AGENDA

CLOSED SESSION 5:30 PM
OPEN SESSION 6:30 PM

MASKED REQUIRED FOR UNVACCINATED INDIVIDUALS WHILE INDOORS

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 adam.cranfill@acusd.org. (https://simbli.eboardsolutions.com/SU/ExGZzSORB67h1OC6Vfwmaw==)

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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. CALL TO ORDER

2. BOARD MEMBERS
   [ ] Kandi Thompson, Board President
   [ ] Deborah Pulskamp, Board Clerk
   [ ] James Marzano
   [ ] Julia Burns
   [ ] James Whitaker
3. ROLL TAKEN BY THE SECRETARY TO THE GOVERNING BOARD

4. PUBLIC COMMENTS ON CLOSED SESSION

5. CLOSED SESSION


4. Public Employee Discipline/Dismissal/Release (Gov Code 54957)

6. RECONVENE TO OPEN SESSION/REPORT ON CLOSED SESSION

7. PLEDGE OF ALLEGIANCE

8. SWEARING IN OF STUDENT BOARD MEMBERS/SHORT RECEPTION

9. ADDITIONS/DELETIONS OR CORRECTIONS TO THE AGENDA

10. PRESENTATIONS AND RECOGNITIONS

11. EMPLOYEE ORGANIZATIONS (Approximately 20 minutes)

   1. Amador County Teachers Association (ACTA) (Mr. Hunkins)
   2. California School Employees Association (CSEA) (Ms. Cramer)

12. PUBLIC COMMENTS ON AGENDA ITEMS (Approximately 20 minutes maximum)

   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.

13. 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.

1. **Minutes**
   a. Board Meeting 10/06/21

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

3. **Business (Mr. Critchfield)**
   a. Warrants issued between 10/1/2021 and 10/27/2021

4. **Educational Services (Mr. Snider)**

5. **Surplus**
   Jackson Elementary- TV/VCR, Broken.
   Jackson Elementary- Overhead Projector, Broken, 3 units.
   Jackson Elementary- Desktop, Broken.
   Jackson Elementary- Dell Latitude 3490, Outdated.
   Jackson Elementary- Acer Chromebook, Broken, 5 units.
   Ione Junior High- Acer Chromebook, Broken and/or No Longer Supported, 48 units.

6. **Donations**
   Pine Grove STEM School received a $1300 grant for their library from the Jackson Rancheria.

14. **DISCUSSION/ACTION ITEMS**

1. **Updates to CDPH Guidance/ Mandates Related to COVID-19 and ACUSD Health and Safety Plane During COVID-19 for a Safe Return for the 2021-2022 School Year (As Needed) (Dr. Gibson/Mr. Snider)**
   This will be a standing agenda item throughout the year as we will need to update the Board of Trustees on CDPH mandates and guidance that could require modifications to our health and safety plan. All updates are noted in the safety plan in red font. Once approved by the Board, it will be updated on the ACUSD Website under COVID-19 Dashboard.

2. **Public Hearing: Resolution ACUSD 21/22-010 - GANN Limit**
   Amador County Unified School District must establish GANN Limit for the 2020-21 fiscal year and a projected GANN Limit for the 2021-22 fiscal year in accordance with the provisions of Article XIII-B and applicable statutory law.

3. **Resolution ACUSD 21/22-010 - GANN Limit**
   Amador County Unified School District must establish GANN Limit for the 2020-21 fiscal year and a projected GANN Limit for the 2021-22 fiscal year in accordance with the
provisions of Article XIII-B and applicable statutory law.

4. **Board Policy Updates**

   Multiple board policy updates are done each year. The description summarizes the changes made to the policy.

   a. **Board Policy 4131 Staff Development (Mr. Snider)**
      Policy updated to incorporate concepts of student well-being and social-emotional development and learning as it relates to professional development, to clarify that the development of the staff development program includes creating, reviewing and amending the program, to reflect the State Board of Education’s California Digital Learning Integration and Standards Guidance regarding staff development in the use of technologies, to reference new law (AB 130, 2021) regarding requirements for districts offering technology-based instruction pursuant to an independent study program, and to expand the list of characteristics that are included in diverse student populations as related to staff development in meeting the needs of such students. Policy also updated to enhance staff development regarding school climate to include acceptance, civility, and positive behavioral interventions and supports, and staff development regarding student’s mental and physical health to include social-emotional learning and trauma-informed practices.

   b. **Board Policy 6120 Response to Instruction and Intervention (Mr. Snider)**
      Policy updated to emphasize the importance of learning and behavioral outcomes and progress monitoring as it relates to response to instruction and intervention (RtI2), reference multi-tiered system of supports (MTSS) and the integration of RtI2 into such frameworks, expand the list of individuals that may be included in designing the district’s RtI2 system, add the examination of student social-emotional well-being as one of the bases for design, provide more detail regarding strategies and interventions including ten core components of the RtI2 model identified by the California Department of Education, and that RtI2 may be utilized as one component when considering the referral of a student for evaluation for special education or other services.

   c. **Board Policy 6146.1 High School Graduation Requirements (Mr. Snider)**
      Regulation updated to include material regarding the provision of information about graduation requirements and credit recovery opportunities to students, parents/guardians, and the public, and to reflect requirements regarding the provision of notice to eligible students about the availability of exemptions from local graduation requirements when applicable.

   d. **Board Policy 6164.5 Student Success Teams (Mr. Snider)**
      Policy updated to reference that the student success team (SST) process is not required by law and that the policy reflects best practices, clarify those who are encouraged to collaborate in SSTs, include social and emotional difficulties when evaluating the strengths and needs of students and establishing interventions, emphasize the importance of each student maximizing their potential, specify who may refer students to SSTs, add types of materials appropriate for collection, analysis
and review by the SST, provide for the development of a plan to support the student and adjustments to such plan, reflect that the SST process shall not delay or deny a referral for evaluation for eligibility for special education, reference MTSS and the integration of SSTs with such supports, and add staff development which may be provided to strengthen the effectiveness of SSTs.

e. **Board Policy 4141/4241 Collective Bargaining Agreement (Mr. Vicari)**
   Revised policy reflects court decision holding that a provision in a collective bargaining agreement that directly conflicts with the Education Code cannot be enforced. Policy also adds language clarifying that, whenever a law conflicts with a provision in the collective bargaining agreement, the law will prevail.

f. **Board Policy 4158/4258/4358 Employee Security (Mr. Vicari)**
   Policy updated to reflect law authorizing a district to petition, on behalf of an employee, for a gun violence restraining order prohibiting a person from owning, purchasing, possessing, or receiving a firearm. Policy also reflects law requiring a district to provide reasonable accommodations, upon request, to an employee who is a victim of domestic violence, sexual assault, or stalking. Policy adds a requirement of law to inform administrators and counselors, along with teachers, regarding certain crimes and offenses committed by students.

g. **Board Policy 3511.1 Integrated Waste Management (Mr. Critchfield)**
   Policy updated to reflect current legal requirements for recycling waste which are based on specified thresholds of waste generation and are detailed in the accompanying administrative regulation, add district goal to develop strategies for recycling organic waste, and more directly link waste management to education goals.

h. **Board Policy 3516.5 Emergency Schedules (Mr. Critchfield)**
   Policy updated to reflect new law (AB 130, 2021) requiring districts applying to the Superintendent of Public Instruction to obtain apportionment credit for days and minutes lost due to emergency closure after September 1, 2021 to certify in an affidavit that the district has a plan for offering independent study within 10 days of school closure to impacted students. Policy also updated to reflect requirement that the plan for independent study address the establishment, within a reasonable time, of independent study master agreements and require the reopening in person once allowable under direction from the city or county health officer.

i. **Board Policy 7211 Developer Fees (Mr. Critchfield)**
   Policy updated to include material formerly in the AR pertaining to responsibilities of the board with respect to levying developer fees, such as conducting a fee justification study, holding a public hearing, and adopting a board resolution. Policy also clarifies the applicability of Government Code 65997, which became operative due to the failure of state bond measure Proposition 13 in March 2020 and gives districts the flexibility to deny or refuse a legislative act involving the planning, use, or development of real property, other than requiring a fee in excess of the fee imposed by law. Policy addresses factors that must be included in the fee justification study based on recent court decision.
5. AVID Tutor Job Description (Mr. Snider)
   AVID tutors are an important component of the AVID Program, and are required as part of the certification process. Ideally, college students are utilized to work as tutors in the AVID elective class, but based on availability, this can also be community members or even high school students for the junior high classrooms. Under the supervision of the classroom teacher, these tutors facilitate small group learning as well as provide some individual student support. The district is always looking for passionate individuals that are interested in being a role model and helping others achieve their college dreams. Tutor training will be provided by the school district for those people hired into these positions.

15. REPORTS
   1. Report from Superintendent (Dr. Gibson)
   2. Reports and Remarks from Board Members

16. NEXT MEETING
   ACUSD Regular Meeting: Wednesday, November 17, 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.

17. ADJOURNMENT
   * 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 adam.cranfill@acusd.org (https://simbli.eboardsolutions.com/SU/ExGZzSORB67h1OC6Vfwmaw==)

   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]
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OPEN SESSION 6:30 PM

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Attendees
Voting Members
Julia Burns, Board Member
James Marzano, Board Member
1. CALL TO ORDER

2. BOARD MEMBERS

3. ROLL TAKEN BY THE SECRETARY TO THE GOVERNING BOARD

4. PUBLIC COMMENTS ON CLOSED SESSION

5. CLOSED SESSION


   4. Public Employee Discipline/Dismissal/Release (Gov Code 54957)

   5. Conference with Legal Counsel pursuant to Govt. Code section 54956.9–Anticipated Litigation Regarding Special Education

   6. CONFERENCE WITH LEGAL COUNSEL – EXISTING LITIGATION Name of Case: OAH Case No. 2021080451

6. RECONVENE TO OPEN SESSION/REPORT ON CLOSED SESSION

7. ADDITIONS/DELETIONS OR CORRECTIONS TO THE AGENDA

8. PRESENTATIONS AND RECOGNITIONS

   1. National AAA School Safety Patrol Advisor of the Year Recipient

9. PLEDGE OF ALLEGIANCE

10. EMPLOYEE ORGANIZATIONS (Approximately 20 minutes)

   1. Amador County Teachers Association (ACTA) (Mr. Hunkins)
2. California School Employees Association (CSEA) (Ms. Cramer)

11. PUBLIC COMMENTS ON AGENDA ITEMS (Approximately 20 minutes maximum)

12. CONSENT AGENDA (Approximately 10 minutes)

   Motion made by: Julia Burns
   Motion seconded by: James Marzano
   Voting:
   Unanimously Approved

1. Minutes
   a. Board Meeting 9/22/21

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

3. Business (Mr. Critchfield)
   a. Warrants issued between: 9/15/2021 - 9/30/2021

4. Educational Services (Mr. Snider)
   b. Operational Agreement between Amador County Unified School District and Nexus for the Childhood Abuse Treatment (CHAT) Program
   c. Operational Agreement between Nexus and Amador County Unified School District for the Unserved / Underserved Child and Youth Advocacy Program (XY)

5. Donations

13. DISCUSSION/ACTION ITEMS

1. Updates to CDPH Guidance/ Mandates Related to COVID-19 and ACUSD Health and Safety Plan During COVID-19 for a Safe Return to School for the 2021-2022 School Year (As Needed) (Dr. Gibson/Mr. Snider)
   Motion made by: Deborah Pulska
   Motion seconded by: Jim Whitaker
   Voting:
   Julia Burns - Yes
   James Marzano - No
2. Elementary and Secondary School Emergency Relief (ESSER III) Expenditure Plan (Mr. Snider)
   Motion made by: Jim Whitaker
   Motion seconded by: Julia Burns
   Voting:
   Unanimously Approved

3. Certification of the District’s Unaudited Actuals & Financial Report (Mr. Critchfield)
   Motion made by: Deborah Pulskamp
   Motion seconded by: Julia Burns
   Voting:
   Unanimously Approved

4. Amador County Unified School District Special Education Update and Needs (Dr. Gibson)
   b. ACUSD 2019-2020 Special Education Plan (SEP) including SEP Assurances Form and SEP Successful Submission Notification from CDE (Discussion Only)
   c. Contracted Services with West Ed for Review of Special Education Programs and Services (Scope of Work) (Action Required)
      Motion made by: Julia Burns
      Motion seconded by: Deborah Pulskamp
      Voting:
      Unanimously Approved

5. New Job Description - Special Education Technician (Ms. Crumpacker)
   Motion made by: James Marzano
   Motion seconded by: Julia Burns
   Voting:
   Unanimously Approved
6. Native American Heritage Month Board Resolution

7. Contract with Ray Morgan Company for Laserfiche Services (Mr. Critchfield)
   Motion made by: James Marzano
   Motion seconded by: Deborah Pulskamp
   Voting:
   Unanimously Approved

14. REPORTS

1. Report from Superintendent (Dr. Gibson)

Welcomes student board member Preston Smith, 11th grader from Amador High School. Argonaut student board member will join us next meeting as well. Huge thank you to our staff of every position. Fall break is next week and everyone is very deserving of it. Staff have put their heart, sweat and tears into their jobs this year, and we have kept our doors open. We have not had to close a single classroom. Classified, Cabinet, principals and multiple staff members have stepped up for COVID-19 testers. We could not function without everyone going above and beyond. Thank you all and have a good fall break. Unplug and you won't get any emails from me. Thank you to the principals and teachers. We have been doing boardwalks and hitting every site, it's been a joy. We've needed adjustment time for new leaders with COVID-19 and craziness. After fall break, Cabinet will be out on campuses. These boardwalks have been great and principals are doing good jobs.

2. Reports and Remarks from Board Members

   Whitaker: Had the pleasure to do two boardwalks, Jackson Elementary and Plymouth Elementary. Seeing Elementary classrooms, great to see kids engaged in groups and individually. I noticed the continuity of what was taught at different sites. For example, the math program they're teaching. Kids can transfer schools and they don't have to learn a new system. The kids are happy to be back. We asked them if they liked the masks, they said no, but they wear them so they can be back at school with their friends.

   Burns: I had the safety patrol in Kentucky and didn't see it here when I moved in and found out it's regional. Glad Ione is doing it with their dropoff locations. Really exciting to see a national winner. As Jim mentioned, we went to Jackson Elementary, I know Barbara the principal there and was nice to see it all in action. There was a lot to see, we moved around a lot. I got to meet and chat with Terry Crumpacker, welcome Terry, happy to get to know you and have you answer my hundreds of questions. I have so many parts of public education I don't have personal experience with, a lot happens you don't know about. Thank you, Terry, for entertaining those questions, I'm so excited we're moving forward on maintenance questions. It's not sexy but necessary, I'm uplifted we find money and time for these things. Thank you Jared and staff for all this work.

   Marzano: I went on boardwalks, Ione Jr High and elementary. Great to see kids back
in school, the staff in action, seeing what we vote on and talk about, seeing it in action. The HVAC systems in Ione are awesome. I'm impressed with the leaders at both schools and staff. Seeing everyone moving and grooving to make it happen for kids is what it's all about. I appreciate it, looking forward to more boardwalks.

**Pulskamp:** I had four boardwalks this week. Ione Elementary, Ione Jr High, Jackson Jr High and Argonaut. Being at both Jr Highs in one week, every school has its culture, and you really feel it on campus as opposed to any other way. It was nice to see both back to back. A few weeks ago I attended a performance by Amador Drama. Their Broadway Fundraiser event at Main Street Theatre Works amphitheater. I've attended those over the years, it was nice to see it in an outdoor amphitheater and engaging community partnerships. Last year, they couldn't do performances outdoors because they didn't have the space. Nice to see the community stepping up to help students show themselves off.

**Thompson:** I went to boardwalks on Monday to Argonaut and Jackson jr High with Debra. Today I walked Plymouth Elementary. Great to see campuses looking good and great. Kudos to staff to make campuses look good with curb appeal. The grass is green which is nice to see. Refreshing to see kids in schools, knowing they're there all week. Thankful for everyone who helped these kids meet in person. Exciting, fun to see. Pre-pandemic Argonaut culinary had planned for a coffee bar. The delayed shipping with ships stuck offshore put a postponement to that. Yesterday they received their cart. It's called Argolatte which is so cute and the logo is adorable. Really excited for that. Fun to wait a long time and to see that. I wish everyone an awesome fall break, a much-needed fall break. Thank you to Dr. Gibson for the SPED plans and review which were not shared with the board or to Dr. Gibson. She didn't know it was here and it was never disclosed to her, but thankfully she has a plan and I'm excited for Terry and for WestEd. Thank you for running with it and not running away. Thank you all so much.

