MINUTES
AMADOR COUNTY OFFICE OF EDUCATION
BOARD OF TRUSTEES
Wednesday, September 22, 2021
ACOE OPEN SESSION AT 5:30PM
ACUSD IMMEDIATELY FOLLOWING

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

NOTE: A copy of the Board agenda and backup materials is available for inspection and review on the Amador County Office of Education Website at www.amadorcoe.org. An audio recording of the Board Meeting is made. If you are in need of a hard copy of the agenda, please email dlasich@acusd.org

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

If a person or group of persons disrupt the orderly conduct of a meeting, the legislative body has a right to order those persons removed from the meeting. If order still cannot be restored after removal of the individuals disrupting the meeting, members of the legislative body can order the room cleared and continue with the meeting. (Government Code §54957.9; Penal Code §8403; Elections Code §18340; Acosta v. City of Costa Mesa (9th Cir. 2013) 718 F.3d 800; White v. City of Norwalk (9th Cir. 1990) 900 F.2d 1421, 1425.)

OUR UNITY OF PURPOSE: We work as a cohesive Governance Team through discussions, actions and decisions that are thoughtful, respectful, and sensitive. We support one another in and away from the Board Room through active listening, vulnerability and honesty. We make policy decisions that ensure equitable support to increase student achievement and foster social, emotional, and physical well-being for all students.

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

1.0 CALL TO ORDER 5:31PM

2.0 BOARD MEMBERS
[X] Kandi Thompson, Board President
[X] Deborah Pulskamp, Board Clerk
[X] James Marzano
[X] Julia Burns
[X] James Whitaker

3.0 ROLL TAKEN BY THE SECRETARY TO THE GOVERNING BOARD

4.0 ADDITIONS/DELETIONS OR CORRECTIONS TO THE AGENDA

Revised minutes for 9-8-21 was given to the Board. No speakers from Labor groups tonight.
5.0 **PLEDGE OF ALLEGIANCE**
Board President Thompson led the pledge.

6.0 **PRESENTATION AND RECOGNITION**

7.0 **EMPLOYEE ORGANIZATIONS**
7.1 Special Educators of Amador County (SEAC)
7.2 California School Employees Association (CSEA)

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

There were no public comments.

9.0 **CONSENT AGENDA**
The Board of Trustees received these items under separate cover as an addendum. Public copy available during regular Board meeting and on the district website.

Board Member Marzano moved to approve the consent agenda and Board Member Whitaker seconded the motion. The motion passed 5-0.

9.1 **Minutes**
9.1a Board Meeting: 9-8-21

9.2 **Business** (Mr. Critchfield)
9.2a Warrants issued between 9/3/21 – 9/10/21 $103,178.66

9.3 **Surplus**
9.3a Stoney Creek, Image Enhancer, Broken
Stoney Creek, Dell Computers (2), Broken
Stoney Creek, Chromebook, Broken
Stoney Creek, Braille Note, Broken
Stoney Creek, Telesensory, Broken
Stoney Creek, Dell Laptops (5), Broken
Stoney Creek, Lenovo Laptop, Broken

10.0 **DISCUSSION/ACTION ITEM**
10.1 **Board Policy Updates – Discussion/Action** (Mr. Snider)
Multiple board policy updates are done each year. The description summarizes the changes made to the policy.
Board Member Whitaker asked about adding a local domestic hotline in there. Mr. Snider said they are there.
Board Member Marzano asked about who was the compliance officer. Mr. Vicari for employees and Mr. Snider is for students.

Board President Thompson asked about search and seizure policy require parental consent. Mr. Snider replied that it did not need parental consent. Board President Thompson had question on metal detectors and if all schools had them. Mr. Snider we currently do not. It is in policy if we ever need it.

Board Member asked if we are still using k-9 dogs. Mr. Snider replied no. Board Clerk Pulskamp had question some are the same and might later want to revisit in future.

Board Clerk Pulskamp made motion to approve and Board Member Marzano seconded the motion. The motion passed 5-0.

10.2 Public Hearing for Sufficiency of Instructional Materials (Mr. Snider)
Education Code Section 60119 requires that local governing boards hold an annual public hearing and adopt a resolution stating whether each pupil in the LEA has sufficient textbooks or instructional materials in reading/language arts, mathematics, science, and history-social science aligned to content standards and consistent with the content and cycles of the curriculum framework adopted by the SBE.

Mr. Snider gave a brief background on this and also commented this is needed prior to adoption. Public Hearing was open. No comments from the public. Public Hearing was closed.

10.3 Resolution for Sufficiency of Instructional Materials (Mr. Snider)
Education Code Section 60119 requires that local governing boards adopt a resolution stating whether each pupil in the LEA has sufficient textbooks or instructional materials in reading/language arts, mathematics, science, and history-social science aligned to content standards and consistent with the content and cycles of the curriculum framework adopted by the State Board of Education.

Board Clerk Pulskamp asked if we are allowed to use online textbooks. Mr. Snider commented, yes but still need a hard copy and that we can use both.

Board Member Burns moved to approve and Board Clerk Pulskamp seconded the motion. The motion passed 5-0.

10.3a Resolution: ACOE 21/22-004 Regarding Sufficiency of Instructional Materials

10.4 Resolution for Week of the School Administrator (Mr. Vicari)
California’s legislature recognizes the importance of educational leadership at the school, school district, and county levels, and has designated the second full week in the month of October each year as “Week of the School Administrator.” Amador County Office of Education publicly recognizes the contribution that school administrators made to successful pupil achievement.

Board Clerk Pulskamp commented that she was very pleased all were included. Board President Thompson commented she is so grateful for all and they are such an amazing team.

Board Member Whitaker moved to approve and Board Member Marzano seconded the motion. The motion passed 5-0.

10.4a Resolution: ACOE 21/22-005 Week of the School Administrator
The Board may not take action on any item which is not on this agenda, except when (1) an emergency situation exists, (2) there is need to take immediate action and the need for the action came after posting, or (3) the item was posted for a prior meeting within specified time limits. [Government Code §54954.2]

10.5 Resolution for National Bullying Prevention Month (Mr. Snider)
The Month of October is National Bullying Prevention Month, which is a campaign in response to the need to raise awareness of bullying that provides schools and communities with an opportunity to educate students, parents, and others about their role in bullying prevention.

Board Member Burns moved to approve and Board Clerk Pulskamp seconded the motion. The motion passed 5-0.

10.5 Resolution: ACOE 21/22-006 National Bullying Prevention Month

10.6 Memorandum of Understanding (MOU) between Amador County Public Health (ACPH) the Amador County Unified School District (ACUSD), and the Amador County Office of Education (ACOE) Regarding Student Mental Health Services – (Mr. Snider)
The Mental Health Services Oversight and Accountability Commission (MHSOAC) awarded Amador County Behavioral Health a Grant pursuant to the Mental Student Services Act (MHSSA) to support the provision of mental health services to students within the County of Amador. Of this grant, $1,770,144 is allocated to ACUSD over the next 4 years for direct services to students.

Board Member Burns asked about reimbursement and the salary ranges.
Board Member Marzano asked about the amount of the grant.
Board Member Burns asked about student’s families eligible and about insurance.
Board Member Whitaker moved to approve and Board Member Burns seconded the motion. The motion passed 5-0.

10.7 Revised Board Calendar – Amador County Office of Education – 2021-22 –Discussion/Action (Mr. Critchfield)
During the September 8, 2021 meeting, the county office board had discussion regarding the frequency and timing of its meetings. Over the past two years, the district and county office board meetings have alternated which agency held its meeting first. Board approval requirements differ between the district and county office, which does not require the county office to meet with the same frequency as the district. For example, the county superintendent is the employer, meaning the county office board does not approve the hiring of new employees. However, the district board must approve the hiring of new employees as they are the employer.

The proposed calendar plans for county office board meetings to coincide with the first district board meeting each month. The district board meeting would be held first followed immediately by the county office board meeting. Frequently, there are companion items that need to be approved by both the district and county boards. Cabinet members have authorized this calendar that will allow them to plan for companion items on the nights that both agencies will hold meetings.

During the month of June, both agencies will hold two board meetings to allow for the required approvals and readings of the Local Control Accountability Plan (LCAP) and Annual Budget Adoption. This revised calendar will allow the board and cabinet to focus on the most important items without holding unnecessary meetings.

Mr. Critchfield presented the revised calendar. He stated that the county office stills needs to hold two meetings in June. The district would always go first and county office would go second.
Board Member Whitaker asked if the SELPA meeting dates be combined to be both for county and district. Dr. Russell needs to here when there are SELPA meetings.
Board President Thompson commented if we have to revise SELPA dates we will. She also commented that any companion items would have to be worked out.
Board Clerk Pulskamp commented there is no reason we can’t hold a special meeting.
Board Clerk Pulskamp moved to approve and Board Member Burns seconded the motion. **The motion passed 5-0.**

10.7a Revised Amador County Office of Education (ACOE) Board Calendar 2021/22

11.0 **INFORMATIONAL ONLY**

11.1 **Personnel**

11.1a Personnel Items approved by ACOE Superintendent September 3, 2021.

