AGENDA
AMADOR COUNTY UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEES
Wednesday, May 26, 2021
ACOE Open Session – 5:30 PM
ACUSD Open Session Immediately Following the ACOE Meeting

Meeting Location: Amador County Building, 810 Court Street, Jackson, Remote meeting via Zoom for public access.

NOTE: Due to COVID-19 this meeting will be available to the public via Zoom and following the meeting recorded audio will be available on our website.

Zoom offers closed captioning during live conferences for disabled persons.

To access the meeting online join the Zoom meeting via

Join Zoom Meeting
https://us02web.zoom.us/j/82594723637?pwd=L3R6S0tvb3lna2gwRDV5Q3pjUR2dz09

Meeting ID: 825 9472 3637
Passcode: 52621
One tap mobile
+16699009128,,82594723637#,,,,*52621#

Directions for accessing the meeting will also be included on our webpage with the meeting link. https://amadorcoe.org/minutes-agendas/

NOTE: A copy of the Board agenda and backup materials is available for inspection and review on the Amador County Unified School District 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 the Communication Specialist at demi.wright@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) 900F.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

2.0 BOARD MEMBERS

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)
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]

3.0 **ROLL TAKEN BY THE SECRETARY TO THE GOVERNING BOARD**

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

5.0 **COVID-19 HEALTH AND SAFETY UPDATE**

5.1 Report from Dr. Kerr, Amador County Public Health Officer

5.2 Report from Dr. Slavensky, Superintendent

6.0 **PRESENTATION AND RECOGNITION** (Approximately 30 minutes)

6.1 **Block “A” Awards** (Mr. Vicari)

6.1a Jamille Daneri

6.1b Sam Bonini

6.1c Anna Rose

6.1d Natalie Silva

6.1e Mallory Seyboldt

6.1f Aaron Oneto

6.1g Skyie Fuentes

6.1h Kenneth Gouveia

6.1i Mikayla Teague

6.1j Benjamin Peterson

6.1k Christopher Hermanson

6.1l Nayely Franco-Aguayo

6.1m Hailey Vasko

6.1n Colton Clark

6.1o Myah Hoyle

6.1p Mia Huss

6.1q Riley Leatherman

6.1r Benjamin Bramer

6.1s Keilawnee Landergen

6.1t Andre King

6.2 **Resolution: ACUSD 20/21-038 Developer Fee Increase** (Mr. Critchfield)

6.3 **Resolution: ACUSD 20/21-039 Authorization to Make Transfers** (Mr. Critchfield)

7.0 **EMPLOYEE ORGANIZATIONS** (Approximately 20 minutes)

7.1 Amador County Teachers Association (ACTA) (Mr. Hunkins)

7.2 California School Employees Association (CSEA) (Ms. Cramer)

8.0 **PUBLIC COMMENTS** (Approximately 30 minutes)

Public comments regarding Discussion/Action Items will be addressed during this time. Due to Zoom limitations, all public comments should be addressed at this time. 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.

9.0 **CONSENT AGENDA** (Approximately 10 minutes)
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.

9.1 **Minutes**
9.1a Board Meeting 5-12-21
9.1b Special Board Meeting 5-20-21

9.2 **Personnel** (Mr. Vicari)
9.2a Current Personnel Recommendations

9.3 **Business** (Mr. Critchfield)
9.3a Warrants issued between: 5/1/21-5/15/21

9.4 **Surplus**
9.4a Independence High School, 20 textbooks, Outdated
Independence High School, 1 Projector, Broken
Independence High School, 1 VCR, Broken
Independence High School, Document Camera, Broken

9.5 **Donations**
9.5a Argonaut High School, $11,800 donation from Catherine Vassar
9.5b Argonaut High School, 2 mountain bikes from Friends of Folsom
9.5c Pine Grove Elementary School, $1,300 Donation from Jackson Rancheria

10.0 **DISCUSSION/ACTION ITEMS**
10.1 **Expanded Learning Opportunities Grant – Discussion/Action** (Approximately 15 minutes) (Mr. Snider)
The Expanded Learning Opportunities Grant Plan must be completed by school districts, county offices of education, or charter schools that receive Expanded Learning Opportunities (ELO) Grant funds under California Education Code (EC) Section 43521(b). The plan must be adopted by the local governing board or body of the LEA at a public meeting on or before June 1, 2021, and must be submitted to the California Department of Education within five days of adoption. The plan must be updated to include the actual expenditures by December 1, 2022.

10.2 **CTE Grant Contract: Canvas Learning Management System (LMS) – Discussion/Action** (Approximately 15 minutes) (Mr. Snider)
Canvas’ LMS is an online digital classroom platform that is widely used by high schools, community colleges, and universities. Canvas LMS simplifies teaching and learning activities and organizes coursework. The proposed 9th-12th grade Work Experience Education / Work Based Learning curriculum will be housed within the Canvas platform. The lessons will be online modules designed for students to take throughout the year. ACUSD teachers and administrators will also be able to track standards-based improvement data regarding our students’ career awareness and career preparedness.

10.3 **CTE Grant Contract: Vivayik – Discussion/Action** (Approximately 15 minutes) (Mr. Snider)
Preparing the next generation of high-skilled, in-demand workers is important work. Vivayik consults, assists in strategic planning, and helps bring new programs to life for organizations and
public agencies working on career education and workforce strategy. They help clients create assessment frameworks, conduct curriculum mapping exercises, evaluate current programs, and create or improve curriculum.

10.4 **Job Description: Instructional Assistant - Intervention – Discussion/Action** (Approximately 15 minutes) (Mr. Vicari)
The Intervention Instructional Assistant will provide instructional/intervention support in the classroom under the guidance of the Intervention Teacher.

11.0 **REPORTS**
11.1 **Food Services Report** (Mr. Critchfield)
11.2 **Financial Update: Governor’s May Budget Revision** (Mr. Critchfield)
11.3 **Amador County Recreation Agency (ACRA) Update** (Board Member Marzano)
11.4 **Report from Superintendent** (Dr. Slavensky)
11.5 **Reports and Remarks from Board Members**

12.0 **PUBLIC COMMENTS ON CLOSED SESSION**

13.0 **CLOSED SESSION**
13.1 Minutes 5-12-21
13.2 Negotiations - with ACTA and CSEA (Government Code §54950 and §54957) (Mr. Vicari)
13.3 Release of Temporary and/or Probationary Certificated Employees ACUSD 19/20-023 (Government Code §54950 and §54957 and California Education Code Section 44954(b)) (Mr. Vicari)
13.4 Teleconference with Legal Counsel – Existing Litigation. Significant exposure to litigation pursuant to paragraph (2) or (3) of subdivision (d) of Government Code section 54956.9. Significant Exposure to Litigation: one potential lawsuit. OAH Case Number 2021040201 (Dr. Slavensky)

14.0 **RECONVENE TO OPEN SESSION/REPORT ON CLOSED SESSION**

15.0 **NEXT MEETING**
ACUSD Regular Meeting: Wednesday, June 9, 2021, tentatively scheduled to be held at the Amador County Administration Building, 810 Court St., Jackson, CA. Open Session will start at 6:30 PM.

16.0 **ADJOURNMENT**
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Block A Awards
ACUSD Board of Trustees
May 26, 2021

Jamille Daneri
136 Hours
Sam Bonini
136.5 Hours

Anna Rose
151.5 Hours
Natalia Silva
152 Hours

Mallory Seyboldt
154 Hours
Aaron Oneto
165 Hours

Skyie Fuentes
165 Hours
Kenneth Gouveia
190 Hours

Mikayla Teague
202 Hours
Colton Clark
240 Hours

Myah Hoyle
255 Hours
Andre King
840 Hours

Thank you!
AGENDA ITEM #: 6.2

SUBJECT: Resolution: ACUSD 20/21-038 Developer Fee Increase

BACKGROUND INFORMATION:
Education Code 17620 authorizes school districts to levy a fee against any development project for the construction or reconstruction of school facilities as long as the district can show justification for levying of fees.

FISCAL IMPLICATION:
Allowable fees will increase from $3.79 per square foot to 4.08 per square foot for residential construction, and fees will remain $.54 per square foot for commercial/industrial construction.

RECOMMENDATION:
The Superintendent recommends that the Board adopt resolution 20/21-038 authorizing the new school facilities fees for residential and commercial/industrial construction, to become effective 60 days after adoption of the resolution.

PRESENTED BY:
Jared Critchfield, Assistant Superintendent, Business Services
RESOLUTION NO. 20/21-038
OF THE
AMADOR COUNTY SCHOOL DISTRICT

ADOPTING AND IMPLEMENTING AN INCREASE IN LEVEL 1 DEVELOPER FEES
LEVIED ON RESIDENTIAL DEVELOPMENT AND LEVYING FEES ON COMMERCIAL
AND INDUSTRIAL DEVELOPMENT TO FUND THE CONSTRUCTION AND
RECONSTRUCTION OF SCHOOL FACILITIES

WHEREAS, pursuant to Government Code section 65995 and Education Code section
17620 the Amador County Unified School District ("District") may levy a fee on all residential,
commercial, and industrial development within the District boundaries, to fund the
construction or reconstruction of school facilities; and

WHEREAS, the District has a facilities plan which states an overall vision for new
school construction in order to meet the needs of District students; and

WHEREAS, the District has performed a study to assess the impact on the District’s
facilities from residential, commercial, and industrial development and established a nexus
between such development and the need for funding to construct and improve schools; and

WHEREAS, there is a continuing and urgent need for expansion and reconstruction of
school facilities due to the impact of new residential construction as well as commercial and
industrial development; and the State Allocation Board has established the maximum fee that
can be levied by a school district is $4.08 per square foot of habitable residential development
and $0.54 per square foot for commercial and industrial development for chargeable covered
and enclosed space, which sums shall be used to fund the delivery of improvements to the
District’s existing facilities and construction of new facilities; and

WHEREAS, the District intends to spend developer fees on hand and additional fees
received on eligible projects as defined in the Developer Fee Justification Study dated
February 2014; and

WHEREAS, the District conducted a public hearing to discuss the proposed increase
in developer fees for residential and commercial/industrial development and has considered
the comments provided therefrom.

NOW, THEREFORE, BE IT RESOLVED, that the District shall change the fees levied
on new residential development from $3.79 per square foot to $4.08 per square foot for all
new residential development within the District boundaries, in accordance with Education
Code section 17620.

BE IT FURTHER RESOLVED, that the District fees levies on new commercial and
industrial development shall remain $0.54 per square foot on new commercial and industrial
development, in accordance with Education Code section 17620.

BE IT FURTHER RESOLVED, that the Board of Trustees of the Amador County Unified
School District (the "Board") authorizes District staff to give notice to the County of Amador
and the Cities of Amador City, Ione, Jackson, Plymouth and Sutter Creek, and other applicable
agencies, of the Board’s adoption and implementation of this Resolution by serving a copy of
the Resolution to each agency and by requesting that no building permits and no certificates
of occupancy for residential, manufactured homes, mobile homes, commercial or industrial
construction be issued without certification from the District that the specified fees, including any subsequent increases authorized by the State, have been paid.

**BE IT FURTHER RESOLVED,** that the District preserve a separate account where in all developer fees, including those fees collected pursuant to this Resolution will be deposited and the District shall review and provide the Board a report on the reconciliation of that account every fiscal year.

**BE IT FURTHER RESOLVED,** that if the District has unexpected or uncommitted fees within five (5) years of collection of those fees, the District will make the statutorily required findings or refund those fees.

**BE IT FURTHER RESOLVED,** that the developer fees established by this Resolution, including any increases for inflation as authorized by the State, shall be collected prior to the issuance of a building permit on each eligible unit.