15. NEXT MEETING

16. ADJOURNMENT

______________________________________  _______________________________________
Chairperson                        Secretary
13. 2. a. Current Personnel Recommendations

Background Information

CURRENT PERSONNEL RECOMMENDATIONS

NEW POSITIONS

Classified Management
Director of Transportation, 8 hours/12 months
Director of Maintenance and Operations, 8 hours/12 months

Certificated ~ Administrative
Program Specialist, 1 FTE

Classified
Campus Supervisor, 7 hours/11 months
Special Education Technician, 8 hours/12 months

ELIMINATED POSITIONS

Classified Management
Director of Maintenance and Operations and Transportation, 8 hours/12 months

NEW HIRES ~ TRANSFERS ~ LEAVES: CERTIFICATED

Certificated Administrative ~ New Hire
Noelle Stroppini, Mental Health Therapist, .7 FTE, Itinerant, effective November 8, 2021

Certificated ~ New Hire
Elle Halvorson, Elementary Teacher, 1 FTE, Sutter Creek Primary, effective November 4, 2021

Certificated ~ Voluntary Transfer
Amy Reilly, Elementary Teacher, 1 FTE, Sutter Creek Primary to Elementary Teacher, 1 FTE, Ione Elementary, effective November 4, 2021

Certificated ~ Additional Duties
Christopher Lucke, Adult Education Teacher, Hourly, Amador Adult Education

Certificated ~ New Temporary Hire
Elysa Schulte, Adult Education Teacher, hourly, Amador Adult Education, effective November 4, 2021
Danae Boyce, Elementary Teacher, 1 FTE, Plymouth Elementary, effective November 4, 2021
Certificated ~ Unpaid Leave
Kayla Parker, North Star Teacher, 1 FTE, unpaid leave October 25, 2021 to November 12, 2021

Coaches Fall 2021-2022
Argonaut High School
Ricky Davis, Head Varsity Coach, Football
Andrew Stevens, Assistant Varsity Coach, Football
Joseph Guidi, Head JV Coach, Football
Michael Miguel, Assistant JV Coach, Football
Alanis Lee, Head Varsity Coach, Volleyball
Troy Hale-Mounier, Head JV Coach, Volleyball
Cameron Duggan, Head Coach, Cross Country
Natalie Gaebe, Head Coach, Cheer
Mike Alcoriza, Varsity Head Coach, Girls Golf

Amador High School
Matthew Kantack, Head Varsity Coach, Football
Kaleb Cagle, Assistant Varsity Coach, Football
Frank Orlando, Head JV Coach, Football
Brandon Wright, Assistant JV Coach, Football
Karen Mulhair, Head Varsity Coach, Cross Country
Ron Hood, Head Varsity Coach, Water Polo, boys
Jenny Ruckelshaus, Head Varsity Coach, Water Polo, girls
Anthony Restuccia, Head Varsity Coach, Girls Golf
Isabel Finch, Head Varsity Coach, Volleyball
Brenna Deegan, Head JV Coach, Volleyball
Jenny Upchurch, Head Varsity Coach, Cheer

Ione Junior High
Emily Weinzheimer, Head Coach, 6th / 7th Grade Girls Basketball

NEW HIRES ~ TRANSFERS ~ LEAVES:  CLASSIFIED

Classified ~ Administrative New Hire
Steven Judson, Director of Transportation, 8 hours/12 months, District Office, effective November 4, 2021

Classified ~ Management Voluntary Transfer
Kevin Griffin, Director of Maintenance, Operations and Transportation, to Director of Maintenance and Operations, effective November 4, 2021

Classified ~ Change of Hours
Shelbie Byrd, Office Clerk, 6.5 hours/11 months to 6 hours/11 months, Ione Elementary, effective August 8, 2021
Melissa Albrecht, Office Clerk, 6 hours/11 months to 6.5 hours/11 months, Ione Elementary, effective August 8, 2021

**Classified ~ New Hire**
Samantha Scholl, Instructional Aide SPED, 6 hours/11 months, Argonaut High School, effective November 4, 2021
Michelle Butler, Instructional Aide SPED, 6 hours/11 months, Argonaut High School, effective November 4, 2021
Selena Garcia-Pena, Instructional Aide SPED, 6 hours/11 months, Argonaut High School, effective November 4, 2021
Sandra Trevaskis, Office Clerk, 4.5 hours/11 months, Pine Grove Elementary, effective November 4, 2021
Nicholas White, Instructional Assistant Intervention, 3.75 hours/11 months, Sutter Creek Primary, effective November 4, 2021
Juliana Coelho, Office Clerk 6 hours/11 months, Jackson Elementary School, effective November 4, 2021
Garrett Gray, Campus Supervisor, 8 hours/11 months, Argonaut High School, effective November 4, 2021

**Classified ~ Promotion**
Raymond Arciniega, Food Service Driver 4.5 hours/11 months to Food Service Driver/Warehouse Person, 8 hours/11 months, Warehouse, effective November 4, 2021

**RESIGNATIONS**

**Classified ~ Resignation**
Tracy Coker Powell, Bus Driver, 7.75 hours/11 months, Transportation, effective November 30, 2021
Jill Butler, Food Service Worker I, 2 hours/11 months, Amador High School, effective October 19, 2021

**Fiscal Implications**
N/A

**Recommendation**
Approve Human Resources Consent Agenda

**Presented by**
David Vicari, Assistant Superintendent, Human Resources & Labor Relations
Fiscal Implications
See Warrants.

Recommendation
Superintendent Gibson recommends approving this.

Presented by
Jared Critchfield, Assistant Superintendent of Business Services

Supporting Documents

ACUSD Warrants through 10-27-2021
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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
13. 5. Surplus

**Background Information**

Jackson Elementary- TV/VCR, Broken.
Jackson Elementary- Overhead Projector, Broken, 3 units.
Jackson Elementary- Desktop, Broken.
Jackson Elementary- Dell Latitude 3490, Outdated.
Jackson Elementary- Acer Chromebook, Broken, 5 units.
Ione Junior High- Acer Chromebook, Broken and/or No Longer Supported, 48 units.

**Fiscal Implications**

N/A

**Recommendation**

Superintendent Gibson recommends approving this.

**Presented by**

Dr. Torie Gibson, Superintendent

**Supporting Documents**

- IJH Surplus 3
- IJH Surplus 2
- IJH Surplus 1
- Jackson El Surplus 2
- Jackson El Surplus 1

**Quick Summary / Abstract**

Jackson Elementary- TV/VCR, Broken.
Jackson Elementary- Overhead Projector, Broken, 3 units.
Jackson Elementary- Desktop, Broken.
Jackson Elementary- Dell Latitude 3490, Outdated.
Jackson Elementary- Acer Chromebook, Broken, 5 units.
Ione Junior High- Acer Chromebook, Broken and/or No Longer Supported, 48 units.
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<tr>
<th>Item I.D. # and Inventory Sticker</th>
<th>Description of the Item Including: Brand, Model, Year Purchased</th>
<th>Reason for Surplus Request</th>
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<td>1983 (730)</td>
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<tr>
<td>1978 (730)</td>
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<tr>
<td>1964 (730)</td>
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Administrator's Signature: [Signature] Date: 8/10/2021

DISTRICT USE

Received by Superintendent's Office: ____________________________ Date: ____________

Superintendent's recommendation for value and disposal method: ____________________________

Board Approval sent to site: ____________________________ Date: ____________

Final Method of Disposal: ____________________________ Date: ____________

Responsible Employee's Signature: ____________________________ Date: ____________

8/2015
**Amador County Unified School District / Amador County Office of Education**

**Request to Surplus**

**School Site/Department:** James C. High  
**Date:** 6.15.21

**Name of Person Completing Form:** Martha Gamba

<table>
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<tr>
<td>0336 (720)</td>
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<tr>
<td>720</td>
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<tr>
<td>0386 (720)</td>
<td>Acer</td>
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**Administrator's Signature:** Deborah Cardno  
**Date:** 8/10/2021

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**DISTRICT USE**

Received by Superintendent's Office  
**Date:**

Superintendent's recommendation for value and disposal method:

______________________________

Board Approval sent to site:  
**Date:**

Final Method of Disposal:  
**Date:**

Responsible Employee's Signature:  
**Date:**

8/2015
Amador County Unified School District / Amador County Office of Education
Request to Surplus

School Site/Department: Ione Jr. High  Date: 6-15-21
Name of Person Completing Form: Martha Gamidas

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DISTRICT USE

Received by Superintendent's Office Date: _______________________

Superintendent's recommendation for value and disposal method: ____________________________________________________________

Board Approval sent to site: ___________________________ Date: ___________________________

Final Method of Disposal: ___________________________ Date: ___________________________

Responsible Employee's Signature: ___________________________ Date: ___________________________

8/2015
Amador County Unified School District / Amador County Office of Education
Request to Surplus

School Site/Department: Jone Junior High School
Date: 8/26/21

Name of Person Completing Form: Alexis Andrews

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<td>Acer Chromebook 720</td>
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Administrator's Signature: [Signature]  Date: 9/13/21

DISTRICT USE

Received by Superintendent's Office: 
Date: 

Superintendent's recommendation for value and disposal method: 

Board Approval sent to site: 
Date: 

Final Method of Disposal: 

Responsible Employee’s Signature: 
Date: 8/2015
Amador County Unified School District / Amador County Office of Education
Request to Surplus

School Site/Department: Tone Junior High School  Date: 8/26/21

Name of Person Completing Form: Alexis Andrews

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<td>1978</td>
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Administrator’s Signature: D. Cardo Date: 9/13/21

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DISTRICT USE

Received by Superintendent’s Office Date:

Superintendent’s recommendation for value and disposal method:

________________________________________________________

Board Approval sent to site: Date:

Final Method of Disposal:

________________________________________________________

Responsible Employee’s Signature:  Date:

8/2015
Amador County Unified School District / Amador County Office of Education
Request to Surplus

School Site/Department: Tone Junior High School
Date: 8/20/21

Name of Person Completing Form: Alexis Andrews

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Administrator’s Signature: ____________________________ Date: 9/13/21

DISTRICT USE

Received by Superintendent’s Office ____________________________ Date: ____________________________

Superintendent’s recommendation for value and disposal method:

Board Approval sent to site: ____________________________ Date: ____________________________

Final Method of Disposal: ____________________________ Date: ____________________________

Responsible Employee’s Signature: ____________________________ Date: ____________________________

8/2015
School Site/Department: Ione Junior High  
Name of Person Completing Form: Alexis Andrews  

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<td>damaged</td>
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Administrator’s Signature: [Signature]  
Date: 8/10/21

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DISTRICT USE

Received by Superintendent’s Office  
Date: ________________

Superintendent’s recommendation for value and disposal method: ____________________________________________

Board Approval sent to site:  
Date: ________________

Final Method of Disposal: ____________________________________________  
Date: ________________

Responsible Employee’s Signature:  
Date: ________________

8/2015
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Administrator’s Signature: D. Cardin  Date: 8/10/21

DISTRICT USE

Received by Superintendent’s Office  Date: 

Superintendent’s recommendation for value and disposal method: 

Board Approval sent to site:  Date: 

Final Method of Disposal: 

Responsible Employee’s Signature:  Date: 8/15
Amador County Unified School District / Amador County Office of Education
Request to Surplus

School Site/Department: Tane Junior High  Date: 8/5/2021
Name of Person Completing Form: Alexis Andrews

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DISTRICT USE

Received by Superintendent’s Office:  
Superintendent’s recommendation for value and disposal method:

Board Approval sent to site:  
Final Method of Disposal:  
Responsible Employee’s Signature:  8/2015
School Site/Department: Tane Junior High  Date: 8/5/2021
Name of Person Completing Form: Alexis Andrews

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Administrator's Signature: D. Cardin  Date: 8/10/21

DISTRICT USE

Received by Superintendent's Office  Date: 

Superintendent's recommendation for value and disposal method: 

Board Approval sent to site:  Date: 

Final Method of Disposal: 

Responsible Employee's Signature:  Date: 

8/2015
## Request to Surplus

**School Site/Department:** Tone Junior High  
**Date:** 8/5/2021  
**Name of Person Completing Form:** Alexis Andrews

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**Administrator’s Signature:** ___________________________  
**Date:** 8/10/21

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**DISTRICT USE**

**Received by Superintendent’s Office** ___________________________  
**Date:**

**Superintendent’s recommendation for value and disposal method:** ___________________________

**Board Approval sent to site:** ___________________________  
**Date:**

**Final Method of Disposal:** ___________________________

**Responsible Employee’s Signature:** ___________________________  
**Date:**

9/2015
Amador County Unified School District / Amador County Office of Education
Request to Surplus

School Site/Department: **Jackson Elementary** Date: **10/12/21**
Name of Person Completing Form: **Jana Whittaker**

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Administrator's Signature: **[Signature]** Date: **10/19/21**

DISTRICT USE

Received by Superintendent's Office ___________________________________________________________________________ Date: __________
Superintendent's recommendation for value and disposal method: __________________________________________________________

Board Approval sent to site: _______________________________________________________________________________ Date: __________
Final Method of Disposal: ___________________________________________________________________________________
Responsible Employee's Signature: ___________________________________________ Date: ____________________
**Amador County Unified School District / Amador County Office of Education**  
**Request to Surplus**

**School Site/Department:** Jackson Elementary  
**Date:** 1/15/21

**Name of Person Completing Form:** Jana Whitlock

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**Administrator's Signature:**  
**Date:** 9/19/21

**DISTRICT USE**

Received by Superintendent's Office:  
**Date:**

Superintendent's recommendation for value and disposal method:  

Board Approval sent to site:  
**Date:**

Final Method of Disposal:  

Responsible Employee's Signature:  
**Date:**

8/2015
Amador County Unified School District / Amador County Office of Education
Request to Surplus

School Site/Department: ___________________________ Date: ___________________________

Name of Person Completing Form: ___________________________________________________

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| Administrator’s Signature: ___________________________ Date: 10/19/2021 |

DISTRICT USE

Received by Superintendent’s Office: ___________________________ Date: ___________________________

Superintendent’s recommendation for value and disposal method: ______________________________________

Board Approval sent to site: ___________________________ Date: ___________________________

Final Method of Disposal: ___________________________ Date: ___________________________

Responsible Employee’s Signature: ___________________________ Date: ___________________________

8/2015
Background Information
Pine Grove STEM School received a $1300 grant for their library from the Jackson Rancheria.

Fiscal Implications
N/A

Recommendation
Superintendent Gibson recommends approving these donations.

Presented by
Dr. Torie Gibson, Superintendent

Supporting Documents

Quick Summary / Abstract
Pine Grove STEM School received a $1300 grant for their library from the Jackson Rancheria.
Date: 02/28/2020
School Site / Department: Pine Grove STEM School
Name of person completing this form: Renee Julian

- Description of Gift / Contribution: $1300 Grant for Library

No goods or services were provided by Amador County Public Schools in return for the contribution.

Does the gift/contribution require Maintenance Department services for installation? ☐ Yes ☒ No

*If yes, Maintenance Department completes this section.*

Required materials for installation: _____
Labor costs of installation: _____
Total: _____**
Maintenance Director's Signature: ____________________________

Name of Donee/Contributor: Jackson Rancheria
Mailing Address: P.O. Box 1090, Jackson, CA 95642

Telephone No.: ____________________________

Have you acknowledged receipt of gift/contribution with a thank you letter?
☒ Yes ☐ No

(If yes, please attach a copy of thank you letter.)

**Note: If maintenance and material costs for installation are unbudgeted or prohibitively high, the Superintendent may recommend Board rejection of the gift/contribution.
Dear Jackson Rancheria Band of Miwuk Indians,

Thank you so very much for your generous donation to the Pini Grove Elementary library. Your generosity will help hundreds of students. The digital media will help bridge many learning gaps.

Kindly,
Julie Morgan, Librarian
14. 1. Updates to CDPH Guidance/ Mandates Related to COVID-19 and ACUSD Health and Safety Plane During COVID-19 for a Safe Return for the 2021-2022 School Year (As Needed) (Dr. Gibson/Mr. Snider)

Background Information
This will be a standing agenda item throughout the year as we will need to update the Board of Trustees on CDPH mandates and guidance that could require modifications to our health and safety plan. All updates are noted in the safety plan in red font. Once approved by the Board, it will be updated on the ACUSD Website under COVID-19 Dashboard. Updates to CDPH FAQs: FAQs 10 and 13 were revised. FAQ 20 was added.

Fiscal Implications
N/A

Recommendation
Superintendent Gibson recommends approving this.

Presented by
Dr. Torie Gibson, Superintendent

Supporting Documents

- K-12 Schools Guidance 2021-2022 Questions & Answers
- Guidance on Isolation and Quarantine for COVID-19 Contact Tracing
- ACUSD Health and Safety Plan during COVID-19 for Board Approval 11-3-21

Quick Summary / Abstract
This will be a standing agenda item throughout the year as we will need to update the Board of Trustees on CDPH mandates and guidance that could require modifications to our health and safety plan. All updates are noted in the safety plan in red font. Once approved by the Board, it will be updated on the ACUSD Website under COVID-19 Dashboard.
K-12 Schools Guidance 2021-2022 Questions & Answers

10/14/2021

Related Materials
2021-2022 K-12 Schools Reopening Framework and Guidance
CDPH Guidance for the Use of Face Coverings
Safe Schools for All Hub

Updates as of October 14, 2021:
- FAQs 10 and 13 were revised.
- FAQ 20 was added.

Vaccination

1. What are the benefits to being fully vaccinated for students in school?

COVID-19 vaccines are effective. They decrease the chances of getting and spreading the virus that causes COVID-19. COVID-19 vaccines help keep you from getting seriously ill even if you do get COVID-19. Getting vaccinated yourself may also protect people around you, particularly people at increased risk for severe illness from COVID-19.

Fully vaccinated students may remain in school and avoid interruptions to in-person education, even if they are exposed to someone with COVID-19, so long as they remain without symptoms. Also, fully vaccinated students are not recommended to participate in screening testing at school.

Masking

2. Why does the K-12 guidance require masks to be worn indoors?

Masks are one of the most effective and simplest safety mitigation layers to prevent in-school transmission of COVID-19. SARS-CoV-2, the virus that causes COVID-19, is primarily transmitted via airborne particles. Masks limit the spread of the virus in the air from infected persons and protect others exposed to these particles.

Universal masking indoors in K-12 schools is recommended by the American Academy of Pediatrics and by the CDC in its Guidance for COVID-19 Prevention in K-12 Schools (updated July 27, 2021). As the CDC noted: "CDC recommends universal indoor masking for all teachers, staff, students, and visitors to K-12 schools, regardless of vaccination status. Children should return to full-time in-person learning in the fall with layered prevention strategies in place."
Universal masking prevents outbreaks and permits modified quarantine under certain conditions in K-12 settings, supporting more instructional time and minimizing missed school days for students. Additionally, universal masking indoors is critical to enabling all schools to offer and provide full in-person instruction to all students without minimum physical distancing requirements at the outset of the school year.

As noted by the CDC, COVID-19 prevention strategies in K-12 schools are designed to protect people who are not fully vaccinated. Almost all K-6th graders are unvaccinated and will not be eligible for vaccines at the outset of the 2021-22 school year. Additionally, although some 7-12th grade students will be fully vaccinated by the start of the school year, many will not. As of July 22, 2021, less than 40% of Californians 12 to 17 years old were fully vaccinated.

Requiring universal masking indoors in K-12 schools also takes into account a number of other key considerations: operational barriers of tracking vaccination status in order to monitor and enforce mask wearing; the potential for increased transmission due to circulating variants; and potential detrimental effects on students of differential mask policies, which include: potential stigma, bullying, and isolation of vaccinated OR unvaccinated students, depending on the culture and attitudes in the school or surrounding community.

CDPH will continue to assess conditions on an ongoing basis, and will determine no later than November 1, 2021, whether to update mask requirements or recommendations. Indicators, conditions, and science review will include vaccination coverage status, in consideration of whether vaccines are available for children under 12, community case and hospitalization rates, outbreaks, and ongoing vaccine effectiveness against circulating variants of SARS-CoV-2, the virus that causes COVID-19, in alignment with the CDC-recommended indicators to guide K-12 school operations.

3. Is a doctor's note required to obtain a mask exemption? Is parental or self-attestation permitted to obtain a mask exemption?

As per CDPH Guidance on Face Coverings, "persons with a medical condition, mental health condition, or disability that prevents wearing a mask" as well as "persons who are hearing impaired" are exempt from mask requirements.

Assessing an exemption due to a medical condition, mental health condition, disability that prevents wearing a mask, or hearing impairment is a medical determination and therefore must be made by a physician (M.D. or D.O.), nurse practitioner (N.P.), or physician assistant (P.A.). In this context, (1) “physician” refers specifically to an individual having a valid certificate or license to practice medicine and surgery issued by the Medical Board of California or the Osteopathic Medical Board of California; (2) “nurse practitioner” refers specifically to registered nurses who have a valid license to practice as a nurse practitioner (N.P) by the California Board of Registered Nursing; and (3) “physician assistant” refers specifically to an individual having a valid license to practice from the California Physician Assistant Board. Self-attestation and parental attestation for mask exemptions due to the aforementioned conditions do not constitute medical determinations.

Additionally, per CDPH K-12 Guidance, "persons exempted from wearing a face covering due to a medical condition, must wear a non-restrictive alternative, such as a face shield with a drape on the bottom edge, as long as their condition permits it."

4. Do masks need to be worn on school buses?

Yes. CDPH Face Coverings Guidance requires that everyone (regardless of vaccination status) use masks on school buses, including on buses operated by public and private school systems. In addition, CDC's Order requiring the wearing of masks by all people on public transportation conveyances also includes school buses. Passengers and
drivers must wear a mask on school buses, including on buses operated by public and private school systems, subject to the exclusions and exemptions. More information regarding the CDC Requirement for Face Masks on Public Transportation is available on the CDC’s website.