11.1b Personnel Items approved by ACOE Superintendent September 10, 2021.

12.0 **REPORTS**

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

Dr. Russell echoed what Board President Thompson said that he applauded administrators for their hard work in keeping the schools open.

12.2 **Reports and Remarks from Board Members**

Board Member Whitaker reported he had the pleasure of attending the conference in Monterey. Board Member Burns also attended the conference in Monterey and it was very eye opening for her.

Board Member Marzano also attended the conference in Monterey. It was his first conference and although it was hard to connect since we are a single-single district, he was extremely grateful for attending.

Board Clerk Pulskamp also attended the conference in Monterey. She attended workshops on mental health, computer science and school finances. She received a lot of good information.

Board President Thompson was unable to attend the conference.

13.0 **NEXT MEETING**

ACOE Regular Meeting: Wednesday, October 6, 2021, tentatively scheduled to be held at the Amador County Administration Building, 810 Court St., Jackson, CA. ACOE will be immediately following the ACUSD meeting.

14.0 **ADJOURNMENT** 6:20PM

* The Amador County Office of Education complies with the Americans with Disabilities Act. Should you require special accommodations, or more information about accessibility, please contact the Superintendent’s Office by calling (209) 257-5330. All efforts will be made for reasonable accommodations.

* Any writings or documents that are provided to the governing board in open session will be made available for public inspection at the meeting or at the Amador County Public Schools District Office located at 217 Rex Avenue, Jackson, CA during normal business hours. Please note that business hours have changed due to COVID-19. If you are need of a hard copy of the agenda, please email Debra Lasich at dlasich@acusd.org
Payroll 9/1/2021-9/30/2021: 547,428.61

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Total: 235,078.50

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

OCTOBER 6, 2021

AGENDA ITEM #: 9.3a

SUBJECT:
Memorandum of Understanding (MOU) with Nexus Youth and Family Services for Tobacco Use Prevention Education

BACKGROUND INFORMATION:
Nexus Youth and Family Services has assisted schools in Amador County in many different ways in recent years, and are a very valuable community partner. They provide a wide range of services to students, including the Too Good for Drugs and Botvin LifeSkills Training programs at the elementary level, Stanford Tobacco Prevention Toolkit and Project SUCCESS at the junior high and high school level, WEB leadership at the junior high and high school level, and the recently added Aggression Replacement Therapy for students in all grade levels.

Our partnership with Nexus has been very helpful to teachers in ensuring our students receive additional supports and education in Alcohol, Tobacco, and Other Drug (ATOD) prevention. In addition to this, the Too Good for Drugs and Botvin LifeSkills Training programs help build students’ resiliency by teaching them how to be socially competent and autonomous problem solvers, as well as teaching the benefits of a nonviolent, drug-free lifestyle.

Project SUCCESS targets students that are at-risk for ATOD use due to poor academic performance, truancy, discipline problems, negative attitudes about school, and parental substance abuse. Where Everybody Belongs (WEB) is a student leadership and mentor program, teaching students how to be positive change agents at their school.

FISCAL IMPLICATIONS:
Services not to exceed $43,852
Funding Source: Restricted Tobacco Use Prevention Education (TUPE) Funds

RECOMMENDATION:
Superintendent Russell recommends approval of the MOU between Nexus Youth and Family Services and the Amador County Office of Education for direct services to students.

PRESENTED BY:
Sean Snider, Assistant Superintendent, Educational Services
Nexus Youth & Family Services
ATOD Prevention Services
Memorandum of Understanding
7/1/2020 – 6/30/2021

Nexus Youth & Family Services is a local non-profit human services organization dedicated to providing programs and services for children, youth and families. The mission of Nexus is to serve members of the community through innovative programs, collaborative partnerships, and the provision of educational and therapeutic services. As a community partner, Nexus will provide comprehensive ATOD prevention programming and services on school campuses or through a distance learning program to students in Amador County. The goal of the Nexus ATOD Prevention Services will be to reduce the incidence of tobacco, alcohol, and drug use by elementary, middle and high school aged youth. Nexus will work cooperatively with the schools, community and other resources to expand and provide appropriate services to each targeted population. Through the Nexus ATOD Prevention Services, the following programs will be delivered to the population as indicated:

- **Stanford Tobacco Prevention Toolkit** is a theory-based and evidence-informed educational resource created by educators and researchers aimed at preventing middle and high school students’ use of cigarettes, cigars/cigarillos, chew, hookah, and electronic cigarettes. The toolkit contains a set of modules focused on e-cigarettes and vape products, messages on nicotine addiction, information and resources concerning positive youth development, and information about school tobacco policies and tobacco control efforts. The toolkit was developed by partnering with key stakeholders (educators, parents, and students), others involved in tobacco or health education, and scientists. Formative research was used to inform the curriculum, including holding a series of focus groups with students, health educators, tobacco prevention researchers, leaders within the California Department of Education’s Tobacco Control Branch, and science focusing on tobacco, e-cigarettes, and addiction, to identify the most important content areas that need to be included, delivery strategies that are engaging for youth, and to obtain the latest evidence known about each tobacco product to ensure that the information presented in the curriculum is accurate.

- **Project SUCCESS** education series is designed to prevent and reduce substance use among students 12 to 18 years of age. The program targets students attending alternative high schools who are at high risk for substance use and abuse due to poor academic performance, truancy, discipline problems, negative attitudes toward school and parental substance abuse. Project SUCCESS is also appropriate for use in traditional middle and high schools for a broader range of students. This program includes the prevention education series and school wide activities.

- **Botvin LifeSkills Training (LST)** is an evidence-based substance abuse and violence prevention program that is uniquely designed to be flexible and interactive. The program is taught once a week until the program is complete. The LST program has been
extensively tested and proven effective at reducing tobacco, alcohol, opioid, and illicit drug use. Long-term follow-up studies also show that it produces prevention effects that are durable and long-lasting. The LST Elementary School program consists of 8 class sessions per year across all three years of upper elementary school.

- **INDEPTH: Intervention for Nicotine Dependence: Education, Prevention, Tobacco and Health** is a new, convenient alternative to suspension or citation that helps schools and communities address the teen vaping problem in a more supportive way. Instead of solely focusing on punitive measures, INDEPTH is an interactive program that teaches students about nicotine dependence, establishing healthy alternatives and how to overcome the unhealthy addiction that led to suspension.

- **N-O-T: Not On Tobacco Teen Smoking and Vaping Cessation** program is unlike other cessation programs which simply modify adult curriculum, N-O-T was designed with teenagers in mind and addresses issues that are specifically important to them. The program takes a holistic approach with each session using different interactive learning strategies based on Social Cognitive Theory or behavior change that can then be applied and practiced in everyday life and encourages a voluntary change for you ages 14-19.

<table>
<thead>
<tr>
<th>Expenses</th>
<th>Narrative</th>
<th>Budget Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Personnel Costs</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Salaries/Benefits</td>
<td>Nexus staff to provide ATOD Prevention Services for 38 weeks</td>
<td>$33,212</td>
</tr>
<tr>
<td><strong>Total Personnel</strong></td>
<td></td>
<td>$33,212</td>
</tr>
<tr>
<td><strong>Operating Costs</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Office/Program Supplies/Duplication Costs</td>
<td>Includes office supplies, copying fees, program and supplies, postage, household supplies @ $250/mo. x 8 months</td>
<td>$2,000</td>
</tr>
<tr>
<td>Space Costs</td>
<td>Includes rent, utilities, maintenance, communications, technology @ $250/mo. x 8 months</td>
<td>$2,600</td>
</tr>
<tr>
<td>Liability Insurance</td>
<td>Includes liability (not auto, health) @ $38/mo. x 8 months</td>
<td>$304</td>
</tr>
<tr>
<td>Travel</td>
<td>Staff mileage costs @ .56/mile</td>
<td>$750</td>
</tr>
<tr>
<td>Curriculum/Materials/Training</td>
<td>Too Good for Drugs, Botvin LST, and American Lung Association curriculum, outreach materials, and training</td>
<td>$1,000</td>
</tr>
<tr>
<td><strong>Total Non-Personnel</strong></td>
<td></td>
<td>$6,654</td>
</tr>
<tr>
<td>Agency Administrative Costs @ 10%</td>
<td>Financial and Administrative Support fees.</td>
<td>$3,986</td>
</tr>
<tr>
<td><strong>TOTAL BUDGET</strong></td>
<td></td>
<td>$43,852</td>
</tr>
</tbody>
</table>
Program Objectives
1. Nexus staff will provide the Stanford Tobacco Prevention Toolkit modules and Project SUCCESS education series to 275 traditional and non-traditional high school and middle school students.
2. Nexus staff will provide the Botvin LifeSkills Training (LTS) curriculum to 275 3rd through 8th grade students.
3. Nexus staff will provide InDepth and N-O-T cessation classes for traditional and non-traditional high school and middle school students.
4. Nexus staff will track and measure services to document program outcomes.
5. Nexus staff will administer student retrospective and pre/post surveys specific to each program. Nexus will provide a program report to the Amador County Unified School District.
AGENDA ITEM #: 9.3b

SUBJECT: Operational Agreement for Nexus Childhood Abuse Treatment Program (CHAT)

BACKGROUND INFORMATION:
Nexus provides a wide range of services, including the Too Good for Drugs and Botvin LifeSkills Training programs at the elementary level, Project SUCCESS at the junior high and high school level, WEB leadership at the junior high and high school level, Aggression Replacement Therapy for students in all grade levels, and the Childhood Abuse Treatment (CHAT) program contained in this operational agreement.