PASSED AND ADOPTED at a regular meeting of this board this 26th day of May of 2021, by the following vote:

AYES:
NOES:
ABSENT:

I HEREBY CERTIFY that the foregoing resolution was duly introduced, passed and adopted at a regularly called and conducted meeting held on said date.

________________________________________   ______________________________________
Kandi Thompson     Deborah Pulskamp
President      Clerk
Amador County Unified School District  Amador County Unified School District
AGENDA ITEM #: 6.3

SUBJECT:
Resolution: ACUSD 20/21-039 Resolution for Authorization to Make Transfers Between Funds Balances and Expenditures at Close of Year per Education Code 42601

BACKGROUND INFORMATION:
California Education Code, Section 42601, states that, with the approval of the Governing Board, a school district may make transfers between designated funds, any unappropriated fund balance, and any expenditure classifications of the budget that is necessary to permit payment of obligations of the district incurred during the school year.

FISCAL IMPLICATIONS:
None.

RECOMMENDATION:
Superintendent Slavensky recommends approval by the Board of Trustees.

PRESENTED BY:
Jared Critchfield, Assistant Superintendent, Business Services
AMADOR COUNTY UNIFIED SCHOOL DISTRICT

Resolution No. ACUSD 20/21-039
Resolution for Authorization To Make Transfers Between Funds
Balances and Expenditures at Close of Year
Per Education Code 42601

WHEREAS, Section 42601 of the Education Code of the State of California provides that at the close of the school year a school district may, with the approval of the Governing Board, identify and request the County Superintendent of Schools to make transfers between the designated fund balance of the unappropriated fund balance and any expenditure classifications of the budget of the district for that school year as necessary to permit payment of obligations of the district incurred during the school year, and shall notify the districts:

NOW, THEREFORE, BE IT RESOLVED that in accordance with Education Code Section 42601, the district be and is here by authorized to identify such additional transfers and the County Superintendent of Schools of Amador County be and is hereby authorized to make such additional transfers between the designated fund balance or the unappropriated fund balance and any expenditure classification or classifications or balance of the Amador County Unified School District as are necessary to permit the payment of obligations incurred during the 2020-2021 Fiscal Year. This Resolution applies to all funds operated by the district.

THEREFORE, BE IT RESOLVED that the Governing Board of said Amador County Unified School District of Amador County, State of California, do hereby agree to the passage of this resolution according to requirements of Education Code 42601.

Approved this 26th day of May 2021.

AYES:
NOES:
ABSENT:

____________________________________  ______________________________________
Kandi Thompson     Deborah Pulskamp
President      Clerk
Amador County Unified School District  Amador County Unified School District
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[Government Code §54954.2]
2.0 BOARD MEMBERS
[X] Deborah Pulskamp, Board Clerk
[X] Julia Burns
[X] James Whitaker
[X] Ian McMahan, Amador High School, Student Board Member
[X] Kate Johnson, Argonaut High School, Student Board Member

3.0 ROLL TAKEN BY THE SECRETARY TO THE GOVERNING BOARD

4.0 PUBLIC COMMENTS ON CLOSED SESSION
There were no public comments.

5.0 CLOSED SESSION
5.1 Minutes 3-10-21 4-14-21
5.2 Negotiations - with ACTA and CSEA (Government Code §54950 and §54957) (Mr. Vicari)
5.3 Expulsion: Case 20/21-001 Hearing to Consider an Expulsion of a Student pursuant to Education Code §48918(c). (Mr. Snider)
5.4 Real Property (Government Code section 54956.9) – (Mr. Critchfield)

6.0 RECONVENE TO OPEN SESSION/REPORT ON CLOSED SESSION
Board Clerk Pulskamp reported out that agenda item 5.1, Minutes, were unanimously approved; item 5.2, Negotiations with ACTA and CSEA, there was discussion and direction was given; item 5.3, Expulsion Case, there was discussion and the recommendation was approved; and item 5.4, Real Property, there was discussion and direction was given.

7.0 ADDITIONS/DELETIONS OR CORRECTIONS TO THE AGENDA
There were none.

8.0 COVID-19 HEALTH AND SAFETY UPDATE
8.1 Report from Dr. Kerr, Amador County Public Health Officer
Dr. Kerr provided an update on the status of the COVID-19 pandemic in Amador County that can be read here.

8.2 Report from Dr. Slavensky, Superintendent
Dr. Slavensky provided an update on the status of the COVID-19 pandemic related to the schools. You can view the complete presentation here.

9.0 PRESENTATION AND RECOGNITION (Approximately 30 minutes)
9.1 Spotlight on Schools – Pine Grove STEM Elementary School (Mr. Vicari)
This Spotlight on Schools presentation featured Pine Grove STEM Elementary School with Principal John Hawley. The presentation provided an overview of the school’s unique attributes and outstanding accomplishments.

9.2 Resolution: ACUSD 20/21-033 Classified Employees Appreciation Week (Mr. Vicari)
Board Member Whitaker motioned to approve and Board Clerk Pulskamp seconded the motion. The motion passed 3-0.

9.3 Resolution: ACUSD 20/21-032 Mental Health Awareness Month (Mr. Snider)
Board Member Whitaker motioned to approve and Board Member Burns seconded the motion. The motion passed 3-0.
9.4 Resolution: ACUSD 20/21-034 Foster Youth Care Awareness Month (Mr. Snider)
Board Member Burns motioned to approve and Board Member Whitaker seconded the motion. The motion passed 3-0.

9.5 Resolution: ACUSD 20/21-036 Naming the Mark Giannini Memorial Gym at Argonaut (Mr. Critchfield)
Board Member Whitaker motioned to approve and Board Clerk Pulskamp seconded the motion. The motion passed 3-0.

9.6 Resolution: ACUSD 20/21-037 General Liability Coverage for Volunteers (Mr. Critchfield)
Board Member Whitaker motioned to approve and Board Clerk Pulskamp seconded the motion. The motion passed 3-0.

10.0 EMPLOYEE ORGANIZATIONS (Approximately 20 minutes)
10.1 Amador County Teachers Association (ACTA) (Mr. Hunkins)
There was no report.

10.2 California School Employees Association (CSEA) (Ms. Cramer)
There was no report.

11.0 PUBLIC COMMENTS (Approximately 30 minutes)
Public comments regarding Discussion/Action Items will be addressed during this time. Due to Zoom limitations, all public comments should be addressed at this time. 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.

12.0 CONSENT AGENDA (Approximately 10 minutes)
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 Burns motioned to approve and Board Member Whitaker seconded the motion. The motion passed 3-0.

12.1 Minutes
12.1a Board Meeting 4-28-21

12.2 Personnel (Mr. Vicari)
12.2a Current Personnel Recommendations

12.3 Business (Mr. Critchfield)
12.3a Warrants issued between: 4/15/21 – 4/30/21

12.5 Surplus
12.5a Ione Junior High School, 60 Chromebooks, Broken
Ione Junior High School, 2 Lenovo ThinkPads, Broken

13.0 DISCUSSION/ACTION ITEMS
13.1 Public Hearing: Annual SELPA Local Plan Update – Discussion (Approximately 5 minutes) (Mrs. Brown)
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13.2 Annual SELPA Local Plan Update – Second Reading/Adoption – Discussion/Action
(Approximately 10 minutes) (Mrs. Brown)
The Individuals with Disabilities Education Act 20 United States Code (20 USC) Section 1400 et seq. and related federal regulations, require each Special Education Local Plan Area (SELPA) to ensure a continuum of program options are available to meet the needs of students with disabilities for special education and related services. Dr. Slavensky reported the edits and revisions that had been made since the first reading, based on the Board discussion at the April 28, 2021 meeting. Board Member Whitaker motioned to declare a successful second reading and to adopt the SELPA Local Plan. Board Member Burns seconded the motion. The motion passed 3-0.

13.3 History/Social Science Textbook Adoption – Discussion/Action
(Approximately 12 minutes) (Mr. Snider)
In the Fall of 2020, despite the pandemic and distance learning, Amador County Unified School District 8th grade United States History teachers began the process of reviewing the various state approved textbook choices available for adoption. Board Member Burns motioned to approve and Board Clerk Pulskamp seconded the motion. The motion passed 3-0.

13.4 Independent Contractor Service Agreement for Comprehensive TK-12 Mathematics Professional Development – Discussion/Action
(Approximately 15 minutes) (Mr. Snider)
The California Department of Education (CDE), Instructional Quality Commission, and State Board of Education (SBE) have commenced the revision process for the Mathematics Framework for California Public Schools: Kindergarten Through Grade Twelve (Mathematics Framework). The Mathematics Framework is currently going through the public comment period and revisions will be considered and made based on this. The Framework is scheduled for SBE action for approval at their meeting on November 3 and 4, 2021. Board Member Whitaker motioned to approve and Board Member Burns seconded. The motion passed 3-0.

13.5 Declaration of Need for Fully Qualified Educators 2021-2022 – Discussion/Action
(Approximately 15 minutes) (Mr. Vicari)
A Declaration of Need for Fully Qualified Educators (DON) must be submitted to and approved by the California Commission on Teacher Credentialing (CCTC) each school year that we request limited assignment permits and emergency permits for certificated services. The Declaration of Need allows us to process through the California Commission on Teacher Credentialing (CCTC) unexpected Limited Assignment permits and emergency CLAD permits if needed. Board Clerk Pulskamp motioned to approve and Board Member Burns seconded the motion. The motion passed 3-0.

13.6 Aeries’ Fully Integrated Communications Platform Contract – Discussion/Action
(Approximately 15 minutes) (Mr. Critchfield)
The District has been using InTouch for parent communications and mass notifications. Aeries, which is the software we already use for student information, attendance, and grading, has an integrated communications platform which will allow for easier and more seamless communication with parents. The District will be able to utilize this platform for mass notifications, classroom communications, and school services such as permission slips and forms.
surveys, and school directories. Board Member Burns motioned to approve and Board Member Whitaker seconded. The motion passed 3-0.

14.0 REPORTS
14.1 Transportation Department Update (Mr. Critchfield)
   Director of Maintenance, Operations and Transportation Kevin Griffin provided an update about the Transportation Department and all of the hard work the bus drivers and support team have provided our students this year. You can listen to the full report here.

14.2 Amador County Recreation Agency (ACRA) Update (Board Member Marzano)
   There was no report.

14.3 Report from Superintendent (Dr. Slavensky)
   Dr. Slavensky acknowledged California Day of the Teacher and School Nurse’s Day were both today, May 12, 2021. The District declared the first week of May as Staff Appreciation Week and honored all employees through various activities and special events to express gratitude and appreciation for their hard work and dedication to all students.

14.4 Reports and Remarks from Board Members
   Student Board Member Ian McMahan mentioned how grateful he is to be back at school and enjoying school. He is excited that the Freshman students have a chance to get a school experience on campus. At Amador High School they are planning a prom where people will dress up and have dinner and a movie on the football field. The students appreciate all staff and teachers.

   Board Member Whitaker thanked the teachers in honor of California Day of the Teacher and commended Principal Carmen Glaister and the staff at Pioneer Elementary School for their quick response and wonderful protection of our students when a neighboring house was under police activity.

   Board Member Burns thanked all of the teachers and staff. She enjoyed seeing all of the activities and celebrations shared on Facebook.

   Board Clerk Pulskamp did not provide a report.

15.0 NEXT MEETING
   ACUSD Regular Meeting: Wednesday, May 26, 2021, tentatively scheduled to be held at the Amador County Administration Building, 810 Court St., Jackson, CA. Open Session will follow the ACOE meeting.

16.0 ADJOURNMENT 8:25 PM
   * The Amador County Unified School District complies with the Americans with Disabilities Act. Should you require special accommodations, or more information about accessibility, please contact the Superintendent’s Office by calling (209) 257-5353. All efforts will be made for reasonable accommodations.