5. If students take a school trip off-campus to an indoor location, do vaccinated students need to wear a mask indoors if the location they are visiting does not require fully vaccinated people to wear masks?

If students are participating in a school event or being supervised by school staff, face mask guidance for K-12 settings must be followed regardless of location.

6. Why do vaccinated teachers need to wear a mask?

As noted by the CDC, COVID-19 prevention strategies in K-12 schools are designed to protect people who are not fully vaccinated. Many students will not be fully vaccinated by the start of the school year. Due to the potential for increased spread from highly transmissible circulating variants and that face masks remain one of the most effective and simplest safety mitigation layers, adults – including those who are fully vaccinated – in K-12 school settings are required to mask when sharing indoor spaces with students. Universal indoor masking of teachers, regardless of vaccination status, is also recommended by the CDC.

CDPH will continue to assess conditions on an ongoing basis, and will determine no later than November 1, 2021, whether to update mask requirements or recommendations. Indicators, conditions, and science review will include vaccination coverage status, in consideration of whether vaccines are available for children under 12, community case and hospitalization rates, outbreaks, and ongoing vaccine effectiveness against circulating variants of SARS-CoV-2, the virus that causes COVID-19, in alignment with the CDC-recommended indicators to guide K-12 school operations.

Contact Tracing & Quarantine

7. Why does the guidance permit students with known exposures to COVID-19 to remain in-school?

Scientific research and experience from around the country demonstrate that when both parties are wearing facemasks appropriately at the time of a school-based exposure to COVID-19, in-school transmission is unlikely and students can safely continue in-person learning. When students remain in school after exposure because the student and the individual with COVID-19 were wearing masks appropriately, this is called modified quarantine. Modified quarantine involves a period of time during which students may continue in-person instruction but should refrain from all extracurricular activities at school, including sports, and activities within the community setting. Testing during modified quarantine provides an additional layer of safety and monitoring. Modified quarantine allows for less missed days of school and supports in-person education.

8. Who qualifies for modified quarantine?
Asymptomatic unvaccinated students exposed to COVID-19 may qualify for a modified quarantine, provided they meet criteria listed in the K-12 Guidance.

The infected person to whom the asymptomatic unvaccinated student was exposed may be any individual in the school setting, including fellow students, teachers, or other school-based contacts. The exposure may have occurred in any school setting in which students are supervised by school staff. This includes indoor or outdoor school settings and school buses, including on buses operated by public and private school systems.

Note: Fully vaccinated students exposed to COVID-19 may refrain from quarantine following a known exposure if asymptomatic, per CDPH Fully vaccinated People Recommendations.

9. What are students permitted to do during modified quarantine?

When students are attending school during modified quarantine, they continue to be required to wear masks indoors and are strongly encouraged to wear masks outdoors. They may use school buses, including buses operated by public and private school systems. They may participate in all required instructional components of the school day, except activities where a mask cannot be worn, such as while playing certain musical instruments. However, students on modified quarantine may eat meals on campus using food service recommendations provided in the K-12 Guidance. As noted above, they should refrain from all extracurricular activities, including sports.

10. How frequently should testing occur for students in modified or standard quarantine? When can quarantined students resume all activities?

Based on experiences in California schools so far, CDPH recommends the same testing cadence for those in modified quarantine and those in standard quarantine, as follows: It is recommended to test as soon as a person is informed that they were a close contact of someone with COVID-19. Subsequent testing may occur on or after Day 5 from the date of last exposure. Quarantine can end after Day 7 if a test specimen is collected on or after Day 5 from the date of last exposure and tests negative.

11. What type of test may be used to assess a person's status during quarantine or to exit quarantine?

If a person is asymptomatic during quarantine, an FDA-approved test is acceptable for evaluation of an individual's COVID-19 status. For schools, this includes antigen diagnostic tests, PCR diagnostic tests, and pooled PCR tests. Diagnostic PCR tests are preferred, but not required. For more information about test types, see the CDPH school testing resources.

Collection of test specimens for asymptomatic persons during quarantine may occur in schools, healthcare settings, or other locations supervised by school or healthcare personnel. Specimens may be processed at the point-of-care (POC) or in a laboratory.

At this time, at-home testing is not recommended for evaluation of an individual's status during quarantine. CDPH is currently conducting pilot studies to further understand the utility of at-home testing.

For persons in quarantine who experience symptoms, a negative result from an antigen test, POC molecular test, or pooled PCR test should be confirmed with a laboratory-based diagnostic PCR test.
12. Do students who were previously infected with COVID-19 need to quarantine if they were exposed to someone with COVID-19?

Recommendations regarding those who were previously infected in the CDPH Guidance on Isolation and Quarantine also apply to students: “if an exposed person tested positive for COVID-19 before their new, recent exposure and it has been less than 3 months since they started having symptoms from that previous infection (or since their first positive COVID-19 test if asymptomatic), they do not need to quarantine, as long as they have not had any new symptoms since their recent exposure to someone with COVID-19.”

13. Which K-12 settings should be the focus for school-based contact tracing efforts?

The initial months of the 2021-2022 school year have demonstrated that in-school transmission of COVID-19 is uncommon when multiple safety layers are implemented effectively. When transmission does occur in schools, it predominantly takes place during prolonged indoor exposures.

Accordingly, CDPH recommends a targeted approach to school-based contact tracing, specifically focusing on indoor environments where individuals spend significant amounts of time (e.g., classrooms, cafeterias, and school buses). Contact tracing should also be pursued among participants in sport programs (indoors and outdoors), particularly those with any component of potential close contact indoors (e.g., weight training, locker room use, team gatherings, and shared transportation).

Using seating charts and team rosters may expedite and be an acceptable determination of close contacts in many of these settings.

This guidance provides a framework to focus on high-value strategies to protect students and staff given the infrequency of in-school transmission of COVID-19 and the experiences of California schools thus far. Stricter guidance may be issued by local public health officials or other authorities.

School-Based Extracurricular Activities

14. Are there additional recommendations to protect against transmission of COVID-19 during sports in K-12 settings?

Sports-related transmission of COVID-19 often occurs off the field of play. This includes during weight-training, team meetings, and while commuting with teammates to and from activities. Students are required to wear masks indoors in school settings and on school-based transportation. This includes weight rooms, locker rooms, and school buses, even if the sport itself is played outdoors.

Additional recommendations to mitigate sports-related transmission of COVID-19 include the following: vaccinate all eligible student athletes, coaches, and parent/adult volunteers; consider screening testing programs; hold team meetings outdoors; minimize team meals and other activities not related to practice or play; wear masks during shared transportation (i.e., carpooling to and from activities); avoid sharing water bottles; and train in pods (e.g., separate teams into varsity/junior varsity, offense/defense, different track & field events, etc.). Note that local health jurisdictions may have additional rules and regulations. Additional recommendations are provided by the American Academy of Pediatrics.
15. What if I must temporarily lower my mask for any reason?

Lowering a mask (i.e., such that it does not fully cover the wearer’s nose and mouth) for any reason increases risk of infection and potentially exposes other persons to COVID-19. If it must be done, it should be done for brief periods of time, away from other people, and preferably outdoors if possible.

16. What should I do if my mask feels wet or gets saturated with sweat?

Any face mask that feels wet or becomes saturated with sweat should be changed immediately.

17. Does the K-12 Guidance on School-Based Extracurricular Activities apply to non-school activities?

For sports and recreation activities that are not operated or supervised by schools, or do not occur on a school site, the following continue to apply:

- CDPH Guidance if you have COVID-19 symptoms
- CDPH Self-Isolation Instructions
- CDPH Face Mask Guidance
- CDPH Guidance on Vaccine Records
- CDPH Guidance on Ventilation

Additional Questions

18. What should be done to protect our school community from COVID-19 when outdoor air quality is poor, such as during wildfires?

During periods of inclement weather, it may be challenging to implement certain ventilation strategies to protect against COVID-19. In these situations, schools are encouraged to work closely with their local health jurisdictions to determine best practices. Factors involved in decision-making may include access to alternate ventilation strategies such portable air cleaners and HVAC systems, face coverings with higher filtration (i.e., N95 or KN95 respirators), and alternative educational spaces. Local epidemiologic factors (i.e., vaccination coverage status, community case rates) should also be considered. More CDPH information about ventilation in schools is available here; more information about wildfire smoke considerations in schools is available here (Page 43). Additional state resources are available through the California Air Resources Board (CARB), Airnow, and the California Department of Education.

19. Under what circumstances should temporary school closure be considered due to excessive COVID-19 cases?

California is unequivocally committed to preserving the safety and success of in-person instruction at K-12 schools. A temporary school closure due to COVID-19 should be a last resort and considered only after all available resources have been exhausted in an attempt to preserve in-person education. In such a circumstance, continuity of
instruction for students will be critical. For information regarding provision of independent study, visit the CDE website.

Temporary school closures should be considered only after conferring with local health officials. There is no specific case threshold at which the State recommends an immediate temporary closure of a classroom or school. Instead, the process should be guided by local epidemiology, with particular attention paid to concern for in-school transmission. Operational factors may also be considered, including the ability to maintain sufficient teaching staff to provide in-person instruction.

Note that infections diagnosed in students and school staff are not necessarily the result of exposure at school, and COVID-19 transmission remains much more likely to occur among people living in the same household or participating in other non-school activities. Testing is strongly encouraged to assess the extent of cases among students and school staff. Local health officers are encouraged to contact the State should the need for testing resources exceed local supply, and for additional consultation to support decision-making processes.

20. Can K-12 schools host dances and large assemblies?

School dances, large assemblies, and other school-based crowded events have the potential to cause substantial spread of COVID-19 within and beyond the school community. Schools are encouraged to consult with local health officials before deciding to host such events, particularly in communities where COVID-19 remains highly prevalent and/or vaccination rates remain low. The following are additional considerations to optimize health and safety for all attendees:

- Host such events outdoors whenever possible.
- Separate the event into smaller cohorts (by grade, for example) whenever possible.
- Ensure all eligible attendees (students and adults) are fully vaccinated. Conduct pre-entry testing for all unvaccinated attendees at or just prior to the event.
- Plan in advance how to identify close contacts if it is later discovered that someone with COVID-19 attended the event. Consider requiring pre-registration with CA Notify and maintaining a log of all attendees (even those arriving pre-event) at the door/entrance to the event.
- Consider requiring the use of masks at the event, even if hosting outdoors.
- If food or drinks are to be served, serve them outdoors whenever possible and/or place them away from other areas to clearly designate spaces where masks must be worn.

Additional Questions

18. What should be done to protect our school community from COVID-19 when outdoor air quality is poor, such as during wildfires?

During periods of inclement weather, it may be challenging to implement certain ventilation strategies to protect against COVID-19. In these situations, schools are encouraged to work closely with their local health jurisdictions to determine best practices. Factors involved in decision-making may include access to alternate ventilation strategies such as portable air cleaners and HVAC systems, face coverings with higher filtration (i.e., N95 or KN95 respirators) and alternative educational spaces. Local epidemiological factors (i.e., vaccination coverage status, community case rates) should also be considered. More information about ventilation in schools is available here; more information about wildfire smoke considerations in schools is available here (P 43). Additional state resources are available through the California Air Resources Board (CARB), Airnow, and the California Department of Education.

19. Under what circumstances should temporary school closure be considered due to excessive COVID-19 cases?

California is unequivocally committed to preserving the safety and success of in-person instruction at K-12 schools. A temporary school closure due to COVID-19 should be a last resort and considered only after all available resources have been exhausted in an attempt to preserve in-person education. In such a circumstance, continuity of instruction for students will be critical. For information regarding provision of independent study, visit the CDE website. Temporary school closures should be considered only after conferring with local health officials. There is no specific case threshold at which the State recommends an immediate temporary closure of a classroom or school. Instead, the process should be guided by local epidemiology, with particular attention paid to concern for in-school transmission. Operational factors may also be considered, including the ability to maintain sufficient teaching staff to provide in-person instruction.
Note that infections diagnosed in students and school staff are not necessarily the result of exposure at school, and COVID-19 transmission remains more likely to occur among people living in the same household or participating in other non-school activities. Testing is strongly encouraged to assess extent of cases among students and school staff. Local health officers are encouraged to contact the State should the need for testing resources exceed supply, and for additional consultation to support decision-making process.

Originally published 7/29/2021
October 22, 2021

TO: All Californians

SUBJECT: Guidance on Isolation and Quarantine for COVID-19 Contact Tracing

Related Materials: Self-Isolation Instructions for Individuals with COVID-19 | Self-Quarantine Instructions for Individuals Exposed to COVID-19 | More Home & Community Guidance | All Guidance

Updates as of October 22, 2021:

- Aligned with the CDC update on testing for exposed fully vaccinated, asymptomatic people

Currently authorized vaccines in the United States are highly effective at protecting vaccinated people against symptomatic and severe COVID-19 and a growing body of evidence suggests that fully vaccinated people are less likely to become infected and potentially less likely to transmit SARS-CoV-2 to others. How long vaccine protection lasts and how much vaccines protect against emerging SARS-CoV-2 variants are still under investigation. Until more is known and vaccination coverage increases, both unvaccinated and vaccinated individuals should remain vigilant in reducing their risk for COVID-19 exposure and infection.

With the emergence of the more contagious Delta variant in California which now accounts for over 80% of cases sequenced, cases and hospitalizations of COVID-19 are rising throughout the state, especially amongst those that remain unvaccinated.

To protect all Californians, we need to control the spread of COVID-19 in our homes, workplaces and communities. In order to detect infections early and limit transmission of the disease, public health officials across the state have undertaken a multi-pronged approach, which includes encouraging vaccination, offering testing, promoting public health practices like mask wearing, and continuing robust case investigation and contact tracing, with effective isolation and quarantine of those infected with or exposed to COVID-19.

California Connected, the state’s contact tracing public awareness campaign, was designed to promote contact tracing by highlighting our collective social responsibility to respond to this call to action. The contact tracing program built a contact tracing workforce to augment local health jurisdiction staffing resources. These public health workers connect with persons who test positive for COVID-19 and work with them and people they have been in close contact with, to ensure they have access to confidential testing, as well as medical care and other services to help prevent the spread of the virus.
This guidance provides a framework for local health jurisdictions and the contact tracing workforce related to both isolation and quarantine.

In the workplace, employers are subject to the Cal/OSHA COVID-19 Prevention Emergency Temporary Standards (ETS) or in some workplaces the Cal/OSHA Aerosol Transmissible Diseases (ATD) Standard. Employers must establish and implement an effective COVID-19 Prevention Program and ensure that employees follow the Cal/OSHA requirements. Facilities should follow the CDPH and Local Health Jurisdiction recommendations where they exceed the Cal/OSHA standards.

Isolation and Quarantine

Isolation: separates those infected with a contagious disease from people who are not infected.

Quarantine: restricts the movement of persons who were exposed to a contagious disease in case they become infected.

Isolation and quarantine are proven public health interventions fundamental to reducing COVID-19 transmission. Adequate isolation and quarantine processes should be in place to respond to any increase in cases we might see with modification of local and statewide restrictions.

Isolation and quarantine can create substantial hardships. Those under isolation or quarantine orders should be treated with respect, fairness and compassion; and their dignity and privacy should be protected. Federal and state resources made available to local health jurisdictions should be considered to support people who are not able to isolate or quarantine in accordance with this guidance.

All instructions provided by the local public health jurisdiction to persons who are being asked to isolate or quarantine should be provided in their primary language and be culturally appropriate. Additionally, local health jurisdictions should ensure that instructions for persons with disabilities, including those with access and functional needs, are provided.

Discrimination and Stigma

California has a diverse population with no single racial or ethnic group constituting a majority of the population. These populations also include members of tribal nations, immigrants and refugees. Some groups may be at higher risk for COVID-19 or worse health outcomes due to a number of reasons including living conditions, work circumstances, underlying health conditions, and limited access to care. It is important that case investigation and contact tracing interviews are conducted in a culturally appropriate manner, which includes meaningfully engaging community representatives from affected communities, collaborating with community-serving organizations, respecting the cultural practices in the community, and taking into consideration the social, economic and immigration contexts in which these communities live and work. Local health jurisdictions should be mindful of discrimination not only based on race, but also based on disability.

To help build trust, jurisdictions should employ public health staff who are fluent in the preferred language of the affected community. When that is not possible, interpreters and translations should be provided for persons who have limited English proficiency. Core demographic variables should be included in case investigation and contact tracing forms, including detailed race and ethnicity, as well as preferred language.

Finally, given that diverse populations experience discrimination and stigma, it is important to ensure the privacy and confidentiality of data collected and to ensure that participants are aware of these safeguards. Every person in California, regardless of immigration status, is protected from discrimination and harassment in employment, housing, business establishments, and state-funded programs based upon their race, national origin, and ancestry, among other protected characteristics.
Duration of Isolation

The California Department of Public Health (CDPH) recommends a symptom-based strategy for determining the duration of isolation for people with COVID-19 who are symptomatic, meaning they have symptoms of the disease, as described in guidance from the Centers for Disease Control and Prevention (CDC). Under this recommendation, persons with COVID-19 who have symptoms and were instructed to care for themselves at home may discontinue self-isolation under the following conditions:

- At least 10 days have passed since symptom onset; **AND**
- At least 24 hours have passed since resolution of fever without the use of fever-reducing medications; **AND**
- Other symptoms have improved

This symptoms-based strategy will prevent most, but not all, instances of secondary transmission. Increasing evidence suggests people with mild to moderate COVID-19 remain infectious no longer than 10 days after symptom onset. However, some hospitalized patients with **severe to critical illness** or who are **severely immunocompromised** may require isolation for up to 20 days. Consider consulting with local infection control experts when making decisions about discontinuing isolation of persons who are likely to remain infectious longer than 10 days.

For persons with COVID-19 who are **asymptomatic**, meaning they have NOT had any symptoms, CDPH recommends that these persons be instructed to care for themselves at home. Under this recommendation, they may discontinue self-isolation under the following conditions:

- At least 10 days have passed since the date of the first positive COVID-19 diagnostic (federally approved Emergency Use Authorized molecular assay) test. If they develop symptoms, then the strategies for discontinuing self-isolation for symptomatic persons (see above) should be used.

Duration of Quarantine for Unvaccinated Persons

For most unvaccinated persons who have had close contact (within 6 feet for a cumulative total of 15 minutes or more over a 24-hour period) with someone with suspected or confirmed COVID-19, CDPH recommends the exposed person get tested and self-quarantine at home. If unvaccinated, household members and intimate partners of COVID-19 positive persons should also self-quarantine, as well as those who had unprotected contact with an infected person’s body fluids and/or secretions, such as being coughed or sneezed on, sharing cups or utensils, or providing care without wearing appropriate protective equipment (mask and gloves).

CDPH supports CDC’s two options for shortening the recommended 14-day quarantine duration, **but quarantine should not be discontinued earlier than after Day 7** following last known exposure. Under this recommendation, close contacts who remain asymptomatic, meaning they have NOT had any symptoms, may discontinue self-quarantine under the following conditions:

- Quarantine can end after Day 10 from the date of last exposure without testing; **OR**
- Quarantine can end after Day 7 if a diagnostic specimen is collected on Day 5 or later from the date of last exposure and tests negative.