This MOU states that Nexus and Amador County Office of Education intend to work together toward the mutual goal of providing maximum available assistance for victims of crime residing in Amador County. These agencies believe that continued implementation of the California Office of Emergency Services Child Abuse Treatment (CHAT) program, as described in the agreement, will further this goal.

FISCAL IMPLICATIONS:
None

RECOMMENDATION:
The Superintendent recommends approval of this MOU

PRESENTED BY:
Sean Snider, Assistant Superintendent, Educational Services
Child Abuse Treatment (CHAT) Program
Operational Agreement
between
Nexus Youth & Family Services
and
Amador County Office of Education
Amador County Unified School District

This operational agreement stands as evidence that Nexus Youth & Family Services (Nexus) and the Amador County Office of Education (ACOE)/Amador County Unified School District (ACUSD) intend to work together toward the mutual goal of providing maximum available assistance for child crime victims residing in Amador County. Both agencies believe that the implementation of the Child Abuse Treatment (CHAT) program, as described herein, will further this goal. To this end, each agency agrees to participate in the program by coordinating/providing the following services:

The Nexus CHAT project will closely coordinate the following services with the ACOE and ACUSD through the following efforts:

- ACOE and ACUSD staff will be readily available to Nexus for service provision through referring child victims of abuse and/or trauma (to include neglect, sexual, physical and emotional abuse, domestic violence, school and community violence, hate crimes, child abduction, children whose lives are victimized by parental substance abuse, high tech crimes against children, runaway youth, and self-injury or suicidal youth) to Nexus for therapeutic counseling services by using the Nexus Youth & Family Services Referral Form as well as the Authorization to Exchange Information document.

- Schedule meetings as needed between the CHAT Project Director and ACOE/ACUSD personnel to discuss strategies, timetables, and implementation of mandated services.

The formal referral system that is already in place is comprised of:

- Documents with contact information are available that explain Nexus therapeutic services.
- Nexus referral form is available to expedite service process.
- Nexus clinical staff, comprised of licensed therapists or registered interns, is readily available to provide services to child victims of crime.

Roles and Responsibilities of Nexus Youth & Family Services

Clinical psychotherapy services will be provided free of charge to child victims of crime by a licensed therapist, registered intern or trainee. Clinical staff is trained in trauma treatment modalities. Nexus clinical staff is flexible with scheduling appointments and will make every
effort to accommodate the client’s scheduling needs, thus making therapy more accessible.

Roles and Responsibilities of the Amador County Office of Education and Amador County Unified School District

The ACOE and ACUSD agrees to formally refer child victims of crime and/or abuse as defined above to Nexus Youth & Family Services for therapeutic counseling.

This agreement will be in effect for three (3) years from the date of the signed agreement. We, the undersigned, as authorized representatives of Nexus Youth & Family Services and the Amador County Office of Education/Amador Unified School District do hereby approve this document.

Name and signature of person authorized to sign the CHAT Operational Agreement:

________________________________________  __________________
Tara Parker  Date
Director of Grants Administration, Nexus Youth & Family Services

________________________________________  __________________
Sean Snider  Date
Assistant Superintendent, Educational Services
AGENDA ITEM #: 9.3c

SUBJECT:
Operational Agreement between Nexus and Amador County Office of Education for the Unserved / Underserved Child and Youth Advocacy Program (XY)

BACKGROUND INFORMATION:
Nexus provides a wide range of services, including the Too Good for Drugs and Botvin LifeSkills Training programs at the elementary level, Project SUCCESS at the junior high and high school level, WEB leadership at the junior high and high school level, Aggression Replacement Therapy for students in all grade levels, the Childhood Abuse Treatment (CHAT) program, and the Unserved / Underserved Child and Youth Advocacy Program (XY) contained in this operational agreement.

The purpose of the XY Program is to provide advocacy and support services to unserved/underserved child and youth victims of crime. This can be accomplished by maintaining and/or enhancing the existing efforts to commit staff time to specifically address the needs of the identified unserved/underserved child and youth victim population, hiring staff that reflects that population, training staff on the cultural norms of the population, and/or increasing outreach efforts.

This MOU states that Nexus and Amador County Office of Education intend to work together toward the mutual goal of providing maximum available assistance for child victims of the crime of Parental Chemical Substance Abuse (PCSA) residing in Amador County. These agencies believe that continued implementation of the XY program, as described in the agreement, will further this goal.

FISCAL IMPLICATIONS:
None

RECOMMENDATION:
The Superintendent recommends approval of this MOU

PRESENTED BY:
Sean Snider, Assistant Superintendent of Educational Services
Unserved/Underserved Child and Youth Advocacy Program (XY)

Operational Agreement

between

Nexus Youth & Family Services

and

Amador County Office of Education

Amador County Unified School District

This operational agreement stands as evidence that Nexus Youth & Family Services (Nexus) and Amador County Office of Education (ACOE)/Amador County Unified School District (ACUSD) intend to work together toward the mutual goal of providing maximum available assistance for child victims of the crime of Parental Chemical Substance Abuse (PCSA) residing in Amador County. Both entities believe that the implementation of the Nexus XY program, as described herein, will further this goal. To this end, each entity agrees to participate in the program by coordinating/providing the following services:

The Nexus XY project will closely coordinate the following services with the ACOE and ACUSD through the following efforts:

- ACOE and ACUSD staff will be readily available to Nexus for service provision through referring child victims of PCSA to Nexus for comprehensive advocacy services by using the Nexus Youth & Family Services Referral Form as well as the Authorization to Exchange Information document.

- Schedule meetings as needed between the XY Project Director and ACOE and ACUSD personnel to discuss strategies, timetables, and implementation of mandated services.

The formal referral system that is already in place is comprised of:

- Documents with contact information are available that explain Nexus services.
- Nexus referral form is available to expedite service process.
- Nexus staff are readily available to provide services to child victims of PCSA.

Roles and Responsibilities of Nexus Youth & Family Services

Comprehensive advocacy services will be provided free of charge to child victims of PCSA by a trained staff member or volunteer advocate. Services will include crisis intervention, counseling referrals, advocacy, information regarding crime victim compensation benefits, emergency assistance, and information & referral.

Roles and Responsibilities of Amador County Probation Department

The ACOE and ACUSD agrees to formally refer child victims of PCSA to Nexus Youth & Family Services for comprehensive advocacy services.
This agreement will be in effect for three (3) years from the date of the signed agreement. We, the undersigned, as authorized representatives of Nexus Youth & Family Services and the ACOE and ACUSD do hereby approve this document.

Name and signature of person authorized to sign the XY Operational Agreement:

______________________________________  ____________________________  
Tara Parker                                      Date
Director of Grants Administration
tparker@nexusyfs.org

______________________________________  ____________________________  
Sean Snider                                      Date
Assistant Superintendent, Educational Services
ssnider@acusd.org
OCTOBER 6, 2021

AGENDA ITEM #: 9.3d

SUBJECT:
Williams Act Quarterly Report for July – September, 2021

BACKGROUND INFORMATION:
California Education Code 35186 sets forth guidelines whereby a Local Educational Agency (LEA) must report any filed Williams Act complaints to the LEA’s Governing Board on a quarterly basis. There were no Williams Act complaints filed with the Amador County Office of Education for the months of July, August, or September, 2021.

FISCAL IMPLICATION:
None

RECOMMENDATION:
The Superintendent recommends that the Board approve the Williams Act Quarterly Report

PRESENTED BY:
Sean Snider, Assistant Superintendent, Educational Services
AGENDA ITEM #: 10.1

SUBJECT: Elementary and Secondary School Emergency Relief (ESSER III) Expenditure Plan

BACKGROUND INFORMATION:
Local Educational Agencies (LEAs) that receive ESSER III funds are required to develop a plan for how they will use ESSER III funds to, at a minimum, address students’ academic, social, emotional, and mental health needs, as well as the opportunity gaps that existed before, and were exacerbated by, the COVID-19 pandemic. Finally, LEAs must provide the opportunity for public input and take such input into account. The plan must be adopted by the local governing board or body of the LEA at a public meeting on or before October 29, 2021 and must be submitted to the California Department of Education for review and approval within five days of adoption.

Amador County Office of Education went to great lengths to involve students, parents, teachers, school and district administrators (including special education administrators), and tribal leaders in the development of the ESSER III Expenditure Plan. An informational email and phone message was sent to all parents and families with a link to a Google survey to provide written feedback on their ideas for the plan. We are pleased to report that there were 279 responses to the parent survey, 69 responses to the student survey, and 6 responses to the SPED survey. Families with limited access to technology were encouraged to pick up a paper copy of the survey at their school office.

Based on this stakeholder engagement process, the following is Amador County Office of Education’s plan for using the ESSER III funds to address students’ academic, social, emotional, and mental health needs, as well as address the opportunity gaps that existed before, and were exacerbated by, the COVID-19 pandemic.