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1.0   CALL TO ORDER 3:38 PM

2.0   BOARD MEMBERS

[X] Kandi Thompson, Board President
3.0 **ROLL TAKEN BY THE SECRETARY TO THE GOVERNING BOARD**

4.0 **PLEDGE OF ALLEGIANCE**

Board President Thompson led the pledge.

5.0 **PUBLIC COMMENTS ON CLOSED SESSION**

There were no public comments.

6.0 **CLOSED SESSION**

6.1 Negotiations - with ACTA and CSEA (Government Code §54950 and §54957) (Mr. Vicari)

7.0 **RECONVENE TO OPEN SESSION/REPORT ON CLOSED SESSION**

Board President Thompson reported that the Board had discussion and direction was given.

8.0 **NEXT MEETING**

ACUSD Regular Meeting: Wednesday, May 26, 2021, tentatively scheduled to be held at the Amador County Administration Building, 810 Court St., Jackson, CA. Open Session will start immediately following the ACOE meeting.

9.0 **ADJOURNMENT** 4:25 PM

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

* Any writings or documents that are provided to the governing board in open session will be made available for public inspection at the meeting or at the Amador County Public Schools District Office located at 217 Rex Avenue, Jackson, CA during normal business hours. Please note that business hours have changed due to COVID-19. If you are need of a hard copy of the agenda, please email the Communication Specialist at demi.wright@acusd.org
Amador County Public Schools

DATE: May 26, 2021

AGENDA ITEM #: 9.2a

Motion: ________________
Second: ________________
Vote: ________________

SUBJECT:
Human Resources Consent Agenda for May 26, 2021

CURRENT PERSONNEL RECOMMENDATIONS

Certificated~ New Hire 2021-2022
Shelbie Christensen, chemistry teacher, 1 FTE, Amador High School
Jessica Berkebill, elementary teacher, 1 FTE, Pine Grove STEM Magnet School
Nolan McKeown, agricultural mechanics teacher, 1 FTE, Argonaut High School

Certificated~ Resignation
Jenny Fuller, mild moderate resource teacher, 1 FTE, Sutter Creek Elementary, effective June 30, 2021
Faye Hovey, elementary teacher, 1 FTE, Pioneer VAPA Magnet School, effective June 30, 2021
Fern Day, elementary teacher, 1 FTE Ione Elementary School, effective June 4, 2021
Gary Landergen, math teacher, 1 FTE, Argonaut High School, effective June 30, 2021
Grace Sparks, mild moderate teacher, 1 FTE, Argonaut High School, effective June 30, 2021

Certificated~ Summer School
Idame Isotalo, elementary teacher, Sutter Creek Elementary, June 7, 2021 to June 30, 2021
Sandra Kelly, elementary teacher, Sutter Creek Elementary, June 7, 2021 to June 30, 2021
Lance Ouland, elementary teacher, Sutter Creek Elementary, June 7, 2021 to June 30, 2021
Melissa Scholtes, elementary teacher Sutter Creek Elementary, June 7, 2021 to June 30, 2021
Julie Lyman, elementary teacher, Sutter Creek Elementary, June 7, 2021 to June 30, 2021
Arlene Dear, elementary teacher, Sutter Creek Elementary, June 7, 2021 to June 30, 2021
Shelia Poore, elementary teacher, Sutter Creek Elementary, June 7, 2021 to June 30, 2021
Michelle Rasmussen, elementary teacher, Sutter Creek Elementary, June 7, 2021 to June 30, 2021
Neika Estey, elementary teacher, .5 FTE, Sutter Creek Elementary, June 7, 2021 to June 30, 2021
Emma Wroblicky, elementary teacher, .5 FTE, Sutter Creek Elementary, June 7, 2021 to June 30, 2021
Christine Kunz, elementary teacher, Sutter Creek Elementary, June 7, 2021 to June 30, 2021
Carol Reid, elementary teacher, Sutter Creek Elementary, June 7, 2021 to June 30, 2021
Naor Karkay-Selea, elementary teacher, Sutter Creek Elementary, June 7, 2021 to June 30, 2021
Evan Fellman, elementary band teacher, Sutter Creek Elementary, June 7, 2021 to June 30, 2021
Kathy Baptista, junior high teacher, Jackson Junior High, June 7, 2021 to June 25, 2021
Amy Summers, junior high teacher, Jackson Junior High, June 7, 2021 to June 25, 2021
Leah Pearl, junior high teacher, Jackson Junior High, June 7, 2021 to June 25, 2021
Eric Bobkowski, junior high teacher, Jackson Junior High, June 7, 2021 to June 25, 2021
George Peknik, junior high teacher, Jackson Junior High, June 7, 2021 to June 25, 2021
Christy Watson, junior high teacher, Jackson Junior High, June 7, 2021 to June 25, 2021
Lisa Burvant, high school teacher, Amador High School, June 7, 2021 to June 25, 2021
Megan Dollens, high school teacher, Amador High School, June 7, 2021 to June 25, 2021
Cameron Duggan, high school teacher, Amador High School, June 7, 2021 to June 25, 2021
Brett Watson, high school teacher, Amador High School, June 7, 2021 to June 25, 2021
Lorraine Crnk, high school teacher, Amador High School, June 7, 2021 to June 25, 2021
Chris Fenton, high school teacher, Amador High School, June 7, 2021 to June 25, 2021
Kevin Porta, high school teacher, Amador High School, June 7, 2021 to June 25, 2021
Sabrina Kary, mild moderate teacher, Sutter Creek Elementary, June 7, 2021 to June 30, 2021
Athena Orlando, mild moderate teacher, Sutter Creek Elementary, June 7, 2021 to June 30, 2021
Stephanie Bramer, mild moderate teacher, Jackson Junior High School, June 7, 2021 to June 25, 2021
Sue Campbell, mild moderate teacher, Amador High School, June 7, 2021 to June 25, 2021
Sophia Montes, K-8 counselor, Jackson Elementary, June 7, 2021 to June 30, 2021
Rosa Camargo Nunez, K-8 counselor, Jackson Junior High, June 7, 2021 to June 25, 2021
Clarissa Bellotti, high school counselor, Amador High School, June 7, 2021 to June 25, 2021
Tia Peters, elementary principal, .5 FTE, Sutter Creek Elementary, June 7, 2021 to June 30, 2021
Barb Magpuesao, elementary principal, .5 FTE, Sutter Creek Elementary, June 7, 2021 to June 30, 2021
Rebecca White, junior high principal, Jackson Junior High, June 7, 2021 to June 25, 2021
Nicole Gravette, high school principal, Amador High School, June 7, 2021 to June 25, 2021
Misty Weaver, education options teacher, Independence High School, June 7, 2021 to June 25, 2021
Chris Garbarini, education options teacher, Independence High School, June 7, 2021 to June 25, 2021
Lori Martinez, education options counselor, Independence High School, June 7, 2021 to June 25, 2021

Confidential ~ Promotion
Lisa Yarborough, personnel analyst, 1 FTE, Human Resources, District Office, effective July 1, 2021

Confidential ~ Resignation
Demi Wright, Communications & Executive Operations Specialist, 1 FTE, District Office, effective June 4, 2021

Classified ~ Returning from unpaid leave
Helen Ollig, Instructional Aide, 6 hours, Ione Junior High, effective May 10, 2021

Classified ~ Resignation
Michelle Schulze, Senior Account Clerk, 8 hours/12 month, District Office, effective May 3, 2021
Norman Oneto, Warehouse, 3.5 hours/12 month, Warehouse, effective May 31, 2021
Bobbi Jo Clinkenbeard, Recess/Lunch Aide, 1.75 Hours, Pine Grove, effective June 5, 2021
Kathy Olson, Recess/Lunch Aid, 1.25 Hours, Plymouth Elem, effective May 12, 2021

Classified ~ New Hire
Sandra Doyle, Behavioral Intervention Instructional Aide, 6 Hours/11 months, Ione Jr High, effective May 27, 2021
Joseph Grimes, Night Custodian, 4 hours/12 months Pine Grove, 4 hours/12 months Pioneer, effective May 27th, 2021
Classified~ Placed on 39 Month Rehire
Brian Hinton, Bus Driver, 7 Hours/11 months, Transportation, effective May 19, 2021

Classified~ Summer School June 7, 2021 Through June 30, 2021
Melissa Case, Administrative Assistant III, Ed Options, 5 hours, Independence High
Tracy Ament, Office Clerk, 5 hours, Sutter Creek Primary
Donna Giordano, Office Clerk, 5 hours, Sutter Creek Elementary
Tammy Kaup, Registrar, 5 hours, Amador High School
Gordon Wilson, Campus Supervisor, 5 hours, Amador High School
Andrea Hoover, Instructional Aide, 5 hours, Jackson Junior High
Adrianne Rainwater, Instructional Aide, 5 hours, Jackson Junior High

RECOMMENDATION:
The Superintendent recommends that the Board approves the Human Resources Consent Agenda.

PRESENTED BY:
David Vicari, Assistant Superintendent, Human Resources & Labor Relations
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If there are any questions regarding any of the payments, please contact
Jared Critchfield @ 257-5375 or Nancy Kohlman @ 257-5333
AGENDA ITEM #: 10.1

SUBJECT: Expanded Learning Opportunities Grant Plan – Discussion/Action

BACKGROUND INFORMATION:
The Expanded Learning Opportunities Grant Plan must be completed by school districts, county offices of education, or charter schools that receive Expanded Learning Opportunities (ELO) Grant funds under California Education Code (EC) Section 43521(b). The plan must be adopted by the local governing board or body of the LEA at a public meeting on or before June 1, 2021, and must be submitted the California Department of Education within five days of adoption. The plan must be updated to include the actual expenditures by December 1, 2022.

Amador County Unified School District went to great lengths to involve parents, teachers, and school staff in the development of the Expanded Learning Opportunities Grant Plan. Each school Principal facilitated a process where staff members were given the opportunity to look at each of the seven areas and come up with a school-specific plan to address student needs in each area. 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 each of the seven areas of the plan. We are pleased to report that there were 194 responses to this 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 Unified School District’s plan for providing supplemental instruction and support to students, including those identified as needing academic, social-emotional, and other supports, including the provision of meals and snacks. The plan explains how the LEA will use the funds it receives through the Expanded Learning Opportunities (ELO) Grant to implement a learning recovery program for at least the students included in one or more of the following groups: low-income students, English learners, foster youth, homeless students, students with disabilities, students at risk of abuse, neglect, or exploitation, disengaged students, and students who are below grade level, including, but not limited to, those who did not enroll in kindergarten in the 2020–21 school year, credit-deficient students, high school students at risk of not graduating, and other students identified by certificated staff.

FISCAL IMPLICATIONS:
AB 86 funding in the amount of $2,384,694 is contingent on approval of the Expanded Learning Opportunities Grant Plan.

RECOMMENDATION:
The Superintendent recommends approval of the Expanded Learning Opportunities Grant Plan.

PRESENTED BY:
Sean Snider, Assistant Superintendent, Educational Services
Expanded Learning Opportunities Grant Plan

<table>
<thead>
<tr>
<th>Local Educational Agency (LEA) Name</th>
<th>Contact Name and Title</th>
<th>Email and Phone</th>
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<tbody>
<tr>
<td>Amador County Unified School District</td>
<td>Sean Snider</td>
<td><a href="mailto:ssnider@acusd.org">ssnider@acusd.org</a></td>
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<tr>
<td></td>
<td>Assistant Superintendent, Educational Services</td>
<td>209-257-5334</td>
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</table>

The following is the local educational agency's (LEA's) plan for providing supplemental instruction and support to students, including those identified as needing academic, social-emotional, and other supports, including the provision of meals and snacks. The plan will explain how the LEA will use the funds it receives through the Expanded Learning Opportunities (ELO) Grant to implement a learning recovery program for at least the students included in one or more of the following groups: low-income students, English learners, foster youth, homeless students, students with disabilities, students at risk of abuse, neglect, or exploitation, disengaged students, and students who are below grade level, including, but not limited to, those who did not enroll in kindergarten in the 2020–21 school year, credit-deficient students, high school students at risk of not graduating, and other students identified by certificated staff.