To discontinue quarantine before 14 days following last known exposure, asymptomatic close contacts should:

- Continue daily self-monitoring for symptoms through Day 14 from last known exposure; **AND**
- Follow all recommended non-pharmaceutical interventions (e.g., wearing a mask when around others, hand washing, avoiding crowds, and staying at least 6 feet from others) through Day 14 from last known exposure.

If any symptoms develop during this 14-day period, the exposed person should immediately self-isolate, get tested and contact their healthcare provider with any questions regarding their care.
Local health jurisdictions may be more restrictive in allowing the above options for shortened quarantine, based on local circumstances, resources, and exposure settings.

For quarantine considerations in a K-12 schools setting, see CDPH K-12 Schools Reopening Guidance and CDPH K-12 testing strategies which address students staying in school in a modified quarantine under certain circumstances.

**Duration of Quarantine for Vaccinated or Previously Infected Persons**

Under CDPH’s recommendations, the exposed person does not have to quarantine if they were fully vaccinated[2],[3] before the exposure AND they have not developed any symptoms since their exposure to someone with COVID-19. Similarly, if an exposed person tested positive for COVID-19 before their new, recent exposure and it has been less than 3 months since they started having symptoms from that previous infection (or since their first positive COVID-19 test if asymptomatic), they do not need to quarantine, as long as they have not had any new symptoms since their recent exposure to someone with COVID-19.

All exposed persons, even those who were fully vaccinated or previously infected and do not have to self-quarantine, should self-monitor for COVID-19 symptoms and strictly adhere to all recommended non-pharmaceutical interventions (e.g., wearing a mask, maintaining a distance of at least 6 feet from non-household members, frequently performing hand hygiene, avoiding crowds and poorly ventilated indoor spaces) for 14 days following the last date of exposure. If any exposed person develops symptoms during this 14-day period, that person should immediately self-isolate, get tested, and contact their healthcare provider with any questions regarding their care. Fully vaccinated close contacts who remain asymptomatic and do not need to quarantine should get tested 5–7 days after exposure. If they test positive, they should immediately self-isolate and contact their healthcare provider with any questions regarding their care; if they test negative, they should continue monitoring symptoms and following recommended non-pharmaceutical interventions, including masking in public indoor settings, for 14 days. In order to protect household members, exposed close contacts who do not have to quarantine due to being fully vaccinated or previously infected should consider masking in the home during this time, especially if they are immunocompromised or around persons who are immunocompromised, not fully vaccinated, or at increased risk of severe disease.

**Isolation and Quarantine in Healthcare Settings**

Healthcare workers and employees in healthcare settings who were not fully vaccinated or were not previously infected within the last 3 months prior to current exposure should follow isolation and quarantine guidelines that include special consideration for these groups and addresses strategies to mitigate critical staffing shortages. Fully vaccinated and previously infected employees in healthcare settings should also consult with their employers regarding the State Public Health Order and State and Local Health Department guidance for COVID-19 testing, quarantine, and work restriction policies. Fully vaccinated and previously infected inpatients and residents in SNFs and other healthcare settings should continue to quarantine following close contact with an infected person.

**Isolation and Quarantine at Home (Self-Isolation and Self-Quarantine)**

The following are general steps for people suspected or confirmed to have COVID-19 who need to self-isolate and for their exposed close contacts who need to self-quarantine, to prevent spread to others in homes and communities. These steps should be conveyed via simple verbal and written instructions in the person’s primary language:

- Stay at home except to get medical care.
• Separate yourself from other people in your home
• Wear a mask over your nose and mouth when around others
• Avoid sharing rooms/spaces with others or if not possible, open windows to outdoor air (if safe to do so) to improve ventilation or use air filters and exhaust fans.
• Avoid using the same bathroom as others; if not possible, clean and disinfect after use.
• Cover your coughs and sneezes.
• Wash your hands often with soap and water for at least 20 seconds, or if you can't wash your hands, use hand sanitizer with at least 60% alcohol.
• Clean or disinfect "high-touch" surfaces.
• Monitor your symptoms.
• If you have symptoms or are sick, you should stay away from others even if they have some protection by having been previously infected in the past 3 months or by being fully vaccinated.

The self-isolation of persons who are infectious or persons who have tested positive for COVID-19 and the self-quarantine of their exposed close contacts can be at home, provided the following conditions are in place.

What setup is needed if separation from others is necessary:
• A separate bedroom. If a bedroom is shared with someone who is sick, consider advising the following:
  ○ Make sure the room has good air flow and follow CDPH Guidance for Ventilation, Filtration, and Air Quality in Indoor Environments.
  ○ Maintain at least 6 feet between beds if possible.
  ○ Sleep head to toe.
  ○ Put a curtain around or place other physical divider (e.g., shower curtain, room screen divider, large cardboard poster board, quilt, or large bedspread) to separate the ill person's bed.
• A separate bathroom or one that can be disinfected after use.

What equipment is needed:
• A mask should be worn by the infected or exposed person when around others and when healthcare or home care workers enter the home.
• Gloves for any caregivers when touching or in contact with the person's potentially infectious secretions.
• Appropriate cleaning supplies for cleaning and disinfecting commonly touched surfaces and items.
• A thermometer for tracking occurrence and resolution of fever.

Access to necessary services:
• Clinical care and clinical advice by telephone or telehealth.
• Plan for transportation for care if needed.
• Food, medications, laundry, and garbage removal.

Self-Isolation: The majority of people with COVID-19 have mild to moderate symptoms, do not require hospitalization, and can self-isolate at home by wearing a mask around and separating from household members. However, the ability to prevent transmission in a residential setting is an important consideration. The federal Centers for Disease Control and Prevention (CDC) has guidance for both patients and their caregivers to help protect themselves and others in their home and community.

Considerations for the suitability of care at home include whether:
• The person is stable enough to be home.
• If needed, appropriate and competent caregivers are available at home.
• The person and other household members have access to appropriate, recommended personal protective equipment (PPE; at a minimum, mask and gloves) and can adhere to precautions recommended as part of home care or self-isolation (e.g., respiratory hygiene and cough etiquette, hand hygiene).
In addition, both the person and caregiver should be informed and understand the clear indications for when they should seek clinical care. Although mild illness typically can be self-managed or managed with outpatient or telemedicine visits, illness may quickly worsen days after the initial onset of symptoms.

**Out-of-hospital monitoring** by healthcare systems or public health can be considered, especially for those at higher risk. This may consist of oxygen saturation measurement or other assessments. Persons in isolation can be contacted regularly during isolation to assess for clinical worsening and other needs. Frequency and mode of communication should be customized based on risk for complications and difficulty accessing care.

**Self-Quarantine**: Persons in **self-quarantine** need to mask and separate from household members, especially those who are not fully vaccinated or have not had COVID-19 in the last 3 months. The quarantined person should avoid contact with persons at higher risk for severe illness, even if they are fully vaccinated, and should wear a mask when persons from outside the household enter the home.

Persons in quarantine at home or in an alternate site should **self-monitor for symptoms** (check temperature twice a day and watch for fever, cough, shortness of breath, or any other **symptoms that can be attributed to COVID-19**) for a full 14 days following last date of exposure, even if they complete self-quarantine earlier. If symptoms develop, persons in self-quarantine should immediately separate from and wear a mask around others (i.e., self-isolate), get tested, and contact their healthcare provider with any questions regarding their care.

**When to Seek Care**

Persons in self-isolation or self-quarantine should seek medical assistance:

- If new symptoms develop or their symptoms worsen.
- If the infected or exposed person is going to a medical office, emergency room, or urgent care center, the facility should be notified ahead of time that the person is infected with or has been exposed to COVID-19; the person should wear a mask for the clinical visit.
- Any one of the following emergency warning signs signal a need to call 911 and get medical attention immediately:
  - Trouble breathing.
  - Bluish lips or face.
  - Persistent pain or pressure in the chest.
  - New confusion or inability to arouse.
  - New numbness or tingling in the extremities.
  - Other serious symptoms

**Legal Authority for Isolation and Quarantine**

California local public health officers have legal authority to order isolation and quarantine. Local health jurisdictions may vary in their approach and should consult with legal counsel on jurisdiction-specific laws and orders. Some have issued blanket isolation and quarantine orders for anyone diagnosed with COVID-19 or identified as a close contact to an infected person. Others have issued orders to persons immediately whereas others seek voluntary cooperation without a legal order initially.

**Alternate Sites for Isolation and Quarantine**

Local health jurisdictions should work with other local partners across all sectors to assess **alternate places for isolation and quarantine** for persons who are **unhoused** or who are unable to appropriately or safely self-isolate or self-quarantine at home. Alternate sites could include hotels, college dormitories, or other places, such as
converted public spaces. Additionally, local public health jurisdictions are encouraged to partner with community organizations to leverage existing resources to provide supportive and culturally appropriate services to persons who are self-isolating and self-quarantining.

[1] See the Dymally-Alatorre Bilingual Services Act for more information on communication requirements with persons who need language translation assistance.

[2] For the purposes of this guidance, people are considered fully vaccinated for COVID-19: two weeks or more after they have received the second dose in a 2-dose series (Pfizer-BioNTech or Moderna), or two weeks or more after they have received a single-dose vaccine (Johnson and Johnson [J&J]/Janssen).

[3] This guidance applies to COVID-19 vaccines currently authorized for emergency use:

- By the US Food and Drug Administration (FDA), as listed at the FDA COVID-19 Vaccines webpage.
- By the World Health Organization (WHO), as listed at the WHO COVID-19 Vaccines webpage.

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California Department of Public Health
PO Box, 997377, MS 0500, Sacramento, CA 95899-7377
Department Website (cdph.ca.gov)
On July 12, 2021, the California Department of Public Health (CDPH) published its updated guidance for K-12 schools for the 2021-2022 school year. The foundational principle of this guidance is that all students must have access to safe and full in-person instruction and to as much instructional time as possible. This plan is based on current guidance as of 2:00 pm on November 3, 2021, and is subject to change based on additional guidance issued by CDPH after this date and time.

The surest path to safe and full in-person instruction at the outset of the school year, as well as minimizing missed school days in an ongoing basis, is a strong emphasis on the following: vaccination for all eligible individuals to get COVID-19 rates down throughout the community; universal masking in schools, which enables no minimum physical distancing, allowing all students access to full in-person learning, and more targeted quarantine practices, keeping students in school; and access to a robust COVID-19 testing program as an available additional safety layer. Recent evidence indicates that in-person instruction can occur safely without minimum physical distancing requirements when other mitigation strategies (e.g., masking) are fully implemented. This is consistent with the Centers for Disease Control (CDC) K-12 School Guidance.

Masks are one of the most effective and simplest safety mitigation layers to prevent in-school transmission of COVID-19 infections and to support full time in-person instruction in K-12 schools. COVID-19 is transmitted primarily by aerosols (airborne transmission), and less frequently by droplets. Physical distancing is generally used to reduce only droplet transmission, whereas masks are one of the most effective measures for source control of both aerosols and droplets. Therefore, masks best promote both safety and in-person learning by reducing the need for physical distancing. Additionally, under the new guidance from the CDC, universal masking also permits modified quarantine practices under certain conditions in K-12 settings, further promoting more instructional time for students.
CDPH will continue to assess conditions on an ongoing basis, and will determine **no later than November 1, 2021**, whether to update mask requirements or recommendations. Indicators, conditions, and science review will include vaccination coverage status, consideration of whether vaccines are available for children under 12, community case and hospitalization rates, outbreaks, and ongoing vaccine effectiveness against circulating variants of COVID, in alignment with the CDC-recommended indicators to guide K-12 school operations.

On October 21, 2021, a joint statement issued by California Health and Human Services Agency Secretary Dr. Mark Ghaly, and California Department of Public Health Director and State Public Health Officer Dr. Tomás Aragón, reaffirmed the state’s approach to preventing COVID-19 in schools and protecting our students’ health – **continuing the state’s successful masking requirements in K-12 settings**. “Due to these considerations, California is reaffirming its current approach to COVID-19 prevention and containment in schools and will continue to maintain the universal indoor mask mandate in K-12 schools and will continue to monitor conditions through the winter.”

This guidance is designed to enable all schools to offer and provide full in-person instruction to all students safely, consistent with the current scientific evidence about COVID-19, even if pandemic dynamics shift throughout the school year, affected by vaccination rates and the potential emergence of viral variants.

This guidance includes mandatory requirements, in addition to recommendations and resources to inform decision-making. Stricter guidance may be issued by local public health officials or other authorities.


**Safety Measures for California’s K-12 Schools**

1. **Masks**
   a. Masks are optional outdoors for all students and staff in K-12 school settings. Because of this, teachers are encouraged to find an outdoor space to conduct class as much as possible to minimize the amount of time masks are required.
   b. K-12 students are required to mask indoors, with limited exemptions per **CDPH face mask guidance**. Adults in K-12 school settings are required to mask when sharing indoor spaces with students.
c. Persons exempted from wearing a face covering due to a medical condition, must wear a non-restrictive alternative, such as a face shield with a drape on the bottom edge, as long as their condition permits it.
d. Schools must develop and implement local protocols to provide a face covering to students who inadvertently fail to bring a face covering to school to prevent unnecessary exclusions.
e. Consistent with guidance from the 2020-21 school year, schools must develop and implement local protocols to enforce the mask requirements. Additionally, schools should offer alternative educational opportunities for students who are excluded from campus because they will not wear a face covering, including independent study.
f. In limited situations where a face covering cannot be used for pedagogical or developmental reasons, (e.g., communicating or assisting young children or those with special needs) a face shield with a drape (per CDPH guidelines) can be used instead of a face covering while in the classroom as long as the wearer maintains physical distance from others. Staff must return to wearing a face covering outside of the classroom.

For students who are not exempt from wearing a face covering per the CDPH Face Coverings Guidance updated August 2, 2021 section titled, “Safety Measures for K-12 Schools – Item #1: Masks”, the following enforcement process will apply:

- Students will be redirected by staff any time a mask is not worn, or not worn properly, while indoors on school property.
- Students refusing to wear a mask after being redirected by a staff member to do so, or after being provided a mask by a staff member, will be referred to the office for consultation. A staff member will meet with the student and review all CDPH guidelines and emphasize proper mask wearing requirements.
- If a student continues to not follow redirection after meeting with school staff, a meeting with the principal, parent and student will be scheduled immediately.
- Students continuing to refuse to wear a mask after the parent conference will have the following options - Option 1: Go through the Mask Exemption Process if applicable, or Option 2: Enroll in the district’s Independent Study/Virtual Learning program option (see details below).

<table>
<thead>
<tr>
<th>Option 1:</th>
<th>Option 2:</th>
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<tbody>
<tr>
<td><strong>Mask Exemption Process per CDPH Guidance for K-12 Schools- Safety Measures- Masks</strong></td>
<td><strong>Enroll in the district’s Independent Study/Virtual Learning program</strong></td>
</tr>
<tr>
<td>● Certain students with mental health or medical conditions, and disabilities may be exempt from the mask requirement.</td>
<td>● Contact school site administration for enrollment:  ○ TK-6 - John Hawley at Pine Grove Virtual Academy; 296-2800 or <a href="mailto:jhawley@acusd.org">jhawley@acusd.org</a>  ○ 7-12 - Kelly Hunkins at North Star Academy; 257-5100 or <a href="mailto:khunkins@acusd.org">khunkins@acusd.org</a></td>
</tr>
<tr>
<td>● Parent obtains the Student Mask Exemption Request Form to begin the process for mask exemption while at school.</td>
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<tr>
<td>● Parent takes form to student’s licensed physician to complete.</td>
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<tr>
<td>● Per CDPH guidance on August 6, 2021, a licensed physician must provide authorization in order for a student to have an approved mask exemption.</td>
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</tbody>
</table>
- Until the request form process is fully approved and completed, students attending in person learning will be required to wear a face covering, or parents have the option to have their child(ren) attend the Independent Study/Virtual Learning program option while going through the mask exemption process.
- The Mask Exemption Process will be as follows:
  - Parents will request the COVID-19 Student Mask Exemption Form from their school site office.
  - Once a parent provides a completed Student Mask Exemption Request Form from a licensed physician, the parent will bring the form to school site for processing. Exemption exists if a licensed physician determines one of the following is met:
    - The student is under the age of 2
    - The student has a medical condition
    - The student has a mental health condition
    - The student has a communication disability
    - The student’s learning is inhibited because they are hearing impaired
  - If the student is found to be exempt from wearing a face covering, it will be determined if an alternative face covering (such as a face shield with a drape) can be used by the student.
  - Once the process has been completed, the approved COVID-19 Student Mask Exemption Form will be provided to the teacher(s) of record for the student and the school administrator for that student.
The term “close contact” in this document means the following: within 6’ for 15 cumulative minutes or more, in a 24 hour period while indoors.
If there is an exposure in the classroom the following must occur per CDPH and ACPH:

- Any student not wearing a mask, who was a close contact with an individual who was also not wearing a mask and has a positive COVID-19 test must:
  - Not attend in-person instruction and quarantine for all extra-curricular activities at school, including sports, and activities within the community setting
  - Remain in quarantine until after day 10 from the date of last exposure without testing, OR
  - Remain in quarantine until after day 7 if a COVID-19 test is completed on or after day 5 from the date of last exposure, and tests negative.

- Any student not wearing a mask, who was a close contact with an individual who was wearing a mask and has a positive COVID-19 test must:
  - Not attend in-person instruction and quarantine for all extra-curricular activities at school, including sports, and activities within the community setting
  - Remain in quarantine until after day 10 from the date of last exposure without testing, OR
  - Remain in quarantine until after day 7 if a COVID-19 test is completed on or after day 5 from the date of last exposure, and tests negative.

- Any student wearing a mask, who was a close contact with an individual who was not wearing a mask and has a positive COVID-19 test must:
  - Not attend in-person instruction and quarantine for all extra-curricular activities at school, including sports, and activities within the community setting
  - Remain in quarantine until after day 10 from the date of last exposure without testing, OR
  - Remain in quarantine until after day 7 if a COVID-19 test is completed on or after day 5 from the date of last exposure, and tests negative.

- Any student wearing a mask, who was a close contact with an individual who was also wearing a mask and has a positive COVID-19 test may continue to attend school for in person instruction if they:
  - Are asymptomatic
  - Continue to appropriately mask as required
  - Undergo at least twice a week testing during the 10 day modified quarantine
  - Full quarantine applies for all extra-curricular activities at school, including sports, and activities within the community setting
  - Remain in modified quarantine until after day 10 from the date of last exposure without testing, OR
  - Remain in modified quarantine until after day 7 if a COVID-19 test is completed on or after day 5 from the date of last exposure, and tests negative.

- Any staff member wearing a mask, who was a close contact with a student who was not wearing a mask and has a positive COVID-19 test may discontinue quarantine:
  - After day 10 from the date of last exposure without testing,
  - Continue to quarantine for all extra-curricular activities at school, including sports, and activities within the community setting

- Any student or staff member who is within 90 days of a prior COVID positive test result does not need to quarantine after a repeat exposure to COVID within that time frame. They also are not advised to get re-tested UNLESS they develop symptoms after that known exposure.