FISCAL IMPLICATIONS:
ESSER III funding in the amount of $276,481 is contingent on approval of the ESSER III Expenditure Plan

RECOMMENDATION:
The Superintendent recommends approval of the ESSER III Expenditure Plan.

PRESENTED BY:
Sean Snider, Assistant Superintendent, Educational Services
ESSER III Expenditure Plan

School districts, county offices of education, or charter schools, collectively known as LEAs, that receive Elementary and Secondary School Emergency Relief (ESSER) funds under the American Rescue Plan Act, referred to as ESSER III funds, are required to develop a plan for how they will use their ESSER III funds. In the plan, an LEA must explain how it intends to use its ESSER III funds to address students’ academic, social, emotional, and mental health needs, as well as any opportunity gaps that existed before, and were worsened by, the COVID-19 pandemic. An LEA may also use its ESSER III funds in other ways, as detailed in the Fiscal Requirements section of the Instructions. In developing the plan, the LEA has flexibility to include community input and/or actions included in other planning documents, such as the Local Control and Accountability Plan (LCAP), provided that the input and actions are relevant to the LEA’s Plan to support students.

For more information please see the Instructions.

Other LEA Plans Referenced in this Plan

<table>
<thead>
<tr>
<th>Plan Title</th>
<th>Where the Plan May Be Accessed</th>
</tr>
</thead>
</table>

Summary of Planned ESSER III Expenditures

Below is a summary of the ESSER III funds received by the LEA and how the LEA intends to expend these funds in support of students.

<table>
<thead>
<tr>
<th>Total ESSER III funds received by the LEA</th>
</tr>
</thead>
<tbody>
<tr>
<td>$276,481</td>
</tr>
</tbody>
</table>
### Community Engagement

An LEA’s decisions about how to use its ESSER III funds will directly impact the students, families, and the local community. The following is a description of how the LEA meaningfully consulted with its community members in determining the prevention and mitigation strategies, strategies to address the academic impact of lost instructional time, and any other strategies or activities to be implemented by the LEA. In developing the plan, the LEA has flexibility to include input received from community members during the development of other LEA Plans, such as the LCAP, provided that the input is relevant to the development of the LEA’s ESSER III Expenditure Plan.

For specific requirements, including a list of the community members that an LEA is required to consult with, please see the Community Engagement section of the Instructions.

A description of the efforts made by the LEA to meaningfully consult with its required community members and the opportunities provided by the LEA for public input in the development of the plan.

As part of our stakeholder engagement process to gather input on the ESSER III Expenditure Plan, Amador County Unified School District (ACUSD) connected with the following groups to discuss how the district should prioritize recovery efforts, specifically in the areas of safe in-person learning, lost instructional time, and other pandemic impacts:

- Students;
- Families, including families that speak languages other than English;
- School and district administrators, including special education administrators;
- Teachers, principals, school leaders, other educators, school staff, and local bargaining units;
- The Buena Vista Rancheria of Me-Wuk Indians

ACUSD on multiple occasions attempted to engage in meaningful consultation with the Jackson Rancheria Band of Me-Wuk Indians on 9/22/21, 9/23/21, 9/24/21, and 9/30/21 by phone call. In spite of these attempts, ACUSD was unable connect with representative members from this group.
ACUSD evaluated additional engagement opportunities and determined that Civil Rights Groups and Advocacy Groups are neither present nor served by the LEA.

An informational email was sent to all stakeholder groups with a link to a Google survey to provide written feedback on their ideas for each of the areas of the plan. Families with limited access to technology were encouraged to pick up a paper copy of the survey at their school office. Separate surveys were sent to families, students, members of the Community Advisory Committee (CAC) and families of students with disabilities, and tribal leaders. We are pleased to report that there were a total of 280 responses to the family survey, 71 responses to the student survey, and 6 responses to the CAC / SWD survey. The feedback gained through this outreach campaign was extremely valuable in helping to determine the priorities for the ESSER III funding.

A description of how the development of the plan was influenced by community input.

The needs expressed by the school community throughout the engagement process are directly reflected in this ESSER III Expenditure Plan.

Top priorities expressed by families in the area of supporting students' academic needs were after school tutoring (161 responses), virtual tutoring sessions at home (110 responses), and additional credit recovery options (80 responses). Top priorities expressed by students in the area of supporting their academic needs were additional credit recovery options (42 responses), after school tutoring (23 responses), and virtual tutoring sessions at home (15 responses). Top priorities expressed by special education families in the area of supporting students' academic needs were virtual tutoring sessions at home (6 responses), after school tutoring (5 responses), and summer school (3 responses).

Top priorities expressed by families in the area of supporting their student's social, emotional, or mental health needs were individual counseling (144 responses), mental health therapists on school campuses to address significant needs (128 responses), and social skills groups (113 responses) and school assemblies about social-emotional wellness (113 responses). Top priorities expressed by students in the area of supporting their own social, emotional, or mental health needs were mental health therapists on school campuses to address significant needs (42 responses), individual counseling (39 responses), and school assemblies about social-emotional wellness (20 responses). Top priorities expressed by special education families in the area of supporting their student's social, emotional, or mental health needs were individual counseling (5 responses), social skills groups (4 responses), and parent information nights on mental health topics (4 responses).

Top priorities from families on how we should use funds to continuously and safely operate schools for in-person learning in a way that reduces or prevents the spread of the COVID-19 virus were increased ventilation systems, upgraded air conditioning units, HEPA filters, air purifiers, more classrooms for smaller classes, offering COVID testing at all school sites free of charge, additional maintenance staff and extra sanitizing at all schools, more outdoor classes and outdoor areas for activities, and consistent enforcement of mask wearing while indoors.

The feedback from this process impacted the ESSER III plan in the following ways: The plan includes significant academic supports for students such as an additional teacher and four paraprofessionals for students with moderate to severe disabilities, a .5 FTE assistive technology specialist, increasing the adaptive physical education teacher from half-time to full time, funding for additional field trips, and...
school events, and support for the Unique curriculum and assessment program. The plan also reflects continued support for students' social emotional and mental health needs through providing counselors for individual and group sessions, social skills lessons, and supporting mental health therapists on school campuses to address significant needs. The plan also provides significant support for continuously and safely operating our schools for in-person learning by providing for COVID testing, outdoor tables, and additional funds for cleaning and sanitizing.

Actions and Expenditures to Address Student Needs

The following is the LEA’s plan for using its ESSER III funds to meet students’ academic, social, emotional, and mental health needs, as well as how the LEA will address the opportunity gaps that existed before, and were exacerbated by, the COVID-19 pandemic. In developing the plan, the LEA has the flexibility to include actions described in existing plans, including the LCAP and/or Expanded Learning Opportunity (ELO) Grant Plan, to the extent that the action(s) address the requirements of the ESSER III Expenditure Plan. For specific requirements, please refer to the Actions and Expenditures to Address Student Needs section of the Instructions.

Strategies for Continuous and Safe In-Person Learning

A description of how the LEA will use funds to continuously and safely operate schools for in-person learning in a way that reduces or prevents the spread of the COVID-19 virus.

Total ESSER III funds being used to implement strategies for continuous and safe in-person learning

<table>
<thead>
<tr>
<th>Plan Alignment (if applicable)</th>
<th>Action Title</th>
<th>Action Description</th>
<th>Planned ESSER III Funded Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>Increased staff hours for COVID testing needs</td>
<td>Additional hours for staff to help with COVID testing</td>
<td>$3,000</td>
</tr>
<tr>
<td>N/A</td>
<td>Increased staff hours for additional cleaning and sanitizing</td>
<td>Additional hours for staff to meet increased demand for cleaning / sanitization</td>
<td>$3,000</td>
</tr>
<tr>
<td>N/A</td>
<td>Increased rate of pay for substitute teachers to keep classrooms and schools open</td>
<td>Increased rate of pay for substitute teachers to keep classrooms and schools open</td>
<td>$6,000</td>
</tr>
</tbody>
</table>
### Addressing the Impact of Lost Instructional Time

A description of how the LEA will use funds to address the academic impact of lost instructional time.

#### Total ESSER III funds being used to address the academic impact of lost instructional time

$261,481

<table>
<thead>
<tr>
<th>Plan Alignment (if applicable)</th>
<th>Action Title</th>
<th>Action Description</th>
<th>Planned ESSER III Funded Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELO Grant Plan, Page 4, Action #1</td>
<td>Extending Instructional Learning Time</td>
<td>Monthly or every other month field trips extending beyond the school day or on weekends, special Olympics / challenger day / sports day (on the weekend), Extended School Year, music and art enrichment, summer bridge for incoming kindergartners</td>
<td>$5,000</td>
</tr>
<tr>
<td>ELO Grant Plan, Page 4, Action #2</td>
<td>&quot;Unique&quot; comprehensive curriculum and assessment suite</td>
<td>Purchase all components of the Unique curriculum and assessment program</td>
<td>$5,000</td>
</tr>
<tr>
<td>ELO Grant Plan, Page 4, Action #2</td>
<td>Additional class for moderate to severe students to reduce adult to student ratio</td>
<td>Hire Classroom teacher, 4 instructional assistants, and workability aide</td>
<td>$171,252</td>
</tr>
<tr>
<td>ELO Grant Plan, Page 4, Action #3</td>
<td>Integrated supports to address other barriers to learning</td>
<td>Add a half-time assistive technology specialist, and increase adaptive physical education teacher from half-time to full-time</td>
<td>$75,229</td>
</tr>
<tr>
<td>ELO Grant Plan, Page 4, Action #2</td>
<td>English Language Development (ELD) curriculum, materials, supplies, and professional development</td>
<td>Purchase ELD curriculum, supplies, and provide ongoing professional development to staff in effective designated and integrated ELD strategies</td>
<td>$5,000</td>
</tr>
</tbody>
</table>
Use of Any Remaining Funds
A description of the how the LEA will use any remaining ESSER III funds, as applicable.

Total ESSER III funds being used to implement additional actions

<table>
<thead>
<tr>
<th>Plan Alignment (if applicable)</th>
<th>Action Title</th>
<th>Action Description</th>
<th>Planned ESSER III Funded Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

Ensuring Interventions are Addressing Student Needs
The LEA is required to ensure its interventions will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students most impacted by the COVID–19 pandemic. The following is the LEA’s plan for ensuring that the actions and expenditures in the plan are addressing the identified academic, social, emotional, and mental health needs of its students, and particularly those students most impacted by the COVID–19 pandemic.

<table>
<thead>
<tr>
<th>Action Title(s)</th>
<th>How Progress will be Monitored</th>
<th>Frequency of Progress Monitoring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unique Curriculum and Assessment program</td>
<td>Students will take the assessments in the Unique curriculum and assessment program in each curricular area to measure performance levels and monitor progress.</td>
<td>Every 6 weeks</td>
</tr>
</tbody>
</table>
ESSER III Expenditure Plan Instructions

Introduction

School districts, county offices of education (COEs), or charter schools, collectively known as local educational agencies (LEAs), that receive Elementary and Secondary School Emergency Relief (ESSER) funds under the American Rescue Plan (ARP) Act, referred to as ESSER III funds, are required to develop a plan for how they will use ESSER III funds to, at a minimum, address students’ academic, social, emotional, and mental health needs, as well as the opportunity gaps that existed before, and were exacerbated by, the COVID-19 pandemic.

The plan must be adopted by the local governing board or body of the LEA at a public meeting on or before October 29, 2021 and must be submitted for review and approval within five days of adoption. A school district must submit its ESSER III Expenditure Plan to its COE for review and approval; a COE must submit its plan to the California Department of Education for review and approval. A charter school must submit its plan to its chartering authority for review and to the COE of the county in which the charter school operates for review and approval.

In addition, consistent with the requirements of the ARP, Volume 86, Federal Register, page 21201, April 22, 2021, the ESSER III Expenditure Plan must be:

- Written in an understandable and uniform format;
- Written in a language that parents can understand, to the extent practicable;
  - If it is not practicable to provide written translations to a parent with limited English proficiency, the plan must be orally translated for parents;
- Provided in an alternative format to a parent who is an individual with a disability as defined by the Americans with Disabilities Act, upon request; and
- Be made publicly available on the LEA’s website.

For additional information regarding ESSER III funding please see the ARP Act Funding web page at https://www.cde.ca.gov/fg/cr/arpact.asp.

For technical assistance related to the completion of the ESSER III Expenditure Plan, please contact EDReliefFunds@cde.ca.gov.

Fiscal Requirements

- The LEA must use at least 20 percent (20%) of its ESSER III apportionment for expenditures related to addressing the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs.
  - For purposes of this requirement, “evidence-based interventions” include practices or programs that have evidence to show that they are effective at producing results and improving outcomes when implemented. This kind of evidence has generally been produced through formal studies and research. There are four tiers, or levels, of evidence:
• Tier 1 – Strong Evidence: the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented randomized control experimental studies.

• Tier 2 – Moderate Evidence: the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented quasi-experimental studies.

• Tier 3 – Promising Evidence: the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented correlational studies (with statistical controls for selection bias).

• Tier 4 – Demonstrates a Rationale: practices that have a well-defined logic model or theory of action, are supported by research, and have some effort underway by a State Educational Agency, LEA, or outside research organization to determine their effectiveness.

  o For additional information please see the Evidence-Based Interventions Under the ESSA web page at https://www.cde.ca.gov/re/es/evidence.asp.

• The LEA must use the remaining ESSER III funds consistent with section 2001(e)(2) of the ARP Act, including for:

  o Any activity authorized by the Elementary and Secondary Education Act (ESEA) of 1965;
  o Any activity authorized by the Individuals with Disabilities Education Act (IDEA);
  o Any activity authorized by the Adult Education and Family Literacy Act;
  o Any activity authorized by the Carl D. Perkins Career and Technical Education Act of 2006;
  o Coordination of preparedness and response efforts of LEAs with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to COVID-19;
  o Activities to address the unique needs of low-income students, students with disabilities, English learners, racial and ethnic minorities, homeless students, and foster youth, including how outreach and service delivery will meet the needs of each population;
  o Developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs;
  o Training and professional development for staff of the LEA on sanitation and minimizing the spread of infectious diseases;
  o Purchasing supplies to sanitize and clean the facilities of an LEA, including buildings operated by such agency;
  o Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under IDEA, and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements;
  o Purchasing education technology (including hardware, software, and connectivity) for students who are served by the LEA that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment;
  o Providing mental health services and supports, including through the implementation of evidence-based full-service community schools;
  o Planning and implementing activities related to summer learning and supplemental after school programs, including providing classroom instruction or online learning during the summer months and addressing the needs of underserved students;
Addressing learning loss among students, including underserved students, by:

- Administering and using high-quality assessments that are valid and reliable, to accurately assess students’ academic progress and assist educators in meeting students’ academic needs, including through differentiated instruction,
- Implementing evidence-based activities to meet the comprehensive needs of students,
- Providing information and assistance to parents and families of how they can effectively support students, including in a distance learning environment, and
- Tracking student attendance and improving student engagement in distance education;

**Note:** A definition of “underserved students” is provided in the Community Engagement section of the instructions.

- School facility repairs and improvements to enable operation of schools to reduce risks of virus transmission and exposure to environmental health hazards, and to support student health needs;
- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and nonmechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door replacement;
- Developing strategies and implementing public health protocols including, to the greatest extent practicable, policies in line with guidance from the Centers for Disease Control and Prevention (CDC) for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff;
- Other activities that are necessary to maintain the operation of and continuity of services in LEAs and continuing to employ existing staff of the LEA.

**Other LEA Plans Referenced in this Plan**

In developing the plan, the LEA has flexibility to include community input and/or actions included in other planning documents, such as the Local Control and Accountability Plan (LCAP) and/or the Expanded Learning Opportunities (ELO) Grant Plan, provided that the input and/or actions address the requirements of the ESSER III Expenditure Plan.

An LEA that chooses to utilize community input and/or actions from other planning documents must provide the name of the plan(s) referenced by the LEA and a description of where the plan(s) may be accessed by the public (such as a link to a web page or the street address of where the plan(s) are available) in the table. The LEA may add or delete rows from the table as necessary.

An LEA that chooses not to utilize community input and/or actions from other planning documents may provide a response of “Not Applicable” in the table.

**Summary of Expenditures**

The Summary of Expenditures table provides an overview of the ESSER III funding received by the LEA and how the LEA plans to use its ESSER III funds to support the strategies and interventions being implemented by the LEA.

**Instructions**
For the ‘Total ESSER III funds received by the LEA,’ provide the total amount of ESSER III funds received by the LEA.

In the Total Planned ESSER III Expenditures column of the table, provide the amount of ESSER III funds being used to implement the actions identified in the applicable plan sections.

For the ‘Total ESSER III funds included in this plan,’ provide the total amount of ESSER III funds being used to implement actions in the plan.

**Community Engagement**

**Purpose and Requirements**

An LEA’s decisions about how to use its ESSER III funds will directly impact the students, families, and the local community, and thus the LEA’s plan must be tailored to the specific needs faced by students and schools. These community members will have significant insight into what prevention and mitigation strategies should be pursued to keep students and staff safe, as well as how the various COVID–19 prevention and mitigation strategies impact teaching, learning, and day-to-day school experiences.

An LEA must engage in meaningful consultation with the following community members, as applicable to the LEA:

- Students;
- Families, including families that speak languages other than English;
- School and district administrators, including special education administrators;
- Teachers, principals, school leaders, other educators, school staff, and local bargaining units, as applicable.

“Meaningful consultation” with the community includes considering the perspectives and insights of each of the required community members in identifying the unique needs of the LEA, especially related to the effects of the COVID-19 pandemic. Comprehensive strategic planning will utilize these perspectives and insights to determine the most effective strategies and interventions to address these needs through the programs and services the LEA implements with its ESSER III funds.

Additionally, an LEA must engage in meaningful consultation with the following groups to the extent that they are present or served in the LEA:

- Tribes;
- Civil rights organizations, including disability rights organizations (e.g. the American Association of People with Disabilities, the American Civil Liberties Union, National Association for the Advancement of Colored People, etc.); and
- Individuals or advocates representing the interests of children with disabilities, English learners, homeless students, foster youth, migratory students, children who are incarcerated, and other underserved students.
  - For purposes of this requirement “underserved students” include:
    - Students who are low-income;
- Students who are English learners;
- Students of color;
- Students who are foster youth;
- Homeless students;
- Students with disabilities; and
- Migratory students.

LEAs are also encouraged to engage with community partners, expanded learning providers, and other community organizations in developing the plan.

Information and resources that support effective community engagement may be found under Resources on the following web page of the CDE’s website: https://www.cde.ca.gov/re/lc.

Instructions

In responding to the following prompts, the LEA may reference or include input provided by community members during the development of existing plans, including the LCAP and/or the ELO Grant Plan, to the extent that the input is applicable to the requirements of the ESSER III Expenditure Plan. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broad understanding among the LEA’s local community.

A description of the efforts made by the LEA to meaningfully consult with its required community members and the opportunities provided by the LEA for public input in the development of the plan.

A sufficient response to this prompt will describe how the LEA sought to meaningfully consult with its required community members in the development of the plan, how the LEA promoted the opportunities for community engagement, and the opportunities that the LEA provided for input from the public at large into the development of the plan.

As noted above, a description of “meaningful consultation” with the community will include an explanation of how the LEA has considered the perspectives and insights of each of the required community members in identifying the unique needs of the LEA, especially related to the effects of the COVID-19 pandemic.

A description of the how the development of the plan was influenced by community input.

A sufficient response to this prompt will provide clear, specific information about how input from community members and the public at large was considered in the development of the LEA’s plan for its use of ESSER III funds. This response must describe aspects of the ESSER III Expenditure Plan that were influenced by or developed in response to input from community members.

- For the purposes of this prompt, “aspects” may include:
  - Prevention and mitigation strategies to continuously and safely operate schools for in-person learning;
○ Strategies to address the academic impact of lost instructional time through implementation of evidence-based interventions (e.g. summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs);

○ Any other strategies or activities implemented with the LEA’s ESSER III fund apportionment consistent with section 2001(e)(2) of the ARP Act; and

○ Progress monitoring to ensure interventions address the academic, social, emotional, and mental health needs for all students, especially those students disproportionately impacted by COVID-19


**Planned Actions and Expenditures**

**Purpose and Requirements**

As noted in the Introduction, an LEA receiving ESSER III funds is required to develop a plan to use its ESSER III funds to, at a minimum, address students’ academic, social, emotional, and mental health needs, as well as the opportunity gaps that existed before, and were exacerbated by, the COVID-19 pandemic.

**Instructions**

An LEA has the flexibility to include actions described in existing plans, including the LCAP and/or ELO Grant Plan, to the extent that the action(s) address the requirements of the ESSER III Expenditure Plan. When including action(s) from other plans, the LEA must describe how the action(s) included in the ESSER III Expenditure Plan supplement the work described in the plan being referenced. The LEA must specify the amount of ESSER III funds that it intends to use to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA. Descriptions of actions provided should include sufficient detail yet be sufficiently succinct to promote a broad understanding among the LEA’s local community.

**Strategies for Continuous and Safe In-Person Learning**

Provide the total amount of funds being used to implement actions related to Continuous and Safe In-Person Learning, then complete the table as follows:

- If the action(s) are included in another plan, identify the plan and provide the applicable goal and/or action number from the plan. If the action(s) are not included in another plan, write “N/A”.
- Provide a short title for the action(s).
- Provide a description of the action(s) the LEA will implement using ESSER III funds for prevention and mitigation strategies that are, to the greatest extent practicable, in line with the most recent CDC guidance, in order to continuously and safely operate schools for in-person learning.
- Specify the amount of ESSER III funds the LEA plans to expend to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA.

**Addressing the Impact of Lost Instructional Time**

As a reminder, the LEA must use not less than 20 percent of its ESSER III funds to address the academic impact of lost instructional time. Provide the total amount of funds being used to implement actions related to addressing the impact of lost instructional time, then complete the table as follows:

- If the action(s) are included in another plan, identify the plan and provide the applicable goal and/or action number from the plan. If the action(s) are not included in another plan, write “N/A”.
- Provide a short title for the action(s).
- Provide a description of the action(s) the LEA will implement using ESSER III funds to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs.
- Specify the amount of ESSER III funds the LEA plans to expend to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA.

**Use of Any Remaining Funds**

After completing the Strategies for Continuous and Safe In-Person Learning and the Addressing the Impact of Lost Instructional Time portions of the plan, the LEA may use any remaining ESSER III funds to implement additional actions to address students’ academic, social, emotional, and mental health needs, as well as to address opportunity gaps, consistent with the allowable uses identified above in the Fiscal Requirements section of the Instructions. LEAs choosing to use ESSER III funds in this manner must provide the total amount of funds being used to implement actions with any remaining ESSER III funds, then complete the table as follows:

- If the action(s) are included in another plan, identify the plan and provide the applicable goal and/or action number from the plan. If the action(s) are not included in another plan, write “N/A”.
- Provide a short title for the action(s).
- Provide a description of any additional action(s) the LEA will implement to address students’ academic, social, emotional, and mental health needs, as well as to address opportunity gaps, consistent with the allowable uses identified above in the Fiscal Requirements section of the Instructions. If an LEA has allocated its entire apportionment of ESSER III funds to strategies for continuous and safe in-person learning and/or to addressing the impact of lost instructional time, the LEA may indicate that it is not implementing additional actions.
- Specify the amount of ESSER III funds the LEA plans to expend to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA. If the LEA it is not implementing additional actions the LEA must indicate “$0”.

**Ensuring Interventions are Addressing Student Needs**
The LEA is required to ensure its interventions will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students most impacted by the COVID–19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.

The LEA may group actions together based on how the LEA plans to monitor the actions’ progress. For example, if an LEA plans to monitor the progress of two actions in the same way and with the same frequency, the LEA may list both actions within the same row of the table. Each action included in the ESSER III Expenditure Plan must be addressed within the table, either individually or as part of a group of actions.

Complete the table as follows:

- Provide the action title(s) of the actions being measured.
- Provide a description of how the LEA will monitor progress of the action(s) to ensure that they are addressing the needs of students.
- Specify how frequently progress will be monitored (e.g. daily, weekly, monthly, every 6 weeks, etc.).

California Department of Education
June 2021
AGENDA ITEM #: 10.2

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

BACKGROUND INFORMATION:
Per Education Code 42100, the County shall approve, on a form prescribed by the Superintendent of Public Instruction, an annual statement of all receipts and expenditures of the District for the preceding fiscal year. The report is included under separate cover and includes the Unaudited Actuals for 2020-21 and Adopted Budget for 2021-22.

FISCAL IMPLICATIONS:
See referenced materials.

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

PRESENTED BY:
Jared Critchfield, Assistant Superintendent, Business Services

*Governing Board received under separate cover – public copy available at Amador County Public School’s District Office, 217 Rex Avenue, Jackson, CA*
<table>
<thead>
<tr>
<th>Summary of Actuals for all Funds 2020-2021</th>
<th>General Fund 01</th>
<th>Special Ed. Pass Through 10</th>
<th>Child Development 12</th>
<th>Deferred Maintenance 14</th>
<th>Forest Reserve 15</th>
<th>School Facilities 35</th>
<th>Scholarships 73</th>
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<td>Transfer In</td>
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<td><strong>Total Income</strong></td>
<td>7,301,849</td>
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<td>972,841</td>
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<td>87,334</td>
<td>45,874</td>
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<td><strong>Expenditures:</strong></td>
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<td>Direct Support/Indirect</td>
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<td>Beginning Fund Balance</td>
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<td>Adjustments *</td>
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* prior year audit adjustments/current year adjustments

| Fund Balance Components:                |                |                             |                   |                     |                  |                    |                  |
| Revolving Cash                          | 1,300          |                             |                   |                     |                  |                    |                  |
| Prepaid Expenses                        | 110,377        |                             |                   |                     |                  |                    |                  |
| Economic Uncertainty                    | 742,101        |                             |                   |                     |                  |                    |                  |
| Categorical Rest. (CAT Form)            | 835,694        |                             |                   |                     |                  |                    |                  |
| Assigned Fund Balance                   | 389,853        |                             | 66,134            | 50,001              | 2,803            |                    |                  |
| State Preschool Reserve                 |                |                             |                   |                     |                  |                    |                  |
| Child Development Locally Restricted    | 368,688        |                             |                   |                     |                  |                    |                  |
| Reserved for Construction               |                |                             |                   |                     |                  |                    |                  |
| Reserved for Scholarships               |                |                             |                   |                     |                  |                    |                  |
| San Joaquin Network                     | 9,738          |                             |                   |                     |                  |                    |                  |
| Undesignated Fund Balance               | 0              | 0                           | 0                 | 0                   | 0                | 0                   | 0                |

As of 9/16/09 - Do not print EUR as part of Board report.

EUR as % of Total 10.49%
## Restricted Fund Balance Detail

**County Fund 01**

### Components of Restricted Fund Balance 6/30/21  835,694

<table>
<thead>
<tr>
<th>State Restricted Funds</th>
<th>Amount</th>
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<tbody>
<tr>
<td>Prop 20 Lottery</td>
<td>53,448</td>
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<tr>
<td>Special Educational</td>
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<td>Special Ed Infant Entitlement</td>
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<td>Special Ed Mental Health</td>
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<td>Classified Employee Professional Development Block Grant</td>
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<td>SB 117 COVID-19 LEA Response Funds</td>
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<tr>
<td>Expanded Learning Opportunities Grant</td>
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<td>Expanded Learning Opportunities Grant - Paraprofessional</td>
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<table>
<thead>
<tr>
<th>Locally Restricted Funds</th>
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<tr>
<td>Donations</td>
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<td>Celebrate Our Children</td>
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<td>Adapted P. E.</td>
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<td>Transition Donations</td>
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<td>Life Skills Donations</td>
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<td>Section 125 Admin Funds</td>
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<td>Lost Library Books</td>
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<td>Scholarship Fund</td>
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<td>Site Clearing</td>
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<td>Special Ed Settlement set a side</td>
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<tr>
<td>Medical Reimbursement Program</td>
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OCTOBER 6, 2021

AGENDA ITEM #: 10.3

SUBJECT: Resolution: ACOE 21/22-008 Native American Heritage Month

BACKGROUND INFORMATION:
November is Native American Heritage Month, which was designated on August 3, 1990. Since then, Presidents have issued annual proclamations promoting this observance. Amador County Office of Education honors and recognizes the Native American culture, traditions, heritage and contributions of our students, parents and community members, and encourages all schools to commemorate the month of November with appropriate activities and programs.

FISCAL IMPLEMENTATION:
None

RECOMMENDATION:
The Superintendent recommends approval of the resolution declaring November as Native American Heritage Month.

PRESENTED BY:
Sean Snider, Assistant Superintendent, Educational Services
RESOLUTION NO. ACOE 21/22-008
RECOGNITION OF NATIVE AMERICAN HERITAGE MONTH

WHEREAS, During the month of November the United States celebrates Native American Heritage Month as a time to recognize the vibrant heritage, history, art, traditions, and contributions of Native Americans to the history and culture of the United States; and

WHEREAS, The American culture has been greatly influenced by the customs and traditions of Native Americans and their close relationship to the earth and all of its inhabitants; and

WHEREAS, Native Americans have made significant contributions to the world in government, industry, commerce, agriculture, science, literature, the arts, and many other fields; and

WHEREAS, The History-Social Science Framework for California Public Schools, Kindergarten Through Grade Twelve states that the study of community, state, region, nation, and world must reflect the experiences of people of different racial, religious, and ethnic groups throughout the curriculum at every level; and

WHEREAS, President George H.W. Bush, in 1990, approved a joint resolution and proclaimed November to be National American Indian Heritage Month;

NOW, THEREFORE, BE IT RESOLVED, by the Board of Trustees of the Amador County Office of Education, that November 2021 is designated as Native American Heritage Month and that all educational sites are encouraged to recognize the contributions of Native Americans through our curriculum and activities; and

BE IT FURTHER RESOLVED that this resolution be distributed to every school in the district.

PASSED AND ADOPTED by the members of the Board of Trustees of the Amador County Office of Education, of the County of Amador, State of California, this 6th day of October, 2021.

__________________________________  __________________________________
Kandi Thompson     Deborah Pulskamp
President, Board of Trustees    Clerk, Board of Trustees
AGENDA ITEM #: 10.4

Motion: ___________________
Second: ___________________
Vote: ________________

SUBJECT: Contracted Services with West Ed for Review of Special Education Programs and Services (Scope of Work)

BACKGROUND INFORMATION:
This contract is necessary in order to evaluate current programs and systems throughout the ACUSD and ACOE special education programs. West Ed will do a deep dive into programs and provide specific recommendations to support the review process ACUSD and ACOE are currently under. A presentation by the West Ed staff will be provided to better explain the scope of work needed to meet our long-term needs.

FISCAL IMPLICATIONS:
$35,000 pro-rated between ACUSD and ACOE

RECOMMENDATION:
The Superintendent recommends Board approval.

PRESENTED BY:
Dr. Russell, County Superintendent
Amador County Unified School District (ACUSD)
Amador County Office of Education (ACOE)
Amador County SELPA (SELPA)

Scope of Work
Review of Special Education Supports and Services

Proposed Scope of Work
The Amador County Unified School District (ACUSD) and Amador County SELPA has requested a proposal for a review of data and information gathering on the outcomes for students receiving special education services in both LEAs under the SELPA. The outcome of this review will be the development of recommendations and next steps to support the efficient and effective design of supports and services for students receiving special education services. We would see this work falling into the following categories or tasks:

**Task 1** – Review and analysis of district and state data related to outcomes for students with disabilities for ACUSD, Amador County SELPA programs, and selected comparison districts.

**Task 2** – Collection and analysis of data from focus groups, interviews and surveys from district stakeholders to assess appropriateness and effectiveness of the District’s staffing and organization.

**Task 3** – Summarize findings and make recommendations.

However, after consultation with the ACUSD leadership, a customized task list and scope of work for specific areas of service or programs will be developed.

WestEd proposes addressing and delineating the work by each of the three possible tasks and assign staff with specific expertise to each task. We have assembled a team with extensive experience in special education and evaluation. The project director will take overall responsibility for all tasks, and each team member will conduct data collection activities, review results, and provide support in the development of the final recommendations. WestEd will collect and analyze information that will assist the ACUSD leadership by identifying recommendations focused on producing positive outcomes for students with disabilities.

We have identified a draft of the key questions for each task area of the study and will work with ACUSD leadership review and revise these questions and tasks as necessary to address the expected outcomes of the study. We will employ multiple methods to provide a comprehensive and well-documented review of the special education services across the ACUSD leadership. We will engage with the ACUSD leadership at all points along the way to ensure that we are reflecting the revolving needs of ACUSD leadership.
We will begin with an off-site document review of whatever relevant data and information is available. Staff will use qualitative methods to investigate more complex and sensitive inquiries that are not as easy to quantify or where quantification of the data would be inappropriate. We will employ descriptive methods when it is necessary to define data and to add to the construction of the model. Our staff will gain a variety of perspectives from multiple data sources including data and document reviews; online surveys; interviews with administrators, educators and staff; focus groups with educators and parents; classroom observations; and modified IEP reviews.

WestEd staff will then comprehensively review the data and share preliminary results with the ACUSD leadership team to ensure that we have explored and addressed all components. Staff will then produce a final report that includes findings, recommendations for each task area, and next steps for changes to the program if necessary.

For each task outlined below, we have provided a table highlighting sample study questions. If awarded, the project director will meet with the ACUSD leadership to tailor study questions to the district’s exact needs under each task. WestEd’s staff will partner with ACUSD leadership to inform and engage them in a meaningful and active way throughout the review process. Regular, ongoing meetings of the WestEd review team will provide a formal feedback loop whereby data can be collected, shared, examined, and refined. In between meetings, the audit team will use electronic media and face-to-face meetings to continue to inform each other and solicit valuable feedback.

Table 1. Task 1 Study Questions

<table>
<thead>
<tr>
<th>Task 1 Proposed Study Questions</th>
<th>Data Collection Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collection and analysis of data from focus groups, interviews, and surveys from district stakeholders to assess appropriateness and effectiveness of the District’s staffing and organization</td>
<td>Document Review</td>
</tr>
</tbody>
</table>
1. Does the overall organizational structure and its functionality meet the needs of all students?  

2. Is the current structure of special education services optimal for ensuring improved outcomes for students receiving special education support and services?  

3. Is the level and type of administrative staff and special education services staff appropriate to meet District and student goals and objectives?  

4. Are the policies and practices for hiring, staffing ratios, position control and resource, human and fiscal alignment designed and implemented for effectiveness and efficiency?  

Table 2. Task 2 Study Questions

<table>
<thead>
<tr>
<th>Task 2 Proposed Study Questions</th>
<th>Data Collection Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Review Data to Identify Recommendations for Improved Effectiveness and Efficiency</strong></td>
<td><strong>Document Review</strong></td>
</tr>
<tr>
<td>WestEd will identify, review, and assess:</td>
<td>X</td>
</tr>
<tr>
<td>5. In what areas does the functionality of the organizational structure indicate that there are inconsistencies within the district that may contribute to ineffectiveness and inefficiency?</td>
<td>X</td>
</tr>
<tr>
<td>6. In what areas are there inconsistencies within the District’s staffing levels that may contribute to ineffectiveness and inefficiency?</td>
<td>X</td>
</tr>
<tr>
<td>7. What recommendations could be made for changes or improvements to the District’s organizational structure, processes, procedures, staffing, special education maintenance of effort to increase/maximize efficiency and effectiveness of educational programs and student outcomes</td>
<td>X</td>
</tr>
</tbody>
</table>
Task 3: Summarize Findings and Make Recommendations

Task 3 is essentially the completion of the final report, which will be shared with ACUSD leaders in draft form and revised jointly. The proposed report format is outlined below. In addition to the report WestEd proposes to prepare a corresponding presentation of findings and prioritized recommendations for use with the district and other stakeholders.

Final Report Format

The final report will include the following sections, to be determined in collaboration with ACUSD leadership:

- Executive Summary
- Project Overview
- District Data Overview
- Methodology of Onsite Data Collection
- Onsite Data Collection Findings
- Summary of Findings and Prioritized Recommendations

The report will contain graphs and charts including outcomes of surveys; interviews; focus groups and observations; demographic data; staffing; policy analyses; and a summary of District resources used in comparison to Districts with similar characteristics. Recommendations will be presented in a prioritized table, as well as narrative.

Methodology for these tasks:

**Online Surveys:** WestEd proposes surveying the following groups: principals, special education teachers, special education paraprofessionals, related service providers, and parents to solicit stakeholder input, to establish a broader district perspective, and to determine consistency of practice. To maximize impact, WestEd will develop survey items based on the information needed from each of the tasks. WestEd will work with ACUSD leadership to distribute the surveys by emailing a web link to the target populations (with email addresses provided by the district). Characteristics of the survey will be: user friendly (can be completed in 20 minutes or less), items will be linked to specific evaluation questions, common items across staff subgroups will allow for
Amador County Unified School District (ACUSD)
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Review of Special Education Supports and Services

analysis of different perspectives (by job roles), and most items will use a forced-choice, four-point Likert scale.

Focus Group Interviews: WestEd proposes conducting focus groups with the following job-alike personnel: paraprofessionals; related service providers (including school psychologists, speech therapists, occupational therapists, physical therapists, and nurses); special education teachers; site administrators; district administrators; parents; and students. We will work with the district to invite and recruit a representative sampling of individuals for each focus group. The parent focus group is recommended for the purpose of gaining deeper perspectives on the effectiveness of services provided to their children.

Data from interviews and focus groups will be compiled, analyzed, and summarized in the final report according to research-based qualitative content analysis procedures including coding of responses and categorization of emerging themes. The content analysis process allows for a more rigorous classification of text and narrative into controllable bits of data, so that WestEd can make valid inferences from the collected documents.

Document Review: The review team will conduct an Internet scan of publicly available documents on the district’s and Department of Education websites. In addition, we propose that documents be identified and collected by the district and forwarded by mail or email to WestEd for off-site analysis. A list of documents will be developed in collaboration with the ACUSD leadership.

Quantitative Data Analysis: Data will be downloaded from public access files available on the State and district websites. WestEd will collaborate with the district to acquire any other necessary data included in the analysis. As appropriate, data will be reported in descriptive statistics (frequencies, percentages, means). Data for analysis will include, but is not limited to:

- Special Education Child Count
- Education Environment data (LRE)
- Statewide Assessment data for Students with Disabilities Subgroup and All Students
- School Dropout Rates for Students with IEPs
- Out-of-District Special Education Placements
- Dispute Resolution Data

From this analysis, WestEd will provide the ACUSD leadership with specific recommendations that support maximizing organizational effectiveness and efficiency that aligns both human and fiscal resources to meet the needs of students with disabilities.
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Timeline

The duration of this contract is anticipated to be a maximum six months from the start of the contract, given the scope of the work. Upon approval of the contract, the WestEd project director will work with the district staff to finalize the work plan, schedule, and deliverables. Table 3 details the activities for each task, with agency responsibilities, and proposed timelines.

Table 3. Review Schedule of Activities

<table>
<thead>
<tr>
<th>Review Activities</th>
<th>Primary Responsibility</th>
<th>Deliverable</th>
<th>Timeline Begin</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initial planning meeting between WestEd and the District to reach agreements purpose, processes, evaluation questions, methodology and timelines</td>
<td>WestEd, The District</td>
<td>Meeting notes of conference calls about study questions, methodology, and timelines finalized</td>
<td>Within 10 days from start of award</td>
</tr>
<tr>
<td>Schedule and make arrangements for site visits</td>
<td>The District, WestEd</td>
<td>Meeting notes with schedule</td>
<td>Weeks 3-4</td>
</tr>
<tr>
<td>Submit documents and data for review to WestEd</td>
<td>The District</td>
<td></td>
<td>Week 3 and ongoing</td>
</tr>
<tr>
<td>Review documents, data and summarize</td>
<td>WestEd</td>
<td>Preliminary document and data review</td>
<td>Weeks 3-7</td>
</tr>
<tr>
<td>Develop surveys/interview/focus group and data review protocols for ACUSD’s review and approval</td>
<td>WestEd</td>
<td>Evaluation Instruments</td>
<td>Weeks 3-5</td>
</tr>
<tr>
<td>Finalize online surveys and protocols</td>
<td>WestEd</td>
<td>Draft online surveys</td>
<td>Week 7</td>
</tr>
<tr>
<td>Disseminate online surveys to teachers, parents, administrators</td>
<td>The District</td>
<td>Online surveys</td>
<td>Weeks 8-10</td>
</tr>
<tr>
<td>Conduct site visits, including interviews and focus groups</td>
<td>WestEd</td>
<td>Interviews Focus groups</td>
<td>Week 12-18 (Proposed onsite 3 full days)</td>
</tr>
<tr>
<td>Qualitative analysis and write up of interview focus groups and document reviews</td>
<td>WestEd</td>
<td>Preliminary findings from interviews and focus groups to inform Tasks</td>
<td>Weeks 16-21</td>
</tr>
</tbody>
</table>
Review Activities | Primary Responsibility | Deliverable | Timeline Begin |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Analysis and write up of online surveys</td>
<td>WestEd</td>
<td>Preliminary findings from online surveys to inform all tasks</td>
<td>Week 20</td>
</tr>
<tr>
<td>Discuss preliminary findings with the District</td>
<td>WestEd The District</td>
<td>Minutes from meeting</td>
<td>Week 22</td>
</tr>
<tr>
<td>Finalize written report; share findings and recommendations with Board</td>
<td>WestEd The District</td>
<td>Written report of findings and recommendations</td>
<td>Weeks 22-26</td>
</tr>
</tbody>
</table>

**Fees/Budget**

WestEd is proposing an **all-inclusive price of $35,000.00**, to be pro-rated between ACUSD and ACOE, with the following breakdown of activities:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Interviews</td>
<td>(~10 Interviews)</td>
</tr>
<tr>
<td>2. Surveys</td>
<td>(2 Surveys)</td>
</tr>
<tr>
<td>a. School/District level staff</td>
<td></td>
</tr>
<tr>
<td>i. District Administrators</td>
<td></td>
</tr>
<tr>
<td>ii. Site Administrators</td>
<td></td>
</tr>
<tr>
<td>iii. General Education teachers</td>
<td></td>
</tr>
<tr>
<td>iv. Special Education teachers</td>
<td></td>
</tr>
<tr>
<td>v. Related service personnel (speech, OT/PT)</td>
<td></td>
</tr>
<tr>
<td>vi. Paraprofessionals</td>
<td></td>
</tr>
<tr>
<td>b. Parents/family members</td>
<td></td>
</tr>
<tr>
<td>3. Focus Groups-Possible groupings-could be combined)</td>
<td>(5 Focus Groups TBD)</td>
</tr>
<tr>
<td>a. District Administrators</td>
<td></td>
</tr>
<tr>
<td>b. Site Administrators</td>
<td></td>
</tr>
<tr>
<td>c. General Education teachers</td>
<td></td>
</tr>
<tr>
<td>d. Special Education teachers</td>
<td></td>
</tr>
<tr>
<td>e. Related service personnel (speech, OT/PT)</td>
<td></td>
</tr>
<tr>
<td>f. Paraprofessionals</td>
<td></td>
</tr>
<tr>
<td>g. Parents/family members</td>
<td></td>
</tr>
<tr>
<td>h. Students</td>
<td></td>
</tr>
</tbody>
</table>
## Amador County Unified School District (ACUSD)
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## Amador County SELPA (SELPA)

### Scope of Work

**Review of Special Education Supports and Services**

<table>
<thead>
<tr>
<th>4. School observations (If appropriate)</th>
<th>(TBD)</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Short classroom walkthroughs</td>
<td></td>
</tr>
<tr>
<td>b. Interviews with principals</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>5. Data Analysis (including but not limited to:)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a. ACUSD district data</td>
<td></td>
</tr>
<tr>
<td>b. Special Education Indicator Data (Annual Performance Reports)</td>
<td></td>
</tr>
<tr>
<td>c. District Strategic Plans</td>
<td></td>
</tr>
<tr>
<td>d. Other:</td>
<td></td>
</tr>
</tbody>
</table>
Amador County Unified School District (ACUSD)
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WestEd Contacts:
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916-715-2468

Ann Hern, Co-Project Director
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CURRENT CONSIDERATIONS

Classified—New Hire
Kathleen Schwing, Instructional Assistant SPED, 6 hours/11 months, Jackson Elementary, effective October 18, 2021
Chelsea Hart, Instructional Aide Preschool, 3.5 hours/11 months, Jackson Elementary, effective October 18, 2021

[Signature]
County Superintendent

[Signature]
Date

Board Date October 6, 2021