For specific requirements please refer to the Expanded Learning Opportunities Grant Plan Instructions.

Plan Descriptions

A description of how parents, teachers, and school staff were involved in the development of the plan.

Amador County Unified School District went to great lengths to involve parents, teachers, and school staff in the development of the Expanded Learning Opportunities Grant Plan. Each school Principal facilitated a process where staff members were given the opportunity to look at each of the seven areas and come up with a school-specific plan to address student needs in each area.

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 each of the seven areas of the plan. We are pleased to report that there were 194 responses to this survey. Families with limited access to technology were encouraged to pick up a paper copy of the survey at their school office. Student social-emotional and mental health needs and strategies to address them were discussed with the director of behavioral health and the mental health services act coordinator in our regular, ongoing monthly meetings with these agencies.

A description of how students will be identified and the needs of students will be assessed.
Amador County Unified School District will purchase the Illuminate Fastbridge assessment system, a comprehensive K-12 assessment suite that encompasses English Language Arts, Mathematics, and also includes a social-emotional screener. All K-12 students will complete the beginning of year assessments in August, 2021, and the data gathered will be used to identify students who may benefit from supplemental instruction and additional supports. The district-wide teacher developed TK-6 assessment plan will also be used to guide this work, including local assessments embedded in our adopted curriculum and ongoing formative assessments for progress monitoring. Anecdotal observations from teachers and other school staff members will be another piece of data to be considered. Our existing referral process and forms for social-emotional concerns will be utilized to identify students in need of additional supports in this area.

A description of how parents and guardians of students will be informed of the opportunities for supplemental instruction and support.

Families will be notified of these opportunities for supplemental instruction and support in a variety of ways. Examples include teachers and principals making phone calls to families, written letters being sent home to families, and the use of our automated messaging system to communicate via recorded phone message, email, and text message. All communication will be translated and sent to families in their primary language, as applicable.

A description of the LEA’s plan to provide supplemental instruction and support.

This collaboratively developed plan represents the ideas generated by school staff, including teachers, administrators, and classified support staff. It also encompasses the valuable feedback provided by parents, family members, and community members through the Google Survey that was sent home. Our goal with this plan is to think outside the box and for the expanded learning to not be “traditional” or remedial, wherever possible. We want this to be an opportunity for students to learn standards-aligned skills and content through instruction that incorporates a well-rounded education, including science, math, and the arts. Experiential learning that offers engaging activities is critical.

Supplemental instruction and student supports will be provided to identified students using the structure of our existing multi-tiered system of supports (MTSS). The level of support a student receives will depend on their individual needs, ranging from tier 1 universal supports that all students receive to tier 3 intensive supports that only students with the most significant needs will receive. An Illuminate Fastbridge Summer Institute will be offered to all interested teachers to learn more about this new assessment suite and to develop them into site-level experts to support rollout and implementation.

In order to accelerate learning, the research tells us that we need to prioritize grade level content and support student access through just-in-time supports. Acceleration is not an approach for only certain students. It’s a system-wide approach to prioritizing access to grade level content and providing students with intentional scaffolds when needed. By inserting content when it is needed to be successful with grade level work, we maintain a focus on acceleration, not remediation. This approach also integrates missed pre-requisite skills in the most efficient and effective manner.
The plan for increasing learning time at the secondary level includes the addition of a zero period, an acceleration winter intersession, lunch intervention, staffing for additional credit recovery sections in the master schedule, a flex period built into the master schedule for support and intervention during the school day (in discussion at this point), “night” school, and finding a solution to provide transportation home for students after intervention done outside of normal school hours to provide equitable access. After school remedial and enrichment clubs will be offered to identified students. We also hope to partner with Amador County Recreation Agency (ACRA) to create after school / weekend / evening activities and clubs for students.

An engaging, in-person summer learning program will be offered to all K-8 students, utilizing a STEM based curriculum. All materials and supplies needed for the hands-on activities will be provided to summer school teachers. Credit recovery summer school will be offered to high school students.

Teacher release time to collaborate and review data, create common formative assessments, and prepare plans to address unfinished learning is also being planned. Professional development in best practices for learning acceleration to focus on priority grade level standards and acceleration, not remediation, will also be provided to all interested staff members. Professional development in the core content areas will be offered as well, to help meet students’ unfinished learning needs.

An innovative approach to increase student engagement and promote integrated instruction in the disciplines of science, English language arts (ELA), and mathematics will be the addition of an elementary teacher on special assignment in the role of a Science Technology Engineering and Mathematics (STEM) instructional coach. Targeted workshops from the Exploratorium and the Greater Good Science Center will help build scientific communities through phenomena based, equity focused instruction and activities at the secondary level and help to connect science, ELA, and math at the K-5 level.

To help address unfinished learning in ELA and mathematics, additional intervention teachers will be added. Paraprofessionals (instructional assistants) will be hired for every school, to provide another layer of support in addition to the intervention teacher in meeting student needs. Professional learning in closing mathematics achievement gaps will also be offered, and to support implementation of this, an elementary and secondary mathematics instructional coach will be added. Math manipulatives and materials needed to conduct hands-on science experiments and art projects will be purchased to increase the level of hands-on student engagement through these activities.

Amador County Unified School District understands the social-emotional toll the COVID-19 pandemic has taken on our students and families. Social isolation and loneliness combined with reduced income, income insecurity, or job loss have resulted in increased anxiety and stress levels that are unhealthy for both students and adults. This has an impact on the social emotional health and overall well-being of many people. In an effort to address this need, an additional counselor (above and beyond the existing 12 counselors) will be hired to support the social-emotional and mental health needs of students. We also have 3 bilingual counselors on staff to ensure students can receive services in their primary language, as applicable.

Counselors and teachers also incorporate social-emotional learning (SEL) within their daily and weekly instruction. The district is currently in the early stages of advertising for and hiring a mental health therapist to eliminate traditional barriers to accessing this more intensive level of support such as insurance, lack of providers in Amador County, etc.
Professional development in trauma-informed practices will also be provided for all ACUSD staff. A contract for services is in the approval process with a renowned presenter from Los Angeles County Office of Education on this topic. In an effort to support students’ overall health and well-being, free breakfast and lunch will be provided for all students as well.

More evidence-based English Language Development (ELD) materials will be purchased to supplement and enhance the ELD component of our adopted textbooks. Professional development in ELD best practices will continue to be provided to certificated and support staff. EL students will receive 15-30 minutes of designated ELD instruction each day (depending on grade level and ability), in addition to integrated ELD throughout teachers’ lessons.

Centralized locations for wifi accessibility in outlying areas will be advertised and created (as needed) in partnership with our local providers, to ensure all students have equitable access to technology.

Home visit training to support students and families in a number of ways is being studied and considered for possible implementation during the 2021-2022 school year.

### Expenditure Plan

The following table provides the LEA’s expenditure plan for how it will use ELO Grant funds to support the supplemental instruction and support strategies being implemented by the LEA.

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<th>Supplemental Instruction and Support Strategies</th>
<th>Planned Expenditures</th>
<th>Actual Expenditures</th>
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<td>Extending instructional learning time</td>
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<td>Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports</td>
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<td>[Actual expenditures will be provided when available]</td>
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<td>Integrated student supports to address other barriers to learning</td>
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<td>[Actual expenditures will be provided when available]</td>
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<td>[Actual expenditures will be provided when available]</td>
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<tr>
<td>Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students’ college eligibility</td>
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<td>[Actual expenditures will be provided when available]</td>
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<tr>
<td>Additional academic services for students</td>
<td>$30,000</td>
<td>[Actual expenditures will be provided when available]</td>
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Training for school staff on strategies to engage students and families in addressing students’ social-emotional health and academic needs | $10,000 | [Actual expenditures will be provided when available]

Total Funds to implement the Strategies | $2,384,694 | [Actual expenditures will be provided when available]

A description of how ELO Grant funds are being coordinated with other federal Elementary and Secondary School Emergency Relief Funds received by the LEA.

All state and federal relief funds are being carefully studied and budgeted to provide the best possible programs to support all students and staff, based on the allowable uses for each funding stream. We have and continue to hire multiple staff members to support classroom teachers, students, and parents to ensure learning is accelerated and social-emotional needs are met. All funding is being used to support students in accelerating learning progress, providing a safe and positive school environment, and promoting greater student engagement in academics and extracurricular activities.
Expanded Learning Opportunities Grant Plan Instructions: Introduction

The Expanded Learning Opportunities Grant Plan must be completed by school districts, county offices of education, or charter schools, collectively referred to as Local Educational Agencies (LEAs), that receive Expanded Learning Opportunities (ELO) Grant funds under California Education Code (EC) Section 43521(b). The plan must be adopted by the local governing board or body of the LEA at a public meeting on or before June 1, 2021, and must be submitted to the county office of education, the California Department of Education, or the chartering authority within five days of adoption, as applicable. The plan must be updated to include the actual expenditures by December 1, 2022.

For technical assistance related to the completion of the Expanded Learning Opportunities Grant Plan, please contact ELOGrants@cde.ca.gov.

Instructions: Plan Requirements

An LEA receiving ELO Grant funds under EC Section 43521(b) is required to implement a learning recovery program that, at a minimum, provides supplemental instruction, support for social and emotional well-being, and, to the maximum extent permissible under the guidelines of the United States Department of Agriculture, meals and snacks to, at a minimum, students who are included in one or more of the following groups:

- low-income,
- English learners,
- foster youth,
- homeless students,
- students with disabilities,
- students at risk of abuse, neglect, or exploitation,
- disengaged students, and
- students who are below grade level, including, but not limited to, those who did not enroll in kindergarten in the 2020–21 school year, credit-deficient students, high school students at risk of not graduating, and other students identified by certificated staff.

For purposes of this requirement

- “Supplemental instruction” means the instructional programs provided in addition to and complementary to the LEAs regular instructional programs, including services provided in accordance with an individualized education program (IEP).
- “Support” means interventions provided as a supplement to those regularly provided by the LEA, including services provided in accordance with an IEP, that are designed to meet students’ needs for behavioral, social, emotional, and other integrated student supports, in order to enable students to engage in, and benefit from, the supplemental instruction being provided.
“Students at risk of abuse, neglect, or exploitation” means students who are identified as being at risk of abuse, neglect, or exploitation in a written referral from a legal, medical, or social service agency, or emergency shelter.

EC Section 43522(b) identifies the seven supplemental instruction and support strategies listed below as the strategies that may be supported with ELO Grant funds and requires the LEA to use the funding only for any of these purposes. LEAs are not required to implement each supplemental instruction and support strategy; rather LEAs are to work collaboratively with their community partners to identify the supplemental instruction and support strategies that will be implemented. LEAs are encouraged to engage, plan, and collaborate on program operation with community partners and expanded learning programs, and to leverage existing behavioral health partnerships and Medi-Cal billing options in the design and implementation of the supplemental instruction and support strategies being provided (EC Section 43522[h]).

The seven supplemental instruction and support strategies are:

1. Extending instructional learning time in addition to what is required for the school year by increasing the number of instructional days or minutes provided during the school year, providing summer school or intersessional instructional programs, or taking any other action that increases the amount of instructional time or services provided to students based on their learning needs.

2. Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports including, but not limited to, any of the following:
   a. Tutoring or other one-on-one or small group learning supports provided by certificated or classified staff.
   b. Learning recovery programs and materials designed to accelerate student academic proficiency or English language proficiency, or both.
   c. Educator training, for both certificated and classified staff, in accelerated learning strategies and effectively addressing learning gaps, including training in facilitating quality and engaging learning opportunities for all students.