- Any student or staff member who is a close contact and is fully vaccinated as verified by the district can:
  - Refrain from quarantine, wear a mask, and get tested 3-5 days following a known exposure, even if they remain asymptomatic
  - Students and parents must screen for symptoms each morning prior to arriving on campus, and stay home if symptoms are present
2. Physical Distancing
   a. Recent evidence indicates that in-person instruction can occur safely without minimum physical distancing requirements when other mitigation strategies (e.g., masking) are implemented. This is consistent with CDC K-12 School Guidance.

3. Health Screening:
   a. Passive (Self) Screening: Staff and students must self-screen for symptoms at home daily. This is called passive screening. If a person is sick or exhibits symptoms of COVID-19, they may not come to school and will follow Stay at Home and Return to School Requirements. Signs of illness include fever or chills (100.4 degrees or higher), cough, shortness of breath or difficulty breathing, fatigue, muscle or body aches, headache, new loss of taste or smell, sore throat, congestion or runny nose, nausea or vomiting, and diarrhea per CDC guidelines.

4. Ventilation Recommendations
   a. For indoor spaces, ventilation should be optimized, which can be done by following CDPH Guidance on Ventilation of Indoor Environments and Ventilation and Filtration to Reduce Long-Range Airborne Transmission of COVID-19 and Other Respiratory Infections: Considerations for Reopened Schools.

5. Recommendations for staying home when sick and getting tested:
   a. Follow the strategy for Staying Home when Sick and Getting Tested from the CDC.
   b. Getting tested for COVID-19 when symptoms are consistent with COVID-19 will help with rapid contact tracing and prevent possible spread at schools.
   c. Advise staff members and students with symptoms of COVID-19 infection not to return for in-person instruction until they have met CDPH criteria to return to school for those with symptoms:
      i. At least 24 hours have passed since resolution of fever without the use of fever reducing medications; and
      ii. Other symptoms have improved; and
      iii. They have a negative test for COVID-19, OR a healthcare provider has provided documentation that the symptoms are typical of their underlying chronic condition (e.g., allergies or asthma) OR a healthcare provider has confirmed an alternative named diagnosis, OR at least 10 days have passed since symptom onset.

6. Screening testing recommendations:
   a. A robust testing program is one key strategy to allow schools to continue to remain open. Testing can modify quarantine as allowed under the K-12 School Guidance, and it also supports minimizing missed school days. As of August 5, 2021, testing is available for employees at Pine Grove Elementary School and Ione Junior High School, and for students and employees at
Amador High School and Argonaut High School. Our goal is to have testing available for students and staff at all school campuses soon after the start of the 2021-2022 school year. As of October 18, 2021, testing is available at all school sites, free of charge for all students, employees, volunteers, and in certain cases, family members.

7. Case reporting, contact tracing and investigation
   a. Per AB 86 (2021) and California Code Title 17, section 2500, schools are required to report COVID-19 cases to the local public health department.
   b. Each school should have a COVID-19 liaison to assist the local health department with contact tracing and investigation. The LEA should also have a lead liaison.

8. Quarantine recommendations for vaccinated close contacts
   a. For the purposes of this guidance, people are considered fully vaccinated: two weeks or more after they have received the second dose in a 2-dose series (Pfizer or Moderna), or two weeks or more after they have received a single-dose vaccine (Johnson and Johnson [J&J]/Janssen).
   b. Close contacts who are fully vaccinated can:
      i. Refrain from quarantine and testing following a known exposure as long as they remain asymptomatic.
      ii. Following a known exposure at work, fully vaccinated workers do not need to quarantine if asymptomatic.

9. Quarantine recommendations for unvaccinated students for exposures when both parties were wearing a mask, as required in K-12 indoor settings. These are adapted from the CDC K-12 guidance and CDC definition of a close contact.
   a. When both parties were wearing a mask in the indoor classroom setting, unvaccinated students who are close contacts (more than 15 minutes over a 24-hour period within 0-6 feet indoors) may undergo a modified 10-day quarantine as follows. They may continue to attend school for in-person instruction if they:
      i. Are asymptomatic;
      ii. Continue to appropriately mask, as required;
      iii. Undergo at least twice weekly testing during the 10-day quarantine; and
      iv. Continue to quarantine for all extracurricular activities at school, including sports, and activities within the community setting.

10. Quarantine recommendations for: unvaccinated close contacts who were not wearing masks or for whom the infected individual was not wearing a mask during the indoor exposure; or unvaccinated students as described in #9 above.
a. For these contacts, those who remain asymptomatic, meaning they have NOT had any symptoms, may discontinue self-quarantine under the following conditions:
   i. Quarantine can end after Day 10 from the date of last exposure without testing; OR
   ii. Quarantine can end after Day 7 if a diagnostic specimen is collected on or after Day 5 from the date of last exposure and tests negative.

b. To discontinue quarantine before 14 days following last known exposure, asymptomatic close contacts must:
   i. Continue daily self-monitoring for symptoms through Day 14 from last known exposure; AND
   ii. Follow all recommended non-pharmaceutical interventions (e.g., wearing a mask when around others, hand washing, avoiding crowds) through Day 14 from last known exposure.

c. If any symptoms develop during this 14-day period, the exposed person must immediately isolate, get tested, and contact their healthcare provider with any questions regarding their care.

**See appendix A for a flow chart about when students and staff must quarantine.

11. Quarantine and testing Recommendations for individuals who have tested positive for COVID in the last 90 days
   a. People who are within 90 days of their prior positive do not need to quarantine after a repeat exposure to COVID within that time frame, and are not advised to get re-tested UNLESS they develop symptoms after that known exposure.

12. Isolation recommendations
   a. Both vaccinated and unvaccinated people who test positive for COVID-19 should immediately self-isolate. In the event a student or staff member tests positive, the scenario 3 letter (confirmed COVID case) will be sent home to the families of impacted students. The scenario 2 (close contact), and scenario 4 (follow-up to scenario 2- close contact) letters are discontinued effective the 2021-2022 school year.
   b. Those who are **symptomatic** may discontinue self-isolation only under the following conditions:
      i. At least 10 days have passed since symptom onset; AND
      ii. At least 24 hours have passed since resolution of fever without the use of fever-reducing medications; AND
      iii. Other symptoms have improved
   c. People with COVID-19 who are **asymptomatic**, meaning that they have NOT had any symptoms, may discontinue isolation under the following conditions:
      i. At least 10 days have passed since the date of the first positive COVID-19 test.
      ii. If they develop symptoms, then the strategies for discontinuing isolation for symptomatic persons (see above) should be used.
13. Hand hygiene recommendations
   a. Teach and reinforce washing hands, avoiding contact with one's eyes, nose, and mouth, and covering coughs and sneezes among students and staff.
   b. Promote hand washing throughout the day, especially before and after eating, after using the toilet, and after handling garbage, or removing gloves.
   c. Ensure adequate supplies to support healthy hygiene behaviors, including soap, tissues, no-touch trashcans, face coverings, and hand sanitizers with at least 60 percent ethyl alcohol for staff and children who can safely use hand sanitizer.

14. Cleaning recommendations
   a. In general, cleaning once a day is usually enough to sufficiently remove potential virus that may be on surfaces. Disinfecting (using disinfectants on the U.S. Environmental Protection Agency COVID-19 list) removes any remaining germs on surfaces, which further reduces any risk of spreading infection.
   b. For more information on cleaning a facility regularly, when to clean more frequently or disinfect, cleaning a facility when someone is sick, safe storage of cleaning and disinfecting products, and considerations for protecting workers who clean facilities, see Cleaning and Disinfecting Your Facility.
   c. If a facility has had a sick person with COVID-19 within the last 24 hours, clean AND disinfect the spaces occupied by that person during that time.

15. Food service recommendations
   a. Maximize physical distance as much as possible while eating (especially indoors). Using additional spaces outside of the cafeteria for mealtime seating such as classrooms or the gymnasium can help facilitate distancing. Arrange for eating outdoors as much as feasible.
   b. Clean frequently touched surfaces. Surfaces that come in contact with food should be washed, rinsed, and sanitized before and after meals.
   c. Given very low risk of transmission from surfaces and shared objects, there is no need to limit food service approaches to single use items and packaged meals.

16. School Bus/Transportation
   a. All requirements apply to the school bus as well.
      i. All riders must wear a mask while riding the bus, unless exempted.
ii. Good ventilation with open/partially open windows is recommended.

iii. Buses should be cleaned daily and cleaned and disinfected after transporting any individual who is exhibiting symptoms of COVID-19.

17. Responding to students or staff exhibiting symptoms at school:

a. Individuals who have symptoms of illness must be immediately separated to prevent possible transmission of disease to others. Individuals who are sick should go home or to a healthcare facility depending on the severity of their symptoms. Sick students and sick staff must:
   i. Be quickly separated from other students/staff until picked up by parent/guardian
   ii. Maintain more than 6 feet of distance from others, preferably in a separate room that is well ventilated
   iii. Wear a disposable mask
   iv. Attending staff must use standard precautions when assisting a sick individual. For suspected COVID-19 this includes, disposable face mask, eye covering/face shield and gloves
   v. Call parent/guardian for immediate pick up
      1. If a parent/guardian cannot pick up students, consider procedures for arranging transportation to their home
      2. Provide parent/guardian or staff member with Stay at Home/When to Return to School instructions
   vi. Disinfect all surfaces after the student/staff leaves and before use by others
   vii. If COVID-19 is suspected, contact your school nurse or Human Resources. Follow Communicable Disease Response Protocols for notifying Human Resources for possible outbreaks of infectious disease

b. Collect and track illness-related absence information at the time of student or staff absence.
   i. Train attendance staff to support contract tracing as directed by the Amador County Health Department
   ii. School site staff responsible for entering attendance data into Aeries will also list reasons for illness, symptoms, and date of onset in the “Comments” section

c. Follow HIPAA confidentiality laws noting that communicable disease concerns are confidential, and all staff are expected to protect health information.

d. Contact the Human Resources Department

e. Designated Human Resources staff will report all COVID-19 diagnoses, as well as any unusually high number of illness-related student and staff absences, to Amador County Public Health. Amador County Public Health and ACUSD will coordinate response to COVID-19 cases within the confidentiality framework of HIPPA and FERPA. The Assistant Superintendent of Human Resources and Labor Relations will be the point of contact for all staff related cases and the Assistant Superintendent of Educational Services will be the point of contact for all student related cases.

f. Require students and staff to remain home per Stay at Home Requirements.
i. Stay home if experiencing the following symptoms of illness: fever or chills (100.4 degrees or higher), cough, shortness of breath or difficulty breathing, fatigue, muscle or body aches, headache, new loss of taste or smell, sore throat, congestion or runny nose, nausea or vomiting, or diarrhea. *Subject to change as revised by CDC.

ii. Stay home if advised to isolate or quarantine by your doctor or the health department due to COVID-19 precautions. Reasons may include:
   1. Recent contact with a person with COVID-19
   2. Recent diagnosis with COVID-19
   3. Recent travel from anywhere with widespread COVID transmission

iii. The COVID-19 Decision Tree for People in Schools, Youth, and Child Care Programs will be used to determine stay at home, isolation, or quarantine lengths on a case by case basis. Return to school or work when free of symptoms for 24 hours, and at least 10 days have passed from the start of symptoms or the date the positive test was collected, and/or after the ordered quarantine/isolation period has ended, as applicable.

   g. Additional activities may be required as advised by Human Resources following county health department orders.

   *See Appendix B for a flow chart of what to do if a student is sick.

18. Vaccination verification considerations
   a. To inform implementation of prevention strategies that vary by vaccination status (testing, contact tracing efforts, and quarantine and isolation practices), refer to the CDPH vaccine verification recommendations. Reasons for determining vaccination status include:
      i. Employees who are not fully vaccinated, or who decline to verify vaccine status, are required to continue to wear approved face coverings at work indoors, except when briefly eating or drinking or alone in a room or vehicle.
      ii. Fully vaccinated employees (2 weeks after your last COVID-19 vaccine) who are not working directly in contact with students and where no students are present, can choose to not wear face coverings while indoors at work. If an employee has been vaccinated against COVID-19 and wishes to remove their face covering, the District is required to document the employee’s COVID-19 vaccination status. Contact the Human Resources Office if you did not receive the vaccination verification form to complete.
      iii. Fully vaccinated students and staff do not need to quarantine in the event of an exposure, as long as they remain asymptomatic and follow all current CDPH/CDC recommendations as detailed on page 8.

   b. Options for Providing Proof of Vaccination:
      i. Covid-19 Vaccination Record Card (issued by the Department of Health and Human Services Centers for Disease Control & Prevention or WHO Yellow Card1) which includes name of person vaccinated, type of vaccine provided and date last dose administered); OR
ii. A photo of a vaccination card as a separate document; OR  
iii. A photo of the client's vaccine card stored on a phone or electronic device; OR  
iv. Documentation of vaccination from a healthcare provider; OR  
v. Digital record that includes a QR code that when scanned by a SMART Health Card reader displays to the reader client name, date of birth, vaccine dates and vaccine type. The QR code must also confirm the vaccine record as an official record of the state of California; OR  
vi. Documentation of vaccination from other contracted employers who follow these vaccination records guidelines and standards.

c. State Mandate for Employees to Provide Proof of Vaccination or Undergo Weekly COVID Testing  
i. The California Department of Public Health issued a state mandate on August 11, 2021 requiring that all unvaccinated employees or those that decline to state their vaccination status, must be tested for COVID-19 on a weekly basis. All organizations must be in compliance by October 15, 2021. All schools are set up to conduct the testing and will begin Monday, October 18 (the day we return from fall break). Read the full State Public Health Officer Order here.

19. COVID-19 Safety Planning Transparency Recommendations  
a. In order to build trust in the school community and support successful return to school, it is a best practice to provide transparency to the school community regarding the school’s safety plans. It is recommended that at a minimum all local educational agencies (LEAs) post a safety plan, communicating the safety measures in place for 2021-22, on the LEA’s website and at schools, and disseminate to families in advance of the start of the school year.

20. Guidance for Dances and Large Assemblies  
a. School dances, large assemblies, and other school-based crowded events have the potential to cause substantial spread of COVID-19 within and beyond the school community. Schools are encouraged to consult with local health officials before deciding to host such events, particularly in communities where COVID-19 remains highly prevalent and/or vaccination rates remain low. The following are additional considerations to optimize health and safety for all attendees:
  i. Host such events outdoors whenever possible.  
  ii. Separate the event into smaller cohorts (by grade, for example) whenever possible.  
  iii. Ensure all eligible attendees (students and adults) are fully vaccinated. Conduct pre-entry testing for all unvaccinated attendees at or just prior to the event.  
  iv. Plan in advance how to identify close contacts if it is later discovered that someone with COVID-19 attended the event. Consider requiring pre-registration with CA Notify and maintaining a log of all attendees (even those arriving pre-event) at the door/entrance to the event.
v. Consider requiring the use of masks at the event, even if hosting outdoors.
vi. If food or drinks are to be served, serve them outdoors whenever possible and/or place them away from other areas to clearly designate spaces where masks must be worn

Additional considerations or other populations

1. Disabilities or other health care needs recommendations
   a. When implementing this guidance, schools should carefully consider how to address the legal requirements related to provision of a free appropriate public education and requirements to reasonably accommodate disabilities, which continue to apply.
   b. Refer to the CDC K-12 guidance section on “Disabilities or other health care needs” for additional recommendations.

2. Visitor recommendations
   a. Schools should review their rules for visitors and family engagement activities.
   b. Schools should limit nonessential visitors, volunteers, and activities involving external groups or organizations with people who are not fully vaccinated, particularly in areas where there is moderate-to high COVID-19 community transmission.
   c. Schools should not limit access for direct service providers, but can ensure compliance with school visitor polices.
   d. For essential volunteers, the following requirements apply:
      i. Provide proof of full COVID-19 vaccination, or provide proof of a negative COVID-19 test that was done within 1 week of the volunteer event, or weekly tests for ongoing volunteers. Antigen rapid tests are available free of charge for volunteers at all school sites, and can even be given the day of volunteering.
      ii. Complete the assumption of risk form.
   e. Schools should continue to emphasize the importance of staying home when sick. Anyone, including visitors, who have symptoms of infectious illness, such as flu or COVID-19, should stay home and seek testing and care.

3. Additional information about how this guidance applies to other supervised settings for K-12 school-aged children and youth (including activities such as band, drama) is forthcoming. Childcare settings and providers remain subject to separate guidance.

Cal/OSHA Regulations for K-12 School Settings
Workplace safety practices are governed by Cal/OSHA. The following regulations adopted by Cal/OSHA on June 17, 2021 are specific to K-12 school settings, and were effective immediately:
● Any employees, working directly in contact with students and while students are present, must continue to wear face coverings at all times indoors while students are present, regardless of vaccination status.

● There are no face covering requirements outdoors regardless of vaccination status for adults and students (except in the event of a major workplace COVID-19 outbreak).

● All requirements for physical distancing and barriers have been removed, regardless of employee vaccination status (except in the event of a workplace COVID-19 outbreak).

● Fully vaccinated employees (2 weeks after your last COVID-19 vaccine) who are not working directly in contact with students and where no students are present, can choose to not wear face coverings while indoors at work. If an employee has been vaccinated against COVID-19 and wishes to remove their face covering, the District is required to document the employee’s COVID-19 vaccination status. Contact the Human Resources Office if you did not receive the vaccination verification form to complete.

● Employers must provide face coverings to any employee who requests one, regardless of vaccination status.

● Employers must provide unvaccinated employees with approved respirators, such as N-95 for voluntary use when working indoors or in a vehicle with others, upon request.

● The definition of a sufficient face covering at work now includes only a medical, surgical, or two-fabric layer mask, or N-95 respirator. Please refer to the CDPH “Get the Most Out of Masking” document. [https://www.cdph.ca.gov/Programs/CID/DCDC/Pages/COVID-19/Get-the-Most-out-of-Masking.aspx#](https://www.cdph.ca.gov/Programs/CID/DCDC/Pages/COVID-19/Get-the-Most-out-of-Masking.aspx#)

● Employees who are not fully vaccinated, or who decline to verify vaccine status, are required to continue to wear approved face coverings at work indoors, except when briefly eating or drinking or alone in a room or vehicle.

● Employers must notify employees of the benefits of the COVID-19 vaccine, including that the vaccine has been effective at preventing serious illness or death. Here is information on the COVID-19 Vaccine and the benefits of the vaccine.

● All visitors to any indoor District facility must wear face coverings while inside those facilities if they are not fully vaccinated against COVID-19, unless they meet one of the following:
  o They are under 2 years of age.
  o They have a medical condition, mental condition, or disability that prevents wearing a face covering.
  o They are hearing impaired or actively communicating with a person who is hearing impaired where the ability to see the mouth is essential for communication.

● Employers must evaluate whether it is necessary to implement physical distancing and barriers during an outbreak (3 or more cases in an exposed group of employees).

● Employers must implement physical distancing and barriers during a major outbreak (20 or more cases in an exposed group of employees).
● Employers must evaluate ventilation systems to maximize outdoor air and increase filtrations efficiency, and evaluate the use of additional air cleaning systems

For additional information on the revised CalOSHA regulations for the workplace, visit https://www.dir.ca.gov/dosh/coronavirus/Revisions-FAQ.html

This plan will be updated throughout the 2021-2022 school year, as needed, as the CDPH and/or Cal/OSHA guidance and regulations change.
CLOSE CONTACT QUARANTINE FLOW CHART
FOR SUPERVISED SCHOOL SETTINGS
2021-2022 COVID-19 PUBLIC HEALTH GUIDANCE FOR K-12 SCHOOLS IN CALIFORNIA

IS THE CLOSE CONTACT* A STUDENT OR EMPLOYEE?

**Appendix A

*Close contact is defined as within 6 feet for more than 15 minutes over a 24-hour period.

**Recommend PCR, antigen testing if PCR is not accessible

***2x weekly testing can be antigen test

SYMPTOMS: High Risk (need 1): fever/chills (100.4°F), difficulty breathing, loss of taste or smell, new or worsening cough. Lower Risk (need 2): sore throat, congestion/runny nose, headache, body aches, nausea/vomiting/diarrhea. If only one low risk symptom, follow school illness policy.

LAST REVISED: 7-30-2021
ORDER OF THE HEALTH OFFICER OF THE COUNTY OF AMADOR
MODIFYING PREVIOUS COVID-19 ORDERS REGARDING YOUTH
EXTRACURRICULAR ACTIVITIES AND YOUTH SPORTS

This Order supersedes any previous guidance or Order related to Youth Sports and Extracurricular Activities and is in addition to the recently updated CDPH K-12 guidance on September 1, 2021. This Order will remain in place until further noted and will be continuously reassessed and weighted against the community spread and prevalence of the COVID-19 virus.

WHEREAS, a declaration of emergency was issued by the Governor of the State of California on March 18, 2020, and local emergencies have been declared in Amador County in response to the virus COVID-19; and

WHEREAS, the CDC has recommended cancelling sports and extracurricular activities in communities with high transmission, but California and our foothill counties support the safe continuance of such activities; and

WHEREAS, Since mid-June 2021, the SARS-CoV-2 B.1.617.2 (Delta) variant has been circulating in Amador County. This variant is highly transmissible and requires multi-component prevention strategies to reduce spread. Amador County is seeing a concerning uptick in cases among children under the age of eighteen; and

WHEREAS, to protect the health and safety of students, athletes, coaches, staff and volunteers, this Order is being issued to ensure safety protocols are in place;

NOW, THEREFORE, under the authority of California Health and Safety Code sections 101040, 101085 and 120175 and Title 17 California Code of Regulations, Section 2501, the Amador County Health Officer HEREBY MAKES THE FOLLOWING ORDERS, which shall be applicable within the County of Amador:

General Provisions
This Order provides requirements and general public health recommendations for extracurricular and optional organized youth activities, including all types of programs that occur on school grounds (e.g., before or after school, on school campuses, public or private) or involve school students (regardless of the activity’s location) that are not part of a required educational curriculum.
a. In workplaces, employers are subject to the Cal/OSHA COVID-19 Emergency Temporary Standards (ETS) and should consult those regulations for additional applicable requirements.

b. Vaccination: COVID-19 vaccination is strongly recommended for all eligible people in California.

c. Extracurricular activities should take place outdoors and/or distanced when feasible.

d. Masks
   i. Due to increased exhalation that occurs during physical activity, some indoor sports can put players, coaches, trainers, and others at increased risk for getting and spreading COVID-19. Similar risks exist for other extracurricular activities, such as dance, choir, theater, and school clubs that meet indoors. Given this increased risk, masks are required indoors for all individuals in K-12 schools. This applies to all teachers, staff, students, game officials, and visitors to schools - regardless of vaccination status and for scenarios outlined below in item ii. Masks are not required when actively participating in sports or extracurricular activities when a mask cannot be worn.
   ii. Given the prevalence of COVID-19 in the community, for outdoor sports, all individuals regardless of vaccination status are required to wear a face mask during any event in which there is sustained contact of 3 feet or less for a duration of 15 minutes or more in a 24-hour period. Examples include: between practice drills, on the sidelines, arriving at or departing from the playing facility, in a locker room, while not on the playing field. CDPH K-12 Face Coverings guidance requires that all persons wear a face mask at all times while riding on shared transportation for school-related activities.
   iii. For band and music classes during school hours, refer to the most updated CDPH school guidance.

e. Screening testing of student participants
   i. In areas of high transmission, the CDC recommendation would be to cancel high risk sports and extracurricular activities.
   ii. For extracurricular activities where face coverings are not worn, perform the following testing procedures.
      1. In lieu of canceling, student participants in grades 6-12 must commence and continue twice weekly antigen testing or once weekly PCR testing, within 72 hours of competition, performance or event, regardless of age or vaccine status.
      2. Tests performed at home do not meet the screening testing requirements.
      3. Individuals who have had a positive COVID-19 test in the past 90 days are excluded from testing with documentation of positive test result.

f. Recommendations for staying home when sick and getting tested:
   i. Follow CDPH Guidance if you have COVID-19 symptoms.
   ii. Youth and adults with symptoms of COVID-19 infection should not return to play or attendance until they have met the following CDPH criteria:
1. At least 24 hours have passed since resolution of fever without the use of fever-reducing medications; and
2. Other symptoms have improved; and
3. They have a negative test for SARS-CoV-2, OR a healthcare provider has provided documentation that the symptoms are typical of their underlying chronic condition (e.g., allergies or asthma) OR a healthcare provider has confirmed an alternative named diagnosis (e.g., Streptococcal pharyngitis, Coxsackie virus), OR at least 10 days have passed since symptom onset.

   g. Follow CDPH Guidance on Isolation and Quarantine for COVID-19 Contact Tracing for adults who are symptomatic and/or exposed to a COVID-19 case.
   h. Follow CDPH Guidance for K-12 Schools for youth who are symptomatic and/or exposed to a COVID-19 case.
   i. Ventilation recommendations:
   
   ii. For indoor spaces, ventilation should be optimized, which can be done by following CDPH Guidance on Ventilation.
   
   j. Hand hygiene recommendations
   
   ii. Teach and reinforce washing hands, avoiding contact with one's eyes, nose, and mouth, and covering coughs and sneezes among students and staff.
   
   ii. Promote hand washing throughout the day, especially before and after eating, after using the toilet, and after handling garbage, or removing gloves.
   
   iii. Ensure adequate supplies to support healthy hygiene behaviors, including soap, tissues, no-touch trash cans, face coverings, and hand sanitizers with at least 60 percent ethyl alcohol for staff and children who can safely use hand sanitizer.
   
   k. Cleaning recommendations
   
   i. In general, cleaning once a day is usually enough to sufficiently remove potential virus that may be on surfaces. Disinfecting (using disinfectants on the U.S. Environmental Protection Agency COVID-19 list) removes any remaining germs on surfaces, which further reduces any risk of spreading infection.
   
   ii. For more information on cleaning a facility regularly, when to clean more frequently or disinfect, cleaning a facility when someone is sick, safe storage of cleaning and disinfecting products, and considerations for protecting workers who clean facilities, see Cleaning and Disinfecting Your Facility.
   
   iii. If a facility has had a sick person with COVID-19 within the last 24 hours, clean AND disinfect the spaces occupied by that person during that time.

   l. Vaccination verification considerations
   
   i. For guidance on vaccine verification, or for information on how to obtain a copy of your vaccine records, see CDPH Guidance on Vaccine Records.
1. This Order is made in accordance with all applicable State and Federal laws, including but not limited to: Health and Safety Code sections 101030, et seq.; Health and Safety Code sections 120100, et seq.; and Title 17 of the California Code of Regulations section 2501.

2. This Order is made because of the propensity of the virus to spread person-to-person.

3. Copies of this Order shall promptly be posted on the County of Amador’s website and provided to any member of the public requesting a copy of this Order.

Rita H. Kerr, MD
Health Officer

September 14, 2021

Date
14. 2. Public Hearing: Resolution ACUSD 21/22-010 - GANN Limit

Background Information
Amador County Unified School District must establish GANN Limit for the 2020-21 fiscal year and a projected GANN Limit for the 2021-22 fiscal year in accordance with the provisions of Article XIII-B and applicable statutory law.

Fiscal Implications
None

Recommendation
Superintendent Gibson recommends approval of Resolution ACUSD 21/22-010.

Presented by
Jared Critchfield, Assistant Superintendent, Business Services

Quick Summary / Abstract
Amador County Unified School District must establish GANN Limit for the 2020-21 fiscal year and a projected GANN Limit for the 2021-22 fiscal year in accordance with the provisions of Article XIII-B and applicable statutory law.
Background Information
Amador County Unified School District must establish GANN Limit for the 2020-21 fiscal year and a projected GANN Limit for the 2021-22 fiscal year in accordance with the provisions of Article XIII-B and applicable statutory law.

Fiscal Implications
None

Recommendation
Superintendent Gibson recommends approval of Resolution ACUSD 21/22-010.

Presented by
Jared Critchfield, Assistant Superintendent, Business Services

Supporting Documents
- It’s Time to Calculate Your Gann Limit _ SSC
- 2021 GANN RESOLUTION -ACUSD (3)

Quick Summary / Abstract
Amador County Unified School District must establish GANN Limit for the 2020-21 fiscal year and a projected GANN Limit for the 2021-22 fiscal year in accordance with the provisions of Article XIII-B and applicable statutory law.
Established in 1979 with the passage of Proposition 4, the Gann Limit is intended to constrain the growth in state and local government spending by linking year-to-year changes in expenditures to changes in inflation (represented by per capita personal income) and population (represented by the average daily attendance [ADA] for schools). While largely pro forma due to historically faster increases in the limits when compared to government expenses, there are new Gann Limit requirements that local educational agencies (LEAs) must comply with this year and in the future.

But let’s first start with the basics. Education Code Section (EC §) 1629 and EC § 42132 requires county boards of education and school district governing boards, respectively, to adopt—at a regular or special meeting—a resolution identifying the estimated appropriations limit for the current fiscal year and the actual appropriations limit for the preceding fiscal year. Counties must adopt this resolution by October 15, while school districts must do so by September 15.

The Gann Limit is calculated by multiplying the prior-year limit by the percentage change in ADA and per capita personal income. Through this calculation, the revenues of nearly every LEA is close to, if not exactly at its Gann Limit. If, however, an LEA should find itself over its Gann Limit for any reason, that LEA is required to increase its appropriations limit to the amount equal to its proceeds of taxes, which reduces the state’s Gann Limit by an equal dollar amount (see Government Code Section 7902.1).

The ability of LEAs to use the state’s appropriations limit when its revenues exceed its local Gann Limit has been a longstanding authority, but the inverse—the ability of the state to recoup unused local Gann Limit “room”—has not. Beginning in the 2021–22 fiscal year and each fiscal year thereafter, if an LEA’s Gann Limit exceeds its revenue from taxes (both local revenues and state aid), then the LEA must decrease its limit to equal its proceeds of taxes, which increases the state’s Gann Limit by an equal dollar amount.

Recent changes also include provisions to retroactively decrease local appropriations limits to equal LEAs’ proceeds of taxes for the 2019–20 and 2020–21 fiscal years. For these years, the California Department of Education notified affected LEAs on August 5, 2021, of decreases to their limits along with instructions about how to capture the decrease in the Standardized Account Code Structure (SACS) software. For more information about the changes to local Gann Limit requirements, including frequently asked questions, click here.
The SACS Form Gann has been updated to report and capture any increases or decreases in an LEA’s appropriations limit, including for county offices of education. The software includes the statewide factor for per capita personal income change, and once you have uploaded the data from your financial software and entered prior-year and current-year estimated ADA in SACS Form A, the SACS software will calculate the percentage change in ADA for you and use the combination of these factors to provide you with the change in your LEA’s Gann Limit.

The next step is to determine how much of your LEA’s local resources are subject to that limit. It is important to understand that not all revenue sources count against your LEA’s Gann Limit. Gann Limits only constrain the appropriations from state and local tax sources. Consequently, federal aid and nontaxable income—such as revenues from cafeteria sales, adult education fees, and foundations—is excluded. Once again, the SACS software does the hard work for you as the Form GANN within the SACS software is prepopulated based on the data imported from your financial software.

To summarize, the State Constitution requires school agencies to perform Gann Limit calculations, but it is also important for them to complete these calculations to identify how much state aid counts toward the school agency’s Gann Limit, so that the State of California knows how much state aid counts toward its own Gann Limit.

The SACS software and instructions for the 2021–22 fiscal year is available here.
WHEREAS, in November of 1979, the California electorate did adopt Proposition 4, commonly called the Gann Amendment, which added Article XIII-B to the California Constitution; and,

WHEREAS, the provisions of that Article establish maximum appropriation limitations, commonly called “Gann Limits,” for public agencies, including school districts; and,

WHEREAS, the District must establish a revised Gann limit for the 2020-21 fiscal year and a projected Gann Limit for the 2021-22 fiscal year in accordance with the provisions of Article XIII-B and applicable statutory law;

NOW, THEREFORE, BE IT RESOLVED that this Board does provide public notice that the attached calculations and documentation of the Gann limits for the 2020-21 and 2021-22 fiscal years are made in accord with applicable constitutional and statutory law;

AND BE IT FURTHER RESOLVED that this Board does hereby declare that the appropriations in the Budget for the 2020-21 and 2021-22 fiscal years do not exceed the limitations imposed by Proposition 4;

AND BE IT FURTHER RESOLVED that the Superintendent provides copies of this resolution along with the appropriate attachments to interested citizens of this district.
14. 4. Board Policy Updates

Background Information

Multiple board policy updates are done each year. The description summarizes the changes made to the policy.

Board Policy 4131 Staff Development (Mr. Snider)
Policy updated to incorporate concepts of student well-being and social-emotional development and learning as it relates to professional development, to clarify that the development of the staff development program includes creating, reviewing and amending the program, to reflect the State Board of Education's California Digital Learning Integration and Standards Guidance regarding staff development in the use of technologies, to reference new law (AB 130, 2021) regarding requirements for districts offering technology-based instruction pursuant to an independent study program, and to expand the list of characteristics that are included in diverse student populations as related to staff development in meeting the needs of such students. Policy also updated to enhance staff development regarding school climate to include acceptance, civility, and positive behavioral interventions and supports, and staff development regarding student's mental and physical health to include social-emotional learning and trauma-informed practices.

Board Policy 6120 Response to Instruction and Intervention (Mr. Snider)
Policy updated to emphasize the importance of learning and behavioral outcomes and progress monitoring as it relates to response to instruction and intervention (RtI2), reference multi-tiered system of supports (MTSS) and the integration of RtI2 into such frameworks, expand the list of individuals that may be included in designing the district's RtI2 system, add the examination of student social-emotional well-being as one of the bases for design, provide more detail regarding strategies and interventions including ten core components of the RtI2 model identified by the California Department of Education, and that RtI2 may be utilized as one component when considering the referral of a student for evaluation for special education or other services.

Board Policy 6146.1 High School Graduation Requirements (Mr. Snider)
Regulation updated to include material regarding the provision of information about graduation requirements and credit recovery opportunities to students, parents/guardians, and the public, and to reflect requirements regarding the provision of notice to eligible students about the availability of exemptions from local graduation requirements when applicable.

Board Policy 6164.5 Student Success Teams (Mr. Snider)
Policy updated to reference that the student success team (SST) process is not required by law and that the policy reflects best practices, clarify those who are encouraged to collaborate in SSTs, include social and emotional difficulties when evaluating the strengths and needs of students and establishing interventions, emphasize the importance of each student maximizing their potential, specify who may refer students to SSTs, add types of materials appropriate for collection, analysis and review by the SST, provide for the development of a plan to support the student and adjustments to such plan, reflect that the SST process shall not delay or deny a referral for evaluation for eligibility for special education,
reference MTSS and the integration of SSTs with such supports, and add staff development which may be provided to strengthen the effectiveness of SSTs.

Board Policy 4141/4241 Collective Bargaining Agreement (Mr. Vicari)
Revised policy reflects court decision holding that a provision in a collective bargaining agreement that directly conflicts with the Education Code cannot be enforced. Policy also adds language clarifying that, whenever a law conflicts with a provision in the collective bargaining agreement, the law will prevail.

Board Policy 4158/4258/4358 Employee Security (Mr. Vicari)
Policy updated to reflect law authorizing a district to petition, on behalf of an employee, for a gun violence restraining order prohibiting a person from owning, purchasing, possessing, or receiving a firearm. Policy also reflects law requiring a district to provide reasonable accommodations, upon request, to an employee who is a victim of domestic violence, sexual assault, or stalking. Policy adds a requirement of law to inform administrators and counselors, along with teachers, regarding certain crimes and offenses committed by students.

Board Policy 3511.1 Integrated Waste Management (Mr. Critchfield)
Policy updated to reflect current legal requirements for recycling waste which are based on specified thresholds of waste generation and are detailed in the accompanying administrative regulation, add district goal to develop strategies for recycling organic waste, and more directly link waste management to education goals.

Board Policy 3516.5 Emergency Schedules (Mr. Critchfield)
Policy updated to reflect new law (AB 130, 2021) requiring districts applying to the Superintendent of Public Instruction to obtain apportionment credit for days and minutes lost due to emergency closure after September 1, 2021 to certify in an affidavit that the district has a plan for offering independent study within 10 days of school closure to impacted students. Policy also updated to reflect requirement that the plan for independent study address the establishment, within a reasonable time, of independent study master agreements and require the reopening in person once allowable under direction from the city or county health officer.

Board Policy 7211 Developer Fees (Mr. Critchfield)
Policy updated to include material formerly in the AR pertaining to responsibilities of the board with respect to levying developer fees, such as conducting a fee justification study, holding a public hearing, and adopting a board resolution. Policy also clarifies the applicability of Government Code 65997, which became operative due to the failure of state bond measure Proposition 13 in March 2020 and gives districts the flexibility to deny or refuse a legislative act involving the planning, use, or development of real property, other than requiring a fee in excess of the fee imposed by law. Policy addresses factors that must be included in the fee justification study based on recent court decision.

Fiscal Implications
N/A

Recommendation
The Superintendent recommends that the Board approve the Board Policy updates.

Presented by
Torie Gibson, Superintendent
Sean Snider, Assistant Superintendent, Educational Services
Jared Critchfield, Assistant Superintendent of Business Services
David Vicari, Assistant Superintendent, Human Resources & Labor Relations

Supporting Documents

- BP 4131 Staff Development
- BP 6120 Response to Instruction and Intervention
- BP 6146.1 High School Graduation Requirements
- BP 6164.5 Student Success Teams
- BP 4141-4241 Collective Bargaining Agreement
- BP 4158 4258 4358 Employee Security
- BP 3511.1 Integrated Waste Management
- BP 3516.5 Emergency Schedules
- BP 7211 Developer Fees

Quick Summary / Abstract
Multiple board policy updates are done each year. The description summarizes the changes made to the policy.
The Governing Board believes that, in order to maximize student learning, achievement, and well-being, certificated staff members must be continuously learning and improving relevant skills. The Superintendent or designee shall develop a program of ongoing professional development which includes opportunities for teachers to enhance their instructional and classroom management skills, and become informed about changes in pedagogy and subject matter, and strengthen practices related to social-emotional development and learning.

(cf. 6111 - School Calendar)

The Superintendent or designee shall involve teachers, site and district administrators, and others, as appropriate, when creating, reviewing, and amending in the development of the district's staff development program. He/she shall ensure that the district's staff development program is aligned with district priorities for student learning, achievement and well-being, school improvement objectives, the local control and accountability plan, and other district and school plans.

(cf. 0000 - Vision)  
(cf. 0200 - Goals for the School District)  
(cf. 0420 - School Plans/Site Councils)  
(cf. 0460 - Local Control and Accountability Plan)  

The district's staff development program shall assist certificated staff in developing knowledge and skills, including, but not limited to:

1. Mastery of subject-matter knowledge, including current state and district academic standards

(cf. 6011 - Academic Standards)  
(cf. 6142.1 - Sexual Health and HIV/AIDS Prevention Instruction)  
(cf. 6142.2 - World/Foreign Language Instruction)  
(cf. 6142.3 - Civic Education)  
(cf. 6142.5 - Environmental Education)  
(cf. 6142.6 - Visual and Performing Arts Education)  
(cf. 6142.7 - Physical Education and Activity)
2. Use of effective, subject-specific teaching methods, strategies, and skills

3. Use of technologies to enhance instruction and learning, including face-to-face, remote, or hybrid instruction

   (cf. 0440 - District Technology Plan)
   (cf. 4040 - Employee Use of Technology)
   (cf. 4113.5/4213.5/4313.5 - Working Remotely)
   (cf. 6158 - Independent Study)
   (cf. 6163.4 - Student Use of Technology)

   BP 4131(c)

STAFF DEVELOPMENT  (continued)

4. Sensitivity to and ability to meet the needs of diverse student populations, including, but not limited to, students with characteristics specified in Education Code 200 and/or 220, Government Code 11135, and/or Penal Code 422.55 of various racial and ethnic groups, students with disabilities, English learners, economically disadvantaged students, foster youth, gifted and talented students, and at-risk students

   (cf. 0410 - Nondiscrimination/Harassment)
   (cf. 0415 - Equity)
   (cf. 4112.22 - Staff Teaching English Learners)
   (cf. 4112.23 - Special Education Staff)
   (cf. 5146 - Married/Pregnant/Parenting Students)
   (cf. 5147 - Dropout Prevention)
   (cf. 6141.5 - Advanced Placement)
   (cf. 6171 - Title I Programs)
   (cf. 6172 - Gifted and Talented Student Program)
   (cf. 6173 - Education for Homeless Children)
   (cf. 6173.1 - Education for Foster Youth)
   (cf. 6174 - Education for English Learners)
   (cf. 6175 - Migrant Education Program)

5. Understanding of how academic and career technical instruction can be integrated and implemented to increase student learning

   (cf. 6178 - Career Technical Education)

6. Knowledge of strategies that encourage parents/guardians to participate fully and effectively in their children's education
7. Effective classroom management skills and strategies for establishing a climate that promotes respect, fairness, acceptance, tolerance, and civility and discipline, including conflict resolution, and hatred prevention, and positive behavioral interventions and supports

(cf. 1313 - Civility)  
(cf. 5131 - Conduct)  
(cf. 5131.2 - Bullying)  
(cf. 5137 - Positive School Climate)  
(cf. 5138 - Conflict Resolution/Peer Mediation)  
(cf. 5144 - Discipline)

BP 4131(d)

STAFF DEVELOPMENT (continued)

(cf. 5145.9 - Hate-Motivated Behavior)

8. Ability to relate to students, understand their various stages of growth and development, and motivate them to learn

9. Ability to interpret and use data and assessment results to guide instruction

(cf. 5121 - Grades/Evaluation of Student Achievement)  
(cf. 6162.5 - Student Assessment)

10. Knowledge of topics related to student mental and physical health, safety, and welfare, which may include social-emotional learning and trauma-informed practices

(cf. 0450 - Comprehensive Safety Plan)  
(cf. 5030 - Student Wellness)  
(cf. 5131.6 - Alcohol and Other Drugs)  
(cf. 5131.63 - Steroids)  
(cf. 5141.21 - Administering Medication and Monitoring Health Conditions)  
(cf. 5141.22 - Infectious Diseases)  
(cf. 5141.4 - Child Abuse Prevention and Reporting)  
(cf. 5141.5 - Mental Health)  
(cf. 5141.52 - Suicide Prevention)  
(cf. 5145.3 - Nondiscrimination/Harassment)  
(cf. 5145.7 - Sexual Harassment)  
(cf. 5145.71 - Title IX Sexual Harassment Complaint Procedures)

11. Knowledge of topics related to employee health, safety, and security
STAFF DEVELOPMENT (continued)

The Superintendent or designee shall, in conjunction with teachers, interns, and administrators, as appropriate, develop an individualized program of professional growth to increase competence, performance, and effectiveness in teaching and classroom management and, as necessary, to assist them in meeting state or federal requirements to be fully qualified for their positions.

Professional learning opportunities offered by the district shall be evaluated based on the criteria specified in Education Code 44277. Such opportunities may be part of a coherent plan that combines school activities within a school, including lesson study or co-teaching, and external learning opportunities that are related to academic subjects taught, provide time to meet and work with other teachers, and support instruction and student learning. Learning activities may include, but are not limited to, mentoring projects for new teachers, extra support for teachers to improve practice, and collaboration time for teachers to develop new instructional lessons, select or develop common formative assessments, or analyze student data. (Education Code 44277)

The district's staff evaluation process may be used to recommend additional individualized staff development for individual employees.

The Board may budget funds for actual and reasonable expenses incurred by staff who participate in staff development activities.
STAFF DEVELOPMENT (continued)

(cf. 3350 - Travel Expenses)

The Superintendent or designee shall provide a means for continual evaluation of the benefit of staff development activities to both staff and students and shall regularly report to the Board regarding the effectiveness of the staff development program. Based on the Superintendent's report, the Board may revise the program as necessary to ensure that the staff development program supports the district's priorities for student achievement and well-being.

(cf. 0500 - Accountability)

Legal Reference:

EDUCATION CODE

200 Educational equity
218 Lesbian, gay, bisexual, transgender, queer, and questioning student resources
220 Prohibition of discrimination
44032 Travel expense payment
44259.5 Standards for teacher preparation
44277 Professional growth programs for individual teachers
44300 Emergency permits
44325-44328 District interns
44450-44468 University internship program
44570-44578 Inservice training, secondary education
44830.3 District interns
45028 Salary schedule and exceptions
48980 Notification of parents/guardians; schedule of minimum days
51745-51749.6 Independent study
52060-52077 Local control and accountability plan
56240-56245 Staff development; service to persons with disabilities
99200-99204 99206 Subject matter projects

GOVERNMENT CODE

3543.2 Scope of representation of employee organization
11135 Discrimination

PENAL CODE

422.55 Hate crime

CODE OF REGULATIONS, TITLE 5

13025-13044 Professional development and program improvement
80021 Short-term staff permit
80021.1 Provisional internship permit
80023-80026.6 Emergency permits

UNITED STATES CODE, TITLE 20

1681-1688 Discrimination based on sex or blindness, Title IX
6601-6692 Preparing, Training, and Recruiting High Quality Teachers and Principals

Legal Reference continued: (see next page)
STAFF DEVELOPMENT (continued)

Legal Reference: (continued)

UNITED STATES CODE TITLE 29
794 Rehabilitation Act of 1973, Section 504
UNITED STATES CODE TITLE 42
2000d-2000d-7 Title VI, Civil Rights Act of 1964
12101-12213 Americans with Disabilities Act

PUBLIC EMPLOYMENT RELATIONS BOARD DECISIONS
United Faculty of Contra Costa Community College District v. Contra Costa Community College District, (1990) PERB Order Dec. No. 804, 14 PERC P21,085

Management Resources:

CSBA PUBLICATIONS
Governing to the Core: Professional Development for Common Core, Governance Brief, May 2013

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS
California Digital Learning Integration and Standards Guidance, June 2021
Social and Emotional Learning in California, A Guide to Resources, October 2018

COMMISSION ON TEACHER CREDENTIALING PUBLICATIONS
California Standards for the Teaching Profession (CSTP), 2009

WEB SITES
CSBA: http://www.csba.org
California Department of Education, Professional Learning: http://www.cde.ca.gov/pd
California Department of Education, Supporting LGBTQ+ Students: https://www.cde.ca.gov/pd/ee/supportlgbtq.asp
California Subject Matter Projects: http://csmp.ucop.edu
Collaborative for Academic, Social, and Emotional Learning: https://casel.org
Commission on Teacher Credentialing: http://www.ctc.ca.gov
Public Employment Relations Board: https://perb.ca.gov

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Policy Reference UPDATE Service
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The Governing Board desires to improve learning and behavioral outcomes for all students by providing a high-quality, data-driven educational program that meets the learning and behavioral needs of each student and helps reduce disparities in achievement among subgroups of students. Students who are not making academic progress pursuant to district measures of performance and/or are struggling behaviorally shall receive intensive instruction and intervention supports designed to meet their individual learning needs, with progress monitored.

BP 6120(b)

The Superintendent or designee shall convene a team that may include, as appropriate, staff with knowledge of curriculum and instruction, student services, special education, and instructional and behavioral support, certificated personnel, other district staff, and parents/guardians, to assist in designing the district's Response to Instruction and Intervention (RtI²) system, based on an examination of indicators of district and schoolwide student achievement and social-emotional well-being.

The district's RtI² system shall include instructional strategies and interventions with demonstrated effectiveness and shall be aligned with the district curriculum and assessments. The Superintendent or designee may conduct ongoing screening to determine student needs, analyze data, identify...
interventions for students not making adequate academic progress, monitor the effectiveness of the interventions, and adjust interventions according to efficacy.

(cf. 6141 - Curriculum Development and Evaluation)
(cf. 6142.91 - Reading/Language Arts Instruction)
(cf. 6142.92 - Mathematics Instruction)
(cf. 6162.5 - Student Assessment)
(cf. 6162.51 - State Academic Achievement Tests)
(cf. 6190 - Evaluation of the Instructional Program)

The district's RtI² system shall include research-based, standards-based, culturally relevant instruction for students in the general education program; universal screening and continuous classroom monitoring to determine students' needs and to identify those students who are not making progress; criteria for determining the types and levels of interventions to be provided; and subsequent monitoring of student progress to determine the effectiveness of the intervention and to make changes as needed.

BP 6120(c)

RESPONSE TO INSTRUCTION AND INTERVENTION (continued)

Additionally, the districts RtI² system shall provide for:

1. High-quality classroom instruction

2. High expectations

(cf. 6173 - Education for Homeless Children)
(cf. 6173.1 - Education for Foster Youth)
(cf. 6173.2 - Education of Children of Military Families)

3. Assessments and data collection

4. Problem-solving systems approach

5. Research-based interventions

6. Positive behavioral support

7. Fidelity of program implementation

8. Staff development and collaboration, which may include training in the use of assessments, data analysis, research-based instructional practices and strategies and emphasize a collaborative approach of professional learning communities among teachers within and across grade spans

(cf. 4131 - Staff Development)
9. Parent/guardian and family involvement, including collaboration and engagement

The Superintendent or designee shall ensure that parents/guardians are involved at all stages of the instructional, intervention, and progress monitoring process. Parents/guardians shall be kept informed of their child's progress and provided information regarding the services that have and will be provided, the strategies being used to increase the student's rate of learning, the supports provided to improve behavioral difficulties, and information about the performance data that has and will be collected.

BP 6120(d)

RESPONSE TO INSTRUCTION AND INTERVENTION (continued)

10. Consideration of further evaluation utilizing RtI² data

When data from the RtI² system indicate that a student may have a specific learning disability, the referral of a student for evaluation for special education or other services

The district shall provide staff development to teachers regarding the use of assessments, data analysis, and research-based instructional practices and strategies. In addition, the district's RtI² system shall emphasize a collaborative approach of professional learning communities among teachers within and across grade spans.

BP 6120(e)
Staff shall ensure that parents/guardians are involved at all stages of the instructional and intervention process. Parents/guardians shall be kept informed of their child's progress and provided information regarding the services that will be provided, the strategies being used to increase the student's rate of learning, and information about the performance data that will be collected.

(cf. 5020 – Parent Rights and Responsibilities)
(cf. 6020 – Parent Involvement)

Legal Reference:

EDUCATION CODE
56329 Assessment, written notice to parent
56333-56338 Eligibility for specific learning disabilities
56300-56509 Procedural safeguards

UNITED STATES CODE, TITLE 20
1400-1482 Individuals with Disabilities Education Act, especially:
1416 Monitoring, technical assistance, and enforcement

CODE OF FEDERAL REGULATIONS, TITLE 34
300.307 Specific learning disabilities
300.309 Determining the existence of specific learning disabilities
300.311 Specific documentation for eligibility determination

COURT DECISIONS
M.M. v. Lafayette School District (9th Cir. 2014) 767 F.3d 842

Management Resources:

CSBA PUBLICATIONS
Best Practices in Special Education, Governance Brief, May 2019

CALIFORNIA DEPARTMENT OF EDUCATION CORRESPONDENCE
Response to Instruction and Intervention, 2008

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS
Disproportionality Calculation Methodologies

NATIONAL COUNCIL ON DISABILITY PUBLICATIONS
IDEA Series: Every Student Succeeds Act and Students with Disabilities, February 2018

U.S. DEPARTMENT OF EDUCATION PUBLICATIONS
Return to School Roadmap: Child Find Under Part B of the Individuals with Disabilities Education Act, August 2021

A Response to Intervention (RTI) Process Cannot Be Used to Delay-Deny an Evaluation for Eligibility under the Individuals with Disabilities Education Act (IDEA): Memorandum 11-07, January 2011

Management Resources: (see next page)
RESPONSE TO INSTRUCTION AND INTERVENTION (continued)

Management Resources: (continued)

WEB SITES
CSBA: http://www.csba.org
California Department of Education: http://www.cde.ca.gov
National Council on Disability: https://ncd.gov

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HIGH SCHOOL GRADUATION REQUIREMENTS

The Governing Board desires to prepare all students to successfully complete the high school course of study and obtain a diploma that represents their educational achievement and increases their opportunities for postsecondary education and employment.

(cf. 5127 - Graduation Ceremonies and Activities)
(cf. 5147 - Dropout Prevention)
(cf. 6011 - Academic Standards)
(cf. 6143 - Courses of Study)
(cf. 6146.3 - Reciprocity of Academic Credit)

Course Requirements

To obtain a high school diploma, students shall complete the following courses in grades 9-12, with each course being one year unless otherwise specified:

1. Three courses in English (Education Code 51225.3)

(cf. 6142.91 - Reading/Language Arts Instruction)

2. Two courses in mathematics (Education Code 51225.3)

Students shall complete at least one mathematics course that meets the state academic content standards for Algebra I or Mathematics I. Students may complete such coursework prior to grade 9 provided that they also complete two mathematics courses in grades 9-12. (Education Code 51224.5)

At least one mathematics course, or a combination of the two mathematics courses, shall meet or exceed state academic content standards for Algebra I or Mathematics I. Completion of such coursework prior to grade 9 shall satisfy the Algebra I or Mathematics I requirement, but shall not exempt a student from the requirement to complete two mathematics courses in grades 9-12. (Education Code 51224.5)

BP 6146.1(b)
Students may be awarded up to one mathematics course credit for successful completion of an approved computer science course that is classified as a "category c" course based on the "a-g" course requirements for college admission, which may be counted toward additional graduation requirements in mathematics. (Education Code 51225.3, 51225.35)

(cf. 6142.92 - Mathematics Instruction)
(cf. 6152.1 - Placement in Mathematics Courses)

3. Two courses in science, including biological and physical sciences (Education Code 51225.3)

(cf. 6142.93 - Science Instruction)

4. Three courses in social studies, including United States history and geography; world history, culture, and geography; a one-semester course in American government and civics; and a one-semester course in economics (Education Code 51225.3)

(cf. 6142.3 - Civic Education)
(cf. 6142.94 - History-Social Science Instruction)

5. One course in visual or performing arts, world language, or career technical education (CTE). For purposes of this requirement, a course in American Sign Language shall be deemed a course in world language. (Education Code 51225.3)

BP 6146.1(c)

HIGH SCHOOL GRADUATION REQUIREMENTS (continued)

To be counted towards meeting graduation requirements, a CTE course shall be aligned to the CTE model curriculum standards and framework adopted by the State Board of Education. (Education Code 51225.3)

(cf. 6142.2 - World Language Instruction)
(cf. 6142.6 - Visual and Performing Arts Education)
(cf. 6178 - Career Technical Education)
(cf. 6178.2 - Regional Occupational Center/Program)

6. Two courses in physical education, unless the student has been otherwise exempted pursuant to other sections of the Education Code (Education Code 51225.3)

(cf. 6142.7 - Physical Education and Activity)
HIGH SCHOOL GRADUATION REQUIREMENTS (continued)

Because the prescribed course of study may not accommodate the needs of some students, the Board shall provide alternative means for the completion of prescribed courses in accordance with law.

Exemptions from District-Adopted Graduation Requirements

District students are required to complete graduation course requirements specified above, including the requirements imposed by Education Code 51225.3 and those adopted by the Board. However, a foster youth, homeless student, former juvenile court school student, child of a military family, or migrant student who transfers into the district or between district schools any time after completing the second year of high school, or a newly arrived immigrant student who is in the third or fourth year of high school and is participating in a newcomer program, shall be exempted from any graduation requirements adopted by the Board that are in addition to statewide course requirements. This exemption shall not apply if the Superintendent or designee makes a finding that the student is reasonably able to complete the requirements in time to graduate by the end of the fourth year of high school.

Within 30 days of the transfer into a school or of the commencement of participation in a newcomer program, as applicable, the Superintendent or designee shall notify any eligible student of the availability of the exemption and whether the student qualifies for it. (Education Code 51225.1)

BP 6146.1(e)

BP 6146.1(d)

HIGH SCHOOL GRADUATION REQUIREMENTS (continued)

Exception to Foreign Language Requirement

Students approved for exemption under the Exception to Foreign Language Requirement (BP 6146.3) shall be exempted from the foreign language graduation requirement. Students approved for exemption under this section are not required to complete the foreign language course requirement specified above. However, failure to complete the foreign language course requirement results in the student not meeting the graduation requirements. (Education Code 51225.1)

BP 6146.1(e)
If during the 2020-21 school year a student was in the third or fourth year of high school and is not on track to graduate in four years, the district shall exempt the student from any local graduation requirements adopted by the Board that are in addition to statewide course requirements specified in Education Code 51225.3. (Education Code 51225)

Additional Opportunities to Complete Required Coursework

The Superintendent or designee shall provide a student who was enrolled in the third or fourth year of high school during the 2020-21 school year and is not on track to graduate in the 2020-21 or 2021-22 school years the opportunity to complete the statewide coursework required for graduation, which may include, but is not limited to, completion of the coursework through a fifth year of instruction, credit recovery, or other opportunity to complete the required coursework. (Education Code 51225)

BP 6146.1(f)

HIGH SCHOOL GRADUATION REQUIREMENTS (continued)

Retroactive Diplomas

Any student who completed grade 12 in the 2003-04 through 2014-15 school year and met all applicable graduation requirements other than the passage of the high school exit examination shall be granted a high school diploma. (Education Code 51413)

In addition, the district may retroactively grant high school diplomas to former students who: (Education Code 48204.4, 51430, 51440)

1. Departed California against their will while in grade 12 and did not receive a diploma because the departure interrupted their education, provided that they were in good academic standing at the time of the departure

Persons may be considered to have departed California against their will if they were in custody of a government agency and were transferred to another state, were subject to a lawful order from a court or government agency that authorized their removal from California, were subject to a lawful order and were permitted to depart California before being removed from California pursuant to the lawful order, were removed or were permitted to depart voluntarily pursuant to the federal Immigration and Nationality Act, or departed due to other circumstances determined by the district that are consistent with the purposes of Education Code 48204.4.
In determining whether to award a diploma under these circumstances, the Superintendent or designee shall consider any coursework that may have been completed outside of the United States or through online or virtual courses.

2. Were interned by order of the federal government during World War II or are honorably discharged veterans of World War II, the Korean War, or the Vietnam War, provided that they were enrolled in a district school immediately preceding the internment or military service and did not receive a diploma because their education was interrupted due to the internment or military service in those wars.

Deceased former students who satisfy these conditions may be granted a retroactive diploma to be received by their next of kin.

3. Are veterans who entered the military service of the United States while in grade 12 and who had satisfactorily completed the first half of the work required for grade 12 in a district school.

BP 6146.1(g)

HIGH SCHOOL GRADUATION REQUIREMENTS (continued)

4. Were in their senior year of high school during the 2019-20 school year, were in good academic standing and on track to graduate at the end of the 2019-20 school year as of March 1, 2020, and were unable to complete the statewide graduation requirements as a result of the COVID-19 crisis.

Honorary Diplomas

The Board may grant an honorary high school diploma to: (Education Code 51225.5)

1. An international exchange student who has not completed the course of study ordinarily required for graduation and who is returning to the student's home country following the completion of one academic school year in the district.

(cf. 6145.6 - International Exchange)

2. A student who is terminally ill.

The honorary diploma shall be clearly distinguishable from the regular diploma of graduation awarded by the district. (Education Code 51225.5)

Legal Reference: (see next page)

BP 6146.1(h)
HIGH SCHOOL GRADUATION REQUIREMENTS (continued)

Legal Reference:

EDUCATION CODE
47612 Enrollment in charter school
48200 Compulsory attendance
48204.4 Parents/guardians departing California against their will
48412 Certificate of proficiency
48430 Continuation education schools and classes
48645.5 Acceptance of coursework
48980 Required notification at beginning of term
49701 Interstate Compact on Educational Opportunity for Military Children
51224 Skills and knowledge required for adult life
51224.5 Algebra instruction
51225 2020-21 exemption from graduation requirements
51225.1 Exemption from district graduation requirements
51225.2 Student in foster care defined; acceptance of coursework, credits, retaking of course
51225.3 High school graduation
51225.35 Mathematics course requirements; computer science
51225.36 Instruction in sexual harassment and violence; districts that require health education for graduation
51225.5 Honorary diplomas
51225.6 Compression-only cardiopulmonary resuscitation
51228 Graduation requirements
51230 Credit for community emergency response training
51240-51246 Exemptions from requirements
51250-51251 Assistance to military dependents
51410-51413 Diplomas
51420-51427 High school equivalency certificates
51430 Retroactive high school diplomas
51440 Retroactive high school diplomas
51450-51455 Golden State Seal Merit Diploma
51745 Independent study restrictions
56390-56392 Recognition for educational achievement, special education
66204 Certification of high school courses as meeting university admissions criteria
67386 Student safety; affirmative consent standard

CODE OF REGULATIONS, TITLE 5
1600-1651 Graduation of students from grade 12 and credit toward graduation
4600-4670 Uniform complaint procedures

COURT DECISIONS

Management Resources:

WEB SITES
CSBA: http://www.csba.org
University of California, List of Approved a-g Courses:
http://www.universityofcalifornia.edu/admissions/freshman/requirements
https://admission.universityofcalifornia.edu/admission-requirements/freshman-requirements

(5/19 12/20) 9/21

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STUDENT SUCCESS TEAMS

The Governing Board encourages the collaboration of parents/guardians, certificated and classified staff, teachers, resource personnel, administrators, and/or the students, as appropriate, in evaluating the strengths and needs of students having academic, attendance, social, emotional, or behavioral difficulties and in identifying strategies and programs that may assist the students in maximizing their potential. The Superintendent or designee shall establish student success teams (SST) as needed to address individual students' needs.

(cf. 5113.1 - Chronic Absence and Truancy)
(cf. 5147 - Dropout Prevention)
(cf. 6159 - Individualized Education Program)
(cf. 6164.4 - Identification and Evaluation of Individuals for Special Education)
(cf. 6164.6 - Identification and Education under Section 504)

The Superintendent or designee shall establish and maintain a process for initiating the referrals of students to the SSTs, which may include referral by district staff, parents/guardians, and/or agency representatives. The Superintendent or designee may also establish and maintain a process for responding to SST referrals, which may include a determination by the district as to whether an SST shall be convened for an individual student.

Each SST may collect and analyze relevant student data, as appropriate. The SST may also review the student's educational history, work samples, strengths and areas for growth, and identify available resources and strategies.

(cf. 5022 - Student and Family Privacy Rights)
(cf. 5121 - Grades/Evaluation of Student Achievement)
(cf. 5125 - Student Records)
(cf. 5141.6 - School Health Services)
(cf. 6162.5 - Student Assessment)
(cf. 6162.51 - State Academic Achievement Tests)
(cf. 6164.2 - Guidance/Counseling Services)

STUDENT SUCCESS TEAMS (continued)

Each SST shall develop a plan to support the student which incorporates intervention strategies to assist the student. Such strategies may include changes in program placement or instructional methods, recommendation of supplemental educational services, parent
involvement strategies, social, emotional and/or behavioral interventions, discipline, referrals to other agencies or resources, and/or other appropriate interventions.

(cf. 1400 - Relations Between Other Governmental Agencies and the Schools)
(cf. 5123 - Promotion/Acceleration/Retention)
(cf. 5141.3 - Health Examinations)
(cf. 5141.5 - Mental Health)
(cf. 5141.6 - School Health Services)
(cf. 5144 - Discipline)
(cf. 5146 - Married/Pregnant/Parenting Students)
(cf. 6020 - Parent Involvement)
(cf. 6120 - Response to Instruction and Intervention)
(cf. 6158 - Independent Study)
(cf. 6159 - Individualized Education Program)
(cf. 6159.4 - Behavioral Interventions for Special Education Students)
(cf. 6164.2 - Guidance/Counseling Services)
(cf. 6171 - Title I Programs)
(cf. 6172 - Gifted and Talented Student Program)
(cf. 6173 - Education for Homeless Children)
(cf. 6173.1 - Education for Foster Youth)
(cf. 6173.2 - Education of Children of Military Families)
(cf. 6174 - Education for English Learners)
(cf. 6175 - Migrant Education Program)
(cf. 6176 - Weekend/Saturday Classes)
(cf. 6177 - Summer Learning Programs
(cf. 6178 - Career Technical Education)
(cf. 6178.1 - Work-Based Learning)
(cf. 6179 - Supplemental Instruction)
(cf. 6181 - Alternative Schools/Programs of Choice)
(cf. 6183 - Home and Hospital Instruction)
(cf. 6184 - Continuation Education)
(cf. 6185 - Community Day School)

The SST student success team shall monitor the student’s progress, evaluate the extent to which the recommended strategies have been implemented, make adjustments to the plan, and develop additional interventions as needed.

BP 6164.5(c)

STUDENT SUCCESS TEAMS  (continued)

The SST process shall not delay or deny a referral for evaluation for eligibility for special education, as may be required under state or federal law.

(cf. 6164.4 - Identification and Evaluation of Individuals for Special Education)
The Superintendent or designee may integrate SSTs into the district's multi-tiered system of support, including identification of students who need additional support, the level(s) of support, appropriate interventions, monitoring of progress, and whether the goal of intervention has been met.

(cf. 0460 - Local Control and Accountability Plan)

To strengthen the effectiveness of SSTs, the Superintendent or designee may provide staff development in the identification of students who may need additional support, implementation of measurable and targeted interventions, and monitoring of progress and goal attainment.

(cf. 4131 - Staff Development)  
(cf. 4231 - Staff Development)

Legal Reference: (see next page)

STUDENT SUCCESS TEAMS  (continued)

Legal Reference:

**EDUCATION CODE**
8800-8807 Healthy Start support services for children  
48260-48273 Truancy  
48400-48454 Continuation education  
49600-49604 Educational counseling  
51745-51749.6 Independent study programs  
52060-52077 Local control and accountability plan  
54400-54425 Programs for disadvantaged children  
54440-54445 Migrant children  
56300-56305 Identification and referral

**WELFARE AND INSTITUTIONS CODE**
4343-4352.5 Primary interventions program, mental health  
18986.40-18986.46 Interagency children’s services

Management Resources:

**CSBA PUBLICATIONS**
Best Practices in Special Education, Governance Brief, May 2019

**CDE PUBLICATIONS**
Student Success Teams: Supporting Teachers in General Education, 1997

**CALIFORNIA DROPOUT PREVENTION NETWORK PUBLICATIONS**
SST: Student Success Teams, 2000

**U.S DEPARTMENT OF EDUCATION PUBLICATIONS**
Return to School Roadmap: Child Find Under Part B of the Individuals with Disabilities Education Act, August 2021
A Response to Intervention (RTI) Process Cannot Be Used to Delay-Deny an Evaluation for Eligibility under the Individuals with Disabilities Education Act (IDEA): Memorandum 11-07, January 2011

WEB SITES
California Department of Education, multi-tiered systems of support: http://www.cde.ca.gov/ci/cr/ri
   http://www.cde.ca.gov/spbranch/sep
California Dropout Prevention Network: http://www.edualliance.org/cdpn
National Dropout Prevention Center: http://www.dropoutprevention.org
U.S Department of Education, Office of Special Education Programs:
   https://www2.ed.gov/about/offices/list/osers/osep

(9/90  3/04)  9/21

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The Governing Board recognizes that collective bargaining agreements are legally binding, bilateral agreements with the exclusive representatives of employees pertaining to terms and conditions of employment. The Board is committed to carrying out the provisions of each agreement and expects the agreements to be consistently and uniformly administered.

Following adoption of the collective bargaining agreement, the Superintendent or designee shall review related Board policies and recommend to the Board any action needed to maintain consistency with the agreement. Whenever a Board policy conflicts with a provision in the collective bargaining agreement, the agreement shall be binding for those employees covered by the terms of the agreement. Whenever a law conflicts with a provision in the collective bargaining agreement, the law will prevail as to those employees for whom the law applies.

Upon request by the Public Employment Relations Board, the Superintendent or designee shall provide, within 15 days of the request, a copy of the written agreement and any amendments. (8 CCR 32120)

Legal Reference:

**EDUCATION CODE**
- 35035 Additional powers and duties of superintendent, transfer authority
- 35036 Voluntary transfers
- 35160 Authority of governing boards
- 35160.1 Broad authority of school districts
- 45220-45320 Merit system, classified employees

**GOVERNMENT CODE**
- 3540-3549.3 Educational Employment Relations Act

**CODE OF REGULATIONS, TITLE 8**
- 31001-32997 Regulations of employee relations boards

**COURT DECISIONS**
- United Teachers of Los Angeles v. Los Angeles Unified School District (2012) 54 Cal. 4th 504
Management Resources:
WEB SITES
CSBA:  http://www.csba.org
California Public Employee Relations: http://cper.berkeley.edu
Center for Collaborative Solutions: http://www.ccscenter.org
Public Employment Relations Board: http://www.perb.ca.gov
State Mediation and Conciliation Service (SMCS): http://www.dir.ca.gov/csmcs/smcs.html

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The Governing Board desires to provide a safe and orderly work environment for all employees. As part of the district's comprehensive safety plan, the Superintendent or designee shall develop strategies for protecting employees from potentially dangerous persons and situations and for providing necessary assistance and support when emergency situations occur.

(cf. 0450 - Comprehensive Safety Plan)
(cf. 3515 - Campus Security)
(cf. 5131.4 - Student Disturbances)

Any person who threatens the safety of others at any district facility may be removed by the Superintendent or designee in accordance with AR 3515.2 - Disruptions.

(cf. 3515.2 - Disruptions)

Any employee against whom violence or any threat of violence has been directed in the workplace shall notify the Superintendent or designee immediately. As appropriate, the Superintendent or designee shall initiate legal and security measures to protect the employee and others in the workplace. Such measures may include seeking a temporary restraining order on behalf of the employee pursuant to Code of Civil Procedure 527.8 and/or a gun violence restraining order pursuant to Penal Code 18150 and 18170.

Upon request by an employee who is a victim of domestic violence, sexual assault, or stalking, the Superintendent or designee shall provide reasonable accommodations in accordance with Labor Code 230-230.1 and the accompanying administrative regulation to protect the employee's safety while at work.

(cf. 4161.2/4261.2/4361.2 - Personal Leaves)
The Superintendent or designee may pursue legal action on behalf of an employee against a student or the student's parent/guardian to recover damages for injury to the employee's person or property caused by the student's willful misconduct that occurred on district property, at a school or district activity, or in retaliation for lawful acts of the employee in the performance of the employee's duties. (Education Code 48904, 48905)

(cf. 3320 - Claims and Actions Against the District)
(cf. 3515.4 - Recovery for Property Loss or Damage)
(cf. 4156.3/4256.3/4356.3 - Employee Property Reimbursement)
(cf. 5125.2 - Withholding Grades, Diploma or Transcripts)

The Superintendent or designee shall ensure that employees receive training in crisis prevention and intervention techniques, which in order to protect themselves and students. Staff development may include training in classroom management, effective communication techniques, procedures for responding to an active shooter situation, and crisis resolution.

(cf. 4131 - Staff Development)
(cf. 4231 - Staff Development)
(cf. 4331 - Staff Development)

In accordance with law, the Superintendent or designee also shall inform teachers, administrators, and/or counselors of crimes and offenses committed by students who may pose a danger in the classroom. (Education Code 48201, 49079; Welfare and Institutions Code 827)

BP 4158(c)
4258
4358

EMPLOYEE SECURITY (continued)

The Superintendent or designee may make available at appropriate locations, including, but not limited to, district and school offices, gyms, and classrooms, communication devices that would enable two-way communication with law enforcement and others when emergencies occur.

(cf. 5141 - Health Care and Emergencies)

Use of Pepper Spray

Employees shall not carry or possess pepper spray on school property or at school activities, except when authorized by the Superintendent or designee for self-defense purposes. When allowed, an employee may only possess pepper spray in accordance with administrative regulations and Penal Code 22810. Any employee who is negligent or careless in the possession or handling of pepper spray shall be subject to appropriate disciplinary measures.
Reporting of Injurious Objects

The Board requires employees to take immediate action upon being made aware that any person is in possession of a weapon or unauthorized injurious object on school grounds or at a school-related or school-sponsored activity. Employees shall use their best judgment as to the potential danger involved and shall do one of the following:

1. Confiscate the object and deliver it to the principal immediately
2. Immediately notify the principal, who shall take appropriate action
3. Immediately call 911 and the principal

When informing the principal about the possession or seizure of a weapon or dangerous device, the employee shall report the name(s) of persons involved, witnesses, location, and the circumstances of any seizure.

Legal Reference:

EDUCATION CODE
32210-32212 Willful disturbance, public schools or meetings
32225-32226 Communication devices
35208 Liability insurance
35213 Reimbursement for loss, destruction or damage of school property
44014 Report of assault by pupil against school employee
44807 Duty concerning conduct of students
48201 Transfer of student records
48900-48926 Suspension or expulsion
49079 Notification to teacher; student who has engaged in acts re: grounds suspension or expulsion
49330-49335 Injurious objects

CIVIL CODE
51.7 Freedom from violence or intimidation

CODE OF CIVIL PROCEDURE
527.8 Workplace violence safety

GOVERNMENT CODE
995-996.4 Defense of public employees
3543.2 Scope of representation
12926 Definitions

LABOR CODE
230-230.2 Leave for victims of domestic violence, sexual assault, or specified felonies

PENAL CODE
71 Threatening public officers and employees and school officials
240-246.3 Assault and battery, especially:
241.3 Assault against school bus drivers

Legal Reference continued: (see next page)

EMPLOYEE SECURITY (continued)

Legal Reference: (continued)

PENAL CODE (continued)
241.6 Assault on school employee including board member
243.3 Battery against school bus drivers
243.6 Battery against school employee including board member
245.5 Assault with deadly weapon against school employee including board member
290 Registration of sex offenders
601 Trespass by person making credible threat
626-626.11 School crimes
646.9 Stalking
18150 Gun violence restraining orders
18170 Gun violence restraining order issued after notice and hearing
22810 Purchase, possession, and use of tear gas

WELFARE AND INSTITUTIONS CODE
827 Juvenile court proceedings; reports; confidentiality
828.1 District police or security department, disclosure of juvenile records

COURT DECISIONS

Management Resources:

WEB SITES
CSBA: http://www.csba.org
California Department of Education, Safe Schools and Violence Prevention Office:
http://www.cde.ca.gov/ls/ss

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INTEGRATED WASTE MANAGEMENT

The Governing Board believes that the conservation of water, energy, and other natural resources, and the protection of the environment, and the implementation of an effective waste diversion program are connected to the district's educational mission and are essential to the health and well-being of the community. The Superintendent or designee shall develop and/or implement a cost-effective, integrated waste management program that incorporates the principles of green school operations.

(cf. 0100 - Philosophy)
(cf. 3510 - Green School Operations)
(cf. 3511 - Energy and Water Management)
(cf. 3514 - Environmental Safety)
(cf. 3514.2 - Integrated Pest Management)

The district's integrated waste management program shall include strategies designed to promote waste management practices of source reduction, recycling, and composting to help the district reduce and recycle solid and hazardous organic waste generation, properly dispose of potentially hazardous materials, improve efficiency in the use of natural resources, and minimize the impact of such use on the environment. The program shall address all areas of the district's operations, including, but not limited to, procurement, resource utilization, and facilities management practices.

(cf. 3300 - Expenditures and Purchases)
(cf. 3517 - Facilities Inspection)

The Superintendent or designee may collaborate with city, county, and state agencies and other public or private agencies in developing and implementing the district's integrated waste management program.

BP 3511.1(b)

INTEGRATED WASTE MANAGEMENT (continued)

(cf. 1400 - Relations Between Other Governmental Agencies and the Schools)
(cf. 7131 - Relations with Local Agencies)
The Superintendent or designee shall make every effort to identify funding opportunities for the district's integrated waste management program, including applying for available grants or other cost-reduction incentives.

To the extent that funding permits, the Superintendent or designee shall may provide appropriate educational and training opportunities to students and staff regarding the benefits and methods of conserving natural resources and protecting the environment, the manner in which integrated waste management strategies impact such efforts.

(cf. 4131 - Staff Development)
(cf. 4231 - