding, light equipment operator, and playground equipment repair
- Adequate working knowledge of HVAC and electrical systems
- Adequate knowledge in the development of project budgets
- Adequate knowledge of and experience in addressing building regulatory compliance, and constructability issues
- Demonstrates skill in the use of hand and machine tools
- Exhibit excellent verbal and written communication skills
- Equivalent combination of education/training/experience
- Possession of valid Arizona driver's license

B. DESIRED

- Certificate in Construction Management
- Vocational training in any one of the related crafts or equivalent
- Previous supervisory experience
- Current or previous experience in a school district, college or university
- Possession of a valid Arizona Class B Commercial Driver's License

SUMMARY

In addition to performing general lead maintenance technician duties, the Facilities Project Coordinator acts as the primary technical advisor to Facility Support Services (FSS) Management.

Reports to: Director of Facilities

ESSENTIAL FUNCTIONS

- Provides temporary supervision of internal and contracted project work as assigned by FSS Management
- Provides supervision to all Maintenance and Facility Technicians
- Acts as a work-place Safety Officer that facilitates employee training and compliance on various safety topics related to OSHA/ADOSH standards
- Prioritizes work orders in backlog by utilizing customer and manager input
- Utilizes backlog reports to forecast work orders and projects
- Plans and coordinates departmental operations and needs with appropriate personnel and other agencies and vendors
- Schedules daily work orders utilizing shop personnel based on prioritization (Schedules will reflect various types of priorities to allow for effective movement of personnel when reacting to unforeseen changes to the daily schedule.)
- Verifies compliance to the daily schedule



FACILITIES PROJECT COORDINATOR

- Verifies accuracy and completeness of work order reporting, i.e. man-hours, material used, details of completed work, etc.
- Acts as first line of contact for variances to the daily schedule
- Works within State Procurement Standards when ordering/acquiring material
- Supervises execution of work orders by staff as required
- Assures timely completion of assigned work within industry quality standards
- Provides Project Management as assigned by FSS Management
- Performs duties as a liaison with regulatory agencies as assigned by the FSS Management
- Provides orientation and training of employees as assigned by the FSS Management
- Performs minor repair work involving skills in carpentry, masonry, fencing, brick paving, form setting, asphalt, roofing, concrete work and welding
- Performs repair and maintenance work on buildings, facilities and equipment
- May perform work on minor construction or remodeling projects
- May perform minor painting
- Works with Preventative Maintenance Lead to help maintain preventative maintenance work schedules, work history records, and performs preventative maintenance on items as needed
- Works within a cost control budget; controls costs on materials and tool purchases; may develop an estimate of costs for repair jobs and new installations
- Participates on committees as assigned; makes suggestions to improve district/departmental operation; assists in establishing work schedules designed to minimize impact on instruction
- Exhibits patience, courtesy and tact when dealing with others
- Fosters harmonious working relationships between crafts, departments, and outside vendors
- Promotes and supports district-wide educational advancement in 21st Century Skills
- Integrates knowledge and skills that are relevant to the 21st Century
- Performs other related duties as assigned

MENTAL AND PHYSICAL REQUIREMENTS

- Ability to follow oral and written instructions
- Ability to use office equipment such as telephones, computers, copiers, and printers
- Ability to navigate and become proficient in the work order management system software
- Ability to lift and carry up to 100 pounds
- Ability to climb stairs and ladders and work in elevated areas
- Ability to bend, squat, stoop, kneel, twist, crawl and lift one or both arms above shoulder level
- Ability to work in small, cramped, or confined spaces



FACILITIES PROJECT COORDINATOR

- Ability to walk on uneven surfaces, if necessary
- Ability to work under adverse conditions involving noise, heat, cold, noxious chemicals, heights, high voltage electricity and all weather and temperature conditions
- Ability to work in a shop environment and both indoors and outdoors
- Ability to use hand and power tools
- Ability to operate an automatic or standard transmission motor vehicle

AMPHITHEATER PUBLIC SCHOOLS		
FY25 SUPPORT STAFF/CLASSIFIED PLACEMENT SCHEDULE		
LEVEL 1		MINIMUM
Assistant to Audiologist		15.30
Bookstore Clerk		
Bus Driver Trainee		
Campus Monitor		
Clerk		
Cook		
Crossing Guard		
ECHO Afterschool Aide/Caregiver		
Food Service Attendant		
Instructional Aide		
Library Clerk		
Preschool Aide/Caregiver		
School Health Assistant		
Student/Family Advocate		
Transportation Attendant		
LEVEL 2		MINIMUM
Attendance Clerk		15.45
Behavioral Intervention Monitor		
Bilingual Clerk		
Bilingual Instructional Assistant		
Classroom Aide/Caregiver		
Computerized Copy Machine Operator		
Custodian I		
Food Service Courier		
Groundskeeper I		
Human Resources Customer Service Representative		
Library Media Technician I		
Mail/Courier Service Provider		
Native American Tutor/Advisor		
Registrar - Middle School		
Shipping/Receiving Clerk		
Student Services Coordinator Assistant I		
Trades Apprentice		
Translator/Interpreter		
LEVEL 3		MINIMUM
Agriscience Assistant		15.60
Bilingual Community Liaison		
Bookkeeper I		
Computer Systems Operator		
High School Athletic Secretary		
Instructional Technology Specialist		
Reading Room Assistant		
Registrar - Amphi Academy Online K-12		
Secretary I		
Special Ed Teaching Assistant		
Student Services Coordinator Assistant II		

AMPHITHEATER PUBLIC SCHOOLS		
FY25 SUPPORT STAFF/CLASSIFIED PLACEMENT SCHEDULE		
LEVEL 4		MINIMUM
District Athletic Equipment Coordinator		15.75
Ed Assistant To Elementary Principal		
Elementary School Health Aide		
GEAR UP Assistant		
Graphics & Printing Assistant		
Library Assistant		
Parent Educator		
Registrar - High School		
Secretary II		
Transportation Scheduler		
LEVEL 5		MINIMUM
Automotive Parts Coordinator		16.00
Cook - Lead		
Custodian II		
ECHO Afterschool Instructional Specialist		
Fringe Benefits Assistant		
Groundskeeper II		
Human Resources Data Technician		
Instructional Specialist - Land Lab/Agriscience		
Inventory Control Clerk		
Maintenance Supply Coordinator		
Preschool Instructional Specialist		
Secretary III		
Student Records Management Specialist		
LEVEL 6		MINIMUM
Custodian III		16.30
Food Service Attendant - Lead		
Inventory & Procurement Coordinator		
Lead Groundskeeper I		
Parent Educator Coordinator		
Procurement Specialist		
School Admin Assistant		
Security Officer		
Special Ed Records Specialist		
LEVEL 7		MINIMUM
Alternative/Small Vehicle Driver		16.85
Bilingual Office Assistant		
Bookkeeper II		
Language Assessment Specialist		
Special Ed Records Specialist - Lead		

AMPHITHEATER PUBLIC SCHOOLS		
FY25 SUPPORT STAFF/CLASSIFIED PLACEMENT SCHEDULE		
LEVEL 8		MINIMUM
Administrative Assistant I		17.15
Facilities Technician		
Food Service Supervisor		
Irrigation Systems Mechanic		
Maintenance Technician II		
Manager-Bookstore		
Painter III		
Preventative Maintenance Technician II		
Speech/Language Pathology Assistant		
LEVEL 9		MINIMUM
15 Passenger Bus Driver		17.55
Administrative Assistant - Bilingual Communication		
Computer Repair Technician		
Grounds Equipment Mechanic		
Journeyman Carpenter		
JTED Computer Repair Technician		
LEVEL 10		MINIMUM
Auto Mechanic I		18.25
Benefits Specialist		
Budget Technician		
Certification & Training Specialist		
District Food Service Coordinator		
Human Resources Recruitment Specialist		
Human Resources Specialist		
Lead Facilities Technician		
Lead Irrigation Systems Mechanic		
Transportation Dispatcher		
LEVEL 11		MINIMUM
Administrative Assistant II		18.55
Administrative Assistant II - Legal		
Auto Mechanic II		
Human Resources Generalist		
Routing Coordinator - Transportation		
School Psychologist Intern		
Transportation Driver Trainer/Relief		

AMPHITHEATER PUBLIC SCHOOLS		
FY25 SUPPORT STAFF/CLASSIFIED PLACEMENT SCHEDULE		
LEVEL 12		MINIMUM
Auto Mechanic Lead		19.71
Computer Network System Installer		
District Substitute Coordinator		
Locksmith		
Transportation Training & Safety Coordinator		
LEVEL 13		MINIMUM
Bus Driver		21.33
Certified Occupational Therapy Assistant		
Chief Mechanic - Garage		
Payroll Specialist I		
Refrigeration Mechanic II		
Web & Digital Media Specialist		
LEVEL 14		MINIMUM
Homeless Education Liaison		23.26
Payroll Specialist - Lead		
Plumber		
LEVEL 15		MINIMUM
Building Automation Technician		25.00
Electrician		
Electronic Technician		
Facilities Project Coordinator		
Lead Plumber		
Refrigeration Mechanic III		
LEVEL 16		MINIMUM
Lead Electrician		27.00
Lead Refrigeration Mechanic		
<ul style="list-style-type: none"> • Additional compensation may be given for years of experience. • Pay rates include override retention funding previously itemized separately on the salary schedule and are subject to reduction if the override expires. 		
		7/1/2024



**GOVERNING BOARD AGENDA ITEM
AMPHITHEATER UNIFIED SCHOOL DISTRICT NO. 10**

DATE OF MEETING: June 25, 2024

TITLE: Approval of Leave(s) of Absence

BACKGROUND:

Leave(s) of absence will be presented herein and are current as of June 17, 2024.

RECOMMENDATION:

It is the recommendation of the Administration that the leave request(s) be approved as presented.

INITIATED BY:

A handwritten signature in black ink, appearing to read "John Hastings".

John Hastings, Director of Human Resources

Date: June 17, 2024

A handwritten signature in black ink, appearing to read "Todd A. Jaeger".

Todd A. Jaeger, J.D., Superintendent

6/25/2024

**GOVERNING BOARD MEETING
LEAVES OF ABSENCE**

LAST NAME	FIRST NAME	TITLE	CT/CL	LOCATION	DATES	COMMENT
Leibas	Manuel	Journeyman Plumber	CL	Wetmore Center	05/20/2024	Extension
Millanes	Celia	Custodian I	CL	Copper Creek Elementary	05/29/2024	Start

* 2024-2025 School Year
CT-AD Certified Administrative
CT Certified
CL-AD Classified Administrative
CL Classified
PR Professional



**GOVERNING BOARD AGENDA ITEM
AMPHITHEATER UNIFIED SCHOOL DISTRICT NO. 10**

DATE OF MEETING: June 25, 2024

TITLE: Approval of Separation(s) and Termination(s)

BACKGROUND:

Separation(s) and termination(s) will be presented herein. Separations are current as of June 17, 2024.

RECOMMENDATION:

It is the recommendation of the Administration that the resignation(s) or termination(s) be approved as presented.

INITIATED BY:

A handwritten signature in black ink, appearing to read "John Hastings", is written over a horizontal line.

John Hastings, Director of Human Resources

Date: June 17, 2024

A handwritten signature in black ink, appearing to read "Todd A. Jaeger", is written over a horizontal line.

Todd A. Jaeger, J.D., Superintendent

6/25/2024

**GOVERNING BOARD MEETING
SEPARATIONS**

LAST NAME	FIRST NAME	TITLE	CT/CL	LOCATION	EFFECTIVE DATE	REASON	COMMENT
Harris	Patricia	Assistant Principal	CT-RET	Ironwood Ridge High	06/30/2024	Retirement	
Braden	Larissa	Teacher - ELL/SEI	CT	Rio Vista Elementary	05/17/2024	Resignation	
Candelaria	Maria	Teacher - Grade 1	CT	Coronado K-8 School	06/06/2024	Correction	Separation date
Dunlap	Mary	Campus Monitor	CL	Nash Elementary	05/16/2024	Resignation	
Kalykova	Gulgaky	Library Assistant	CL	Donaldson Elementary	05/24/2024	Resignation	
Newman	Helen	Food Service Attendant	CL	Food Service Admin	05/16/2024	Retirement	
Peralta	Dora	Custodian I	CL	Ironwood Ridge High	06/04/2024	Resignation	
Saavedra	Maria	Custodian I	CL	Ironwood Ridge High	06/06/2024	Resignation	
Smith	Stephanie	Speech/Language Pathology	CL	Wetmore Center	06/17/2024	Resignation	
Wilson	Margaret	Special Education Teaching	CL	Holaway Elementary	05/16/2024	Retirement	

*	2024-2025 School Year	ADCT	Addendum Certified
Budget RIF	Reduction in force due to budget	ADCL	Addendum Classified
Abandonment	Employee abandoned position	ADDM	Addendum Only
Breach of Contract	Employee did not fulfill contract	CT-AD	Certified Administrative
Dismissal	Employee terminated by the District	CT	Certified
Resignation	Employee resigning from the District	CL-AD	Classified Administrative
Retirement	Employee retiring from the District	CL	Classified
		PR	Professional

06/25/2024 GOVERNING BOARD MEETING
SEPARATIONS

Substitutes

LAST NAME	FIRST NAME	TITLE	CT / CL	LOCATION	EFFECTIVE DATE	REASON
Betts	Sharon		CT		06/05/2024	
Cramer	Connie		CT		06/11/2024	
Pierce	Susan		CT		06/10/2024	
Smith	Elizabeth		CT		05/30/2024	
Ciuffetelli	Richard		CL		06/05/2024	
Folk	Corinne		CL		06/05/2024	

AD Administrative
 PR Professional
 CT Certified
 CL Classified



**GOVERNING BOARD AGENDA ITEM
AMPHITHEATER UNIFIED SCHOOL DISTRICT NO. 10**

DATE OF MEETING: June 25, 2024

TITLE: Approval of Minutes of Previous Meeting(s)

BACKGROUND:

The attached minutes of previous Governing Board Meeting(s) are submitted for approval by the Board.

May 7, 2024

May 28, 2024

RECOMMENDATION:

The Administration recommends that the minutes of the previous meeting(s) be approved.

INITIATED BY:

Jen Anderson

Jen Anderson
Executive Assistant to the Superintendent & Governing Board

Date: June 24, 2024

Todd A. Jaeger
Todd A. Jaeger, J.D., Superintendent

**Minutes of the Regular Governing Board Meeting
Amphitheater Public Schools
Tuesday, May 7, 2024**

A Regular public meeting of the Governing Board of Amphitheater Public Schools was held on Tuesday, May 7, 2024, beginning at 6:00 p.m. at the Wetmore Center, 701 W. Wetmore Road, Tucson, AZ 85705 in the Leadership and Professional Development Center.

Governing Board Members Present

Dr. Scott K. Baker, President
Ms. Vicki Cox Golder, Member
Ms. Deanna M. Day, M. Ed., Member
Mr. Matthew A. Kopec, Member

Governing Board Member Absent

Ms. Susan Zibrat, Vice President

Superintendent's Cabinet Members Present

Mr. Todd A. Jaeger, J.D., Superintendent-*telephonically*
Ms. Tassi Call, Associate Superintendent for Elementary Education
Mr. Matthew Munger, Associate Superintendent for Secondary Education
Mr. Scott Little, Chief Financial Officer
Mr. John Hastings, Director of Human Resources
Ms. Elizabeth Jacome, Director of Curriculum and Assessment
Ms. Kristin McGraw, Director of Student Services
Mr. Richard C. La Nasa, Executive Manager of Operational Support
Ms. Julie Valenzuela, Director of 21st Century Education
Ms. Michelle Valenzuela, Director of Communications

1. CALL TO ORDER AND SIGNING OF THE VISITOR'S REGISTER

President Baker called the meeting to order at 6:00 p.m. and invited members of the audience to sign the guest register. He explained that Superintendent Jaeger was joining the meeting by telephone and would be speaking as needed.

2. PLEDGE OF ALLEGIANCE

Superintendent Jaeger asked A. J. Malis, Principal of Amphitheater High School to present the students leading the pledge.

Mr. Malis introduced Carolina, Josselyn, and Carter. He said the students are the Amphitheater High School Student Government leaders. The students lead the Pledge of Allegiance.

On behalf of the Governing Board, Ms. Cox Golder gave the students certificates of recognition.

To mark the occasion, a picture was taken of the students, Mr. Malis, and the Governing Board.

3. RECOGNITION OF STUDENT ART

Superintendent Jaeger asked Mr. Malis to introduce the Amphitheater High School art teacher. Mr. Malis was pleased to introduce Judith Becker Rohrer, 2D and 3D Visual Arts Teacher to talk about the art on display. She said the display showcases introductory to advanced 2D and 3D art. She explained that drawing projects lead to painting projects as the year progresses. Ms. Becker Rohrer noted that in the beginning of the year the students create a digital portfolio to catalog their art. She thanked the Governing Board for the opportunity to display their art.

On behalf of the Governing Board, Ms. Cox Golder gave Ms. Becker Rohrer a certificate of recognition.

To mark the occasion, a picture was taken of Ms. Becker Rohrer, Mr. Malis, and the Governing Board.

4. ANNOUNCEMENT OF DATE AND TIME OF THE NEXT SPECIAL GOVERNING BOARD MEETING

President Baker announced that the next Special Governing Board meeting will be held on Tuesday, May 28, 2024 at 5:30 p.m. at the Wetmore Center, 701 W. Wetmore Road, Tucson AZ, 85705, in the Leadership and Professional Development Center.

5. RECOGNITIONS

A. Recognition of 2024 National Merit Scholar

President Baker announced the item and asked Mr. Munger to talk more about the award.

Mr. Munger gave background information about the rigorous scholarship application process. He asked Orante Jenkins, Principal of Ironwood Ridge High School to come forward. Dr. Jenkins explained that the recipient, Kayden Brant, was unable to attend due to AP testing. He said Kayden is involved in many activities and is ranked at the top of his class. He accepted the recognition on Kayden's behalf.

Ms. Cox Golder presented Dr. Jenkins with the certificate of recognition from the Governing Board to give to Kayden.

A picture was taken with Dr. Jenkins and the Governing Board to mark the occasion.

B. Recognition of 2024 Flinn Scholar

President Baker announced the item and asked Ms. Call to talk more about the award.

Ms. Call said she was honored to recognize Emma Langlais as a 2024 Flinn Scholar award winner. She stated the award includes tuition, room and board (at one of three Arizona universities) and two opportunities to study abroad. She asked Dr. Jenkins to come forward.

Dr. Jenkins highlighted Emma's academic and community accomplishments. He said that Emma was also not able to attend due to prior commitments. He accepted the recognition on Emma's behalf.

Ms. Cox Golder presented Dr. Jenkins with the certificate of recognition from the Governing Board to give to Emma.

C. Recognition of 2024 Arizona Science Olympiad Finalists

President Baker announced the item and asked Mr. Munger to present the Arizona Science Olympiad Finalists.

Mr. Munger gave some background information about the Arizona Science Olympiad. He asked Tara Bulleigh, Principal of Canyon del Oro High School to come forward. Ms. Bulleigh invited the Arizona Science Olympiad sponsors, Jill Christman and Kimberly Kevershan to talk about the competition. Ms. Christman spoke about the challenges the team faced at the Robot Tour event. She said Ben Lathrem was unable to attend and introduced Logan Christian.

On behalf of the Governing Board, Mr. Kopec presented Logan with a certificate of recognition.

To mark the occasion, a picture was taken of Logan, Ms. Bulleigh, Ms. Christman, Ms. Kevershan and the Governing Board.

D. Recognition of 2024 Careers through Culinary Arts Program (C-CAP) Scholar

President Baker announced the item and asked Ms. Valenzuela to present the Career and Technical Education (CTE) recognitions.

Ms. Valenzuela explained that students participating in the Careers through Culinary Arts Program (C-CAP), are prepared for the workplace through chef mentoring, job shadowing, work experience, job skills, and college and career advising. The students also have the opportunity to compete for college scholarships. She invited Jean Gowen, Ironwood Ridge

High School's chef and C-CAP Culinary Advisor, and Adriene Zanardi C-CAP finalist to come forward. Ms. Gowen spoke about Adriene's skills, creativity, and leadership. She said Adriene earned three scholarships.

On behalf of the Governing Board, President Baker presented the students with certificates of recognition.

To mark the occasion, a picture was taken of Adriene, Ms. Gowen, Dr. Jenkins and the Governing Board.

E. Recognition of Arizona Thespians Tech Challenge Finalists

Ms. Valenzuela spoke about the different areas of competition at the Thespians Tech Challenge Festival. The Ironwood Ridge High School team was comprised of Camill Agnetti, Daniel Huerta, David Coury, and Ash True, and they placed second out of 53 teams. She explained that Ironwood Ridge High School's technical theater advisor, A. J. Lepore was unable to attend and she introduced the students.

On behalf of the Governing Board, President Baker presented the students with certificates of recognition.

To mark the occasion, a picture was taken of the students, Dr. Jenkins and the Governing Board.

F. Recognition of 2024 Family, Career and Community Leaders of America (FCCLA) Award Winners

Ms. Valenzuela gave some background information about the Family, Career and Community Leaders of America (FCCLA) organization. She asked Nick Meitner, Canyon del Oro High School's FCCLA Culinary Arts Advisor and Erin Merendo, Ironwood Ridge High School's FCCLA Early Childhood Education Advisor to come forward to introduce their students.

Mr. Meitner said he was so proud of the students and introduced, Haley Terrazas and Madison Reynolds. He spoke about the competition and their hard work.

Ms. Merendo explained that the topic the students picked for the competition was inspired by the new preschool library. She said she was pleased with the hard work of the students and said the winning students were Kya Hertzog, Elizabeth Keegan, Gabriella Saenz and Ruby Schulte.

Ms. Call asked for the opportunity to talk about Ms. Merendo's accomplishments. She said this was Ms. Merendo's first year running the Early Childhood Education program at Ironwood Ridge High School, which included opening a new preschool and classroom this year. Ms. Call explained that in addition to the growth of the preschool, it was amazing for Ms. Merendo to have students compete in FCCLA and receive such high awards.

On behalf of the Governing Board, President Baker presented the students with certificates of recognition.

To mark the occasion, a picture was taken of the Culinary Arts students, Mr. Meitner, Ms. Bulleigh and the Governing Board.

A picture was also taken of the Early Childhood Education students, Ms. Merendo, Dr. Jenkins and the Governing Board.

G. Recognition of 2024 HOSA-Future Health Professionals Winners

Ms. Valenzuela spoke about the purpose of the organization, and asked Stephen Whetherhult and Caroline Krater, HOSA advisors to come forward. Mr. Whetherhult expressed his appreciation to Governing Board for recognizing the student winners. He said unfortunately the students, Chantal Newhouse and Allison Thome had prior commitments and could not

attend. Mr. Whetherhult noted there were 53 members of the club and talked about the individual competition award winners. He reported that the Canyon del Oro High School HOSA Sports Medicine and HOSA Biotech earned Gold Chapter Awards and several students earned scholarships at this year's event.

On behalf of the Governing Board, Mr. Kopec presented Mr. Whetherhult with certificates of recognition to give to the students.

To mark the occasion, a picture was taken of Mr. Whetherhult, Ms. Krater, Ms. Bulleigh and the Governing Board.

H. Recognition of 2024 SkillsUSA Winners

Ms. Valenzuela talked about the SkillsUSA Arizona program. She said SkillsUSA is a partnership of students, teachers and industry working together to ensure America has a skilled work force. At the event the students used hands-on technical skills to compete against the best in Arizona.

Ms. Valenzuela invited Canyon del Oro High School SkillsUSA Advisor Josh Ronstadt to come forward with the student winners. She announced that Mr. Ronstadt was named SkillsUSA Region 5 Advisor of the Year and is in the running for National SkillsUSA Advisor of the Year.

Mr. Ronstadt said he was so proud to introduce Kate McEuen and Cameron Wall. He spoke about their dedication and academic accomplishments and stated they both qualified for the National SkillsUSA competition in June.

On behalf of the Governing Board, Mr. Kopec presented Kate, Cameron and Mr. Ronstadt with certificates of recognition.

To mark the occasion, a picture was taken of Kate, Cameron, Mr. Ronstadt, Ms. Bulleigh and the Governing Board.

I. Recognition of 2024 National Future Farmers of America (FFA) Organization Winners

Ms. Valenzuela said the Amphitheater High School students competed at the Pima County Fair. She talked about the championship awards won by Julia Araiza, Mikayla Diaz-Espuma, and Angela Coats. She explained that the FFA winners and their advisor Morgan Berrigan were unable to attend.

J. Presentation of Distinguished Service Awards

President Baker asked Mr. Munger to introduce the awards.

Mr. Munger stated that each month during the school year, a certificated and a support staff member are recognized with a Distinguished Service Award.

Mr. Munger asked Tara Bulleigh, Principal of Canyon del Oro High School and Classified Distinguished Service Award recipient, Oscar Espinosa, Lead Custodian, Canyon del Oro High School to come forward.

Ms. Bulleigh spoke about Mr. Espinosa's work at Canyon del Oro High School. She noted that he has been at Canyon del Oro High School for over 10 years and does an amazing job. She stated that Canyon del Oro High School has many events that require setup and he is always ready to help. He is extremely humble, willing to go above and beyond, and truly cares about relationships with the students and staff. Ms. Bulleigh stated that has a positive impact on the campus and it is an honor to work with him.

A video presentation was shown honoring Mr. Espinosa for the work he has done in the District.

President Baker presented Mr. Espinosa with a certificate of recognition from the Governing Board, a Distinguished Service Award and a gift card donated by the Amphi Foundation.

A picture was taken with Mr. Espinosa, Ms. Bulleigh, and the Governing Board to mark the occasion.

Mr. Munger asked A. J. Malis, Principal of Amphitheater High School and Certified Distinguished Service Award recipient, J. T. Parham, College and Career Advisor from Amphitheater High School to come forward.

Mr. Malis talked about the relationships Mr. Parham develops to prepare students for their post-secondary plans. He spoke about Mr. Parham's other leadership roles on campus that support and celebrate all seniors and their accomplishments.

A video presentation was shown honoring Mr. Parham for the work he has done in the District.

President Baker presented Mr. Parham with a certificate of recognition from the Governing Board, a Distinguished Service Award and a gift card donated by the Amphi Foundation.

A picture was taken with Mr. Parham, Mr. Malis, and the Governing Board to mark the occasion.

6. INFORMATION

A. Status of Construction Projects

For the Status of Construction Project attachments see Exhibit 1.

President Baker asked Superintendent Jaeger to introduce this item.

Superintendent Jaeger said that Mr. La Nasa will give an update on District construction projects that utilize bonds and other funding sources. He asked Mr. La Nasa to present the report.

Mr. La Nasa spoke about the projects currently under construction with School Facility Division Building Renewal Grants (BRG), Bond, Adjacent Ways and ESSER funding. He said many current projects are nearing completion, and they are moving forward with multiple summer projects.

He shared photos of current projects including Holaway Elementary School and Amphitheater High School security fencing, and the completion of the weatherization project at Ironwood Ridge High School.

Mr. La Nasa noted that since his April 9, 2024 report, the District has received no additional School Facility Division Building Renewal Grants (BRG). He stated that the total amount of grants awarded for school year 2023-2024 is \$4,572,489.

Mr. La Nasa said the full report was available for viewing in BoardBooks and offered to answer any questions. There were none.

President Baker thanked him for the report.

B. Projections of Site Staffing and Non-Staffing Allocations

For the Projections of Site Staffing and Non-Staffing Allocations attachments see Exhibit 2.

Superintendent Jaeger said this is the time of year that the projected staffing allocations are presented to the Governing Board. He explained that in order to maintain equity across all schools, there is a complex system of formulas used to allocate staff at each school. He noted that in the Fall administration will review the accuracy of the enrollment projections and the actual staffing allocations.

Superintendent Jaeger asked Mr. Hastings to review the staffing allocations for the upcoming school year.

Mr. Hasting reviewed that the State of Arizona funds schools with the "current year funding

model”. This model uses the Average Daily Membership (ADM) during the first 100 days of the current school year, and issues funds to the school district based on the ADM of each student. District administration studies the current ADM to project for next year’s staffing needs. They “roll-up” each grade level, review registrations, open enrollment numbers and adjust staffing as needed. He explained that some positions remain consistent regardless of enrollment changes; for example, principal, administrative assistant, health assistant, and custodians.

Mr. Hastings presented staffing allocations samples (based on specific enrollment numbers) for elementary, middle and high school schools.

He offered to answer any questions.

Ms. Cox Golder asked him to clarify that these are just examples of each school level.

Mr. Hasting responded that the presentation only used examples, not actual staffing numbers.

President Baker thanked him for the report.

7. PUBLIC COMMENT

President Baker read the Call to the Audience procedures.

Dan Moreno, Amphi parent and co-founder of the Amphi Legacy Wrestling Club, spoke about benefits and mission of the Wrestling Club to support young wrestlers in the community. They have practiced at Amphi facilities for the past two years with no charge to the club. He said in February they learned the District required a rental agreement and associated fees for them to continue to practice. Mr. Moreno stated they have requested a fee waiver, but have not received a response from administration.

Scott Joiner, head wrestling coach at Amphitheater High School and co-founder of the Amphi Legacy Wrestling Club, recapped the mission and goals of the Wrestling Club. He explained it was important to keep the cost low for club members, since many students cannot afford to pay to participate. Mr. Joiner said they want to be able to support the students and he was hoping something could be done about the rental fee charges.

Luis Lopez, Cross Middle School and Amphi Legacy Wrestling Club coach spoke about the growth of the Wrestling Club over the past two years. He noted that when students participate in sports, they gain confidence and learn how to excel and overcome losses. Mr. Lopez said he volunteers his time with the Wrestling Club, because he wants all students to be able to participate, not just those that can afford it.

Julian Rangel, Amphitheater High School student, said he is a club member. He spoke about how important the club has been to him and other club members. He said his family didn’t have the money to pay for him to participate and he was thankful to the coaches that are a part of the program.

Derek Celaya, an Amphi parent said his son has participated with the Wrestling Club for three years. He said the students learn a lot and he would like to see the club continue so that the students can be competitive. Mr. Celaya stated the club just needs a facility at no cost to be able to continue.

8. CONSENT AGENDA

Details of agenda items, supporting documents, and presentations are available in the electronic Board Book by clicking on the hyperlink below.

[Amphitheater Public Schools Public View - BoardBook Premier](#)

Superintendent Jaeger requested Item 8. B. Approval of Personnel Changes be held for separate consideration and recommended that the remaining Agenda items be approved as presented.

Ms. Cox Golder moved for Consent Agenda Items 8. A. and C.-P. to be approved as presented. Mr. Kopec seconded the motion. Voice vote in favor – 4. President Baker, Ms. Cox Golder, Ms. Day, and Mr. Kopec. Opposed – 0. Consent Agenda Items 8. A. and C.-P. passed.

Superintendent Jaeger recommended Lindsay Lopez for the position of Instructional Support Assistant at Cross Middle School for FY 2024–2025. He spoke about Ms. Lopez’s educational background and prior work experience in the District.

Ms. Cox Golder moved for Consent Agenda Item 8. B. be approved as presented. Mr. Kopec seconded the motion. Voice vote in favor – 4. President Baker, Ms. Cox Golder, Ms. Day, and Mr. Kopec. Opposed – 0. Consent Agenda Item 8. B. passed.

A. Approval of Appointment of Non-Administrative Personnel

Non-administrative personnel appointments were approved as listed in Exhibit 3.

B. Approval of Personnel Changes

Certified and classified personnel changes were approved as listed in Exhibit 4.

C. Approval of Leave(s) of Absence

Approval of Leave(s) of Absence were approved as listed in Exhibit 5.

D. Approval of Separation(s) and Termination(s)

Separations and terminations were approved as listed in Exhibit 6.

E. Approval of Stipend for Coaching Volunteers

Stipend for Coaching Volunteers were approved as listed in Exhibit 7.

F. Approval of Minutes of Previous Meeting(s)

The Governing Board approved minutes from the April 9, 2024 and the April 23, 2024 meetings as submitted in Exhibit 8.

G. Approval of Vouchers Totaling and Not Exceeding Approximately \$2,541,902.81

A copy of vouchers for goods and services received by the Amphitheater Public Schools and recommended for payment has been provided to the Governing Board. The following vouchers were approved as presented and payment authorized as submitted in Exhibit 9.

Voucher #	Amount	Voucher #	Amount	Voucher #	Amount
1278	\$638,671.58	1279	\$98,576.57	1280	\$250,350.14
1281	\$356,871.21	1282	\$103,486.45	1283	\$65,469.74
1284	\$4,967.37	1285	\$23,982.52	1286	\$320,854.18
1287	\$302,809.11	1288	\$29,153.58	1289	\$101,880.411
1290	\$81,374.68	1291	\$158,801.55	1293	\$4,653.72

H. Acceptance of Gifts

Gifts were accepted by the Governing Board as submitted in Exhibit 10.

I. Approval of Cooperative Purchasing Contracts for Fiscal Year 2025

The Governing Board approved Cooperative Purchasing Contracts for Fiscal Year 2025.

J. Approval of Multi-Term Contracts for Fiscal Year 2025

The Governing Board approved Multi-Term Contracts for Fiscal Year 2025 as submitted in Exhibit 11.

K. Approval of Sole Source Purchasing Contracts for Fiscal Year 2025

The Governing Board approved Sole Source Purchasing Contracts for Fiscal Year 2025 as submitted in Exhibit 12.

L. Award of Contract for Audit Services-Based Upon Responses to Request for Proposal (RFP) 2324014

The Governing Board approved Award of Contract for Audit Services-Based Upon Responses to Request for Proposal (RFP) 2324014 to Heinfeld Meech as submitted in Exhibit 13.

M. Award of Contract for K-12 Textbook Adoption for Social Studies RFP #2324010

The Governing Board approved the Award of Contract for K-12 Textbook Adoption for Social Studies RFP #2324010.

N. Award of Contract for K-12 Textbook Adoption for Spanish RFP#2324011

The Governing Board approved the Award of Contract for K-12 Textbook Adoption for Spanish RFP#2324011.

O. Approval of Fee for Canyon Del Oro High School Summer Bridge Program for Incoming Freshman

The Governing Board approved Fee for Canyon Del Oro High School Summer Bridge Program for Incoming Freshman.

P. Approval of Out of State Travel

The Governing Board approved requests for out of state travel as listed in Exhibit 14.

President Baker called a five minute break at 7:23 p.m.

President Baker reconvened the meeting at 7:28 p.m.

9. STUDY

A. Study of Potential Bond and Override Election in November 2024

For the Study of Potential Bond and Override Election in November 2024 PowerPoint presentations see Exhibit 15.

Superintendent Jaeger stated that the presentation tonight was to review the current bonds and overrides with the Governing Board. He said Mr. La Nasa and Mr. Little will also be providing additional information.

Superintendent Jaeger said that for over a decade, public school funding from the State of Arizona has been poor. The District has been very fortunate to have bond and override funding available. He noted that we have been able to reduce the impact of the cuts due to the voters supporting the override funding.

He explained there are two basic school budget “categories” of funds. Capital funds consist of allocations to school districts to be used to fund building construction, durable assets and equipment, textbooks, and vehicles. Maintenance and Operations (M&O), funds are used to pay for day-to-day operations and functions: employee payroll, utilities, fuel, supplies, services, and certain equipment. Employee pay and benefits are the largest expense in the M&O category.

Superintendent Jaeger reviewed that the use of bond funding for the last bond program was to replace the loss of state funds to maintain District facilities. He said the current bond funding is winding down, and it is now time to consider asking the voters to renew the bonds.

Superintendent Jaeger gave an overview of the current overrides in place. He said they began in 2005, and fortunately, there have been multiple renewals. He stated the current general M&O override of 10% has been in place since 2005 (renewed multiple times; most recently in 2019). It has a finite life and will phase out after next year if not renewed. The current K-3 “special program” 3.5% override has been in place since 2019, and if it is not renewed in November, it will begin to phase out.

Superintendent Jaeger explained that if the District calls for the election, the proposal will be to combine the current overrides. He said that by state law the District is prohibited from

advocating for the passing of the initiative.

He asked Mr. La Nasa to provide more information.

Mr. La Nasa gave a recap of the \$58 million school improvement bond funding approved by the voters in 2016. He explained the purpose of the funding was for school facility maintenance and renovation (facility renewal), student transportation and for infrastructure technology. He said the fourth and final sale of bonds was completed in 2023.

Mr. La Nasa reviewed bond funding expenditures from 2017 to 2023. He reported that over that time 56% was spent on facilities expenses. He talked about the ongoing funding needs to maintain school facilities to meet the State of Arizona Minimum Adequacy Guidelines (MAG). Mr. La Nasa said the continued lack of sufficient state funding from the School Facilities Division Building Renewal Grant (BRG) program does not adequately fund school facility renewal needs.

He said that the District Capital Plan funding requires \$7.5 – \$10M per year to maintain and replace end of life-cycle building systems. Referring to the District's 26 sites, he noted the average building age is 52 years, with the median construction date of 1973. Mr. La Nasa stated that the aging buildings will only add to the continued need for funding. He gave examples of recent increases of equipment and renovation costs and said costs will only go higher.

Mr. La Nasa explained that ESSER funding will end on 9/30/24. He said the funding was helpful in supplementing many needed HVAC replacement costs, and there will be no more additional funds allocated in the future.

Mr. La Nasa spoke about network infrastructure improvements and replacement of end of life equipment. He noted that there have been exponential increases in equipment costs and the expenditures will only continue to rise. He said the ESSER funding supplemented thousands of student Chromebook purchases funding will also end on 9/30/24.

He stated the bond funding has allowed the transportation department to replace buses. Mr. La Nasa said there is a continued need to replace buses as the current fleet ages back to 2008. He noted that there have also been exponential increases to the cost of new buses.

Mr. La Nasa talked about the Facility Condition Assessment (FCA). He said it is an inspection method used to document the condition of a facility. It is based on the on-site physical assessment conducted by subject specific experts to verify the existing building systems condition and the major system component deficiencies, to determine facility capital renewal and deferred capital needs. He explained the FCA allows the District to project short term and long term capital funding requirements. He stated the Facility Condition Index (FCI) is a measure which represents the physical condition of a facility compared to its replacement value, and it is expressed as a percentage. The higher the FCI score, the worse the condition of the facility. He explained an increase in spending on repair and renewal will increase the FCI score. Prior to the 2016 Bond, the District wide FCI was 15.63%. The most recent FCI from 2023 is 11.9%, which is a substantial improvement of the FCI score.

He offered to answer any questions. There were none.

Mr. Little gave additional information on the bond and override elections. He shared the 2023-2024 tax rates of other school districts in Pima County. Amphitheater is about in the middle with a tax rate of about \$.60.

Mr. Little talked about the funding from the current overrides. The 10% override received \$8,623,074 and the 3.5% override amount was \$3,039,132, for a total of \$11,662,206. He said if the override election does not pass, the District will have to cut \$11,000,000 from the current budget.

He explained that the funding provides 102.6 full time equivalent (FTE) positions, and to emphasize the impact and necessity of the override funding he shared the following uses:

- Dedicated Certificated Teachers to Teach Art in Elementary Schools
- Dedicated Certificated Teachers to Teach Music in Elementary Schools
- Dedicated Certificated Teachers to Teach PE in Elementary Schools
- Middle School Elective Classes, Math Labs, and Writing Labs
- High School Technology, Science and Fine Arts Classes
- Tutoring and Intervention Programs
- Amphitheater Public School Employee Compensation Enhancement (3.79%)
- Added Technology Positions to Remain Current with Technology Changes
- Class Size Reduction
- Free Full-Day Kindergarten
- Additional Class-Size Reduction in Kindergarten – Third Grades

Mr. Little said the proposed bond amount is \$84,000,000. It would be structured to be four \$21 million bond sales beginning in 2025, with additional sales every two years.

He noted there should be no increase in the tax rate, and each year the rate is expected to decline slightly for the life of the bonds, which is estimated for about 15 years.

Mr. Little stated that election statute requires the override election be called prior to June 21, 2024. The estimated cost of the upcoming election is about \$300,000. This includes some costs for the Governing Board members, with the majority of the expense being for the override informational pamphlets and associated mailing costs.

He offered to answer any questions.

Ms. Cox Golder commented that he was very thorough.

Ms. Day asked when will the Governing Board need to approve the proposed override.

Superintendent Jaeger responded that the plan is to bring the item to the Governing Board at the first meeting in June for approval. He said at the May 28, 2024 meeting there will be additional information presented for discussion.

Mr. Kopec thanked Superintendent Jaeger for the detailed background about Arizona school district funding. He also thanked Mr. La Nasa and Mr. Little for doing a wonderful job with managing capital expenses and pursuing other funding avenues. He hoped the voters will be able to see what the District has accomplished. Mr. Kopec said he appreciated the recent safety improvements, such as increased security fencing, and the replacement of swap coolers to efficient HVAC systems. He stated that he was in agreement to combine the overrides.

There were no additional questions or comments.

10. ACTION

A. Adoption of the Fiscal Year 2023-2024 Expenditure Budget Revision 2

For the Adoption of the Fiscal Year 2023-2024 Expenditure Budget Revision 2 attachments see Exhibit 16.

Superintendent Jaeger said this is the second revision of the FY 2023-2024 Expenditure Budget and asked Mr. Little to report in greater detail.

Mr. Little explained this is the final version and includes the fine tuning of the reduction to enrollment numbers and adjustments for projected staffing. He said this report reflects minor necessary revisions and will be submitted prior to the May 15th reporting deadline.

He offered to answer any questions. There were none.

Ms. Day moved to approve the Adoption of the Fiscal Year 2023-2024 Expenditure Budget Revision 2. Ms. Cox Golder seconded the motion. Voice vote in favor – 4. President Baker, Ms. Cox Golder, Ms. Day, and Mr. Kopec. Opposed – 0. Action Item 10. A. passed.

11. PUBLIC COMMENT

There were no comments.

12. BOARD MEMBER REQUESTS FOR FUTURE AGENDA ITEMS

Mr. Kopec asked for a follow up board report about the options for the Amphi Legacy Wrestling group.

President Baker asked for board report outlining the procedures and types of organizations that use District facilities.

13. ADJOURNMENT

Ms. Cox Golder moved to adjourn. Mr. Kopec seconded. There was no discussion. Voice vote in favor – 4. President Baker, Ms. Cox Golder, Ms. Day, and Mr. Kopec. Opposed – 0. . The meeting adjourned at 8:05 p.m.



Minutes respectfully submitted for Governing Board Approval
Jennifer Anderson, Executive Assistant to the Superintendent & Governing Board
Gretchen Hahn, Governing Board Office Secretary

June 24, 2024

Date

Scott K. Baker Ph.D., Governing Board President

June 25, 2024

Date

**Minutes of the Special Governing Board Meeting
Amphitheater Public Schools
Tuesday, May 28, 2024**

A Special public meeting of the Governing Board of Amphitheater Public Schools was held on Tuesday, May 28, 2024, beginning at 5:30 p.m. at the Wetmore Center, 701 W. Wetmore Road, Tucson, AZ 85705 in the Leadership and Professional Development Center.

Governing Board Members Present

Dr. Scott K. Baker, President
Ms. Susan Zibrat, Vice President
Ms. Vicki Cox Golder, Member
Ms. Deanna M. Day, M. Ed., Member
Mr. Matthew A. Kopec, Member

Superintendent's Cabinet Members

Mr. Todd A. Jaeger, J.D., Superintendent
Ms. Tassi Call, Associate Superintendent for Elementary Education
Mr. Matthew Munger, Associate Superintendent for Secondary Education
Mr. John Hasting, Director of Human Resources
Mr. Richard C. La Nasa, Executive Manager of Operational Support
Ms. Elizabeth Jacome, Director of Curriculum and Assessment
Ms. Kristin McGraw, Director of Student Services
Ms. Julie Valenzuela, Director of 21st Century Education

1. CALL TO ORDER AND SIGNING OF THE VISITOR'S REGISTER

President Baker called the meeting to order at 5:30 p.m. and invited members of the audience to sign the guest register.

2. EXECUTIVE SESSION

1. Motion to Recess Open Meeting and Hold an Executive Session for

A. Consideration and Determination of Appeal of Long-term Suspension/Expulsion Hearing Officer's Decision Pursuant to A.R.S. § 15-843(A), as well as the Hearing Officer's Recommendation for Expulsion Pursuant to A.R.S. § 15-843(F)(2) Regarding, Student # 30048063

B. Consideration and Determination of Appeal of Long-term Suspension/Expulsion Hearing Officer's Decision Pursuant to A.R.S. § 15-843(A), as well as the Hearing Officer's Recommendation for Expulsion Pursuant to A.R.S. § 15-843(F)(2) Regarding, Student # 30055598

Vice President Zibrat moved that the Board go into an Executive Session to address the matters identified in Item 2. of the Board's agenda and pursuant to the legal authorities listed on the agenda under Item 2. Mr. Kopec seconded the motion. Voice vote in favor- 5. President Baker, Vice President Zibrat, Ms. Cox Golder, Ms. Day and Mr. Kopec. Opposed-0.

President Baker proclaimed they were in Executive Session at 5:30 p.m.

3. RECONVENE PUBLIC MEETING

President Baker reconvened the meeting at 6:35 p.m.

4. PLEDGE OF ALLEGIANCE

President Baker led the Pledge of Allegiance.

5. ANNOUNCEMENT OF DATE AND PLACE OF NEXT REGULAR GOVERNING BOARD MEETING

President Baker announced that the next Regular Governing Board meeting will be held on Tuesday, June 11, 2024 at 6:00 p.m., at the Wetmore Center, 701 W. Wetmore Road, Tucson AZ 85705 in the Leadership & Professional Development Center.

6. INFORMATION

A. Superintendent's Report

For the Superintendent's Report PowerPoint Presentation see Exhibit 1.

Superintendent Jaeger began his report by sharing photos of recent graduation ceremonies around the District.

Superintendent Jaeger said every school year the District works towards a singular moment: Graduation. He reported that over 1,000 students graduated from the three high schools. Superintendent Jaeger noted that the graduates received over \$24 million dollars in scholarships and he shared a list of post-graduation destinations from all over the country.

He spoke about the ceremony at Canyon del Oro High School. Superintendent Jaeger said he was proud of the student speakers and the staff that worked to create an amazing event. He mentioned the challenging weather conditions at Ironwood Ridge High School, but said overall, it was a great evening. Superintendent Jaeger gave kudos to students and staff who made it possible. He talked about the graduation at Amphitheater High School, noting that it is the birthplace of the District and it holds a special place in the community. He said it was great to hear from the student speakers.

Superintendent Jaeger reported that at the Rillito Center, there was one graduate this year. He said it is always a heartwarming event.

Superintendent Jaeger then shared photos of kindergarten graduations and eighth grade promotions.

Superintendent Jaeger said he and Ms. Day attended the Odyssey of the Mind World Competition in Ames, Iowa last week. He congratulated the Amphi participants and showed pictures of students from Innovation Academy, Painted Sky Elementary School, and Canyon del Oro High School. He said the District also had teams from Copper Creek Elementary School, Rio Vista Elementary School, Prince Elementary School and Cross Middle School at the World Competition.

President Baker thanked him for his report.

7. PUBLIC COMMENT

There were no comments.

8. CONSENT AGENDA

Details of agenda items, supporting documents, and presentations are available in the electronic Board Book by clicking on the hyperlink below.

[*Amphitheater Public Schools Public View - BoardBook Premier*](#)

President Baker asked if any items needed to be removed for further discussion or comment.

Superintendent Jaeger requested Item A. be held for separate consideration. Mr. Kopec requested Item O. be removed for comment.

Ms. Cox Golder moved for Consent Agenda Items 8. B. -N. and P.-R. be approved as presented. Mr. Kopec seconded the motion. Voice vote in favor – 5. President Baker, Vice President Zibrat, Ms. Cox Golder, Ms. Day, and Mr. Kopec. Opposed – 0. Consent Agenda Items 8. B.-N. and P.-R. passed.

Superintendent Jaeger recommended Hayley Gottlieb for the position of Assistant Principal of Amphitheater High School for FY 2024-2025. He spoke about Ms. Gottlieb's educational background, teaching and prior leadership experience with the District.

Superintendent Jaeger said a reception will be held to welcome Ms. Gottlieb, and two other recently appointed administrators, Colby Tapling, Assistant Principal of Prince Elementary School and Lindsey Lopez Instructional Support Assistant at Cross Middle School.

Ms. Cox Golder moved that Hayley Gottlieb be approved for the position of Assistant Principal of Amphitheater High School for FY 2024-2025. Mr. Kopec seconded the motion. Voice vote in favor – 5. President Baker, Vice President Zibrat, Ms. Cox Golder, Ms. Day, and Mr. Kopec. Opposed – 0. Motion passed.

Mr. Kopec said the reason he pulled *Item O. Approval of Intergovernmental Agreement with Pima County for the Pima Early Education Program and Approval of Two Preschool Classrooms/Programs* was to take the opportunity to praise the continued growth of the program. He commented that for District staff to expand the much needed preschools as quickly as they did was amazing.

Mr. Kopec moved that *Item O. be approved as presented. Ms. Cox Golder seconded the motion. Voice vote in favor – 5. President Baker, Vice President Zibrat, Ms. Cox Golder, Ms. Day, and Mr. Kopec. Opposed – 0. Motion passed.*

To mark the occasion, a picture was taken of Ms. Gottlieb, Mr. Tapling, Ms. Lopez, the Governing Board, and Superintendent Jaeger.

President Baker called for a ten-minute break at 6:48 p.m. to hold a reception.

President Baker reconvened the meeting at 6:58 p.m.

A. Approval of Appointment of Administrative Personnel

Administrative personnel appointments were approved as listed in Exhibit 2.

B. Approval of Appointment of Non-Administrative Personnel

Non-Administrative personnel appointments were approved as listed in Exhibit 3.

C. Approval of Personnel Changes

Certified and classified personnel changes were approved as listed in Exhibit 4.

D. Approval of Leave(s) of Absence

Approval of Leave(s) of Absence were approved as listed in Exhibit 5.

E. Approval of Separation(s) and Termination(s)

Separations and terminations were approved as listed in Exhibit 6.

F. Approval of Stipend for Coaching Volunteers

Stipend for Coaching Volunteers were approved as listed in Exhibit 7.

G. Approval of Vouchers Totaling and Not Exceeding Approximately \$9,954,240.17

A copy of vouchers for goods and services received by the Amphitheater Public Schools and recommended for payment has been provided to the Governing Board. The following vouchers were approved as presented and payment authorized as submitted in Exhibit 8.

Voucher #	Amount	Voucher #	Amount	Voucher #	Amount
1295	\$199,393.25	1296	\$337,715.41	1297	\$59,977.41
1298	\$182,480.21	1299	\$42,426.52	1300	\$302,378.24
1301	\$1,469.33	1302	\$381,064.77	1303	\$76,582.72
1304	\$436,936.51	1305	\$52,660.88	1306	\$22,162.44
1307	\$6,139,824.72	1311	\$28,252.04	1312	\$4,171.78
1313	\$433,944.13	1314	\$332,986.52	1315	\$57,321.10
1316	\$619,532.07	1317	\$35,408.54	1318	\$207,551.58

H. Acceptance of Gifts

Gifts were accepted by the Governing Board as submitted in Exhibit 9.

I. Receipt of April 2024 Report on School Auxiliary and Club Balances

The Governing Board approved Receipt of April 2024 Report on School Auxiliary and Club Balances as submitted in Exhibit 10.

J. Approval of Parent Support Organization(s) – 2024-2025

The Governing Board approved IRHS Football Booster Club and IRHS Theater Booster Club for the 2024-2025 school year as submitted in Exhibit 11.

K. Award of Contract for Pest Control Management Services- Based Upon Responses to Request for Bid (RFB) 2324015

The Governing Board awarded the Contract for Pest Control Management Services- Based Upon Responses to Request for Bid (RFB) 2324015 to University Termite and Pest as submitted in Exhibit 12.

L. Approval of Disposal of Surplus Property via PublicSurplus.com

The Governing Board approved Disposal of Surplus Property via PublicSurplus.com.

M. Approval of Facility Rental Program Fees

The Governing Board approved Facility Rental Program Fees as listed in Exhibit 13.

N. Approval of Summer Institute 2024 Teacher Stipends

The Governing Board approved Summer Institute 2024 Teacher Stipends.

O. Approval of Intergovernmental Agreement with Pima County for the Pima Early Education Program and Approval of Two Preschool Classrooms/Programs

The Governing Board approved Intergovernmental Agreement with Pima County for the Pima Early Education Program and Approval of Two Preschool Classrooms/Programs as submitted in Exhibit 14.

P. Approval of Dual Credit Incentive Payment

The Governing Board approved Dual Credit Incentive Payment as listed in Exhibit 15.

Q. Approval of Supplemental Texts and Materials

The Governing Board approved Supplemental Texts and Materials as submitted in Exhibit 16.

R. Approval of Out of State Travel

The Governing Board approved requests for Out of State Travel as listed in Exhibit 17.

9. STUDY

A. Study of Potential Bond and Override Election in November 2024; Consideration and Discussion of Bond and Override Funding Uses

For the Study of Potential Bond and Override Election in November 2024 PowerPoint Presentation see Exhibit 18.

Superintendent Jaeger recapped that the proposed bond and override election for the fall was presented at the May 7, 2024 Governing Board meeting. He explained that due to decades of inadequate funding by the State of Arizona, the District is dependent on these additional funding sources. He said the District is extremely grateful to the voters and taxpayers for their continued support. Superintendent Jaeger noted that at the June 11, 2024 Governing Board meeting, a resolution will be presented to approve putting the proposals on the fall ballot. He stated that the information presented tonight will be about some potential improvement projects. He then asked Mr. LaNasa to talk about the proposed bond funding categories in greater detail.

Mr. La Nasa said the proposed projects in are broad categories with the first one being safety and security needs. These include:

- The continued installation and expansion of “no-climb” security fencing on campuses and District facilities – this is part of a “layered” security approach
- The continued installation of electronic access control locks on exterior doors and badged/coded keypad access. This allows for “one touch” lock down of exterior doors
- A District wide re-keying of door locks with a new keyway system and controls. With the new system the keys are not easily duplicated and the last District wide re-key was 20+ years ago. The expected cost is \$75k to \$300k per school
- The installation of security camera systems (does not include real-time monitoring)
 - Elementary School - \$70k per school
 - Middle School - \$150k per school
 - High School - \$280k per school
- Additional parent drop off and pick up area safety improvements are needed to be able to accommodate increased traffic

Mr. La Nasa talked about site improvement projects. These include:

- Continued replacement of aging playground equipment with a cost of \$100 – 150k per playground
- Replacement of playground sand with mulch for fall protection. The mulch is safer and gives greater fall protection and makes playgrounds ADA accessible for students
- Asphalt track replacements at Amphitheater High School and at middle school campuses. The expected cost is \$500 – 700k per track
- Transportation bus yard parking lot reconstruction - \$2 million. The Building Renewal Grant (BRG) funding does not cover parking lots
- Classroom lab space renovations
- Career and Technical Education (CTE) program expansion of classroom and lab spaces
- Stadium bleacher replacements - \$2 – 3 million per stadium. The current bleachers are not ADA accessible and BRG funding does not cover replacement costs
- The continued replacement of stadium lighting with energy efficient LED lighting fixtures
- Athletic field upgrades, including specific practice fields to protect the varsity fields for competitions
- Continued improvements to irrigation wells. The lowering water table has necessitated some existing wells to be dug deeper. Ironwood Ridge High School does not have a well and uses domestic water for irrigation.
- Roofing replacement on administration and support buildings. There is no BRG funding available as those are considered non-academic buildings and are excluded.
- Replacement of student and staff parking lots. There is no BRG funding available as those are also considered excluded spaces.

He offered to answer questions or provide additional details.

Ms. Day asked if the sand volleyball courts have bleachers. Mr. La Nasa responded there are portable short three-step bleachers. Replacement would be included in the athletic upgrades.

Mr. Kopec thanked Mr. La Nasa for putting the presentation together. He felt safety is paramount, and the proposed upgrades fit how the community would support bond funding. Mr. Kopec commented that improving our facilities could help attract personnel.

Superintendent Jaeger talked about the next steps for the Governing Board. He recapped that at the June 11, 2024 meeting a resolution will be presented for \$84 million in bonds. He commented that given the cost of the proposed projects and continued maintenance expenses, the bond funding will quickly be exhausted. Referring to taxpayer support, he said limiting the funding amount to \$84 million is part of the strategy that ensures no increase in the tax rate.

10. PUBLIC COMMENT

There were no comments.

11. BOARD MEMBER REQUESTS FOR FUTURE AGENDA ITEMS

There were no requests.

12. ADJOURNMENT

Ms. Cox Golder moved to adjourn. Ms. Day seconded the motion. There was no discussion. Voice vote in favor – 5. President Baker, Vice President Zibrat, Ms. Cox Golder, Ms. Day and Mr. Kopec. Opposed – 0. The meeting adjourned at 7:24 p.m.

Jen Anderson Gretchen Hahn
Minutes respectfully submitted for Governing Board Approval
Jennifer Anderson, Executive Assistant to the Superintendent & Governing Board
Gretchen Hahn, Governing Board Office Secretary

June 24, 2024
Date

Scott K. Baker, Ph. D., Governing Board President

June 25, 2024
Date



**GOVERNING BOARD AGENDA ITEM
AMPHITHEATER UNIFIED SCHOOL DISTRICT NO. 10**

DATE OF MEETING: June 25, 2024

TITLE: Approval of Vouchers Totaling and Not Exceeding Approximately \$2,611,958.55
(Final Total)

BACKGROUND:

A copy of the vouchers for goods and services received by Amphitheater Public Schools and recommended for payment has been provided to the Governing Board.

RECOMMENDATION:

It is the recommendation of the Administration that the Governing Board approve payment of the vouchers as presented.,

INITIATED BY:

Scott Little, Chief Financial Officer

Date June 24, 2024

Todd A. Jaeger, J.D., Superintendent



**GOVERNING BOARD AGENDA ITEM
AMPHITHEATER UNIFIED SCHOOL DISTRICT NO. 10**

DATE OF MEETING: **June 25, 2024**

TITLE: **Receipt of May 2024 Report on School Auxiliary and Club Balances**

BACKGROUND:

Arizona Revised Statutes §§15-1121 and 15-1125 provide for the operation of Student Activity and Auxiliary Operations funds respectively. The Uniform System of Financial Records for Arizona School Districts (USFR) outlines procedures to be followed by school districts in the disbursements of monies from either of these funds. One requirement for the operational compliance is to provide a report to the Governing Board summarizing the transactions for the month.

RECOMMENDATION:

It is the recommendation of the Administration that the Governing Board receive the report of School Auxiliary and Club Balances.

INITIATED BY:

Scott Little, Chief Financial Officer

Date: June 13, 2024

Todd A. Jaeger, J.D., Superintendent

**Amphitheater Public Schools
Summary of Activity for All Schools
Auxiliary Account
For the Month Ending May 31, 2024**

Beginning Balance	\$ 3,193,399.02
Plus Deposits	64,634.57
Less Disbursements	<u>(420,942.60)</u>
Ending Book Balance For All Schools	<u>\$ 2,837,090.99</u>
Outstanding Deposits	(117,925.84)
Outstanding Checks	<u>190,934.30</u>
Ending Bank Balance For All Schools	<u>\$ 2,910,099.45</u>

**Amphitheater Public Schools
Summary of Activity for All Schools
Student Activity Accounts
For Month Ending May 31, 2024**

Beginning Balance	\$ 701,827.24
Plus Deposits	112,926.20
Less Disbursements	<u>(110,105.79)</u>
Ending Book Balance For All Schools	<u>\$ 704,647.65</u>
Outstanding Deposits	(82,556.61)
Outstanding Checks	<u>15,833.75</u>
Ending Bank Balance For All Schools	<u>\$ 637,924.79</u>

Amphitheater Public School District #10

**Elementary/Middle Schools
Student Activity Account Club Balances
For Month Ending May 31, 2024**

<u>Amphi Middle School</u>	
Student Gov't	1,659.34
AVID	154.58
Culture Exchange	146.07
MESA Club	148.06
NJHS	178.52
Odyssey of the Mind	625.80
Science Club	1,511.52
Sports Academy	30.00
Yearbook	2,402.16
Amphi Middle School Total	\$ 6,856.05
<u>Copper Creek Elementary</u>	
Student Council	3,932.69
Accelerated Reader Club	-
Turquoise Times	32.28
Copper Creek Total	\$ 3,964.97
<u>Coronado K-8 Schools</u>	
Elementary Student Council	4,858.12
Middle School Student Council	3,076.78
Astronomy/Space & Science	221.76
Band	3,951.05
C.H.O.I.C.E.S.	925.74
Chorus	1,319.41
Coronado FCA	42.00
Coronado Musicians Club	1,120.05
Indoor Percussion Club	755.00
Kids Helping Kids	339.13
NEHS	41.00
National Junior Honor Society	4,712.84
Odyssey of the Mind	1,577.35
Orchestra	930.57
Running Club	3,152.56
Wrestlers Club	871.70
Coronado Total	\$ 27,895.06
<u>Cross Middle School</u>	
Student Council	3,962.18
6th Grade Club	282.15
Band Club	1,558.20
Choir Club	2,116.40
Future Problem Solvers	145.00
Guitar Club	2,088.46
Life Skills Exploratory Club	142.96
Math Counts	242.87
Musical Theater Club	1,315.32
NJHS	(34.47)
Orchestra Club	4,017.72
PE Club	3,162.13
Star Club	2,313.57
Tri-M Club	335.31
Web Club	3,230.71
Cross Middle School Total	\$ 24,878.51

Amphitheater Public School District #10

**Elementary/Middle Schools
Student Activity Account Club Balances
For Month Ending May 31, 2024**

<u>Donaldson Elementary</u>	
Student Council	5,288.88
Donaldson Total	\$ 5,288.88
<u>Harelson Elementary</u>	
Student Council	1,327.29
5th Grade Activities	125.36
Track	307.65
Harelson Total	\$ 1,760.30
<u>Holaway Elementary</u>	
Student Council	856.28
Holaway Total	\$ 856.28
<u>Innovation Academy</u>	
Student Council	200.69
Algebra Club	116.52
Entrepreneur Club	17.44
Odyssey of the Mind	7,750.87
Innovation Academy Total	\$ 8,085.52
<u>Keeling Elementary</u>	
Student Council	1,006.71
Keeling Total	\$ 1,006.71
<u>La Cima Middle School</u>	
Student Council	4,399.16
NJHS	1,095.90
La Cima Total	\$ 5,495.06
<u>Mesa Verde Elementary</u>	
Student Council	4,616.31
Mesa Verde Total	\$ 4,616.31
<u>Nash Elementary</u>	
Student Council	1,634.36
Nash Total	\$ 1,634.36
<u>Painted Sky Elementary</u>	
Student Council	3,199.14
Nature Shop	929.20
Orchestra	169.55
Band	479.45
Chorus	653.42
Milers	1,721.75
OM	584.95
Bagel & Books	-
Sign Language	152.00
Algebra	-
Yoga	-
NEHS	851.78
Garden Club	-
Math Club	23.00
Sewing Club	-
Art Club	209.84
Sports Club	120.01
Painted Sky Total	\$ 9,094.09

Amphitheater Public School District #10

**Elementary/Middle Schools
Student Activity Account Club Balances
For Month Ending May 31, 2024**

Prince Elementary

Student Council	1,174.63
Prince Total	\$ 1,174.63

Rio Vista Elementary

Student Council	981.94
Rio Vista Total	\$ 981.94

Walker

Student Council	2,108.03
Fitness Fanatics	257.90
Odyssey of the Mind	2,848.80
Walker Total	\$ 5,214.73

Wilson

Student Council	8,728.52
Algebra Club	473.77
Archery Club	882.67
Art Club	2,906.76
Elementary Art	280.00
Elementary Choir	908.06
GameMakers	210.00
MS Choir	2,920.92
MS Theater Club	394.64
National Junior Honor Society (NJHS)	1,552.67
Odyssey of the Mind	566.83
Robotics Club	1,078.53
Science Club	60.00
Science Club K-2	1,392.61
STEM Club	1,865.06
Yearbook Club	2,088.80
Wilson Total	\$ 26,309.84

Total K-8 Club Balances	\$ 135,113.24
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Plus: Outstanding Checks	2,119.27
Less: Outstanding Deposits (Inc CC's)	(14,234.66)
NSF Checks/Void/Stale/Account Adj	-
Deposit Error/Adjustments	-

Bank Balance	\$ 122,997.85
---------------------	----------------------

Sweep Account	\$ 122,997.85
	0.00

**Amphi High School
Student Activity Account
Schedule of Club Balances
For the Month Ending May 31, 2024**

1001 Student Council	\$ 10,949.35	1300 Football Club	\$ 941.04
1035 Art Club	1,136.01	1310 Inter Act Club	1,571.65
1050 AHS Unified Panters Club	-	1350 Volleyball -Boys	109.35
1070 Band Club	481.09	1450 Debate Club	2,137.50
1080 Baseball	2,559.14	1470 Soccer -Girls	116.76
1085 Golf -Boys	-	1480 Link Crew	-
1110 Basketball -Girls	1,472.63	1520 Media Club	1,223.37
1111 Book Club	-	1560 National Honor Society	286.73
1113 Drama Club	1,507.31	1590 Odyssey of the Mind	876.16
1115 Choir Club	5,852.43	1600 Orchestra Club	1,006.17
1120 AVID Club	1,013.19	1631 Panther Popcorn	5,484.14
1135 Reading Club	-	1740 ASL Club	2,354.55
1145 AHS Chess Club-GOT	20.00	1744 Auto Skills USA Amphi Chapter	3,106.84
1172 Dance Club	82.46	1745 Soccer -Boys	112.82
1180 Basketball -Boys	19,604.04	1770 Softball Club	866.37
1200 Panther Partners Club	2,724.13	1780 Spanish Club	1,582.05
1223 Creative Writing Club	-	1785 AHS Spiritlines	1,351.76
1226 Early Childhood Club	57.30	1790 Cross Country Club -Girls	795.87
1227 Yearbook Club	1,345.76	1803 HOSA Club	1,670.86
1234 FFA Club	2,345.33	1830 Swim Club	912.89
1235 FFA - Loan Funds	20,374.47	1835 Tennis -Girls	11.72
1240 Fut Comp Scientists of AHS	1,914.61	1840 Tennis -Boys	12.47
1245 French Club	2,069.04	1850 Tech Theater Club	380.68
1250 FBLA Club	-	1860 Trackers - Track & Field Club	13.38
1255 A/V Panthers Club	4,108.41	1900 Volleyball -Girls	2,449.73
1261 The Game Club	51.00	1905 Beach Volleyball	3,690.74
1265 Equality Club	564.00	1950 Bookstore Over/Short	0.52
1275 Girls Golf Club	-		
1280 Greenhouse Club	62.70		
1290 Wrestling	484.45		

Amphi High School Total Clubs	\$ 113,844.97
Plus: Outstanding Checks	6,938.53
Less: Outstanding Deposits (Inc CC's)	(1,632.51)
NSF Checks/Void/Stale/Account Adj	-
Deposit Error/Adjustments	-
Bank Balance	\$ 119,150.99

Sweep Account \$ 119,150.99
0.00

**Canyon Del Oro High School
Student Activity Account
Schedule of Club Balances
For the Month Ending May 31, 2024**

1001 Student Council	\$ 35,925.58	1400 HOSA-Bio Science	\$ -
1020 Academic Decathlon	281.36	1420 IB Club	259.47
1031 Black Excellence Student Union	231.50	1425 Anime Club	-
1033 Awareness	15.00	1470 Soccer -Girls	-
1034 AM Art Club	203.00	1480 Link Crew	2,191.48
1050 Amphi All-Stars Club/Special Olympics	472.84	1530 Model United Nations	208.84
1070 Band Club	1,505.00	1560 National Honor Society	1,350.82
1081 Be Kind /Ben's Bell Club	465.64	1590 Odyssey of the Mind	5,150.60
1083 Biology Club	120.09	1600 Orchestra Club	9.55
1084 Bowling Club	29.44	1650 Psychology Club	28.00
1085 Golf -Boys	14,556.92	1710 Math Club	-
1110 Basketball -Girls	3,635.88	1740 Sign Language Club	186.02
1111 Book Club	20.62	1742 Senior Spirit Squad	632.82
1113 Drama Club	4,862.53	1743 Skills USA Construction	13,040.68
1115 Choir	1,985.88	1744 Skills USA Autos	20,125.76
1118 Engineering Club	558.66	1745 Soccer -Boys	27.60
1128 Mountain Bike	-	1770 Softball Club	2,245.35
1140 Chemistry Club	372.57	1780 Spanish Club	616.92
1145 Chess	1,601.38	1785 Spiritline/ Cheer	1,098.39
1150 Culinary Arts/FCCLA	4,291.32	1786 Stunt & Cheer	9,837.86
1155 Catering	12,898.27	1790 Cross Country	6,410.16
1172 Dance	7,705.79	1800 Sports Medicine- HOSA	6,134.66
1174 Street Hip Hop Club	-	1801 Athletic Training After Teaching (ATAT)	-
1180 Basketball -Boys	-	1830 Swim Club	-
1200 Dream Team	1,223.79	1835 Tennis -Girls	4,585.11
1220 Girls Who Code Club	-	1840 Tennis -Boys	1,986.76
1224 Entrepreneurship Club	1550.00	1860 Track & Field Club	13,017.66
1225 Environmentalist Club	239.45	1865 TRI-M Club	216.70
1226 Early Childhood	5369.65	1880 Unicycle	-
1227 Yearbook	7904.46	1900 Volleyball -Girls Club	-
1230 FCA Club	81.61	1905 Volleyball -Beach	1,706.13
1245 French Club	126.76	1911 Poetry Club	-
1250 FBLA	910.27	1913 CDO Magic the Gathering	-
1254 Fashion Photography	33.00	1914 The 3D Printing Club	-
1255 Photography Club	2051.26	1915 CDO Pickleball Club	211.22
1267 LGBTQ+	266.62	1916 Podcast Club	-
1270 German Club	394.98	1917 Clay Club	322.65
1275 Golf -Girls	753.33	1918 CDO Newspaper Club	-
1290 Wrestling	9531.41	1919 Literature Club	-
1300 Football Club	15730.51	1940 Decision Point Club	-
1310 Interact	-	1950 Bookstore Over/Short	-
1341 Suicide Awareness Club	-	1989 Taylor Nation (Dorado version)	-
1345 Take-A-Hike Club	-		
1350 Volleyball -Boys	277.87		

CDO High School Total Clubs **\$ 229,785.45**

Plus: Outstanding Checks	5,769.36
Less: Outstanding Deposits (Inc CC's)	(13,652.10)
NSF Checks/Void/Stale/Account Adj	-
Deposit Error/Adjustments	-
Bank Balance	\$ 221,902.71

**Ironwood Ridge High School
Student Activity Account
Schedule of Club Balances
For the Month Ending May 31, 2024**

1001 Student Council	\$ 51,058.16	1430 Key Club	\$ 637.12
1035 Art Club	1,706.53	1450 Speech & Debate	-
1040 Photography/Skills USA	21,140.77	1470 Soccer -Girls	4,332.89
1070 Band Club	240.51	1530 Model United Nations	53.39
1080 Baseball	1,284.47	1560 National Honor Society	2,001.30
1085 Golf -Boys	2,378.93	1595 Japanese	53.74
1095 Ridge Audio	3,830.44	1600 Orchestra Club	3.75
1110 Basketball -Girls	336.66	1630 Journalism	7,468.88
1113 Drama	419.30	1700 Club Green	1,223.36
1115 Choir	6.80	1740 Sign Language	399.00
1125 Silver Singers	-	1745 Soccer -Boys	7,523.43
1128 Cycling Club	-	1750 Robotics Club	2,029.68
1150 Culinary Arts	1,970.24	1760 Rock & Metal	-
1173 Pomline	2,455.29	1770 Softball Club	831.31
1180 Basketball -Boys	1,448.86	1785 Spirit-Cheer Club	19,184.31
1203 Pop till you Drop	1,127.58	1790 Cross Country	906.13
1226 Early Childhood	324.98	1800 Sports Medicine	1,026.19
1227 Yearbook	2,445.25	1803 Healthcare - HOSA	-
1250 FBLA-Future Business Leaders	-	1830 Swim Club	7,196.90
1256 Film	754.85	1835 Tennis -Girls	2,521.83
1260 Gaming	114.95	1840 Tennis -Boys	8,051.24
1266 Q Club	399.57	1850 Tech Theater Club	78.53
1275 Golf -Girls	51.33	1860 Track & Field Club	-
1290 Wrestling	2,153.12	1900 Volleyball -Girls	26,966.48
1300 Football	16,407.72	1905 Volleyball -Beach	10,093.36
1345 Climbing Club	-	1910 So. AZ Veterans Heritage Club	1,229.35
1350 Volleyball -Boys	10,035.51		
		1950 Bookstore Over/Short	-

IRHS School Total Clubs	<u>\$ 225,903.99</u>
Plus: Outstanding Checks	1,006.59
Less: Outstanding Deposits (Inc CC's)	(55,208.94)
NSF Checks/Void/Stale/Account Adj	-
Deposit Error/Adjustments	2,171.60
Bank Balance	<u>\$ 173,873.24</u>

Sweep Account \$ 173,873.24
0.00



**GOVERNING BOARD AGENDA ITEM
AMPHITHEATER UNIFIED SCHOOL DISTRICT NO. 10**

DATE OF MEETING: June 25, 2024

TITLE: Approval of Parent Support Organization(s) – 2024-2025

BACKGROUND:

Approval of the following Parent Support Organization(s) pursuant to District Policy KBE-R:

CDO Volleyball Boosters

RECOMMENDATION:

It is the recommendation of the Administration that the Governing Board approve this (these) organization(s).

INITIATED BY:

Scott Little

Scott Little, Chief Financial Officer

Date: June 18, 2024

Todd A. Jaeger

Todd A. Jaeger, J.D., Superintendent

AMPHITHEATER PUBLIC SCHOOLS PARENT SUPPORT ORGANIZATIONS
ANNUAL APPLICATION FOR GOVERNING BOARD APPROVAL

School Year 2024-2025

Name of Organization CDO Volleyball Boosters

School Canyon del Oro High Sch

Related Student Organization or Club _____

Taxpayer I.D. 82-4599533

OFFICERS:

Name: Stephanie Snyder

Name: Catherine Schladweiler

Office Held: President

Office Held: Treasurer

Address: _____

Address: _____

E-mail: _____

E-mail: _____

Phone(s): _____

Phone(s): _____

Date taking office: 05/22/24

Date taking office: 05/22/24

Name: Ken Jacome

Name: Shannon Rogowski

Office Held: Vice President

Office Held: Secretary

Address: _____

Address: _____

Phone(s): _____

Phone(s): _____

Date taking office: 05/22/24

Date taking office: 05/24/24

FOR ADDITIONAL OFFICERS, PLEASE ADD A SEPARATE, ATTACHED SHEET.

- Formal Non-Profit Please Attach:
- 1) Articles of Incorporation (*first year only*)
 - 2) I.R.S. Determination Letter (*first year only*)
 - 3) Annual budget, goals and objectives
 - 4) Current operating by-laws
 - 5) Last fiscal year AZ Corporation Commission Annual Report
 - 6) Last fiscal year I.R.S. Form 990 Annual Report
 - 7) Most recent treasurers financial report
 - 8) Most recent bank statement

- Informal Non-Profit Please Attach:
- 1) Annual budget, goals and objectives
 - 2) Current operating by-laws
 - 3) Most recent treasurers financial report
 - 4) Most recent bank statement

Are two signatures required on disbursements? Yes No By-laws reviewed annually? Yes No

Member meetings held how often? monthly Executive meetings held how often? monthly

As officers, we hereby agree to abide the By-Laws of our organization, attend annual district-provided Parent Support Group training, and follow the district's Guidelines For Operation And Financial Responsibility while we strive to improve our children's educational opportunities where support is needed.

Stephanie Snyder 5/22/24
Signature Date

Catherine Schladweiler 5/22/24
Signature Date

Cather Schladweiler 5/22/24
Signature Date

Shannon Rogowski 5.24.24
Signature Date

Site Administrator's Approval: Tara Burgh
Signature

05/31/24
Date

For district use: Finance Department recommendation: approved

Governing Board Agenda date: 5th June 25, 24

JUN 6 '24 AM 11:03



**GOVERNING BOARD AGENDA ITEM
AMPHITHEATER UNIFIED SCHOOL DISTRICT NO. 10**

DATE OF MEETING: June 25, 2024

TITLE: Approval of Disposal of Surplus Property via PublicSurplus.com

BACKGROUND:

With Governing Board approval, the Administration will sell via an Internet-Based Online-Sale the following surplus property:

<u>Description</u>	<u>Quantity</u>
Hobart Slicer	1
Vulcan Power Steamer	1
Groen Steamer	1
Groen Combination Oven Steamer	1

RECOMMENDATION:

It is the recommendation of the Administration that the Governing Board approve the disposal of surplus property at a competitive Internet-Based Online-Sale via PublicSurplus.com.

INITIATED BY:

Scott Little, Chief Financial Officer

Date: June 18, 2024

Todd A. Jaeger, J.D., Superintendent



**GOVERNING BOARD AGENDA ITEM
AMPHITHEATER UNIFIED SCHOOL DISTRICT NO. 10**

DATE OF MEETING: June 25, 2024

TITLE: Award of Contract for Recycle/Disposal of Surplus Electronic Equipment- Based Upon Responses to Request for Quote (RFQ) 2324018

BACKGROUND:

Request for Quote 2324018 (RFQ) for Recycle/Disposal of Surplus Electronic Equipment was posted for 21 days on the Arizona Purchasing site on www.AZPurchasing.org. This solicitation requested revenue for the recycling of surplus electronic equipment. There were twenty-one vendor downloads and eight responses.

Vendor	Quote
Tempus	\$ 57,501.00
IT Assets	\$ 53,512.00
Arcoa	\$ 32,500.00
Asset Worx	\$ 26,500.87
TechBuyBack	\$ 24,975.00
Data IT	\$ 20,520.00
IMAAAN	\$ 15,250.00

RECOMMENDATION:

It is the recommendation of the Administration that the Governing Board award contracts to **Tempus** as determined by their responsive proposal to RFQ 2324018 for the Recycle/Disposal of Surplus Electronic Equipment.

INITIATED BY:

Scott Little, Chief Financial Officer

Date: June 17, 2024

Todd A. Jaeger, J.D., Superintendent



**GOVERNING BOARD AGENDA ITEM
AMPHITHEATER UNIFIED SCHOOL DISTRICT NO. 10**

DATE OF MEETING: June 25, 2024

TITLE: Award of Contract for Liquid Propane Gas (Delivered)- Based Upon Responses to Request for Proposal (RFP 2324016)

BACKGROUND:

Request for Proposal 2324016 (RFP) for the Liquid Propane Gas (Delivered) was posted for 28 days on the Arizona Purchasing site on www.AZPurchasing.org. This solicitation requested commodity price with fixed dollar adjustment for Liquid Propane Gas (Delivered). There were twelve vendors who downloaded the solicitation from www.AZPurchasing.org. Three vendors responded with no bids. There are two responsive proposals. The Solicitation was based on Mont Belvieu spot pricing on May 1st, 2024. The actual price per gallon will be based upon the Mont Belvieu commodity pricing at the time of purchase plus \$.058.

Location/Site	Refill Method	Tank Qty at Site	Ameri Gas	Ferrell Gas
			Delivered Per Gallon	Delivered Per Gallon
Transportation: 200 E Roger Rd, Tucson	Tank w/ Dispenser	2,000 gallon	\$ 1.303	\$ 1.432
Food Service & Facilities: 200 E Roger Rd, Tucson. w/ locker/cage	Tank Exchange	27	\$ 5.023	\$ 1.432
Warehouse: 1001 W Roger Rd, Tucson	Tank Refill	3	\$ 2.693	\$ 1.432
**Emergency Delivery	Tank w/ Dispenser		\$1.303 + \$125.00 fee = \$ 1.365 pr gl	\$ 1.432
	Tank Exchange		\$5.023 + \$ 125.00 fee = \$ 22.88 pr tank	\$ 1.432
	Tank Refill		\$2.693 + \$ 125.00 fee = \$ 133.08 pr tank	\$ 1.432

RECOMMENDATION:

It is the recommendation of the Administration that the Governing Board award a contract to **AmeriGas** as determined by their responsive proposal to RFP 2324016 for the Liquid Propane Gas (Delivered).

INITIATED BY:

Scott Little

Scott Little, Chief Financial Officer

Date: June 18, 2024

Todd A. Jaeger

Todd A. Jaeger, J.D., Superintendent



**GOVERNING BOARD AGENDA ITEM
AMPHITHEATER UNIFIED SCHOOL DISTRICT NO. 10**

DATE OF MEETING: June 25, 2024

TITLE: Approval of the Amphitheater Teacher Performance Evaluation System for the 2024-2025 School Year

BACKGROUND:

The Amphitheater Teacher Performance Evaluation System (ATPES) is reviewed annually to ensure alignment with District expectations and compliance with Arizona State Law. The ATPES Committee is made up of teachers, administrators, an Amphi EA representative, and a data department representative. The committee met once each semester during the 2023-2024 school year.

In 2018-2019, the ATPES Committee recommended that the ATPES domains and indicators be aligned with the Danielson Framework. The Danielson Model for teacher evaluation is a well-researched approach to assessing teacher proficiency and includes rubrics for each indicator which assists teachers in improving their practice. The Danielson system is in place in over forty-four (44) states. The State of Arizona utilizes this model in their examples posted by the Arizona Department of Education. In February of 2019, the Governing Board gave approval to procure an evaluation system and the necessary training to make this change. Teacher training for new teachers will take place at the Wetmore Center and at the school sites for 2024-2025 for our returning teachers.

The changes to ATPES for the 2024-2025 school year are as follows:

- Dates were changed to align with the 2024-2025 academic calendar
- Updated Portrait of a Graduate
- Addition of the Amphitheater College and Career Readiness Framework
- Addition of WICOR strategies as aligned to the Portrait of a Graduate
- Additional Lesson Plan options

RECOMMENDATION:

It is the recommendation of the administration that the Governing Board approve the revised Amphitheater Teacher Performance Evaluation System (ATPES) for 2024-2025.

INITIATED BY:

Tassi Call, Associate Superintendent for Elementary Education K-5

Date: June 12, 2024

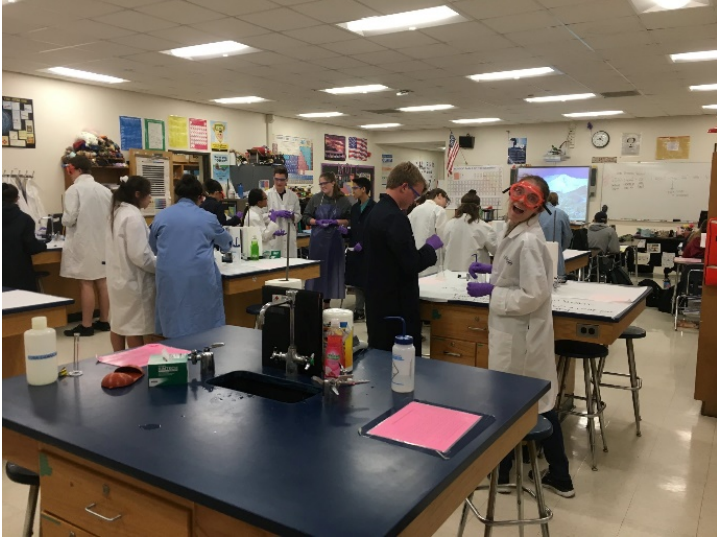
Todd A. Jaeger, J.D., Superintendent

~~2023~~2024-
2024~~2025~~

Full alignment
with the
Danielson
Framework for
Teaching

**“THE FRAMEWORK
GIVES VOICE TO
WHAT ALL
EDUCATORS KNOW:
THAT TEACHING IS
INCREDIBLY
COMPLEX WORK. IT’S
A THINKING PERSON’S
JOB.”**

-DANIELSON GROUP



Amphitheater Teacher Performance Evaluation System

***THE FRAMEWORK FOR
TEACHING: DANIELSON
MODEL***



GOVERNING BOARD

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DISTRICT ADMINISTRATION

Todd A. Jaeger, J.D., Superintendent
Tassi Call, Associate Superintendent for Elementary Education
Matthew Munger, Associate Superintendent for Secondary Education
Scott Little, Chief Financial Officer

Amphitheater Unified School District does not discriminate on the basis of race, color, religion/religious beliefs, gender, sex, age, national origin, sexual orientation, creed, citizenship status, marital status, political beliefs/affiliation, disability, home language, family, social or cultural background in its programs or activities and provides equal access to the Boy Scouts and other designated youth groups. Inquiries regarding the District's non-discrimination policies are handled at 701 W. Wetmore Road, Tucson, Arizona 85705 by the Equity & Safety Compliance Officer and Title IX Coordinator, (520) 696-5164, TitleIXCoordinator@amphi.com, or the Executive Director of Student Services, (520) 696-5230, studentservices@amphi.com.

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AMPHITHEATER PUBLIC SCHOOLS VISION, MISSION & BELIEFS

Our Vision

Amphitheater schools and facilities are places where students thrive academically; places parents want their children to go; places where highly skilled people work; and places community members respect because of the high student achievement, caring environment, and focus on individual needs.

Our Mission

To empower all students to become contributing members of society equipped with the skills, knowledge, and values necessary to meet the challenges of a changing world.

We Value

Achievement, caring, creativity, curiosity, diligence, diversity, fairness, honesty, kindness, respectfulness, responsibility and service to the community.

We Believe

- All students can learn and achieve;
- Everyone has unique strengths, talents, and needs;
- All students and staff should be responsible for and dedicated to educational excellence;
- Education requires cooperation, honesty, and respect among the students, parents, school staff, and community;
- The school community deserves a safe and caring environment;
- Our actions reflect our values and dedication to meet student needs fairly and equitably;
- Ample resources are essential to accomplish the Mission.



Amphitheater Public Schools

Portrait of a Graduate Characteristics



Scholarship

- Academic knowledge
- Research skills
- Intellectual curiosity
- Continuous learning
- Information literacy



Problem Solving

- Resourcefulness
- Decision-making
- Adaptability
- Systematic approach
- Shared responsibility



Communication

- Active listening
- Clear expression
- Respectful dialogue
- Nonverbal awareness
- Concise writing



Caring

- Empathy
- Kindness
- Respectfulness
- Emotional intelligence
- Inclusivity



Critical Thinking

- Analytical reasoning
- Logical evaluation
- Evidence-based judgement
- Problem deconstruction
- Inquisitiveness



Collaboration

- Teamwork
- Interpersonal skills
- Cooperation
- Conflict resolution
- Relational intelligence



Creative Thinking

- Innovative mindset
- Originality
- Flexibility
- Imagination
- Open-mindedness



Citizenship

- Civic engagement
- Social responsibility
- Ethical behavior
- Respect for diversity
- Community involvement



Amphitheater Public Schools Students *are academically prepared by:*

- Demonstrating proficiency in Reading, Writing, Social Sciences, Science, Mathematics, and the Arts
- Building a foundation of information and skills needed to solve problems, think creatively, and critically, function as a citizen, and collaborate with others
- Demonstrating growth as measured by multiple and varied assessments
- Completing content area coursework and programs
- Demonstrating digital literacy
- Preparing for a college and/or career pathway



Amphitheater Public Schools Students *communicate clearly by:*

- Expressing ideas through the creation of authentic products using a combination of words, symbols, data, behavior, and visual representations to inform, persuade, and entertain others
- Preparing and delivering effective oral and written presentations; fielding questions to demonstrate conceptual understanding and knowledge, with details about the inquiry process
- Practicing communication techniques which share information in multiple formats to create meaning and foster mutual understanding
- Listening effectively to decipher meaning, including knowledge, values, attitudes, and intentions



Amphitheater Public Schools Students *demonstrate critical thinking by:*

- Researching, identifying, collecting, and analyzing relevant information in order to make sound judgments and decisions based on effective reasoning
- Applying systems thinking models/processes including the engineering design process, scientific inquiry process, and logic
- Identifying, defining, and examining real-world issues and essential questions
- Reflecting critically on learning experiences, processes, and solutions



Amphitheater Public Schools Students *collaborate with others by:*

- Working productively with others for sustained periods of time to address a need and create high quality products and solutions
- Demonstrating ability to work effectively and respectfully with diverse teams
- Exercising flexibility and willingness to compromise to accomplish a goal
- Assuming shared responsibility for collaborative work, and value the individual contributions made by each team member



Amphitheater Public Schools Students *show caring and kindness by:*

- Including all members of the community to foster a sense of belonging
- Being respectful of others' unique strengths, talents, beliefs, and needs
- Recognizing and righting wrongs
- Being helpful and encouraging
- Sharing gratitude and appreciation



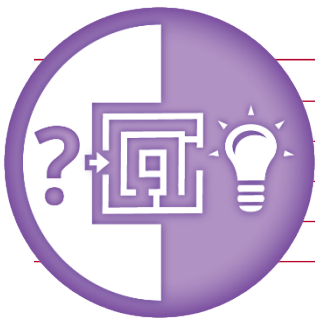
Amphitheater Public Schools Students *demonstrate creative thinking by:*

- Using a wide range of techniques to generate and develop ideas
- Demonstrating flexibility, fluency, originality, and elaboration with the courage to explore new and worthwhile ideas
- Elaborating, refining, analyzing, and evaluating their own ideas in order to improve and maximize creative efforts
- Demonstrating inventiveness in work and understand the real-world limits to adopting new ideas
- Viewing failure as an opportunity to learn; understanding that creativity and innovation is a cyclical process of small success and frequent mistakes
- Acting on creative ideas to make a tangible and useful contribution to the field in which the innovation will occur



Amphitheater Public Schools Students *evidence good citizenship by:*

- Understanding and preparing for their participation in the democratic process
- Following and supporting community rules
- Communicating effectively in diverse environments and showing cultural understanding and global citizenship
- Demonstrating honesty, respect, responsibility, courage, and fairness to build positive relationships
- Serving their community

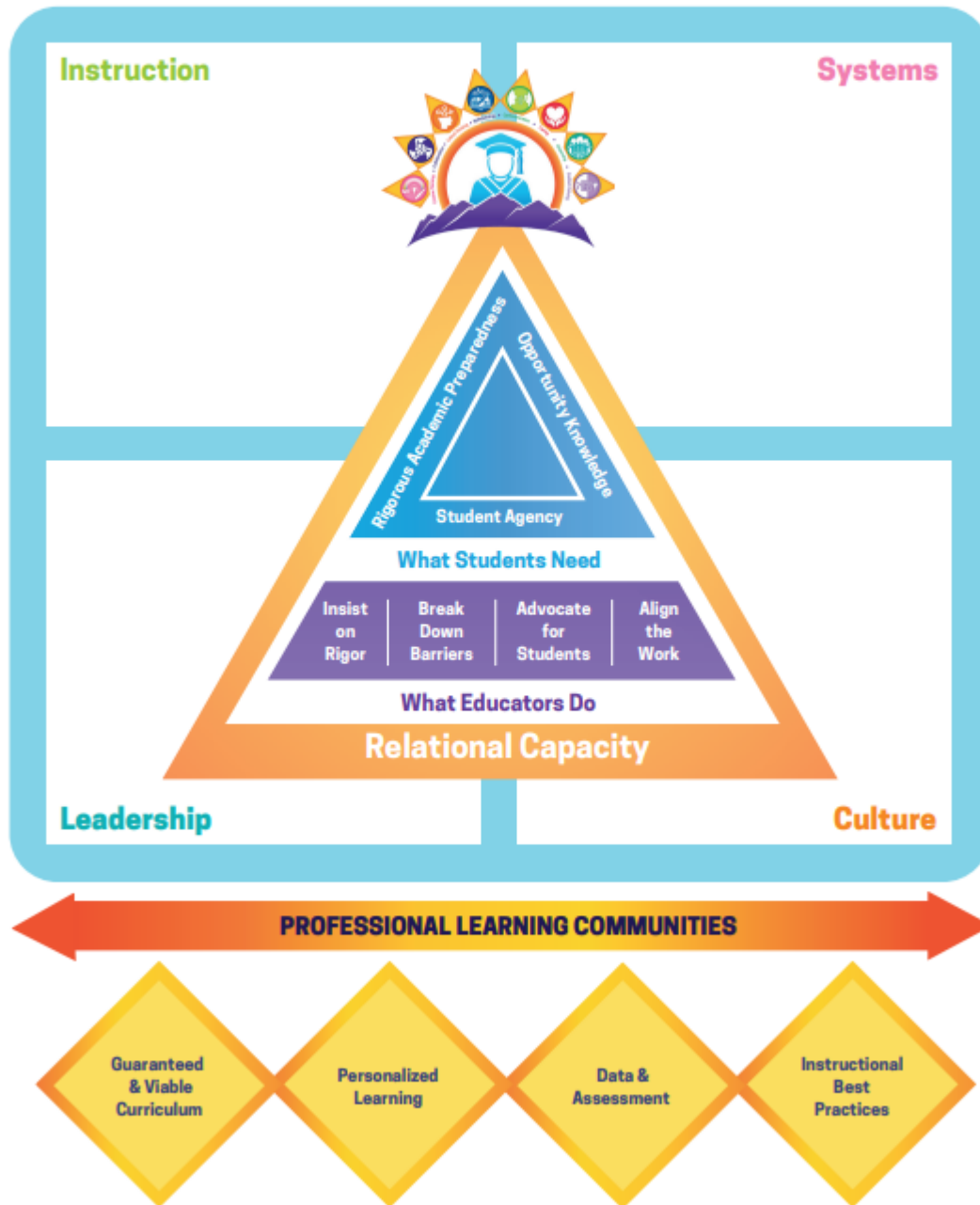


Amphitheater Public Schools Students *practice problem solving by:*

- Recognizing and thinking through problems strategically and logically
- Persisting in developing relevant and concrete solutions
- Evaluating the effectiveness of solutions and adapting and revising as appropriate
- Knowing and using problem-solving processes
- Applying problem-solving processes to real-world problems in a variety of contexts

AMPHITHEATER

COLLEGE & CAREER READINESS FRAMEWORK



10

71

Reading

- Deep Reading Strategies
- Note-Taking
- Graphic Organizers
- Vocabulary Building
- Summarizing
- Reciprocal Teaching

Organization

- Binders & Organizational Tools
- Calendars, Planners, & Agendas
- Graphic Organizers
- A Focused Note-Taking System
- Tutorials & Study Groups
- Project Planning & SMART Goals

Writing

- Cornell/Focused Notes
- Learning Logs
- Quickwrites & Reflections
- Process Writing
- Peer Evaluation
- Authentic Writing

Inquiry

- Skilled Questioning Techniques
- Costa's Levels of Thinking
- Socratic Seminars
- Tutorials
- Investigations
- Questions that Guide Research

Collaboration

- Socratic Seminars
- Tutorials
- Philosophical Chairs
- Group Activities/Projects
- Peer Editing Groups
- Service Learning
- Cooperative Dialogue
- Three-Step Interviews
- Cooperative Graphing
- Carousel



FOREWORD

The Governing Board of Amphitheater Public School District is responsible for establishing assessment and evaluation guidelines for the improvement of instruction in cooperation with the advice of its certificated staff. Elements to be included in the Teacher Performance Evaluation System are the following:

1. A reliable instrument, including specific criteria for measuring effective teaching performance in each area of the teacher's classroom performance.
2. An assessment of the competencies of teachers as related to the criteria.
3. Actual classroom observations which meet specified frequency and duration requirements.
4. Specific and reasonable plans for the improvement of teacher performance.
5. Student academic progress data deemed valid and reliable for the teacher being evaluated.
6. Appeal procedures for teachers disagreeing with the evaluation, if the evaluation is used as criteria in determining compensation.

Arizona law requires that public school districts have evaluation systems for "certificated teachers" which meet certain criteria and include certain components. In that context, the law defines "certificated teachers" to include anyone who is issued a certificate for their public school position by the Arizona Department of Education, except psychologists and administrators who teach students less than 50% of the time. Thus, librarians must be evaluated in accordance with this law because of their certification by the Arizona Department of Education. (Complete statutory guidelines for teacher evaluation systems may be found in ARS § 15-203, *et seq.* and ARS § 15-537, *et seq.*) This manual, as well as Governing Board Policy *GCO* and its corresponding administrative regulations, describes Amphitheater District's philosophy and policies related to certificated teacher evaluation. Where any provision or expression of District philosophy, policies, regulations, or the content of manual may exist, and state statutes and other laws shall always control, in accordance with law.

The Associate to the Superintendent or a designee is responsible for monitoring the implementation of this system in accordance with law. In addition, the Associate to the Superintendent or designee shall submit an annual report to the State Department of Education providing information required under ARS 15-537 relative to the District's Teacher Performance Evaluation System.

ATPES DEVELOPMENT

The Amphitheater Teacher Performance Evaluation System is developed through a collaborative process involving district teachers and administrators. A committee consisting of teachers and evaluators, representing various grade levels, and district administrators regularly reviews and, as appropriate, recommends revision of the evaluation system based upon input from evaluators and teachers.

In 2010, the Arizona Legislature required that the Arizona State Board of Education (SBOE) adopt a framework for a teacher evaluation instrument that includes quantitative data on student academic progress that accounts for between thirty-three percent (33%) and fifty percent (50%) of the evaluation outcomes for teachers in Arizona. *See*, Senate Bill 1040, 49th Legislature, 2d Reg. Session. SB 1040 also required that school districts begin using a teacher evaluation instrument that meets the data requirements established by the SBOE beginning in school year 2012-2013. *See* also ARS 15-203. Since 2010, there have been additional and substantial changes made in the way that teachers are evaluated. Most recently, the Fifty-First Legislature, First Regular Session, 2013, passed House Bill 2500 (Laws 2013, Chapter 149). This newest law builds on changes also made in the 2012 legislative session (HB2823; Laws 2012, Chapter 259) and clarifies many of that earlier bill's provisions. Sections of the Arizona Revised Statutes which were affected include 15-501, 15-536, 15-537, 15-538, 15-538.01, 15-539, and 15-550.

The recent uncertainty with respect to a new statewide measure of student achievement (such as the former AIMS) led to yet more legislative changes. (*See*, Senate Bill 1289, Chap. 76, 52nd Legislature, 1st Regular Session). In short, these changes allow school districts greater flexibility with respect to teacher evaluation outcomes given the uncertainty of the statewide measure.

On May 8, 2019, the Governor signed SB1070 which eliminates the requirement for the Arizona Department of Education to maintain a "model framework" for teacher evaluation and decreases the required percentage for student progress data weighting on the evaluations to 20%. The 2019-2020 recommendation from the ATPES Committee was to decrease the percentage on the student progress weight to align with this new law.

Since the 2010-2011 school year, a committee has regularly met to review the Amphitheater Teacher Performance Evaluation System (ATPES) and recommend appropriate revisions to comply with the requirements of all of the legislative directives, as those requirements evolved. The committee's work will continue as changes to, and implementation of, the changing laws progress. This ATPES manual and the evaluation instrument it contains represent the culmination of the committee's work to date. The procedures contained in this manual, as well as the evaluation instrument itself, have been approved by the Amphitheater Governing Board. Throughout the development of the ATPES, several concepts were considered:

- Arizona State Law, including the requirements of ARS 15-203 as described above, must be met.
- Arizona Professional Teaching Standards and research on best practices
- Teaching content should align with the Arizona College and Career Ready Standards and other curriculum requirements (e.g., International Baccalaureate[®], Advanced Placement[®]), as applicable.
- Evaluation systems should target those areas most critical to both learning and success of students within the learning environment.
- No single way of learning or teaching should be prescribed for all teachers.

The evaluation process should reinforce sound instructional practices, identify areas for improvement, stimulate professional growth, encourage teacher self-reflection, and provide for collaboration between the teacher and the evaluator.

- An evaluation system should identify and address instructional and professional practices that do not meet district standards.

- Quantitative measures of student academic progress used to evaluate teacher performance must be valid and reliable.
- An evaluation system should be understandable and efficient.

In light of these concepts, the ATPES Committee recommended that the Amphitheater School District adopt the Danielson model of teacher evaluation for the 2019-2020 school year. The Danielson model includes a comprehensive and well-researched rubric for every indicator in the evaluation system. The rubric helps teachers to analyze their own performance and take the necessary steps to make progress in developing their instructional expertise.

The ATPES has long been an important part of the Amphi teaching and learning culture. The Overall Weighted Average (OWA) metric of student academic progress was a complex component of the larger ATPES framework. Given the impact of the COVID pandemic on state-mandated testing, our district was able to mitigate the challenges in replicating the OWA with new data and instead enabled teachers to retain the Classroom OWA that was last calculated in 2018-2019. Teachers new to Amphi since 2018-2019 used the School OWA. This “hold harmless” metric was used from 2019-2020 through the 2022-2023 school year.

For the 2022-2023 school year, Amphi piloted Academic Growth: The Z-Test Methodology Model. This pilot model was adopted to account for changes in state assessments that no longer provided Amphi the data needed to continue using the OWA metric. During the pilot year, the ATPES committee met and reviewed survey data and feedback. Based on this feedback, the Conditional Growth Index Model was approved and AMIRA assessments were removed from the Teacher and School Growth components beginning in the 2023-2024 school year.

AMPHITHEATER TEACHER PERFORMANCE EVALUATION SYSTEM

Danielson Model Domains

A description of each of the five domains of the evaluation instrument is provided below.

Domain 1: Planning and Preparation

- 1a Demonstrating Knowledge of Content and Pedagogy
 - Content and the structure of the discipline
 - Prerequisite relationships
 - Content-related pedagogy

- 1b Demonstrating Knowledge of Students
 - Child and adolescent development
 - Learning process
 - Students' skills, knowledge, and language proficiency
 - Students' interests and cultural heritage
 - Students' special needs

- 1c Setting Instructional Outcomes
 - Value, sequence, and alignment
 - Clarity
 - Balance
 - Suitability for diverse students

- 1d Demonstrating Knowledge of Resources
 - For classroom use
 - To extend content knowledge and pedagogy
 - Resources for students

- 1e Designing Coherent Instruction
 - Learning activities
 - Instructional materials and resources
 - Instructional groups
 - Lesson and unit structure

- 1f Designing Student Assessments
 - Congruence with instructional outcomes
 - Criteria and standards
 - Design of formative assessments
 - Use for planning

Domain 2: The Classroom Environment

2a Creating an Environment of Respect and Rapport

- Teacher interactions with students, including both words and actions
- Student interactions with other students, including both words and action

2b Establishing a Culture for Learning

- Importance of content and of learning
- Expectations for learning and achievement
- Student pride in work

2c Managing Classroom Procedures

- Instructional groups
- Transitions
- Materials and supplies
- Performance of classroom routines
- Supervision of volunteers and paraprofessionals

2d Managing Student Behavior

- Expectations
- Monitoring of student behavior
- Response to student misbehavior

2e Organizing Physical Space

- Safety and accessibility
- Arrangement of furniture and use of physical resources

Domain 3: Instruction

3a Communicating with Students

- Expectations for learning
- Directions for activities
- Explanations of content
- Use of oral and written language

3b Using Questioning and Discussion Techniques

- Quality of questions/prompts
- Discussion techniques
- Student participation

3c Engaging Students in Learning

- Activities and assignments
- Grouping of students
- Instructional materials and resources
- Structure and pacing

3d Using Assessment in Instruction

- Assessment criteria
- Monitoring of student learning
- Feedback to students
- Student self-assessment and monitoring of progress

3e Demonstrating Flexibility and Responsiveness

- Lesson adjustment
- Response to students
- Persistence

Domain 4: Professional Responsibilities

4a Reflecting on Teaching

- Accuracy
- Use in future teaching

4b Maintaining Accurate Records

- Student completion of assignments
- Student progress in learning
- Non-instructional records

4c Communicating with Families

- Information about the instructional program
- Information about individual students
- Engagement of families in the instructional program

4d Participating in a Professional Community

- Relationships with colleagues
- Involvement in culture of professional inquiry
- Service to the school
- Participation in school and district projects

4e Growing and Developing Professionally

- Enhancement of content knowledge and pedagogical skill
- Receptivity to feedback from colleagues
- Service to the profession

4f Showing Professionalism

- Integrity and ethical conduct
- Service to students
- Advocacy
- Decision-making
- Compliance with school and district regulations

Domain 5: Student Progress Data

Domain 5 will contain the Student Progress Data components as required by the State of Arizona . The metric used will be the Conditional Growth Index (CGI) model described further in this manual..

Classroom Academic Growth: For teachers with a minimum of 15 students with progress data in the subject they teach.

School Academic Growth: For all teachers based upon student progress data school-wide.

School-Level Other Indicators: Other school level factors taken into consideration such as the Amphitheater Culture and Climate Surveys and 4-Year High School Graduation Rates. .

AMPHITHEATER TEACHER PERFORMANCE EVALUATION SYSTEM

Alignment with the Arizona Professional Teaching Standards

The Amphitheater Teacher Performance Evaluation System (ATPES) Danielson model is aligned with the Arizona Professional Teaching Standards (from INTASC). The following chart illustrates this alignment:

Arizona Professional Teaching Standards	ATPES Domains/Danielson Model
Standard 1: Learner Development: The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.	Domain 1
Standard 2: Learning Differences: The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.	Domain 1 Domain 2
Standard 3: Learning Environments: The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.	Domain 2
Standard 4: Content Knowledge: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.	Domain 1
Standard 5: Application of Content: The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.	Domain 1 Domain 3
Standard 6: Assessment: The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.	Domain 1
Standard 7: Planning for Instruction: The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.	Domain 1
Standard 8: Instructional Strategies: The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding content areas and their connections, and to build skills to apply knowledge in meaningful ways.	Domain 3
Standard 9: Professional Learning and Ethical Practice: The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.	Domain 4
Standard 10: Leadership and Collaboration: The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.	Domain 4

<https://www.azed.gov/sites/default/files/2016/10/AZ%20Professional%20Teaching%20Standards.pdf?id=57f6dbacaadebf0a04b269cd> (Web link for Arizona Professional Teaching Standards)

TEACHER EVALUATION MODEL FOR ~~2023-2024~~2024-2025

ACADEMIC GROWTH: THE CONDITIONAL GROWTH INDEX MODEL (CGI)

This model shares similarities to the Z-Test Methodology Model in that pre-test/post-test comparisons are made to determine growth. The primary difference is that the CGI model compares the actual observed growth a student made to the growth they were expected to make (individual growth target), whereas the Z-Test Model compared individual growth of each student to the average growth in the grade level. The CGI model accounts for how much a student exceeds their growth target and thus, compares students to his/her academic peers based on the same starting point (Fall RIT score).

Methodology:

The Northwest Evaluation Association (NWEA) uses the Conditional Growth Index score for growth comparisons to be made between students of differing achievement levels, across grades, and subject areas. The CGI is a normative growth metric that provides a standardized measure of observed growth compared to NWEA calculated growth norms. These growth norms indicate median growth levels for students or schools based on their grade, starting RIT score, the subject tested, and the amount of instructional time between the tests. A CGI score indicates the number of standard deviations above or below that growth norm. Therefore, an individual CGI score of zero indicates a student showed the same amount of growth as national growth norms. Positive CGI scores indicate growth that exceeded national norms, and negative CGI scores indicate growth that was less than national growth norms.

- Identify 2nd – 10th grade Reading and Math courses with at least 15 students with Pre/Post data ($n \geq 15$)
- Extract the Conditional Growth Index for each student using NWEA data. The Conditional Growth Index is calculated by NWEA for each student based on their Fall to Spring NWEA MAP assessment by subtracting projected growth from observed growth and dividing by the standard deviation.
- Convert the distribution of individual CGI scores into a group (class) score by calculating the normal distribution for the class, resulting in a CGI percentile.
- For School Academic Growth, use the Conditional Growth Index percentile for each grade level in grades 2 – 10, in Reading and Math using NWEA data.
- Convert the resulting percentile into an ATPES Growth Score using quintiles.

**Teachers with $N < 15$ receive the school-level growth score, which is derived using the same basic methodology*

CGI Percentile	ATPES Score
0-20%	1.3
20-40%	2
40-60%	2.7
60-80%	3.3
80-100%	4

For ~~2023-2024~~2024-2025, weights for inclusion of student academic growth data following the CGI model are:

Group A teachers: 20% of evaluation total based on student progress data:

Indicators of Quality Teaching (Classroom Observation - Danielson)	75%
Classroom-level academic growth (CGI)	15%
School-level academic growth (CGI)	5%
School-level other indicators of effectiveness	5%
<i>Amphi Culture & Climate Survey</i>	
<i>High School Graduation Rates (*HS ONLY)</i>	

Group B teachers: 20% of evaluation total based on student progress data:

Indicators of Quality Teaching (Classroom Observation - Danielson)	75%
School-level academic growth (CGI)	20%
School-level other indicators of effectiveness	5%
<i>Amphi Culture & Climate Survey</i>	
<i>High School Graduation Rates (*HS ONLY)</i>	

School-Level Other:

In addition to student progress data, the school-level other category accounts for 5% of every teacher evaluation and is comprised of the Amphitheater Culture and Climate Surveys for K-12 teachers, as well as a High School Graduation Rate calculation for all 9-12 grade High School teachers.

- Survey results are a weighted average of Likert values from Staff, Parent, and Student surveys.
- Graduation rate uses a ratio or comparison of the 4 year graduation from each high school, compared to the state of Arizona 4 year graduation rate.



Amphitheater Teacher Performance Evaluation System
ATPES using Danielson Framework: Conditional Growth Index

2023-2024

School *Sample K8 School*

Teacher last name *Teacher*

Teacher first name *Sample*

Content Area/Grade Level

Group **Group B**

Date informal evaluation

Date formal evaluation

Evaluator name

	Rating	Weighted Values
DOMAIN 1: Planning and Preparation		
Demonstrating Knowledge of Content and Pedagogy		
1a	3	3.2
<ul style="list-style-type: none"> • Content knowledge • Prerequisite relationships • Content pedagogy 		
Demonstrating Knowledge of Students		
1b	3	3.2
<ul style="list-style-type: none"> • Child development • Learning process • Special needs • Student skills, knowledge, and proficiency • Interests and cultural heritage 		
Setting Instructional Outcomes		
1c	3	3.2
<ul style="list-style-type: none"> • Value, sequence, and alignment • Clarity • Balance • Suitability for diverse learners 		
Demonstrating Knowledge of Resources		
1d	3	3.2
<ul style="list-style-type: none"> • For classroom • To extend content knowledge • For students 		
Designing Coherent Instruction		
1e	3	3.2
<ul style="list-style-type: none"> • Learning activities • Instructional materials and resources • Instructional groups • Lesson and unit structure 		
Designing Student Assessments		
1f	3	3.2
<ul style="list-style-type: none"> • Congruence with outcomes • Criteria and standards • Formative assessments • Use for planning 		
Domain 1 Overall Averages		3.20

2023-2024 ATPES CGI MODEL

Conditional Growth Index

<i>Sample Teacher</i>		Rating	Weighted Values
DOMAIN 2: The Classroom Environment			
Creating an Environment of Respect and Rapport			
2a	<ul style="list-style-type: none"> Teacher interaction with students Student interaction with students 	3	3.2
Establishing a Culture for Learning			
2b	<ul style="list-style-type: none"> Importance of content Expectations for learning and achievement Student pride in work 	3	3.2
Managing Classroom Procedures			
2c	<ul style="list-style-type: none"> Instructional groups Transitions Materials and supplies Non-instructional duties Supervision of volunteers and paraprofessionals 	3	3.2
Managing Student Behavior			
2d	<ul style="list-style-type: none"> Expectations Monitoring behavior Response to misbehavior 	3	3.2
Organizing Physical Space			
2e	<ul style="list-style-type: none"> Safety and accessibility Arrangement of furniture and resources 	3	3.2
Domain 2 Overall Averages		3	3.2

		Rating	Weighted Values
DOMAIN 3: Instruction			
Communicating With Students			
3a	<ul style="list-style-type: none"> Expectations for learning Directions and procedures Explanations of content Use of oral and written language 	3	3.2
Using Questioning and Discussion Techniques			
3b	<ul style="list-style-type: none"> Quality of questions Discussion techniques Student participation 	3	3.2
Engaging Students in Learning			
3c	<ul style="list-style-type: none"> Activities and assignments Student groups Instructional materials and resources Structure and pacing 	3	3.2
Using Assessment in Instruction			
3d	<ul style="list-style-type: none"> Assessment criteria Monitoring of student learning Feedback to students Student self-assessment and monitoring 	3	3.2
Demonstrating Flexibility and Responsiveness			
3e	<ul style="list-style-type: none"> Lesson adjustment Response to students Persistence 	3	3.2
Domain 3 Overall Averages		3	3.2

2023-2024 ATPES CGI MODEL
Conditional Growth Index

<i>Sample Teacher</i>		Rating	Weighted Values
DOMAIN 4: Professional Responsibilities			
Reflecting on Teaching			
4a	<ul style="list-style-type: none"> • Accuracy • Use in future teaching 	3	3.2
Maintaining Accurate Records			
4b	<ul style="list-style-type: none"> • Student completion of assignments • Student progress in learning • Non-instructional records 	3	3.2
Communicating with Families			
4c	<ul style="list-style-type: none"> • About instructional program • About individual students • Engagement of families in instructional program 	3	3.2
Participating in a Professional Community			
4d	<ul style="list-style-type: none"> • Relationships with colleagues • Participation in school projects • Involvement in culture of professional inquiry • Service to school 	3	3.2
Growing and Developing Professionally			
4e	<ul style="list-style-type: none"> • Enhancement of content knowledge / pedagogical skill • Receptivity to feedback from colleagues • Service to the profession 	3	3.2
Showing Professionalism			
4f	<ul style="list-style-type: none"> • Integrity/ethical conduct • Service to students • Advocacy • Decision-making • Compliance with school/district regulation 	3	3.2
Domain 4 Overall Averages		3	3.20

DOMAIN 5: Student Progress Data (using CGI Model)

Classroom Academic Growth (Group A only)

Continuously enrolled students assigned to this teacher demonstrate academic progress as measured by valid and reliable quantitative assessment data over time

N/A

Not used for this teacher

School Academic Growth

Continuously enrolled students at the school demonstrate academic progress measured by valid and reliable quantitative assessment data over time

2.67

School Weighted Academic Growth Average

2.67

School Other Indicators

Other measures of school effectiveness
High School 4 Year Graduation Rate

3.08

School Weighted Average of Other Measures

3.08

2023-2024 ATPES CGI MODEL
Conditional Growth Index

Sample Teacher

Weighted Rating Points - All Domains	3.088
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Weighted pnts Summary	
Domain 1	3.20
Domain 2	3.20
Domain 3	3.20
Domain 4	3.20
Average of all domains	3.20

Weighted values were used to meet legal requirements regarding weighting of student progress data:

Points	Weighted value
1	0
2	2
3	3.2
4	4

Criteria for effectiveness labels

	Group B
Highly effective	3.117
Effective	2.72
Developing	2.20
Ineffective	<2.20

Weighted Ratings Points - All Domains	3.088
--	--------------

Based on the criteria above, this teacher is classified as

Effective

Teacher's signature

Date

Evaluator's signature

Date

Teacher comments (optional):

Administrator Comments: Also See Attached Narrative

Sample Teacher

PROFESSIONAL DEVELOPMENT PLAN INFORMATION

_____ Results of evaluation require Needs Improvement Plan*

_____ Professional Growth Plan attached

Teacher's signature

Date

Evaluator's signature

Date

EMPLOYMENT RECOMMENDATION

(To be initialed by PRINCIPAL at Final Evaluation of the year)

_____ I RECOMMEND that this employee be offered a contract for the ensuing year.

_____ I RECOMMEND this employee for continuing status. (Use for third year Probationary teachers only.)

_____ NOT APPLICABLE (specify reason): _____

_____ I DO NOT RECOMMEND that this employee be offered a contract for the ensuing year.

Date _____

***Note: An Improvement Plan MUST BE DEVELOPED if ratings of "1" are given.**

Copies to: Human Resources - School - Employee

School Summary Report Information and Sample

Each school principal receives a School Summary Report at the beginning of the school year. This shows scores for two areas: school-level academic measures—the School Level CGI and the Other Indicators. The School Level CGI is a measure of the academic growth of all students. The Other Indicators measure includes the Culture and Climate Survey K-12 and High School graduation rate calculation for grades 9-12.

The student progress CGI’s are reported on the ATPES evaluation document under Domain 5.

The sample below shows a portion of an elementary School Summary Report:

SCHOOL SUMMARY REPORT					
School: Happy Elementary		School Summary Report			
School Year: 2022-2023		School Level Conditional Growth Index ATPES			3.3
READING/LANGUAGE ARTS		CGI: <u>.80</u>	%ile: <u>.787</u>		
SY	Subject	Assessment	Grade	# Stdnts	CGI
2022-23	Reading	NWEA MAP Growth	2	52	.39
2022-23	Reading	NWEA MAP Growth	3	61	.72
2022-23	Reading	NWEA MAP Growth	4	58	1.65
2022-23	Reading	NWEA MAP Growth	5	55	.42
MATHEMATICS		CGI: <u>1.17</u>	%ile: <u>.785</u>		
SY	Subject	Assessment	Grade	# Stdnts	CGI
2022-23	Mathematics	NWEA MAP Growth	2	52	1.26
2022-23	Mathematics	NWEA MAP Growth	3	61	.83
2022-23	Mathematics	NWEA MAP Growth	4	58	1.05
2022-23	Mathematics	NWEA MAP Growth	5	55	.02


Classroom Gain History Report Information and Sample

The Classroom Gain History Report will be generated for every teacher in Group A. The overall conditional growth index ATPES score for the appropriate content area--Math, Reading, or Overall (both math and reading) --is used to show student progress for Domain 5 on the evaluation instrument. The Classroom Academic Gain report shows prior year NWEA MAP data and corresponding ATPES scores for each subject taught by the classroom teacher.

The sample below shows a cut-away portion of a report for an elementary school teacher.

CLASSROOM ACADEMIC GAIN REPORT

SY 2022-2023



Teacher: **Sample Teacher**

TchID# **123456**

School: **Happy Elementary School**

Overall Conditional Growth Index ATPES

3.3

READING/LANGUAGE ARTS

SY	Subject	Classroom Location	Grade	# Stds	CGI	%ile	Score
2022-23	Reading	Happy Elementary School	4	24	.319	.625	3.3

MATHEMATICS

SY	Subject	Classroom Location	Grade	# Stds	CGI	%ile	Score
2022-23	Mathematics	Happy Elementary School	4	24	.478	.683	3.3

Explanation of Terms Used in the School Summary Report and the Classroom Academic Gain Report

School Level Conditional Growth Index ATPES: This number in the upper right-hand corner of the School Summary Report summarizes school-wide student progress data that principals will use on Domain 5 of the evaluation instrument for both Group A and Group B teachers. Student gains for each assessment, grade, and subject (math or reading) are evaluated using a 1-4 rubric. The rubric scores are calculated using the Conditional Growth Index (CGI) from NWEA by comparing observed student growth to expected student growth. The Overall Conditional Growth Index ATPES score is also used by the Associate Superintendent for principal evaluation.

Overall Conditional Growth Index ATPES: The Classroom Academic Gain Report for Group A teachers typically shows three scores--for Math, Reading and Overall -- for classroom-level student progress. If the teacher teaches only math or only reading, the rating for that subject is used for Domain 5 on the evaluation instrument. If the teacher teaches both subjects, the Overall Weighted Average is used for Domain 5 the classroom weighted average at the end of the evaluation document. Student gains for each assessment, grade, and subject (math or reading) are evaluated using a 1-4 rubric. The rubric scores are weighted by the number of students in that group and averaged.

Grade: The grade level group the teacher taught during the previous year.

Stds: The number of students with a pre and posttest in that assessment for that grade and year.

CGI: The conditional growth index score for that group of students.

%ile: The percentile calculated based upon the normal distribution of the average growth index for that group of students and aligned to an ATPES growth score of 1-4.

WHAT MAKES UP THE CGI Score?

Assessments and Measures of Student Academic Progress: CGI

Assessment/Measure	Grade Level	School	Classroom
Growth measures			
NWEA MAP	2-10, fall-spring growth	yes	yes
Other measures of school effectiveness			
Culture & Climate Survey Data	K-12	yes	
ADE 4-year graduation rate comparison	9-12	yes	

TEACHER DESIGNATION LABELS AS REQUIRED BY ARS 15-537

Calculation of Student Progress Data Component

ATPES was developed in compliance with Arizona State Law on teacher evaluation. State law defines two groups of teachers—Group A and Group B—and the weights of student progress data at the classroom and school levels allowable for each group.

Group A teachers teach content (math, reading) and have one academic year of student gains as measured by valid and reliable tests (e.g., NWEA MAP).

Group B teachers teach other content without standardized assessments or have too few students with gains to be evaluated on them.

2023-2024

Group A Teachers	
Indicators of quality teaching (classroom observation)	75 %
Classroom-level student progress (Classroom CGI)	15 %
School-level student progress (School CGI)	5 %
School-level other indicators of effectiveness (Culture & Climate Survey 2.5%) (4-Year Graduation Rate 2.5%)	5 %
Group B Teachers	
Indicators of quality teaching (classroom observation)	75 %
School-level student progress (School CGI)	20 %
School-level other indicators of effectiveness (Culture & Climate Survey 2.5%) (4-Year Graduation Rate 2.5%)	5 %

Arizona State Law requires teachers to be designated as Highly Effective, Effective, Developing, or Ineffective. On the ATPES evaluation form, the indicators of quality teaching from classroom observation and the calculation of classroom- and school-level student progress are weighted according to the proportions above to make a total score. Each teacher’s label of effectiveness is assigned according to the total score:

For Groups A and B:

Highly Effective =	3.117
Effective =	2.72
Developing =	2.2
Ineffective =	< 2.2

TEACHER DESIGNATION LABELS AS REQUIRED BY ARS 15-537

After studying the actual aggregated data from three years of teacher evaluations, the ATPES Design Team discussed the various aspects of teacher designation and how to approach setting criteria which would determine a label. The following criteria for teacher designation labels are established for the 2020-2021 school year as required by Arizona State Law.

For Groups A and B Teacher Designation Criteria

Highly Effective: Final evaluation score greater than or equal to	3.117
Effective: Final evaluation score between	2.72
Developing: Final evaluation score between	2.2
Ineffective: Final evaluation score below	< 2.2

TEACHER PERFORMANCE CLASSIFICATIONS:

As prescribed in A.R.S. § 15-203, LEAs shall classify each teacher in one of the following four performance classifications:

- **Highly Effective:** A *highly effective* teacher consistently exceeds expectations. This teacher's instructional performance is exceptional and her/his students generally made exceptional levels of academic progress. The highly effective teacher demonstrates mastery of the state board of education adopted professional teaching standards, as determined by classroom observations required by ARS § 15-537.
- **Effective:** An *effective* teacher consistently meets expectations. This teacher's instructional performance is effective and her/his students generally made satisfactory levels of academic progress. The effective teacher demonstrates competency in the state board of education adopted professional teaching standards, as determined by classroom observations as required by ARS § 15-537.
- **Developing:** A *developing* teacher fails to consistently meet expectations and requires a change in performance. This teacher's instructional performance is mixed and her/his students generally made unsatisfactory levels of academic progress. The developing teacher demonstrates an insufficient level of competency in the state board of education adopted professional teaching standards, as determined by classroom observations required by ARS § 15-537. The developing classification is not intended to be assigned to a veteran teacher for more than two consecutive years. This classification may be assigned to new or newly-reassigned teachers for more than two consecutive years.
- **Ineffective:** An *ineffective* teacher consistently fails to meet expectations and requires a change in performance. This teacher's instructional performance is ineffective and her/his students generally made unacceptable levels of academic progress. The ineffective teacher demonstrates minimal competency in the state board of education adopted professional teaching standards, as determined by classroom observations required by ARS § 15-537.

EXPLANATION OF EVALUATION INSTRUMENT TERMS

Certificated Teacher

A person who holds a certificate from the State Board of Education to work in the schools of this state and who is employed under contract in a position that requires certification, except a psychologist or an administrator devoting less than fifty percent (50%) of his time to classroom teaching.

Continuing Teacher

A certificated teacher who has been and is currently employed by the District for the major portion of three (3) consecutive school years, and; who has not been designated in the lowest performance classification of the previous school year or who has not regained continuing status after being designated as a probationary teacher.

Deficiencies in Classroom Performance

An evaluator rating of a "1" in one or more indicators or domains signifies a deficiency in classroom performance which must be addressed.

Evaluation

An assessment of the teacher's classroom performance as required by Arizona law. Such evaluation shall be based on policy GCO and regulation GCO-R and the procedure outlined in this manual.

Formal Classroom Observation

Evaluator observation, of no less than thirty (30) minutes, of various aspects of the teacher's classroom performance which is prearranged and scheduled with the teacher. Formal observations will be documented in writing and the opportunity for a follow-up conference will be provided.

Improvement Plan

A required formal plan designed to improve deficiencies in classroom performance.

Inadequacy of Classroom Performance

A teacher's failure to overcome deficiency (ies) in classroom performance which are identified in an Improvement Plan.

Informal Observation

The teacher's evaluator will observe various aspects of the teacher's performance and may do so without prior notice. In conducting observations, the evaluator may rely upon information obtained from appropriate sources, such as the teacher, previous supervisors and other third parties, and information contained in the personnel file. Teachers will be made aware of the sources of information utilized in their evaluation.

Preliminary Notice

Preliminary notice of intent to dismiss or not to re-employ. A formal notice issued by the Governing Board or its designee which describes a charge of inadequacy of classroom performance and provides specified time for the teacher to improve performance and overcome the charge of inadequacy. Such a preliminary notice precedes a notice of intent to dismiss or not to re-employ.

Notice of Intent

Notice of intent to dismiss or not to re-employ. A formal notice issued by the Governing Board or its designee to inform a teacher of the District's intent to dismiss or not to re-employ the teacher.

Probationary Teacher

A certificated teacher who is not a continuing teacher is considered probationary until the beginning of the fourth year of full-time employment with the district.

Professional Growth Plan

A plan devised for the purpose of refining existing skills and/or the establishment of goals for professional growth and development.

Student Academic Progress

Student growth from one testing point to another as measured by valid and reliable assessment measures (e.g., Fall to Spring Growth on NWEA MAP, growth on State assessments from one year to the next, etc.)

Teacher Designation Labels/Performance Classifications

The four (4) performance classifications for teachers and principals under Arizona law and defined by the State Board of Education (e.g., Highly Effective, Effective, Developing, Ineffective)

EVALUATOR QUALIFICATIONS AND TRAINING

Pursuant to Arizona law, the Governing Board designates district staff that is qualified to evaluate teachers using the Amphitheater Teacher Performance Evaluation System. The Superintendent submits recommendations of qualified evaluators to the Governing Board for approval.

Qualifications

The following criteria have been established for board-designated evaluators. In order to be considered qualified, an evaluator will:

1. Demonstrate knowledge of district and state policies, laws and rules relating to instruction, professionalism and evaluation; and
2. Demonstrate planning and implementation strategies relating to evaluation system timelines, content and expectations; and
3. Demonstrate data recording and analysis skills through simulations and/or on-site practice/feedback sessions; and
4. Demonstrate skills in analysis of quantitative student progress data; and
5. Demonstrate conferencing and improvement planning skills through simulations and/or on-site practice/feedback sessions; and
6. Demonstrate ability to write a detailed, personalized and specific narrative which illustrates the ratings given and provides specific suggestions for improvement of practice and/or provides appropriate support for accomplished teaching; and
7. Understands and can explain the classroom and school Overall Weighted Average for student progress data.

TRAINING

Evaluators participate in the district administrative in-service sessions, or district-approved evaluator training workshops. All such training should include information related to the legal aspects of teacher evaluation and the development of skills for data collection and analysis, analysis of quantitative student progress data, conferencing, and improvement planning. Regardless of the specific training received, evaluators are responsible for meeting the criteria specified above.

EVALUATION PROCESS STEPS FOR CONTINUING TEACHERS

(FULL/PART TIME)

1. All evaluators are provided with a copy of the Amphitheater Teacher Performance Evaluation System (ATPES) prior to classroom observations.
2. The evaluation procedures shall be reviewed at each school. At the beginning of the school year, the principal shall meet with the school's faculty for the purpose of orienting the teachers to the total evaluation plan prior to any observation. Any teacher that is hired after the school year begins must also be given a review of evaluation procedures prior to the teacher's evaluation. All teachers are provided with a copy of the ATPES prior to classroom observations.
3. Student academic progress data is provided to teachers and evaluators at the beginning of the academic year reflecting up to and including three full years by teacher and by school. Each teacher is informed of their Group A or Group B status for the purposes of evaluation.
4. The teacher performance evaluation cycle shall include at least two (2) actual classroom observations of the certificated teacher demonstrating teaching skills in a complete and uninterrupted lesson by the qualified evaluator.
5. One (1) informal observation shall occur prior to January 30th. There shall be at least sixty (60) calendar days between the first informal observation and the last (formal) observation.
6. The informal observation(s) is/are to be documented through use of an Informal Observation form. A copy of the form must be provided to the teacher within five (5) workdays of each informal classroom observation.
 - a. No conference is required for informal visits.
 - b. A conference may be called at the discretion of either party within three (3) workdays of receipt of the Informal Observation form.
 - c. Preliminary notice of inadequacy may follow an informal observation. An improvement plan may be initiated.
 - d. An informal observation shall not be conducted within two (2) instructional days of any scheduled period in which school is not in session for one (1) week or more (e.g., Fall Break, Winter Break, Spring Break).
7. One (1) formal observation shall occur prior to April 10th using the following procedures:
 - a. The teacher and the evaluator agree upon a date and time for the observation. If agreement on the date and time cannot be reached after reasonable attempts, the administrator may set the date and time and shall provide the teacher five working days advance notice of the observation.
 - b. The teacher will submit a written lesson plan in advance of the observation.
 - c. The evaluator will observe the teacher actively teaching a full lesson. The minimum observation time is 30 minutes, or a complete lesson.
 - d. The last observation may follow the issuance of a preliminary notice of inadequacy of classroom performance, the completion of any performance improvement plan, and can be used to determine whether the teacher has corrected inadequacies and has demonstrated adequate classroom performance.

- e. A formal observation shall not be conducted within two (2) instructional days of any scheduled period in which school is not in session for one (1) week or more (e.g., Fall Break, Winter Break, Spring Break).
8. Within five working days of the formal observation, a conference will be held between the teacher and the evaluator. The evaluator will present the ATPES rating form and narrative and will provide positive feedback, areas of refinement, and identify performance concerns to the teacher. The teacher and evaluator sign the completed ATPES form. Copies are distributed as follows: one copy to teacher, one copy to school file, one copy to Director of Human Resources.
 9. Evaluators may conduct additional observations or evaluation cycles beyond the required minimum. Teachers may also request additional observations or evaluation cycles. Observations that do not constitute a complete and uninterrupted lesson shall not be considered in determining performance ratings and may only be used to provide feedback to improve instructional performance.
 10. Evaluations of teaching performance and related documentation are to remain confidential, except where disclosure is authorized or required by law.
 11. Professional growth plans may be developed as appropriate.
 12. Recommendations for improvement shall be provided to the teacher by the evaluator whenever deficiencies in classroom performance are noted.
 13. An Improvement Plan **must** be completed by the evaluator and the teacher when:
 - a. A teacher receives a rating of “1” on any Indicator or Domain
 - b. A teacher receives a rating of “1” on a Domain or the majority of a Domain’s indicators
 14. An Improvement Plan **may** be completed by the teacher and the evaluator at the evaluator’s discretion when a teacher receives a rating of “2” on any indicator or domain.
 15. The evaluation of a continuing teacher shall be completed no later than April 10th.
 16. The Superintendent may determine to provide Preliminary Notice of Inadequacy of Classroom Performance to the teacher and shall notify the Governing Board if doing so. Procedures set forth by law shall be followed.
 17. Evaluations of teaching performance and related documentation are to remain confidential. Copies shall be distributed within five (5) workdays of the evaluation conference as follows:
 - One copy to teacher
 - One copy for school file
 - One copy to the Associate Superintendent

PROCESS STEPS-PROBATIONARY/SHORT TERM TEACHERS

(FULL/PART-TIME)

1. All teachers and evaluators are provided with a copy of the Amphitheater Teacher Performance Evaluation System (ATPES) at the beginning of the school year.
2. The evaluation procedures shall be reviewed at each school. At the beginning of the school year, the principal shall meet with the school's faculty for the purpose of orienting the teachers to the total evaluation plan prior to any observation. Any teacher that is hired after the school year begins must also be given a review of evaluation procedures prior to the teacher's evaluation. All teachers are provided with a copy of the ATPES prior to classroom observations.
3. All teachers are provided with a copy of the student progress data for the school and the classroom (as available) at the beginning of the school year. Each teacher is informed of their Group A or Group B status for the purposes of evaluation.
4. The teacher performance evaluation cycle shall include at least two (2) actual classroom observations of the certificated teacher demonstrating teaching skills in a complete and uninterrupted lesson by the qualified evaluator. A probationary teacher shall be evaluated (a full cycle) at least once per semester.
5. There shall be at least sixty (60) calendar days between the first informal observation and the last (formal) observation of each cycle. The Fall semester informal classroom observation(s) for each probationary and short-term teacher should occur no later than September 15. The Spring semester informal classroom observation for each probationary and short-term teacher should occur by January 15.
 - a. Each informal observation shall be documented through the use of an Informal Observation form. A copy of the form must be provided to the teacher within five (5) workdays of each informal classroom observation.
 - b. No conference is required for informal visits. A conference may be called at the discretion of either party within three (3) workdays of receipt of the Informal Observation form.
 - c. Preliminary notice of inadequacy may follow an informal observation. An improvement plan may be initiated.
 - d. An informal observation shall not be conducted within two (2) instructional days of any scheduled period in which school is not in session for one (1) week or more.
6. The Fall semester final (formal) classroom observation for each probationary and short-term teacher should occur by November 15th. The Spring semester formal classroom observation for each probationary and short-term teacher should occur by March 30th.
7. The procedure for formal observations is as follows:
 - a. The teacher and the evaluator agree upon a date and time for the observation. If agreement on the date and time cannot be reached after reasonable attempts, the administrator may set the date and time and shall provide the teacher five working days advance notice of the observation. The Fall conference should be held by November 20; the Spring conference should be held by April 15th.
 - b. The teacher will submit a written lesson plan in advance of the observation.
 - c. The evaluator will observe the teacher actively teaching a lesson. The minimum observation time is 30 minutes, or a complete and uninterrupted lesson.

- d. Within five working days of the formal observation, a conference will be held between the teacher and the evaluator. The evaluator will present the ATPES rating form and narrative and will provide positive feedback, identify areas of refinement, and identify performance concerns to the teacher. The teacher and evaluator sign the completed ATPES form. Copies are distributed as follows: one copy to teacher, one copy to school file, one copy to Director of Human Resources.
8. Evaluators may conduct additional observations or evaluation cycles beyond the required minimum. Teachers may also request additional observations or evaluation cycles. Observations that do not constitute a complete and uninterrupted lesson shall not be considered in determining performance ratings and may only be used to provide feedback to improve instructional performance.
9. Evaluations of teaching performance and related documentation are to remain confidential, except where disclosure is authorized or required by law.
10. Professional growth plans may be developed as appropriate.
11. Recommendations for improvement shall be provided to the teacher in writing by the evaluator whenever deficiencies in classroom performance are noted.
12. An Improvement Plan **must** be completed by the evaluator and the teacher when a teacher receives a rating of “1” on any Indicator or Domain or the majority of a Domain’s indicators.
13. An Improvement Plan **may** be completed by the teacher and the evaluator at the evaluator’s discretion when a teacher receives a rating of “2” on any Indicator or Domain.
14. Recommendations for improvement or an Improvement Plan may be required based upon the results of an evaluation. Improvement Plans will be developed through collaboration between the evaluator and the teacher and will be submitted to Human Resources in a timely fashion.
15. The Superintendent may determine to provide Preliminary Notice of Inadequacy of Classroom Performance to the teacher and shall notify the Governing Board if doing so. Procedures set forth by law shall be followed.
16. Evaluations of teaching performance and related documentation are to remain confidential. Copies shall be distributed within five (5) workdays of the evaluation conference as follows:
 - One copy to teacher
 - One copy for school file
 - One copy to the Associate Superintendent

PROCESS STEPS AND DEADLINE DATES

Deadline Dates	Continuing Teachers	All Probationary and/or Short Term Teachers (full time/part time)
Beginning of Academic Year	<p>Administrator Presents and Explains the Teacher Evaluation Instrument and Student Academic Progress Data is presented to each teacher (as appropriate). School data is presented to all certified staff.</p> <p>All staff members are informed of their Group A or Group B status.</p>	<p>Administrator Presents and Explains the Teacher Evaluation Instrument and Student Academic Progress Data for the previous three years is presented to each teacher (as appropriate). School data is presented to all certified staff.</p>
September 15	Alternative Evaluation Professional Growth Plan due	Informal Observation
November 15 November 20 December 5		Formal Observation Conference Recommended Deadline for non-renewal Notices to Superintendent
January 15 ¹³ March 30	Informal Observation	Informal Observation Formal Observation
April 10 April 15 April 15	Formal Observation Conference ATPES forms due for all teachers	Formal Observation Conference ATPES forms due for all teachers

Dates shown are preferred deadlines. Actual events and actions may occur prior to dates shown. In addition, any action or event occurring within timelines or deadlines established by State Law shall be satisfactory even if different from dates shown above.

WRITTEN LESSON PLAN REQUIREMENT

A detailed, written lesson plan for the purpose of demonstrating planning skills is required of all teachers for formal observations.

EVALUATION CONFERENCE GUIDELINES

The following guidelines will help direct evaluation conferences:

1. Bi-lateral communication is essential. The perspectives of both the evaluator and the teacher will be discussed during the evaluation conference.
2. Teacher self-reflection, either written or oral will be required.
3. Teaching which has occurred throughout the year will be discussed. Performance evaluation should be based on both formal and informal observations.
4. Quantitative student progress data from student assessments will be reviewed with the teacher.
5. The evaluation conference provides an opportunity for the evaluator to gather information which cannot be obtained or observed in the formal observation process. Teachers will be invited to share this information. The evaluator may revise ratings or narrative comments based on post conference information.
6. The evaluator has both a professional and legal responsibility for determining the final assessment of teaching performance.
7. The perspectives of the evaluator and the teacher should be reviewed at the completion of the EVALUATION OF COMPETENCE.

The evaluation system contains both ratings of competence as well as narrative comments about the level of competence demonstrated by teachers.

RATING SCALE

EACH INDICATOR WILL BE RATED ACCORDING TO THE RUBRIC SCALE FOUND IN THE DANIELSON FRAMEWORK.

Rating Scale for Student Progress Data:

Classroom CGI is for Group A teachers only, and corresponds to the Classroom Overall Conditional Growth Index for the teacher. This is found in the Classroom Academic Gain Report. The classroom CGI is recorded in the Classroom Academic Growth section in Domain 5 of the evaluation form.

School Level CGI is for all teachers, and is the Academic Growth score reported in the School Summary report. The school level CGI is recorded in the School Academic Growth section in Domain 5 of the evaluation form.

School Other Indicators component is for all teachers, and is reported in the School Summary report. This is recorded in the School Other Indicators section in Domain 5 of the evaluation form.

The rating scale range for student progress data is 1 to 4. The actual CGI ATPES score, or value for an individual or school will appear as a number such as 2.75, 3.78, etc. **Ratings in the 1-1.99 range will be considered**

deficient and will require an improvement plan.

RATING FACTORS

Ratings will be based upon formal and informal observations and results of quantitative student progress assessments. In addition, an evaluator may use data gathered throughout the year which is obtained during any direct observation of the teacher's performance in the classroom or through contacts in the school professional setting.

THIRD PARTY INPUT ON EVALUATIONS

Ratings may also reflect input from responsible third parties or from the personnel file of the teacher. Teachers will be made aware of third-party information relied upon in the determination of evaluation ratings or comments.

PROFESSIONAL GROWTH PLAN

Amphitheater District has many excellent teachers whose performance does not mandate improvement in the sense that there are deficiencies present in that performance. But, even when no domain or indicator is rated "1", a teacher can still benefit from a Professional Growth Plan which encourages the refinement of skills and continuous improvement of practice. When a domain or indicator is rated "2", a Professional Growth Plan addressing that area is strongly encouraged. Professional Growth Plans may be developed at the discretion of the teacher and/or the evaluator. Any teacher may be asked to complete a Professional Growth Plan regardless of performance level.

The teacher and the evaluator will mutually agree on the specifics of a Professional Growth Plan. This plan should indicate the specific goals, activities to be undertaken, and the role the evaluator will assume in helping the teacher. This plan can be developed at the evaluation conference or at a later date.

IMPROVEMENT PLAN

An Improvement Plan must be developed when any indicator or entire domain is rated a "1", on the ATPES rating form. Improvement Plans may be written for ratings of "2" on any one indicator based on administrative discretion. If more than one Domain is rated "1" priority will determine the specifics of the plan. All deficiencies must be addressed. If an improvement plan is not required, deficiencies will be addressed through recommendations for improvement.

The plan, arrived at through discussion *between* teacher and evaluator, must specify (a) the specific area(s) needing improvement, (b) action(s) and timelines for improvement, (c) expected outcomes, and (d) administrative assistance which will be provided.

Areas identified for improvement will be re-evaluated as outlined in the Improvement Plan.

LACK OF PROGRESS ON AN IMPROVEMENT PLAN

If a teacher fails to overcome deficiencies which were addressed through recommendations for improvement or an improvement plan, the evaluator may notify the Superintendent of the continuing deficiencies and may request that the Superintendent issue a preliminary notice of inadequacy of classroom performance.

APPEAL PROVISION

Teacher evaluations are not subject to appeal; however, if a teacher feels the results of an evaluation are unjustified, or that procedural violations or circumstances beyond the control of the teacher have occurred, a second observation by a different, Board-approved evaluator may be requested.

A request for a second observer must be submitted to the Superintendent or his/her designee within five (5) workdays after completion of the evaluation. At the request of the teacher, the Superintendent will appoint a second observer. Alternatively, the teacher and the evaluator may each appoint second and third observers, respectively.

If appropriate, the second/third observer will view the teacher actively teaching a lesson. If the rating being disputed by the teacher is in an area which cannot be observed in the classroom, the second/third observer will gather and evaluate available data and determine the rating based upon that information.

The opinion of the second/third observer will be included as additional information in the teacher's personnel file. It will not replace or supersede the disputed evaluation.

For specific procedures regarding challenges to evaluations, see [regulation-policy GCO-R. 4-103](#)

APPENDIX A

EVALUATION SYSTEM FORMS



Amphitheater Teacher Performance Evaluation System
ATPES using Danielson Framework: Conditional Growth Index

2023-2024

School *Sample K8 School*

Teacher last name *Teacher*

Teacher first name *Sample*

Content Area/Grade Level

Group **Group B**

Date informal evaluation

Date formal evaluation

Evaluator name

	Rating	Weighted Values
DOMAIN 1: Planning and Preparation		
Demonstrating Knowledge of Content and Pedagogy		
1a	3	3.2
<ul style="list-style-type: none"> • Content knowledge • Prerequisite relationships • Content pedagogy 		
Demonstrating Knowledge of Students		
1b	3	3.2
<ul style="list-style-type: none"> • Child development • Learning process • Special needs • Student skills, knowledge, and proficiency • Interests and cultural heritage 		
Setting Instructional Outcomes		
1c	3	3.2
<ul style="list-style-type: none"> • Value, sequence, and alignment • Clarity • Balance • Suitability for diverse learners 		
Demonstrating Knowledge of Resources		
1d	3	3.2
<ul style="list-style-type: none"> • For classroom • To extend content knowledge • For students 		
Designing Coherent Instruction		
1e	3	3.2
<ul style="list-style-type: none"> • Learning activities • Instructional materials and resources • Instructional groups • Lesson and unit structure 		
Designing Student Assessments		
1f	3	3.2
<ul style="list-style-type: none"> • Congruence with outcomes • Criteria and standards • Formative assessments • Use for planning 		
Domain 1 Overall Averages		3.20

2023-2024 ATPES CGI MODEL
Conditional Growth Index

<i>Sample Teacher</i>	Rating	Weighted Values
DOMAIN 2: The Classroom Environment		
Creating an Environment of Respect and Rapport		
2a	3	3.2
<ul style="list-style-type: none"> • Teacher interaction with students • Student interaction with students 		
Establishing a Culture for Learning		
2b	3	3.2
<ul style="list-style-type: none"> • Importance of content • Expectations for learning and achievement • Student pride in work 		
Managing Classroom Procedures		
2c	3	3.2
<ul style="list-style-type: none"> • Instructional groups • Transitions • Materials and supplies • Non-instructional duties • Supervision of volunteers and paraprofessionals 		
Managing Student Behavior		
2d	3	3.2
<ul style="list-style-type: none"> • Expectations • Monitoring behavior • Response to misbehavior 		
Organizing Physical Space		
2e	3	3.2
<ul style="list-style-type: none"> • Safety and accessibility • Arrangement of furniture and resources 		
Domain 2 Overall Averages		3
		3.2

	Rating	Weighted Values
DOMAIN 3: Instruction		
Communicating With Students		
3a	3	3.2
<ul style="list-style-type: none"> • Expectations for learning • Directions and procedures • Explanations of content • Use of oral and written language 		
Using Questioning and Discussion Techniques		
3b	3	3.2
<ul style="list-style-type: none"> • Quality of questions • Discussion techniques • Student participation 		
Engaging Students in Learning		
3c	3	3.2
<ul style="list-style-type: none"> • Activities and assignments • Student groups • Instructional materials and resources • Structure and pacing 		
Using Assessment in Instruction		
3d	3	3.2
<ul style="list-style-type: none"> • Assessment criteria • Monitoring of student learning • Feedback to students • Student self-assessment and monitoring 		
Demonstrating Flexibility and Responsiveness		
3e	3	3.2
<ul style="list-style-type: none"> • Lesson adjustment • Response to students • Persistence 		
Domain 3 Overall Averages		3
		3.2

2023-2024 ATPES CGI MODEL
Conditional Growth Index

<i>Sample Teacher</i>	Rating	Weighted Values	
DOMAIN 4: Professional Responsibilities			
Reflecting on Teaching			
4a	3	3.2	
<ul style="list-style-type: none"> • Accuracy • Use in future teaching 			
Maintaining Accurate Records			
4b	3	3.2	
<ul style="list-style-type: none"> • Student completion of assignments • Student progress in learning • Non-instructional records 			
Communicating with Families			
4c	3	3.2	
<ul style="list-style-type: none"> • About instructional program • About individual students • Engagement of families in instructional program 			
Participating in a Professional Community			
4d	3	3.2	
<ul style="list-style-type: none"> • Relationships with colleagues • Participation in school projects • Involvement in culture of professional inquiry • Service to school 			
Growing and Developing Professionally			
4e	3	3.2	
<ul style="list-style-type: none"> • Enhancement of content knowledge / pedagogical skill • Receptivity to feedback from colleagues • Service to the profession 			
Showing Professionalism			
4f	3	3.2	
<ul style="list-style-type: none"> • Integrity/ethical conduct • Service to students • Advocacy • Decision-making • Compliance with school/district regulation 			
Domain 4 Overall Averages		3	3.20

DOMAIN 5: Student Progress Data (using CGI Model)

Classroom Academic Growth (Group A only)

Continuously enrolled students assigned to this teacher demonstrate academic progress as measured by valid and reliable quantitative assessment data over time

N/A

Not used for this teacher

School Academic Growth

Continuously enrolled students at the school demonstrate academic progress measured by valid and reliable quantitative assessment data over time

2.67

School Weighted Academic Growth Average

2.67

School Other Indicators

Other measures of school effectiveness
High School 4 Year Graduation Rate

3.08

School Weighted Average of Other Measures

3.08

2023-2024 ATPES CGI MODEL
Conditional Growth Index

Sample Teacher

Weighted Rating Points - All Domains	3.088
---	--------------

Weighted pnts Summary	
Domain 1	3.20
Domain 2	3.20
Domain 3	3.20
Domain 4	3.20
Average of all domains	3.20

Weighted values were used to meet legal requirements regarding weighting of student progress data:

Points	Weighted value
1	0
2	2
3	3.2
4	4

Criteria for effectiveness labels

	Group B
Highly effective	3.117
Effective	2.72
Developing	2.20
Ineffective	<2.20

Weighted Ratings Points - All Domains	3.088
--	--------------

Based on the criteria above, this teacher is classified as

Effective

Teacher's signature

Date

Evaluator's signature

Date

Teacher comments (optional):

Administrator Comments: Also See Attached Narrative

Sample Teacher

PROFESSIONAL DEVELOPMENT PLAN INFORMATION

____ Results of evaluation require Needs Improvement Plan*
____ Professional Growth Plan attached

_____	Teacher's signature	_____	Date
_____	Evaluator's signature	_____	Date

EMPLOYMENT RECOMMENDATION
(To be initialed by PRINCIPAL at Final Evaluation of the year)

____ I RECOMMEND that this employee be offered a contract for the ensuing year.
____ I RECOMMEND this employee for continuing status. (Use for third year Probationary teachers only.)
____ NOT APPLICABLE (specify reason): _____
____ I DO NOT RECOMMEND that this employee be offered a contract for the ensuing year.

Date _____

***Note: An Improvement Plan MUST BE DEVELOPED if ratings of "1" are given.**
Copies to: Human Resources - School - Employee

FORMAL EVALUATION NARRATIVE FORM

Amphitheater Teacher Performance Evaluation System using Danielson Framework

Teacher: _____ **School:** _____
Grade Level/Subject: _____ **Evaluator:** _____
Date/Time: _____

DOMAIN 1: Planning and Preparation	Evidence
1a Demonstrating Knowledge of Content and Pedagogy <ul style="list-style-type: none"> • Content knowledge • Prerequisite relationships • Content pedagogy 	Teacher behaviors that positively impact student learning: <ul style="list-style-type: none"> • Recommendations for continuous improvement include:
1b Demonstrating Knowledge of Students <ul style="list-style-type: none"> • Child development • Learning process • Special needs • Student skills, knowledge, and proficiency • Interests and cultural heritage 	
1c Setting instructional Outcomes <ul style="list-style-type: none"> • Value, sequence, and alignment • Clarity • Balance • Suitability for diverse learners 	
1d Demonstrating Knowledge of Resources <ul style="list-style-type: none"> • For classroom • To extend content knowledge • For students 	
1e Designing Coherent Instruction <ul style="list-style-type: none"> • Learning activities • Instructional materials and resources • Instructional groups • Lesson and unit structure 	
1f Designing Student Assessments <ul style="list-style-type: none"> • Congruence with outcomes • Criteria and standards • Formative assessments • Use for planning 	
DOMAIN 2: The Classroom Environment	EVIDENCE
2a Creating and Environment of Respect and Rapport <ul style="list-style-type: none"> • Teacher interaction with students • Student interaction with students 	Teacher behaviors that positively impact student learning: <ul style="list-style-type: none"> • Recommendations for continuous improvement include:
2b Establishing a Culture for Learning <ul style="list-style-type: none"> • Importance of content • Expectations for learning and achievement • Student pride in work 	
2c Managing Classroom Procedures <ul style="list-style-type: none"> • Instructional groups • Transitions • Materials and supplies • Non-instructional duties • Supervision of volunteers and paraprofessionals 	
2d Managing Student Behaviors <ul style="list-style-type: none"> • Expectations • Monitoring behavior • Response to misbehavior 	
2e Organizing Physical Space <ul style="list-style-type: none"> • Safety and accessibility • Arrangement of furniture and resources 	

DOMAIN 3: Instruction	EVIDENCE
3a Communicating with Students <ul style="list-style-type: none"> • Expectations for learning • Directions and procedures • Explanations of content • Use of oral and written language 	Teacher behaviors that positively impact student learning: <ul style="list-style-type: none"> • Recommendations for continuous improvement include:
3b Using Questioning and Discussion Techniques <ul style="list-style-type: none"> • Quality of questions • Discussion techniques • Student participation 	
3c Engaging Students in Learning <ul style="list-style-type: none"> • Activities and assignments • Student groups • Instructional materials and resources • Structure and pacing 	
3d Using Assessment in Instruction <ul style="list-style-type: none"> • Assessment criteria • Monitoring of student learning • Feedback to students • Student self-assessment and monitoring 	
3e Demonstrating Flexibility and Responsiveness <ul style="list-style-type: none"> • Lesson adjustment • Response to students • persistence 	
DOMAIN 4: Professional Responsibilities	
4a Reflecting on Teaching <ul style="list-style-type: none"> • accuracy • use in future teaching 	Teacher behaviors that positively impact student learning: <ul style="list-style-type: none"> • Recommendations for continuous improvement include:
4b Maintaining Accurate Records <ul style="list-style-type: none"> • student completion of assignments • student progress in learning • non-instructional records 	
4c Communicating with Families <ul style="list-style-type: none"> • about instructional program • about individual students • engagement of families in instructional program 	
4d Participating in a Professional Community <ul style="list-style-type: none"> • Relationships with colleagues • Participation in school projects • Involvement in culture of professional inquiry • Service to school 	
4e Growing and Developing Professionally <ul style="list-style-type: none"> • Enhancement of content knowledge/pedagogical skill • Receptivity to feedback from colleagues • Service to the profession 	
4f Showing Professionalism <ul style="list-style-type: none"> • Integrity/ethical conduct • Service to students • Advocacy • Decision-making • Compliance with school/district regulation 	

Areas that may negatively impact student performance include:

Areas of deficiency that must be addressed:

AMPHITHEATER TEACHER PERFORMANCE EVALUATION SYSTEM

The Framework for Teaching: Danielson Model Narrative Comments

Teacher: _____ Date: _____

This evaluation is based on the following number of observations, formal and informal: 1 2 3+

Domain 1: Planning and Preparation

Evidence of planning and preparation that positively impacts student learning includes:

Indicators of Distinguished Performance:

Supporting Data:

Recommendations for continuous improvement include:

Supporting Data:

Areas that may negatively impact student performance include:

Supporting Data:

Area(s) of deficiency that must be addressed (Required for ratings of "1"):

Supporting Data:

Required action(s):

Domain 2: The Classroom Environment

Evidence of establishing a classroom environment that positively impacts student learning includes:

Indicators of Distinguished Performance:

Supporting Data:

Recommendations for continuous improvement include:

Supporting Data:

Areas that may negatively impact student performance include:

Supporting Data:

Area(s) of deficiency that must be addressed (Required for ratings of "1"):

Supporting Data

Required action(s):

Domain 3: Instruction

Evidence of instruction which positively impacts student learning includes:

Indicators of Distinguished Performance:

Supporting Data:

Recommendations for continuous improvement include:

Supporting Data:

Areas that may negatively impact student performance include:

Supporting Data:

Area(s) of deficiency that must be addressed (Required for ratings of "1"):

Supporting Data:

Required action(s):

Domain 4: Professional Responsibilities

Evidence of professional responsibilities which positively impacts student learning and overall school climate and operation includes:

Indicators of Distinguished Performance:

Supporting Data:

Recommendations for continuous improvement include:

Supporting Data:

Areas that may negatively impact student performance include:

Supporting Data:

Area(s) of deficiency that must be addressed (Required for ratings of "1"):

Supporting Data:

Required action(s):

AMPHITHEATER TEACHER PERFORMANCE EVALUATION SYSTEM

Informal Classroom Observation Record

Teacher: _____ School: _____

Grade/Subject Observed: _____ Date of Observation: _____

Description of the observation:

Teacher behaviors that positively impacted student learning included:

-
-
-
-
-
-
-

Area(s) of focus that may further maximize student learning:

-
-
-
-

Area(s) of concern

-
-
-
-

Evaluator's Signature: _____ Date: _____

AMPHITHEATER TEACHER PERFORMANCE EVALUATION SYSTEM

Informal Classroom Observation Record

Teacher: _____ School: _____
Grade/Subject Observed: _____ Date of Observation: _____

The Framework for Teaching Evaluation Instrument: Danielson Model

Domain 1: Planning and Preparation

Domain 2: The Classroom Environment

Domain 3: Instruction

Domain 4: Professional Responsibilities

Evaluator's Signature: _____ Date: _____

AMPHITHEATER TEACHER PERFORMANCE EVALUATION SYSTEM IMPROVEMENT PLAN

Teacher: _____ School: _____

Grade/Subject: _____

SPECIFIC DOMAIN(S) and INDICATOR(S) NEEDING IMPROVEMENT:

EXPECTED OUTCOMES: (Describe the expected improvements in performance)

ADMINISTRATIVE ASSISTANCE TO BE PROVIDED:

SPECIFIC ACTIONS AND TIMELINES:

Dates of Progress Checks: (Progress to be assessed at each of these dates. Evaluator and teacher will both initial at each checkpoint) Progress Check Dates: Rating: Initials:

_____	_____	_____
_____	_____	_____
_____	_____	_____

Checkpoint ratings:

- P Performance meets the expected standard.
Plan may be terminated.
- CP Plan should be continued.
- NP Progress not made as specified in plan.

FINAL ASSESSMENT

Performance Meets Expectations

Performance Does Not Meet Expectations

Teacher's Signature: _____ Date: _____

Evaluator's Signature: _____ Date: _____

Provide copies when plan is developed. Distribute copies after timelines are completed.

Copies to: Human Resources School Employee

APPENDIX B

FORMS

PRE-OBSERVATION INFORMATION

Teacher _____ Date of Conference _____

Date and Time for Observation _____

- Prepare a lesson plan designed for a 30-60-minute lesson.
- Submit a written lesson plan to your evaluator. Use one of the lesson plan formats in the ATPES manual

Domain 1

- 1) What content will be addressed in this lesson?
- 2) What are the expected outcomes/objectives?
- 3) How does this lesson fit with previous or future lessons?
- 4) What assessments will be used?

Domain 4

- 1) How do you maintain student records/grades?
- 2) Discuss how you communicate with families?
- 3) Discuss the professional learning group/community that you are involved in this year. What is the focus of the work?
- 4) What plans do you have for professional growth this year?

PROFESSIONAL ACTIVITIES

Optional Listing of Professional Activities

Name: _____ Date: _____

I. School/District Committees (List the committees and level of responsibility held for each.)

II. Professional Development Activities/Education (List workshops, institutes, conferences, summer classes, and seminars along with dates attended. Also indicate the nature of participation such as presenter, etc.)

III. Education-Related Community Service (List educational tours, business partnerships/shadowing, or other experiences along with dates of those activities which support professional activities beyond the classroom.)

IV. Other

Copies to: Human Resources - School - Employee

AMPHITHEATER TEACHER PERFORMANCE EVALUATION SYSTEM

PROFESSIONAL GROWTH PLAN

AREA(S) TO BE ADDRESSED:

EXPECTED OUTCOMES:

SPECIFIC ACTIONS AND TIMELINES:

ADMINISTRATIVE ASSISTANCE TO BE PROVIDED:

Teacher's Signature: _____ Date: _____

Administrator's Signature: _____ Date: _____

Copies to: Human Resources – School – Employee

PROFESSIONAL GROWTH PLAN

Name: _____

School: _____

Grade Level/Subject Area: _____

Date: _____

Goal for your own professional growth:

My objectives:	My activities: (One activity per box)	Timeline for activities:	Evidence of impact on student learning:

My reflection on the effectiveness of my plan (e.g., include specific examples of application to classroom practice, "aha" moments, relationships to student achievement, connections made, future actions proposed):

APPENDIX C

SAMPLE LESSON PLAN FORMATS

5E LESSON PLANNING TEMPLATE

Grade/Course:	Topic:	Lesson # _____ in a series of _____ lessons
Brief Lesson Description:		
Standards Addressed:		
Specific Learning Outcomes/Objectives:		
Background Information		
Prior Student Knowledge:		
Disciplinary Core Ideas:	Interdisciplinary Concepts:	
Possible Preconceptions/Misconceptions:		
LESSON PLAN – 5-E Model		
ENGAGE: Opening Activity – Access Prior Learning / Stimulate Interest / Generate Questions/Make Connections to Previous Learning/Surface Misconceptions		
EXPLORE: Lesson Description – Materials Explored/ Probing or Clarifying Questions Asked/Work Collaboratively or Independently to Manipulate Materials or Concepts		
EXPLAIN: Students Verbalize Conceptual Understanding/Teachers Introduce New Vocabulary or Labels/Concepts Explained Vocabulary:		
ELABORATE: Applications and Extensions/Deeper Understanding of Concepts/Develop Skills/Possible Enrichment or Student Directed Investigation or Project		
EVALUATE: Assess Understanding/Assess Abilities/Teachers Evaluate Student Progress Toward Accomplishment of Objective or Standard(s)		
Formative Monitoring (Questioning / Discussion):		
Summative Assessment (Quiz / Project / Report):		
Student Self-Reflection:		

Lesson Plan

Teacher Name: _____ Date: _____

School: _____ Subject/Grade: _____

Learner Objectives AZCCSS Academic Standards	Teaching Procedures <u>Instructional Steps</u>	Materials and Resources	Assessment of Learner Progress <u>Evidence of Learning</u>	Special Needs Differentiation

Comments

Lesson Plan Lesson Plan

Teacher Name:

School:

Subject/Grade:

Date:

Learning Objective Target: (What do you want students to know and be able to do? What is the intended learning?)

Arizona College and Career Ready Standards, or other content specific standards Arizona Academic Standards, addressed:

Time Frame: (Is the instructional time appropriate for the lesson?)

Anticipatory Set: (How will the students be "hooked" to the learning?)

Relevancy: (What is the purpose of the lesson?)

Check for Understanding: (How will you know the students are progressing through the lesson successfully?)

Assessment: (How will you know the students have gained the intended learning? What assessment tools will you use? How will students be involved in ongoing assessment?)

Learning Connections: (What student needs, interests, and prior learning will be the foundation for this lesson? What curriculum connections will be made in this lesson?)

Learning Task Description: (What teaching **methods** will be implemented? How will the learning activity be structured to encourage learner involvement?)

Modeling: (How will you show the students what you would like for them to do, know or demonstrate?)

Guided Practice: (What will students do to try out their new learning?)

Special Class characteristics Differentiation: (What ~~modifications~~ accommodations will be in place for ~~special diverse learners? needs learners and accelerated learners?~~)

Closure: (How will the intended learning be ~~summarized~~ demonstrated by the students?)

Materials and Resources:

(Based on the Essential Elements of Instruction, EEI)

[Based on the Essential Elements of Instruction, (EEI)]

Amphitheater Public Schools
Grades K - 2 ELA Framework Lesson Plan

<u>Foundational Standards</u>		
<u>Whole Group Instruction Foundations (Grades K-2)</u> <u>30 min</u>		
<u>Reading Literature (RL) or Reading Information (RI) Standards</u>		
<u>Whole Group Instruction Into to Reading Vocabulary and Reading Workshop Lessons Shared Reading, Science or Social Studies Content Reading (Building Knowledge, Story Structure and Language)</u> <u>20-30 min</u>		
<u>What I Need (WIN) Time</u>		
<u>Targeted Instruction</u> Reteaching, Guided Practice of Foundational, RL or RI Skills, Enrichment Instruction. <u>Decodables or Rigby Readers</u> <u>2 x 15 min</u>	<u>Independent and Collaborative Practice Required</u> <u>Waterford - K</u> <u>15 min/day (75 min/week)</u> <u>i-Ready - 1st and 2nd</u> <u>15-20 min/day (45-60 min/week)</u>	<u>Independent, Collaborative, and/or Choice Practice</u> <u>Independent and Partner Reading</u> <u>Decodable Text Coding/Fluency</u> <u>Letter and Word or Vocabulary Work</u> <u>Response Journal/My Book Activities</u> <u>Reinforcing and Enrichment Literacy Centers</u>
<u>Group 1</u>		
<u>Group 2</u>		
<u>Accountability, Reflection and Sharing Wrap Up</u> <u>5 min</u>		

<u>Writing and Language Standards</u>	
--	--

- | | |
|---|--|
| <ul style="list-style-type: none">● <u>Into Reading Research, Writing or Grammar Mini lesson (direct instruction)</u>● <u>Independent Writing Time/ Writing Conferences</u>● <u>Students share sections or entire writing pieces based on the mini lesson.</u>● <u>My Book Q and A Tasks</u>
30 min | |
|---|--|

- All HMH Into Reading print materials are also available in a digital format. A blend of these formats should be used daily throughout the literacy block to best meet the needs of your students.
- During Independent and Collaborative Practice, students should complete all of the options multiple times throughout the module.

Amphitheater Public Schools

Grades 3-5 ELA Framework Lesson Plan

<p><u>Reading Literature (RL) or Reading Information (RI) Standards</u></p>		
<p><u>Whole Group Instruction</u> <u>Into Reading Vocabulary and Reading Workshop Lessons</u> <i>Includes Module Launch, Building Knowledge, and Language</i> 30-40 min</p>		
<p><u>What I Need (WIN) Time</u></p>		
<p><u>Targeted Instruction</u> <u>Reteaching, Guided Practice of Foundational, RL or RI Skills, Reinforce Reading Skills and Strategies, Scaffold and Extend, Tabletop mini lessons, or Guided Reading Instruction.</u> 2 x 15 min</p>	<p><u>Independent and Collaborative Practice Required</u> <u>i-Ready 3-5</u> <u>15-20 min/day (45-60 min/week)</u></p>	<p><u>Independent, Collaborative, and/or Choice Practice</u> <u>Fluency Practice, My Book Comprehension and Vocabulary Work, Independent Reading, Reader's Notebook, Inquiry and Research Project</u></p>
<p><u>Group 1</u></p>		
<p><u>Group 2</u></p>		
<p><u>Language Standards</u></p>		
<p><u>Whole Group Instruction</u> <u>Into Reading Foundation Skills Lessons (designated days)</u> <u>Phonics, Syllable Work, Vocabulary, Language, Grammar</u> 15-30 min</p>		
<p><u>Accountability, Reflection and Sharing Wrap Up</u> 5 min</p>		
<p><u>Writing and Language Standards</u></p>		

Into Reading Research,
Writing or Grammar Mini
lesson (explicit and direct
instruction)

Independent Writing Time/
Writing Conferences

Students share sections or
entire writing pieces based
on the mini lesson

My Book Q and A Tasks
30 min

- All HMH Into Reading print materials are also available in a digital format. A blend of these formats should be used daily throughout the literacy block to best meet the needs of your students.
- During Independent and Collaborative Practice, students should complete all of the options multiple times throughout the module.

SECONDARY SCIENCE LESSON PLAN TEMPLATE

OVERVIEW		
<u>Lesson Title:</u>	<u>Unit Title:</u>	
<u>Lesson #:</u>	<u>Class Level:</u>	<u>Phenomenon:</u>
<u>Length of Lesson in # of Hours:</u> _____ <u># of Classes:</u> _____	<u>Teacher(s):</u>	
<u>How does this lesson connect to previous or future work as exemplified by the Standards in your scope and sequence?</u>		
LESSON OBJECTIVES	STANDARDS	
<u>At the end of this lesson, students will be able to:</u>	<u>What Standard(s) am I targeting in this lesson?</u>	
	<u>Citation</u>	
<u>1 -3 Science and Engineering Practices Used in This Lesson</u>	ELEMENTS OF RIGOR	
	<u>Which aspect(s) of Rigor do the targeted Standard(s) require?</u>	
<u>ESSENTIAL QUESTION(S)</u>	<input type="checkbox"/> <u>Conceptual understanding of key concepts</u>	
	<input type="checkbox"/> <u>Scientific Method/Engineering Design Process Skills Fluency</u>	
	<input type="checkbox"/> <u>Rigorous application of science or engineering in real-world contexts</u>	
EVIDENCE OF LEARNING		
<u>Ways my students and I will know the extent to which the objectives have been met.</u>		

Personalized Learning

How will I provide opportunities for personalized learning during this lesson?

LEARNING PLAN**MATERIALS****TIME****Vocabulary****Introduction**

- How will students make connections between the content and their goals?
- How will students know the purpose for this lesson?

BODY OF THE LESSON

- What explanations, representations, and/or examples will I share/ elicit to make the concepts of this lesson clear?
- What strategies and opportunities will I use to check for understanding throughout the lesson?
- What questions will I ask to allow students to share their thinking and when will this happen in the lesson?

LEARNING PLAN, continued**MATERIALS****TIME**

- How will I bring closure and provide opportunities for reflection on and transfer of knowledge/skills?

ELEMENTARY READING/LANGUAGE ARTS LESSON PLAN TEMPLATE (PAGE 1 OF 2)

Grade Level: _____ **Module:** _____ **Week/Day:** _____

Theme:

Essential Question: _____
(Example: What makes a character interesting?)

Text/Genre:

Standards

Foundational Skills (Spelling, Vocabulary, Grammar, Phonics, Decoding)

Guided Practice: Reading/Shared Reading _____ **Duration**

Materials/Targeted Resources/Online Resources:

Instruction:

Small Group Instruction _____ **Duration**

Materials and Targeted Resources/Online Resources:

Instruction:

READING/LANGUAGE ARTS LESSON PLAN TEMPLATE (PAGE 2 OF 2)

Communication/Writing Workshop	Duration
Materials/Targeted Resources/Online Resources:	
Instruction:	
Differentiation/Intervention	
Literacy Centers (List)	
Assessments	
SEL Focus (Example: Responsible Decision Making)	
Inquiry Project	

Notes:

ELA SECONDARY LESSON PLAN TEMPLATE

This template is aligned with the new Into Literature HMH materials (2021)

Standards:

Essential Question:

Academic Vocabulary:

Reading:

(Materials and resources (online or print), time allocation for reading)

Skill Building: (e.g., reading fluency, language conventions, identifying main idea, analyze structure, speaking, listening, etc.)

Instruction: (e.g., procedure, tasks, etc.)

Writing (e.g., genre, mentor text, skills taught, etc.)

Small Group Options:

Differentiation Options:

Assessment:

Kindergarten Everyday Mathematics "Regular" Lesson Walk-Through

<p>Assessment Check-in (✓ACI)</p> <p>Daily assessment opportunity, provides expectation of the portion of the standard</p> <p>Informs your instruction, fair to grade</p>	<p>GMC: (Goal for Mathematical Content):</p> <p>(SMP) (GMP): (Standards/Goals for Mathematical Practice):</p> <p>(✓ACI):</p>
--	--

Part 1: Core Instruction (20-30 minutes)

<p>New Content</p> <p>Purpose:</p> <ul style="list-style-type: none"> ◆ Introduce new concepts, skills and games 	<p>Activity:</p>
--	------------------

Part 2: Core Instruction Continued (10-20 minutes)

<p>Summary/Closure (5 minutes)</p> <p>Purpose:</p> <p>Can occur to summarize the learning of the focus activity</p>	<p>Activity:</p>
--	------------------

Part 3: Core Instruction Continued (10-20 minutes)

<p>Practice</p> <p>Purpose:</p> <ul style="list-style-type: none"> ◆ Provide distributive practice by revisiting an earlier focus ◆ Essential part of core 	<p>Activity:</p>
---	------------------

<p>Home Link Purpose: involves parents in math education, follows-up to classroom activities</p>	
<p>Connections Purpose: suggestions for additional ways to explore content in other areas</p>	

On-Going Daily Routines (10 minutes for debriefing) pages 2-29 in Vol. 1 of the Teacher's Guide

Number of the Day	
Attendance	
Daily Schedule and Monthly Calendar	
Weather/Temperature	

Survey	
--------	--

1st-2nd Grade Everyday Mathematics "Regular" Lesson Walk-Through

<p>Assessment Check-in (✓ACI)</p> <p>Daily assessment opportunity, provides expectation of the portion of the standard</p> <p>Informs your instruction, fair to grade</p>	<p>GMC: (Goal for Mathematical Content):</p> <p>(SMP) (GMP): (Standards/Goals for Mathematical Practice):</p> <p>(✓ACI):</p>
--	---

Part 1: Warm Up (5 minutes)	Tasks for Lesson _____
------------------------------------	-------------------------------

<p>Mental Math & Fluency</p> <p>Purpose: Quick, leveled warm-ups to build fluency (can be oral, with gestures or slates)</p>	
---	--

Part 2: Core Instruction-(30-35 minutes) *differentiation options are located in the lesson opener

<p>Math Message (5 min)</p> <p>Purpose: introduction to the lesson using a problem new to students</p>	
<p>Math Message Follow-Up (10 minutes) Purpose: provides time to discuss/share strategies that connects to follow-up activities</p>	
<p>Follow-up Activities (20-30 minutes) Purpose: 2-4 instructional activities, including games, so students explore and engage in new concepts, skills, application, etc.</p>	

Summary/Closure (5 minutes)

<p>Purpose: summarizes learning of Part 2 (the focus activities)</p>	
--	--

Part 3: Practice (10-20 minutes)

<p>Practice Activities (Game or activity) Purpose: to practice previously taught skills, critical for to meet expectation on standards, usually independent/ partner</p>	
<p>Math Boxes Purpose: reviews skills and concepts students have seen to this point</p>	
<p>Home Link Purpose: provides practice and informs family about daily learning</p>	

On-Going Daily Routines (10 minutes for debriefing)

3rd-5th Grade Everyday Mathematics "Regular" Lesson Walk-Through

Assessment Check-in (✓ACI) Daily assessment opportunity, provides expectation of the portion of the standard Informs your instruction, fair to grade	GMC: (Goal for Mathematical Content): (SMP) (GMP): (Standards/Goals for Mathematical Content): (✓ACI):
---	---

Part 1: Warm Up (5 minutes)

Fill in Tasks below for lesson _____.

Mental Math & Fluency

Purpose: quick, leveled warm-ups to build fluency (can be oral, with gestures or slates)

Part 2: Core Instruction-(30-35 minutes) *differentiation options are located in the lesson opener

Math Message (5 min)

Purpose: introduction to the lesson using a problem new to students

Math Message Follow-Up

(10 minutes) Purpose: provides time to discuss/share strategies that connects to follow up activities

Follow-up Activities

(20-30 minutes) Purpose: 2-4 instructional activities, including games, so students explore and engage in new concepts, skills, application, etc.

Summary/Closure (5 minutes)

Purpose: summarizes learning of Part 2 (the focus activities)

Part 3: Practice (10-20 minutes)	
Practice Activities (Game or activity) Purpose: to practice previously taught skills, critical for to meet expectation on standards, usually independent/ partner	
Math Boxes: Purpose: reviews skills and concepts students have seen to this point	
Home Link: Purpose: provides practice and informs family about daily learning	

ELD Targeted Instruction Lesson Plan

Teacher Name:

School:

Grade/Grade Band:

Kinder Grade 1 Grades 2-3 Grades 4-5 Grades 6-8 Grades 9-12

English Proficiency Levels:

Pre-E/Emergent Basic Intermediate Basic/Intermediate (Kinder ONLY)

Lesson Time Frame:

Arizona English Language Proficiency Standard(s):

Language Objective(s):

Arizona Academic Standard(s):

Content/Learning Objective(s):

Learning Strategies/Linguistic Supports *(What strategies are being used to support the instruction of the ELP Standard(s)? What linguistic supports are present in this lesson to help decrease the language barrier?):*

Key Vocabulary:

Materials:

Building Background *(Links to experience, links to learning, links to Integrated ELD instruction):*

Presentation *(language and content objectives, comprehensible input, strategies, links to Integrated ELD instruction, feedback):*

Practice & Application *(Meaningful activities, interaction, strategies, feedback):*

Review & Assessment *(review objectives and vocabulary, assess learning):*

Modifications & Extension:

86

147

ELD Integrated Instruction Lesson Plan

Teacher Name:

School:

Grade Level:

Number of English Learners at Each Proficiency Level:

Pre-E/Emergent Basic Intermediate

Basic/Intermediate (Kinder ONLY)

Lesson Time Frame:

Arizona Academic Standard(s):

Content/Learning Objective(s):

Arizona English Language Proficiency Standard(s):

Language Objective(s):

Learning Strategies/Linguistic Supports *(What strategies are being used to support the instruction of the ELP Standard(s)? What linguistic supports are present in this lesson to help decrease the language barrier?):*

Key Vocabulary:

Materials:

Building Background *(Links to experience, links to learning, links to Integrated ELD instruction):*

Presentation *(language and content objectives, comprehensible input, strategies, links to Integrated ELD instruction, feedback):*

Practice & Application *(Meaningful activities, interaction, strategies, feedback):*

Review & Assessment *(review objectives and vocabulary, assess learning):*

Modifications & Extension:

SECONDARY MATH LESSON PLAN TEMPLATE

OVERVIEW	
<u>Lesson Title:</u>	<u>Unit Title:</u>
<u>Lesson #:</u>	<u>Class Level:</u>
<u>Length of Lesson in # of Hours:</u>	<u># of Classes:</u>
<u>Teacher(s):</u>	
<u>How does this lesson connect to previous or future work as exemplified by the Standards in your Scope and Sequence?</u>	
LESSON OBJECTIVES	STANDARDS
<u>At the end of this lesson, students will be able to:</u>	<u>What Standard(s) am I targeting in this lesson?</u>
	<u>Citation</u>
1 -3 MATHEMATICAL PRACTICE(S) ADDRESSED IN THIS LESSON	ELEMENTS OF RIGOR
	<u>Which aspect(s) of Rigor do the targeted Standard(s) require?</u>
ESSENTIAL QUESTION(S)	<input type="checkbox"/> <u>Conceptual understanding of key concepts</u>
	<input type="checkbox"/> <u>Procedural skill and fluency</u>
	<input type="checkbox"/> <u>Rigorous application of mathematics in real-world contexts</u>
EVIDENCE OF LEARNING	
<u>Ways my students and I will know the extent to which the objectives have been met.</u>	

Personalized Learning

How will I provide opportunities for personalized learning during this lesson?

LEARNING PLAN

MATERIALS

TIME

Vocabulary

Introduction

- *How will students make connections between the content and their goals?*
- *How will students know the purpose of this lesson?*

Lesson Plan Template

Name: _____ Grade Level: _____

Subject: _____ Unit Title: _____

Lesson Title: _____ Estimated Time: _____

Standard/s: _____

Learning Goal/Target/Objective: (What should students know and be able to do as a result of this lesson?)

Essential/Guiding Question(s): (Higher-order thinking level in student-friendly language)

Content: (Outline what you are going to teach)

Key Vocabulary: _____

WICOR: AVID Method Strategies:

W Writing: How will students use writing as a tool of learning?

I Inquiry: What questions will I ask? How will I facilitate students asking questions?

C Collaboration: How will I facilitate student collaboration?

O Organization: How will students set goals for their learning? How will I help students manage the

Tasks/materials of the lesson? How will I release responsibility to students for their own learning?

R Reading: What will students read? What strategies will I use to facilitate that reading?

Procedures:

1. Activate prior knowledge/Anticipatory Set/Hook: What prior knowledge should students have for this lesson? How will you gain their attention?
2. Input: Teaching Phase: How will you present the concept or skill to your students?
 - a. Key vocabulary instruction
 - b. Teaching of the concept
3. Modeling: Showing, explaining, demonstrating to the students how to do something that they will then be expected to do.
4. Check for understanding: Whatever you do to determine students' comprehension of what has been taught thus far (Q & A, cognitive processing strategies, graphic organizers, use of scales, etc.)
5. Guided practice: What activities or exercises will the students complete with teacher and/or peer guidance?
6. Independent practice: What activities or exercises will students complete to reinforce the concepts and skills developed in the lesson?
7. Closure: How will you assist your students in organizing the knowledge gained in the lesson? (Q & A, exit slip, game, cognitive processing strategies, etc.)

Assessment/Evaluation: How will you assess the students' attainment of the lesson objectives? The assessment must be stated in measurable terms. (condition, performance, criteria)

- Formative Assessment and/or Summative Assessment:

Materials/Resources: All materials and equipment needed to teach this lesson.

References: Any sources (e.g., textbooks, internet sites, etc.) used in the planning of this lesson.

Accommodations: Differentiated instruction; any modifications made to the lesson to assist ESE and/or

ELs in the comprehension of the lesson.

-

Elements of WICOR:

Writing

Inquiry

Organization

Collaboration

Reading



UDL Lesson Planning Guide

*BLUE Font = Live Link

Essential Elements of Instruction Pre-Planning Thoughts

<u>Essential Elements of Instruction</u> <u>Pre-Planning Thoughts</u>	
<u>Lesson Purpose</u> (WHY Important to Students)	
<u>State Standard(s) Addressed</u> <u>AZ State Standards Page</u>	
<u>Objective/Learning Goal</u> What do you want students to walk away with? What does success look like?	
<u>Anticipatory Set</u> The HOOK -Get them engaged	

UDL PRINCIPLES

<u>UDL PRINCIPLES</u>		
<u>REPRESENTATION</u> - Options for presenting content	<u>ENGAGEMENT</u> - Options for engaging student interest	<u>ACTION & EXPRESSION</u> - Options for students to demonstrate learning
<input type="checkbox"/> <u>Artifacts</u> <input type="checkbox"/> <u>Pictures</u> <input type="checkbox"/> <u>Graphic organizers</u> <input type="checkbox"/> <u>Hands-on</u> <input type="checkbox"/> <u>Video clips</u> <input type="checkbox"/> <u>Audio recordings</u> <input type="checkbox"/> <u>Lab</u>	<input type="checkbox"/> <u>Cooperative work group</u> <input type="checkbox"/> <u>Partner work</u> <input checked="" type="checkbox"/> <u>Independent Work</u> <input type="checkbox"/> <u>Teacher-led small group</u> <input type="checkbox"/> <u>Manipulatives</u> <input type="checkbox"/> <u>Movement</u> <input type="checkbox"/> <u>Debates</u> <input type="checkbox"/>	<input type="checkbox"/> <u>Written response</u> <input type="checkbox"/> <u>Illustrated response</u> <input type="checkbox"/> <u>Oral response</u> <input checked="" type="checkbox"/> <u>Text-to-Speech</u> <input type="checkbox"/> <u>Presenting</u> <input type="checkbox"/> <u>Storytelling</u> <input type="checkbox"/>

Lecture
 Other _____

Role plays or simulations
Other _____

Multimedia
Model creation or construction
 Other _____

AVID

WICOR UDL Examples



AVID Open Access



Digital Tools & Templates



Essential Question
What is an Essential Question?

Complexity in Thinking
Depth of Knowledge

Portrait of a Graduate UDL Strategies to Build Each Trait



- Creative Thinking
- Critical Thinking
- Communication
- Citizenship

- Collaboration
- Scholarship
- Problem Solving
- Caring

Task Analysis

Learnings
(Information)

Teacher Strategies
(Examples, Materials, Modeling, etc....)

Student Behaviors
(Active Participation)

--	--	--

<p><u>Modeling</u> <u>How will it flow? What strategies will you use? What do you want to be sure to do well?</u> <u>(I do)</u></p>	
<p><u>Guided Practice</u> <u>What do you need to be sure to do well?</u> <u>(We do)</u></p>	
<p><u>Independent Practice</u> <u>What evidence do you have to show they understand?</u> <u>(You do)</u></p>	
<p><u>Formative Assessments</u> <u>Checks for Understanding planned throughout the lesson.</u></p>	
<p><u>Closure/Exit Ticket</u> <u>Individual accountability for learning...How will you use this information to measure (data collection) student progress toward your Learning Objective/goal?</u> <u>AVID Exit Ticket Pre-Made Templates</u></p>	

Materials & Resources

<u>Materials</u>	
<u>On-line Materials</u>	
<u>Resources</u>	

Additional Resource Links

Amphi SharePoint

Amphi Curriculum Scope & Sequences

District-Wide Curriculum Resources

[HMH Teaching Resources](#)

[Everyday Math Resources](#)

APPENDIX D

**AMPHITHEATER ALTERNATIVE TEACHER PERFORMANCE
EVALUATION SYSTEM**



AMPHITHEATER ALTERNATIVE TEACHER PERFORMANCE EVALUATION SYSTEM FOR CONSISTENTLY HIGHLY EFFECTIVE TEACHERS

On March 23, 2018, Governor Doug Ducey signed into law SB1255 allowing districts to design and implement an alternative evaluation system for teachers who have accomplished a Highly Effective rating on the teacher evaluation system for three consecutive years in the same school district. Amphitheater is fortunate to have a number of teachers who fit in this category. The Amphitheater Teacher Performance Evaluation Design Team recommended that the district put an alternative evaluation system in place for teachers who meet these criteria. They further recommended that the system allow for self-reflection, professional growth, and promoted mentorship of teachers early in their professional teaching career. To that end, the following evaluation process is proposed as the “Alternative Evaluation” system:

Who Qualifies for the Amphitheater Alternative Teacher Evaluation System?

Teachers who have a rating of Highly Effective in Amphitheater Public Schools for three consecutive years and who have at least five years of teaching experience recognized by our district. Participants must have no disciplinary action on file within the previous five years.

Is the Amphitheater Alternative Teacher Evaluation System required for teachers who qualify?

No

How many years can a teacher utilize the Amphitheater Alternative Teacher Evaluation System?

The qualifying teacher can opt into the Amphitheater Alternative Teacher Evaluation System for three years. After three years, they must go back to the ATPES system for at least one year and receive a Highly Effective rating in order to return to the alternative system.

AMPHITHEATER ALTERNATIVE TEACHER EVALUATION SYSTEM PROGRAM

Steps to follow:

1. Principal notifies the teacher of their qualification for the alternative evaluation system.
2. The teacher develops a professional growth plan which focuses on one of the following:
 - a. Mentoring a teacher new to the profession (within their first two years) documenting mentoring sessions at least twice per month.
 - b. Mentoring a teacher who is changing grade levels or teaching assignment (e.g., moving from first grade to fifth grade, moving from the regular classroom to special education, implementing an inclusion model, etc.) documenting mentoring sessions at least twice per month.
 - c. Learning and implementing a new instructional practice, with consent of the principal, which is in alignment with district and school goals (e.g., project-based learning, inquiry, blended learning, co-teaching, etc.) documenting training on the new instructional practice and the use of the practice in the classroom.
 - d. Working on a Master's Degree or National Board Teacher Certification (NBTC) in an area relevant to the teacher's position or in alignment with career advancement in education (e.g., reading, leadership/administration, science, mathematics, special education, gifted education, etc.) submitting proof of enrollment and completion of program coursework.
 - e. Preparing and conducting professional development for a school, or several schools, on a topic which is aligned with the district and school strategic plan. Participants must submit evidence of conducting at least two professional development sessions.
3. Principal conferences with the teacher regarding the Professional Growth Plan prior to September 15th. Consent must be obtained from the principal.
4. Principal completes an unscheduled informal evaluation utilizing the regular ATPES form, including the OWA for student progress data, prior to April 15th.
5. Teacher submits a self-reflection on their professional growth area by April 15th.
6. Principal rates the teacher's effectiveness on the Amphitheater Teacher Alternative Evaluation System and submits the signed Professional Growth Documentation and Rating Form, the ATPES form, and a log of activities related to the plan to Human Resources by April 15th.

Required Forms:

1. **Regular ATPES form with OWA scores. Professional Growth Documentation and Rating Form for the Amphitheater Alternative Teacher Evaluation System**
2. **Teacher Self Reflection Form for the Amphitheater Alternative Teacher Evaluation System**
3. **Participation Log**

PROFESSIONAL GROWTH DOCUMENTATION AND RATING FORM

Amphitheater Alternative Teacher Evaluation System

Name: _____ School: _____

Alternative Evaluation System Year: 1 2 3

Grade Level/Subject Area: _____ Date: _____

Goal for Professional Growth: (circle one) Mentoring New Instructional Practice Master's Degree NBTC Professional Developer			
Objectives:	Activity:	Timeline:	Evidence of Impact:

Teacher's Signature: _____ Date: _____
 Principal's Signature: _____ Date: _____

To be completed by the principal/evaluator by April 15th (Circle One):
 Continue on the Alternative Evaluation System: (Effective or Highly Effective Rating)
 Discontinue the Alternative Evaluation System: (Developing or Ineffective Rating)
 Administrator Comments:

Teacher Comments:

Principal Signature: _____
 Teacher Signature: _____

MEMBERS ON THE ATPES COMMITTEE

~~2023-2024~~2024-2025

Glenda Arffa	Assistant Principal, Amphitheater High School
Beth Brungardt	Special Education Teacher, Keeling Elementary School
Tara Bulleigh	Principal, Canyon del Oro High School
Tassi Call	Associate Superintendent for Elementary Education, (Chair 2021-present)
Katherine Engel	Teacher, Amphitheater High School
Rowdy Frederiksen	-Assistant Principal, Ironwood Ridge High School
Fabienna Godlewski	Math Teacher, Canyon Del Oro High school
Margaret Hervert	Intervention Teacher, Rio Vista Elementary School
Kayla Holder	CHSS, Walker Elementary School
Kris Holt	School Improvement Specialist, Prince Elementary School
David Humphreys	Assistant Principal, Amphitheater High School <u>Principal, La Cima Middle School</u>
Elizabeth Jacome	Director of Curriculum and Assessment
<u>Hillary Kitay</u>	<u>Prince Elementary School</u>
Shannon Langley	EL District Coordinator, Language Acquisition
Renee Lustenberger	Teacher, Cross Middle School
Matthew Munger	Associate Superintendent for Secondary Education
Christine Sullivan <u>Chris Trimble</u>	Principal, Wilson K-8 School
Jason Weaver	Program Evaluation Data Analyst, Wetmore

2024-2025

Full alignment
with the
Danielson
Framework for
Teaching

**“THE FRAMEWORK
GIVES VOICE TO WHAT
ALL EDUCATORS
KNOW: THAT TEACHING
IS INCREDIBLY
COMPLEX WORK. IT’S A
THINKING PERSON’S
JOB.”**

-Danielson Group



Amphitheater Teacher Performance Evaluation System

***THE FRAMEWORK FOR
TEACHING: DANIELSON
MODEL***



GOVERNING BOARD

Scott K. Baker, Ph.D., President
Susan Zibrat, Vice President
Vicki Cox Golder
Deanna M. Day, M.Ed.
Matthew A. Kopac

DISTRICT ADMINISTRATION

Todd A. Jaeger, J.D., Superintendent
Tassi Call, Associate Superintendent for Elementary Education
Matthew Munger, Associate Superintendent for Secondary Education
Scott Little, Chief Financial Officer

Amphitheater Unified School District does not discriminate on the basis of race, color, religion/religious beliefs, gender, sex, age, national origin, sexual orientation, creed, citizenship status, marital status, political beliefs/affiliation, disability, home language, family, social or cultural background in its programs or activities and provides equal access to the Boy Scouts and other designated youth groups. Inquiries regarding the District's non-discrimination policies are handled at 701 W. Wetmore Road, Tucson, Arizona 85705 by the Equity & Safety Compliance Officer and Title IX Coordinator, (520) 696-5164, TitleIXCoordinator@amphi.com, or the Executive Director of Student Services, (520) 696-5230, studentservices@amphi.com.

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AMPHITHEATER PUBLIC SCHOOLS VISION, MISSION & BELIEFS

Our Vision

Amphitheater schools and facilities are places where students thrive academically; places parents want their children to go; places where highly skilled people work; and places community members respect because of the high student achievement, caring environment, and focus on individual needs.

Our Mission

To empower all students to become contributing members of society equipped with the skills, knowledge, and values necessary to meet the challenges of a changing world.

We Value

Achievement, caring, creativity, curiosity, diligence, diversity, fairness, honesty, kindness, respectfulness, responsibility and service to the community.

We Believe

- All students can learn and achieve;
- Everyone has unique strengths, talents, and needs;
- All students and staff should be responsible for and dedicated to educational excellence;
- Education requires cooperation, honesty, and respect among the students, parents, school staff, and community;
- The school community deserves a safe and caring environment;
- Our actions reflect our values and dedication to meet student needs fairly and equitably;
- Ample resources are essential to accomplish the Mission.



Amphitheater Public Schools **PORTRAIT OF A GRADUATE**

Amphitheater Public Schools

Portrait of a Graduate Characteristics



Scholarship

- Academic knowledge
- Research skills
- Intellectual curiosity
- Continuous learning
- Information literacy



Problem Solving

- Resourcefulness
- Decision-making
- Adaptability
- Systematic approach
- Shared responsibility



Communication

- Active listening
- Clear expression
- Respectful dialogue
- Nonverbal awareness
- Concise writing



Caring

- Empathy
- Kindness
- Respectfulness
- Emotional intelligence
- Inclusivity



Critical Thinking

- Analytical reasoning
- Logical evaluation
- Evidence-based judgement
- Problem deconstruction
- Inquisitiveness



Collaboration

- Teamwork
- Interpersonal skills
- Cooperation
- Conflict resolution
- Relational intelligence



Creative Thinking

- Innovative mindset
- Originality
- Flexibility
- Imagination
- Open-mindedness

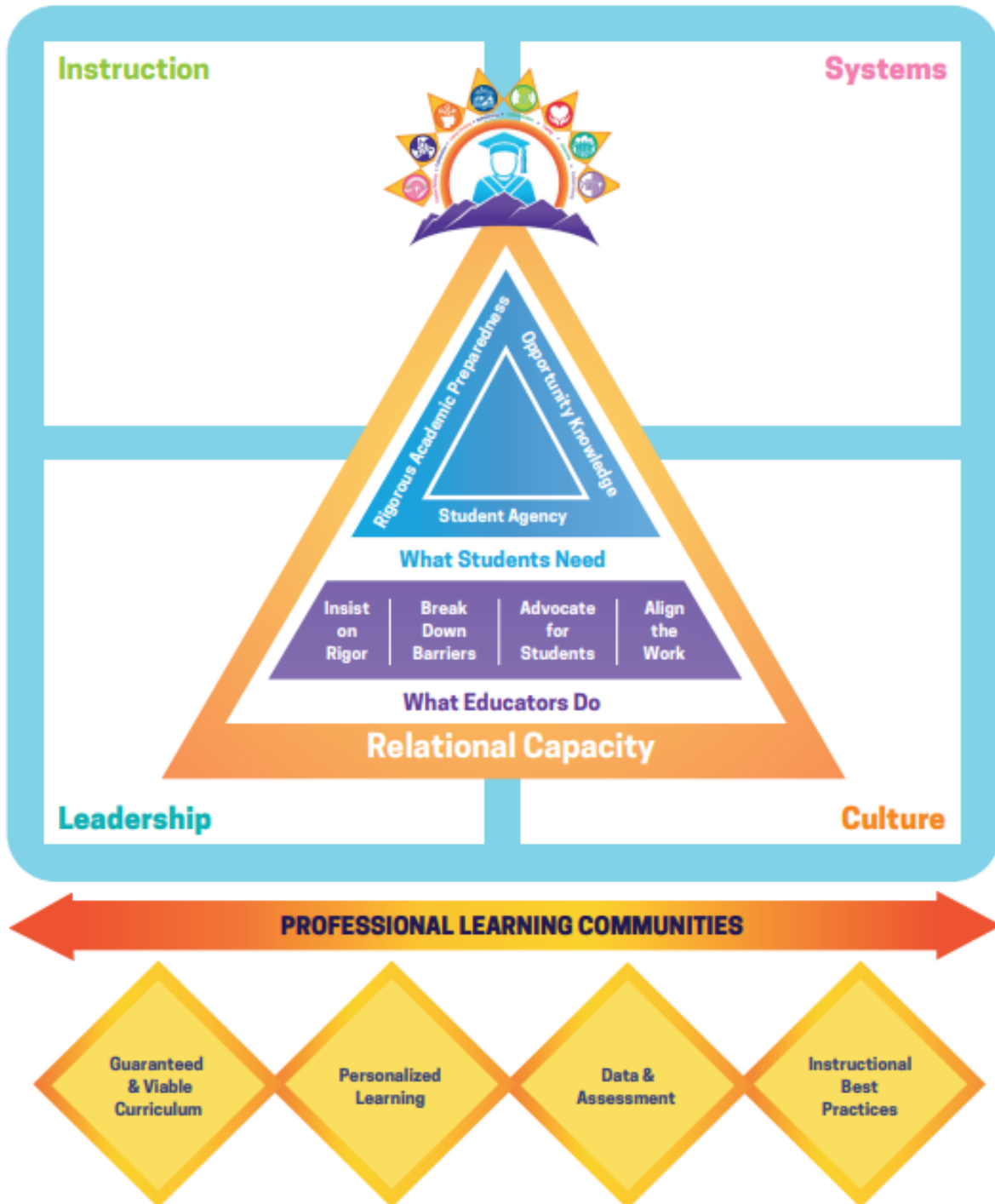


Citizenship

- Civic engagement
- Social responsibility
- Ethical behavior
- Respect for diversity
- Community involvement

AMPHITHEATER

COLLEGE & CAREER READINESS FRAMEWORK



ADAPTED FROM AVID CCR FRAMEWORK

Reading



- Deep Reading Strategies
- Note-Taking
- Graphic Organizers
- Vocabulary Building
- Summarizing
- Reciprocal Teaching

Organization



- Binders & Organizational Tools
- Calendars, Planners, & Agendas
- Graphic Organizers
- A Focused Note-Taking System
- Tutorials & Study Groups
- Project Planning & SMART Goals

Writing



- Cornell/Focused Notes
- Learning Logs
- Quickwrites & Reflections
- Process Writing
- Peer Evaluation
- Authentic Writing

Inquiry

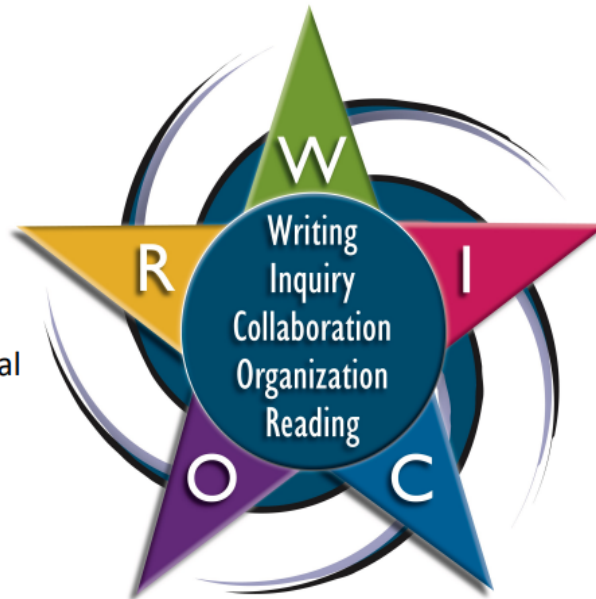


- Skilled Questioning Techniques
- Costa's Levels of Thinking
- Socratic Seminars
- Tutorials
- Investigations
- Questions that Guide Research

Collaboration



- Socratic Seminars
- Tutorials
- Philosophical Chairs
- Group Activities/Projects
- Peer Editing Group
- Service Learning
- Cooperative Dialog
- Three-Step Interviews
- Cooperative Graphing
- Carousel



FOREWORD

The Governing Board of Amphitheater Public School District is responsible for establishing assessment and evaluation guidelines for the improvement of instruction in cooperation with the advice of its certificated staff. Elements to be included in the Teacher Performance Evaluation System are the following:

1. A reliable instrument, including specific criteria for measuring effective teaching performance in each area of the teacher's classroom performance.
2. An assessment of the competencies of teachers as related to the criteria.
3. Actual classroom observations which meet specified frequency and duration requirements.
4. Specific and reasonable plans for the improvement of teacher performance.
5. Student academic progress data deemed valid and reliable for the teacher being evaluated.
6. Appeal procedures for teachers disagreeing with the evaluation, if the evaluation is used as criteria in determining compensation.

Arizona law requires that public school districts have evaluation systems for "certificated teachers" which meet certain criteria and include certain components. In that context, the law defines "certificated teachers" to include anyone who is issued a certificate for their public school position by the Arizona Department of Education, except psychologists and administrators who teach students less than 50% of the time. Thus, librarians must be evaluated in accordance with this law because of their certification by the Arizona Department of Education. (Complete statutory guidelines for teacher evaluation systems may be found in ARS § 15-203, *et seq.* and ARS § 15-537, *et seq.*) This manual, as well as Governing Board Policy *GCO* and its corresponding administrative regulations, describes Amphitheater District's philosophy and policies related to certificated teacher evaluation. Where any provision or expression of District philosophy, policies, regulations, or the content of manual may exist, and state statutes and other laws shall always control, in accordance with law.

The Associate to the Superintendent or a designee is responsible for monitoring the implementation of this system in accordance with law. In addition, the Associate to the Superintendent or designee shall submit an annual report to the State Department of Education providing information required under ARS 15-537 relative to the District's Teacher Performance Evaluation System.

ATPES DEVELOPMENT

The Amphitheater Teacher Performance Evaluation System is developed through a collaborative process involving district teachers and administrators. A committee consisting of teachers and evaluators, representing various grade levels, and district administrators regularly reviews and, as appropriate, recommends revision of the evaluation system based upon input from evaluators and teachers.

In 2010, the Arizona Legislature required that the Arizona State Board of Education (SBOE) adopt a framework for a teacher evaluation instrument that includes quantitative data on student academic progress that accounts for between thirty-three percent (33%) and fifty percent (50%) of the evaluation outcomes for teachers in Arizona. *See*, Senate Bill 1040, 49th Legislature, 2d Reg. Session. SB 1040 also required that school districts begin using a teacher evaluation instrument that meets the data requirements established by the SBOE beginning in school year 2012-2013. *See* also ARS 15-203. Since 2010, there have been additional and substantial changes made in the way that teachers are evaluated. Most recently, the Fifty-First Legislature, First Regular Session, 2013, passed House Bill 2500 (Laws 2013, Chapter 149). This newest law builds on changes also made in the 2012 legislative session (HB2823; Laws 2012, Chapter 259) and clarifies many of that earlier bill's provisions. Sections of the Arizona Revised Statutes which were affected include 15-501, 15-536, 15-537, 15-538, 15-538.01, 15-539, and 15-550.

The recent uncertainty with respect to a new statewide measure of student achievement (such as the former AIMS) led to yet more legislative changes. (See, Senate Bill 1289, Chap. 76, 52nd Legislature, 1st Regular Session). In short, these changes allow school districts greater flexibility with respect to teacher evaluation outcomes given the uncertainty of the statewide measure.

On May 8, 2019, the Governor signed SB1070 which eliminates the requirement for the Arizona Department of Education to maintain a “model framework” for teacher evaluation and decreases the required percentage for student progress data weighting on the evaluations to 20%. The 2019-2020 recommendation from the ATPES Committee was to decrease the percentage of the student progress weight to align with this new law.

Since the 2010-2011 school year, a committee has regularly met to review the Amphitheater Teacher Performance Evaluation System (ATPES) and recommend appropriate revisions to comply with the requirements of all of the legislative directives, as those requirements evolved. The committee's work will continue as changes to, and implementation of, the changing laws progress. This ATPES manual and the evaluation instrument it contains represent the culmination of the committee's work to date. The procedures contained in this manual, as well as the evaluation instrument itself, have been approved by the Amphitheater Governing Board. Throughout the development of the ATPES, several concepts were considered:

- Arizona State Law, including the requirements of ARS 15-203 as described above, must be met.
- Arizona Professional Teaching Standards and research on best practices
- Teaching content should align with the Arizona College and Career Ready Standards and other curriculum requirements (e.g., International Baccalaureate[®], Advanced Placement[®]), as applicable.
- Evaluation systems should target those areas most critical to both learning and success of students within the learning environment.
- No single way of learning or teaching should be prescribed for all teachers.

The evaluation process should reinforce sound instructional practices, identify areas for improvement, stimulate professional growth, encourage teacher self-reflection, and provide for collaboration between the teacher and the evaluator.

- An evaluation system should identify and address instructional and professional practices that do not meet district standards.
- Quantitative measures of student academic progress used to evaluate teacher performance must be valid and reliable.
- An evaluation system should be understandable and efficient.

In light of these concepts, the ATPES Committee recommended that the Amphitheater School District adopt the Danielson model of teacher evaluation for the 2019-2020 school year. The Danielson model includes a comprehensive and well-researched rubric for every indicator in the evaluation system. The rubric helps teachers to analyze their own performance and take the necessary steps to make progress in developing their instructional expertise.

The ATPES has long been an important part of the Amphi teaching and learning culture. The Overall Weighted Average (OWA) metric of student academic progress was a complex component of the larger ATPES framework. Given the impact of the COVID pandemic on state-mandated testing, our district was able to mitigate the challenges in replicating the OWA with new data and instead enabled teachers to retain the Classroom OWA that was last calculated in 2018-2019. Teachers new to Amphi since 2018-2019 used the School OWA. This “hold harmless” metric was used from 2019-2020 through the 2022-2023 school year.

For the 2022-2023 school year, Amphi piloted Academic Growth: The Z-Test Methodology Model. This pilot model was adopted to account for changes in state assessments that no longer provided Amphi the data needed to continue using the OWA metric. During the pilot year, the ATPES committee met and reviewed survey data and feedback. Based on this feedback, the Conditional Growth Index Model was approved, and AMIRA assessments were removed from the Teacher and School Growth components beginning in the 2023-2024 school year.

AMPHITHEATER TEACHER PERFORMANCE EVALUATION SYSTEM

Danielson Model Domains

A description of each of the five domains of the evaluation instrument is provided below.

Domain 1: Planning and Preparation

- 1a Demonstrating Knowledge of Content and Pedagogy
 - Content and the structure of the discipline
 - Prerequisite relationships
 - Content-related pedagogy

- 1b Demonstrating Knowledge of Students
 - Child and adolescent development
 - Learning process
 - Students' skills, knowledge, and language proficiency
 - Students' interests and cultural heritage
 - Students' special needs

- 1c Setting Instructional Outcomes
 - Value, sequence, and alignment
 - Clarity
 - Balance
 - Suitability for diverse students

- 1d Demonstrating Knowledge of Resources
 - For classroom use
 - To extend content knowledge and pedagogy
 - Resources for students

- 1e Designing Coherent Instruction
 - Learning activities
 - Instructional materials and resources
 - Instructional groups
 - Lesson and unit structure

- 1f Designing Student Assessments
 - Congruence with instructional outcomes
 - Criteria and standards
 - Design of formative assessments
 - Use for planning

Domain 2: The Classroom Environment

- 2a Creating an Environment of Respect and Rapport
 - Teacher interactions with students, including both words and actions
 - Student interactions with other students, including both words and action
- 2b Establishing a Culture for Learning
 - Importance of content and of learning
 - Expectations for learning and achievement
 - Student pride in work
- 2c Managing Classroom Procedures
 - Instructional groups
 - Transitions
 - Materials and supplies
 - Performance of classroom routines
 - Supervision of volunteers and paraprofessionals
- 2d Managing Student Behavior
 - Expectations
 - Monitoring of student behavior
 - Response to student misbehavior
- 2e Organizing Physical Space
 - Safety and accessibility
 - Arrangement of furniture and use of physical resources

Domain 3: Instruction

- 3a Communicating with Students
 - Expectations for learning
 - Directions for activities
 - Explanations of content
 - Use of oral and written language
- 3b Using Questioning and Discussion Techniques
 - Quality of questions/prompts
 - Discussion techniques
 - Student participation
- 3c Engaging Students in Learning
 - Activities and assignments
 - Grouping of students
 - Instructional materials and resources
 - Structure and pacing

3d Using Assessment in Instruction

- Assessment criteria
- Monitoring of student learning
- Feedback to students
- Student self-assessment and monitoring of progress

3e Demonstrating Flexibility and Responsiveness

- Lesson adjustment
- Response to students
- Persistence

Domain 4: Professional Responsibilities

4a Reflecting on Teaching

- Accuracy
- Use in future teaching

4b Maintaining Accurate Records

- Student completion of assignments
- Student progress in learning
- Non-instructional records

4c Communicating with Families

- Information about the instructional program
- Information about individual students
- Engagement of families in the instructional program

4d Participating in a Professional Community

- Relationships with colleagues
- Involvement in culture of professional inquiry
- Service to the school
- Participation in school and district projects

4e Growing and Developing Professionally

- Enhancement of content knowledge and pedagogical skill
- Receptivity to feedback from colleagues
- Service to the profession

4f Showing Professionalism

- Integrity and ethical conduct
- Service to students
- Advocacy
- Decision-making
- Compliance with school and district regulations

Domain 5: Student Progress Data

Domain 5 will contain the Student Progress Data components as required by the State of Arizona. The metric used will be the Conditional Growth Index (CGI) model described further in this manual.

Classroom Academic Growth: For teachers with a minimum of 15 students with progress data in the subject they teach.

School Academic Growth: For all teachers based upon student progress data school wide.

School-Level Other Indicators: Other school level factors taken into consideration such as the Amphitheater Culture and Climate Surveys and 4-Year High School Graduation Rates.

AMPHITHEATER TEACHER PERFORMANCE EVALUATION SYSTEM

Alignment with the Arizona Professional Teaching Standards

The Amphitheater Teacher Performance Evaluation System (ATPES) Danielson model is aligned with the Arizona Professional Teaching Standards (from INTASC). The following chart illustrates this alignment:

Arizona Professional Teaching Standards	ATPES Domains/Danielson Model
Standard 1: Learner Development: The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.	Domain 1
Standard 2: Learning Differences: The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.	Domain 1 Domain 2
Standard 3: Learning Environments: The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.	Domain 2
Standard 4: Content Knowledge: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.	Domain 1
Standard 5: Application of Content: The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.	Domain 1 Domain 3
Standard 6: Assessment: The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.	Domain 1
Standard 7: Planning for Instruction: The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.	Domain 1
Standard 8: Instructional Strategies: The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding content areas and their connections, and to build skills to apply knowledge in meaningful ways.	Domain 3
Standard 9: Professional Learning and Ethical Practice: The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.	Domain 4
Standard 10: Leadership and Collaboration: The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.	Domain 4

<https://www.azed.gov/sites/default/files/2016/10/AZ%20Professional%20Teaching%20Standards.pdf?id=57f6dbacaadebf0a04b269cd>
 Web link for Arizona Professional Teaching Standards)

TEACHER EVALUATION MODEL FOR 2024-2025

ACADEMIC GROWTH: THE CONDITIONAL GROWTH INDEX MODEL (CGI)

This model shares similarities to the Z-Test Methodology Model in that pre-test/post-test comparisons are made to determine growth. The primary difference is that the CGI model compares the actual observed growth a student made to the growth they were expected to make (individual growth target), whereas the Z-Test Model compared individual growth of each student to the average growth in the grade level. The CGI model accounts for how much a student exceeds their growth target and thus, compares students to his/her academic peers based on the same starting point (Fall RIT score).

Methodology:

The Northwest Evaluation Association (NWEA) uses the Conditional Growth Index score for growth comparisons to be made between students of differing achievement levels, across grades, and subject areas. The CGI is a normative growth metric that provides a standardized measure of observed growth compared to NWEA calculated growth norms. These growth norms indicate median growth levels for students or schools based on their grade, starting RIT score, the subject tested, and the amount of instructional time between the tests. A CGI score indicates the number of standard deviations above or below that growth norm. Therefore, an individual CGI score of zero indicates a student showed the same amount of growth as national growth norms. Positive CGI scores indicate growth that exceeded national norms, and negative CGI scores indicate growth that was less than national growth norms.

- Identify 2nd – 10th grade Reading and Math courses with at least 15 students with Pre/Post data ($n \geq 15$)
- Extract the Conditional Growth Index for each student using NWEA data. The Conditional Growth Index is calculated by NWEA for each student based on their Fall to Spring NWEA MAP assessment by subtracting projected growth from observed growth and dividing by the standard deviation.
- Convert the distribution of individual CGI scores into a group (class) score by calculating the normal distribution for the class, resulting in a CGI percentile.
- For School Academic Growth, use the Conditional Growth Index percentile for each grade level in grades 2 – 10, in Reading and Math using NWEA data.
- Convert the resulting percentile into an ATPES Growth Score using quintiles.

**Teachers with $N < 15$ receive the school-level growth score, which is derived using the same basic methodology*

CGI Percentile	ATPES Score
0-20%	1.3
20-40%	2
40-60%	2.7
60-80%	3.3
80-100%	4

For 2024-202, weights for inclusion of student academic growth data following the CGI model are:

Group A teachers: 20% of evaluation total based on student progress data:

Indicators of Quality Teaching (Classroom Observation - Danielson)	75%
Classroom-level academic growth (CGI)	15%
School-level academic growth (CGI)	5%
School-level other indicators of effectiveness	5%
<i>Amphi Culture & Climate Survey</i>	
<i>High School Graduation Rates (*HS ONLY)</i>	

Group B teachers: 20% of evaluation total based on student progress data:

Indicators of Quality Teaching (Classroom Observation - Danielson)	75%
School-level academic growth (CGI)	20%
School-level other indicators of effectiveness	5%
<i>Amphi Culture & Climate Survey</i>	
<i>High School Graduation Rates (*HS ONLY)</i>	

School-Level Other:

In addition to student progress data, the school-level other category accounts for 5% of every teacher evaluation and is comprised of the Amphitheater Culture and Climate Surveys for K-12 teachers, as well as a High School Graduation Rate calculation for all 9-12 grade High School teachers.

- Survey results are a weighted average of Likert values from Staff, Parent, and Student surveys.
- Graduation rate uses a ratio or comparison of the 4 year graduation from each high school, compared to the state of Arizona 4 year graduation rate.



Amphitheater Teacher Performance Evaluation System
ATPES using Danielson Framework: Conditional Growth Index

School *Sample K8 School*
 Teacher last name *Teacher*
 Teacher first name *Sample*
 Content Area/Grade Level
 Group **Group B**
 Date informal evaluation
 Date formal evaluation
 Evaluator name

	Rating	Weighted Values
DOMAIN 1: Planning and Preparation		
Demonstrating Knowledge of Content and Pedagogy		
1a	3	3.2
<ul style="list-style-type: none"> • Content knowledge • Prerequisite relationships • Content pedagogy 		
Demonstrating Knowledge of Students		
1b	3	3.2
<ul style="list-style-type: none"> • Child development • Learning process • Special needs • Student skills, knowledge, and proficiency • Interests and cultural heritage 		
Setting Instructional Outcomes		
1c	3	3.2
<ul style="list-style-type: none"> • Value, sequence, and alignment • Clarity • Balance • Suitability for diverse learners 		
Demonstrating Knowledge of Resources		
1d	3	3.2
<ul style="list-style-type: none"> • For classroom • To extend content knowledge • For students 		
Designing Coherent Instruction		
1e	3	3.2
<ul style="list-style-type: none"> • Learning activities • Instructional materials and resources • Instructional groups • Lesson and unit structure 		
Designing Student Assessments		
1f	3	3.2
<ul style="list-style-type: none"> • Congruence with outcomes • Criteria and standards • Formative assessments • Use for planning 		
Domain 1 Overall Averages		3
		3.20

Sample Teacher

	Rating	Weighted Values
DOMAIN 2: The Classroom Environment		
Creating an Environment of Respect and Rapport		
2a	3	3.2
		<ul style="list-style-type: none"> • Teacher interaction with students • Student interaction with students
Establishing a Culture for Learning		
2b	3	3.2
		<ul style="list-style-type: none"> • Importance of content • Expectations for learning and achievement • Student pride in work
Managing Classroom Procedures		
2c	3	3.2
		<ul style="list-style-type: none"> • Instructional groups • Transitions • Materials and supplies • Non-instructional duties • Supervision of volunteers and paraprofessionals
Managing Student Behavior		
2d	3	3.2
		<ul style="list-style-type: none"> • Expectations • Monitoring behavior • Response to misbehavior
Organizing Physical Space		
2e	3	3.2
		<ul style="list-style-type: none"> • Safety and accessibility • Arrangement of furniture and resources
Domain 2 Overall Averages		3
		3.2

	Rating	Weighted Values
DOMAIN 3: Instruction		
Communicating With Students		
3a	3	3.2
		<ul style="list-style-type: none"> • Expectations for learning • Directions and procedures • Explanations of content • Use of oral and written language
Using Questioning and Discussion Techniques		
3b	3	3.2
		<ul style="list-style-type: none"> • Quality of questions • Discussion techniques • Student participation
Engaging Students in Learning		
3c	3	3.2
		<ul style="list-style-type: none"> • Activities and assignments • Student groups • Instructional materials and resources • Structure and pacing
Using Assessment in Instruction		
3d	3	3.2
		<ul style="list-style-type: none"> • Assessment criteria • Monitoring of student learning • Feedback to students • Student self-assessment and monitoring
Demonstrating Flexibility and Responsiveness		
3e	3	3.2
		<ul style="list-style-type: none"> • Lesson adjustment • Response to students • Persistence
Domain 3 Overall Averages		3
		3.2

<i>Sample Teacher</i>		Rating	Weighted Values
DOMAIN 4: Professional Responsibilities			
Reflecting on Teaching			
4a	<ul style="list-style-type: none"> • Accuracy • Use in future teaching 	3	3.2
Maintaining Accurate Records			
4b	<ul style="list-style-type: none"> • Student completion of assignments • Student progress in learning • Non-instructional records 	3	3.2
Communicating with Families			
4c	<ul style="list-style-type: none"> • About instructional program • About individual students • Engagement of families in instructional program 	3	3.2
Participating in a Professional Community			
4d	<ul style="list-style-type: none"> • Relationships with colleagues • Participation in school projects • Involvement in culture of professional inquiry • Service to school 	3	3.2
Growing and Developing Professionally			
4e	<ul style="list-style-type: none"> • Enhancement of content knowledge / pedagogical skill • Receptivity to feedback from colleagues • Service to the profession 	3	3.2
Showing Professionalism			
4f	<ul style="list-style-type: none"> • Integrity/ethical conduct • Service to students • Advocacy • Decision-making • Compliance with school/district regulation 	3	3.2
Domain 4 Overall Averages		3	3.20

DOMAIN 5: Student Progress Data (using CGI Model)

Classroom Academic Growth (Group A only)

Continuously enrolled students assigned to this teacher demonstrate academic progress as measured by valid and reliable quantitative assessment data over time

N/A

Not used for this teacher

School Academic Growth

Continuously enrolled students at the school demonstrate academic progress measured by valid and reliable quantitative assessment data over time

2.67

School Weighted Academic Growth Average

2.67

School Other Indicators

Other measures of school effectiveness
High School 4 Year Graduation Rate

3.08

School Weighted Average of Other Measures

3.08

Weighted pnts Summary	
Domain 1	3.20
Domain 2	3.20
Domain 3	3.20
Domain 4	3.20
Average of all domains	3.20

Weighted values were used to meet legal requirements regarding weighting of student progress data:

Points	Weighted value
1	0
2	2
3	3.2
4	4

Criteria for effectiveness labels

Group B	
Highly effective	3.117
Effective	2.72
Developing	2.20
Ineffective	<2.20

Weighted Ratings Points - All Domains	3.088
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Based on the criteria above, this teacher is classified as

Effective

Teacher's signature

Date

Evaluator's signature

Date

Teacher comments (optional):

Administrator Comments: Also See Attached Narrative

Sample Teacher

PROFESSIONAL DEVELOPMENT PLAN INFORMATION

____ Results of evaluation require Needs Improvement Plan*

____ Professional Growth Plan attached

Teacher's signature

Date

Evaluator's signature

Date

EMPLOYMENT RECOMMENDATION

(To be initialed by PRINCIPAL at Final Evaluation of the year)

____ I RECOMMEND that this employee be offered a contract for the ensuing year.

____ I RECOMMEND this employee for continuing status. (Use for third year Probationary teachers only.)

____ NOT APPLICABLE (specify reason): _____

____ I DO NOT RECOMMEND that this employee be offered a contract for the ensuing year.

Date _____

***Note: An Improvement Plan MUST BE DEVELOPED if ratings of "1" are given.**

Copies to: Human Resources - School - Employee

School Summary Report Information and Sample

Each school principal receives a School Summary Report at the beginning of the school year. This shows scores for two areas: school-level academic measures—the School Level CGI and the Other Indicators. The School Level CGI is a measure of the academic growth of all students. The Other Indicators measure includes the Culture and Climate Survey K-12 and High School graduation rate calculation for grades 9-12.

The student progress CGI’s are reported on the ATPES evaluation document under Domain 5.


The sample below shows a portion of an elementary School Summary Report:

SCHOOL SUMMARY REPORT					
School: Happy Elementary			School Summary Report		
School Year: 2022-2023			School Level Conditional Growth Index ATPES		3.3
READING/LANGUAGE ARTS CGI: <u>.80</u> %ile: <u>.787</u>					
SY	Subject	Assessment	Grade	# Stdnts	CGI
2022-23	Reading	NWEA MAP Growth	2	52	.39
2022-23	Reading	NWEA MAP Growth	3	61	.72
2022-23	Reading	NWEA MAP Growth	4	58	1.65
2022-23	Reading	NWEA MAP Growth	5	55	.42
MATHEMATICS CGI: <u>1.17</u> %ile: <u>.785</u>					
SY	Subject	Assessment	Grade	# Stdnts	CGI
2022-23	Mathematics	NWEA MAP Growth	2	52	1.26
2022-23	Mathematics	NWEA MAP Growth	3	61	.83
2022-23	Mathematics	NWEA MAP Growth	4	58	1.05
2022-23	Mathematics	NWEA MAP Growth	5	55	.02

Classroom Gain History Report Information and Sample

The Classroom Gain History Report will be generated for every teacher in Group A. The overall conditional growth index ATPES score for the appropriate content area--Math, Reading, or Overall (both math and reading) --is used to show student progress for Domain 5 on the evaluation instrument. The Classroom Academic Gain report shows prior year NWEA MAP data and corresponding ATPES scores for each subject taught by the classroom teacher.

The sample below shows a cut-away portion of a report for an elementary school teacher.

CLASSROOM ACADEMIC GAIN REPORT		SY 2022-2023					
Teacher:	Sample Teacher	School:	Happy Elementary School	3.3			
TchID#	123456	Overall Conditional Growth Index ATPES					
READING/LANGUAGE ARTS							
SY	Subject	Classroom Location	Grade	# Stds	CGI	%ile	Score
2022-23	Reading	Happy Elementary School	4	24	.319	.625	3.3
MATHEMATICS							
SY	Subject	Classroom Location	Grade	# Stds	CGI	%ile	Score
2022-23	Mathematics	Happy Elementary School	4	24	.478	.683	3.3

Explanation of Terms Used in the School Summary Report and the Classroom Academic Gain Report

School Level Conditional Growth Index ATPES: This number in the upper right-hand corner of the School Summary Report summarizes school-wide student progress data that principals will use on Domain 5 of the evaluation instrument for both Group A and Group B teachers. Student gains for each assessment, grade, and subject (math or reading) are evaluated using a 1-4 rubric. The rubric scores are calculated using the Conditional Growth Index (CGI) from NWEA by comparing observed student growth to expected student growth. The Overall Conditional Growth Index ATPES score is also used by the Associate Superintendent for principal evaluation.

Overall Conditional Growth Index ATPES: The Classroom Academic Gain Report for Group A teachers typically shows three scores--for Math, Reading and Overall -- for classroom-level student progress. If the teacher teaches only math or only reading, the rating for that subject is used for Domain 5 on the evaluation instrument. If the teacher teaches both subjects, the Overall Weighted Average is used for Domain 5 the classroom weighted average at the end of the evaluation document. Student gains for each assessment, grade, and subject (math or reading) are evaluated using a 1-4 rubric. The rubric scores are weighted by the number of students in that group and averaged.

Grade: The grade level group the teacher taught during the previous year.

Stds: The number of students with a pre and posttest in that assessment for that grade and year.

CGI: The conditional growth index score for that group of students.

%Ile: The percentile calculated based upon the normal distribution of the average growth index for that group of students and aligned to an ATPES growth score of 1-4.

WHAT MAKES UP THE CGI Score?

Assessments and Measures of Student Academic Progress: CGI

Assessment/Measure	Grade Level	School	Classroom
Growth measures			
NWEA MAP	2-10, fall-spring growth	yes	yes
Other measures of school effectiveness			
Culture & Climate Survey Data	K-12	yes	
ADE 4-year graduation rate comparison	9-12	yes	

TEACHER DESIGNATION LABELS AS REQUIRED BY ARS 15-537

Calculation of Student Progress Data Component

ATPES was developed in compliance with Arizona State Law on teacher evaluation. State law defines two groups of teachers—Group A and Group B—and the weights of student progress data at the classroom and school levels allowable for each group.

Group A teachers teach content (math, reading) and have one academic year of student gains as measured by valid and reliable tests (e.g., NWEA MAP).

Group B teachers teach other content without standardized assessments have too few students with gains to be evaluated on them.

Group A Teachers	
Indicators of quality teaching (classroom observation)	75 %
Classroom-level student progress (Classroom CGI)	15 %
School-level student progress (School CGI)	5 %
School-level other indicators of effectiveness (Culture & Climate Survey 2.5%) (4-Year Graduation Rate 2.5%)	5 %
Group B Teachers	
Indicators of quality teaching (classroom observation)	75 %
School-level student progress (School CGI)	20 %
School-level other indicators of effectiveness (Culture & Climate Survey 2.5%) (4-Year Graduation Rate 2.5%)	5 %

Arizona State Law requires teachers to be designated as Highly Effective, Effective, Developing, or Ineffective. On the ATPES evaluation form, the indicators of quality teaching from classroom observation and the calculation of classroom- and school-level student progress are weighted according to the proportions above to make a total score. Each teacher’s label of effectiveness is assigned according to the total score:

For Groups A and B:

Highly Effective =	3.117
Effective =	2.72
Developing =	2.2
Ineffective =	< 2.2

TEACHER DESIGNATION LABELS AS REQUIRED BY ARS 15-537

After studying the actual aggregated data from three years of teacher evaluations, the ATPES Design Team discussed the various aspects of teacher designation and how to approach setting criteria which would determine a label. The following criteria for teacher designation labels are established for the 2020-2021 school year as required by Arizona State Law.

For Groups A and B Teacher Designation Criteria

Highly Effective: Final evaluation score greater than or equal to	3.117
Effective: Final evaluation score between	2.72
Developing: Final evaluation score between	2.2
Ineffective: Final evaluation score below	< 2.2

TEACHER PERFORMANCE CLASSIFICATIONS:

As prescribed in A.R.S. § 15-203, LEAs shall classify each teacher in one of the following four performance classifications:

- **Highly Effective:** A *highly effective* teacher consistently exceeds expectations. This teacher's instructional performance is exceptional and her/his students generally made exceptional levels of academic progress. The highly effective teacher demonstrates mastery of the state board of education adopted professional teaching standards, as determined by classroom observations required by ARS § 15-537.
- **Effective:** An *effective* teacher consistently meets expectations. This teacher's instructional performance is effective and her/his students generally made satisfactory levels of academic progress. The effective teacher demonstrates competency in the state board of education adopted professional teaching standards, as determined by classroom observations as required by ARS § 15-537.
- **Developing:** A *developing* teacher fails to consistently meet expectations and requires a change in performance. This teacher's instructional performance is mixed and her/his students generally made unsatisfactory levels of academic progress. The developing teacher demonstrates an insufficient level of competency in the state board of education adopted professional teaching standards, as determined by classroom observations required by ARS § 15-537. The developing classification is not intended to be assigned to a veteran teacher for more than two consecutive years. This classification may be assigned to new or newly-reassigned teachers for more than two consecutive years.
- **Ineffective:** An *ineffective* teacher consistently fails to meet expectations and requires a change in performance. This teacher's instructional performance is ineffective and her/his students generally made unacceptable levels of academic progress. The ineffective teacher demonstrates minimal competency in the state board of education adopted professional teaching standards, as determined by classroom observations required by ARS § 15-537.

EXPLANATION OF EVALUATION INSTRUMENT TERMS

Certificated Teacher

A person who holds a certificate from the State Board of Education to work in the schools of this state and who is employed under contract in a position that requires certification, except a psychologist or an administrator devoting less than fifty percent (50%) of his time to classroom teaching.

Continuing Teacher

A certificated teacher who has been and is currently employed by the District for the major portion of three (3) consecutive school years, and who has not been designated in the lowest performance classification of the previous school year or who has not regained continuing status after being designated as a probationary teacher.

Deficiencies in Classroom Performance

An evaluator rating of a "1" in one or more indicators or domains signifies a deficiency in classroom performance which must be addressed.

Evaluation

An assessment of the teacher's classroom performance as required by Arizona law. Such evaluation shall be based on policy GCO, and regulation GCO-R and the procedure outlined in this manual.

Formal Classroom Observation

Evaluator observation, of no less than thirty (30) minutes, of various aspects of the teacher's classroom performance which is prearranged and scheduled with the teacher. Formal observations will be documented in writing and the opportunity for a follow-up conference will be provided.

Improvement Plan

A required formal plan designed to improve deficiencies in classroom performance.

Inadequacy of Classroom Performance

A teacher's failure to overcome deficiency (ies) in classroom performance which are identified in an Improvement Plan.

Informal Observation

The teacher's evaluator will observe various aspects of the teacher's performance and may do so without prior notice. In conducting observations, the evaluator may rely upon information obtained from appropriate sources, such as the teacher, previous supervisors and other third parties, and information contained in the personnel file. Teachers will be made aware of the sources of information utilized in their evaluation.

Preliminary Notice

Preliminary notice of intent to dismiss or not to re-employ. A formal notice issued by the Governing Board or its designee which describes a charge of inadequacy of classroom performance and provides specified time for the teacher to improve performance and overcome the charge of inadequacy. Such a preliminary notice precedes a notice of intent to dismiss or not to re-employ.

Notice of Intent

Notice of intent to dismiss or not to re-employ. A formal notice issued by the Governing Board or its designee to inform a teacher of the District's intent to dismiss or not to re-employ the teacher.

Probationary Teacher

A certificated teacher who is not a continuing teacher is considered probationary until the beginning of the fourth year of full-time employment with the district.

Professional Growth Plan

A plan devised for the purpose of refining existing skills and/or the establishment of goals for professional growth and development.

Student Academic Progress

Student growth from one testing point to another as measured by valid and reliable assessment measures (e.g., Fall to Spring Growth on NWEA MAP, growth on State assessments from one year to the next, etc.)

Teacher Designation Labels/Performance Classifications

The four (4) performance classifications for teachers and principals under Arizona law and defined by the State Board of Education (e.g., Highly Effective, Effective, Developing, Ineffective)

EVALUATOR QUALIFICATIONS AND TRAINING

Pursuant to Arizona law, the Governing Board designates district staff that is qualified to evaluate teachers using the Amphitheater Teacher Performance Evaluation System. The Superintendent submits recommendations of qualified evaluators to the Governing Board for approval.

Qualifications

The following criteria have been established for board-designated evaluators. In order to be considered qualified, an evaluator will:

1. Demonstrate knowledge of district and state policies, laws and rules relating to instruction, professionalism and evaluation; and
2. Demonstrate planning and implementation strategies relating to evaluation system timelines, content, and expectations; and
3. Demonstrate data recording and analysis skills through simulations and/or on-site practice/feedback sessions; and
4. Demonstrate skills in analysis of quantitative student progress data; and
5. Demonstrate conferencing and improvement planning skills through simulations and/or on-site practice/feedback sessions; and
6. Demonstrate ability to write a detailed, personalized and specific narrative which illustrates the ratings given and provides specific suggestions for improvement of practice and/or provides appropriate support for accomplished teaching; and
7. Understands and can explain the classroom and school Overall Weighted Average for student progress data.

TRAINING

Evaluators participate in the district administrative in-service sessions, or district-approved evaluator training workshops. All such training should include information related to the legal aspects of teacher evaluation and the development of skills for data collection and analysis, analysis of quantitative student progress data, conferencing, and improvement planning. Regardless of the specific training received, evaluators are responsible for meeting the criteria specified above.

EVALUATION PROCESS STEPS FOR CONTINUING TEACHERS

(FULL/PART TIME)

1. All evaluators are provided with a copy of the Amphitheater Teacher Performance Evaluation System (ATPES) prior to classroom observations.
2. The evaluation procedures shall be reviewed at each school. At the beginning of the school year, the principal shall meet with the school's faculty for the purpose of orienting the teachers to the total evaluation plan prior to any observation. Any teacher that is hired after the school year begins must also be given a review of evaluation procedures prior to the teacher's evaluation. All teachers are provided with a copy of the ATPES prior to classroom observations.
3. Student academic progress data is provided to teachers and evaluators at the beginning of the academic year reflecting up to and including three full years by teacher and by school. Each teacher is informed of their Group A or Group B status for the purposes of evaluation.
4. The teacher performance evaluation cycle shall include at least two (2) actual classroom observations of the certificated teacher demonstrating teaching skills in a complete and uninterrupted lesson by the qualified evaluator.
5. One (1) informal observation shall occur prior to January 30th. There shall be at least sixty (60) calendar days between the first informal observation and the last (formal) observation.
6. The informal observation(s) is/are to be documented through use of an Informal Observation form. A copy of the form must be provided to the teacher within five (5) workdays of each informal classroom observation.
 - a. No conference is required for informal visits.
 - b. A conference may be called at the discretion of either party within three (3) workdays of receipt of the Informal Observation form.
 - c. Preliminary notice of inadequacy may follow an informal observation. An improvement plan may be initiated.
 - d. An informal observation shall not be conducted within two (2) instructional days of any scheduled period in which school is not in session for one (1) week or more (e.g., Fall Break, Winter Break, Spring Break).
7. One (1) formal observation shall occur prior to April 10th using the following procedures:
 - a. The teacher and the evaluator agree upon a date and time for the observation. If agreement on the date and time cannot be reached after reasonable attempts, the administrator may set the date and time and shall provide the teacher five working days advance notice of the observation.
 - b. The teacher will submit a written lesson plan in advance of the observation.
 - c. The evaluator will observe the teacher actively teaching a full lesson. The minimum observation time is 30 minutes, or a complete lesson.
 - d. The last observation may follow the issuance of a preliminary notice of inadequacy of classroom performance, the completion of any performance improvement plan, and can be used to determine whether the teacher has corrected inadequacies and has demonstrated adequate classroom performance.
 - e. A formal observation shall not be conducted within two (2) instructional days of any scheduled period in which school is not in session for one (1) week or more (e.g., Fall Break, Winter Break, Spring Break).

8. Within five working days of the formal observation, a conference will be held between the teacher and the evaluator. The evaluator will present the ATPES rating form and narrative and will provide positive feedback, areas of refinement, and identify performance concerns to the teacher. The teacher and evaluator sign the completed ATPES form. Copies are distributed as follows: one copy to teacher, one copy to school file, one copy to Director of Human Resources.
9. Evaluators may conduct additional observations or evaluation cycles beyond the required minimum. Teachers may also request additional observations or evaluation cycles. Observations that do not constitute a complete and uninterrupted lesson shall not be considered in determining performance ratings and may only be used to provide feedback to improve instructional performance.
10. Evaluations of teaching performance and related documentation are to remain confidential, except where disclosure is authorized or required by law.
11. Professional growth plans may be developed as appropriate.
12. Recommendations for improvement shall be provided to the teacher by the evaluator whenever deficiencies in classroom performance are noted.
13. An Improvement Plan **must** be completed by the evaluator and the teacher when:
 - a. A teacher receives a rating of “1” on any Indicator or Domain
 - b. A teacher receives a rating of “1” on a Domain or the majority of a Domain’s indicators
14. An Improvement Plan **may** be completed by the teacher and the evaluator at the evaluator’s discretion when a teacher receives a rating of “2” on any indicator or domain.
15. The evaluation of a continuing teacher shall be completed no later than April 10th.
16. The Superintendent may determine to provide Preliminary Notice of Inadequacy of Classroom Performance to the teacher and shall notify the Governing Board if doing so. Procedures set forth by law shall be followed.
17. Evaluations of teaching performance and related documentation are to remain confidential. Copies shall be distributed within five (5) workdays of the evaluation conference as follows:
 - One copy to teacher
 - One copy for school file
 - One copy to the Associate Superintendent

PROCESS STEPS-PROBATIONARY/SHORT TERM TEACHERS

(FULL/PART-TIME)

1. All teachers and evaluators are provided with a copy of the Amphitheater Teacher Performance Evaluation System (ATPES) at the beginning of the school year.
2. The evaluation procedures shall be reviewed at each school. At the beginning of the school year, the principal shall meet with the school's faculty for the purpose of orienting the teachers to the total evaluation plan prior to any observation. Any teacher that is hired after the school year begins must also be given a review of evaluation procedures prior to the teacher's evaluation. All teachers are provided with a copy of the ATPES prior to classroom observations.
3. All teachers are provided with a copy of the student progress data for the school and the classroom (as available) at the beginning of the school year. Each teacher is informed of their Group A or Group B status for the purposes of evaluation.
4. The teacher performance evaluation cycle shall include at least two (2) actual classroom observations of the certificated teacher demonstrating teaching skills in a complete and uninterrupted lesson by the qualified evaluator. A probationary teacher shall be evaluated (a full cycle) at least once per semester.
5. There shall be at least sixty (60) calendar days between the first informal observation and the last (formal) observation of each cycle. The Fall semester informal classroom observation(s) for each probationary and short-term teacher should occur no later than September 15. The Spring semester informal classroom observation for each probationary and short-term teacher should occur by January 15.
 - a. Each informal observation shall be documented through the use of an Informal Observation form. A copy of the form must be provided to the teacher within five (5) workdays of each informal classroom observation.
 - b. No conference is required for informal visits. A conference may be called at the discretion of either party within three (3) workdays of receipt of the Informal Observation form.
 - c. Preliminary notice of inadequacy may follow an informal observation. An improvement plan may be initiated.
 - d. An informal observation shall not be conducted within two (2) instructional days of any scheduled period in which school is not in session for one (1) week or more.
6. The Fall semester final (formal) classroom observation for each probationary and short-term teacher should occur by November 15th. The Spring semester formal classroom observation for each probationary and short-term teacher should occur by March 30th.
7. The procedure for formal observations is as follows:
 - a. The teacher and the evaluator agree upon a date and time for the observation. If agreement on the date and time cannot be reached after reasonable attempts, the administrator may set the date and time and shall provide the teacher five working days advance notice of the observation. The Fall conference should be held by November 20; the Spring conference should be held by April 15th.
 - b. The teacher will submit a written lesson plan in advance of the observation.
 - c. The evaluator will observe the teacher actively teaching a lesson. The minimum observation time is 30 minutes, or a complete and uninterrupted lesson.

- d. Within five working days of the formal observation, a conference will be held between the teacher and the evaluator. The evaluator will present the ATPES rating form and narrative and will provide positive feedback, identify areas of refinement, and identify performance concerns to the teacher. The teacher and evaluator sign the completed ATPES form. Copies are distributed as follows: one copy to teacher, one copy to school file, one copy to Director of Human Resources.
8. Evaluators may conduct additional observations or evaluation cycles beyond the required minimum. Teachers may also request additional observations or evaluation cycles. Observations that do not constitute a complete and uninterrupted lesson shall not be considered in determining performance ratings and may only be used to provide feedback to improve instructional performance.
9. Evaluations of teaching performance and related documentation are to remain confidential, except where disclosure is authorized or required by law.
10. Professional growth plans may be developed as appropriate.
11. Recommendations for improvement shall be provided to the teacher in writing by the evaluator whenever deficiencies in classroom performance are noted.
12. An Improvement Plan **must** be completed by the evaluator and the teacher when a teacher receives a rating of “1” on any Indicator or Domain or the majority of a Domain’s indicators.
13. An Improvement Plan **may** be completed by the teacher and the evaluator at the evaluator’s discretion when a teacher receives a rating of “2” on any Indicator or Domain.
14. Recommendations for improvement or an Improvement Plan may be required based upon the results of an evaluation. Improvement Plans will be developed through collaboration between the evaluator and the teacher and will be submitted to Human Resources in a timely fashion.
15. The Superintendent may determine to provide Preliminary Notice of Inadequacy of Classroom Performance to the teacher and shall notify the Governing Board if doing so. Procedures set forth by law shall be followed.
16. Evaluations of teaching performance and related documentation are to remain confidential. Copies shall be distributed within five (5) workdays of the evaluation conference as follows:
 - One copy to teacher
 - One copy for school file
 - One copy to the Associate Superintendent

PROCESS STEPS AND DEADLINE DATES

Deadline Dates	Continuing Teachers	All Probationary and/or Short Term Teachers (full time/part time)
Beginning of Academic Year	<p>Administrator Presents and Explains the Teacher Evaluation Instrument and Student Academic Progress Data is presented to each teacher (as appropriate). School data is presented to all certified staff.</p> <p>All staff members are informed of their Group A or Group B status.</p>	<p>Administrator Presents and Explains the Teacher Evaluation Instrument and Student Academic Progress Data for the previous three years is presented to each teacher (as appropriate). School data is presented to all certified staff.</p>
September 15	Alternative Evaluation Professional Growth Plan due	Informal Observation
November 15 November 20 December 5		Formal Observation Conference Recommended Deadline for non-renewal Notices to Superintendent
January 13 March 30	Informal Observation	Informal Observation Formal Observation
April 10 April 15 April 15	<p style="text-align: center;">Formal Observation</p> <p style="text-align: center;">Conference</p> <p>ATPES forms due for all teachers</p>	<p>Formal Observation</p> <p>Conference</p> <p>ATPES forms due for all teachers</p>

Dates shown are preferred deadlines. Actual events and actions may occur prior to dates shown. In addition, any action or event occurring within timelines or deadlines established by State Law shall be satisfactory even if different from dates shown above.

WRITTEN LESSON PLAN REQUIREMENT

A detailed, written lesson plan for the purpose of demonstrating planning skills is required of all teachers for formal observations.

EVALUATION CONFERENCE GUIDELINES

The following guidelines will help direct evaluation conferences:

1. Bi-lateral communication is essential. The perspectives of both the evaluator and the teacher will be discussed during the evaluation conference.
2. Teacher self-reflection, either written or oral will be required.
3. Teaching which has occurred throughout the year will be discussed. Performance evaluation should be based on both formal and informal observations.
4. Quantitative student progress data from student assessments will be reviewed with the teacher.
5. The evaluation conference provides an opportunity for the evaluator to gather information which cannot be obtained or observed in the formal observation process. Teachers will be invited to share this information. The evaluator may revise ratings or narrative comments based on post conference information.
6. The evaluator has both a professional and legal responsibility for determining the final assessment of teaching performance.
7. The perspectives of the evaluator and the teacher should be reviewed at the completion of the EVALUATION OF COMPETENCE.

The evaluation system contains both ratings of competence as well as narrative comments about the level of competence demonstrated by teachers.

RATING SCALE

EACH INDICATOR WILL BE RATED ACCORDING TO THE RUBRIC SCALE FOUND IN THE DANIELSON FRAMEWORK.

Rating Scale for Student Progress Data:

Classroom CGI is for Group A teachers only and corresponds to the Classroom Overall Conditional Growth Index for the teacher. This is found in the Classroom Academic Gain Report. The classroom CGI is recorded in the Classroom Academic Growth section in Domain 5 of the evaluation form.

School Level CGI is for all teachers and is the Academic Growth score reported in the School Summary report. The school level CGI is recorded in the School Academic Growth section in Domain 5 of the evaluation form.

School Other Indicators component is for all teachers and is reported in the School Summary report. This is recorded in the School Other Indicators section in Domain 5 of the evaluation form.

The rating scale range for student progress data is 1 to 4. The actual CGI ATPES score, or value for an individual or school will appear as a number such as 2.75, 3.78, etc. **Ratings in the 1-1.99 range will be considered deficient and will require an improvement plan.**

RATING FACTORS

Ratings will be based upon formal and informal observations and results of quantitative student progress assessments. In addition, an evaluator may use data gathered throughout the year which is obtained during any direct observation of the teacher's performance in the classroom or through contacts in the school professional setting.

THIRD PARTY INPUT ON EVALUATIONS

Ratings may also reflect input from responsible third parties or from the personnel file of the teacher. Teachers will be made aware of third-party information relied upon in the determination of evaluation ratings or comments.

PROFESSIONAL GROWTH PLAN

Amphitheater District has many excellent teachers whose performance does not mandate improvement in the sense that there are deficiencies present in that performance. But, even when no domain or indicator is rated "1", a teacher can still benefit from a Professional Growth Plan which encourages the refinement of skills and continuous improvement of practice. When a domain or indicator is rated "2", a Professional Growth Plan addressing that area is strongly encouraged. Professional Growth Plans may be developed at the discretion of the teacher and/or the evaluator. Any teacher may be asked to complete a Professional Growth Plan regardless of performance level.

The teacher and the evaluator will mutually agree on the specifics of a Professional Growth Plan. This plan should indicate the specific goals, activities to be undertaken, and the role the evaluator will assume in helping the teacher. This plan can be developed at the evaluation conference or at a later date.

IMPROVEMENT PLAN

An Improvement Plan must be developed when any indicator or entire domain is rated a "1", on the ATPES rating form. Improvement Plans may be written for ratings of "2" on any one indicator based on administrative discretion. If more than one Domain is rated "1" priority will determine the specifics of the plan. All deficiencies must be addressed. If an improvement plan is not required, deficiencies will be addressed through recommendations for improvement.

The plan, arrived at through discussion *between* teacher and evaluator, must specify (a) the specific area(s) needing improvement, (b) action(s) and timelines for improvement, (c) expected outcomes, and (d) administrative assistance which will be provided.

Areas identified for improvement will be re-evaluated as outlined in the Improvement Plan.

LACK OF PROGRESS ON AN IMPROVEMENT PLAN

If a teacher fails to overcome deficiencies which were addressed through recommendations for improvement or an improvement plan, the evaluator may notify the Superintendent of the continuing deficiencies and may request that the Superintendent issue a preliminary notice of inadequacy of classroom performance.

APPEAL PROVISION

Teacher evaluations are not subject to appeal; however, if a teacher feels the results of an evaluation are unjustified, or that procedural violations or circumstances beyond the control of the teacher have occurred, a second observation by a different, Board-approved evaluator may be requested.

A request for a second observer must be submitted to the Superintendent or his/her designee within five (5) workdays after completion of the evaluation. At the request of the teacher, the Superintendent will appoint a second observer. Alternatively, the teacher and the evaluator may each appoint second and third observers, respectively.

If appropriate, the second/third observer will view the teacher actively teaching a lesson. If the rating being disputed by the teacher is in an area which cannot be observed in the classroom, the second/third observer will gather and evaluate available data and determine the rating based upon that information.

The opinion of the second/third observer will be included as additional information in the teacher's personnel file. It will not replace or supersede the disputed evaluation.

For specific procedures regarding challenges to evaluations, see policy 4-103.

APPENDIX A

EVALUATION SYSTEM FORMS



Amphitheater Teacher Performance Evaluation System

ATPES using Danielson Framework: Conditional Growth Index

School *Sample K8 School*
 Teacher last name *Teacher*
 Teacher first name *Sample*
 Content Area/Grade Level
 Group **Group B**
 Date informal evaluation
 Date formal evaluation
 Evaluator name

	Rating	Weighted Values
DOMAIN 1: Planning and Preparation		
Demonstrating Knowledge of Content and Pedagogy		
1a	3	3.2
<ul style="list-style-type: none"> • Content knowledge • Prerequisite relationships • Content pedagogy 		
Demonstrating Knowledge of Students		
1b	3	3.2
<ul style="list-style-type: none"> • Child development • Learning process • Special needs • Student skills, knowledge, and proficiency • Interests and cultural heritage 		
Setting Instructional Outcomes		
1c	3	3.2
<ul style="list-style-type: none"> • Value, sequence, and alignment • Clarity • Balance • Suitability for diverse learners 		
Demonstrating Knowledge of Resources		
1d	3	3.2
<ul style="list-style-type: none"> • For classroom • To extend content knowledge • For students 		
Designing Coherent Instruction		
1e	3	3.2
<ul style="list-style-type: none"> • Learning activities • Instructional materials and resources • Instructional groups • Lesson and unit structure 		
Designing Student Assessments		
1f	3	3.2
<ul style="list-style-type: none"> • Congruence with outcomes • Criteria and standards • Formative assessments • Use for planning 		
Domain 1 Overall Averages		3
		3.20

Sample Teacher

		Rating	Weighted Values
DOMAIN 2: The Classroom Environment			
Creating an Environment of Respect and Rapport			
2a	<ul style="list-style-type: none"> Teacher interaction with students Student interaction with students 	3	3.2
Establishing a Culture for Learning			
2b	<ul style="list-style-type: none"> Importance of content Expectations for learning and achievement Student pride in work 	3	3.2
Managing Classroom Procedures			
2c	<ul style="list-style-type: none"> Instructional groups Transitions Materials and supplies Non-instructional duties Supervision of volunteers and paraprofessionals 	3	3.2
Managing Student Behavior			
2d	<ul style="list-style-type: none"> Expectations Monitoring behavior Response to misbehavior 	3	3.2
Organizing Physical Space			
2e	<ul style="list-style-type: none"> Safety and accessibility Arrangement of furniture and resources 	3	3.2
Domain 2 Overall Averages		3	3.2

		Rating	Weighted Values
DOMAIN 3: Instruction			
Communicating With Students			
3a	<ul style="list-style-type: none"> Expectations for learning Directions and procedures Explanations of content Use of oral and written language 	3	3.2
Using Questioning and Discussion Techniques			
3b	<ul style="list-style-type: none"> Quality of questions Discussion techniques Student participation 	3	3.2
Engaging Students in Learning			
3c	<ul style="list-style-type: none"> Activities and assignments Student groups Instructional materials and resources Structure and pacing 	3	3.2
Using Assessment in Instruction			
3d	<ul style="list-style-type: none"> Assessment criteria Monitoring of student learning Feedback to students Student self-assessment and monitoring 	3	3.2
Demonstrating Flexibility and Responsiveness			
3e	<ul style="list-style-type: none"> Lesson adjustment Response to students Persistence 	3	3.2
Domain 3 Overall Averages		3	3.2

FORMAL EVALUATION NARRATIVE FORM

Amphitheater Teacher Performance Evaluation System using Danielson Framework

Teacher: _____ School: _____
 Grade Level/Subject: _____ Evaluator: _____
 Date/Time: _____

DOMAIN 1: Planning and Preparation	Evidence
1a Demonstrating Knowledge of Content and Pedagogy <ul style="list-style-type: none"> • Content knowledge • Prerequisite relationships • Content pedagogy 	<p>Teacher behaviors that positively impact student learning:</p> <ul style="list-style-type: none"> • <p>Recommendations for continuous improvement include:</p>
1b Demonstrating Knowledge of Students <ul style="list-style-type: none"> • Child development • Learning process • Special needs • Student skills, knowledge, and proficiency • Interests and cultural heritage 	
1c Setting instructional Outcomes <ul style="list-style-type: none"> • Value, sequence, and alignment • Clarity • Balance • Suitability for diverse learners 	
1d Demonstrating Knowledge of Resources <ul style="list-style-type: none"> • For classroom • To extend content knowledge • For students 	
1e Designing Coherent Instruction <ul style="list-style-type: none"> • Learning activities • Instructional materials and resources • Instructional groups • Lesson and unit structure 	
1f Designing Student Assessments <ul style="list-style-type: none"> • Congruence with outcomes • Criteria and standards • Formative assessments • Use for planning 	
DOMAIN 2: The Classroom Environment	EVIDENCE
2a Creating and Environment of Respect and Rapport <ul style="list-style-type: none"> • Teacher interaction with students • Student interaction with students 	<p>Teacher behaviors that positively impact student learning:</p> <ul style="list-style-type: none"> • <p>Recommendations for continuous improvement include:</p>
2b Establishing a Culture for Learning <ul style="list-style-type: none"> • Importance of content • Expectations for learning and achievement • Student pride in work 	
2c Managing Classroom Procedures <ul style="list-style-type: none"> • Instructional groups • Transitions • Materials and supplies • Non-instructional duties • Supervision of volunteers and paraprofessionals 	
2d Managing Student Behaviors <ul style="list-style-type: none"> • Expectations • Monitoring behavior • Response to misbehavior 	
2e Organizing Physical Space <ul style="list-style-type: none"> • Safety and accessibility • Arrangement of furniture and resources 	
DOMAIN 3: Instruction	EVIDENCE
3a Communicating with Students	210

<ul style="list-style-type: none"> • Expectations for learning • Directions and procedures • Explanations of content • Use of oral and written language 	<p>Teacher behaviors that positively impact student learning:</p> <ul style="list-style-type: none"> • <p>Recommendations for continuous improvement include:</p>
<p>3b Using Questioning and Discussion Techniques</p> <ul style="list-style-type: none"> • Quality of questions • Discussion techniques • Student participation 	
<p>3c Engaging Students in Learning</p> <ul style="list-style-type: none"> • Activities and assignments • Student groups • Instructional materials and resources • Structure and pacing 	
<p>3d Using Assessment in Instruction</p> <ul style="list-style-type: none"> • Assessment criteria • Monitoring of student learning • Feedback to students • Student self-assessment and monitoring 	
<p>3e Demonstrating Flexibility and Responsiveness</p> <ul style="list-style-type: none"> • Lesson adjustment • Response to students • persistence 	
DOMAIN 4: Professional Responsibilities	
EVIDENCE	
<p>4a Reflecting on Teaching</p> <ul style="list-style-type: none"> • accuracy • use in future teaching 	<p>Teacher behaviors that positively impact student learning:</p> <ul style="list-style-type: none"> • <p>Recommendations for continuous improvement include:</p>
<p>4b Maintaining Accurate Records</p> <ul style="list-style-type: none"> • student completion of assignments • student progress in learning • non-instructional records 	
<p>4c Communicating with Families</p> <ul style="list-style-type: none"> • about instructional program • about individual students • engagement of families in instructional program 	
<p>4d Participating in a Professional Community</p> <ul style="list-style-type: none"> • Relationships with colleagues • Participation in school projects • Involvement in culture of professional inquiry • Service to school 	
<p>4e Growing and Developing Professionally</p> <ul style="list-style-type: none"> • Enhancement of content knowledge/pedagogical skill • Receptivity to feedback from colleagues • Service to the profession 	
<p>4f Showing Professionalism</p> <ul style="list-style-type: none"> • Integrity/ethical conduct • Service to students • Advocacy • Decision-making • Compliance with school/district regulation 	

Areas that may negatively impact student performance include:

Areas of deficiency that must be addressed:

AMPHITHEATER TEACHER PERFORMANCE EVALUATION SYSTEM

The Framework for Teaching: Danielson Model Narrative Comments

Teacher: _____ Date: _____

This evaluation is based on the following number of observations, formal and informal: 1 2 3+

Domain 1: Planning and Preparation

Evidence of planning and preparation that positively impacts student learning includes:

Indicators of Distinguished Performance:

Supporting Data:

Recommendations for continuous improvement include:

Supporting Data:

Areas that may negatively impact student performance include:

Supporting Data:

Area(s) of deficiency that must be addressed (Required for ratings of "1"):

Supporting Data:

Required action(s):

Domain 2: The Classroom Environment

Evidence of establishing a classroom environment that positively impacts student learning includes:

Indicators of Distinguished Performance:

Supporting Data:

Recommendations for continuous improvement include:

Supporting Data:

Areas that may negatively impact student performance include:

Supporting Data:

Area(s) of deficiency that must be addressed (Required for ratings of "1"):

212

Supporting Data

Required action(s):

Domain 3: Instruction

Evidence of instruction which positively impacts student learning includes:

Indicators of Distinguished Performance:

Supporting Data:

Recommendations for continuous improvement include:

Supporting Data:

Areas that may negatively impact student performance include:

Supporting Data:

Area(s) of deficiency that must be addressed (Required for ratings of "1"):

Supporting Data:

Required action(s):

Domain 4: Professional Responsibilities

Evidence of professional responsibilities which positively impacts student learning and overall school climate and operation includes:

Indicators of Distinguished Performance:

Supporting Data:

Recommendations for continuous improvement include:

Supporting Data:

Areas that may negatively impact student performance include:

Supporting Data:

Area(s) of deficiency that must be addressed (Required for ratings of "1"):

Supporting Data:

Required action(s):

AMPHITHEATER TEACHER PERFORMANCE EVALUATION SYSTEM

Informal Classroom Observation Record

Teacher: _____ School: _____

Grade/Subject Observed: _____ Date of Observation: _____

Description of the observation:

Teacher behaviors that positively impacted student learning included:

-
-
-
-
-
-
-

Area(s) of focus that may further maximize student learning:

-
-
-
-

Area(s) of concern

-
-
-
-

Evaluator's Signature: _____ Date: _____

AMPHITHEATER TEACHER PERFORMANCE EVALUATION SYSTEM

Informal Classroom Observation Record

Teacher: _____ School: _____

Grade/Subject Observed: _____ Date of Observation: _____

The Framework for Teaching Evaluation Instrument: Danielson Model

Domain 1: Planning and Preparation

Domain 2: The Classroom Environment

Domain 3: Instruction

Domain 4: Professional Responsibilities

Evaluator's Signature: _____ Date: _____

AMPHITHEATER TEACHER PERFORMANCE EVALUATION SYSTEM IMPROVEMENT PLAN

Teacher: _____ School: _____

Grade/Subject: _____

SPECIFIC DOMAIN(S) and INDICATOR(S) NEEDING IMPROVEMENT:

EXPECTED OUTCOMES: (Describe the expected improvements in performance)

ADMINISTRATIVE ASSISTANCE TO BE PROVIDED:

SPECIFIC ACTIONS AND TIMELINES:

Dates of Progress Checks: (Progress to be assessed at each of these dates. Evaluator and teacher will both initial at each checkpoint) Progress Check Dates: Rating: Initials:

_____	_____	_____
_____	_____	_____
_____	_____	_____

Checkpoint ratings:

- P Performance meets the expected standard.
Plan may be terminated.
- CP Plan should be continued.
- NP Progress not made as specified in plan.

FINAL ASSESSMENT

Performance Meets Expectations

Performance Does Not Meet Expectations

Teacher's Signature: _____ Date: _____

Evaluator's Signature: _____ Date: _____

Provide copies when plan is developed. Distribute copies after timelines are completed.

Copies to: Human Resources School Employee

APPENDIX B

FORMS

PRE-OBSERVATION INFORMATION

Teacher _____ Date of Conference _____

Date and Time for Observation _____

- Prepare a lesson plan designed for a 30-60-minute lesson.
- Submit a written lesson plan to your evaluator. Use one of the lesson plan formats in the ATPES manual

Domain 1

- 1) What content will be addressed in this lesson?
- 2) What are the expected outcomes/objectives?
- 3) How does this lesson fit with previous or future lessons?
- 4) What assessments will be used?

Domain 4

- 1) How do you maintain student records/grades?
- 2) Discuss how you communicate with families?
- 3) Discuss the professional learning group/community that you are involved in this year. What is the focus of the work?
- 4) What plans do you have for professional growth this year?

PROFESSIONAL ACTIVITIES
Optional Listing of Professional Activities

Name: _____ Date: _____

I. School/District Committees (List the committees and level of responsibility held for each.)

II. Professional Development Activities/Education (List workshops, institutes, conferences, summer classes, and seminars along with dates attended. Also indicate the nature of participation such as presenter, etc.)

III. Education-Related Community Service (List educational tours, business partnerships/shadowing, or other experiences along with dates of those activities which support professional activities beyond the classroom.)

IV. Other

Copies to: Human Resources - School - Employee

AMPHITHEATER TEACHER PERFORMANCE EVALUATION SYSTEM

PROFESSIONAL GROWTH PLAN

AREA(S) TO BE ADDRESSED:

EXPECTED OUTCOMES:

SPECIFIC ACTIONS AND TIMELINES:

ADMINISTRATIVE ASSISTANCE TO BE PROVIDED:

Teacher's Signature: _____ Date: _____

Administrator's Signature: _____ Date: _____

Copies to: Human Resources – School – Employee

PROFESSIONAL GROWTH PLAN

Name: _____

School: _____

Grade Level/Subject Area: _____

Date: _____

Goal for your own professional growth:

My objectives:	My activities: (One activity per box)	Timeline for activities:	Evidence of impact on student learning:

My reflection on the effectiveness of my plan (e.g., include specific examples of application to classroom practice, "aha" moments, relationships to student achievement, connections made, future actions proposed):

APPENDIX C

SAMPLE LESSON PLAN FORMATS

5E LESSON PLANNING TEMPLATE

Grade/Course:	Topic:	Lesson # _____ in a series of _____ lessons
Brief Lesson Description:		
Standards Addressed:		
Specific Learning Outcomes/Objectives:		
Background Information		
Prior Student Knowledge:		
Disciplinary Core Ideas:	Interdisciplinary Concepts:	
Possible Preconceptions/Misconceptions:		
LESSON PLAN – 5-E Model		
ENGAGE: Opening Activity – Access Prior Learning / Stimulate Interest / Generate Questions/Make Connections to Previous Learning/Surface Misconceptions		
EXPLORE: Lesson Description – Materials Explored/ Probing or Clarifying Questions Asked/Work Collaboratively or Independently to Manipulate Materials or Concepts		
EXPLAIN: Students Verbalize Conceptual Understanding/Teachers Introduce New Vocabulary or Labels/Concepts Explained Vocabulary:		
ELABORATE: Applications and Extensions/Deeper Understanding of Concepts/Develop Skills/Possible Enrichment or Student Directed Investigation or Project		
EVALUATE: Assess Understanding/Assess Abilities/Teachers Evaluate Student Progress Toward Accomplishment of Objective or Standard(s)		
Formative Monitoring (Questioning / Discussion):		
Summative Assessment (Quiz / Project / Report):		
Student Self-Reflection:		

Lesson Plan

Teacher Name: _____ Date: _____

School: _____ Subject/Grade: _____

Academic Standards	Teaching Procedures Instructional Steps	Materials and Resources	Evidence of Learning	Differentiation

Lesson Plan

Teacher Name:

School:

Subject/Grade:

Date:

Learning Target: (What do you want students to know and be able to do? What is the intended learning?)

Arizona Academic Standards, addressed:

Time Frame: (Is the instructional time appropriate for the lesson?)

Anticipatory Set: (How will the students be "hooked" to the learning?)

Relevancy: (What is the purpose of the lesson?)

Check for Understanding: (How will you know the students are progressing through the lesson successfully?)

Assessment: (How will you know the students have gained the intended learning? What assessment tools will you use? How will students be involved in ongoing assessment?)

Learning Connections: (What student needs, interests, and prior learning will be the foundation for this lesson? What curriculum connections will be made in this lesson?)

Learning Task Description: (What teaching **methods** will be implemented? How will the learning activity be structured to encourage learner involvement?)

Modeling: (How will you show the students what you would like for them to do, know or demonstrate?)

Guided Practice: (What will students do to try out their new learning?)

Differentiation: (What accommodations will be in place for diverse learners?)

Closure: (How will the intended learning be demonstrated by the students?)

Materials and Resources:

(Based on the Essential Elements of Instruction, EEI)

Amphitheater Public Schools
Grades K - 2 ELA Framework Lesson Plan

Foundational Standards		
Whole Group Instruction Foundations (Grades K-2) 30 min		
Reading Literature (RL) or Reading Information (RI) Standards		
Whole Group Instruction Into to Reading Vocabulary and Reading Workshop Lessons Shared Reading, Science or Social Studies Content Reading (Building Knowledge, Story Structure and Language) 20-30 min		
What I Need (WIN) Time		
Targeted Instruction Reteaching, Guided Practice of Foundational, RL or RI Skills, Enrichment Instruction. Decodables or Rigby Readers 2 x 15 min	Independent and Collaborative Practice Required Waterford - K 15 min/day (75 min/week) i-Ready - 1st and 2nd 15-20 min/day (45-60 min/week)	Independent, Collaborative, and/or Choice Practice Independent and Partner Reading Decodable Text Coding/Fluency Letter and Word or Vocabulary Work Response Journal/My Book Activities Reinforcing and Enrichment Literacy Centers
Group 1		
Group 2		
Accountability, Reflection and Sharing Wrap Up 5 min		

Writing and Language Standards	
<ul style="list-style-type: none"> ● Into Reading Research, Writing or Grammar Mini lesson (direct instruction) ● Independent Writing Time/ Writing Conferences ● Students share sections or entire writing pieces based on the mini lesson. ● My Book Q and A Tasks <p style="text-align: center;">30 min</p>	

- All HMH Into Reading print materials are also available in a digital format. A blend of these formats should be used daily throughout the literacy block to best meet the needs of your students.
- During Independent and Collaborative Practice, students should complete all of the options multiple times throughout the module.

Amphitheater Public Schools
Grades 3-5 ELA Framework Lesson Plan

Reading Literature (RL) or Reading Information (RI) Standards		
Whole Group Instruction Into Reading Vocabulary and Reading Workshop Lessons <i>Includes Module Launch, Building Knowledge, and Language</i> 30-40 min		
What I Need (WIN) Time		
Targeted Instruction Reteaching, Guided Practice of Foundational, RL or RI Skills, Reinforce Reading Skills and Strategies, Scaffold and Extend, Tabletop mini lessons, or Guided Reading Instruction. 2 x 15 min	Independent and Collaborative Practice Required i-Ready 3-5 15-20 min/day (45-60 min/week)	Independent, Collaborative, and/or Choice Practice Fluency Practice, My Book Comprehension and Vocabulary Work, Independent Reading, Reader's Notebook, Inquiry and Research Project
Group 1		
Group 2		
Language Standards		
Whole Group Instruction Into Reading Foundation Skills Lessons (designated days) Phonics, Syllable Work, Vocabulary, Language, Grammar 15-30 min		
Accountability, Reflection and Sharing Wrap Up 5 min		

Writing and Language Standards	
<p>Into Reading Research, Writing or Grammar Mini lesson (explicit and direct instruction)</p> <p>Independent Writing Time/ Writing Conferences</p> <p>Students share sections or entire writing pieces based on the mini lesson</p> <p>My Book Q and A Tasks 30 min</p>	

- All HMH Into Reading print materials are also available in a digital format. A blend of these formats should be used daily throughout the literacy block to best meet the needs of your students.
- During Independent and Collaborative Practice, students should complete all of the options multiple times throughout the module.

SECONDARY SCIENCE LESSON PLAN TEMPLATE

OVERVIEW		
Lesson Title:	Unit Title:	
Lesson #:	Class Level:	Phenomenon:
Length of Lesson in # of Hours: # of Classes:	Teacher(s):	
How does this lesson connect to previous or future work as exemplified by the Standards in your scope and sequence?		
LESSON OBJECTIVES	STANDARDS	
<i>At the end of this lesson, students will be able to:</i>	<i>What Standard(s) am I targeting in this lesson?</i>	
	<i>Citation</i>	
1 -3 Science and Engineering Practices Used in This Lesson	ELEMENTS OF RIGOR	
	<i>Which aspect(s) of Rigor do the targeted Standard(s) require?</i>	
	<input type="checkbox"/> Conceptual understanding of key concepts	
ESSENTIAL QUESTION(S)	<input type="checkbox"/> Scientific Method/Engineering Design Process Skills Fluency	
	<input type="checkbox"/> Rigorous application of science or engineering in real-world contexts	
EVIDENCE OF LEARNING		
<i>Ways my students and I will know the extent to which the objectives have been met.</i>		

Personalized Learning*How will I provide opportunities for personalized learning during this lesson?***LEARNING PLAN****MATERIALS****TIME****Vocabulary****Introduction**

- How will students make connections between the content and their goals?
- How will students know the purpose for this lesson?

BODY OF THE LESSON

- What explanations, representations, and/or examples will I share/ elicit to make the concepts of this lesson clear?
- What strategies and opportunities will I use to check for understanding throughout the lesson?
- What questions will I ask to allow students to share their thinking and when will this happen in the lesson?

LEARNING PLAN, continued**MATERIALS****TIME**

- How will I bring closure and provide opportunities for reflection on and transfer of knowledge/skills?

ELA SECONDARY LESSON PLAN TEMPLATE

This template is aligned with the new Into Literature HMH materials (2021)

Standards:

Essential Question:

Academic Vocabulary:

Reading:

(Materials and resources (online or print), time allocation for reading)

Skill Building: (e.g., reading fluency, language conventions, identifying main idea, analyze structure, speaking, listening, etc.)

Instruction: (e.g., procedure, tasks, etc.)

Writing (e.g., genre, mentor text, skills taught, etc.)

Small Group Options:

Differentiation Options:

Assessment:

Kindergarten Everyday Mathematics "Regular" Lesson Walk-Through

<p>Assessment Check-in (✓ACI)</p> <p>Daily assessment opportunity, provides expectation of the portion of the standard</p> <p>Informs your instruction, fair to grade</p>	<p>GMC: (Goal for Mathematical Content):</p> <p>(SMP) (GMP): (Standards/Goals for Mathematical Practice):</p> <p>(✓ACI):</p>
--	--

Part 1: Core Instruction (20-30 minutes)

<p>New Content</p> <p>Purpose:</p> <ul style="list-style-type: none"> ◆ Introduce new concepts, skills and games 	<p>Activity:</p>
--	------------------

Summary/Closure (5 minutes)

<p>Purpose:</p> <p>Can occur to summarize the learning of the focus activity</p>	<p>Activity:</p>
--	------------------

Part 2: Core Instruction Continued (10-20 minutes)

<p>Practice</p> <p>Purpose:</p> <ul style="list-style-type: none"> ◆ Provide distributive practice by revisiting an earlier focus ◆ Essential part of core 	<p>Activity:</p>
<p>Home Link</p> <p>Purpose: involves parents in math education, follows-up to classroom activities</p>	
<p>Connections</p> <p>Purpose: suggestions for additional ways to explore content in other areas</p>	

Number of the Day

Attendance

Daily Schedule and Monthly
Calendar

Weather/Temperature

Survey

1st-2nd Grade Everyday Mathematics "Regular" Lesson Walk-Through

<p>Assessment Check-in (✓ACI)</p> <p>Daily assessment opportunity, provides expectation of the portion of the standard</p> <p>Informs your instruction, fair to grade</p>	<p>GMC: (Goal for Mathematical Content):</p> <p>(SMP) (GMP): (Standards/Goals for Mathematical Practice):</p> <p>(✓ACI):</p>
--	---

Part 1: Warm Up (5 minutes) Tasks for Lesson _____

<p>Mental Math & Fluency</p> <p>Purpose: Quick, leveled warm-ups to build fluency (can be oral, with gestures or slates)</p>	
---	--

Part 2: Core Instruction-(30-35 minutes) *differentiation options are located in the lesson opener

<p>Math Message (5 min)</p> <p>Purpose: introduction to the lesson using a problem new to students</p>	
---	--

<p>Math Message Follow-Up (10 minutes) Purpose: provides time to discuss/share strategies that connects to follow-up activities</p>	
--	--

<p>Follow-up Activities (20-30 minutes) Purpose: 2-4 instructional activities, including games, so students explore and engage in new concepts, skills, application, etc.</p>	
--	--

Summary/Closure (5 minutes)

<p>Purpose: summarizes learning of Part 2 (the focus activities)</p>	
--	--

Part 3: Practice (10-20 minutes)

<p>Practice Activities (Game or activity) Purpose: to practice previously taught skills, critical for to meet expectation on standards, usually independent/ partner</p>	
---	--

<p>Math Boxes Purpose: reviews skills and concepts students have seen to this point</p>	
--	--

<p>Home Link Purpose: provides practice and informs family about daily learning</p>	
--	--

On-Going Daily Routines (10 minutes for debriefing)

3rd-5th Grade Everyday Mathematics "Regular" Lesson Walk-Through

<p>Assessment Check-in (✓ACI)</p> <p>Daily assessment opportunity, provides expectation of the portion of the standard</p> <p>Informs your instruction, fair to grade</p>	<p>GMC: (Goal for Mathematical Content):</p> <p>(SMP) (GMP): (Standards/Goals for Mathematical Content):</p> <p>(✓ACI):</p>
--	--

Part 1: Warm Up (5 minutes)	Fill in Tasks below for lesson _____.
------------------------------------	--

<p>Mental Math & Fluency</p> <p>Purpose: quick, leveled warm-ups to build fluency (can be oral, with gestures or slates)</p>	
---	--

Part 2: Core Instruction-(30-35 minutes) *differentiation options are located in the lesson opener

<p>Math Message (5 min)</p> <p>Purpose: introduction to the lesson using a problem new to students</p>	
<p>Math Message Follow-Up (10 minutes) Purpose: provides time to discuss/share strategies that connects to follow up activities</p>	
<p>Follow-up Activities (20-30 minutes) Purpose: 2-4 instructional activities, including games, so students explore and engage in new concepts, skills, application etc.</p>	

Summary/Closure (5 minutes)

<p>Purpose: summarizes learning or Part 2 (the focus activities)</p>	
--	--

Part 3: Practice-(10-20 minutes)

<p>Practice Activities (Game or activity) Purpose: to practice previously taught skills, critical for to meet expectation on standards, usually independent/ partner</p>	
<p>Math Boxes: Purpose: reviews skills and concepts students have seen to this point</p>	
<p>Home Link: Purpose: provides practice and informs family about daily learning</p>	

ELD Targeted Instruction Lesson Plan

Teacher Name:

School:

Grade/Grade Band:

Kinder Grade 1 Grades 2-3 Grades 4-5 Grades 6-8 Grades 9-12

English Proficiency Levels:

Pre-E/Emergent Basic Intermediate Basic/Intermediate (Kinder ONLY)

Lesson Time Frame:

Arizona English Language Proficiency Standard(s):

Language Objective(s):

Arizona Academic Standard(s):

Content/Learning Objective(s):

Learning Strategies/Linguistic Supports *(What strategies are being used to support the instruction of the ELP Standard(s)? What linguistic supports are present in this lesson to help decrease the language barrier?):*

Key Vocabulary:

Materials:

Building Background *(Links to experience, links to learning, links to Integrated ELD instruction):*

Presentation *(language and content objectives, comprehensible input, strategies, links to Integrated ELD instruction, feedback):*

Practice & Application *(Meaningful activities, interaction, strategies, feedback):*

Review & Assessment *(review objectives and vocabulary, assess learning):*

Modifications & Extension:

ELD Integrated Instruction Lesson Plan

Teacher Name:

School:

Grade Level:

Number of English Learners at Each Proficiency Level:

Pre-E/Emergent _____ Basic _____ Intermediate _____

Basic/Intermediate (Kinder ONLY) _____

Lesson Time Frame:

Arizona Academic Standard(s):

Content/Learning Objective(s):

Arizona English Language Proficiency Standard(s):

Language Objective(s):

Learning Strategies/Linguistic Supports *(What strategies are being used to support the instruction of the ELP Standard(s)? What linguistic supports are present in this lesson to help decrease the language barrier?):*

Key Vocabulary:

Materials:

Building Background *(Links to experience, links to learning, links to Integrated ELD instruction):*

Presentation *(language and content objectives, comprehensible input, strategies, links to Integrated ELD instruction, feedback):*

Practice & Application *(Meaningful activities, interaction, strategies, feedback):*

Review & Assessment *(review objectives and vocabulary, assess learning):*

Modifications & Extension:

SECONDARY MATH LESSON PLAN TEMPLATE

OVERVIEW		
Lesson Title:	Unit Title:	
Lesson #:	Class Level	
Length of Lesson in # of Hours:	# of Classes:	Teacher(s):
How does this lesson connect to previous or future work as exemplified by the Standards in your Scope and Sequence?		
LESSON OBJECTIVES	STANDARDS	
<i>At the end of this lesson, students will be able to:</i>	<i>What Standard(s) am I targeting in this lesson?</i>	
	<i>Citation</i>	
1 -3 MATHEMATICAL PRACTICE(S) ADDRESSED IN THIS LESSON	ELEMENTS OF RIGOR	
	<i>Which aspect(s) of Rigor do the targeted Standard(s) require?</i>	
ESSENTIAL QUESTION(S)	<input type="checkbox"/> Conceptual understanding of key concepts	
	<input type="checkbox"/> Procedural skill and fluency	
	<input type="checkbox"/> Rigorous application of mathematics in real-world contexts	
EVIDENCE OF LEARNING		
<i>Ways my students and I will know the extent to which the objectives have been met.</i>		

Personalized Learning

How will I provide opportunities for personalized learning during this lesson?

LEARNING PLAN		MATERIALS	TIME
Vocabulary			
Introduction <ul style="list-style-type: none">▪ <i>How will students make connections between the content and their goals?</i>▪ <i>How will students know the purpose of this lesson?</i>			

Lesson Plan Template

Name:

Grade Level:

Subject:

Unit Title:

Lesson Title:

Estimated Time:

Standard/s:

Learning Goal/Target/Objective: (What should students know and be able to do as a result of this lesson?)

Essential/Guiding Question(s): (Higher-order thinking level in student-friendly language)

Content: (Outline what you are going to teach)

Key Vocabulary:

WICOR: AVID Method Strategies:

W Writing: How will students use writing as a tool of learning?

I Inquiry: What questions will I ask? How will I facilitate students asking questions?

C Collaboration: How will I facilitate student collaboration?

O Organization: How will students set goals for their learning? How will I help students manage the tasks/materials of the lesson? How will I release responsibility to students for their own learning?

R Reading: What will students read? What strategies will I use to facilitate that reading?

Procedures:

1. **Activate prior knowledge/Anticipatory Set/Hook:** What prior knowledge should students have for this lesson? How will you gain their attention?
2. **Input:** Teaching Phase: How will you present the concept or skill to your students?
 - a. Key vocabulary instruction
 - b. Teaching of the concept
3. **Modeling:** Showing, explaining, demonstrating to the students how to do something that they will then be expected to do.
4. **Check for understanding:** Whatever you do to determine students' comprehension of what has been taught thus far (Q & A, cognitive processing strategies, graphic organizers, use of scales, etc.)
5. **Guided practice:** What activities or exercises will the students complete with teacher and/or peer guidance?
6. **Independent practice:** What activities or exercises will students complete to reinforce the concepts and skills developed in the lesson?
7. **Closure:** How will you assist your students in organizing the knowledge gained in the lesson? (Q & A, exit slip, game, cognitive processing strategies, etc.)

Assessment/Evaluation: How will you assess the students' attainment of the lesson objectives? The assessment must be stated in measurable terms. (condition, performance, criteria)

- Formative Assessment and/or Summative Assessment:

Materials/Resources: All materials and equipment needed to teach this lesson.

References: Any sources (e.g., textbooks, internet sites, etc.) used in the planning of this lesson.

Accommodations: Differentiated instruction; any modifications made to the lesson to assist ESE and/or ELs in the comprehension of the lesson.

Subject/Date/Title:	
Topic:	
Overarching Essential Question for the Unit: Daily Learning Target:	
Required Materials:	
Procedure:	<ol style="list-style-type: none"> 1. 2. 3. 4. 5. <p>EXIT TICKET (Formative Assessment for the Day):</p>
Assessment:	

Elements of WICOR:

Writing

Inquiry

Organization

Collaboration

Reading



UDL Lesson Planning Guide

***BLUE** Font = Live Link

Essential Elements of Instruction Pre-Planning Thoughts

Essential Elements of Instruction Pre-Planning Thoughts	
Lesson Purpose (WHY Important to Students)	
State Standard(s) Addressed AZ State Standards Page	
Objective/Learning Goal What do you want students to walk away with? What does success look like?	
Anticipatory Set The HOOK -Get them engaged	

UDL PRINCIPLES

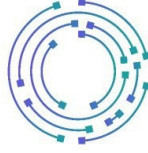
<u>REPRESENTATION</u> - Options for presenting content	<u>ENGAGEMENT</u> - Options for engaging student interest	<u>ACTION & EXPRESSION</u> - Options for students to demonstrate learning
<input type="checkbox"/> Artifacts <input type="checkbox"/> Pictures <input type="checkbox"/> Graphic organizers <input type="checkbox"/> Hands-on <input type="checkbox"/> Video clips <input type="checkbox"/> Audio recordings <input type="checkbox"/> Lab <input type="checkbox"/> Lecture <input type="checkbox"/> Other _____	<input type="checkbox"/> Cooperative work group <input type="checkbox"/> Partner work <input type="checkbox"/> Independent Work Teacher-led small group Manipulatives <input type="checkbox"/> Movement <input type="checkbox"/> Debates <input type="checkbox"/> Role plays or simulations <input type="checkbox"/> Other _____	<input type="checkbox"/> Written response <input type="checkbox"/> Illustrated response <input type="checkbox"/> Oral response <input type="checkbox"/> Text-to-Speech Presenting Storytelling Multimedia Model creation or construction <input type="checkbox"/> Other _____

AVID

WICOR UDL Examples



AVID Open Access



Digital Tools & Templates



Essential Question

What is an Essential Question?

Complexity in Thinking

Depth of Knowledge

Portrait of a Graduate UDL Strategies to Build Each Trait



- Creative Thinking
- Critical Thinking
- Communication
- Citizenship

- Collaboration
- Scholarship
- Problem Solving
- Caring

Task Analysis

**Learnings
(Information)**

**Teacher Strategies
(Examples, Materials, Modeling, etc....)**

**Student Behaviors
(Active Participation)**

Modeling How will it flow? What strategies will you use? What do you want to be sure to do well? (I do)	
Guided Practice What do you need to be sure to do well? (We do)	
Independent Practice What evidence do you have to show they understand? (You do)	
Formative Assessments Checks for Understanding planned throughout the lesson.	
Closure/Exit Ticket Individual accountability for learning...How will you use this information to measure (data collection) student progress toward your Learning Objective/goal? AVID Exit Ticket Pre-Made Templates	

Materials & Resources	
Materials	
On-line Materials	
Resources	

Additional Resource Links

[Amphi SharePoint](#)

[Amphi Curriculum Scope & Sequences](#)

[District-Wide Curriculum Resources](#)

[HMH Teaching Resources](#)

[Everyday Math Resources](#)

APPENDIX D

**AMPHITHEATER ALTERNATIVE TEACHER PERFORMANCE
EVALUATION SYSTEM**



AMPHITHEATER ALTERNATIVE TEACHER PERFORMANCE EVALUATION SYSTEM FOR CONSISTENTLY HIGHLY EFFECTIVE TEACHERS

On March 23, 2018, Governor Doug Ducey signed into law SB1255 allowing districts to design and implement an alternative evaluation system for teachers who have accomplished a Highly Effective rating on the teacher evaluation system for three consecutive years in the same school district. Amphitheater is fortunate to have a number of teachers who fit in this category. The Amphitheater Teacher Performance Evaluation Design Team recommended that the district put an alternative evaluation system in place for teachers who meet these criteria. They further recommended that the system allow for self-reflection, professional growth, and promoted mentorship of teachers early in their professional teaching career. To that end, the following evaluation process is proposed as the “Alternative Evaluation” system:

Who Qualifies for the Amphitheater Alternative Teacher Evaluation System?

Teachers who have a rating of Highly Effective in Amphitheater Public Schools for three consecutive years and who have at least five years of teaching experience recognized by our district. Participants must have no disciplinary action on file within the previous five years.

Is the Amphitheater Alternative Teacher Evaluation System required for teachers who qualify?

No

How many years can a teacher utilize the Amphitheater Alternative Teacher Evaluation System?

The qualifying teacher can opt into the Amphitheater Alternative Teacher Evaluation System for three years. After three years, they must go back to the ATPES system for at least one year and receive a Highly Effective rating in order to return to the alternative system.

AMPHITHEATER ALTERNATIVE TEACHER EVALUATION SYSTEM PROGRAM

Steps to follow:

1. Principal notifies the teacher of their qualification for the alternative evaluation system.
2. The teacher develops a professional growth plan which focuses on one of the following:
 - a. Mentoring a teacher new to the profession (within their first two years) documenting mentoring sessions at least twice per month.
 - b. Mentoring a teacher who is changing grade levels or teaching assignment (e.g., moving from first grade to fifth grade, moving from the regular classroom to special education, implementing an inclusion model, etc.) documenting mentoring sessions at least twice per month.
 - c. Learning and implementing a new instructional practice, with consent of the principal, which is in alignment with district and school goals (e.g., project-based learning, inquiry, blended learning, co-teaching, etc.) documenting training on the new instructional practice and the use of the practice in the classroom.
 - d. Working on a Master's Degree or National Board Teacher Certification (NBTC) in an area relevant to the teacher's position or in alignment with career advancement in education (e.g., reading, leadership/administration, science, mathematics, special education, gifted education, etc.) submitting proof of enrollment and completion of program coursework.
 - e. Preparing and conducting professional development for a school, or several schools, on a topic which is aligned with the district and school strategic plan. Participants must submit evidence of conducting at least two professional development sessions.
3. Principal conferences with the teacher regarding the Professional Growth Plan prior to September 15th. Consent must be obtained from the principal.
4. Principal completes an unscheduled informal evaluation utilizing the regular ATPES form, including the OWA for student progress data, prior to April 15th.
5. Teacher submits a self-reflection on their professional growth area by April 15th.
6. Principal rates the teacher's effectiveness on the Amphitheater Teacher Alternative Evaluation System and submits the signed Professional Growth Documentation and Rating Form, the ATPES form, and a log of activities related to the plan to Human Resources by April 15th.

Required Forms:

1. **Regular ATPES form with OWA scores. Professional Growth Documentation and Rating Form for the Amphitheater Alternative Teacher Evaluation System**
2. **Teacher Self Reflection Form for the Amphitheater Alternative Teacher Evaluation System**
3. **Participation Log**

PROFESSIONAL GROWTH DOCUMENTATION AND RATING FORM

Amphitheater Alternative Teacher Evaluation System

Name: _____ School: _____

Alternative Evaluation System Year: 1 2 3

Grade Level/Subject Area: _____ Date: _____

Goal for Professional Growth: (circle one) Mentoring New Instructional Practice Master's Degree NBTC Professional Developer			
Objectives:	Activity:	Timeline:	Evidence of Impact:

Teacher's Signature: _____ Date: _____
 Principal's Signature: _____ Date: _____

To be completed by the principal/evaluator by April 15th (Circle One):
 Continue on the Alternative Evaluation System: (Effective or Highly Effective Rating)
 Discontinue the Alternative Evaluation System: (Developing or Ineffective Rating)
 Administrator Comments:

Teacher Comments:

Principal Signature: _____
 Teacher Signature: _____

Teacher Alternative Evaluation System

Participation Log

Activity	Date(s)	Notes

MEMBERS ON THE ATPES COMMITTEE 2024-2025

Glenda Arffa	Assistant Principal, Amphitheater High School
Beth Brungardt	Special Education Teacher, Keeling Elementary School
Tara Bulleigh	Principal, Canyon del Oro High School
Tassi Call	Associate Superintendent for Elementary Education, (Chair 2021-present)
Katherine Engel	Teacher, Amphitheater High School
Rowdy Frederiksen	Assistant Principal, Ironwood Ridge High School
Fabienna Godlewski	Math Teacher, Canyon Del Oro High school
Margaret Hervert	Intervention Teacher, Rio Vista Elementary School
Kris Holt	School Improvement Specialist, Prince Elementary School
David Humphreys	Principal, La Cima Middle School
Elizabeth Jacome	Director of Curriculum and Assessment
Hillary Kitay	Prince Elementary School
Shannon Langley	EL District Coordinator, Language Acquisition
Matthew Munger	Associate Superintendent for Secondary Education
Chris Trimble	Principal, Wilson K-8 School
Jason Weaver	Program Evaluation Data Analyst, Wetmore



**GOVERNING BOARD AGENDA ITEM
AMPHITHEATER UNIFIED SCHOOL DISTRICT NO. 10**

DATE OF MEETING: **June 25, 2024**

TITLE: **Approval for Modifications to the ESSER III Retention Stipend for Fiscal Year 2024**

BACKGROUND:

On March 23, 2021, the Governing Board approved paying a retention stipend to employees who return to work with the District in Fiscal Year (FY) 2021-2022. The text of the motion was as follows:

Motion to Provide 21-22 Retention Stipend

The last year has called upon the resolve and courage of our employees like nothing ever has before. When the pandemic began more than a year ago, few of us could have imagined that it would have continued through all this time, nor could we have imagined all that would transpire during that time. It was a year that placed incredible pressures on both the personal and professional lives of people, with no escape from those pressures.

Over time, it took its toll, and as the Superintendent just reviewed, we lost some staff to those pressures, personal, professional or otherwise. And I do mean lost.

But so many of our staff were here, they stayed through it all, remaining on the job, sometimes picking up additional jobs and duties resulting from that loss of other staff, so that the work of our District could continue – however different it looked and felt.

More than ever before, I feel we should applaud our employees for their efforts through these resolutions, which serve to set aside a day to focus public attention on the work done day in and day out by our incredible employees. But also, again more than ever, I believe as the Superintendent suggested, that we must take action to retain the staff who have seen the job through thus far and who we need to see it through yet further. The great work of educating the young people of this community is only possible through the great people who take that work up.

Therefore, in recognition of the ongoing dedication and commitment of our employees throughout the last year of pandemic conditions and to recognize and encourage the same next fiscal year, I move the following:

1. First, to celebrate our employees and all they do, the forms of resolution presented to us by this agenda item be approved, adopted and published.

2. Second, to recognize and reward our employees who have remained on the job despite the pressures they faced, and to encourage them to continue their service in the district at this crucial time, I move that all employees of this district who continue in employment next fiscal year be rewarded with a retention stipend during the 2021-2022 fiscal year that is equivalent to 3% of their projected annual pay, to be calculated on the basis of their projected daily rate of pay multiplied by their projected number of work days for the year;

3. This Stipend shall be over and above whatever base compensation terms are developed and approved through the meet and confer process and shall be calculated after any increases resulting from that process.

4. *This Stipend shall be paid through means determined by the Superintendent as permitted through the use of COVID related funding received by the District, with any increase in state funding for next year being reserved to support annual pay increases and other expenses of the district.*

5. *I further move that, as a retention incentive, this Stipend be paid in two lump sums – half to be paid to employees in the first full week of September 2021 and the second half to be paid the first full week of January 2022.*

6. *Because it took ALL employees of this district working together to bring us this far and will continue to take ALL employees to move us forward, it is imperative that this Stipend be paid to all employees of the District, including the substitutes who have been of crucial significance. Given the nature of as needed substitute service which cannot be projected, substitute stipends shall be paid in one lump sum, calculated at the conclusion of the 21-22 school year.*

7. *Finally, given the spirit and purpose of this Stipend, I move that any persons who engage in any sick out type of activity be ineligible for the same.*

On April 13, 2021, the Governing Board approved extending the 3% retention stipend to FY 22-23 with the same conditions as FY 21-22.

On January 25, 2022, after additional ESSER budget calculations were completed, the Governing Board approved increasing the FY 22-23 retention stipend to 4% and creating a 5% stipend for FY 23-24.

On August 23, 2022, the Governing Board modified the FY 22-23 retention stipend to 4.2 percent that was paid in a single payment in September of 2022.

Then on September 12, 2023, the Governing Board modified the FY 23-24 retention stipend to 5.9%.

A recent reconciliation of the ESSER III grant was completed, we estimated that additional budget capacity is available to provide a small increase to the FY 23-24 stipend. These additional funds in the the ESSER III budget would allow an additional retention stipend of 2.3%.

RECOMMENDATION:

The Administration recommends the Governing Board approve an additional ESSER III retention in the amount of 2.3% percentage for employees who were eligible in September 2023 and have committed to return next year and/or who have not resigned or broken their contract.

INITIATED BY:

Scott Little

Scott Little
Chief Financial Officer

Date: June 19, 2024

Todd A. Jaeger

Todd A. Jaeger, J.D., Superintendent



**GOVERNING BOARD AGENDA ITEM
AMPHITHEATER UNIFIED SCHOOL DISTRICT NO. 10**

DATE OF MEETING: **June 25, 2024**

TITLE: **Approval of Intergovernmental Agreement with the Pima County Joint Technological Education District No. 11.**

BACKGROUND:

On November 7, 2006, District voters approved Proposition 400 which permitted Amphitheater’s participation in the formation of a Joint Technological Education District (“JTED”) with other local school districts, pursuant to A.R.S. §15-591, *et seq.*

On May 13, 2008, the Governing Board first approved an intergovernmental agreement (“IGA”) between the District and the JTED. The IGA coordinates and governs the joint exercise of joint and common powers between the JTED and Amphitheater. The IGA is renewed annually, and the current IGA is set to expire on June 30, 2024.

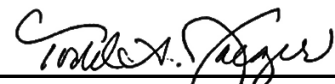
The revised 2024-2025 IGA, along with Exhibit A, which is an estimate because of the fact that funding for JTED is based on current year enrollment and funding, is presented by this item. If approved, this IGA becomes effective on July 1, 2024, and remains in effect for a period of time not to exceed one (1) year, unless terminated sooner.

RECOMMENDATION:

This item is presented for the Board’s action. The administration recommends approval of this IGA.

INITIATED BY:

Date: June 24, 2024



Todd A. Jaeger, J.D., Superintendent

INTERGOVERNMENTAL AGREEMENT
by and between
JTED
and
SATELLITE
for
Provision of Joint Technical Education Courses

This Intergovernmental Agreement ("Agreement") is entered into as of the 1st day of July, 2024, by and between the Pima County Joint Technical Education District, an Arizona joint technical educational district (hereinafter known as "JTED"), and _____ Unified School District No. _____, a political subdivision of the State of Arizona (hereinafter known as "Satellite District"), for the joint exercise of powers pursuant to A.R.S. §11-952 *et seq.*, A.R.S. §15-342 and A.R.S. §15-393;

WHEREAS, the Parties are authorized to enter into this Agreement pursuant to A.R.S. §11-952 and A.R.S. §15-342 and A.R.S. §15-393;

WHEREAS, the Parties want to provide joint technical education courses ("JTED Courses") as a part of a joint technical education district program ("JTED Program"), as those terms are defined in A.R.S. §15-391, at a satellite location ("Satellite") designated by the Satellite District, and to operate under a satellite model with the Satellite District continuing to provide the instructors and facilities for such courses;

WHEREAS, the Parties may want to provide JTED Courses and/or JTED Programs at satellite locations designated by Satellite District and to receive classes under the centralized model utilizing virtual or remote modalities to deliver classes. Satellite will continue to provide facilities and facilitators for the JTED Courses;

NOW THEREFORE, in consideration of the mutual agreements set forth, the Parties agree as follows:

1. Purpose

The purpose of this Agreement is to establish the terms and conditions under which JTED will provide JTED Courses and a JTED Program which meet the criteria provided in A.R.S. §15-391.

2. Term

This Agreement shall commence and be effective on July 1, 2024, and shall be for a period of one (1) year, with annual review and possible renewal, unless terminated by either Party as provided for in this Agreement. Payment, performance and obligations for any fiscal period are subject to the availability and appropriation of monies.

3. Termination

This Agreement may be terminated by either Party upon written notice to the other Party given no later than thirty (30) days before the end of the semester; provided, however, that termination shall not become effective until the end of the current semester in which notice is given. Unless otherwise agreed in writing by the Parties, all property purchased by a JTED, or by a Satellite with JTED funding, under this Agreement shall remain the property of the JTED and shall be returned to the JTED by the Satellite when no longer in use or upon termination, whichever is sooner. The JTED shall, using the procedures specified in the Uniform System of Financial Records for Arizona School Districts ("USFR"), maintain an inventory of all equipment which the JTED supplies to the Satellite and which is to be returned to the JTED.

4. Financial Provisions for Enhancement of Existing Programs and for New and Emerging Programs at Existing Satellite Sites and Future Satellite Sites

Each member district shall be eligible to receive a percentage of the ADM generated annually in JTED revenue (M&O) based upon aggregated ADM as provided by the Arizona Department of Education (ADE). Allocated funds will be distributed according to the terms and conditions set forth in the Satellite IGA. Allocated funds shall be budgeted on a current year funding basis as determined by ADE and shall be submitted to the JTED staff for final approval as requested by Satellite.

If available, the specific percentage allocation of funds to be distributed shall be set forth in Exhibit A attached to this Agreement. If the state budget for the fiscal year covered by this Agreement is not yet available, the fiscal year funding for the prior year shall be attached as Exhibit A-1, but this information is provided for reference only and is subject to change based on current year funding. The criteria used to determine the specific percentage of funds to be allocated to Satellite will be shared with Satellite annually, prior to or at the same time as the IGA for the following fiscal year is distributed.

5. Requirements under A.R.S. §15-393(L)

A. Financial Provisions and Format for Billing. See Exhibit A.

(1) The services provided by the Parties shall be proportionally calculated in the cost of delivering the service.

(2) Payment for services shall not exceed the cost of the services provided. Unexpended funds remaining at the school year end will be used to decrease the reimbursement allocation in the next school year unless a written plan for the accumulation of funds is requested utilizing JTED's Carryforward System and approved by the JTED Governing Board no later than October of the current year.

(3) Payment obligations of JTED under this Agreement are conditioned upon receipt of funds from the State of Arizona or from funds received from tax levies. The obligations of Satellite are conditioned upon the availability to Satellite of funds that may lawfully be used for such purpose.

B. Accountability Provisions. The Parties agree to cooperate as appropriate to ensure compliance of both Parties with required student testing schedules and procedures, reporting, data, and other requirements of applicable State and Federal law concerning accountability in educational programs. JTED may, at its expense, request an audit or accounting of expenditures by Satellite related to JTED Courses and JTED Programs.

C. Responsibilities.

(1) Responsibilities of JTED.

- a. JTED will manage the joint technical education district.
- b. JTED will be responsible for the content and quality of JTED Courses taught by the Satellite and shall maintain oversight of all JTED Satellite programs.
- c. JTED will establish the standard for the quality of the teachers who instruct JTED Courses in accordance with the requirements of the Arizona Department of Education.
- d. JTED may pay Satellite for providing facilities and instruction for JTED approved classes, or may reimburse other entities for facilities used by the Satellite in which to teach JTED Courses. JTED may distribute all or part of the funds it receives under A.R.S. §15-977 (-Classroom Site Funds) and A.R.S. §15-979 (Instructional Improvement Funds) among the member districts in proportionate shares.
- e. JTED shall provide professional development for Satellite District JTED Courses and JTED Program teachers. The nature, duration, frequency and type of professional development provided by JTED pursuant to this section shall be determined in the sole discretion of JTED, but professional development shall be scheduled in collaboration with the Satellite District.
- f. JTED will adopt rules for admission of students in JTED funded programs. JTED will not approve enrollment, nor provide funds for tuition or fees, for students enrolled in Satellite Districts to attend any career and technical education ("CTE") course at any community college if the same or substantially similar CTE course is offered by the Satellite District, has space availability for the student to take the CTE course within the Satellite District, and the Satellite District will permit the student to take the course if it is offered at a school other than the one in which the student is enrolled, unless the student is already enrolled in the Satellite course. A Satellite District will not approve a Satellite District enrolled student's enrollment in a CTE course offered by a community college under such circumstances unless the CTE Director of the Satellite District authorizes such enrollment in writing and provides such authorization to JTED.
- g. JTED shall provide ongoing evaluation and support services to Satellite District JTED Courses and JTED Programs. The nature, duration, frequency and type of evaluation and support services provided by JTED pursuant to this section shall be determined in the sole discretion of JTED, but JTED will provide advance written notice no less than ten (10)

business days before a visit to Satellite District of JTED's visits to Satellite for evaluation and support.

h. JTED will maintain an itemized listing of goods and services provided to Satellite District and which are paid for by the retention of funds generated by the enrollment of students in JTED Satellite programs, which may include the professional development services and evaluation services required under sections 4(C)(1)(e) and (g), above. JTED shall provide said itemized list to Satellite District within thirty (30) calendar days of receipt of a request for same from Satellite.

i. JTED shall submit the report required by A.R.S. §15-393.01 in the manner mandated by said statute no later than December 31st of year for which this Agreement is in effect.

j. If Satellite is operating under a traditional block schedule, JTED shall count for the purposes of ADM reporting the first fifty-five (55) minutes of the block as time spent by the student in a JTED program, and allow Satellite District to count the remainder of the block as time spent by the student in Satellite programs.

k. JTED will seek the input of a variety of stakeholders (satellite districts, post-secondary institutions, industry and community partners, parents, and students) in the development of JTED Courses and Programs. Based on the input provided by stakeholders, JTED will develop a Strategic Plan for the development of JTED Courses and Programs.

l. JTED will inform Satellite Districts of any change to member district allocations prior to JTED Governing Board consideration.

m. JTED will cooperate with and consult member districts concerning proposed changes, revisions or modifications to this Agreement and to any future agreements prior to and including proposed changes or revisions in this or future agreements. Such consultation shall include an annual meeting with members of Satellite District's administrative team (e.g. superintendent, assistant superintendent, and/or chief financial officer, as determined by Satellite District).

(2) Responsibilities of Satellite District. Failure of Satellite District to comply with any of the reporting requirements of this Paragraph (2) may result in JTED withholding funds to the Satellite District on a temporary or long-term basis.

a. Satellite District shall upload Satellite student attendance data into the ADE SAIS AzEDs system at least every twenty (20) days in order to receive funding as agreed upon in this Agreement. Satellite District will be compliant with ADE reporting standards and work with JTED to correct data errors.

b. To facilitate equitable representation of the Satellite District and engage communication among JTED and member districts, Satellite District will designate a dedicated District CTE/JTED Local Director or similar position, to serve as the primary liaison to Pima JTED and attend monthly meetings with other Directors and to lead Satellite District JTED

Satellite Program Evaluation and continuous improvement processes. Satellite District will provide the instruction in JTED Courses offered under this Agreement at Satellite through Satellite teachers who shall remain employees of Satellite District and subject to Satellite District's employment policies. However, Satellite may, to the extent permitted under A.R.S. §15-537 and the personnel policies of Satellite District, consult with and consider the input received from JTED in teacher evaluations. If concerns regarding the quality of the program are identified to Satellite District and/or school administration by either the JTED program review process or other means, the Satellite District will confer with JTED regarding recommendations for improvement of the program. If the Satellite and JTED are operating on a centralized model basis, then this provision shall not apply. At the Satellite's request, JTED may provide a teacher or instructional coach or coach a course offered by the Satellite if the Satellite has a new teacher or unfilled position.

c. Satellite District will provide course/program eligibility documents for each potential new JTED Course prior to the beginning of the school year for which the Satellite District intends to seek allocation.

d. Satellite District shall provide a fund balance report for Fund 596 prior to August 15th of each fiscal year showing the current cash balance. If Satellite District cannot meet this deadline, prior notification shall be sent to Pima JTED by August 10th, at which time Pima JTED will establish an extended deadline for submission. Satellite District shall not hold a positive cash balance of more than 5% of the Satellite District's current year allocation, except that the allocation for the Satellite program shall not exceed the cost of the program under A.R.S. §15-393(L)(9).

e. Satellite District will provide necessary facilities, equipment, supplies, maintenance, property and liability insurance, and instructional staff to conduct the JTED Courses and ensure the Satellite instructional staff, to the best of Satellite District's ability, are given the opportunity to attend the tuition-free professional development and CTE teacher certification courses offered by Pima JTED. If the Satellite District uses JTED funds to construct or renovate a facility located on the Satellite District campus or on property owned by the Satellite District, the facility shall, except for occasional other uses mutually agreed upon between the Parties, be used only for career and technical education programs offered by the JTED and must be made available to all qualified students who live within the JTED. In the event the facility is no longer used only for career and technical education programs offered by the JTED, the Satellite District shall, unless the Parties otherwise agree, reimburse the JTED for the depreciated cost of the construction and/or renovation as determined by generally accepted accounting principles.

f. Satellite and Satellite District will be responsible for student discipline in JTED Courses or Programs taught by Satellite District. However, Satellite may, to the extent permitted by A.R.S. §15-841 and the student discipline policies of the Satellite District, consult with and consider the concerns of JTED with respect to this issue.

g. Satellite District will insure, repair and maintain all property and equipment purchased by JTED for use in JTED Courses taught by Satellite while in the possession of Satellite. Any equipment purchased by the JTED or with funds provided by the JTED must be ordered, installed or available for use by students no later than two months after

the equipment has been purchased. All equipment purchased with JTED funds, without regard to price, shall be tagged and accounted for by the Satellite District. Equipment shall be defined as an article of nonexpendable personal property with a purchase price of \$200 or greater and a life expectancy of greater than one (1) year. The Satellite District shall make available for audit purposes a complete list of JTED-funded items. The Satellite District will return, or dispose of when mutually agreed upon beforehand, the property and equipment owned by JTED when the property and equipment is no longer used by Satellite for JTED Courses. Disposal of equipment must comply with State regulations, with the equipment first being offered for return to the JTED. The Satellite District will follow State disposal guidelines if the JTED chooses not to receive the equipment back from the Satellite District. In the event Satellite has installed computer software in JTED-owned computers, Satellite may remove such software from the JTED-owned computer prior to removing the computer from the Satellite site.

h. Satellite District holds responsibility for submitting reimbursement requests for Satellite Course and Satellite Program expenses and shall use any monies received pursuant to this Agreement to supplement and not supplant base year career and technical education and JTED Courses and amounts for directly related equipment and facilities. Satellite District agrees that in order to enhance and not supplant career and technical education as required by A.R.S. §15-393(D)(7) and (8), Satellite District will continue to allocate monies at a level equal to what was spent on career and technical educational and vocational programs in the base year to such programs or directly related equipment or facilities during the term of this Agreement. For purposes of this section, the amount spent in the base year shall be determined and adjusted as appropriate based on the definition and discussion in Memo 219 of the State Auditor General.

i. Except the first year a Satellite has joined a JTED, by October 15th of each year, Satellite shall complete and submit to JTED all of the following for the previous fiscal year:

(i) The State Auditor General's Memo 219 worksheet; and

(ii) All supporting documentation used to substantiate the figures reported on the State Auditor General's Memo 219 worksheet.

j. Satellite District will provide a final expense report to Pima JTED for Fund 596 by August 15th of each year to be funded with prior year allocation monies. If Satellite District cannot meet this deadline, prior notification must be sent to Pima JTED by August 10th, at which time Pima JTED will establish an extended deadline for submission. Satellite District must provide Pima JTED with a plan to spend any monies held in Fund 596 that exceed 5% of the Satellite District's prior year allocation before seeking additional reimbursement from the current year allocation.

k. Satellite District will comply with all applicable state, federal and JTED safety procedures and regulations.

l. Satellite District will cooperate with JTED to provide JTED with timely information for purposes of generating the Itemized list required in Section 4(C)(2)(i) above and any reports required by A.R.S. §15-393.

m. Satellite District shall provide JTED with any and all documentation requested by JTED for the purposes of generating the report required by A.R.S. §15-393.01 by no later than November 30th of the then current JTED fiscal year. Satellite District shall provide any documentation requested by JTED after November 30th of the then current JTED fiscal year for the purposes of complying with A.R.S. §15-393.01 in a timely manner.

n. Satellite District will receive and utilize as it deems appropriate its proportionate share of all funds, if any, generated from the JTED enrollment under A.R.S. §15-977 (Classroom Site Funds) and A.R.S. §15-979 (Instructional Improvement Fund), except that all funds received by Satellite District under this paragraph must be used on approved JTED Courses or Programs.

o. Satellite District will submit to JTED biannual attestations by all Supervisors who supervise Employees funded entirely or in part by JTED stating that said Employees perform only those duties that benefit JTED Courses, JTED Programs, and/or JTED students for the period of time (all or in part) that the Employee is funded by JTED.

p. Satellite District will maintain all birth certificates, proof of residency, attendance records, IEP/504 information, Free and Reduced Lunch status, demographic data, discipline records, shot records and other student data that can improve student learning experiences for JTED Central Campus students who are also enrolled in the Satellite District. Satellite District will provide JTED access to copies of said records upon request as necessary to carry out the terms of this Agreement and JTED will limit access to such records to employees who have a legitimate interest and a need to know the substance of the particular record.

q. Satellite District will prominently display the JTED logo and/or the statement "Enhanced by JTED" or "Powered by JTED" on every press release, social media post or public promotional material either in print or in electronic form that mentions and/or highlights any JTED satellite program. JTED will prominently display the Satellite District logo on every press release, social media post or public promotional material either in print or in electronic form that mentions and/or highlights any Satellite District program.

r. Satellite District will permit JTED personnel, through a mutually agreed-upon plan between Satellite District and JTED staff, to promote JTED courses and programs (including Project Search Programs) that are held at JTED's central campuses to Satellite District students through in-person and electronic outreach activities at Satellite District. Any such outreach shall be scheduled and coordinated in collaboration with the Satellite District.

s. Satellite District will seek the input of a variety of stakeholders (Pima JTED, other Satellite Districts, post-secondary institution, industry and community partners, parents, and students) in the development of JTED courses and Programs.

t. To the extent required by law, Satellite District will provide special education services to its own exceptional education students for both Satellite and central JTED students as required by A.R.S. § 15-764 as JTED is not subject to A.R.S. §15-764 and as such, does not receive any funding to support those services. Students are considered Satellite District's "own exceptional education students" when Satellite District receives funding for them from the state through Group B weights. JTED will implement accommodations under 504/IDEA as appropriate. A separate IGA between Satellite District and Pima JTED for Satellite District students enrolled in Pima JTED Project Search will detail service and financial arrangements.

D. **Type of Instruction.** All new proposed Satellite courses must be submitted to and approved by the JTED Governing Board by the first day of instruction. All classes that may generate funding must meet the criteria for programs as required by law. All Satellite District teachers are required to follow these criteria. Satellite District shall submit all requests for approval or addition of Satellite District JTED Courses or JTED Programs directly to JTED.

JTED will consult with member districts regarding any possible duplication of courses provided by JTED and the member districts.

E. **Quality of Instruction.** JTED Course shall mean a course which is part of a sequence of courses taught as a JTED Program and which meets the criteria identified in A.R.S. §§15-391(3) and (5).

F. **Enrollment.**

(1) JTED will coordinate enrollment and registration with the staff of each Satellite.

(2) Satellite District and JTED must verify student eligibility in classes approved by the JTED Governing Board.

(3) Satellite District will provide registration and attendance information for JTED students in approved courses consistent with State guidelines and subject to the requirements of the Family Educational Rights and Privacy Act ("FERPA"), 20 U.S.C. §1232g, *et seq.*

(4) JTED may collect tuition for adult students, students who have a high school degree or GED, students participating in the Arizona Department of Education Empowerment Scholarship Account Program, and pupils who are residents of school districts that are not participating in the joint district, pursuant to A.R.S. §15-393(H). The JTED Governing Board will set the tuition rate.

(5) For purposes of this Agreement, a "student" is as defined in A.R.S. §15-393(D)(4). Adults and post-secondary students may enroll in JTED Courses only upon mutual agreement of the Superintendents of both the Satellite District and JTED or their authorized designee. Satellite District shall be responsible to acquire documentation pursuant to A.R.S. §15-828(A).

G. **Transportation Services.** Pima JTED will have no responsibility to provide transportation to Satellite District students. Satellite District will have no responsibility to provide transportation to Satellite District students unless it is required to do so by law. If the law requires that a Satellite District student be provided transportation, doing so will be the sole responsibility of Satellite District.

5. Cancellation for Conflict of Interest

Pursuant to A.R.S. §38-511, either Party may, within three (3) years after the execution of this Agreement, cancel it without further penalty or obligation if any person significantly involved in initiating, negotiating, securing, drafting or creating this Agreement is at any time while the Agreement is in effect an employee or agent of any other Party to the Agreement in any capacity or a consultant to any other Party to the Agreement with respect to the subject matter of the Agreement. A cancellation made pursuant to this provision shall be effective when either Party receives written notice of the cancellation unless the notice specifies a later time.

6. Non-discrimination

The Parties shall comply with Executive Order 2009-09 and all other applicable State and Federal employment laws, rules and regulations, mandating that all persons shall have equal access to employment opportunities, and that no person shall be discriminated against due to race, creed, color, religion, sex, national origin or disability.

7. Insurance

Satellite District and JTED each represent and warrant to the other that it shall at all times retain insurance coverage in compliance with State laws and shall name the other Party as an additional insured.

8. Employees

An employee of any Party to this Agreement who works under the jurisdiction or control of or within the jurisdictional boundaries of another Party to this Agreement pursuant to this Agreement is deemed to be an employee of both public agencies for the purposes of Arizona workers' compensation law and A.R.S. §23-1022. The primary employer shall be solely liable for the payment of workers' compensation benefits.

9. Mutual Indemnification

Each Party (as "Indemnitor") agrees to indemnify, defend and hold harmless the other Parties (as "Indemnitees") from and against any and all claims, losses, liability, costs or expenses (including reasonable attorney fees), hereinafter collectively referred to as "claims," arising out of bodily injury of any person (including death) or property damage, but only to the extent that such claims which result in vicarious/derivative liability to the Indemnitees, are caused by the act,

omission, negligence, misconduct, or other fault of the Indemnitor, its officers, officials, agents, employees or volunteers.

10. Applicable Law

This Agreement shall be governed and interpreted by the laws of the State of Arizona. JTED shall operate under the provisions of A.R.S. Title 15, Ch. 3, Art. 6 (§§15- 391 through 15-396), as amended, and in the event a conflict exists between this Agreement and the laws of the State of Arizona, the laws of the State of Arizona shall control.

11. Record Retention and Inspection

The parties shall retain, and shall contractually require each subcontractor to retain, all books, accounts, reports, files and other records relating to the performance of the IGA for a period of five (5) years after the completion of the IGA and to make such documents open to inspection and audit at reasonable times.

12. Fingerprint Clearance

Each party warrants and agrees that its employees, contractors and subcontractors who may have unsupervised contact with students shall comply with the fingerprinting requirements of A.R.S. §15-512 and that such fingerprint clearance will remain in effect throughout the term of this IGA.

13. Employee Worker Eligibility

By entering into the contract, the parties warrant compliance with A.R.S. § 41-4401, A.R.S § 23-214(A), the Federal Immigration and Nationality Act (FINA), and all other Federal Immigration laws and regulations at all times when operating in the State of Arizona. The Satellite District may request verification of compliance from any contractor or subcontractor performing work under this Agreement.

14. Mediation

Neither Party may file a claim against the other without first participating in good faith in mediation with a trained and impartial mediator. The Parties shall equally share the expenses of the mediator; however, each Party shall bear its own cost for presentation before the mediator, including the cost incurred by the Party for representation by an attorney at the mediation, if such representation is desired.

15. Notice

Any notice required or permitted under the terms of this Agreement shall be deemed given or served if sent by certified mail, return receipt requested, postage prepaid, to:

JTED Address:	SATELLITE DISTRICT Address:
2855 W. Master Pieces Drive Tucson, AZ 85741	701 W. Wetmore Road Tucson, AZ 85705
Fax: (520) 352-5842	Fax: (520) 696-5015

16. Counterparts

This Intergovernmental Agreement may be executed in several counterparts, each of which shall be an original, but all of which together shall constitute one and the same Agreement. This Intergovernmental Agreement is effective as of the date first written above.

IN WITNESS HEREOF, the parties sign this Agreement:

Dated this ____ day of June, 2024, upon resolution of the JTED Governing Board approving this Agreement and authorizing its Superintendent to sign below:

Pima County Joint Technical Education District No. 11

By: _____

Kathy Prather

Title: Superintendent

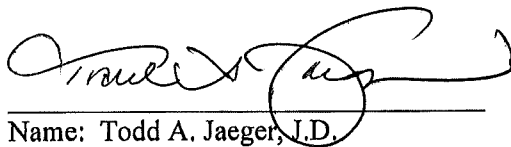
Attorney Approval:

This Agreement has been reviewed pursuant to A.R.S. §11-952 by the undersigned attorney, who has determined that it is in proper form and is within the powers and authority granted under the laws of the State of Arizona to the JTED Governing Board.

By: _____
Name: Lisa Anne Smith
Title: Legal Counsel for JTED

Dated this _____ day of _____, 2024, upon resolution of the District Governing Board of Amphi Unified School District No. 10 approving this Agreement and authorizing its Superintendent to sign below:

AMPHITHEATER UNIFIED SCHOOL DISTRICT NO. 10

By: 
Name: Todd A. Jaeger, J.D.
Title: Superintendent

This Agreement has been reviewed pursuant to A.R.S. §11-952 by the undersigned attorney, who has determined that it is in proper form and is within the powers and authority granted under the laws of the State of Arizona to the Amphi Unified School District Governing Board.

By: *Renee Osipov*
Name: Renee Osipov, Udall Shumway
Title: Legal Counsel for Satellite

Exhibit A

Payment obligations are subject to availability of funding for any fiscal period as determined by the Pima JTED Governing Board.

Base Support Level (BSL) x Average Daily Membership (ADM) x CTED Weight x 66%

Or

BSL x ADM x 1.339 x 66%

Funding

Itemize the services to be provided and the amounts to be allocated for funding of that service, indicating the amount the JTED will contribute to the course and the amount of support required by the Satellite. Itemized services and expenses may include but are not limited to teacher salaries, curriculum, facility usage, utilities, custodial care, and course supplies and equipment.



**GOVERNING BOARD AGENDA ITEM
AMPHITHEATER UNIFIED SCHOOL DISTRICT NO. 10**

DATE OF MEETING: June 25, 2024

TITLE: Approval of Proposition 301 Teacher Performance Pay Awards and Administrative Performance Pay Awards for 2023-2024 Fiscal Year

BACKGROUND:

Forty percent of the revenue which the District receives from Proposition 301 derived from sales tax revenue provides funding for a performance-based incentive pay program. This program is conducted pursuant to a written plan previously approved by the Governing Board.

From year to year, we see variances in sales tax revenues and a difference in the number of participants, therefore, the annual payout amounts vary for each plan participant. For the fiscal year 2023-2024 the total amount for distribution is \$3,455,721.

The State of Arizona no longer requires that 33% of the total payout of 301 dollars be based on the teacher performance label, but our committee selected to continue this practice. There are four performance level labels for teachers required by the State of Arizona: Highly Effective, Effective, Developing, and Ineffective. Teachers with a Highly Effective label will receive 100% of the pay for this variable; teachers with the Effective label will receive 95% of the payout for this variable; teachers with the Developing label will receive 85% of the payout for this variable; and teachers who are labeled as Ineffective will not receive any of this portion of the award. The full award for a Highly Effective label for 2023-2024 is \$1,607.15, the award for the Effective label is \$1,526.79, the award for the Developing label is \$1,366.08, and there is no award for the Ineffective label.

The largest portion of the performance pay (67%) is an annual award given to eligible employees assigned to a school which reaches its student engagement goal and a site selected achievement goal (Goal IA, IB and Goal II). This year the full pay out amounts per participant for each goal are:

Goal IA: \$978.90
Goal IB: \$978.90
Goal II: \$1,305.20

This item will authorize payment of the performance pay awards to eligible staff for the 2023-2024 fiscal year. The attached information provides details by school and individual on the level of accomplishment of the goals, the award based on the teacher classification label, and the total dollar amount earned per person at that site. The total award is adjusted based on the individual's FTE. The maximum pay out for full accomplishment of both goals, and the highest teacher classification label, for 2023-2024 eligible certified staff is \$4,870.16 for 2023-2024. This amount is up \$1,112.57 from the 2022-2023 payout.

The Meet and Confer agreement approved by the Governing Board on August 1, 2007, allowed for a performance pay plan for Principals and Assistant Principals. The plan allowed for a potential of up to \$1000 per participant mirroring the 301 plans at the school sites. This year, the total award possible will be \$600. The administrator plan is similar to the 301 Plan for teachers. Principals and Assistant Principals and Instructional Support Assistants will receive up to \$600 for accomplishment of the goals.

The attached spreadsheets list payout totals by school and individual calculations for eligible certified teaching staff and administrators based upon the accomplishment of engagement goals, achievement goals, and the teacher label. Participants will receive the payout the last week of June.

RECOMMENDATION:

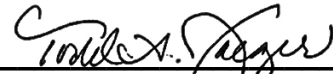
The Administration recommends that the Governing Board approve the attached list of Proposition 301 Performance Pay Plan Awards and Administrative Performance Pay for Goals I and II for the 2023-2024 Fiscal Year.

INITIATED BY:



Tassi Call, Associate Superintendent for Elementary Education K-5

Date: June 20, 2024



Todd A. Jaeger, J.D., Superintendent

Prop 301 Administrators Payout FY24				
Name	FTE	Description	DAC	Total
Cliff, Mary Anna	0.5	Instructional Support Assistant	Amphi Academy Online - 285	\$300.00
Szczepaniak, Andrew F	0.5	Principal - Amphi Academy Online K-12	Amphi Academy Online - 285	\$300.00
Arffa, Glenda S	1	Assistant Principal	Amphitheater High - 281	\$600.00
Cephers, Tyrone A	1	Assistant Principal	Amphitheater High - 281	\$600.00
Guymon, Kate Peters	0.5	Curriculum Instruction & Interv Support Spec	Amphitheater High - 281	\$300.00
MALIS, ALBERT J	1	Principal	Amphitheater High - 281	\$600.00
Reynolds, Leighann Marie	1	Assistant Principal	Amphitheater High - 281	\$600.00
Avila, Paul C	1	Instructional Support Assistant	Amphitheater Middle - 166	\$600.00
Borden, Kylie Karen-Sue	1	School Improvement Specialist	Amphitheater Middle - 166	\$600.00
Frantziskonis, Karyn Vick	0.5	Curriculum Instruction & Interv Support Spec	Amphitheater Middle - 166	\$300.00
Sheffield, Katherine Lee	1	Assistant Principal	Amphitheater Middle - 166	\$600.00
Wichers, Angela Marie	1	Principal	Amphitheater Middle - 166	\$600.00
Bomke Keating, Amy Patrice	1	IB World School Coordinator	Canyon del Oro High - 282	\$600.00
Bulleigh, Tara L	1	Principal	Canyon del Oro High - 282	\$600.00
Dominguez, Marco A	1	Assistant Principal	Canyon del Oro High - 282	\$600.00
Enright, Donald J	1	Assistant Principal	Canyon del Oro High - 282	\$600.00
Magelli, Amanda M	1	Assistant Principal	Canyon del Oro High - 282	\$600.00
Spencer, Brent Ty	1	Assistant Principal	Canyon del Oro High - 282	\$600.00
Hillig, Stephanie Jo	1	Principal	Copper Creek Elementary - 118	\$600.00
Talley, Chelsie Marie	0.5	Curriculum Instruction & Interv Support Spec	Copper Creek Elementary - 118	\$300.00
Daigle, Joyce Lee	0.5	Curriculum Instruction & Interv Support Spec	Coronado K-8 - 115	\$300.00
Fyock, Andrea Danielle	1	Assistant Principal	Coronado K-8 - 115	\$600.00
Letts, Jennifer Jeanette	1	Principal	Coronado K-8 - 115	\$600.00
Ramsey, Julie Marie	1	Assistant Principal	Coronado K-8 - 115	\$600.00
Boknevit, Christopher Daniel	1	Assistant Principal	Cross Middle - 167	\$600.00
Gutierrez, Christopher Michael	1	Principal	Cross Middle - 167	\$600.00
Wirth, Valerie Joy	0.5	Curriculum Instruction & Interv Support Spec	Cross Middle - 167	\$300.00
Cliff, Mary Anna	0.5	Instructional Support Assistant	Donaldson Elementary - 106	\$300.00
Humphreys, Anita Shay	0.5	Curriculum Instruction & Interv Support Spec	Donaldson Elementary - 106	\$300.00
Szczepaniak, Andrew F	0.5	Principal	Donaldson Elementary - 106	\$300.00
Emans, Deborah S	0.5	Curriculum Instruction & Interv Support Spec	Harelson Elementary - 107	\$300.00
Hayes, Stephanie Dean	1	Principal	Harelson Elementary - 107	\$600.00
Tapling, Colby Lawrence	0.5	Curriculum Instruction & Interv Support Spec	Holaway Elementary - 108	\$300.00
Valentin, Trechel Elizabeth Gindt	1	Principal	Holaway Elementary - 108	\$600.00
Mcconnell, Michael P	1	Principal	Innovation Academy - 119	\$600.00
Mullon, Amanda Bea	0.5	Curriculum Instruction & Interv Support Spec	Innovation Academy - 119	\$300.00
Frederiksen, Rowdy Joseph	1	Assistant Principal	Ironwood Ridge High - 280	\$600.00
Harris, Patricia S	1	Assistant Principal	Ironwood Ridge High - 280	\$600.00
Jenkins, Orante O	1	Principal	Ironwood Ridge High - 280	\$600.00
Rios, Emily Constance	1	Assistant Principal	Ironwood Ridge High - 280	\$600.00

Prop 301 Administrators Payout FY24				
Name	FTE	Description	DAC	Total
Steen, Susan Elaine	0.5	Curriculum Instruction & Interv Support Spec	Ironwood Ridge High - 280	\$300.00
Arthurs, Robbin Gale	0.5	Curriculum Instruction & Interv Support Spec	Keeling Elementary - 109	\$300.00
Mcdole, Kimberly Lynn	1	School Improvement Specialist	Keeling Elementary - 109	\$600.00
Orelup, Anette	1	Principal	Keeling Elementary - 109	\$600.00
Berry-Kelley, Monique Gertrude	1	Assistant Principal	La Cima Middle - 165	\$600.00
Humphreys, David Arnold	1	Principal	La Cima Middle - 165	\$600.00
Sadowl, Cyra Mechelle	0.5	Curriculum Instruction & Interv Support Spec	La Cima Middle - 165	\$300.00
Inglett, Lindsay Leigh	0.5	Curriculum Instruction & Interv Support Spec	Mesa Verde Elementary - 116	\$300.00
Ripp, Timothy J	1	Principal	Mesa Verde Elementary - 116	\$600.00
Alvarez, Kristen Loving	0.5	School Improvement Specialist	Nash Elementary - 110	\$300.00
Alvarez, Kristen Loving	0.5	School Improvement Specialist	Nash Elementary - 110	\$300.00
Callies, Heather Margaret	0.5	Curriculum Instruction & Interv Support Spec	Nash Elementary - 110	\$300.00
Jarrett, Jessica Michelle	1	Principal	Nash Elementary - 110	\$600.00
Oliver, Heather	0.5	Curriculum Instruction & Interv Support Spec	Painted Sky Elementary - 114	\$300.00
Papajohn, Bethany Carol	1	Principal	Painted Sky Elementary - 114	\$600.00
Campbell, Jennifer Lee	0.5	Curriculum Instruction & Interv Support Spec	Prince Elementary - 111	\$300.00
Doyle, Samantha Lynn	1	Assistant Principal	Prince Elementary - 111	\$600.00
Holt, Kris Anne	1	School Improvement Specialist	Prince Elementary - 111	\$600.00
Sheber, Laurie Irene	1	Principal	Prince Elementary - 111	\$600.00
Spillane, Mamie Frances	1	Principal	Rio Vista Elementary - 117	\$600.00
Wray, Kathleen Jane	0.5	Curriculum Instruction & Interv Support Spec	Rio Vista Elementary - 117	\$300.00
Lopez, Stephanie Marie	1	Instructional Coach	Walker Elementary - 112	\$600.00
Sullivan, Kayla Marie	0.5	Curriculum Instruction & Interv Support Spec	Walker Elementary - 112	\$300.00
Trimble, Christopher R	1	Principal	Walker Elementary - 112	\$600.00
Carlson, Joanne	0.5	Curriculum Instruction & Interv Support Spec	Wilson K-8 - 168	\$300.00
Mapes, Darin Matthew	1	Assistant Principal	Wilson K-8 - 168	\$600.00
Shoopman, Susan Camille	1	Assistant Principal	Wilson K-8 - 168	\$600.00
Sullivan, Christine Renee	1	Principal	Wilson K-8 - 168	\$600.00
Frick, Sumaya	1	Career Education & Internship Coordinator	WT - Assoc. Super. - 6-12 - 515	\$600.00
Gotlieb, Hayley Katerina	0.9	Curriculum & Instruction Program Specialist	WT - Assoc. Super. - 6-12 - 515	\$540.00
Gotlieb, Hayley Katerina	0.1	Curriculum & Instruction Program Specialist	WT - Fed/State - Lang Aq Grants - 509	\$60.00
Adams, Elizabeth Gabrielle	0.8	Curriculum & Instruction Program Specialist	WT - School Operations - 510	\$480.00
Edmondson, Heidi	1	Curriculum & Instruction Program Specialist - Sped	WT - Student Services - 540	\$600.00

Prop 301 Certified Payout FY24				
301 FY24 Payout of FY23 (Teachers)				
Name	Participating Site	FTE	301 Total Amount	
Bratthauer-Heaps, Dawn Marie	Amphi Academy Online - 285	1	\$	4,602.59
Di Vetta, Trista Marie	Amphi Academy Online - 285	1	\$	4,602.59
Maxwell, Annie Marie	Amphi Academy Online - 285	1	\$	4,602.59
Acevedo, Stephanie Ann	Amphitheater High - 281	1	\$	4,723.32
Aranda, Donald George	Amphitheater High - 281	1	\$	4,723.32
Baier, Tracy	Amphitheater High - 281	1	\$	4,723.32
Becker-Rohrer, Judith M	Amphitheater High - 281	1	\$	4,723.32
Berrigan, Morgan Leslie	Amphitheater High - 281	0.4	\$	1,889.33
Berrigan, Morgan Leslie	Amphitheater High - 281	0.6	\$	2,833.99
Beuthin, Kevin William	Amphitheater High - 281	1	\$	4,723.32
Bradbury, Nicole Denise	Amphitheater High - 281	1	\$	4,723.32
Brady, Lawrence Albert	Amphitheater High - 281	1	\$	4,723.32
Bultman, Benjamin N	Amphitheater High - 281	0.2	\$	944.66
Bultman, Benjamin N	Amphitheater High - 281	0.8	\$	3,778.66
Burlison, Taryn Joy	Amphitheater High - 281	1	\$	4,723.32
Caldwell, Theresa L	Amphitheater High - 281	1	\$	4,723.32
Claus, Katherine Corinne	Amphitheater High - 281	1	\$	4,723.32
Crist, Gary Lee	Amphitheater High - 281	0.8	\$	3,778.66
Crist, Gary Lee	Amphitheater High - 281	0.2	\$	944.66
Desai, Anmol Priya	Amphitheater High - 281	1	\$	4,642.97
Diaz, Richard Frank	Amphitheater High - 281	0.6	\$	2,833.99
Diaz, Richard Frank	Amphitheater High - 281	0.4	\$	1,889.33
Dickinson, Kimberly Eve	Amphitheater High - 281	0.2	\$	944.66
Dickinson, Kimberly Eve	Amphitheater High - 281	0.8	\$	3,778.66
Dotts, John Philip	Amphitheater High - 281	1	\$	4,723.32
Duran-Keppler, Monica Catherine	Amphitheater High - 281	1	\$	4,642.97
Engel, Katherine	Amphitheater High - 281	1	\$	4,723.32
Evans, Bethany Anne	Amphitheater High - 281	1	\$	4,723.32
Faulkner, Violet A	Amphitheater High - 281	1	\$	4,723.32
Figueroa, Andrea Cruz	Amphitheater High - 281	1	\$	4,642.97
Gadarian, Kristen Elaine	Amphitheater High - 281	1	\$	4,723.32
Garcia Salcido, Jose Francisco	Amphitheater High - 281	1	\$	4,723.32
Garcia, Carla Duran	Amphitheater High - 281	1	\$	4,723.32
Griffith, Heather L	Amphitheater High - 281	0.2	\$	944.66
Griffith, Heather L	Amphitheater High - 281	0.8	\$	3,778.66
Guymon, Kate Peters	Amphitheater High - 281	0.5	\$	2,361.66
Harding, Kevin Daniel	Amphitheater High - 281	1	\$	4,723.32
Harper, Ellis Mckinley	Amphitheater High - 281	1	\$	3,116.17
Haverty, Matthew Patrick	Amphitheater High - 281	0.8	\$	3,778.66
Haverty, Matthew Patrick	Amphitheater High - 281	0.2	\$	944.66
Heagle, Denise A	Amphitheater High - 281	0.2	\$	944.66
Heagle, Denise A	Amphitheater High - 281	0.8	\$	3,778.66
Horetski, Christine Marie	Amphitheater High - 281	1	\$	4,723.32
Hurley, Benjamin W	Amphitheater High - 281	1	\$	4,723.32

Prop 301 Certified Payout FY24				
301 FY24 Payout of FY23 (Teachers)				
Name	Participating Site	FTE	301 Total Amount	
Impelluso, Sonya	Amphitheater High - 281	0.8	\$	3,778.66
Impelluso, Sonya	Amphitheater High - 281	0.2	\$	944.66
Johnson, Marian Christine	Amphitheater High - 281	1	\$	4,723.32
Kipley, Kayla Jordan	Amphitheater High - 281	1	\$	4,723.32
Kuhn, Brandon Edward	Amphitheater High - 281	1	\$	4,723.32
Landrith, David Edwin	Amphitheater High - 281	1	\$	4,723.32
Lise, Ronald G Jr	Amphitheater High - 281	1	\$	4,723.32
McQuade, Lavinia Lynn	Amphitheater High - 281	1	\$	4,723.32
Mendivil, Jorge E	Amphitheater High - 281	0.8	\$	3,778.66
Mendivil, Jorge E	Amphitheater High - 281	0.2	\$	944.66
Murrell, Marley Angelita	Amphitheater High - 281	0.4	\$	1,889.33
Murrell, Marley Angelita	Amphitheater High - 281	0.6	\$	2,833.99
Ousley, Wendi L	Amphitheater High - 281	0.2	\$	944.66
Ousley, Wendi L	Amphitheater High - 281	0.8	\$	3,778.66
Padilla, Lisa Rae	Amphitheater High - 281	1	\$	4,723.32
Parham, John Thomas	Amphitheater High - 281	1	\$	4,723.32
Randall, Lesa Beth	Amphitheater High - 281	0.2	\$	944.66
Randall, Lesa Beth	Amphitheater High - 281	0.8	\$	3,778.66
Rodgers, H Morgan	Amphitheater High - 281	1	\$	4,723.32
Rose, Stileda Patrice	Amphitheater High - 281	0.5	\$	2,361.66
Rose, Stileda Patrice	Amphitheater High - 281	0.5	\$	2,361.66
Rosson, Karen Chiles	Amphitheater High - 281	1	\$	4,723.32
Sandoval, Gary G	Amphitheater High - 281	0.8	\$	3,778.66
Scheel, Christopher N	Amphitheater High - 281	1	\$	4,723.32
Schwingbeck, Michael J	Amphitheater High - 281	1	\$	4,723.32
Scrivner, Matthew Allen	Amphitheater High - 281	1	\$	4,723.32
Smith, Lucas Frederick-Walter	Amphitheater High - 281	0.2	\$	944.66
Smith, Lucas Frederick-Walter	Amphitheater High - 281	0.2	\$	944.66
Smith, Lucas Frederick-Walter	Amphitheater High - 281	0.6	\$	2,833.99
Smith, Shawn M	Amphitheater High - 281	0.4	\$	1,889.33
Smith, Shawn M	Amphitheater High - 281	0.6	\$	2,833.99
Steiniger, Andreli	Amphitheater High - 281	1	\$	4,723.32
Stoxen, Amanda Leann	Amphitheater High - 281	1	\$	4,723.32
Stuetze, Christen Erik	Amphitheater High - 281	0.4	\$	1,857.19
Stuetze, Christen Erik	Amphitheater High - 281	0.6	\$	2,785.78
Summons, Sjana Lee	Amphitheater High - 281	1	\$	4,723.32
Taouil, Sarah Giovanna	Amphitheater High - 281	1	\$	4,723.32
Theisz, Michele J	Amphitheater High - 281	1	\$	4,723.32
Thornburg, Ryan E	Amphitheater High - 281	1	\$	4,723.32
Van Wert, Ryan Anthony	Amphitheater High - 281	1	\$	4,642.97
Velasquez, Jeanne Kay	Amphitheater High - 281	1	\$	4,723.32
Vo, Michael M	Amphitheater High - 281	1	\$	4,723.32
Watson, David J	Amphitheater High - 281	1	\$	4,723.32
Wickens, Simon Guy	Amphitheater High - 281	1	\$	4,482.25

Prop 301 Certified Payout FY24				
301 FY24 Payout of FY23 (Teachers)				
Name	Participating Site	FTE	301 Total Amount	
Willis, John L	Amphitheater High - 281	1	\$	4,723.32
Willis, Maria Angelica H	Amphitheater High - 281	1	\$	4,723.32
Youngling, Roland Dempson Iii	Amphitheater High - 281	1	\$	4,723.32
Zolo, Tatiana	Amphitheater High - 281	1	\$	4,723.32
Arredondo, Mateo	Amphitheater Middle - 166	0.1667	\$	805.33
Arredondo, Mateo	Amphitheater Middle - 166	0.8333	\$	4,025.67
Ayers, Nathan D	Amphitheater Middle - 166	1	\$	4,831.00
Bennett, John Andrew	Amphitheater Middle - 166	1	\$	4,831.00
Campbell, Ondrea Ninette	Amphitheater Middle - 166	0.1667	\$	805.33
Campbell, Ondrea Ninette	Amphitheater Middle - 166	0.5	\$	2,415.50
Campbell, Ondrea Ninette	Amphitheater Middle - 166	0.3333	\$	1,610.17
Carlisle, Kerry Lyn	Amphitheater Middle - 166	1	\$	4,831.00
Castro, Sylvestre Madrid	Amphitheater Middle - 166	1	\$	4,831.00
Duran, Juanita	Amphitheater Middle - 166	0.8333	\$	4,025.67
Duran, Juanita	Amphitheater Middle - 166	0.1667	\$	805.33
Flores Zamora, Jesus Alberto	Amphitheater Middle - 166	1	\$	4,750.65
Floyd, Katherine Suzanne	Amphitheater Middle - 166	0.6666	\$	3,220.35
Floyd, Katherine Suzanne	Amphitheater Middle - 166	0.1667	\$	805.33
Floyd, Katherine Suzanne	Amphitheater Middle - 166	0.1667	\$	805.33
Frantzikonis, Karyn Vick	Amphitheater Middle - 166	0.5	\$	2,415.50
Grosse, Caitlin Katarina	Amphitheater Middle - 166	1	\$	4,831.00
Hicken, Leslie Ann	Amphitheater Middle - 166	0.1667	\$	805.33
Hicken, Leslie Ann	Amphitheater Middle - 166	0.8333	\$	4,025.67
Higgins, Kellie Randell	Amphitheater Middle - 166	0.3333	\$	1,610.17
Higgins, Kellie Randell	Amphitheater Middle - 166	0.6667	\$	3,220.83
Holst, Lydia	Amphitheater Middle - 166	1	\$	4,831.00
Houck, Chrysanne H	Amphitheater Middle - 166	0.1667	\$	791.93
Houck, Chrysanne H	Amphitheater Middle - 166	0.1667	\$	791.93
Houck, Chrysanne H	Amphitheater Middle - 166	0.1667	\$	791.93
Houck, Chrysanne H	Amphitheater Middle - 166	0.1667	\$	791.93
Houck, Chrysanne H	Amphitheater Middle - 166	0.3332	\$	1,582.91
Keller, Jennifer Megan	Amphitheater Middle - 166	0.75	\$	3,623.25
Keller, Jennifer Megan	Amphitheater Middle - 166	0.25	\$	1,207.75
King, Brenda Kay	Amphitheater Middle - 166	1	\$	4,831.00
Kirkendall, Alexis Montiel	Amphitheater Middle - 166	0.6938	\$	3,351.61
Kirkendall, Alexis Montiel	Amphitheater Middle - 166	0.0762	\$	368.27
Landen, MaryEllen Troy	Amphitheater Middle - 166	1	\$	4,750.65
Laughter, Marlana Jerrileen	Amphitheater Middle - 166	1	\$	4,831.00
Le, Thanhliem	Amphitheater Middle - 166	0.6667	\$	3,220.83
Le, Thanhliem	Amphitheater Middle - 166	0.3333	\$	1,610.17
Lortie, Sarah Elizabeth	Amphitheater Middle - 166	0.1667	\$	805.33
Lortie, Sarah Elizabeth	Amphitheater Middle - 166	0.0833	\$	402.42
Lortie, Sarah Elizabeth	Amphitheater Middle - 166	0.75	\$	3,623.25
Loudon, Matthew William P	Amphitheater Middle - 166	0.1667	\$	805.33

Prop 301 Certified Payout FY24				
301 FY24 Payout of FY23 (Teachers)				
Name	Participating Site	FTE	301 Total Amount	
Loudon, Matthew William P	Amphitheater Middle - 166	0.8333	\$	4,025.67
Malone, Jonathan Daniel	Amphitheater Middle - 166	0.1667	\$	791.93
Malone, Jonathan Daniel	Amphitheater Middle - 166	0.8333	\$	3,958.71
Mendez, Melisa B	Amphitheater Middle - 166	1	\$	4,831.00
Mercilliot, Christopher Lee	Amphitheater Middle - 166	0.1667	\$	805.33
Mercilliot, Christopher Lee	Amphitheater Middle - 166	0.8333	\$	4,025.67
Murugesan, Ashreetha	Amphitheater Middle - 166	1	\$	4,750.65
Neubauer, Cristina Star	Amphitheater Middle - 166	1	\$	4,831.00
Paulson-Midgley, Tamara Lynn	Amphitheater Middle - 166	0.3334	\$	1,610.66
Paulson-Midgley, Tamara Lynn	Amphitheater Middle - 166	0.3333	\$	1,610.17
Paulson-Midgley, Tamara Lynn	Amphitheater Middle - 166	0.3333	\$	1,610.17
Payne, Hayden Amelia	Amphitheater Middle - 166	0.2	\$	966.20
Payne, Hayden Amelia	Amphitheater Middle - 166	0.8	\$	3,864.80
Perkins, Mason April	Amphitheater Middle - 166	0.1667	\$	805.33
Perkins, Mason April	Amphitheater Middle - 166	0.8333	\$	4,025.67
Pham, Phi H	Amphitheater Middle - 166	0.1666	\$	804.85
Pham, Phi H	Amphitheater Middle - 166	0.8333	\$	4,025.67
Queiruga, Jennifer	Amphitheater Middle - 166	0.5	\$	2,415.50
Queiruga, Jennifer	Amphitheater Middle - 166	0.5	\$	2,415.50
Rodriguez, Kallie	Amphitheater Middle - 166	0.8333	\$	3,824.79
Sand, Cassidy Alexandra	Amphitheater Middle - 166	0.8333	\$	3,824.79
Sand, Cassidy Alexandra	Amphitheater Middle - 166	0.1667	\$	765.14
Vickrey, Kimberly Ann	Amphitheater Middle - 166	0.3333	\$	1,583.39
Vickrey, Kimberly Ann	Amphitheater Middle - 166	0.1667	\$	791.93
Vickrey, Kimberly Ann	Amphitheater Middle - 166	0.5	\$	2,375.32
Altemara-Arnold, Sara Diane	Canyon del Oro High - 282	0.4	\$	1,916.74
Altemara-Arnold, Sara Diane	Canyon del Oro High - 282	0.6	\$	2,875.11
Alvarez, Loretta Brooke	Canyon del Oro High - 282	1	\$	4,791.85
Alzner, David Andrew Joseph	Canyon del Oro High - 282	1	\$	4,791.85
Araiza, Brittney Elizabeth	Canyon del Oro High - 282	1	\$	4,791.85
Arnold, Lindi Dalpiaz	Canyon del Oro High - 282	1	\$	4,791.85
Aukee, Lisa A	Canyon del Oro High - 282	0.2	\$	958.37
Aukee, Lisa A	Canyon del Oro High - 282	0.8	\$	3,833.48
Bakken, Carrie Michelle	Canyon del Oro High - 282	1	\$	4,791.85
Basye, Jody Scott	Canyon del Oro High - 282	1	\$	4,791.85
Beca, Gina Marie	Canyon del Oro High - 282	1	\$	4,791.85
Bonar, Ann Marie	Canyon del Oro High - 282	1	\$	4,791.85
Bryant, Amanda Lynn	Canyon del Oro High - 282	1	\$	4,791.85
Castle, Jordan Ray	Canyon del Oro High - 282	1	\$	4,791.85
Chen, Christopher Ko-Hsin	Canyon del Oro High - 282	0.4	\$	1,916.74
Chen, Christopher Ko-Hsin	Canyon del Oro High - 282	0.6	\$	2,875.11
Christman, Jill Roberta	Canyon del Oro High - 282	1	\$	4,791.85
Cramer, Chase Avery	Canyon del Oro High - 282	1	\$	4,791.85
Dadeppo, Lisa Marie Wilson	Canyon del Oro High - 282	0.2	\$	958.37

Prop 301 Certified Payout FY24				
301 FY24 Payout of FY23 (Teachers)				
Name	Participating Site	FTE	301 Total Amount	
Dadeppo, Lisa Marie Wilson	Canyon del Oro High - 282	0.8	\$	3,833.48
Dale, Jessica Marie	Canyon del Oro High - 282	1	\$	4,791.85
Duarte, Pamela Joy	Canyon del Oro High - 282	1	\$	4,791.85
Erickson, Ruth Ann	Canyon del Oro High - 282	0.8	\$	3,833.48
Erickson, Ruth Ann	Canyon del Oro High - 282	0.2	\$	958.37
Ettenger, Kerry Marnell	Canyon del Oro High - 282	0.8	\$	3,833.48
Felix, Jennifer Leigh	Canyon del Oro High - 282	1	\$	4,791.85
Fox, Erica Rose	Canyon del Oro High - 282	0.8	\$	3,833.48
Gabriel, Christopher R J	Canyon del Oro High - 282	1	\$	4,711.49
Garcia, Tiffin Lane	Canyon del Oro High - 282	1	\$	4,791.85
Gerard, Michelle Andrea	Canyon del Oro High - 282	1	\$	4,791.85
Girard, Robert Michael	Canyon del Oro High - 282	0.4	\$	1,916.74
Girard, Robert Michael	Canyon del Oro High - 282	0.6	\$	2,875.11
Glor, Daniel Robert	Canyon del Oro High - 282	0.2	\$	958.37
Glor, Daniel Robert	Canyon del Oro High - 282	0.8	\$	3,833.48
Godlewski, Fabienna	Canyon del Oro High - 282	0.6	\$	2,875.11
Godlewski, Fabienna	Canyon del Oro High - 282	0.4	\$	1,916.74
Golden, Brande Lynn	Canyon del Oro High - 282	0.2	\$	958.27
Golden, Brande Lynn	Canyon del Oro High - 282	0.4	\$	1,916.83
Golden, Brande Lynn	Canyon del Oro High - 282	0.4	\$	1,916.74
Goldstein, Heidi Louise	Canyon del Oro High - 282	1	\$	4,791.85
Grimes, Elizabeth Anne	Canyon del Oro High - 282	1	\$	4,791.85
Gutierrez, Rebecca Dent	Canyon del Oro High - 282	0.4	\$	1,916.74
Gutierrez, Rebecca Dent	Canyon del Oro High - 282	0.6	\$	2,875.11
Harris, Noreen Christina	Canyon del Oro High - 282	1	\$	4,791.85
Haskell, Joseph L	Canyon del Oro High - 282	1	\$	4,791.85
Hitchye, Jordan Harrison	Canyon del Oro High - 282	1	\$	4,711.49
Hjalmarson-Kittredge, Mary Beth	Canyon del Oro High - 282	0.6	\$	2,875.11
Hockins, Nathaniel Leland	Canyon del Oro High - 282	0.2	\$	942.30
Hockins, Nathaniel Leland	Canyon del Oro High - 282	0.8	\$	3,769.19
Holehan, Megan Leigh	Canyon del Oro High - 282	1	\$	4,791.85
Hsieh, Christopher Stephen	Canyon del Oro High - 282	1	\$	4,791.85
Kati, Stephanie Noel	Canyon del Oro High - 282	1	\$	4,791.85
Kevershan, Kimberly	Canyon del Oro High - 282	1	\$	4,791.85
Killom, Natalie Rebecca S	Canyon del Oro High - 282	0.8	\$	3,833.48
Killom, Natalie Rebecca S	Canyon del Oro High - 282	0.2	\$	958.37
Krater, Caroline A	Canyon del Oro High - 282	0.2	\$	958.37
Krater, Caroline A	Canyon del Oro High - 282	0.8	\$	3,833.48
Lantz, Robert Alan	Canyon del Oro High - 282	1	\$	4,791.85
Marcisak, Adrianna Privitera	Canyon del Oro High - 282	1	\$	4,791.85
Mayhew, Constance Lynn	Canyon del Oro High - 282	1	\$	4,711.49
Mccann-Smith, Sarina Rodriguez	Canyon del Oro High - 282	1	\$	4,791.85
Meitner, Nickolas Steven	Canyon del Oro High - 282	1	\$	4,791.85
Moes, John David Scott	Canyon del Oro High - 282	1	\$	4,791.85

Prop 301 Certified Payout FY24				
301 FY24 Payout of FY23 (Teachers)				
Name	Participating Site	FTE	301 Total Amount	
Nicley, Camille Yeats Costello	Canyon del Oro High - 282	1	\$	4,791.85
Niles, Melissa Gene	Canyon del Oro High - 282	1	\$	4,791.85
Parriott, Lisa Ann	Canyon del Oro High - 282	1	\$	4,791.85
Peace, Dustin P	Canyon del Oro High - 282	1	\$	4,791.85
Pechuzal, Caroline L	Canyon del Oro High - 282	1	\$	4,791.85
Piazza, Elizabeth Leigh	Canyon del Oro High - 282	1	\$	4,791.85
Porter, Ronald G	Canyon del Oro High - 282	1	\$	4,791.85
Potter, Elizabeth Hill	Canyon del Oro High - 282	1	\$	4,791.85
Powell, Matthew W	Canyon del Oro High - 282	1	\$	4,791.85
Randall, Louisa Maria	Canyon del Oro High - 282	1	\$	4,791.85
Rogers, Alison	Canyon del Oro High - 282	0.4	\$	1,916.74
Rogers, Alison	Canyon del Oro High - 282	0.6	\$	2,875.11
Ronstadt, Joshua Robert	Canyon del Oro High - 282	0.4	\$	1,916.74
Ronstadt, Joshua Robert	Canyon del Oro High - 282	0.6	\$	2,875.11
Roseman, Ronny Michael	Canyon del Oro High - 282	0.8	\$	3,833.48
Roseman, Ronny Michael	Canyon del Oro High - 282	0.2	\$	958.37
Rossi, Eric C	Canyon del Oro High - 282	1	\$	4,791.85
Sanchez, Tenaya J	Canyon del Oro High - 282	1	\$	4,791.85
Scarbrough, Grace Joan	Canyon del Oro High - 282	1	\$	4,711.49
Schmuker, Raneer Tanner	Canyon del Oro High - 282	1	\$	4,791.85
Steiner, Jake Trenton	Canyon del Oro High - 282	1	\$	4,791.85
Street, Lee Noble	Canyon del Oro High - 282	0.2	\$	958.37
Street, Lee Noble	Canyon del Oro High - 282	0.8	\$	3,833.48
Summers, Braunson Davis	Canyon del Oro High - 282	1	\$	4,791.85
Sutton, Kyle Wayne	Canyon del Oro High - 282	0.8	\$	3,833.48
Sutton, Kyle Wayne	Canyon del Oro High - 282	0.2	\$	958.37
Tarbet, Jeremy James	Canyon del Oro High - 282	0.4	\$	1,916.74
Tarbet, Jeremy James	Canyon del Oro High - 282	0.6	\$	2,875.11
Thomure, Emery Diana	Canyon del Oro High - 282	1	\$	4,791.85
Vossler, Ryan T	Canyon del Oro High - 282	1	\$	4,791.85
Watkins, Brent D	Canyon del Oro High - 282	1	\$	4,791.85
Whetherhult, Stephen Kurt	Canyon del Oro High - 282	1	\$	4,711.49
Windes, Jenny Ann	Canyon del Oro High - 282	1	\$	4,791.85
Yeager, Elizabeth Nicole	Canyon del Oro High - 282	1	\$	4,791.85
Yetman, Christopher S	Canyon del Oro High - 282	0.2	\$	958.37
Yetman, Christopher S	Canyon del Oro High - 282	0.8	\$	3,833.48
Yetman, Elethia Vinas	Canyon del Oro High - 282	1	\$	4,791.85
Yewell, Robyn Anne	Canyon del Oro High - 282	1	\$	4,791.85
Ball, Kori Leigh	Copper Creek Elementary - 118	1	\$	4,870.16
Brandauer, Maria	Copper Creek Elementary - 118	1	\$	4,870.16
Brown, Ashlyn Laura	Copper Creek Elementary - 118	0.5	\$	2,435.08
Brown, Ashlyn Laura	Copper Creek Elementary - 118	0.25	\$	1,217.54
Cervantez, Monica Anne	Copper Creek Elementary - 118	1	\$	4,870.16
Christensen, Deborah Dianne	Copper Creek Elementary - 118	1	\$	4,870.16

Prop 301 Certified Payout FY24				
301 FY24 Payout of FY23 (Teachers)				
Name	Participating Site	FTE	301 Total Amount	
Cosbey, Jennifer Anne	Copper Creek Elementary - 118	1	\$	4,870.16
David, Gina Marie	Copper Creek Elementary - 118	1	\$	4,870.16
Engelhard, Erin Mary	Copper Creek Elementary - 118	1	\$	4,870.16
Glasshoff, Lauri Wyrick	Copper Creek Elementary - 118	1	\$	4,870.16
Hillig, Kirsten Lynn	Copper Creek Elementary - 118	1	\$	4,870.16
Jenks, Sonja Bronwyn	Copper Creek Elementary - 118	0.3	\$	1,461.05
Jenks, Sonja Bronwyn	Copper Creek Elementary - 118	0.5	\$	2,435.08
Kelly, Kimberly A	Copper Creek Elementary - 118	1	\$	4,870.16
Langis, Maria D	Copper Creek Elementary - 118	1	\$	4,870.16
Lewis, Lorelee	Copper Creek Elementary - 118	1	\$	4,870.16
Loverde, Emily Ann	Copper Creek Elementary - 118	1	\$	4,870.16
MacLean, Zella Marie	Copper Creek Elementary - 118	1	\$	4,870.16
McClemons, Teri Marie	Copper Creek Elementary - 118	0.5	\$	2,435.08
McClemons, Teri Marie	Copper Creek Elementary - 118	0.5	\$	2,435.08
Multhup, January E	Copper Creek Elementary - 118	1	\$	4,870.16
Nenadovich, Heather Beth	Copper Creek Elementary - 118	1	\$	4,870.16
Ochoa, Joy Marie	Copper Creek Elementary - 118	0.4	\$	1,948.06
Ochoa, Joy Marie	Copper Creek Elementary - 118	0.6	\$	2,922.10
Ohlmaier, Hillary Gillanders	Copper Creek Elementary - 118	1	\$	4,870.16
Peplinski, Grace Michelle	Copper Creek Elementary - 118	1	\$	4,870.16
Pisciotta, Michaela	Copper Creek Elementary - 118	1	\$	4,870.16
Quinn, Catherine C	Copper Creek Elementary - 118	1	\$	4,870.16
Rubio, Carmen Odette	Copper Creek Elementary - 118	1	\$	4,870.16
Santoyo, Michelle Christa	Copper Creek Elementary - 118	1	\$	4,870.16
Schroeder, Michelle A	Copper Creek Elementary - 118	0.1	\$	487.02
Schroeder, Michelle A	Copper Creek Elementary - 118	0.45	\$	2,191.57
Schroeder, Michelle A	Copper Creek Elementary - 118	0.45	\$	2,191.57
Striegel, Angeline Jeanne	Copper Creek Elementary - 118	0.1	\$	487.02
Striegel, Angeline Jeanne	Copper Creek Elementary - 118	0.2	\$	974.03
Striegel, Angeline Jeanne	Copper Creek Elementary - 118	0.6	\$	2,922.10
Talley, Chelsie Marie	Copper Creek Elementary - 118	0.5	\$	2,435.08
Tapia, Robin Susan	Copper Creek Elementary - 118	1	\$	4,870.16
Tidwell, Madison Taylor	Copper Creek Elementary - 118	1	\$	4,870.16
Vance, Sarah B	Copper Creek Elementary - 118	0.0834	\$	405.93
Vance, Sarah B	Copper Creek Elementary - 118	0.3	\$	1,461.05
Vance, Sarah B	Copper Creek Elementary - 118	0.4166	\$	2,029.15
Walden, Sandra R	Copper Creek Elementary - 118	1	\$	4,870.16
Walsh, Kellie Ann	Copper Creek Elementary - 118	1	\$	4,870.16
White, Akeyla S	Copper Creek Elementary - 118	1	\$	4,870.16
Ammon, Connie Sue	Coronado K-8 - 115	0.9	\$	4,374.33
Ammon, Connie Sue	Coronado K-8 - 115	0.1	\$	486.04
Basurto, Xavier Antonio	Coronado K-8 - 115	0.1666	\$	809.74
Basurto, Xavier Antonio	Coronado K-8 - 115	0.6666	\$	3,239.92
Basurto, Xavier Antonio	Coronado K-8 - 115	0.1667	\$	810.22

Prop 301 Certified Payout FY24				
301 FY24 Payout of FY23 (Teachers)				
Name	Participating Site	FTE	301 Total Amount	
Berger, Ian Kevin	Coronado K-8 - 115	0.8333	\$	4,050.15
Berger, Ian Kevin	Coronado K-8 - 115	0.1667	\$	810.22
Boyd, Lisa	Coronado K-8 - 115	1	\$	4,860.37
Bruce, Kathryn Marie	Coronado K-8 - 115	1	\$	4,860.37
Bulisache, Michelle A	Coronado K-8 - 115	1	\$	4,860.37
Candelaria, Maria Kelty	Coronado K-8 - 115	1	\$	4,860.37
Cochran, James	Coronado K-8 - 115	0.1667	\$	810.22
Cochran, James	Coronado K-8 - 115	0.2	\$	972.07
Cochran, James	Coronado K-8 - 115	0.3333	\$	1,619.96
Coleman, Allison	Coronado K-8 - 115	1	\$	4,860.37
Cruce, Jennifer R	Coronado K-8 - 115	1	\$	4,860.37
Daigle, Joyce Lee	Coronado K-8 - 115	0.5	\$	2,430.18
Davis, Rachel Marie	Coronado K-8 - 115	1	\$	4,860.37
Dominguez, Ariana Alicia	Coronado K-8 - 115	1	\$	4,780.01
Dominguez, Lynette Marie	Coronado K-8 - 115	0.5	\$	2,430.18
Dominguez, Lynette Marie	Coronado K-8 - 115	0.5	\$	2,430.18
Duggan, Terry Plyler	Coronado K-8 - 115	1	\$	4,860.37
Eljerdi, Samah H	Coronado K-8 - 115	0.5	\$	2,430.18
Eljerdi, Samah H	Coronado K-8 - 115	0.5	\$	2,430.18
Galindo Rosenbaum, Ruth	Coronado K-8 - 115	1	\$	4,860.37
Garmon, Guadalupe	Coronado K-8 - 115	0.1667	\$	810.22
Garmon, Guadalupe	Coronado K-8 - 115	0.8333	\$	4,050.15
Green, Rebecca Moria	Coronado K-8 - 115	0.5	\$	2,430.18
Green, Rebecca Moria	Coronado K-8 - 115	0.5	\$	2,430.18
Greenberg, Elyse R	Coronado K-8 - 115	1	\$	4,860.37
Hayes, Jeremy J	Coronado K-8 - 115	0.1667	\$	810.22
Hayes, Jeremy J	Coronado K-8 - 115	0.8333	\$	4,050.15
Herchenhahn, Gina Marie	Coronado K-8 - 115	1	\$	4,860.37
Houser, Jennifer Ashley Ford	Coronado K-8 - 115	1	\$	4,860.37
King, Nicole B	Coronado K-8 - 115	0.5	\$	2,430.18
King, Nicole B	Coronado K-8 - 115	0.5	\$	2,430.18
Koons, Megan Elizabeth	Coronado K-8 - 115	1	\$	4,860.37
Larkin, Jennifer Louise	Coronado K-8 - 115	1	\$	4,860.37
Levy Caliva, Jessica Ellen	Coronado K-8 - 115	1	\$	4,860.37
Lewis, Jilliane Midori	Coronado K-8 - 115	1	\$	4,619.30
Lewis, Kay Dee	Coronado K-8 - 115	1	\$	4,860.37
Lisowski, Christina Marie	Coronado K-8 - 115	1	\$	4,860.37
Marlatt, Lauren Andrea	Coronado K-8 - 115	0.1667	\$	810.22
Marlatt, Lauren Andrea	Coronado K-8 - 115	0.8333	\$	4,050.15
Morales, Jane D	Coronado K-8 - 115	0.8	\$	3,888.30
Moreno, Kristin Andrea	Coronado K-8 - 115	1	\$	4,860.37
Pike, Jennifer Callahan	Coronado K-8 - 115	0.8333	\$	3,983.18
Pike, Jennifer Callahan	Coronado K-8 - 115	0.1667	\$	796.83
Porteous, M C	Coronado K-8 - 115	0.2	\$	972.07

Prop 301 Certified Payout FY24				
301 FY24 Payout of FY23 (Teachers)				
Name	Participating Site	FTE	301 Total Amount	
Porteous, M C	Coronado K-8 - 115	0.3	\$	1,458.11
Porteous, M C	Coronado K-8 - 115	0.5	\$	2,430.18
Prentis, Peggy Ann	Coronado K-8 - 115	0.6667	\$	3,240.41
Prentis, Peggy Ann	Coronado K-8 - 115	0.3333	\$	1,619.96
Quevedo, Shelley L	Coronado K-8 - 115	0.8333	\$	4,050.15
Quevedo, Shelley L	Coronado K-8 - 115	0.1667	\$	810.22
Randolph, Rusti Lynn	Coronado K-8 - 115	1	\$	4,860.37
Resley, Robin N	Coronado K-8 - 115	0.1666	\$	809.74
Resley, Robin N	Coronado K-8 - 115	0.1667	\$	810.22
Resley, Robin N	Coronado K-8 - 115	0.6667	\$	3,240.41
Rhonehouse, Amy Catherine	Coronado K-8 - 115	0.6667	\$	3,240.41
Rhonehouse, Amy Catherine	Coronado K-8 - 115	0.3333	\$	1,619.96
Robles, Erin Elizabeth	Coronado K-8 - 115	1	\$	4,860.37
Scheffel, Liesl Mitchell	Coronado K-8 - 115	1	\$	4,860.37
Shaheen, John Michael	Coronado K-8 - 115	1	\$	4,860.37
Sherman, Stacey Ann	Coronado K-8 - 115	0.8	\$	3,824.01
Sparlin, Erika Christine	Coronado K-8 - 115	1	\$	4,860.37
Stewart, Eric George	Coronado K-8 - 115	1	\$	4,860.37
Stewart, Patricia Kathleen	Coronado K-8 - 115	1	\$	4,860.37
Thomas, Kelley Marie	Coronado K-8 - 115	1	\$	4,860.37
Upmann, Adam William	Coronado K-8 - 115	0.8333	\$	4,050.15
Upmann, Adam William	Coronado K-8 - 115	0.1667	\$	810.22
Vigil, Laura Yvonne	Coronado K-8 - 115	0.1	\$	486.04
Vigil, Laura Yvonne	Coronado K-8 - 115	0.45	\$	2,187.17
Vigil, Laura Yvonne	Coronado K-8 - 115	0.45	\$	2,187.17
Wright, Treva May	Coronado K-8 - 115	1	\$	4,860.37
Applebaugh, Elisabeth Catherine Lemme	Cross Middle - 167	1	\$	4,723.32
Bosey, Bettina Marie	Cross Middle - 167	0.1667	\$	787.38
Bosey, Bettina Marie	Cross Middle - 167	0.8333	\$	3,935.95
Buckwalter, Kristen Cole	Cross Middle - 167	0.8333	\$	3,935.95
Buckwalter, Kristen Cole	Cross Middle - 167	0.1667	\$	787.38
Carter, Beth	Cross Middle - 167	1	\$	4,723.32
Celaya, Luis E	Cross Middle - 167	1	\$	4,723.32
Corsi, Cheryl A	Cross Middle - 167	0.3333	\$	1,574.28
Corsi, Cheryl A	Cross Middle - 167	0.5	\$	2,361.66
deBoucher, Adrienne Marie	Cross Middle - 167	0.1667	\$	787.38
deBoucher, Adrienne Marie	Cross Middle - 167	0.1667	\$	787.38
deBoucher, Adrienne Marie	Cross Middle - 167	0.3333	\$	1,574.28
deBoucher, Adrienne Marie	Cross Middle - 167	0.3333	\$	1,574.28
Deeb, Tara Elizabeth	Cross Middle - 167	0.8333	\$	3,935.95
Deeb, Tara Elizabeth	Cross Middle - 167	0.1667	\$	787.38
Delgado, Selah Naomi	Cross Middle - 167	1	\$	4,723.32
Deniston, Courtenay Sara	Cross Middle - 167	1	\$	4,723.32
Edelbrock, Thomas Ruben	Cross Middle - 167	0.8333	\$	3,935.95

Prop 301 Certified Payout FY24				
301 FY24 Payout of FY23 (Teachers)				
Name	Participating Site	FTE		301 Total Amount
Escalante, Ana Celina	Cross Middle - 167	0.5	\$	2,361.66
Escalante, Ana Celina	Cross Middle - 167	0.1667	\$	787.38
Escalante, Ana Celina	Cross Middle - 167	0.3333	\$	1,574.28
Falcon, Leah Marie	Cross Middle - 167	1	\$	4,723.32
Garcia, Monica F	Cross Middle - 167	1	\$	4,723.32
Gritis, Abigail Hope Charlotte	Cross Middle - 167	1	\$	4,723.32
Haskins, Shannon Christine	Cross Middle - 167	1	\$	4,723.32
Heinemann, Shari Dalynn	Cross Middle - 167	0.4	\$	1,889.33
Heinemann, Shari Dalynn	Cross Middle - 167	0.6	\$	2,833.99
Hess, Charles Merritt	Cross Middle - 167	1	\$	4,723.32
Higgins, Ashley Danae	Cross Middle - 167	0.8333	\$	3,935.95
Higgins, Ashley Danae	Cross Middle - 167	0.1667	\$	787.38
Irwin, Teresa Irene	Cross Middle - 167	1	\$	4,723.32
Karnes, Emily H	Cross Middle - 167	1	\$	4,642.97
Lackow, Seth A	Cross Middle - 167	0.1667	\$	787.38
Lackow, Seth A	Cross Middle - 167	0.6667	\$	3,149.04
Lackow, Seth A	Cross Middle - 167	0.1666	\$	786.91
Lee, Auvie Roy	Cross Middle - 167	0.6667	\$	3,149.04
Lee, Auvie Roy	Cross Middle - 167	0.1667	\$	787.38
Lefevre, Karen Elizabeth	Cross Middle - 167	0.5	\$	2,361.66
Lefevre, Karen Elizabeth	Cross Middle - 167	0.1667	\$	787.38
Lefevre, Karen Elizabeth	Cross Middle - 167	0.3333	\$	1,574.28
Lopez, Lindsay Jaye	Cross Middle - 167	0.8333	\$	3,935.95
Lopez, Lindsay Jaye	Cross Middle - 167	0.1667	\$	787.38
Lustenberger, Renee Ann	Cross Middle - 167	1	\$	4,723.32
Meisner, Kasey Lee	Cross Middle - 167	1	\$	4,723.32
Miller, Chad Ryan	Cross Middle - 167	0.6667	\$	3,149.04
Nicholas, Julie A	Cross Middle - 167	1	\$	4,723.32
Polcyn, Dawn Marie	Cross Middle - 167	0.5	\$	2,361.66
Polcyn, Dawn Marie	Cross Middle - 167	0.5	\$	2,361.66
Post, Brian R	Cross Middle - 167	1	\$	4,723.32
Reardon, Patricia Sara	Cross Middle - 167	0.3334	\$	1,574.76
Reardon, Patricia Sara	Cross Middle - 167	0.5	\$	2,361.66
Roche, Christine Ann	Cross Middle - 167	1	\$	4,723.32
Roe, Tori Jean	Cross Middle - 167	1	\$	4,723.32
Rohrer, Christopher W	Cross Middle - 167	1	\$	4,723.32
Schultz, Amy Corrin	Cross Middle - 167	1	\$	4,723.32
Shiba, Robert P	Cross Middle - 167	1	\$	4,723.32
Sova, Ashley Nicole	Cross Middle - 167	0.3334	\$	1,574.76
Sova, Ashley Nicole	Cross Middle - 167	0.3333	\$	1,574.28
Sova, Ashley Nicole	Cross Middle - 167	0.3333	\$	1,574.28
Taylor, Ethnee Nadine	Cross Middle - 167	1	\$	4,723.32
Vaughn, Alexandria Lee	Cross Middle - 167	0.8333	\$	3,935.95
Vaughn, Alexandria Lee	Cross Middle - 167	0.1667	\$	787.38

Prop 301 Certified Payout FY24				
301 FY24 Payout of FY23 (Teachers)				
Name	Participating Site	FTE	301 Total Amount	
Weiss, Allison Hailey	Cross Middle - 167	0.8333	\$	3,868.98
Weiss, Allison Hailey	Cross Middle - 167	0.1667	\$	773.98
Wilson, Sara Ellen	Cross Middle - 167	1	\$	4,723.32
Wirth, Valerie Joy	Cross Middle - 167	0.5	\$	2,361.66
Wojdyla, Cheryl L	Cross Middle - 167	1	\$	4,723.32
Busby, Devon Louise	Donaldson Elementary - 106	1	\$	4,612.38
Demetriou, Harriet Andrea	Donaldson Elementary - 106	1	\$	4,612.38
Ewy, Danny Jo-Anne	Donaldson Elementary - 106	1	\$	4,612.38
Foreman, Rebecca R	Donaldson Elementary - 106	0.2	\$	922.48
Foreman, Rebecca R	Donaldson Elementary - 106	0.2	\$	922.48
Foreman, Rebecca R	Donaldson Elementary - 106	0.2	\$	922.48
Foreman, Rebecca R	Donaldson Elementary - 106	0.2	\$	922.48
Gibson, Elizabeth Ann	Donaldson Elementary - 106	1	\$	4,612.38
Gilbert Taylor, Kristin Marie	Donaldson Elementary - 106	1	\$	4,612.38
Graham, Genevieve Rose Dodge	Donaldson Elementary - 106	0.5	\$	2,306.19
Granillo, Russell Wayne	Donaldson Elementary - 106	0.2	\$	922.48
Granillo, Russell Wayne	Donaldson Elementary - 106	0.4	\$	1,844.95
Granillo, Russell Wayne	Donaldson Elementary - 106	0.4	\$	1,844.95
Hawk, Amy Marie	Donaldson Elementary - 106	1	\$	4,612.38
Humphreys, Anita Shay	Donaldson Elementary - 106	0.5	\$	2,306.19
Iadevaia, Jennifer Lyn	Donaldson Elementary - 106	0.5	\$	2,306.19
Iadevaia, Jennifer Lyn	Donaldson Elementary - 106	0.1	\$	461.24
Iadevaia, Jennifer Lyn	Donaldson Elementary - 106	0.4	\$	1,844.95
Isom, Christa Marie	Donaldson Elementary - 106	1	\$	4,612.38
Johnson, Brooke Marie	Donaldson Elementary - 106	1	\$	4,612.38
Kimler, Courtney Ann	Donaldson Elementary - 106	1	\$	4,612.38
Murphy, Shannon E	Donaldson Elementary - 106	0.6	\$	2,767.43
Nau, Camille Cecilia	Donaldson Elementary - 106	1	\$	4,532.02
Nicholas, Rosa M	Donaldson Elementary - 106	1	\$	4,612.38
Payne Joos, Shannon Nicole	Donaldson Elementary - 106	1	\$	4,612.38
Petrosky, Krystal Violet	Donaldson Elementary - 106	1	\$	4,612.38
Schrimpf, Anastasia Lucero	Donaldson Elementary - 106	1	\$	4,612.38
Scott, Elizabeth Brown	Donaldson Elementary - 106	1	\$	4,612.38
Terrace, Tatum Bradley	Donaldson Elementary - 106	1	\$	4,612.38
Tokars, Judith Charlotte	Donaldson Elementary - 106	1	\$	4,532.02
Wong, Marina Joy	Donaldson Elementary - 106	1	\$	4,612.38
Arnold, Monika Christina	Harelson Elementary - 107	1	\$	4,870.16
Bishop, Jordan Mackenzie	Harelson Elementary - 107	1	\$	4,870.16
Brito, Lourdes Maria	Harelson Elementary - 107	1	\$	4,870.16
Brower, Kristy Renee	Harelson Elementary - 107	0.2	\$	974.03
Brower, Kristy Renee	Harelson Elementary - 107	0.8	\$	3,896.13
Brunswick, Samantha Irene	Harelson Elementary - 107	1	\$	4,870.16
Caputo, Ann Marie	Harelson Elementary - 107	1	\$	4,870.16
Cozart, Becky R	Harelson Elementary - 107	0.9	\$	4,383.14

Prop 301 Certified Payout FY24				
301 FY24 Payout of FY23 (Teachers)				
Name	Participating Site	FTE	301 Total Amount	
Cross, Karen Sue	Harelson Elementary - 107	1	\$	4,870.16
Dallman, Ashley Katlin	Harelson Elementary - 107	1	\$	4,870.16
Dwivedi, Jessie Dawn	Harelson Elementary - 107	1	\$	4,870.16
Emans, Deborah S	Harelson Elementary - 107	0.5	\$	2,435.08
Frank, Amie Lauren	Harelson Elementary - 107	1	\$	4,870.16
Herman, Susan Monroe	Harelson Elementary - 107	1	\$	4,870.16
Hoel, Lindsay Kate	Harelson Elementary - 107	1	\$	4,870.16
Klein, Andrea R	Harelson Elementary - 107	1	\$	4,870.16
Lettera, Pamela Lynn	Harelson Elementary - 107	1	\$	4,870.16
Loehr, Lizabeth Ann	Harelson Elementary - 107	1	\$	4,870.16
Lowe, Elizabeth Anne	Harelson Elementary - 107	1	\$	4,870.16
Mccarthy, Cynthia Erin	Harelson Elementary - 107	1	\$	4,870.16
Nystedt, Sarah Catherine	Harelson Elementary - 107	1	\$	4,870.16
Padilla, Dee Ann	Harelson Elementary - 107	1	\$	4,870.16
Petersen, Christine Margaret	Harelson Elementary - 107	1	\$	4,870.16
Phinney, Martha Hale	Harelson Elementary - 107	0.3	\$	1,461.05
Phinney, Martha Hale	Harelson Elementary - 107	0.6	\$	2,922.10
Sieminski, Angela Marie	Harelson Elementary - 107	1	\$	4,870.16
Springetti, Margaret Marie	Harelson Elementary - 107	0.5	\$	2,435.08
Tate, Caryn Iman	Harelson Elementary - 107	1	\$	4,870.16
Testerman, Nicole Gayle	Harelson Elementary - 107	1	\$	4,870.16
Thomas, Shauna L	Harelson Elementary - 107	1	\$	4,870.16
Torres, Jennifer Jean	Harelson Elementary - 107	1	\$	4,870.16
Wong, Lindsay Taylor	Harelson Elementary - 107	1	\$	4,870.16
Berhow, Kira Nellene	Holaway Elementary - 108	1	\$	4,831.00
Blayda, Meghan Kristine	Holaway Elementary - 108	1	\$	4,831.00
Bobb-Matzdorff, Kerri Kay	Holaway Elementary - 108	0.5	\$	2,415.50
Bobb-Matzdorff, Kerri Kay	Holaway Elementary - 108	0.5	\$	2,415.50
Butler, Caryn Elizabeth	Holaway Elementary - 108	1	\$	4,831.00
Cardoza, Ann	Holaway Elementary - 108	1	\$	4,831.00
Clinch, Tricia O	Holaway Elementary - 108	1	\$	4,750.65
Cox, Lu A	Holaway Elementary - 108	0.2	\$	917.99
Cox, Lu A	Holaway Elementary - 108	0.3	\$	1,376.98
Cox, Lu A	Holaway Elementary - 108	0.5	\$	2,294.96
Escobar, Rigel	Holaway Elementary - 108	1	\$	4,831.00
Gibson-Sinclair, Jill Colleen	Holaway Elementary - 108	1	\$	4,831.00
Goldberg, Gina Russo	Holaway Elementary - 108	0.1	\$	483.10
Goldberg, Gina Russo	Holaway Elementary - 108	0.2	\$	966.20
Goldberg, Gina Russo	Holaway Elementary - 108	0.6	\$	2,898.60
Goldberg, Gina Russo	Holaway Elementary - 108	0.1	\$	483.10
Hamrick, Stephanie Ann	Holaway Elementary - 108	1	\$	4,831.00
Hopkins, Kenna Dawn	Holaway Elementary - 108	0.8	\$	3,864.80
Klingler, Abbey Marie	Holaway Elementary - 108	1	\$	4,831.00
Knight, Alison Dawn	Holaway Elementary - 108	1	\$	4,831.00

Prop 301 Certified Payout FY24				
301 FY24 Payout of FY23 (Teachers)				
Name	Participating Site	FTE	301 Total Amount	
Krim, Jennifer Lynn	Holaway Elementary - 108	1	\$	4,750.65
Lopez, Ilse Angelica	Holaway Elementary - 108	1	\$	4,589.93
Magrie, Kylie S	Holaway Elementary - 108	1	\$	4,831.00
Marner, Peggy Katherine	Holaway Elementary - 108	1	\$	4,831.00
Nixon, Taylor Lorraine	Holaway Elementary - 108	1	\$	4,831.00
Pingry, Bonnie Levine	Holaway Elementary - 108	0.625	\$	3,019.38
Powers, Karlie A	Holaway Elementary - 108	1	\$	4,831.00
Rudd, Amy Ann	Holaway Elementary - 108	0.3	\$	1,425.19
Rudd, Amy Ann	Holaway Elementary - 108	0.5	\$	2,375.32
Ruiz, Judith Madrid	Holaway Elementary - 108	1	\$	4,831.00
Smith, Emiko Jo	Holaway Elementary - 108	1	\$	4,831.00
Smith, Kimberly L	Holaway Elementary - 108	1	\$	4,831.00
Smith, Sheri Danelle	Holaway Elementary - 108	1	\$	4,750.65
Tapling, Colby Lawrence	Holaway Elementary - 108	0.5	\$	2,415.50
Venhuizen, Aurora Del Carmen	Holaway Elementary - 108	1	\$	4,831.00
Whitney, Asami	Holaway Elementary - 108	1	\$	4,831.00
Young, Amanda Lynn	Holaway Elementary - 108	1	\$	4,831.00
Barrett, Pamela Jean	Innovation Academy - 119	1	\$	4,870.16
Cardon, Alejandro G	Innovation Academy - 119	0.2	\$	974.03
Cardon, Alejandro G	Innovation Academy - 119	0.6	\$	2,922.10
Cardon, Alejandro G	Innovation Academy - 119	0.2	\$	974.03
Cordell, Colin T	Innovation Academy - 119	1	\$	4,870.16
Cordell, Mandi Rachele	Innovation Academy - 119	1	\$	4,870.16
Ferris, Rachelle Tracy	Innovation Academy - 119	1	\$	4,870.16
Friezen, Cori Ann	Innovation Academy - 119	0.3	\$	1,461.05
Friezen, Cori Ann	Innovation Academy - 119	0.7	\$	3,409.11
Gandolph, Stephanie Nichole	Innovation Academy - 119	1	\$	4,870.16
Gingrich, Elisabeth Arlene Evangelin	Innovation Academy - 119	1	\$	4,870.16
Haight, Susan Marie	Innovation Academy - 119	1	\$	4,870.16
Jacobs, Jessica Stuart	Innovation Academy - 119	0.5	\$	2,435.08
Jacobs, Jessica Stuart	Innovation Academy - 119	0.25	\$	1,217.54
Jacobs, Jessica Stuart	Innovation Academy - 119	0.25	\$	1,217.54
Larussa, Lori Ann	Innovation Academy - 119	1	\$	4,870.16
Manley, Ashlee A	Innovation Academy - 119	1	\$	4,870.16
Maxon, Shannon Irene	Innovation Academy - 119	1	\$	4,870.16
Mendez, Brenda Sotelo	Innovation Academy - 119	1	\$	4,870.16
Mullon, Amanda Bea	Innovation Academy - 119	0.5	\$	2,435.08
Patchin, Patricia Ann	Innovation Academy - 119	1	\$	4,870.16
Randall, Melanie Lynne	Innovation Academy - 119	1	\$	4,870.16
Riggs, Jennifer L	Innovation Academy - 119	1	\$	4,870.16
Roark, Landi Denise	Innovation Academy - 119	1	\$	4,870.16
Rodrigues, Michaela Oxuzidis	Innovation Academy - 119	1	\$	4,870.16
Ryan, Frank G	Innovation Academy - 119	0.5	\$	2,435.08
Samsel, Melissa Ann	Innovation Academy - 119	0.3	\$	1,461.05

Prop 301 Certified Payout FY24				
301 FY24 Payout of FY23 (Teachers)				
Name	Participating Site	FTE	301 Total Amount	
Samsel, Melissa Ann	Innovation Academy - 119	0.6	\$	2,922.10
Sotelo, Paula Ann	Innovation Academy - 119	1	\$	4,870.16
Streeter, Emily Ann	Innovation Academy - 119	1	\$	4,870.16
Swartz, Danielle Anastasia	Innovation Academy - 119	0.5	\$	2,435.08
Sypherd, Tanner Miles	Innovation Academy - 119	1	\$	4,870.16
Talbert, Holly Anne	Innovation Academy - 119	1	\$	4,870.16
Tilicki, Nicole Bliss	Innovation Academy - 119	1	\$	4,870.16
Tretta, Heather Anne	Innovation Academy - 119	1	\$	4,870.16
Vaswani, Sabina Lalwani	Innovation Academy - 119	1	\$	4,870.16
Ackerman, Janet Parkman	Ironwood Ridge High - 280	1	\$	4,772.27
Ambrosio, Trish	Ironwood Ridge High - 280	1	\$	4,772.27
Anderson, Benjamin M	Ironwood Ridge High - 280	1	\$	4,772.27
Anderson, Katie Rose	Ironwood Ridge High - 280	1	\$	4,772.27
Aros, Jessica Renee	Ironwood Ridge High - 280	1	\$	4,772.27
Bais, Ryan Anthony	Ironwood Ridge High - 280	1	\$	4,772.27
Baker, Kevin Allen	Ironwood Ridge High - 280	1	\$	4,772.27
Bartz, Emily Noel	Ironwood Ridge High - 280	1	\$	4,772.27
Bills, Patricia Louise	Ironwood Ridge High - 280	0.8	\$	3,817.81
Blanchard, Nicole Epperson	Ironwood Ridge High - 280	1	\$	4,772.27
Boe, Bradley George	Ironwood Ridge High - 280	1	\$	4,772.27
Brown, Karen Marie	Ironwood Ridge High - 280	0.2	\$	954.45
Brown, Karen Marie	Ironwood Ridge High - 280	0.8	\$	3,817.81
Burgin, Samantha Marie Youmans	Ironwood Ridge High - 280	1	\$	4,772.27
Cypert, Jacob Dean	Ironwood Ridge High - 280	1	\$	4,772.27
Dean, Pamela Jane	Ironwood Ridge High - 280	1	\$	4,772.27
Desjarlais, Paul L	Ironwood Ridge High - 280	0.2	\$	954.45
Desjarlais, Paul L	Ironwood Ridge High - 280	0.8	\$	3,817.81
Erickson, Leif	Ironwood Ridge High - 280	0.8	\$	3,817.81
Fletcher, Peter F V	Ironwood Ridge High - 280	0.2	\$	938.38
Fletcher, Peter F V	Ironwood Ridge High - 280	0.8	\$	3,753.53
Fulks, Neal Shannon	Ironwood Ridge High - 280	1	\$	4,772.27
Garbera, Shawn P	Ironwood Ridge High - 280	0.2	\$	954.45
Garbera, Shawn P	Ironwood Ridge High - 280	0.8	\$	3,817.81
Gipson, Lori Jean Rost	Ironwood Ridge High - 280	0.2	\$	954.45
Gipson, Lori Jean Rost	Ironwood Ridge High - 280	0.8	\$	3,817.81
Gonzalez, Rachel M	Ironwood Ridge High - 280	1	\$	4,772.27
Gowen, Jean C	Ironwood Ridge High - 280	1	\$	4,772.27
Harris, Patricia S	Ironwood Ridge High - 280	0.5	\$	2,386.13
Howell, Luke Summers	Ironwood Ridge High - 280	0.6	\$	2,863.36
Howell, Luke Summers	Ironwood Ridge High - 280	0.4	\$	1,908.91
Hoyos, Kaylyn Danielle	Ironwood Ridge High - 280	1	\$	4,691.91
Kautz, Douglas C	Ironwood Ridge High - 280	1	\$	4,772.27
Kennedy, Kathy Lynne	Ironwood Ridge High - 280	1	\$	4,772.27
Knepper, Damon Ray	Ironwood Ridge High - 280	0.8	\$	3,817.81

Prop 301 Certified Payout FY24				
301 FY24 Payout of FY23 (Teachers)				
Name	Participating Site	FTE	301 Total Amount	
Knepper, Damon Ray	Ironwood Ridge High - 280	0.2	\$	954.45
Lang, William Matthew	Ironwood Ridge High - 280	1	\$	4,772.27
Lepore, Andrew Joseph	Ironwood Ridge High - 280	0.2	\$	954.45
Lepore, Andrew Joseph	Ironwood Ridge High - 280	0.7	\$	3,340.59
Lepore, Andrew Joseph	Ironwood Ridge High - 280	0.1	\$	477.23
Lovins, Rachel Elisabeth	Ironwood Ridge High - 280	0.8	\$	3,753.53
Lovins, Rachel Elisabeth	Ironwood Ridge High - 280	0.2	\$	938.38
Manno, Theodore Gerald	Ironwood Ridge High - 280	0.6	\$	2,863.36
Manno, Theodore Gerald	Ironwood Ridge High - 280	0.4	\$	1,908.91
McCoy, Lorraine J	Ironwood Ridge High - 280	0.4	\$	1,908.91
McCoy, Lorraine J	Ironwood Ridge High - 280	0.6	\$	2,863.36
Mcelhinney, Judith Marina	Ironwood Ridge High - 280	1	\$	4,772.27
Mcgowan, Alissa Kathleen	Ironwood Ridge High - 280	1	\$	4,772.27
Menaugh, Jill Harris	Ironwood Ridge High - 280	1	\$	4,772.27
Merendo, Erin Nicole	Ironwood Ridge High - 280	0.4	\$	1,908.91
Merendo, Erin Nicole	Ironwood Ridge High - 280	0.6	\$	2,863.36
Miller, Sally Aileen	Ironwood Ridge High - 280	1	\$	4,772.27
Miller, Zane Donald	Ironwood Ridge High - 280	1	\$	4,691.91
Miranda, Jennifer Trimble	Ironwood Ridge High - 280	0.5	\$	2,386.13
Miranda, Jennifer Trimble	Ironwood Ridge High - 280	0.5	\$	2,386.13
Montes, Joey Anthony	Ironwood Ridge High - 280	1	\$	4,772.27
Olson, Kimberly Dawn	Ironwood Ridge High - 280	0.2	\$	633.02
Olson, Kimberly Dawn	Ironwood Ridge High - 280	0.8	\$	2,532.09
Ricker, Matthew D	Ironwood Ridge High - 280	1	\$	4,772.27
Rini, Kaitlyn Marie	Ironwood Ridge High - 280	1	\$	4,772.27
Robertson, Marla Anne	Ironwood Ridge High - 280	1	\$	4,772.27
Rouille, Doreen Lynn	Ironwood Ridge High - 280	1	\$	4,772.27
Rubelmann, Eileen Marie	Ironwood Ridge High - 280	1	\$	4,772.27
Ruiz, Jamie Jo	Ironwood Ridge High - 280	1	\$	4,772.27
Seymour, Gene C	Ironwood Ridge High - 280	1	\$	4,691.91
Seymour, Jamie Lynn	Ironwood Ridge High - 280	1	\$	4,772.27
Shugert, Carmen Elba	Ironwood Ridge High - 280	0.4	\$	1,908.91
Shugert, Carmen Elba	Ironwood Ridge High - 280	0.2	\$	954.45
Shugert, Carmen Elba	Ironwood Ridge High - 280	0.4	\$	1,908.91
Singer, Sharon R	Ironwood Ridge High - 280	1	\$	4,691.91
Slattery, Ruth Ann	Ironwood Ridge High - 280	1	\$	4,772.27
Smith, Michael B	Ironwood Ridge High - 280	1	\$	4,772.27
Steen, Susan Elaine	Ironwood Ridge High - 280	0.5	\$	2,386.13
Stewart, Roy M	Ironwood Ridge High - 280	0.2	\$	938.38
Stewart, Roy M	Ironwood Ridge High - 280	0.8	\$	3,753.53
Stott, Bryant Dale	Ironwood Ridge High - 280	0.6	\$	2,863.36
Stott, Bryant Dale	Ironwood Ridge High - 280	0.2	\$	954.45
Stott, Bryant Dale	Ironwood Ridge High - 280	0.2	\$	954.45
Taylor, Liza Renee	Ironwood Ridge High - 280	1	\$	4,772.27

Prop 301 Certified Payout FY24				
301 FY24 Payout of FY23 (Teachers)				
Name	Participating Site	FTE	301 Total Amount	
Traweek, Donna Lee	Ironwood Ridge High - 280	1	\$	4,772.27
Vissichelli, Joseph E	Ironwood Ridge High - 280	1	\$	4,772.27
Watkins, Jillian Dawn	Ironwood Ridge High - 280	1	\$	4,772.27
Watkins, Sean Michael	Ironwood Ridge High - 280	1	\$	4,691.91
Welsh, Adam V	Ironwood Ridge High - 280	1	\$	4,691.91
Wentworth, Ann Elizabeth	Ironwood Ridge High - 280	1	\$	4,772.27
Wenzel, Martha Marie	Ironwood Ridge High - 280	1	\$	4,772.27
Wolf, Erik Ryan	Ironwood Ridge High - 280	1	\$	4,772.27
Aldworth, Nicole M	Keeling Elementary - 109	1	\$	4,770.22
Arthurs, Robbin Gale	Keeling Elementary - 109	0.5	\$	2,425.29
Atwell, Betty K	Keeling Elementary - 109	1	\$	4,850.58
Bartz, Hannah Quinn	Keeling Elementary - 109	1	\$	4,850.58
Blackhurst, Kami Lynn Barber	Keeling Elementary - 109	0.3	\$	1,455.17
Blackhurst, Kami Lynn Barber	Keeling Elementary - 109	0.3	\$	1,455.17
Blackhurst, Kami Lynn Barber	Keeling Elementary - 109	0.4	\$	1,940.23
Brungardt, Elizabeth Ann	Keeling Elementary - 109	1	\$	4,850.58
Charles, Corina Myriam	Keeling Elementary - 109	1	\$	4,850.58
Daglio, Brett M	Keeling Elementary - 109	1	\$	4,850.58
Dunn, Karen Elaine	Keeling Elementary - 109	1	\$	4,850.58
Fein, Dorothy Jeanell	Keeling Elementary - 109	1	\$	4,770.22
Grisez, Jenine M	Keeling Elementary - 109	0.3	\$	1,431.07
Grisez, Jenine M	Keeling Elementary - 109	0.5	\$	2,385.11
Huynh, Hoc Tuan	Keeling Elementary - 109	1	\$	4,770.22
Inbody, Amy M	Keeling Elementary - 109	1	\$	4,850.58
Jimmerson, Nancy Hydrean	Keeling Elementary - 109	0.5	\$	2,425.29
Mayer, Ryan Marcel	Keeling Elementary - 109	1	\$	4,850.58
Mcnew, Ann Frances	Keeling Elementary - 109	1	\$	4,850.58
Mooney, Becky Renee	Keeling Elementary - 109	1	\$	4,850.58
Mounts, Brianna Elise	Keeling Elementary - 109	1	\$	4,850.58
Nixon, Natalie A	Keeling Elementary - 109	1	\$	4,770.22
Northam, Susan Elizabeth	Keeling Elementary - 109	0.5	\$	2,425.29
Northam, Susan Elizabeth	Keeling Elementary - 109	0.5	\$	2,425.29
Post, Trina Kay	Keeling Elementary - 109	1	\$	4,770.22
Rondeau, Hana	Keeling Elementary - 109	0.3	\$	1,431.07
Rondeau, Hana	Keeling Elementary - 109	0.5	\$	2,385.11
Rondeau, Hana	Keeling Elementary - 109	0.2	\$	954.04
Ross, Sarah Lisbeth	Keeling Elementary - 109	0.5	\$	2,425.29
Ross, Sarah Lisbeth	Keeling Elementary - 109	0.5	\$	2,425.29
Sallee, Katherine Kelly	Keeling Elementary - 109	1	\$	4,850.58
Tang, Hoa Thi	Keeling Elementary - 109	1	\$	4,850.58
Weiler, Karissa Lyn	Keeling Elementary - 109	1	\$	4,850.58
Young, Laurel C	Keeling Elementary - 109	1	\$	4,850.58
Youtsey, Drew Randall	Keeling Elementary - 109	0.2	\$	954.04
Youtsey, Drew Randall	Keeling Elementary - 109	0.6	\$	2,862.13

Prop 301 Certified Payout FY24				
301 FY24 Payout of FY23 (Teachers)				
Name	Participating Site	FTE	301 Total Amount	
Amedeo, Keri Ann	La Cima Middle - 165	0.8333	\$	3,783.68
Bibbey, Sarah Michelle	La Cima Middle - 165	0.8	\$	3,632.48
Busenbark, Dana Elizabeth	La Cima Middle - 165	1	\$	4,299.52
Carson, Cara Ann	La Cima Middle - 165	0.5	\$	2,270.30
Carson, Cara Ann	La Cima Middle - 165	0.3333	\$	1,513.38
Chavez, Justin Q	La Cima Middle - 165	0.1667	\$	743.52
Chavez, Justin Q	La Cima Middle - 165	0.8333	\$	3,716.72
Culver, Jacob Michael	La Cima Middle - 165	0.6667	\$	3,027.21
Culver, Jacob Michael	La Cima Middle - 165	0.3333	\$	1,513.38
Gardner, Betsy Elizabeth	La Cima Middle - 165	1	\$	4,540.60
Gee, Cortney June	La Cima Middle - 165	0.1667	\$	756.92
Gee, Cortney June	La Cima Middle - 165	0.8333	\$	3,783.68
Harakal, Amanda Marie	La Cima Middle - 165	0.8333	\$	3,783.68
Harakal, Amanda Marie	La Cima Middle - 165	0.1667	\$	756.92
Holaday, Thomas M	La Cima Middle - 165	1	\$	4,540.60
Jameson-Christian, Leslie Rose	La Cima Middle - 165	0.1667	\$	756.92
Jameson-Christian, Leslie Rose	La Cima Middle - 165	0.8333	\$	3,783.68
Johnson, Neely Neilaine	La Cima Middle - 165	0.1667	\$	756.92
Johnson, Neely Neilaine	La Cima Middle - 165	0.1667	\$	756.92
Johnson, Neely Neilaine	La Cima Middle - 165	0.5	\$	2,270.30
Kiefer, Laura Carol Dickerson	La Cima Middle - 165	1	\$	4,460.24
Krutzsch, Mary Katharine	La Cima Middle - 165	1	\$	4,540.60
Kuan, Shu-Chuan Vicki	La Cima Middle - 165	1	\$	4,540.60
Levine, Jennifer Anne	La Cima Middle - 165	1	\$	4,460.24
Lidbetter, Erin Elizabeth	La Cima Middle - 165	1	\$	4,540.60
Lindner, Breanna Lee	La Cima Middle - 165	0.1667	\$	756.92
Lindner, Breanna Lee	La Cima Middle - 165	0.8333	\$	3,783.68
Martinez, Amy Kathleen	La Cima Middle - 165	0.6667	\$	3,027.21
Martinez, Amy Kathleen	La Cima Middle - 165	0.3333	\$	1,513.38
Meimer, Erwin K	La Cima Middle - 165	0.1667	\$	716.73
Meimer, Erwin K	La Cima Middle - 165	0.3333	\$	1,433.03
Meimer, Erwin K	La Cima Middle - 165	0.1667	\$	716.73
Meimer, Erwin K	La Cima Middle - 165	0.3333	\$	1,433.03
Michaels, Christina Marie	La Cima Middle - 165	0.8333	\$	3,783.68
Michaels, Christina Marie	La Cima Middle - 165	0.1667	\$	756.92
Minson, Bryan Coaklee	La Cima Middle - 165	1	\$	4,540.60
Olea Rowe, Briana Yolanda	La Cima Middle - 165	0.1667	\$	743.52
Olea Rowe, Briana Yolanda	La Cima Middle - 165	0.8333	\$	3,716.72
Panneck, Jeffrey G	La Cima Middle - 165	0.1667	\$	756.92
Panneck, Jeffrey G	La Cima Middle - 165	0.8333	\$	3,783.68
Richards, Monet Celeste	La Cima Middle - 165	1	\$	4,540.60
Sadowl, Cyra Mechelle	La Cima Middle - 165	0.5	\$	2,270.30
Simmons, Melody Joy	La Cima Middle - 165	1	\$	4,540.60
Todd, Cary B	La Cima Middle - 165	0.3334	\$	1,513.61

Prop 301 Certified Payout FY24			
301 FY24 Payout of FY23 (Teachers)			
Name	Participating Site	FTE	301 Total Amount
Todd, Cary B	La Cima Middle - 165	0.1667	\$ 756.69
Todd, Cary B	La Cima Middle - 165	0.5	\$ 2,270.30
Van Varenberg, Tineke Rosa	La Cima Middle - 165	0.1667	\$ 756.92
Van Varenberg, Tineke Rosa	La Cima Middle - 165	0.3333	\$ 1,513.38
Van Varenberg, Tineke Rosa	La Cima Middle - 165	0.5	\$ 2,270.30
Veytia, Andrea	La Cima Middle - 165	0.3333	\$ 1,486.60
Veytia, Andrea	La Cima Middle - 165	0.6667	\$ 2,973.64
Woodard, Nicholas Bradley	La Cima Middle - 165	1	\$ 4,540.60
Anderson, Rebecca Sims	Mesa Verde Elementary - 116	1	\$ 4,703.75
Beets, Adriana Julia	Mesa Verde Elementary - 116	1	\$ 4,703.75
Bissonnette, Carly Ann	Mesa Verde Elementary - 116	1	\$ 4,703.75
Brandon, Shannon Lee	Mesa Verde Elementary - 116	0.3	\$ 1,411.12
Brandon, Shannon Lee	Mesa Verde Elementary - 116	0.5	\$ 2,351.87
Cochiolo, Nancy Marie	Mesa Verde Elementary - 116	1	\$ 4,703.75
Edmiston, Karen Mensi	Mesa Verde Elementary - 116	1	\$ 4,703.75
Faflik, Elize Daniella Johnson	Mesa Verde Elementary - 116	1	\$ 4,703.75
Farnall, Deborah Louise	Mesa Verde Elementary - 116	1	\$ 4,703.75
Frederiksen, Megan M	Mesa Verde Elementary - 116	1	\$ 4,703.75
Habinek, Angela Dianne	Mesa Verde Elementary - 116	1	\$ 4,703.75
Hayes, Shana L	Mesa Verde Elementary - 116	1	\$ 4,703.75
Inglett, Lindsay Leigh	Mesa Verde Elementary - 116	0.5	\$ 2,351.87
Johnson, Danielle Susan	Mesa Verde Elementary - 116	1	\$ 4,703.75
Lawrence, Mia Martinez	Mesa Verde Elementary - 116	0.4	\$ 1,881.50
Lawrence, Mia Martinez	Mesa Verde Elementary - 116	0.6	\$ 2,822.25
Martinez, Jennifer Selena	Mesa Verde Elementary - 116	1	\$ 4,703.75
Mcconnell, Marisa Yvonne	Mesa Verde Elementary - 116	0.5	\$ 2,351.87
Mcconnell, Marisa Yvonne	Mesa Verde Elementary - 116	0.5	\$ 2,351.87
Morabito, Rachel Ann	Mesa Verde Elementary - 116	1	\$ 4,703.75
Murillo, Mindy Lynn	Mesa Verde Elementary - 116	0.5	\$ 2,351.87
Murillo, Mindy Lynn	Mesa Verde Elementary - 116	0.5	\$ 2,351.87
Papajohn, Sarah Beth	Mesa Verde Elementary - 116	1	\$ 4,703.75
Perez, Katrina Monica	Mesa Verde Elementary - 116	1	\$ 4,703.75
Pratt, Megan Mee Joo	Mesa Verde Elementary - 116	1	\$ 4,703.75
Schleicher, Katrina Annemarie	Mesa Verde Elementary - 116	0.2	\$ 940.75
Schleicher, Katrina Annemarie	Mesa Verde Elementary - 116	0.8	\$ 3,763.00
Silva, Laura Elizabeth	Mesa Verde Elementary - 116	0.4	\$ 1,881.50
Stine, Laura Mary	Mesa Verde Elementary - 116	1	\$ 4,703.75
Thacker, Lynn Marie	Mesa Verde Elementary - 116	1	\$ 4,703.75
Wells, Shyla J	Mesa Verde Elementary - 116	1	\$ 4,703.75
Anders, Ashley Rose	Nash Elementary - 110	1	\$ 4,731.07
Brestel, Emily M	Nash Elementary - 110	0.5	\$ 2,405.71
Brestel, Emily M	Nash Elementary - 110	0.5	\$ 2,405.71
Buckwalter, James J	Nash Elementary - 110	1	\$ 4,811.42
Callies, Heather Margaret	Nash Elementary - 110	0.5	\$ 2,405.71

Prop 301 Certified Payout FY24				
301 FY24 Payout of FY23 (Teachers)				
Name	Participating Site	FTE	301 Total Amount	
Campbell, Kevin Thomas	Nash Elementary - 110	0.1	\$	457.04
Campbell, Kevin Thomas	Nash Elementary - 110	0.1778	\$	812.43
Campbell, Kevin Thomas	Nash Elementary - 110	0.6222	\$	2,843.86
Cote, Lorena	Nash Elementary - 110	1	\$	4,811.42
Ernsky, Steven D	Nash Elementary - 110	1	\$	4,811.42
Fey, Maggie Christine	Nash Elementary - 110	1	\$	4,570.35
Fine, Annabelle Paige	Nash Elementary - 110	1	\$	4,731.07
Gates, Julia L	Nash Elementary - 110	1	\$	4,811.42
Holland, Melissa J	Nash Elementary - 110	0.3	\$	1,443.43
Holland, Melissa J	Nash Elementary - 110	0.5	\$	2,405.71
Holland, Melissa J	Nash Elementary - 110	0.2	\$	962.28
Jones, Arianna L	Nash Elementary - 110	1	\$	4,731.07
Kadous, Julissa	Nash Elementary - 110	1	\$	4,731.07
Lopez, Flor I	Nash Elementary - 110	1	\$	4,811.42
Lossou-Lossavi, Shari-Ann Aglen	Nash Elementary - 110	1	\$	4,811.42
Martin, Michelle Lee	Nash Elementary - 110	1	\$	4,811.42
Menzies, Sophia Frances	Nash Elementary - 110	1	\$	4,811.42
Moreno, Elizabeth Holmes	Nash Elementary - 110	1	\$	4,731.07
Pierce, Stacey B	Nash Elementary - 110	0.5	\$	2,405.71
Pierce, Stacey B	Nash Elementary - 110	0.5	\$	2,405.71
Rankin, Sophia Osuna	Nash Elementary - 110	0.3	\$	1,443.43
Rankin, Sophia Osuna	Nash Elementary - 110	0.5	\$	2,405.71
Roberts, Coral Christine	Nash Elementary - 110	1	\$	4,811.42
Roepke, Denise De Laine	Nash Elementary - 110	0.6	\$	2,886.85
Roepke, Denise De Laine	Nash Elementary - 110	0.4	\$	1,924.57
Rowe, Darlene	Nash Elementary - 110	1	\$	4,811.42
Sheldon, Lisa Christine Carter	Nash Elementary - 110	1	\$	4,811.42
Taylor, Mickella Alee	Nash Elementary - 110	1	\$	4,731.07
Thai, Tran Thi	Nash Elementary - 110	1	\$	4,731.07
Thomas, Kelsey Jordan	Nash Elementary - 110	1	\$	4,731.07
Wright, Angelica Ruth Rico	Nash Elementary - 110	1	\$	4,811.42
Aguilera Ramirez, Maria	Painted Sky Elementary - 114	0.2	\$	972.07
Aguilera Ramirez, Maria	Painted Sky Elementary - 114	0.8	\$	3,888.30
Bailey, Mark Steven	Painted Sky Elementary - 114	1	\$	4,860.37
Bivens, Joanna Beth	Painted Sky Elementary - 114	0.3	\$	1,458.11
Bivens, Joanna Beth	Painted Sky Elementary - 114	0.5	\$	2,430.18
Bivens, Joanna Beth	Painted Sky Elementary - 114	0.2	\$	972.07
Castles, Janet Sue	Painted Sky Elementary - 114	1	\$	4,860.37
Celaya, Carole M	Painted Sky Elementary - 114	1	\$	4,860.37
Colaiani, Nina Elisabeth	Painted Sky Elementary - 114	1	\$	4,860.37
Coulter, Jill Karen	Painted Sky Elementary - 114	0.1	\$	486.04
Coulter, Jill Karen	Painted Sky Elementary - 114	0.8	\$	3,888.30
Dresher, Jennifer K	Painted Sky Elementary - 114	1	\$	4,860.37
Dumais, Brianne Lynn	Painted Sky Elementary - 114	1	\$	4,860.37

Prop 301 Certified Payout FY24				
301 FY24 Payout of FY23 (Teachers)				
Name	Participating Site	FTE	301 Total Amount	
Epstein, Bethany Kay	Painted Sky Elementary - 114	0.5	\$	2,430.18
Epstein, Bethany Kay	Painted Sky Elementary - 114	0.5	\$	2,430.18
Garcia Seminario, Christina Noel	Painted Sky Elementary - 114	1	\$	4,860.37
Green, Jonathan P Jr	Painted Sky Elementary - 114	1	\$	4,860.37
Hakala, Grant D	Painted Sky Elementary - 114	1	\$	4,860.37
Hatfield, Lori Jean	Painted Sky Elementary - 114	1	\$	4,860.37
Huber, Katherine Marie	Painted Sky Elementary - 114	1	\$	4,860.37
Litkenhus, Julie Marie	Painted Sky Elementary - 114	1	\$	4,860.37
Martinez, Helen Aurora	Painted Sky Elementary - 114	1	\$	4,860.37
Martinez, Monica Mills	Painted Sky Elementary - 114	0.6	\$	2,916.22
Martinez, Monica Mills	Painted Sky Elementary - 114	0.4	\$	1,944.15
Natale, Sarah Theresa	Painted Sky Elementary - 114	1	\$	4,860.37
Oliver, Heather	Painted Sky Elementary - 114	0.5	\$	2,430.18
Petrass, Lisa Lynne	Painted Sky Elementary - 114	1	\$	4,860.37
Pimnipapatrakul, Thanasit	Painted Sky Elementary - 114	0.2	\$	972.07
Poland, Carly Barbara	Painted Sky Elementary - 114	1	\$	4,780.01
Rawn, Melissa Adrienne	Painted Sky Elementary - 114	0.05	\$	243.02
Rawn, Melissa Adrienne	Painted Sky Elementary - 114	0.15	\$	729.06
Rawn, Melissa Adrienne	Painted Sky Elementary - 114	0.15	\$	729.06
Rawn, Melissa Adrienne	Painted Sky Elementary - 114	0.45	\$	2,187.17
Rawn, Melissa Adrienne	Painted Sky Elementary - 114	0.2	\$	972.07
Resio, Ashley Ann	Painted Sky Elementary - 114	1	\$	4,860.37
Taylor, Carrie Ann	Painted Sky Elementary - 114	1	\$	4,860.37
Tucker, Megan Renee	Painted Sky Elementary - 114	1	\$	4,860.37
Vandermyde, Sherri Rene	Painted Sky Elementary - 114	1	\$	4,860.37
Vining, Melanie Sue	Painted Sky Elementary - 114	1	\$	4,860.37
Wall, Caryn Elizabeth	Painted Sky Elementary - 114	1	\$	4,860.37
Watson, Amy Janine	Painted Sky Elementary - 114	0.5	\$	2,430.18
Wood, Brooke Jenay	Painted Sky Elementary - 114	1	\$	4,860.37
Andersen, Jared I	Prince Elementary - 111	1	\$	4,870.16
Belleau, Karen Marie	Prince Elementary - 111	1	\$	4,870.16
Bernal, Yemen Taouil	Prince Elementary - 111	0.7	\$	3,409.11
Bernal, Yemen Taouil	Prince Elementary - 111	0.3	\$	1,461.05
Bible, Jamie Liane	Prince Elementary - 111	1	\$	4,870.16
Bronson, Kelcy Nicole	Prince Elementary - 111	1	\$	4,870.16
Callahan, Melissa Lynn	Prince Elementary - 111	1	\$	4,870.16
Campbell, Jennifer Lee	Prince Elementary - 111	0.5	\$	2,435.08
Cooper, Esther	Prince Elementary - 111	1	\$	4,870.16
Cornelisse, Makynzie Elise	Prince Elementary - 111	1	\$	4,789.80
Costelow, Gabrielle Sallay	Prince Elementary - 111	1	\$	4,870.16
Emans, Kaylee Ann	Prince Elementary - 111	1	\$	4,870.16
Fischer, Lauren Michelle	Prince Elementary - 111	1	\$	4,870.16
Gallegos, Carmen	Prince Elementary - 111	1	\$	4,870.16
Gladish, Malaya Grace	Prince Elementary - 111	1	\$	4,789.80

Prop 301 Certified Payout FY24				
301 FY24 Payout of FY23 (Teachers)				
Name	Participating Site	FTE	301 Total Amount	
Glavin, Kelsey Ryan	Prince Elementary - 111	1	\$	4,870.16
Godkin, Melissa J	Prince Elementary - 111	1	\$	4,870.16
Gonzalez, Gabriela Eunice	Prince Elementary - 111	1	\$	4,870.16
Gonzalez, Marissa Lisette	Prince Elementary - 111	1	\$	4,870.16
Gradillas, Brittney Butler	Prince Elementary - 111	1	\$	4,870.16
Hughes, Melissa June	Prince Elementary - 111	1	\$	4,870.16
Jackson-Rawdin, Jillian Ilizabeth	Prince Elementary - 111	1	\$	4,870.16
Kechely, Leigh Rae	Prince Elementary - 111	0.4	\$	1,948.06
Kechely, Leigh Rae	Prince Elementary - 111	0.6	\$	2,922.10
Kitay, Hillary B	Prince Elementary - 111	1	\$	4,870.16
Maddox, Kenzie Liu	Prince Elementary - 111	1	\$	4,870.16
Mounts, Deborah Elise	Prince Elementary - 111	1	\$	4,870.16
Munoz, Joseph K	Prince Elementary - 111	0.2	\$	974.03
Munoz, Joseph K	Prince Elementary - 111	0.2	\$	974.03
Munoz, Joseph K	Prince Elementary - 111	0.2	\$	974.03
Munoz, Joseph K	Prince Elementary - 111	0.2	\$	974.03
Munson, Kelly Maxine	Prince Elementary - 111	0.2	\$	974.03
Munson, Kelly Maxine	Prince Elementary - 111	0.7	\$	3,409.11
Munson, Kelly Maxine	Prince Elementary - 111	0.1	\$	487.02
Owen, Lorraine Mary	Prince Elementary - 111	1	\$	4,870.16
Paredes, Jerell J	Prince Elementary - 111	1	\$	4,870.16
Parkey, Kenda J	Prince Elementary - 111	1	\$	4,870.16
Rice, Christel Rae	Prince Elementary - 111	1	\$	4,629.09
Robles, Nickolas Reynaldo	Prince Elementary - 111	1	\$	4,870.16
Schickling, Martha Dee	Prince Elementary - 111	1	\$	4,870.16
Strobel, Zachary Austin	Prince Elementary - 111	0.3	\$	1,388.73
Strobel, Zachary Austin	Prince Elementary - 111	0.6	\$	2,777.45
Strobel, Zachary Austin	Prince Elementary - 111	0.1	\$	462.91
Sullivan, Jenna Nicole	Prince Elementary - 111	1	\$	4,789.80
Veltre, Cassie Lee	Prince Elementary - 111	1	\$	4,789.80
White, Morgann Lynne	Prince Elementary - 111	1	\$	4,870.16
Yrrizarry, Alexis Nicole	Prince Elementary - 111	1	\$	4,870.16
Zhao, Wen	Prince Elementary - 111	0.2	\$	974.03
Zhao, Wen	Prince Elementary - 111	0.6	\$	2,922.10
Zhao, Wen	Prince Elementary - 111	0.2	\$	974.03
Byrnes, Melani Kaye	Rillito Center - 125	0.2	\$	974.03
Byrnes, Melani Kaye	Rillito Center - 125	0.2	\$	974.03
Byrnes, Melani Kaye	Rillito Center - 125	0.2	\$	974.03
Byrnes, Melani Kaye	Rillito Center - 125	0.4	\$	1,948.06
Cochiolo, Rebecca Anne	Rillito Center - 125	0.2	\$	974.03
Cochiolo, Rebecca Anne	Rillito Center - 125	0.2	\$	974.03
Cochiolo, Rebecca Anne	Rillito Center - 125	0.2	\$	974.03
Cochiolo, Rebecca Anne	Rillito Center - 125	0.4	\$	1,948.06
Deitering, Joseph Herman	Rillito Center - 125	1	\$	4,870.16

Prop 301 Certified Payout FY24				
301 FY24 Payout of FY23 (Teachers)				
Name	Participating Site	FTE	301 Total Amount	
Gracy, Brian L	Rillito Center - 125	1	\$	4,870.16
Gran, Jennifer Lee	Rillito Center - 125	1	\$	4,870.16
Grusenmeyer, Lauren Renken	Rillito Center - 125	1	\$	4,870.16
Johnson Bivens, Adria Lynne	Rillito Center - 125	1	\$	4,789.80
Lipich, Brandi Rae	Rillito Center - 125	1	\$	4,870.16
Okonya, Elizabeth Meso	Rillito Center - 125	1	\$	4,629.09
Pierson, John Byron	Rillito Center - 125	1	\$	4,870.16
Raney, Heather Renee	Rillito Center - 125	1	\$	4,870.16
Ruboyianes, Amy Marie	Rillito Center - 125	1	\$	4,789.80
Smalley, Stephanie Francis	Rillito Center - 125	1	\$	4,870.16
Vasquez, Kassandra Alyssa	Rillito Center - 125	1	\$	4,870.16
Wexler, Douglas Adam	Rillito Center - 125	1	\$	4,870.16
White, Janielle Dianne	Rillito Center - 125	1	\$	4,870.16
Anderson, Lea Abigail	Rio Vista Elementary - 117	1	\$	4,749.43
Bigelow, Sandra Duran	Rio Vista Elementary - 117	1	\$	4,749.43
Braden, Larissa Lee	Rio Vista Elementary - 117	1	\$	4,749.43
Davis, Shelby Lorraine	Rio Vista Elementary - 117	1	\$	4,749.43
de la Garza, Marcy J	Rio Vista Elementary - 117	1	\$	4,749.43
Estrella, Crystal Marion	Rio Vista Elementary - 117	1	\$	4,749.43
Fell, Christine Cascio	Rio Vista Elementary - 117	0.5	\$	2,374.71
Fell, Christine Cascio	Rio Vista Elementary - 117	0.3	\$	1,424.83
Fladoos, Amril	Rio Vista Elementary - 117	0.5	\$	2,374.71
Fladoos, Amril	Rio Vista Elementary - 117	0.5	\$	2,374.71
Gallagher, Deborah D	Rio Vista Elementary - 117	1	\$	4,749.43
Gilchrist, Lindsey R	Rio Vista Elementary - 117	1	\$	4,749.43
Hervert, Margaret Ann	Rio Vista Elementary - 117	0.5	\$	2,374.71
Hervert, Margaret Ann	Rio Vista Elementary - 117	0.5	\$	2,374.71
Hodam, Cashion Clark	Rio Vista Elementary - 117	1	\$	4,749.43
Hurst, Carlotta Lynn	Rio Vista Elementary - 117	0.2	\$	949.89
Hurst, Carlotta Lynn	Rio Vista Elementary - 117	0.3	\$	1,424.83
Hurst, Carlotta Lynn	Rio Vista Elementary - 117	0.5	\$	2,374.71
Jernigan, Kelsey Hannon	Rio Vista Elementary - 117	1	\$	4,749.43
Jernigan, Kevin Arthur	Rio Vista Elementary - 117	1	\$	4,749.43
Lindberg, Patricia Claire	Rio Vista Elementary - 117	1	\$	4,749.43
Loera, Adriana	Rio Vista Elementary - 117	1	\$	4,749.43
McFrederick, Kyle Carlton	Rio Vista Elementary - 117	0.5	\$	2,374.71
McFrederick, Kyle Carlton	Rio Vista Elementary - 117	0.5	\$	2,374.71
Morales, Andres J	Rio Vista Elementary - 117	0.1	\$	474.94
Morales, Andres J	Rio Vista Elementary - 117	0.8	\$	3,799.54
Morales, Andres J	Rio Vista Elementary - 117	0.1	\$	474.94
Morales, Maggie Rose	Rio Vista Elementary - 117	1	\$	4,749.43
Paul, Kayleigh Michelle	Rio Vista Elementary - 117	1	\$	4,749.43
Plank-Bowman, Dorothy Carmella	Rio Vista Elementary - 117	1	\$	4,749.43
Rivas, Bianca G	Rio Vista Elementary - 117	1	\$	4,749.43

Prop 301 Certified Payout FY24				
301 FY24 Payout of FY23 (Teachers)				
Name	Participating Site	FTE	301 Total Amount	
Rudolph, Lisa	Rio Vista Elementary - 117	1	\$	4,749.43
Rudolph, Natalie Shea	Rio Vista Elementary - 117	1	\$	4,749.43
Taylor, Sean David	Rio Vista Elementary - 117	1	\$	4,749.43
Varma, Donna Marie	Rio Vista Elementary - 117	1	\$	4,749.43
Walker, Melissa Kiyoko	Rio Vista Elementary - 117	0.8	\$	3,799.54
Wiechert, Hilary Katherine	Rio Vista Elementary - 117	1	\$	4,749.43
Williams, Stephanie Gay	Rio Vista Elementary - 117	0.3	\$	1,424.83
Williams, Stephanie Gay	Rio Vista Elementary - 117	0.5	\$	2,374.71
Williams, Stephanie Gay	Rio Vista Elementary - 117	0.1	\$	474.94
Wolf, Amber Marie	Rio Vista Elementary - 117	1	\$	4,749.43
Wray, Kathleen Jane	Rio Vista Elementary - 117	0.5	\$	2,374.71
Acuna, Dawn Lara	Walker Elementary - 112	1	\$	4,789.80
Arviso, Victoria Ann	Walker Elementary - 112	1	\$	4,870.16
Baller, Ann Michelle	Walker Elementary - 112	0.5	\$	2,435.08
Baller, Ann Michelle	Walker Elementary - 112	0.5	\$	2,435.08
Banales, Natasha Joy	Walker Elementary - 112	1	\$	4,870.16
Bermudez, Monica Mary	Walker Elementary - 112	1	\$	4,870.16
Colbert, Kimberly Kay	Walker Elementary - 112	0.5	\$	2,435.08
Colbert, Kimberly Kay	Walker Elementary - 112	0.5	\$	2,435.08
De La Rocha, Natalia	Walker Elementary - 112	1	\$	4,870.16
Donahue, Brian W	Walker Elementary - 112	0.2	\$	974.03
Donahue, Brian W	Walker Elementary - 112	0.6	\$	2,922.10
Donahue, Brian W	Walker Elementary - 112	0.1	\$	487.02
Esposito, Kimberly Spring	Walker Elementary - 112	1	\$	4,870.16
Flippo, Hannah Michelle	Walker Elementary - 112	1	\$	4,789.80
Hutchison, Mina Nicole	Walker Elementary - 112	1	\$	4,870.16
Kanji, Alyshah	Walker Elementary - 112	0.4	\$	1,948.06
Kanji, Alyshah	Walker Elementary - 112	0.1	\$	487.02
Kasen, Jamie R	Walker Elementary - 112	0.4	\$	1,948.06
Kasen, Jamie R	Walker Elementary - 112	0.6	\$	2,922.10
Kidd, Alison Lee	Walker Elementary - 112	1	\$	4,629.09
LaRock, Angela Marie	Walker Elementary - 112	1	\$	4,870.16
Llamas, Raquel Christina	Walker Elementary - 112	1	\$	4,870.16
Luciano, Susan M	Walker Elementary - 112	1	\$	4,870.16
Martinez, Gene Ruiz	Walker Elementary - 112	0.5	\$	2,435.08
Martinez, Gene Ruiz	Walker Elementary - 112	0.5	\$	2,435.08
Maytorena, Yeniffer Adalt	Walker Elementary - 112	1	\$	4,629.09
Miller, Vanessa Ann	Walker Elementary - 112	1	\$	4,870.16
Oros, Lourdes E	Walker Elementary - 112	0.25	\$	1,217.54
Oros, Lourdes E	Walker Elementary - 112	0.25	\$	1,217.54
Oros, Lourdes E	Walker Elementary - 112	0.5	\$	2,435.08
Peterson, Jane M	Walker Elementary - 112	0.3	\$	1,461.05
Peterson, Jane M	Walker Elementary - 112	0.5	\$	2,435.08
Peterson, Jane M	Walker Elementary - 112	0.1	\$	487.02

Prop 301 Certified Payout FY24				
301 FY24 Payout of FY23 (Teachers)				
Name	Participating Site	FTE	301 Total Amount	
Powers, Jennifer Lee Bennett	Walker Elementary - 112	1	\$	4,870.16
Ratliff, Katherine K	Walker Elementary - 112	1	\$	4,870.16
Rondeau, Caroline A	Walker Elementary - 112	1	\$	4,870.16
Russell, Cynthia A	Walker Elementary - 112	0.2	\$	974.03
Russell, Cynthia A	Walker Elementary - 112	0.3	\$	1,461.05
Russell, Cynthia A	Walker Elementary - 112	0.5	\$	2,435.08
Sullivan, Kayla Marie	Walker Elementary - 112	0.5	\$	2,435.08
Triphan, Stephanie Nicole	Walker Elementary - 112	1	\$	4,789.80
Williams, Catherine C	Walker Elementary - 112	1	\$	4,870.16
Baca, Florence F	Wilson K-8 - 168	0.1667	\$	781.94
Baca, Florence F	Wilson K-8 - 168	0.3333	\$	1,563.41
Baca, Florence F	Wilson K-8 - 168	0.5	\$	2,345.35
Borras, Gina Marie	Wilson K-8 - 168	0.05	\$	234.53
Borras, Gina Marie	Wilson K-8 - 168	0.05	\$	234.53
Borras, Gina Marie	Wilson K-8 - 168	0.1	\$	469.07
Borras, Gina Marie	Wilson K-8 - 168	0.2	\$	938.14
Borras, Gina Marie	Wilson K-8 - 168	0.2	\$	938.14
Boyer, Lisa M	Wilson K-8 - 168	1	\$	4,690.69
Brower, Thomas J	Wilson K-8 - 168	0.3	\$	1,407.21
Brower, Thomas J	Wilson K-8 - 168	0.5	\$	2,345.35
Brower, Thomas J	Wilson K-8 - 168	0.2	\$	938.14
Carlson, Joanne	Wilson K-8 - 168	0.5	\$	2,345.35
Champie, Christina Kay	Wilson K-8 - 168	1	\$	4,690.69
Cortese, Scott Edward	Wilson K-8 - 168	1	\$	4,690.69
Coyne, Ashley Ann	Wilson K-8 - 168	1	\$	4,690.69
Cruz, Cynthia L	Wilson K-8 - 168	0.8667	\$	4,065.42
Eliopoulos-Haloftis, Helen	Wilson K-8 - 168	0.8	\$	3,752.55
Elslager, Pamela Elizabeth	Wilson K-8 - 168	0.5	\$	2,305.17
Elslager, Pamela Elizabeth	Wilson K-8 - 168	0.5	\$	2,305.17
Ferrel, John David	Wilson K-8 - 168	1	\$	4,610.34
Finch, Richard L	Wilson K-8 - 168	1	\$	4,610.34
Fritton, Teresa Elizabeth	Wilson K-8 - 168	1	\$	4,610.34
Garcia, Christopher Michael	Wilson K-8 - 168	1	\$	4,610.34
Grantham, Jonathan Frederick	Wilson K-8 - 168	1	\$	4,610.34
Harder, Kawna A	Wilson K-8 - 168	1	\$	4,610.34
Herron, Candace Joy	Wilson K-8 - 168	0.5	\$	2,345.35
Herron, Candace Joy	Wilson K-8 - 168	0.5	\$	2,345.35
Hicks, Vanessa Anne	Wilson K-8 - 168	1	\$	4,690.69
Hill, Christian Edward	Wilson K-8 - 168	0.2	\$	922.07
Hill, Christian Edward	Wilson K-8 - 168	0.3333	\$	1,536.62
Hill, Christian Edward	Wilson K-8 - 168	0.1334	\$	615.02
Hill, Christian Edward	Wilson K-8 - 168	0.3333	\$	1,536.62
Hitt, Angela	Wilson K-8 - 168	0.1	\$	469.07
Hitt, Angela	Wilson K-8 - 168	0.7	\$	3,283.49

Prop 301 Certified Payout FY24				
301 FY24 Payout of FY23 (Teachers)				
Name	Participating Site	FTE	301 Total Amount	
Hitt, Angela	Wilson K-8 - 168	0.2	\$	938.14
Howland, Patricia A	Wilson K-8 - 168	0.8333	\$	3,908.75
Howland, Patricia A	Wilson K-8 - 168	0.1667	\$	781.94
Hutchins, Annalizza	Wilson K-8 - 168	1	\$	4,610.34
Jacobson, Isabel	Wilson K-8 - 168	0.3334	\$	1,537.09
Jacobson, Isabel	Wilson K-8 - 168	0.6666	\$	3,073.25
Jones, Bobbi Lynn	Wilson K-8 - 168	1	\$	4,690.69
La Joy, Elisa Maria	Wilson K-8 - 168	1	\$	4,690.69
Lassers, Melissa Madeleinecorinne	Wilson K-8 - 168	0.5	\$	2,305.17
Lassers, Melissa Madeleinecorinne	Wilson K-8 - 168	0.5	\$	2,305.17
Linn, David Dyland	Wilson K-8 - 168	0.1667	\$	781.94
Linn, David Dyland	Wilson K-8 - 168	0.8333	\$	3,908.75
Miller, Daina Suzana	Wilson K-8 - 168	0.5	\$	2,345.35
Miller, Daina Suzana	Wilson K-8 - 168	0.5	\$	2,345.35
Morris, Christopher Andrew	Wilson K-8 - 168	1	\$	4,610.34
Murphy, Justin	Wilson K-8 - 168	1	\$	4,610.34
Novinski, Garrett Bradley	Wilson K-8 - 168	0.1667	\$	781.94
Novinski, Garrett Bradley	Wilson K-8 - 168	0.2	\$	938.14
Novinski, Garrett Bradley	Wilson K-8 - 168	0.6	\$	2,814.42
Obregon, Jose J	Wilson K-8 - 168	1	\$	4,690.69
Orelup, Charles N	Wilson K-8 - 168	0.5	\$	2,305.17
Orelup, Charles N	Wilson K-8 - 168	0.5	\$	2,305.17
Ortiz, Phillip C	Wilson K-8 - 168	1	\$	4,610.34
Pakkala, Sara Elizabeth	Wilson K-8 - 168	1	\$	4,690.69
Pederson, Tracy Lucille	Wilson K-8 - 168	1	\$	4,610.34
Phelps, Susan Beth	Wilson K-8 - 168	1	\$	4,690.69
Pieroway, Karl Andrew	Wilson K-8 - 168	0.75	\$	3,518.02
Priest, Madison Lee	Wilson K-8 - 168	0.3333	\$	1,563.41
Priest, Madison Lee	Wilson K-8 - 168	0.5	\$	2,345.35
Priest, Madison Lee	Wilson K-8 - 168	0.1667	\$	781.94
Ralbovsky, Jessica	Wilson K-8 - 168	1	\$	4,690.69
Reddoch, Laura Ann	Wilson K-8 - 168	0.5	\$	2,305.17
Reddoch, Laura Ann	Wilson K-8 - 168	0.5	\$	2,305.17
Rouintree, Abigail Conant Woodard	Wilson K-8 - 168	1	\$	4,690.69
Scolman, Rebecca K	Wilson K-8 - 168	1	\$	4,690.69
Shepard, Andrea Jill	Wilson K-8 - 168	1	\$	4,610.34
Silvas, Sharon Marie	Wilson K-8 - 168	1	\$	4,690.69
Smerz, Hans Brett	Wilson K-8 - 168	1	\$	4,690.69
Smith, Alexander C	Wilson K-8 - 168	1	\$	4,690.69
Spencer, Dawna Michelle	Wilson K-8 - 168	1	\$	4,690.69
Steiner, Emily Joy	Wilson K-8 - 168	1	\$	4,690.69
Steiner, Suzanne Cherie	Wilson K-8 - 168	1	\$	4,690.69
Swisher, Danielle Milot	Wilson K-8 - 168	0.5	\$	2,345.35
Swisher, Danielle Milot	Wilson K-8 - 168	0.5	\$	2,345.35

Prop 301 Certified Payout FY24				
301 FY24 Payout of FY23 (Teachers)				
Name	Participating Site	FTE	301 Total Amount	
Tarquin, Kathy	Wilson K-8 - 168	1	\$	4,449.62
Wilson, Erin Michelle-Murphy	Wilson K-8 - 168	1	\$	4,690.69
Yarbrough, Katrina Kai	Wilson K-8 - 168	1	\$	4,610.34

Prop 301 Classified Payout FY24			
301 FY24 Payout of FY23 (Paraprofessionals)			
Name	Participating Site	FTE	301 Total Amount
Asselin, Allyssa Rose	Amphitheater High - 281	0.9375	\$ 468.75
Davis, Hailey Celixes	Amphitheater High - 281	1	\$ 500.00
Frenay, Nicholas Kevin	Amphitheater High - 281	0.9375	\$ 468.75
Guerena, Tanya Nicole	Amphitheater High - 281	1	\$ 500.00
Hughes Borquez, Amber Eileen	Amphitheater High - 281	0.9375	\$ 468.75
Johns, Jessica Renee	Amphitheater High - 281	0.5	\$ 250.00
Mendoza, Tamara B	Amphitheater High - 281	1	\$ 500.00
Miller, Lorie Lynne	Amphitheater High - 281	1	\$ 500.00
Mullen, Mary Grace	Amphitheater High - 281	0.9375	\$ 468.75
Pye, Alexander Enrique Guzman	Amphitheater High - 281	0.9375	\$ 468.75
Reil, Elisabeth Johanna Mai	Amphitheater High - 281	0.9375	\$ 468.75
Shuman, Debra Aline	Amphitheater High - 281	0.9375	\$ 468.75
Velasquez, Claudia Mae	Amphitheater High - 281	1	\$ 500.00
Cruce, Lyndsay Lorene	Amphitheater Middle - 166	0.9375	\$ 468.75
Gray, Sandra L	Amphitheater Middle - 166	0.1	\$ 50.00
Kraft, Guadalupe	Amphitheater Middle - 166	0.9375	\$ 468.75
Morris, Patricia A	Amphitheater Middle - 166	0.9375	\$ 468.75
Roa, Alix M	Amphitheater Middle - 166	0.5	\$ 250.00
Thornton, Susan Joanne	Amphitheater Middle - 166	1	\$ 500.00
Toothman, Luke Allen	Amphitheater Middle - 166	0.9375	\$ 468.75
Calvin, Leann K	Canyon del Oro High - 282	1	\$ 500.00
Drake, Tiffany Kathleen	Canyon del Oro High - 282	0.5	\$ 250.00
Finney, Stephanie	Canyon del Oro High - 282	0.9375	\$ 468.75
Hernandez, Mary	Canyon del Oro High - 282	0.9375	\$ 468.75
Manes, Rorie Ashlyn Nichole	Canyon del Oro High - 282	0.9375	\$ 468.75
Plimpton, Bethany Ann	Canyon del Oro High - 282	0.9375	\$ 468.75
Robison, Julia Grace	Canyon del Oro High - 282	1	\$ 500.00
Rowland, Barbara Nora	Canyon del Oro High - 282	1	\$ 500.00
Sevinsky, Nicole Mae	Canyon del Oro High - 282	0.9375	\$ 468.75
Sipchen, James J	Canyon del Oro High - 282	0.9375	\$ 468.75
Toothman, Victoria Renee	Canyon del Oro High - 282	0.9375	\$ 468.75
Blake, Olivia Rachel	Copper Creek Elementary - 118	1	\$ 500.00
Dees, Barbara Ann	Copper Creek Elementary - 118	0.9375	\$ 468.75
Erickson, Victoria S	Copper Creek Elementary - 118	0.9375	\$ 468.75
Fears, Carolyn Kathleen	Copper Creek Elementary - 118	0.9375	\$ 468.75
Franklin, Jennifer Lee	Copper Creek Elementary - 118	0.9375	\$ 468.75
Laughlin, Von Ligon	Copper Creek Elementary - 118	0.9375	\$ 468.75
Martin, Elinore Janice	Copper Creek Elementary - 118	0.9375	\$ 468.75
Mcfadden, William Edward	Copper Creek Elementary - 118	0.625	\$ 312.50
Nelson, Kerry Anne	Copper Creek Elementary - 118	0.9375	\$ 468.75
Orelup, Alexander Preston	Copper Creek Elementary - 118	0.4	\$ 200.00
Orelup, Alexander Preston	Copper Creek Elementary - 118	0.6	\$ 300.00
Quijada, Mary	Copper Creek Elementary - 118	0.9375	\$ 468.75
Rayl, Karin L	Copper Creek Elementary - 118	0.9375	\$ 468.75

Prop 301 Classified Payout FY24			
301 FY24 Payout of FY23 (Paraprofessionals)			
Name	Participating Site	FTE	301 Total Amount
Reinhardt, Camilla Corrine	Copper Creek Elementary - 118	0.9375	\$ 468.75
Ritzel, Lorella	Copper Creek Elementary - 118	1	\$ 500.00
Taylor, Miriah Leann	Copper Creek Elementary - 118	1	\$ 500.00
Thomas, Vita	Copper Creek Elementary - 118	0.9375	\$ 468.75
Barragan, Yohany	Coronado K-8 - 115	1	\$ 500.00
Born, Alicia Claire	Coronado K-8 - 115	1	\$ 500.00
Clary, Linda Ann	Coronado K-8 - 115	0.9375	\$ 468.75
Hagin, Lea Meredith	Coronado K-8 - 115	1	\$ 500.00
Lerch, Gary Edwin	Coronado K-8 - 115	1	\$ 500.00
Lewis, Linda Louise	Coronado K-8 - 115	0.9375	\$ 468.75
Mele, James D	Coronado K-8 - 115	0.5	\$ 250.00
Peterson, Jenny	Coronado K-8 - 115	0.5	\$ 250.00
Reyes, Maria	Coronado K-8 - 115	1	\$ 500.00
Baron, Craig A	Cross Middle - 167	0.6	\$ 292.80
Camacho, Georgina S	Cross Middle - 167	1	\$ 488.00
Contreras, Elsa Angelina	Cross Middle - 167	0.9375	\$ 457.50
Dowell, Jessica N T	Cross Middle - 167	0.9375	\$ 457.50
Fogltance, Debra L	Cross Middle - 167	0.975	\$ 475.80
Gerson, Lorelei Ann	Cross Middle - 167	1	\$ 488.00
Iribe, Courtney Louise	Cross Middle - 167	0.9375	\$ 457.50
Khyyat, Elizabeth Ann	Cross Middle - 167	0.9375	\$ 457.50
Mcquown, Brianna Marie	Cross Middle - 167	0.3	\$ 146.40
Mcquown, Brianna Marie	Cross Middle - 167	0.7	\$ 341.60
Molina Velazquez, Andres Eduardo	Cross Middle - 167	0.9375	\$ 457.50
Nakamura, Christina Mae	Cross Middle - 167	0.9375	\$ 457.50
Watson, Dacey Laree	Cross Middle - 167	0.9375	\$ 457.50
Boyan, Beth P	Donaldson Elementary - 106	0.9375	\$ 438.75
Cattler, Joanne	Donaldson Elementary - 106	0.9375	\$ 438.75
Horton, Kady Becca	Donaldson Elementary - 106	0.5	\$ 234.00
Kalykova, Gulgaky	Donaldson Elementary - 106	1	\$ 468.00
Larson-Camacho, Kathryn Ann	Donaldson Elementary - 106	1	\$ 468.00
Leyva, Ariana Valenzuela	Donaldson Elementary - 106	1	\$ 468.00
Lopez, Erica Guadalupe	Donaldson Elementary - 106	0.9375	\$ 438.75
Lopez, Rebecca S	Donaldson Elementary - 106	1	\$ 468.00
Martinez, Angela Elena	Donaldson Elementary - 106	0.9375	\$ 438.75
Nosheny, Aaron	Donaldson Elementary - 106	0.6	\$ 280.80
Orlosky, Sheryl Ann	Donaldson Elementary - 106	0.9375	\$ 438.75
Titzel, Everenice Paniagua	Donaldson Elementary - 106	0.9375	\$ 438.75
Atondo-Ballesteros, Perla G	Harelson Elementary - 107	1	\$ 500.00
Gildon-Hernandez, Sara Elizabeth	Harelson Elementary - 107	1	\$ 500.00
Grant, Renee Marie	Harelson Elementary - 107	0.9375	\$ 468.75
Jordison, Lauren R	Harelson Elementary - 107	1	\$ 500.00
LaPedus, Alicia Ann	Harelson Elementary - 107	0.9375	\$ 468.75
Lauscher, Kim A	Harelson Elementary - 107	0.9375	\$ 468.75

Prop 301 Classified Payout FY24			
301 FY24 Payout of FY23 (Paraprofessionals)			
Name	Participating Site	FTE	301 Total Amount
Riegert, Monica Lynn	Harelson Elementary - 107	0.6	\$ 300.00
Rose, Heather Irene	Harelson Elementary - 107	0.9375	\$ 468.75
Aguirre, Adilene	Holaway Elementary - 108	1	\$ 500.00
Barbary, Jessica Lynne	Holaway Elementary - 108	1	\$ 500.00
Broome, Steven C	Holaway Elementary - 108	0.6	\$ 300.00
Broome, Steven C	Holaway Elementary - 108	0.15	\$ 75.00
Corral, Yvette Desiree	Holaway Elementary - 108	0.9375	\$ 468.75
Figueroa Rivera, Eunice	Holaway Elementary - 108	0.9375	\$ 468.75
Hakes, Jacquelen	Holaway Elementary - 108	0.9375	\$ 468.75
Jacobson, Leah Rose	Holaway Elementary - 108	0.9375	\$ 468.75
Johnson, Connie Jeanette	Holaway Elementary - 108	0.5	\$ 250.00
Marquez, Galahad B	Holaway Elementary - 108	0.25	\$ 125.00
Martinez, Janitza Danel	Holaway Elementary - 108	0.9375	\$ 468.75
Teran, Anais F	Holaway Elementary - 108	0.9375	\$ 468.75
Villa Felix, Grecia	Holaway Elementary - 108	0.9375	\$ 468.75
Wilson, Margaret Patricia	Holaway Elementary - 108	0.9375	\$ 468.75
Hansen, Annelie	Innovation Academy - 119	1	\$ 500.00
Johnson, Irais Olivia	Innovation Academy - 119	0.6	\$ 300.00
Priestle, Stephen Paul	Innovation Academy - 119	1	\$ 500.00
VINCENT, ASHLEY ANN	Innovation Academy - 119	0.9375	\$ 468.75
Bragg, Sheree Lee	Ironwood Ridge High - 280	1	\$ 500.00
Quinn, David Adren	Ironwood Ridge High - 280	0.5	\$ 250.00
Suarez, Ana Maria	Ironwood Ridge High - 280	0.9375	\$ 468.75
Valdez, Rosa Elena	Ironwood Ridge High - 280	1	\$ 500.00
Wilford, Cindy L	Ironwood Ridge High - 280	1	\$ 500.00
Winkel, Cheryl Louise	Ironwood Ridge High - 280	1	\$ 500.00
Ashmore, Kristy Lynn	Keeling Elementary - 109	0.8	\$ 400.00
Brown, Marife Jumamoy	Keeling Elementary - 109	0.9375	\$ 468.75
Cardenas, Mario Chanez Jr	Keeling Elementary - 109	1	\$ 500.00
O'Connell, Amanda Michelle	Keeling Elementary - 109	0.9375	\$ 468.75
Olen, Laura Marie	Keeling Elementary - 109	0.5	\$ 250.00
Puente, Anna Marie	Keeling Elementary - 109	0.5	\$ 250.00
Puente, Anna Marie	Keeling Elementary - 109	0.5	\$ 250.00
Siqueiros, Angelica	Keeling Elementary - 109	0.5	\$ 250.00
Siqueiros, Angelica	Keeling Elementary - 109	0.5	\$ 250.00
Welchert, Heather Ann	Keeling Elementary - 109	0.9375	\$ 468.75
Dalton-Aragon, Jaron Matthew	La Cima Middle - 165	0.6	\$ 279.60
Dalton-Aragon, Jaron Matthew	La Cima Middle - 165	0.4	\$ 186.40
Muscarello, Chelsea Jo	La Cima Middle - 165	0.9375	\$ 436.88
Buckner, Gina Lynn	Mesa Verde Elementary - 116	0.9375	\$ 451.88
Cook, Melissa Lee	Mesa Verde Elementary - 116	0.9375	\$ 451.88
Figueroa, Cameron Renee	Mesa Verde Elementary - 116	0.9375	\$ 451.88
Flores, Mallory Jean	Mesa Verde Elementary - 116	1	\$ 482.00
Gomez, Ignacio Daniel	Mesa Verde Elementary - 116	0.6	\$ 289.20

Prop 301 Classified Payout FY24				
301 FY24 Payout of FY23 (Paraprofessionals)				
Name	Participating Site	FTE	301 Total Amount	
Gomez, Ignacio Daniel	Mesa Verde Elementary - 116	0.4	\$	192.80
Headley, Erika Johannah	Mesa Verde Elementary - 116	0.9375	\$	451.88
Honomichl, Erika Michelle	Mesa Verde Elementary - 116	0.9375	\$	451.88
Imbody, Louise Maria	Mesa Verde Elementary - 116	0.9375	\$	451.88
Krigbaum, Madison Marie	Mesa Verde Elementary - 116	0.5	\$	241.00
LaPedus, Michael S	Mesa Verde Elementary - 116	1	\$	482.00
Oldaker, Rachel Michelle	Mesa Verde Elementary - 116	1	\$	482.00
Priest, Shannon Virginia	Mesa Verde Elementary - 116	0.9375	\$	451.88
Quinn, Vanessa Hause	Mesa Verde Elementary - 116	0.9375	\$	451.88
Schelle, Heather Christine	Mesa Verde Elementary - 116	0.9375	\$	451.88
Schrepfer, Sandra E	Mesa Verde Elementary - 116	0.9375	\$	451.88
Sowid, Caitlin Dawn	Mesa Verde Elementary - 116	0.5	\$	241.00
Gonzalez, Patricia R	Nash Elementary - 110	1	\$	500.00
Hunter, Abby	Nash Elementary - 110	0.9375	\$	468.75
Lake, Colin Tice	Nash Elementary - 110	0.6	\$	300.00
Lake, Colin Tice	Nash Elementary - 110	0.4	\$	200.00
Makovic, Lisa Renee	Nash Elementary - 110	1	\$	500.00
Reyes, Monica Lavinia	Nash Elementary - 110	0.9375	\$	468.75
Wernert, Sarah Beth	Nash Elementary - 110	0.9375	\$	468.75
Christensen, Christine Jyl	Painted Sky Elementary - 114	0.6	\$	300.00
Cuestas, Lena L	Painted Sky Elementary - 114	1	\$	500.00
Davis, Wendy Sue	Painted Sky Elementary - 114	1	\$	500.00
Duarte-Jungerman, Blanca L	Painted Sky Elementary - 114	1	\$	500.00
Klimowicz, Vincent W Jr	Painted Sky Elementary - 114	0.6	\$	300.00
Klimowicz, Vincent W Jr	Painted Sky Elementary - 114	0.15	\$	75.00
McCormick, Marina Camargo	Painted Sky Elementary - 114	1	\$	500.00
Sanchez, Jennifer Lisa	Painted Sky Elementary - 114	0.9375	\$	468.75
Small, Reina Larissa	Painted Sky Elementary - 114	0.9375	\$	468.75
Trombetta, Ann Jones	Painted Sky Elementary - 114	0.75	\$	375.00
Watson, Christy Anne	Painted Sky Elementary - 114	0.9375	\$	468.75
Cox, Martin Ian Keith	Prince Elementary - 111	0.6	\$	300.00
Cox, Martin Ian Keith	Prince Elementary - 111	0.4	\$	200.00
Mason, Kristin Marie	Prince Elementary - 111	1	\$	500.00
Olivares Velarde, Sara P	Prince Elementary - 111	0.5	\$	250.00
Smith, Stephanie Avisia	Prince Elementary - 111	0.5	\$	250.00
Smith, Stephanie Avisia	Prince Elementary - 111	0.5	\$	250.00
Wray, Eileen Nannette	Prince Elementary - 111	1	\$	500.00
Benavidez, Anthony James	Rillito Center - 125	0.9375	\$	468.75
Bogomol, Scott W	Rillito Center - 125	0.9375	\$	468.75
Boteo Diaz, Gladys Isabel	Rillito Center - 125	0.9375	\$	468.75
Clayton, Darlene Nia	Rillito Center - 125	0.875	\$	437.50
Cruz, Kristy Irene	Rillito Center - 125	1	\$	500.00
Dickey, Anitra Mashawn	Rillito Center - 125	1	\$	500.00
Fiske, Hui Xian	Rillito Center - 125	0.9375	\$	468.75

Prop 301 Classified Payout FY24			
301 FY24 Payout of FY23 (Paraprofessionals)			
Name	Participating Site	FTE	301 Total Amount
Hartwig, Georganne	Rillito Center - 125	0.9375	\$ 468.75
Hernandez, David Christopher	Rillito Center - 125	1	\$ 500.00
Hersha, Dalton Connor	Rillito Center - 125	0.875	\$ 437.50
Lama Godinez, Marcela Gricelda	Rillito Center - 125	0.9375	\$ 468.75
Mastrorocco, Wendy Elizabeth	Rillito Center - 125	0.875	\$ 437.50
Munoz, Mariana Leticia	Rillito Center - 125	0.9375	\$ 468.75
Olson, Lyle Andrew	Rillito Center - 125	0.9375	\$ 468.75
Plimpton, John P	Rillito Center - 125	0.875	\$ 437.50
Solis Moiza, Cindy M	Rillito Center - 125	0.9375	\$ 468.75
Tyczynski, Amanda Beatrice	Rillito Center - 125	1	\$ 500.00
Alvarado, Cindy Alice	Rio Vista Elementary - 117	0.9375	\$ 455.63
Caponigro, Deborah C	Rio Vista Elementary - 117	0.6	\$ 291.60
Caponigro, Deborah C	Rio Vista Elementary - 117	0.4	\$ 194.40
Coronado, Yvonne	Rio Vista Elementary - 117	0.9375	\$ 455.63
Cortez, Monique Cassandra	Rio Vista Elementary - 117	0.9375	\$ 455.63
Crum, Tracy	Rio Vista Elementary - 117	0.75	\$ 364.50
Estrella, Elinora Moreno	Rio Vista Elementary - 117	0.5	\$ 243.00
Estudillo, Stephanie Nichole	Rio Vista Elementary - 117	0.9375	\$ 455.63
Gamez, Griselda	Rio Vista Elementary - 117	0.9375	\$ 455.63
Garcia Cruz, Maria E	Rio Vista Elementary - 117	0.9375	\$ 455.63
Hart, Patricia Ann	Rio Vista Elementary - 117	0.9375	\$ 455.63
Montano, Diane Janine	Rio Vista Elementary - 117	1	\$ 486.00
Moreno Andrade, Elizabeth Olivia	Rio Vista Elementary - 117	0.9375	\$ 455.63
Reed, Jan M	Rio Vista Elementary - 117	0.5	\$ 243.00
Ruesch, Svana C	Rio Vista Elementary - 117	1	\$ 486.00
Salgado, Jessica Ann	Rio Vista Elementary - 117	0.9375	\$ 455.63
Sennett, Daniel E	Rio Vista Elementary - 117	0.9375	\$ 455.63
Tadeo, Gabriela	Rio Vista Elementary - 117	1	\$ 486.00
Frankenberg, Viviana Elizabeth	Walker Elementary - 112	1	\$ 500.00
Gottron, Alexandria Desiree	Walker Elementary - 112	1	\$ 500.00
Kirfman, Jessica Marie	Walker Elementary - 112	0.5	\$ 250.00
KORNMAN, FREDERICKA	Walker Elementary - 112	0.6	\$ 300.00
Lee, Linda Elena	Walker Elementary - 112	1	\$ 500.00
Lindsey, Cathy A	Walker Elementary - 112	0.9375	\$ 468.75
Sierra, Mary L	Walker Elementary - 112	1	\$ 500.00
Simmons, William Francis	Walker Elementary - 112	0.6	\$ 300.00
Borja, Aubriana D"nae Blas	Wilson K-8 - 168	0.9375	\$ 450.00
Bradley-Weinheimer, Morgan Riana	Wilson K-8 - 168	0.9375	\$ 450.00
Carner, Nicole Marie	Wilson K-8 - 168	0.9375	\$ 450.00
Dodson, Haley Alexis	Wilson K-8 - 168	0.9375	\$ 450.00
Henley, Jolee Dawn	Wilson K-8 - 168	1	\$ 480.00
Horger, Alexis Danielle	Wilson K-8 - 168	1	\$ 480.00
Klinetop, Norman Lewis	Wilson K-8 - 168	1	\$ 480.00
Magallanes, Nancy Jean	Wilson K-8 - 168	0.9375	\$ 450.00

Prop 301 Classified Payout FY24				
301 FY24 Payout of FY23 (Paraprofessionals)				
Name	Participating Site	FTE	301 Total Amount	
Mccabe, Teresa Marie	Wilson K-8 - 168	1	\$	480.00
Rodriguez, Ann Elizabeth	Wilson K-8 - 168	0.9375	\$	450.00
Seeley, Lisa	Wilson K-8 - 168	1	\$	480.00
Vegas, Stephanie Lynn	Wilson K-8 - 168	0.9375	\$	450.00



**GOVERNING BOARD AGENDA ITEM
AMPHITHEATER UNIFIED SCHOOL DISTRICT NO. 10**

DATE OF MEETING: **June 25, 2024**

TITLE: **Approval of Out of State Travel**

BACKGROUND:

STAFF

Mary Beth Santillan, and Daryana Perez request permission to attend National Association for the Education of Homeless Children and Youth Annual Conference 2024 on November 15-19, 2024 in Orlando, Florida. Approximate cost of travel is \$4,610.54 and will be paid using McKinney Vento and ARP funds. Three school days will be missed, and no substitutes are required.


Darlene Mansouri requests permission to attend 2025 National ESEA Conference on February 18-23, 2025 in Austin, Texas. Approximate cost of travel is \$3,461.95 and will be paid using Title I funds. Two school days will be missed, and no substitutes are required.

BUDGET CODE KEY		
282.22.147.2579.6360.509.0000	ARP	Training Non-Instructional, Employee Training, State & Federal Programs
280.25.147.2579.6582.509.0000	McKinney Vento	Training Non-Instructional, Employee Travel, State & Federal Programs
280.24.147.2579.6582.509.0000	McKinney Vento	Training Non-Instructional, Employee Travel, State & Federal Programs
100.24.100.2579.6360.509.0000	Title I	Training Non-Instructional, Employee Training, State & Federal Programs
100.25.100.2579.6582.509.0000	Title I	Training Non-Instructional, Employee Travel, State & Federal Programs
100.24.100.2579.6582.509.0000	Title I	Training Non-Instructional, Employee Travel, State & Federal Programs

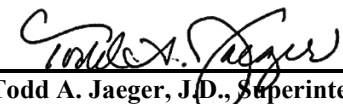
RECOMMENDATION:

It is the recommendation of the administration that the above travel be approved.

INITIATED BY:


Matthew Munger
 Associate Superintendent for Secondary Education

Date: June 12, 2024


Todd A. Jaeger, J.D., Superintendent

**AMPHITHEATER PUBLIC SCHOOLS
STAFF TRAVEL/CONFERENCE REQUEST**

THIS FORM SHOULD BE USED FOR ALL TRAVEL EXCEPT THAT TRAVEL WITHIN PIMA COUNTY OR A.I.A. SANCTIONED EVENT TRAVEL.

EMPLOYEE(S): Mary Beth Santillan Daryana Perez

SCHOOL: District Offices

Department (opt.): McKinney Vento

DATE(S): Nov. 15 to Nov. 19, 2024

ACTIVITY/EVENT: National Association for the Education of Homeless Children and Youth Annual Conference 2024

LOCATION: Orlando, Florida

ABSENCE: # Days 5 Sub Required: Yes No

of School Days Missed

EXPENSES REQUESTED: (OBTAIN RECEIPTS FOR ALL INCURRED EXPENSES)

	<u>APPROXIMATE COST</u>	<u>BUDGET CODE/DESCRIPTION</u>
		(Note: Tax credit contributions are District funds and require a budget code.)
Registration	<u>\$2,400.00</u>	<u>282.22.147.2579.6360.509.0000</u>
Transportation	<u>\$ 892.00</u> Mode <u>Air</u>	<u>280.25.147.2579.6582.509.0000</u>
Transportation	<u>\$ 40.00</u> <u>Airport-Hotel-Airport</u>	<u>280.25.147.2579.6582.509.0000</u>
Meals	<u>\$ 531.00</u>	<u>280.25.147.2579.6582.509.0000</u>
Lodging	<u>\$ 747.54</u>	<u>280.24.147.2579.6582.509.0000</u>
Substitutes	_____	
TOTAL	<u>\$ 4,610.54</u>	

The District will (or) will not receive reimbursement from outside sources.

* PO must be submitted and approved *prior* to travel to qualify for reimbursement.

Purpose of travel: National Association for the Education of Homeless Children and Youth Annual Conference 2024.

Outcomes and academic benefits to students and staff: To implement new strategies and techniques for working with Homeless Children and Youth students and their families to ensure academic success.

Identify which characteristics of the Portrait of Graduate are specifically related to this request.

- | | | |
|---|---|---|
| <input checked="" type="checkbox"/> Academic Content | <input checked="" type="checkbox"/> Caring | <input checked="" type="checkbox"/> Citizenship |
| <input checked="" type="checkbox"/> Collaboration | <input checked="" type="checkbox"/> Communication | <input checked="" type="checkbox"/> Creative Thinking |
| <input checked="" type="checkbox"/> Critical Thinking | <input checked="" type="checkbox"/> Problem-Solving | |

The travel is necessary for the implementation of the project funding the travel.

Submitted by: *Warlene Mansouri*
Signature

6/10/2024
Date

Principal/Supervisor

[Signature]
Associate Superintendent/Superintendent

Date

6/11/2024
Date

**AMPHITHEATER PUBLIC SCHOOLS
STAFF TRAVEL/CONFERENCE REQUEST**

THIS FORM SHOULD BE USED FOR ALL TRAVEL EXCEPT THAT TRAVEL WITHIN PIMA COUNTY OR A.I.A. SANCTIONED EVENT TRAVEL.

EMPLOYEE(S): Darlene Mansouri

SCHOOL: District Offices
 Department (opt.): State & Federal Programs
 DATE(S): February 18 -23, 2025

ACTIVITY/EVENT: 2025 National ESEA Conference

LOCATION: Austin, Texas

ABSENCE: # Days 6 Sub Required: Yes No # of School Days Missed 4

EXPENSES REQUESTED: (OBTAIN RECEIPTS FOR ALL INCURRED EXPENSES)

	<u>APPROXIMATE COST</u>		<u>BUDGET CODE/DESCRIPTION</u>
			(Note: Tax credit contributions are District funds and require a budget code.)
Registration	<u>\$649</u>		<u>100.24.100.2579.6360.509.0000</u>
Transportation	<u>\$605.95</u>	Mode <u>Air, Shuttle & Parking,</u>	<u>100.25.2579.6582.509.0000</u>
Rental Car	_____		_____
Meals	<u>\$297</u>		<u>100.25.100.2579.6582.509.0000</u>
Lodging	<u>\$1,910</u>		<u>100.24.100.2579.6582.509.0000</u>
Substitutes	_____		_____
TOTAL	<u>\$3,461.95</u>		

The District will (or) will not receive reimbursement from outside sources.

Purpose of travel: To attend the 2025 National ESEA Conference (Title I, II, IV Homeless, Private Schools and Equitable Services).

Outcomes and academic benefits to students and staff: A better understanding of the Federal Programs updates and guidelines. Learn changes at the Federal Level for grants and programs requirements.

The travel is necessary for the implementation of the project funding the travel.

Submitted by: Darlene Mansouri 6/10/24
 Signature Date

 Principal/Supervisor Date

[Signature] 313 6/11/2025
 Associate Superintendent/Superintendent Date



**GOVERNING BOARD AGENDA ITEM
AMPHITHEATER UNIFIED SCHOOL DISTRICT NO. 10**

DATE OF MEETING: **June 25, 2024**

TITLE: **Study and Approval of the Proposed Expenditure Budget for Fiscal Year 2024-2025**

BACKGROUND:

The State of Arizona requires governing boards to formally approve and adopt a proposed operating budget for the school district. The final enrollment numbers for the current school year from the Arizona Department of Education have not been issued. The District anticipates that the Average Daily Membership (ADM) for the 2024-2025 budget will be 11,327.

The legislature completed the current legislative session. The Office of the Auditor General and the Arizona Department of Education are currently working on revising the FY 2025 budget forms to reflect action taken by the legislature.

The Adjacent Ways budget has been increased for a \$350,000 tax levy. It is anticipated that this levy will need to occur during the next few years for anticipated future projects. This change will require the publication of a Truth in Taxation notice in the Arizona Daily Star.

There are two significant issues that were in the state budget that have not been addressed in the district's proposed budget. The Legislature made two appropriations: \$23,142,000 for an adjustment in District Additional Assistance (Capital) and \$37,000,000 for an adjustment in funding for Poverty (Free and Reduced Lunch Program). The Arizona Department of Education ADE will need to determine the actual distribution system for both programs. These funds can be spent in either the school district's maintenance and operation fund or unrestricted capital outlay fund. School districts are permitted to increase their budgets for these changes when they make a revision.

RECOMMENDATION:

It is the recommendation of the Administration that the Governing Board approves this proposed budget and directs that a summary of the budget be published. It is also recommended that the Governing Board schedule a public hearing on the proposed budget immediately prior to the adoption at the scheduled board meeting on July 9, 2024.

INITIATED BY:

Scott Little, Chief Financial Officer

Date: June 24, 2024

Todd A. Jaeger, J.D., Superintendent



FY 2025
State of Arizona
School District Annual Expenditure Budget
Districtwide Budget

Proposed

Version

By the Governing Board

We hereby certify that the Budget for the Fiscal Year 2025 was

Proposed 06/25/2024
Adopted
Revised
Date

Signed
Signed

The FY 2025 budget file for the version described above will be uploaded via
the School Finance Budget System on ADE's website by 06/26/2024
Type the Date as MM/DD/YYYY

Superintendent signature: Todd Jaeger
Business Manager signature: Scott Little
Superintendent name (typed name): Todd Jaeger
Business Manager name (typed name): Scott Little

District contact employee: Scott Little

Telephone: 520-696-5000
Email: slittle@amphi.com

Revenues and property taxation

Table with 2 columns: Description, Amount. Rows include Total budgeted revenues for fiscal year 2024 (\$110,000,000) and Estimated revenues by source for fiscal year 2025 (excluding property taxes) with sub-rows for Local, Intermediate, State, Federal, and TOTAL.

District tax rates for prior and budget fiscal years (A.R.S. §15-903.D.4)

Table with 3 columns: Description, Prior FY 2024, Est. Budget FY 2025. Rows include Primary Tax Rate, Secondary Tax Rates (M&O Override, Special Program Override, Capital Override, Class A Bonds, Class B Bonds, CTED, Desegregation, Total Secondary Tax Rate).

Total budgeted expenditures and aggregate school district budget limit (A.R.S. §15-905.H)

Table with 3 columns: Description, Budgeted Expenditures, Budget Limit. Rows include Maintenance and Operation Fund, Unrestricted Capital Fund, Federal projects other than Impact Aid, and Total aggregate school district budget limit.

Average teacher salaries (A.R.S. §15-903.E)

Table with 2 columns: Description, Amount. Rows include Average salary of all teachers employed in FY 2025 (budget year), Average salary of all teachers employed in FY 2024 (prior year), Increase in average teacher salary from the prior year, and Percentage increase.

Comments on average salary calculation (Optional):

Check this box if your district has no teachers (transporting districts and some CTEDs).

Fund 001 (M&O)

Maintenance and Operation (M&O) Fund

Expenditures	FTE		Salaries 6100	Employee Benefits 6200	Purchased Services 6300, 6400, 6500	Supplies 6600	Other 6800	Totals		% Increase/ Decrease		
	Prior FY	Budget FY						Prior FY 2024	Budget FY 2025			
	100 Regular education											
1000 Instruction	1.	189.43	189.43	30,383,408	7,974,770	515,366	199,033	314,876	39,113,224	39,387,453	0.7%	1.
2000 Support services												
2100 Students	2.	104.95	104.95	2,679,897	799,632	13,953	20,520	439	3,591,263	3,514,441	-2.1%	2.
2200 Instructional staff	3.	89.66	89.66	2,055,000	516,064	493,941	72,429	14,753	2,847,955	3,152,187	10.7%	3.
2300 General administration	4.	12.60	12.60	1,181,342	262,111	487,949	22,006	43,678	2,013,779	1,997,086	-0.8%	4.
2400 School administration	5.	112.00	112.00	5,090,270	1,518,844	118,605	13,270	947	6,735,458	6,741,936	0.1%	5.
2500 Central services	6.	85.40	85.40	2,494,217	891,847	767,069	70,012	146,501	4,421,297	4,369,646	-1.2%	6.
2600 Operation & maintenance of plant	7.	394.99	394.99	6,219,168	1,850,962	7,658,883	6,026,375	51,031	21,243,080	21,806,419	2.7%	7.
2900 Other	8.	0.00	0.00						0	0	0.0%	8.
3000 Operation of noninstructional services	9.	16.00	16.00	246,308	54,873		275,000		557,363	576,181	3.4%	9.
610 School-sponsored cocurricular activities	10.	42.50	42.50	130,069	36,345	4,212	1,218	69,325	245,548	241,169	-1.8%	10.
620 School-sponsored athletics	11.	25.00	25.00	958,966	197,384	205,087	210,867	52,760	1,713,523	1,625,064	-5.2%	11.
630 Other instructional programs	12.	0.00	0.00						0	0	0.0%	12.
700, 800, 900 Other programs	13.	0.00	0.00						0	0	0.0%	13.
Regular education subsection subtotal (lines 1-13)	14.	1,072.53	1,072.53	51,438,645	14,102,832	10,265,065	6,910,730	694,310	82,482,490	83,411,582	1.1%	14.
200 and 300 Special education												
1000 Instruction	15.	394.59	394.59	10,259,371	2,309,447	392,751	16,722	4,299	12,982,590	12,982,590	0.0%	15.
2000 Support services												
2100 Students	16.	73.80	73.80	3,569,706	815,020	1,261,985	53,757	2,766	5,535,014	5,703,234	3.0%	16.
2200 Instructional staff	17.	38.70	38.70	742,777	213,089	85,891	5,167	791	1,033,126	1,047,715	1.4%	17.
2300 General administration	18.	3.00	3.00	157,938	40,174				196,580	198,112	0.8%	18.
2400 School administration	19.	2.30	2.30	37,145	7,977				45,485	45,122	-0.8%	19.
2500 Central services	20.	0.00	0.00			31,942	9,824		40,815	41,766	2.3%	20.
2600 Operation & maintenance of plant	21.	5.00	5.00	47,931	10,507	14,652	1,870	1,410	32,674	76,370	133.7%	21.
2900 Other	22.	0.00	0.00						0	0	0.0%	22.
3000 Operation of noninstructional services	23.	0.00	0.00						0	0	0.0%	23.
Subtotal (lines 15-23)	24.	517.39	517.39	14,814,868	3,396,214	1,787,221	87,340	9,266	19,866,284	20,094,909	1.2%	24.
400 Pupil transportation	25.	189.88	189.88	2,842,187	855,240	3,836,308	850,757	3,078	8,270,242	8,387,570	1.4%	25.
510 Desegregation (from districtwide desegregation Budget, page 2, line 44)	26.	83.35	0.00	3,044,691	740,219	234,244	5,846	0	4,025,121	4,025,000	0.0%	26.
530 Dropout prevention programs	27.	0.75	0.75	103,000	20,600	5,812			129,412	129,412	0.0%	27.
540 Joint career and technical education and vocational Education center	28.	0.00	0.00	0	0	0	0	0	0	0	0.0%	28.
550 K-3 Reading program	29.	7.00	0.00	436,807	87,362				529,740	524,169	-1.1%	29.
Total expenditures (lines 14, and 24-29) (Cannot exceed page 7, line 11)	30.	1,870.90	1,780.55	72,680,198	19,202,467	16,128,650	7,854,673	706,654	115,303,168	116,572,642	1.1%	30.

The district has budgeted an amount in the M and O Fund equal to the General Budget Limit as calculated on page 7 of 8.

Special education programs by type (M&O Fund Programs 200 and 300)

(A.R.S. §§ 15-761 and 15-903)

	Prior FY	Budget FY	
1. Total all disability classifications	17,613,349	17,641,154	1.
2. Gifted education	1,286,790	1,475,067	2.
3. Remedial education	0		3.
4. ELL incremental costs	0		4.
5. ELL compensatory instruction	0		5.
6. Vocational and technical education (non-CTED)	0		6.
7. Career education (non-CTED)	0		7.
8. Career technical education (CTED)	966,145	978,688	8.
9. Total (lines 1 through 8. Must equal total of line 24, page 1)	19,866,284	20,094,909	9.
10. IEP required pupil transportation costs coded within Program 400	775,000	775,000	10.

Proposed ratios for special education

(A.R.S. §§15-903.E.1 and 15-764.A.5)

Teacher-Pupil 1 to 18
 Staff-Pupil 1 to 27

Expenditures budgeted for audit services

M&O Fund - Nonfederal	6350	<u>50400</u>
All funds - Federal	<i>6330</i>	<u>6,000</u>

FY 2025 performance pay (A.R.S. Section 15-920)

Amount budgeted in M&O Fund for a performance pay component \$ -

Do not report budgeted amounts for the Performance Pay Component of the Classroom Site Fund on this line.

Expenditures budgeted in the M&O Fund for food service

Amount budgeted in M&O for Food Service (Fund 001, Function 3100) \$ 275,000
 (This amount will be used to determine district compliance with state matching requirements pursuant to Code of Federal Regulations (CFR) Title 7, §210.17(a)]

Fund 010 (CSF)

Classroom Site Fund (CSF) and CSF Budget Limit (A.R.S. §§ 15-977 and 15-978)

Expenditures		Salaries 6100	Employee benefits 6200	Purchased services 6300, 6400, 6500	Supplies 6600	Property 6700	Debt service and miscellaneous 6800	Totals		% Increase/ Decrease
								Prior FY 2024	Budget FY 2025	
1000 Instruction	1.	10,093,517	2,523,379					18,148,580	12,616,896	-30.5%
2100 Support services - students	2.	272,798	68,199					389,037	340,997	-12.3%
2200 Support services - instructional staff	3.	125,906	31,477					179,557	157,383	-12.3%
2300 Support services - general administration	4.							0	0	0.0%
2500 Central services	5.							0	0	0.0%
3300 Community services Oerations	6.							0	0	0.0%
4000 Facilities acquisition and constructor	7.							0	0	
5000 Debt service	8.							0	0	
Total Expenditures (lines 1-8)	9.	10,492,221	2,623,055	0	0	0	0	18,717,174	13,115,276	-29.9%

The district has budgeted an amount in Fund 010 equal to the Classroom Site Fund Budget Limit as calculated below.

Classroom Site Fund Budget Limit Calculation

FY 2024 Classroom Site Fund Budget Limit (from FY 2024 latest revised Budget, page 3, line 16)	10.	12,528,524
FY 2024 Actual expenditures (For budget adoption use actual expenditures to date plus estimated expenditures through fiscal year-end.)	11.	10945452
Unexpended Budget Balance (line 10 minus 11)	12.	1,583,072
Interest earned in the Classroom Site Fund in FY 2024	13.	95,795
FY 2025 Classroom Site Fund allocation (provided by ADE, based on \$792)	14.	11,436,409
Adjustments to FY 2025 Classroom Site Fund Budget Limit (1)	15.	
FY 2025 Classroom Site Fund Budget Limit (Sum of lines 10 through 15) (2)	16.	13,115,276

(1) This line may be used to recapture lost CSF budget capacity that resulted from underbudgeting in prior fiscal years.

(2) The amounts budgeted on line 7 cannot exceed the respective amounts on this line.

Fund 610 (UCO)

Unrestricted Capital Outlay (UCO) Fund

Expenditures	Rentals 6440	Library books, textbooks, & instructional aids (2) 6641-6643	Short-term noninstructional software subscription 6655	Property (2) 6700	Redemption of principal (3) 6831, 6832, 6833	Interest (4) 6841, 6842, 6843, 6850	All other object codes (excluding 6900)	Totals		% Increase/Decrease
								Prior FY 2024	Budget FY 2025	
Unrestricted Capital Outlay Override (1)	1.							0	0	0.0%
Unrestricted Capital Outlay Fund 610 (6)	2.									
1000 Instruction	2.	6,000,000		300,000			2,500	6,301,500	6,302,500	0.0%
2000 Support services										
2100, 2200 Students and instructional staff	3.	400,000		575,000				975,000	975,000	0.0%
2300, 2400, 2500, 2900 Administration	4.			12,828,742				6,006,788	12,828,742	113.6%
2600 Operation & maintenance of plant	5.			35,000				36,100	35,000	-3.0%
2700 Student transportation	6.			25,000				25,000	25,000	0.0%
3000 Operation of noninstructional services (5)	7.							0	0	0.0%
4000 Facilities acquisition and construction	8.			1,000,000				1,000,000	1,000,000	0.0%
5000 Debt service	9.							0	0	0.0%
Total unrestricted capital outlay fund (lines 2-9)	10.	0	6,400,000	0	14,763,742	0	2,500	14,344,388	21,166,242	47.6%

The district has budgeted an amount in the UCO Fund equal to the Unrestricted Capital Budget Limit as calculated on Page 8 of 8.

(1) Amounts in the Unrestricted Capital Outlay Override line 1 above must be included in the appropriate individual line items for Fund 610 and in the budget year total column.

(5) Expenditures budgeted in Unrestricted Capital Outlay (UCO) Fund for food service

Enter the amount budgeted in UCO for food service [amount will be used to determine district compliance with state matching requirements pursuant to CFR Title 7, §210.17(a)]

(2) Detail by object code:

	Unrestricted Capital Outlay
6641 Library Books	\$ 400,000
6642 Textbooks	5,500,000
6643 Instructional Aids	500,000
673X Furniture and Equipment	600,000
673X Vehicles	3,000,000
673X Tech Hardware & Software	11,166,242

(6) Expenditures, if any, budgeted in the Unrestricted Capital Outlay Fund on lines 2-9 for the K-3 Reading Program as described in A.R.S. §15-211.

(3) Includes principal on Capital Equity Fund loans of _____, principal on leases of _____, and principal on bonds of _____.

(4) Includes interest on Capital Equity Fund loans of _____, interest on leases of _____, and interest on bonds of _____.

Other funds—required capital expenditure detail [(A.R.S. §15-904.(B))]

Expenditures		Unrestricted Capital Outlay		Bond Building		New School Facilities		Adjacent Ways		
		Fund 610		Fund 630		Fund 695		Fund 620 (2)		
		Prior FY	Budget FY	Prior FY	Budget FY	Prior FY	Budget FY	Prior FY	Budget FY	
Total Fund Expenditures	1.	14,344,388	21,166,242	17,162,217	11,120,578	0		901,032	901,032	1.
Select Object Codes Detail (1)										
6150 Classified Salaries	2.	0		0		0		0		2.
6200 Employee Benefits	3.	0		0		0		0		3.
6450 Construction Services	4.	0		0		0		0		4.
6710 Land and Improvements	5.	0		0		0		901,032	901,032	5.
6720 Buildings and Improvements	6.	0		8,900,000	4,155,405	0		0		6.
673X Furniture and Equipment	7.	510,000	600,000	0		0		0		7.
673X Vehicles	8.	3,000,000	3,000,000	1,600,000	1,400,000	0		0		8.
673X Technology Hardware & Software	9.	4,404,788	11,166,242	6,662,217	5,565,173	0		0		9.
6831, 6832, 6833 Redemption of Principal	10.	0		0		0		0		10.
6841, 6842, 6843, 6850, 6860 Interest and Debt-Issuance Costs	11.	0		0		0		0		11.
Total (lines 2-11)	12.	7,914,788	14,766,242	17,162,217	11,120,578	0	0	901,032	901,032	12.
Total amounts reported on lines 2-11 above for:										
Renovation	13.	100,000	2,000,000	17,162,217	4,155,405			0	901,032	13.
New Construction	14.	0		0		0		901,032	0	14.
Other	15.	7,814,788	12,766,242	0	6,965,173	0		0		15.
Total (lines 13-15, must equal line 12)	16.	7,914,788	14,766,242	17,162,217	11,120,578	0	0	901,032	901,032	16.

(1) Lines 2-11 may not include all budgeted expenditures of the fund. Total budgeted expenditures for each fund should be included on Line 1.

(2) Amount budgeted on line 1 for the Adjacent Ways Fund that will result in a tax levy in FY 2025 \$ 450,000

Districts that are levying any amount for adjacent ways must fill in the Truth in Taxation Worksheet and follow the requirements of A.R.S. Sec. 15-905.01. The amount reported in footnote 2 above pulls to the Truth in Taxation Worksheet, Li

Special projects

Federal projects FTE & expenditures

- 1. 100-130 ESEA Title I - Helping Disadvantaged Children
- 2. 140-150 ESEA Title II - Prof. Dev. and Technology
- 3. 160 ESEA Title IV - 21st Century Schools
- 4. 170-180 ESEA Title V - Promote Informed Parent Choice
- 5. 190 ESEA Title III - Limited Eng. & Immigrant Students
- 6. 200 ESEA Title VII - Indian Education
- 7. 210 ESEA Title VI - Flexibility and Accountability
- 8. 220 IDEA Part B
- 9. 230 Johnson-O'Malley
- 10. 240 Workforce Investment Act
- 11. 250 AEA - Adult Education
- 12. 260-270 Vocational Education - Basic Grants
- 13. 280 ESEA Title X - Homeless Education
- 14. 290 Medicaid Reimbursement
- 15. 349 National Forest Fees
- 16. 353 Taylor Grazing Fees
- 17. 374 E-Rate
- 18. 378 Impact Aid
- 19. 300-399 Other Federal Projects
- 20. 699 Federal Impact Aid (Construction)
- 21. Total Federal Project Funds (lines 1-20)

State projects FTE & expenditures

- 22. 400 Vocational Education
- 23. 410 Early Childhood Block Grant
- 24. 420 Ext. School Yr. - Pupils with Disabilities
- 25. 425 Adult Basic Education
- 26. 430 Chemical Abuse Prevention Programs
- 27. 435 Academic Contests
- 28. 450 Gifted Education
- 29. 456 College Credit Exam Incentives
- 30. 460 Environmental Special Plate
- 31. Other State Projects
- 32. Total State Project Funds (lines 22-31)
- 33. Total Special Projects (lines 21 and 32)

Instructional Improvement Fund Expenditures (020)

- 1. Teacher compensation increases
- 2. Class size reduction
- 3. Dropout prevention programs (M&O purposes)
- 4. Instructional improvement programs (M&O purposes)
- 5. Total instructional improvement Fund (lines 1-4)

FTE		Total all functions	
Prior FY	Budget FY	Prior FY	Budget FY
35.00	35.00	4,431,318	4,414,238
6.00	6.00	963,827	1,016,657
1.00	1.00	495,533	462,263
0.00	0.00	0	0
2.00	2.00	178,757	179,173
1.00	1.00	15,663	13,690
0.00	0.00	0	0
16.00	16.00	3,121,365	2,815,264
1.00	1.00	48,428	92,119
0.00	0.00	0	0
0.00	0.00	0	0
3.00	3.00	344,062	456,544
0.00	0.00	0	0
0.00	0.00	2,168,504	3,475,512
0.00	0.00	500,000	500,000
0.00	0.00	0	0
60.00	20.00	43,659,945	3,000,000
125.00	85.00	55,927,402	16,425,460
4.00	0.00	114,437	121,072
0.00	0.00	0	0
0.00	0.00	0	0
0.00	0.00	0	0
0.00	0.00	0	0
0.00	0.00	0	0
0.00	0.00	350,000	350,000
0.00	0.00	0	0
19.00	0.00	574,602	0
23.00	0.00	1,039,039	471,072
148.00	85.00	56,966,441	16,896,532

	Prior FY	Budget FY
1.	200,000	200,000
2.	175,000	175,000
3.	159,924	159,294
4.	400,000	400,000
5.	0	0

Other funds expenditures

- 1. 050 County, City, and Town Grants
- 2. 071 English Language Learner (1)
- 3. 072 Compensatory Instruction (1)
- 4. 500 School Plant (2)
- 5. 510 Food Service
- 6. 515 Civic Center
- 7. 520 Community School
- 8. 525 Auxiliary Operations
- 9. 526 Extracurricular Activities Fees Tax Credit
- 10. 530 Gifts and Donations
- 11. 535 Career & Technical Education Projects
- 12. 540 Fingerprint
- 13. 545 School Opening
- 14. 550 Insurance Proceeds
- 15. 555 Textbooks
- 16. 565 Litigation Recovery
- 17. 570 Indirect Costs
- 18. 575 Unemployment Insurance
- 19. 580 Teacherage
- 20. 585 Insurance Refund
- 21. 590 Grants and Gifts to Teachers
- 22. 595 Advertisement
- 23. 596 Career Technical Education
- 24. 597 Arizona Industry Credentials Incentive
- 25. 639 Impact Aid Revenue Bond Building
- 26. 650 Gifts and Donations-Capital
- 27. 660 Condemnation
- 28. 665 Energy and Water Savings
- 29. 686 Emergency Deficiencies Correction
- 30. 691 Building Renewal Grant
- 31. 700 Debt Service
- 32. 720 Impact Aid Revenue Bond Debt Service
- 33. 850 Student Activities
- 34. Other 855 Empl Ins

Internal Service Funds 950-989

- 1. 9__ Self-Insurance
- 2. 955 Intergovernmental Agreements
- 3. 9__ OPEB
- 4. 9__ _____

	Prior FY	Budget FY
0	0	
0	0	
0	0	
2,759,765	1,195,470	
6,000,000	6,000,000	
850,909	903,589	
135,686	2,164,453	
2,100,000	2,100,000	
2,000,000	2,000,000	
1,915,990	1,233,807	
10,005	2,458	
15,000	13,759	
0	0	
376,500	314,840	
74,492	76,864	
137,258	475,098	
1,021,388	1,224,517	
10,748	10,581	
0	0	
24,663	76,864	
0	0	
0	0	
1,900,000	1,900,000	
65,000	65,000	
0	0	
455,986	444,668	
4,383	29,815	
0	0	
0	0	
7,000,000	7,000,000	
16,000,000	16,000,000	
0	0	
1,000,000	1,250,000	
7,538,175	6,000,000	
0	0	
2,500,000	3,000,000	
100,000	100,000	
500,000	500,000	

(1) From Supplement, line 10 and line 20, respectively.
(2) Indicate amount budgeted in Fund 500 for M&O purposes

**Calculation of FY 2025 General Budget Limit
(A.R.S. §15-947.C)**

		A. Maintenance and Operation	B. Unrestricted Capital Outlay
*1. FY 2025 Revenue Control Limit (RCL) (from BSA55 tab, page 3)	\$ <u>88,340,891</u>	\$ <u>88,340,891</u>	\$ <u>0</u>
*2. (a) FY 2025 District Additional Assistance (DAA) (from BSA55 tab, page 4)	\$ <u>6,821,854</u>		
(b) DAA Adjustment (from BSA55 tab, page 4)	\$ <u>0</u>		
(c) Total DAA (line 2.a plus 2.b)	\$ <u>6,821,854</u>		<u>6,821,854</u>
*3. FY 2025 Override Authorization (A.R.S. Sections 15-481 and 15-482 or 15-949 if small school adjustment phase down applies, see Calculations page, Calculation of Maximum Override for a District No Longer Eligible for a Small School Adjustment, line 6 and Calculation of Small School Adjustment Phase Down Limit, line 6)			
(a) Maintenance and Operation		<u>8,683,233</u>	
(b) Unrestricted Capital Outlay			
(c) Special Program		<u>3,039,132</u>	
*4. Small school adjustment for districts with a student count of 125 or less in K-8 or 100 or less in 9- 12 (A.R.S. §15-949) (Up to \$50,000 if no election is chosen for phase down, see Calculations page, calculation of small school adjustment phase down limit, line 6)			
*5. Tuition revenue (A.R.S. §§15-823 and 15-824) (Do not include full-day kindergarten or summer school tuition)			
(a) Individuals and other private sources		<u>40,000</u>	
(b) Other Arizona districts			
(c) Out-of-State districts and other governments			
(d) Certificates of educational convenience (A.R.S. §§15-825, 15-825.01, and 15-825.02)			
*6. State Assistance (A.R.S. §15-976) and Special Ed. Voucher Payments Received (A.R.S. §15-1204)			
*7. Increase Authorized by County School Superintendent for Accommodation Schools [not to exceed amount on Calculations page, Calculation of M&O Fund Budget Balance Carryforward, line 15(e)] (A.R.S. §15-974.B)			
8. Budget Increase for:			
(a) Desegregation expenditures (A.R.S. §15-910.G-K)		<u>4,025,000</u>	
* Budget Balance Carryforward (from Calculations page, Calculation of M&O Fund Budget			
(b) Balance Carryforward, line 13) (A.R.S. §15-943.01)		<u>11,500,000</u>	
(c) Dropout prevention programs (Laws 1992, Ch. 305, §32 and Laws 2000, Ch. 398, §2)		<u>129,412</u>	
(d) Registered warrant or tax anticipation note interest expense incurred in FY 2023 (A.R.S. Section 15-910.N, as amended by Laws 2022, Ch. 285, §3)			
* (e) Joint Career and Technical Education and Vocational Education Center (A.R.S. §15-910.01)			
* (f) FY 2024 Performance pay unexpended budget carryforward (from Calculation page, Calculation of M&O Fund Budget Balance Carryforward, line 10.f) (A.R.S. §15-920)		<u>0</u>	
(g) Excessive property tax assessed valuation judgments (A.R.S. §§42-16213 and 42-16214)			
* (h) Transportation revenues for attendance of nonresident pupils (A.R.S. §§15-923 and 15-947)			
*9. Adjustment to the General Budget Limit (A.R.S. §§15-272, 15-905.M, 15-910.02, and 15-915) Include year(s) and descriptions, as applicable.			
(a) Prior year over expenditures/resolutions:			
(b) Decrease for transfer from M&O to Energy and Water Savings Fund			
(c) Increase for Energy and Water Savings Fund transfer to M&O			
(d) Noncompliance adjustment			
(e) ADM/Transportation Audit Adjustment			
(f) Other:			
*10. Estimated Allocation of Additional Funding (2016 Prop 123 & Laws 2015, 1st S.S., Ch. 1, §6)		<u>814,974</u>	
11. FY 2025 General Budget Limit (column A, lines 1 through 10) (A.R.S. §15-905.F) (page 1, line 30 cannot exceed this amount)		<u>\$ 116,572,642</u>	
12. Total Amount to be Used for Capital Expenditures (column B, lines 1 through 10) (A.R.S. §15-905.F) (to page 8, line 11)			<u>\$ 6,821,854</u>

* Subject to adjustment prior to May 15 as allowed by A.R.S. Revisions are described in the instructions for these lines, as needed.

**Calculation of FY 2025 Unrestricted Capital Budget Limit
(A.R.S. Section 15-947.D)**

Unrestricted Capital Budget Limit

1. FY 2024 Unrestricted Capital Budget Limit (UCBL) (from FY 2024 latest revised Budget, page 8, line 12)	\$ <u>14,344,388</u>
2. Total UCBL adjustment for prior years as notified by ADE on BUDG75 report (For budget adoption, use zero.)	\$ _____
3. Adjusted amount available for FY 2024 Capital expenditures (line 1 + 2)	\$ <u>14,344,388</u>
4. Amount budgeted in Fund 610 in FY 2024 (from FY 2024 latest revised Budget, page 4, line 10)	\$ <u>14,344,388</u>
5. Lesser of line 3 or the sum of line 4 and any positive adjustment on line 2	\$ <u>14,344,388</u>
6. FY 2024 Fund 610 actual expenditures (For budget adoption use actual expenditures to date plus estimated expenditures through fiscal year-end.)	\$ _____
7. Unexpended budget balance in Fund 610 (line 5 minus 6) If negative, use zero in calculation, but show negative amount here in parentheses.	\$ <u>14,344,388</u>
8. Interest earned in Fund 610 in FY 2024	\$ _____
9. Monies deposited in Fund 610 from Division of School Facilities for donated land (A.R.S. §41-5741.F)	\$ _____
10. Adjustment to UCBL for FY 2025 (A.R.S. Section 15-905.M) Include year(s) and descriptions, as applicable.	
(a) Prior year over expenditures/resolutions:	\$ _____
(b) ADM/Transportation audit adjustment	\$ _____
(c) Other:	\$ _____
11. Amount to be used for capital expenditures (from page 7, line 12)	\$ <u>6,821,854</u>
12. FY 2025 Unrestricted Capital Budget Limit (lines 7 through 11) (1)	\$ <u>21,166,242</u>

(1) The amount budgeted on page 4, line 10 cannot exceed this amount.

**Supplement to school district annual expenditure budget for districts that budget for English language learners
(A.R.S. §§15-756.04 and 15-756.11)**

English Language Learners Supplement	FTE		Salaries 6100	Employee benefits 6200	Purchased services 6300, 6400, 6500	Supplies 6600	Property 6700	Other 6800	Totals		% Increase/ Decrease
	Prior FY	Budget FY							Prior FY 2024	Budget FY 2025	
Expenditures											
English Language Learner Fund 071 (A.R.S. §15-756.04)											
1000 Instruction 1.	0.00								0	0	0.0%
2000 Support Services											
2100 Students 2.	0.00								0	0	0.0%
2200 Instructional staff 3.	0.00								0	0	0.0%
2300 General administration 4.	0.00								0	0	0.0%
2400 School administration 5.	0.00								0	0	0.0%
2500 Central services 6.	0.00								0	0	0.0%
2600 Operation & maintenance of plant 7.	0.00								0	0	0.0%
2700 Student transportation 8.	0.00								0	0	0.0%
2900 Other 9.	0.00								0	0	0.0%
Total (lines 1-9) (to Budget, page 6, Other Funds, line 2) 10.	0.00	0.00	0	0	0	0		0	0	0	0.0%
Compensatory Instruction Fund 072 (A.R.S. §15-756.11)											
1000 Instruction 11.	0.00								0	0	0.0%
2000 Support Services											
2100 Students 12.	0.00								0	0	0.0%
2200 Instructional staff 13.	0.00								0	0	0.0%
2300 General administration 14.	0.00								0	0	0.0%
2400 School administration 15.	0.00								0	0	0.0%
2500 Central services 16.	0.00								0	0	0.0%
2600 Operation & maintenance of plant 17.	0.00								0	0	0.0%
2700 Student transportation 18.	0.00								0	0	0.0%
2900 Other 19.	0.00								0	0	0.0%
Total (lines 11-19) (to Budget, page 6, Other Funds, line 3) 20.	0.00	0.00	0	0	0	0		0	0	0	0.0%

Summary of School District Proposed Expenditure Budget

CTD number 100210000
Version Proposed

I certify that the budget of Amphitheather Unified District, Pima County for fiscal year 2025 was officially proposed by the Governing Board on, 06/25/2024, and that the complete Proposed Expenditure Budget may be reviewed by contacting Scott Little at the District Office, telephone 520-696-5000 during normal business hours.

President of the Governing Board

1. Average Daily Membership:		Prior year	Budget year	4. Average teacher salaries (A.R.S. §15-903.E)	
	2023 ADM	2024 ADM	2025 ADM	1. Average salary of all teachers employed in FY 2025 (budget year)	53,508
Attending	11,292.0000	11,327.0000	11,327.0000	2. Average salary of all teachers employed in FY 2024 (prior year)	52,459
				3. Increase in average teacher salary from the prior year	1,049
				4. Percentage increase	2%
2. Tax Rates:		Prior FY	Est. Budget FY	Comments on average salary calculation (Optional):	
Primary rate (equalization formula funding and budget add-ons not required to be in secondary rate)		3.4587	3.4587		
Secondary rate (voter-approved overrides, bonds, and Career Technical Education Districts, and desegregation, if applicable)		1.5995	1.5995		
3. Budgeted expenditures and budget limits:		Budgeted Expenditures	Budget Limit		
Maintenance & Operation Fund		116,572,642	116,572,642		
Classroom Site Fund		13,115,276	13,115,276		
Unrestricted Capital Outlay Fund		21,166,242	21,166,242		

Maintenance and Operation Expenditures							
	Salaries and Benefits		Other		TOTAL		% Inc./(Decr.) from Prior FY
	Prior FY	Budget FY	Prior FY	Budget FY	Prior FY	Budget FY	
100 Regular education							
1000 Instruction	37,606,057	38,358,178	1,507,167	1,029,275	39,113,224	39,387,453	0.7%
2000 Support services							
2100 Students	3,479,529	3,479,529	111,734	34,912	3,591,263	3,514,441	-2.1%
2200 Instructional staff	2,534,263	2,571,064	313,692	581,123	2,847,955	3,152,187	10.7%
2300, 2400, 2500 Administration	11,104,720	11,438,631	2,065,814	1,670,037	13,170,534	13,108,668	-0.5%
2600 Oper./Maint. of plant	8,822,251	8,070,130	12,420,829	13,736,289	21,243,080	21,806,419	2.7%
2900 Other	0	0	0	0	0	0	0.0%
3000 Oper. of noninstructional services	307,363	301,181	250,000	275,000	557,363	576,181	3.4%
610 School-sponsored cocurric. activities	173,084	166,414	72,464	74,755	245,548	241,169	-1.8%
620 School-sponsored athletics	1,140,393	1,156,350	573,130	468,714	1,713,523	1,625,064	-5.2%
630, 700, 800, 900 Other programs	0	0	0	0	0	0	0.0%
Regular education subsection subtotal	65,167,660	65,541,477	17,314,830	17,870,105	82,482,490	83,411,582	1.1%
200 and 300 Special education							
1000 Instruction	12,568,818	12,568,818	413,772	413,772	12,982,590	12,982,590	0.0%
2000 Support services							
2100 Students	4,253,897	4,384,726	1,281,117	1,318,508	5,535,014	5,703,234	3.0%
2200 Instructional staff	932,466	955,866	100,660	91,849	1,033,126	1,047,715	1.4%
2300, 2400, 2500 Administration	241,227	243,234	41,653	41,766	282,880	285,000	0.7%
2600 Oper./Maint. of plant	14,922	58,438	17,752	17,932	32,674	76,370	133.7%
2900 Other	0	0	0	0	0	0	0.0%
3000 Oper. of noninstructional services	0	0	0	0	0	0	0.0%
Special education subsection subtotal	18,011,330	18,211,082	1,854,954	1,883,827	19,866,284	20,094,909	1.2%
400 Pupil transportation	3,727,427	3,697,427	4,542,815	4,690,143	8,270,242	8,387,570	1.4%
510 Desegregation	3,809,082	3,784,910	215,918	240,090	4,025,000	4,025,000	0.0%
530 Dropout prevention programs	123,600	123,600	5,812	5,812	129,412	129,412	0.0%
540 Joint career and technical education and Vocational education center	0	0	0	0	0	0	0.0%
550 K-3 Reading program	529,740	524,169	0	0	529,740	524,169	-1.1%
Total Expenditures	91,368,839	91,882,665	23,934,329	24,689,977	115,303,168	116,572,642	1.1%

Summary of School District Proposed Expenditure Budget (Concl'd)

CTD number 100210000
Version Proposed

Fund	Total expenditures by fund			
	Budgeted Expenditures		\$ Increase/(Decrease) from Prior FY	% Increase/(Decrease) from Prior FY
	Prior FY	Budget FY		
Maintenance & Operation	115,303,168	116,572,642	1,269,474	1.1%
Instructional Improvement	0	0	0	0.0%
English Language Learner	0	0	0	0.0%
Compensatory Instruction	0	0	0	0.0%
Classroom Site	18,717,174	13,115,276	(5,601,898)	-29.9%
Federal Projects	55,927,402	16,425,460	(39,501,942)	-70.6%
State Projects	1,039,039	471,072	(567,967)	-54.7%
Unrestricted Capital Outlay	14,344,388	21,166,242	6,821,854	47.6%
New School Facilities	0	0	0	0.0%
Adjacent Ways	901,032	901,032	0	0.0%
Debt Service	16,000,000	16,000,000	0	0.0%
School Plant Fund	2,759,765	1,195,470	(1,564,295)	-56.7%
Auxiliary Operations	2,100,000	2,100,000	0	0.0%
Bond Building	17,162,217	11,120,578	(6,041,639)	-35.2%
Food Service	6,000,000	6,000,000	0	0.0%
Other	27,636,183	28,786,313	1,150,130	4.2%

M&O Fund Special Education Programs by type		
Program (A.R.S. §§15-761 and 15-903)	Prior FY	Budget FY
Total All Disability Classifications	17,613,349	17,641,154
Gifted Education	1,286,790	1,475,067
Remedial Education	0	0
ELL Incremental Costs	0	0
ELL Compensatory Instruction	0	0
Vocational and Technical Education (non-CTED)	0	0
Career Education (non-CTED)	0	0
Career Technical Education (CTED)	966,145	978,688
TOTAL	19,866,284	20,094,909

Proposed staffing summary				
Staff Type	Purchased Services Personnel FTE	Employee FTE	Total FTE	Staff-Pupil Ratio
Certified --				
Superintendent, principals, other administrators	0	42	42	1 to 269.7
Teachers	0	793	793	1 to 14.3
Other	0	79	79	1 to 143.4
Subtotal	0	914	914	1 to 12.4
Classified --				
Managers, supervisors, directors	0	17	17	1 to 666.3
Teachers aides	0	174	174	1 to 65.1
Other	0	960	960	1 to 11.8
Subtotal	0	1,151	1,151	1 to 9.8
TOTAL	0	2,065	2,065	1 to 5.5
Special education --				
Teacher	0	98	98	1 to 18.0
Staff	0	414	414	1 to 27.0

FY 2025 Truth in Taxation Work Sheet (A.R.S. Section 15-905.01)

1.	FY 2025 Truth in Taxation Base Limit (from FY 2024 TNT work sheet, line 3 + line 11)	\$ <u>8,096,806</u>	
2.	Deduction for discontinued programs	<u> </u>	
3.	Adjusted FY 2025 TNT Base Limit	<u><u>\$ 8,096,806</u></u>	
FY 2025 Budgeted Expenditures			
4.	Desegregation (no longer a primary levy, must be zero)	\$ <u>0</u>	Primary property tax rate related to budgeted expenditures <u>0.0000</u>
5.	Dropout prevention (from page 1, line 27)	<u>129,412</u>	<u>0.0001</u>
6.	Joint Career and Technical Education and Vocational Education Center	<u>0</u>	<u>0.0000</u>
7.	Small school adjustment (from page 7, line 4, columns A and B)	<u>\$ 0</u>	<u>0.0000</u>
Adjustments for FY 2024 Expenditures			
8.	Desegregation, dropout prevention, and Joint Career and Technical Education and Vocational Education Center		
a.	FY 2024 Total actual expenditures for programs above	\$ <u>4,154,412</u>	
b.	Sum of FY 2024 original budget amounts for programs above (from FY 2024 TNT work sheet, sum of lines 4, 5, and 6)	<u>129,412</u>	
c.	Expenditures over/(under) original budget (line 8.a minus line 8.b)	<u>\$ 4,025,000</u>	
9.	Small school adjustment		
a.	FY 2024 final budget for small school adjustment	\$ <u> </u>	
b.	FY 2024 original budget for small school adjustment (from FY 2024 TNT work sheet, line 7)	\$ <u>0</u>	
c.	Amount over/(under) budget for small school adjustment (line 9.a minus line 9.b)	\$ <u>0</u>	
10.	Total (add lines 4 through 7 and line 8.c. and line 9.c.)	<u>\$ 4,154,412</u>	
11.	Excess over Truth in Taxation Limit (1) (Line 10 minus line 3. If negative, enter zero.)	<u>\$ 0</u>	
12.	Amount to be levied in FY 2025 for Adjacent Way pursuant to A.R.S. §15-995 (from page 5, footnote 2) (1)	<u>\$ 450,000</u>	<u>0.0002</u>
13.	Amount to be levied in FY 2025 for liabilities in excess of the Budget pursuant to A.R.S. §15-907 (1)	<u>\$</u>	<u>0.0000</u>
Calculations for Truth in Taxation Notice			
A.	Sum of lines 11, 12, and 13	\$ <u>450,000</u>	
B.1.	Current assessed value	\$ <u>1,968,042,183</u>	
B.2.	(Line 3 divided by line B.1) x \$10,000	\$ <u>41.1414 (2)</u>	
C.1.	Sum of lines 3, 11, 12, and 13	\$ <u>8,546,806</u>	
C.2.	(Line C.1 divided by line B.1) x \$10,000	\$ <u>43.4280 (2)</u>	
(1)	If an amount on line 11, 12, or 13 is greater than zero, the district must publish a Truth in Taxation Hearing Notice as described in A.R.S. §15-905.01.		
(2)	\$10,000 is used in these calculations to determine the amounts to include on the truth in taxation hearing notice for a \$100,000 home, as property taxes on residential properties are levied at 10% of the assessed valuation per A.R.S. §42-15003.		

This tab presents information on the amount and planned use of the District's fund balance to increase transparency and provide decision-makers, other stakeholders, and the public more complete financial information. Other than the FY 2023 ending fund balance amounts, all amounts included on this tab are estimates.

	Funds									
	General			Capital Projects				Special Revenue		
	Maintenance and Operations	Unrestricted Capital Outlay (if included in the General Fund)	Other funds reported in the General Fund	Unrestricted Capital Outlay (if not included in the General Fund)	Bond Building	Adjacent Ways	Other capital projects	Classroom Site	Federal and State Grant	Other special revenue
A. Estimated FY 2024 fund balances and planned uses in FY 2025 and thereafter										
1. FY 2023 final ending fund balance	8,036,247	13,065,621	21,736,414	0	15,159,832	415,919	(134,627)	6,639,014	(8,114,967)	9,625,847
If the final ending fund balance reported above does not agree with the submitted FY 2023 AFR, revise the AFR and resubmit to ADE.										
2. FY 2024 activity, year-to-date and estimated through June 30										
(a) FY 2024 revenues and other financing sources	100,000,000	6,821,000	10,000,000	0	0	425,000	134,627	11,436,409	27,114,967	5,000,000
(b) FY 2024 expenditures and other financing uses	100,000,000	6,821,000	10,000,000	0	15,159,832	415,919	0	15,075,423	19,000,000	5,000,000
3. Estimated FY 2024 ending fund balance	8,036,247	13,065,621	21,736,414	0	0	425,000	0	3,000,000	0	9,625,847
(a) Nonspendable	0	0	0	0	0	0	0	0	0	0
(b) Restricted	0	0	0	0	0	0	0	0	0	0
(c) Committed	8,000,000	13,065,621	0	0	0	840,919	0	3,000,000	0	0
(d) Assigned	0	0	0	0	0	0	0	0	0	0
(e) Unassigned	0	0	0	0	0	0	0	0	0	0
(f) Total (amount must agree to line 3 above)	8,000,000	13,065,621	0	0	0	840,919	0	3,000,000	0	0
4. FY 2024 estimated ending fund balance details and planned uses										
(a) Fund deficit	0	0	0	0	0	0	0	0	0	0
(b) Fund balance exceeding budget capacity in budget controlled funds	0	5,000,000	0	0	0	0	0	0	0	0
(c) Planned to be spent in FY 2025	110,000,000	6,000,000	21,000,000	0	15,159,832	425,000	0	0	27,114,967	0
(d) Maintained for spending after FY 2025	8,036,247	5,000,000	0	0	0	0	0	11,500,000	0	9,625,847
(e) Total (amount must agree to line 3 above)	118,036,247	16,000,000	21,000,000	0	15,159,832	425,000	0	11,500,000	27,114,967	9,625,847

B. Total budgeted expenditures compared to planned spending

Districts often budget expenditures up to their calculated budget limits in budget-controlled funds each year to avoid losing budget capacity, even if they do not plan to spend up to their budget limit and will carryforward unspent current year budget capacity to future years. This section provides details on planned spending in budget-controlled funds to provide clarity on FY 2025 estimated budget balance carryforwards that will be available for spending after FY 2025.

	Maintenance and Operation Fund	Unrestricted Capital Outlay Fund	Classroom Site Fund
Total budgeted expenditures compared to planned spending			
1. FY 2025 total budgeted expenditures (from budget pages 1, 3, and 4)	116,572,642	21,166,242	13,115,276
2. FY 2025 planned spending (include any applicable amount from line A.4(c) above)	108,572,642	21,166,242	10,000,000
3. Estimated unspent budget capacity carried forward for spending after FY 2025	8,000,000	0	3,115,276



**GOVERNING BOARD AGENDA ITEM
AMPHITHEATER UNIFIED SCHOOL DISTRICT NO. 10**

DATE OF MEETING: **June 25, 2024**

TITLE: **Selection of Governing Board Delegate and Alternate for Arizona School Board Association (ASBA) Delegate Assembly; Determination of Governing Board Position on ASBA Legislative Action Agenda Items; Direction to Delegate and Alternate**

BACKGROUND:

The Arizona School Boards Association (ASBA), of which the Governing Board is a member board, will hold its annual ASBA Delegate Assembly on September 7, 2024. The Delegate Assembly determines ASBA's positions for any future Special Sessions of the current legislature and for the second regular session of the Fifty-seventh Legislature. The purpose of this agenda item is to provide the Governing Board with an opportunity to: (1) select a delegate and alternate delegate to attend the ASBA Delegate Assembly, and (2) provide direction to those individuals for actions to be taken at the Delegate Assembly. The delegate may also represent the Governing Board at the county meeting where a County Director will be elected.

While all superintendents and governing board members from member districts are invited to and may participate in the discussions held during the Assembly, each member district is only permitted one vote on each matter presented to the assembly for a vote. The delegate who is designated by the Governing Board to attend the Delegate Assembly will make that vote. Therefore, one component of this item is the selection of the Governing Board's official and voting delegate to the assembly. The Governing Board is also advised to select an alternate delegate who would be authorized to attend the assembly, along with the delegate, and to vote in the event the delegate was unable to do so for some reason.

After doing so, the Governing Board may, through discussion and/or motion, direct the delegate and alternate delegate how to vote or otherwise represent the interests of the Governing Board in the development of the official ASBA political agenda.

RECOMMENDATION:

This Administration recommends that the Governing Board:

1. Appoint a delegate from the Board membership to attend the September 7, 2024, ASBA Legislative Conference and Delegate Assembly and vote on behalf of the Governing Board;
2. Appoint an alternate delegate from the Governing Board membership to attend the ASBA Legislative Conference and Delegate Assembly and, in the absence of the delegate, vote on behalf of the Board; and
3. Provide direction, as it determines, to the delegate and alternate delegate on legislative matters of concern to the Board and/or provide direction on how the delegate or alternate delegate should vote on matters.

INITIATED BY:

Date: June 13, 2024