3. Integrated student supports to address other barriers to learning, such as the provision of health, counseling, or mental health services, access to school meal programs, before and after school programs, or programs to address student trauma and social-emotional learning, or referrals for support for family or student needs.

4. Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports.

5. Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students’ college eligibility.

6. Additional academic services for students, such as diagnostic, progress monitoring, and benchmark assessments of student learning.

7. Training for school staff on strategies, including trauma-informed practices, to engage students and families in addressing students’ social-emotional health needs and academic needs.
As a reminder, EC Section 43522(g) requires that all services delivered to students with disabilities be delivered in accordance with an applicable IEP.

**Fiscal Requirements**

The following fiscal requirements are requirements of the ELO grant, but they are not addressed in this plan. Adherence to these requirements will be monitored through the annual audit process.

- The LEA must use at least 85 percent (85%) of its apportionment for expenditures related to providing in-person services in any of the seven purposes described above.
- The LEA must use at least 10 percent (10%) of the funding that is received based on LCFF entitlement to hire paraprofessionals to provide supplemental instruction and support through the duration of this program, with a priority for full-time paraprofessionals. The supplemental instruction and support provided by the paraprofessionals must be prioritized for English learners and students with disabilities. Funds expended to hire paraprofessionals count towards the LEAs requirement to spend at least 85% of its apportionment to provide in-person services.
- An LEA may use up to 15 percent (15%) of its apportionment to increase or improve services for students participating in distance learning or to support activities intended to prepare the LEA for in-person instruction, before in-person instructional services are offered.

**Instructions: Plan Descriptions**

Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broad understanding among the LEA's local community.

**A description of how parents, teachers, and school staff were involved in the development of the plan**

Describe the process used by the LEA to involve, at a minimum, parents, teachers, and school staff in the development of the Expanded Learning Opportunities Grant Plan, including how the LEA and its community identified the seven supplemental instruction and support strategies that will be implemented. LEAs are encouraged to engage with community partners, expanded learning programs, and existing behavioral health partnerships in the design of the plan.

**A description of how parents and guardians of students will be informed of the opportunities for supplemental instruction and support.**

Describe the LEA's plan for informing the parents and guardians of students identified as needing supplemental instruction and support of the availability of these opportunities, including an explanation of how the LEA will provide this information in the parents’ and guardians’ primary languages, as applicable.
A description of how students will be identified and the needs of students will be assessed
Describe the LEA's plan for identifying students in need of academic, social-emotional, and other integrated student supports, including the LEA’s plan for assessing the needs of those students on a regular basis. The LEA's plan for assessing the academic needs of its students may include the use of diagnostic and formative assessments.

As noted above in the Plan Requirements, “other integrated student supports” are any supports intended to address barriers to learning, such as the provision of health, counseling, or mental health services, access to school meal programs, before and after school programs, or programs to address student trauma and social-emotional learning, or referrals for support for family or student needs.

A description of the LEA’s plan to provide supplemental instruction and support
Describe the LEA's plan for how it will provide supplemental instruction and support to identified students in the seven strategy areas defined in the Plan Requirements section. As a reminder, the LEA is not required to implement each of the seven strategies; rather the LEA will to work collaboratively with its community to identify the strategies that will be implemented. The plan must include a description of how supplemental instruction and support will be provided in a tiered framework that bases universal, targeted, and intensive supports on students’ needs for academic, social-emotional, and other integrated student supports. The plan must also include a description of how the services will be provided through a program of engaging learning experiences in a positive school climate.

As a reminder, EC Section 43522(g) requires that all services delivered to students with disabilities be delivered in accordance with an applicable individualized education program. Additionally, LEAs are encouraged to collaborate with community partners and expanded learning programs, and to leverage existing behavioral health partnerships and Medi-Cal billing options in the implementation of, this plan (EC Section 43522[h]).

Instructions: Expenditure Plan
The ‘Supplemental Instruction and Support Strategies’ column of the Expenditure Plan data entry table lists the seven supplemental instruction and support strategies that may be supported with ELO Grant funds.

Complete the Expenditure Plan data entry table as follows:

In the ‘Planned Expenditures’ column of the data entry table, specify the amount of ELO Grant funds being budgeted to support each supplemental instruction and support strategies being implemented by the LEA and the total of all ELO Grant funds being budgeted.

The plan must be updated to include the actual expenditures by December 1, 2022. In the ‘Actual Expenditures’ column of the data entry table the LEA will report the amount of ELO Grant funds that the LEA actually expended in support of the strategies that it implemented, as well as the total ELO Grant funds expended.
A description of how these funds are being coordinated with other federal Elementary and Secondary School Emergency Relief Funds received by the LEA

Describe how the LEA is coordinating its ELO Grant funds with funds received from the federal Elementary and Secondary School Emergency Relief (ESSER) Fund provided through the federal Coronavirus Response and Relief Supplemental Appropriations Act of 2021 (Public Law 116-260), also known as ESSER II, to maximize support for students and staff.

California Department of Education
March 2021
May 26, 2021

AGENDA ITEM #: 10.2

SUBJECT:
CTE Grant Contract: Canvas Learning Management System (LMS) – Discussion/Action

BACKGROUND INFORMATION:
Canvas’ LMS is an online digital classroom platform that is widely used by high schools, community colleges, and universities. Canvas LMS simplifies teaching and learning activities and organizes coursework. The proposed 9th-12th grade Work Experience Education / Work Based Learning curriculum will be housed within the Canvas platform. The lessons will be online modules designed for students to take throughout the year. ACUSD teachers and administrators will also be able to track standards-based improvement data regarding our students’ career awareness and career preparedness.

FISCAL IMPLICATIONS:
$44,400 (includes implementation) funded with K-12 SWP Grant Dollars.

RECOMMENDATION:
The Superintendent recommends approval of the Canvas Learning Management System for K-12 Strong Workforce Program High School Work Experience Education / Work Based Learning Curriculum.

PRESENTED BY:
Sean Snider, Assistant Superintendent, Educational Services
Order Form For  Amador County Unified School District

Address: 217 Rex Ave
City: Jackson
State/Province: California
Zip/Postal Code: 95642
Country: United States

Order Information
Billing Frequency: Annual Upfront
Payment Terms: Net 30

Billing Contact
Name:
Email:
Phone:

Primary Contact
Name: Josiah Mayfield
Email: josiah.mayfield@acusd.org
Phone: +1.209.223.1750

Billing Frequency Term:
Non-Recurring items will be invoiced upon signing. Recurring items will be invoiced 30 days prior to the annual start date.

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<td></td>
<td></td>
<td></td>
<td></td>
<td>USD 11,700.00</td>
</tr>
</tbody>
</table>

Grand Total: USD 44,400.00
### Package Information

<table>
<thead>
<tr>
<th><strong>Included in your Year 1 Canvas K-12 Bundle:</strong></th>
<th><strong>Included in your Year 2 Canvas K-12 Bundle:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Canvas - K-12 Subscription</td>
<td>Canvas - K-12 Subscription</td>
</tr>
<tr>
<td>24x7 Tier 1 Support (Faculty Only)</td>
<td>24x7 Tier 1 Support (Faculty Only)</td>
</tr>
<tr>
<td>Canvas - Tier 1 Support Setup</td>
<td>Studio - Subscription</td>
</tr>
<tr>
<td>Canvas - Implementation K12 Standard Bundle</td>
<td></td>
</tr>
<tr>
<td>Studio - Subscription</td>
<td></td>
</tr>
<tr>
<td>Studio Standard Implementation</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Deliverable</th>
<th>Description</th>
<th>Expiration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Canvas Cloud Subscription</td>
<td>User Metric reflects the maximum number of individuals authorized by the Customer to access and/or use the Service and Customer has paid for such access and/or use.</td>
<td>N/A</td>
</tr>
<tr>
<td></td>
<td>In the event Customer enables access to the Service to more Users over a given contract year than are allocated to such contract year as set forth above, then Instructure reserves the right, in its sole discretion, to invoice the Customer for such additional number of Users. In addition, the User fees set forth above are based on the assumption that Customer’s Users will use the Service commensurate with the average usage patterns of users across Instructure’s user base in the aggregate (such average usage being referred to herein as “Typical Use”) and do not account for usage of the Service by Customer’s Users beyond such Typical Use. To the extent the Users’ usage of the Service, in the aggregate, exceeds the Typical Use at any given time, Instructure reserves the right, in its sole discretion, to increase the fees by an amount proportional to such excess usage. In the event Instructure increases the fees pursuant to this paragraph, Instructure shall send an invoice to Customer for the applicable increase along with documentation evidencing the additional usage of or additional Users who have access to the Service giving rise to such fee increase. Any invoice sent pursuant to the foregoing shall be due and payable within 30 days’ of receipt.</td>
<td>N/A</td>
</tr>
<tr>
<td>Studio Cloud Subscription</td>
<td>User Metric reflects the maximum number of individuals authorized by the Customer to access and/or use the Service and Customer has paid for such access and/or use.</td>
<td>N/A</td>
</tr>
<tr>
<td></td>
<td>In the event Customer enables access to the Service to more Users over a given contract year than are allocated to such contract year as set forth above, then Instructure reserves the right, in its sole discretion, to invoice the Customer for such additional number of Users. In addition, the User fees set forth above are based on the assumption that Customer’s Users will use the Service commensurate with the average usage patterns of users across Instructure’s user base in the aggregate (such average usage being referred to herein as “Typical Use”) and do not account for usage of the Service by Customer’s Users beyond such Typical Use. To the extent the Users’ usage of the Service, in the aggregate, exceeds the Typical Use at any given time, Instructure reserves the right, in its sole discretion, to increase the fees by an amount proportional to such excess usage. In the event Instructure increases the fees pursuant to this paragraph, Instructure shall send an invoice to Customer for the applicable increase along with documentation evidencing the additional usage of or additional Users who have access to the Service giving rise to such fee increase. Any invoice sent pursuant to the foregoing shall be due and payable within 30 days’ of receipt.</td>
<td>N/A</td>
</tr>
<tr>
<td>24x7 Tier 1 Support (Faculty Only)</td>
<td>24x7 Tier 1 support (faculty only) per year (30% of subscription - min $3500)</td>
<td>N/A</td>
</tr>
<tr>
<td>Canvas - Tier 1 Support Setup</td>
<td>One-time fee for Tier 1 Support</td>
<td>N/A</td>
</tr>
<tr>
<td>Deliverable</td>
<td>Description</td>
<td>Expiration</td>
</tr>
<tr>
<td>------------------------------------------------</td>
<td>-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>------------</td>
</tr>
<tr>
<td>Studio Implementation</td>
<td>Implementation will include the following: * Creation of Studio Instance * Integration with Canvas via LTI * Admin creation and walkthrough</td>
<td>12 Months</td>
</tr>
<tr>
<td>Studio Webinar Training</td>
<td>Two hours of remote training content on utilizing Studio.</td>
<td>12 Months</td>
</tr>
<tr>
<td>Canvas - K12 Standard Implementation</td>
<td>As prescribed by your purchased implementation package, your implementation will include the following: * Access to Canvas consultants to guide your project, perform some tasks, and answer questions. * One Canvas instance * Access to API information, guides, public courses, and best practice documentation.</td>
<td>12 Months</td>
</tr>
<tr>
<td>Training Portal Standard - Core + Advanced On-Demand Content</td>
<td>Unlimited access to core and advanced on-demand training content for teachers and admins through the Training Portal from Effective Date until the earlier of 12 months after subscription start date or the last date of the contracted subscription.</td>
<td>12 Months</td>
</tr>
<tr>
<td>Training Webinars - 6 Sessions - Standard</td>
<td>6 custom training webinar sessions of up to 90 minutes each. Training services will provide a recommended agenda, and customizations can be made based on client specific needs.</td>
<td>12 Months</td>
</tr>
<tr>
<td>Canvas Instance Configuration</td>
<td>Configuration of one Canvas instance, including URL and administrators. You will need to provide your desired URL and at least one name and email for an administrator.</td>
<td>12 Months</td>
</tr>
<tr>
<td>Standard Project Management</td>
<td>• Canvas consultants will be assigned for the duration of your implementation project (i.e., approx. 12 weeks) to give you targeted, one-on-one guidance and ensure your success. * Project will be managed using a shared project plan, which outlines all implementation tasks, assignments, and timelines. * Regular project check-in calls with your consultants provide best-practice advice, processes, and Q&amp;A. * All project management will be performed remotely.</td>
<td>12 Months</td>
</tr>
<tr>
<td>Standard Data Provisioning / Technical Consulting for Canvas Instance</td>
<td>One-on-one data provisioning support to get your user data into Canvas, through one of the following methods: manual creation, CSV import, or SIS integration. Access to API documentation and Community guides will be provided. Excludes API-related coding/development. * Manual provisioning and CSV imports are configured and tested by you with basic guidance from your Canvas consultants; your consultants and you will both perform tasks to establish SFTP access (if desired) or perform SIS integration (including grade pass back).</td>
<td>12 Months</td>
</tr>
<tr>
<td>Strategic Consulting - 10 Hours - Standard</td>
<td>10 hours of remote consulting with a member of our Strategic Services team. Time spent will be tracked and reported to the client and may include contact time via phone or web conference or time spent preparing requested materials or deliverables. Strategic services will provide a recommended plan focused around successful adoption for the consultation time, and customizations can be made based on client specific needs. Services that may be delivered include: * Interactive webinars on a variety of topics addressing rollout strategy and adoption best practices * Review and feedback of client's vision and goals * Review and feedback of client's strategic or change management plans * Consultation and guidance in development of a client change management strategy * Consultation and coaching on product adoption strategies and user buy-in * Guidance with Instructure products through institution initiatives * Planning templates, customizable frameworks, and resources that support planning or help with the connection between Instructure products and institution instructional frameworks and pedagogy</td>
<td>12 Months</td>
</tr>
<tr>
<td>Instructional Design - Ready Made Template</td>
<td>Select one pre-built template from our collection of designs. Templates are built with a variety of audience needs in mind. Instructions are included to modify design elements as needed. This course template and all of the content and assets within it are licensed for use on one instance of Canvas. Please do not share this course template in whole or in part outside of the licensed instance for which this course template and associated contents were purchased.</td>
<td>12 Months</td>
</tr>
</tbody>
</table>

The items above must be completed during the time period beginning on the later of the Effective Date or the initial Start Date specified in this Order Form and ending pursuant to the time frame set forth in the Expiration column above.

**Metrics and Descriptions:**

**User:** User Metric reflects the maximum number of individuals authorized by the Customer to access and/or use the Service and Customer has paid for such access and/or use.

In the event Customer enables access to the Service to more Users over a given contract year than are allocated to such contract year as set forth above, then Instructure reserves the right, in its sole discretion, to invoice the Customer for such additional number of Users. In addition, the User fees set forth above are based on the assumption that Customer's Users will use the Service commensurate with the average usage patterns of users across Instructure's user base in the aggregate (such average usage being referred to herein as "Typical Use") and do not account for usage of the Service by Customer's Users beyond such Typical Use. To the extent the Users' usage of the Service, in the aggregate, exceeds the Typical Use at any given time, Instructure reserves the right, in its sole discretion, to increase the fees by an amount proportional to such excess usage. In the event Instructure increases the fees pursuant to this paragraph, Instructure shall send an invoice to Customer for the applicable increase along with documentation evidencing the additional usage of or additional Users who have access to the Service giving rise to such fee increase. Any invoice sent pursuant to the foregoing shall be due and payable within 30 days of receipt.
Duration: The Services provided under this Order Form shall begin on the first year Start Date set forth above and continue through the last year End Date set forth above, provided, however, that Instructure may provide certain implementation related Services prior to the first year Start Date at its sole discretion.

Miscellaneous: Instructure’s support terms are available as follows:
Canvas & Catalog: https://www.canvaslms.com/policies/support-terms
Portfolium: https://portfolium.com/support-terms
MasteryConnect: https://www.masteryconnect.com/support/

As part of our commitment to provide the most innovative and trusted products in the industry, at times we must increase our renewal rates to cover additional expenses associated with advancing our products. If you have concerns with any increases, please reach out to your account representative.

Terms and Conditions
This Order Form shall be governed by the Master Terms and Conditions which can be found here:
https://www.instructure.com/master-terms-conditions

In the event of any conflict between this Master Terms and Conditions and any addendum thereto and this Order Form, the provisions of this Order Form shall control.

PURCHASE ORDER INFORMATION

Is a Purchase Order required for the purchase or payment of the products on this order form?

Please Enter (Yes or No):

If yes, please enter PO Number:

TAX INFORMATION

Check here if your company is exempt from US state sales tax:

Please email all US state sales tax exemption certifications to ar@instructure.com

By executing this Order Form, each party agrees to be legally bound by this Order Form.

Amador County Unified School District

<table>
<thead>
<tr>
<th>Signature:</th>
<th></th>
<th>Instructure, Inc.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name:</td>
<td></td>
<td>Signature:</td>
</tr>
<tr>
<td>Title:</td>
<td></td>
<td>Name:</td>
</tr>
<tr>
<td>Date:</td>
<td></td>
<td>Title:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Date:</td>
</tr>
</tbody>
</table>
May 26, 2021

AGENDA ITEM #: 10.3

SUBJECT:
CTE Grant Contract: Vivayik – Discussion/Action

BACKGROUND INFORMATION:
Preparing the next generation of high-skilled, in-demand workers is important work. Vivayic consults, assists in strategic planning, and helps bring new programs to life for organizations and public agencies working on career education and workforce strategy. They help clients create assessment frameworks, conduct curriculum mapping exercises, evaluate current programs, and create or improve curriculum.

The project proposed will be 9th-12th grade Work Experience curriculum designed after a career guidance class from Columbia Community College. This course will build from the 4th-6th Grade Career Awareness curriculum already being designed. The curriculum will be used for students enrolled in Work Experience programs and have work permits in place. After these two curriculum projects are complete, development of the junior high school curriculum will begin to complete the grades 4-12 continuum.

FISCAL IMPLICATIONS:
$81,470 funded with K-12 SWP Grant Dollars.

RECOMMENDATION:
The Superintendent recommends approval of the Vivayic Statement of Work for K-12 Strong Workforce Program High School Work Experience / Work Based Learning Curriculum.

PRESENTED BY:
Sean Snider, Assistant Superintendent, Educational Services
## Deliverables and Related Tasks

<table>
<thead>
<tr>
<th>Deliverables and Related Tasks</th>
<th>Hours</th>
<th>Role</th>
<th>Rate</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Deliverable 1: Project Clarity</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kickoff Meeting with Client Team</td>
<td>3</td>
<td>Facilitator (NP)</td>
<td>$250.00</td>
<td>$750</td>
</tr>
<tr>
<td>Review and revise project plan with milestones &amp; review protocols, project set-up</td>
<td>10</td>
<td>Project Manager (NP)</td>
<td>$75.00</td>
<td>$750</td>
</tr>
<tr>
<td>Collect partner guidelines and technical requirements for delivery</td>
<td>4</td>
<td>Learning Experience Designer (NP)</td>
<td>$80.00</td>
<td>$320</td>
</tr>
<tr>
<td>Weekly Project management - internal and with project team (until Dec. 2022)</td>
<td>50</td>
<td>Project Manager (NP)</td>
<td>$75.00</td>
<td>$3,750</td>
</tr>
<tr>
<td>Curriculum Audit, cross-referencing existing content and identifying gaps</td>
<td>30</td>
<td>Sr. Learning Experience Designer (NP)</td>
<td>$110.00</td>
<td>$3,300</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td></td>
<td>$6,190</td>
</tr>
<tr>
<td><strong>Deliverable 2: Canvas Course Configuration</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prep master templates, banner, badge, section breaks, header, footer, etc.</td>
<td>28</td>
<td>Graphic and Layout Designer (NP)</td>
<td>$60.00</td>
<td>$1,680</td>
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<tr>
<td>Prep Canvas course/module homepage wireframe in cooperation w/ Canvas Admin</td>
<td>10</td>
<td>Sr. Learning Experience Designer (NP)</td>
<td>$110.00</td>
<td>$1,100</td>
</tr>
<tr>
<td>Development of instructor guide</td>
<td>10</td>
<td>Sr. Learning Experience Designer (NP)</td>
<td>$110.00</td>
<td>$1,100</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td></td>
<td>$3,880</td>
</tr>
<tr>
<td><strong>Deliverable 3: Module Design &amp; Development</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Turn-key module development for 10, 1-hour modules with corresponding components (breakout below)</td>
<td>680</td>
<td>N/A</td>
<td>$0.00</td>
<td>$0.00</td>
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<tr>
<td><strong>Total</strong></td>
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<td></td>
<td></td>
<td>$61,900</td>
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<tr>
<td><strong>Deliverable 4: Pilot and Program Evaluation</strong></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pilot support for two modules</td>
<td>16</td>
<td>Facilitation Support (NP)</td>
<td>$120.00</td>
<td>$1,920</td>
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<tr>
<td>Gather and implement pilot feedback</td>
<td>20</td>
<td>Sr. Learning Experience Designer (NP)</td>
<td>$110.00</td>
<td>$2,200</td>
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<tr>
<td>Evaluation planning, survey development, feedback gathering</td>
<td>15</td>
<td>Learning Experience Designer (NP)</td>
<td>$80.00</td>
<td>$1,200</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td></td>
<td>$5,320</td>
</tr>
<tr>
<td><strong>Deliverable 5: Project Wrap-up and Source File Delivery</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lead project evaluation, source file delivery, implementation with IT dept, meeting and discuss next steps in the project plan.</td>
<td>10</td>
<td>Project Manager</td>
<td>$90.00</td>
<td>$900</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td></td>
<td>$1,500</td>
</tr>
</tbody>
</table>

**Contingency Fund - Direct Effort to Develop Assets for Modules**

$10,000

*Estimate of an “up to” amount based on the amount of time needed to complete the work of the SMEs.*

*Hours for out of scope development/project management/audio recording/additional content*
Agenda Item #: 10.4

Subject:
Job Description: Instructional Assistant – Intervention – Discussion/Action

Background Information:
The Instructional Assistant - Intervention will provide instructional/intervention support in the classroom under the guidance of the Intervention Teacher.

Fiscal Implications:
Positions will be funded by the AB 86 Expanded Learning Opportunities Grant funds of which $250,000 must be spent on paraprofessional classified employees.

Recommendation:
The Superintendent recommends the Board approves this job description.

Presented By:
David Vicari, Assistant Superintendent, Human Resources & Labor Relations
Amador County Unified School District

INSTRUCTIONAL ASSISTANT- INTERVENTION

DEFINITION: Under supervision, to assist teachers in classroom operations; to instruct regularly placed students individually and in small groups; to perform clerical duties; and to perform related work as required. The Instructional Assistant - Intervention assists the intervention teacher in supporting students who are performing below grade level and/or who need additional social-emotional support.

CLASS CHARACTERISTICS:
Positions in this class are established principally to relieve teachers of certain instructional tasks and routine details which tend to be non-instructional in nature. Incumbents perform their tasks with some independent judgment within a limited number of standardized procedures. Some positions in this class assist teachers in providing close attention to special education students having emotional or other learning interruptive problems including dyslexia and hyperactivity. Students may be limited in number and may display learning disabilities that require individual attention within a normal classroom setting. Incumbents may assist students with individualized, programmed materials concentrating on social and academic development. Instructional Assistant positions are distinguished from Laboratory Assistant classes in that they work under the direct supervision of a classroom teacher providing instructional support in a regular classroom. The duties which are cited below present the full range of duties which may be assigned, and no single incumbent will ordinarily be expected to perform all of them. Incumbents assist the intervention teacher to provide an educational program for students who are performing below grade level and/or who need additional social-emotional support, individually or in small groups.

EXAMPLES OF DUTIES:

- Listens to and drills students in reading, spelling, mathematics and other subjects according to instructions and guidance from the intervention teacher;
- Participates in training in order to implement specific academic programs in the intervention or general education classroom;
- Assists the intervention teacher in monitoring and tracking student assessment data in order to identify needed supports and strategies;
- Assists students by providing an example in a variety of areas: communication, computation, self-control and cooperation;
- Helps students to learn how to organize, sequence and complete tasks;
- In accordance with established guidelines, uses teachers’ methods as a pattern to individualize instruction by matching instruction to needs of each learner;
- Supervises classroom and outdoor playground activities to direct students into safe activities and relationships;
- Helps students to relate to individuals and groups who are in a special education program;
- Assists students to be self-reliant;
- Helps students to learn normal oral speech patterns by helping them produce sounds, words and sentences;
- Performs a variety of routine clerical and record keeping activities, such as taking roll, filling out forms and applications and correcting papers;
- Observes activities of students and assists the teacher in maintaining order;
- Sets up and arranges supplies and equipment in the classroom for student use;
- Prepares labels, charts, bulletin boards and displays as instructed;
• Decorates classrooms;
• Administers make-up tests and assessments following the guidance of the intervention teacher;
• Operates various school equipment, such as a typewriter and photocopy machine;
• Observes and records students behavior and other significant data;
• Runs errands for teachers;
• Counts, records, dispenses and shelves books and instructional materials;
• Corrects tests;
• Demonstrates use of teaching aids to students;
• Prepares instructional aids, such as tapes, classroom libraries and independent reading material, educational games, worksheets, written materials, flashcards, and displays;
• Checks records and informs the teacher on progress or problems;
• Checks reading and instructional materials in and out to students;
• Measures, cuts and counts supplies for projects;
• Gives instruction in how to play games;
• Administers basic first aid, as needed;
• Performs incidental housekeeping tasks, such as arranging objects, putting things away, cleaning tables, chairs and work areas;
• Videotapes students and learning activities;
• Supervises students on field trips;
• Assists students to learn address, telephone number and other necessities;
• Prepares book orders;
• Types communications to parents, as well as other materials;
• Performs related work as required.

QUALIFICATIONS
Knowledge of:
Practical learning patterns and behavior;
Elementary concepts of child development and of behavior characteristics;
General needs and behavior of children;
Correct English usage, spelling, grammar and punctuation;
Reading and writing in English;
Operation of standard office equipment;
Number concepts;
Record keeping techniques;
Basic first aid;
Phonics, and basic reading and reading comprehension principles;
Appropriate safety precautions and procedures.

Ability to:
Communicate effectively with students and staff motivate them to participate in learning activities;
Motivate them students to participate in learning activities and to persevere when the learning is challenging;
Learn to teach in special subject matter areas or to teach students who have special learning needs by watching teachers or specialists;
Learn and adapt new procedures and conditions;
Apply knowledge and practices with judgment;
Recognize hazards to safety;
Learn laws, rules, practices and procedures related to public education and related
to the program to which assigned;
Perform routine clerical work;
Maintain accurate records;
Supervise students in classroom, on field trips and out-of-doors;
Perform basic first aid, as needed;
Understand and carry out oral and written instructions;
Establish and maintain effective working relationships with those contacted in the
course of work.

TRAINING AND EXPERIENCE
Any combination of training, education and experience which demonstrates possession of the
knowledge and abilities stated above and the ability to perform the duties of the position. A
typical qualifying entrance background is entry-level experience performing child supervision
and behavior monitoring duties.

PHYSICAL DEMANDS AND WORKING CONDITIONS
Light Work:
Lifting, pushing and/or pulling objects normally does not exceed 50 pounds and is an
infrequent aspect of the job.

Mobility:
Positions in this class require the mobility to stand, stoop, reach and bend.

Vision:
Positions in this class require vision (which may be corrected) to read small print.

SALARY LEVEL
Range 10 of the ACUSD Classified Salary Schedule.
 Leading up to the May Revision, Governor Gavin Newsom announced that the state was facing a $100 billion surplus, dubbed the “California Comeback Plan”

- $76 billion from extra state revenues and $25 billion from federal resources
- The forecasted $54 billion deficit of one year ago is a distant memory

While California’s coffers are overrun, not all Californians’ bank accounts are experiencing the same

- California’s unemployment rate was at 8.3% in March 2021
- $12 billion of the California Comeback Plan is direct cash payments to expand the Golden State Stimulus
3 National and California Unemployment Rates

Unemployment Rates

Source: California Employment Development Department

4 California Labor Force Participation

California Labor Force Participation
March 2018–March 2021
(Seasonally Adjusted)

Source: California Labor Market Review, March 2021, California Employment Development Department (EDD)
5 California Real Estate

- Median Price (Existing Single-Family Detached Homes)
- Source: California Association of Realtors

6 Estimate for Personal Income Tax

- (In Billions)
- 2021–22 January Budget: $107.4, May Revision: $123.3, Increase: 14.8%

Source: 2021–22 May Revision Budget Summary, page 18 and 2021-22 Governor’s Budget Summary, page 18
7 General Fund Budget Summary

Total available resources increase 5.54% in 2021–22, while total expenditures increase by 19.09%.

The rainy day fund reaches $16 billion, or 9.06% of revenues.

Source: 2021–22 May Revision Budget Summary, page 12

8 Rainy Day Fund—Budget Stabilization Account

- The 2020 State Budget Act drew down $7.8 billion from the Budget Stabilization Account (BSA), the first time a withdrawal was made since the inception of Proposition 2 (2014).
  - This left $8.3 billion in the BSA.
- However, due to the dramatically improved revenue forecast, the May Revision proposes increases to the BSA with ending balances of:
  - $12.5 billion for 2020–21
  - $15.9 billion for 2021–22
In addition to updating the Proposition 98 minimum guarantee estimates for 2021–22, the May Revision also updates the estimates for the current and prior fiscal years, or 2020–21 and 2019–20, respectively.

In each of these fiscal years, the minimum guarantee is adjusted for a total increase over January estimates of nearly $10 billion.

The growth in the minimum guarantee brings per-student revenues to $13,977—an historic high for California.
### Cap on District Reserves

Since the May Revision estimates that the total deposit the state is required to make into the Proposition 98 Reserve is $4.6 billion (up from $3.0 billion in January), it triggers the law that caps local school district reserves for the 2022–23 fiscal year.

- **Cap on reserves is effective when the amount in the education rainy day fund is at least 3% of the K–12 share of Proposition 98.**
- **10%**

Local reserves in adopted or revised budget cannot exceed 10% of combined assigned and unassigned General Fund balances.

Basic aid and districts with fewer than 2,501 average daily attendance (ADA) are exempt from the cap.

### 2021–22 LCFF Funding Factors

The May Revision increases the cost-of-living adjustment (COLA) which is applied to the Local Control Funding Formula (LCFF) base grants for each grade span.

- **Two grade span adjustments (GSAs) are applied as percentage increases to the base grants.**
- **Supplemental and concentration (S/C) grants are calculated based on the percentage—unduplicated pupil percentage (UPP)—of a local educational agency’s (LEA’s) enrolled students who are:**
  - English learners
  - Free or reduced-price meal program eligible students
  - Foster youth

- **Grades K–3 Increase for smaller average class sizes**: 10.4%
- **“Mega” COLA for LCFF**: 5.07%
- **Grades 9–12 Increase in recognition of the costs of career technical education coursework**: 2.6%
### 2021–22 LCFF Funding Factors

<table>
<thead>
<tr>
<th>Grade Span</th>
<th>K–3</th>
<th>4–6</th>
<th>7–8</th>
<th>9–12</th>
</tr>
</thead>
<tbody>
<tr>
<td>2020–21 Base Grant per ADA</td>
<td>$7,702</td>
<td>$7,818</td>
<td>$8,050</td>
<td>$9,329</td>
</tr>
<tr>
<td>5.07% Mega COLA</td>
<td>$390</td>
<td>$396</td>
<td>$408</td>
<td>$473</td>
</tr>
<tr>
<td>2021–22 Base Grant per ADA</td>
<td>$8,092</td>
<td>$8,214</td>
<td>$8,458</td>
<td>$9,802</td>
</tr>
<tr>
<td>GSA</td>
<td>$842</td>
<td>–</td>
<td>–</td>
<td>$255</td>
</tr>
<tr>
<td>2021–22 Adjusted Base Grant per ADA</td>
<td>$8,934</td>
<td>$8,214</td>
<td>$8,458</td>
<td>$10,057</td>
</tr>
<tr>
<td>20% Supplemental Grant per ADA (Total UPP)</td>
<td>$1,787</td>
<td>$1,643</td>
<td>$1,692</td>
<td>$2,011</td>
</tr>
<tr>
<td>50% Concentration Grant per ADA (UPP Above 55%)</td>
<td>$4,467</td>
<td>$4,107</td>
<td>$4,229</td>
<td>$5,029</td>
</tr>
</tbody>
</table>

### Cash Flow and Deferrals

- The proposed pay down eliminates the ongoing deferrals scheduled for February through May 2022.
- It does not impact current deferrals:
  - In other words, it will not accelerate repayment of February through June 2021 deferrals that will be received in July through November 2021.
- The June to July deferral once again encompasses the full apportionment, though only $2.6 billion is scored for State Budget purposes.

<table>
<thead>
<tr>
<th>Date</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>February 2022</td>
<td>$1.54 Billion</td>
</tr>
<tr>
<td>March 2022</td>
<td>$2.38 Billion</td>
</tr>
<tr>
<td>April 2022</td>
<td>$2.38 Billion</td>
</tr>
<tr>
<td>May 2022</td>
<td>$2.38 Billion</td>
</tr>
<tr>
<td>June 2022</td>
<td>100%</td>
</tr>
<tr>
<td>July 2022</td>
<td></td>
</tr>
</tbody>
</table>
The pandemic impacted learning in many ways, but perhaps the starkest example is the loss of K–12 students in 2020–21.

Based on state-certified data, the state’s K–12 student population declined by more than 160,000.

Sharp contrast to estimated loss of 20,000 to 30,000 annually.

The looming question for LEAs is how many of those students will return in 2021–22.

The good news for school districts with no “dependent” charter schools is that the hold harmless provision of the 2020–21 Enacted Budget provides a one year safe-harbor.

In 2021–22, school districts will be funded on the higher of 2019–20 ADA or 2021–22 ADA.
17 Special Education

The Governor’s MayRevision proposes to apply the compounded COLA of 4.05% to special education funding, an increase compared to the statutory COLA only in the Governor’s Budget.

- This will increase the special education base rate from $625.00 in the current year to approximately $650.31 per ADA.
- No structural changes are proposed to the special education funding formula and the out of home care formula will continue to be frozen in 2021–22.

At the Governor’s Budget, $300 million ongoing was proposed for the Special Education Early Intervention Grant, which would provide funding to districts based on the number of preschoolers with disabilities.

- No significant changes were made to the proposal at the May Revision.

18 Targeted Intervention Grant

$2.6 billion for a new grant to supplement the Expanded Learning Opportunities Grant

- Allocated in proportion to an LEA’s LCFF entitlement
- Shall be used for any purpose that supports targeted and research-tested academic interventions
- Increased instructional time
- High-dose tutoring
- Intensive re-engagement for students and families
- Supports for designated students
- Uses one-time federal funds and one-time Proposition 98 funds, leading to different deadlines for use of the funds ranging from September 30, 2022, to June 30, 2024.
May Revision Workshop

19  In-Person Instruction Health and Safety Grant

$2 billion for a new grant to supplement the In-Person Instruction Grant

- May be used for any purpose that supports health and safety in providing in-person instruction
- Allocated in proportion to an LEA's LCFF entitlement
- Shall be used from July 1, 2021, to June 30, 2023

COVID-19 testing and vaccines
Sanitation and cleaning
Ventilation upgrades
Additional space for social distancing
Contact tracing
Salaries for in-person instruction

20  Expanded Learning Opportunities Grant

- Assembly Bill 86 (Chapter 10/2021) provides $4.6 billion to LEAs to improve academic achievement by offering supplemental instruction and support to students
  - $1,000 for each homeless student
  - The rest distributed in proportion to LCFF entitlement
- Shall implement a learning recovery program that, at a minimum, provides to designated student groups:
  - Supplemental instruction
  - Support for social and emotional well-being
  - Meals and snacks
- Must use at least 85% for in-person services
- Must use at least 10% to hire paraprofessionals

- Low Income
- English Learners
- Foster Youth
- Homeless Youth
- Students at Risk of Neglect/Abuse
- Disengaged Students
- Students Below Grade Level
- Students with Disabilities

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May Revision upholds that in-person instruction for the 2021–22 school year will be the default for all students and schools.

- Current distance learning statutes will expire at the end of the 2020–21 fiscal year.
- For families that remain hesitant to send their children back to school for in-person instruction, Governor Newsom affirms that these students may continue to be served outside the classroom, and LEAs will be able to generate state funding using existing traditional and course-based independent study statutes.

Essentially, only two ways to earn state apportionment funding in 2021–22:
1. Full-time in-person instruction
2. A program that relies on independent study statutes.

To ensure students that are served via a nonclassroom-based option receive high-quality instruction, the May Revision proposes additional requirements for independent study models:

- Provide access to technology, internet connectivity, and a dedicated rigorous curriculum.
- Develop and implement a framework of tiered re-engagement strategies for students not meaningfully participating in instruction and learning.
- Track and record daily student participation and interaction with teachers.

Despite these proposed changes, LEAs should feel comfortable moving forward with planning for a nonclassroom-based option—such as virtual academies—using the legal framework of independent study.
Reopening and Effect on Schools

November 18, 2020

- Governor unveiled Safe Schools for All Plan that was focused on schools providing in-person instruction

March 5, 2021

- California Department of Public Health updated schools’ guidance to strongly recommend at least 3 feet between student chairs, a change from the prior 4-6 feet of spacing

March 20, 2021

- Distance learning statutes from 2020–21 to expire

April 6, 2021

- Governor announced intent to fully reopen the state and end the Blueprint for a Safer Economy on June 15

June 30, 2021

- Governor and key legislators have signaled that they do not intend to extend the distance learning statutes and expect return to full in-person instruction next school year

Fall 2021

- AB 86 (Chapter 13/2021) signed into law, providing $6.6 billion for In-Person Instruction and Expanded Learning Opportunities Grants

- Supports for credit deficient pupils to complete graduation or grade promotion requirements, and to improve college eligibility

- Community learning hubs that provide access to technology and other academic supports

- Extending instructional learning time beyond minimum requirements

- Integrated supports to address other barriers to learning—mental health services, school meals, before and after school programs, and programs to address pupil trauma and social-emotional learning

- Staff training on strategies to engage pupils and families in addressing social-emotional health and academic needs

- Additional academic services—diagnostic, progress monitoring, and benchmark assessments

- Accelerating progress to close learning gaps—tutoring, programs and materials designed to accelerate student academic or EL proficiency, staff training in accelerated learning strategies and effectively addressing learning gaps
The May Revision proposes to achieve universal transitional kindergarten for all four-year-olds by 2024–25 with a permanent increase to Proposition 98, equaling $900 million in 2022–23 and increasing to $2.7 billion in 2024–25.

The proposal also includes cutting classroom ratios by half with an investment that grows from $380 million in 2022–23 to $740 million by 2024–25.

**Universal Transitional Kindergarten**

- **2022–23**: Expand TK eligibility for four-year-olds whose fifth birthday occurs between September 2 and March 2.
- **2023–24**: Expand TK eligibility to four-year-olds whose fifth birthday occurs between September 2 and June 2.
- **2024–25**: Expand TK eligibility to four-year-olds whose fifth birthday occurs between September 2 and September 1 of the following calendar year.

**Child Nutrition**

- Additionally, $100 million in one-time funding is proposed to provide school kitchen infrastructure upgrades and training for school cafeteria staff.
- $80 million for kitchen infrastructure upgrades to increase student access to school means, improve the quality of the meals.
- Funds will be distributed as follows:
  - Base allocation of $25,000 per ADA.
  - After the base allocations are made, remaining funds will be provided to LEAs with at least 50% students eligible for free or reduced-price meals.
- Funds can be used for cooking and service equipment, refrigeration and storage, and transportation means for food and food products.
- LEAs will be required to report to CDE by June 30, 2022, how the funds were used to improve the quality of school meals or increase participation in the meal program.
Federal School Meal Waiver Extension

U.S. Department of Agriculture granted another waiver extending the allowance for children to continue to receive free meals through the Seamless Summer Option through June 30, 2022

- Previously sunset on June 30, 2021
- Reimbursements are at the increased Summer Food Service Program rates
- Extension applies to several waivers including for serving free meals via the summer meal programs, permits service outside normally required settings and times, waiver of meal pattern requirements, and allows parents and guardians to pickup their children’s meals
- After school snacks provided through the National School Lunch Program may be claimed at the free rate
- Creates UPP hardship

Districts need to start planning now for how to substantiate UPP

Multiyear Projections

- Result of mathematical calculations for future years based on the following:
  - Decisions that have already been made
  - A series of assumptions using current information
- Predictions or forecasts
- Crystal balls
- Measuring sticks for how “wrong” you were
The California Public Employees’ Retirement System (CalPERS) Board adopted an employer contribution rate of 22.91% for 2021–22, 2.21% higher than the current-year rate of 20.70%.

Post-PEPRA members hired on or after January 1, 2013, will continue to contribute 7.00% into 2021–22. Classic member contribution rates are not subject to PEPRA and are set by statute—they will continue to contribute 7.00% of their salary.

CalSTRS Employer Contribution Rates

Beginning in 2021–22, the CalSTRS Board has limited authority to increase or decrease rates by a maximum of 1% annually—not to exceed 20.25% of creditable compensation. The CalSTRS Board is set to exercise its new rate-setting authority in an action at its June 2021 meeting.

SSC recommends that LEAs anticipate a CalSTRS employer contribution rate of 16.92% in 2021–22 based on the best information available to date from CalSTRS. An increase compared to what LEAs are currently expecting in 2021–22 at 15.92%.

<table>
<thead>
<tr>
<th>Year</th>
<th>Previously Released Employer Contribution Rate</th>
<th>New Projected Employer Contribution Rate*</th>
</tr>
</thead>
<tbody>
<tr>
<td>2021–22</td>
<td>23.00%</td>
<td>22.91%*</td>
</tr>
<tr>
<td>2022–23</td>
<td>26.30%</td>
<td>26.10%</td>
</tr>
<tr>
<td>2023–24</td>
<td>27.30%</td>
<td>27.10%</td>
</tr>
<tr>
<td>2024–25</td>
<td>27.80%</td>
<td>27.70%</td>
</tr>
<tr>
<td>2025–26</td>
<td>27.80%</td>
<td>27.80%</td>
</tr>
<tr>
<td>2026–27</td>
<td>27.60%</td>
<td>27.60%</td>
</tr>
</tbody>
</table>

*2021–22 rate approved by CalPERS Board on April 19, 2021. Note: All other rates beginning in 2022–23 through 2026–27 are projected rates.

<table>
<thead>
<tr>
<th>Year</th>
<th>Previously Released Employer Contribution Rate</th>
<th>New Projected Employer Contribution Rate*</th>
</tr>
</thead>
<tbody>
<tr>
<td>2021–22</td>
<td>15.92%</td>
<td>16.92%*</td>
</tr>
<tr>
<td>2022–23</td>
<td>18.00%</td>
<td>19.10%</td>
</tr>
<tr>
<td>2023–24</td>
<td>18.00%</td>
<td>19.10%</td>
</tr>
<tr>
<td>2024–25</td>
<td>18.00%</td>
<td>19.10%</td>
</tr>
</tbody>
</table>

*2021–22 to be approved by CalSTRS Board on June 10, 2021. Note: All other rates beginning in 2022–23 through 2024–25 are projected rates.
### Multiyear Projections

#### Per-ADA Growth in Revenues and Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>LCFF Growth</th>
<th>Expenditures</th>
<th>LCFF Growth</th>
<th>Expenditures</th>
<th>LCFF Growth</th>
<th>Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>2020–21</td>
<td>0% COLA</td>
<td>Expenditures</td>
<td>5.07% Mega COLA</td>
<td>Expenditures</td>
<td>2.48% COLA</td>
<td>Expenditures</td>
</tr>
<tr>
<td>2021–22</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2022–23</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2023–24</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Statewide Average Reserve Levels

- The latest statewide data available on school district reserves is from 2019–20

<table>
<thead>
<tr>
<th>Type of District</th>
<th>Ending Balances1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unified School Districts</td>
<td>18.82%</td>
</tr>
<tr>
<td>Elementary School Districts</td>
<td>22.70%</td>
</tr>
<tr>
<td>High School Districts</td>
<td>17.34%</td>
</tr>
</tbody>
</table>

1 As a percentage of total General Fund expenditures, transfers, and other uses

- The rise in ending balances is emblematic of the slowdown in new, ongoing revenues apportioned through the LCFF in 2020–21
- LEAs also had temporary spending freezes as a result of an immediate and complete shutdown of in-person instruction
Certainly, the May Revision gives education reason to celebrate
- Proposition 98 is on fire
- One-time investments are rich and plentiful
- Scarcity is not a problem

But this is an aggressive budget with billions more in ongoing obligations, and we are approaching a blind corner
- The minimum guarantee is not guaranteed in Test 1 years, meaning the next year does not build from the previous
- The threat of inflation is real, which can cause a sharp turn in the economy if unmitigated
- Wall Street’s action will be key to state revenues
  - California’s general fund is over-reliant on the income and capital gains of high-income earners, which is volatile

Even though the May Revision is flush with education funds, reconciling the different priorities between Governor Newsom, the Assembly, and the Senate may not be easy

**Governor**
- Accelerated learning programs and cocurricular supports
- Opportunity gateways

**Senate**
- Debt-free college
- Restore, build, and strengthen child care

**Assembly**
- In-person instruction
- College readiness and expanded college access
- Debt-free college
- Restore, build, and strengthen child care
With state and federal revenues combined to provide over $121 billion for K–12 education, the May Revision stirs both feelings of euphoria and anxiety:

- Collectively grateful that we are not facing the cuts we were looking at just a year ago.
- Grateful to have the resources necessary to serve our students with high-quality programs and justly compensate our staff, who have done yeoman’s work during a difficult year.
- Trepidatious about navigating the multitude of the different programs tied to state and federal funding while avoiding audit tripwires—it is becoming increasingly apparent that the days of subsidiarity may be behind us.
- Trying to figure out how to build and sustain fiscal resilience, particularly when soon our reserves will be capped.

We at SSC stand in admiration of all of you for confronting and overcoming the most difficult moment in education history to serve your students. You have redefined what “with great power comes great responsibility” means by demonstrating that when charged with a duty, you act for the good of others. Thank you.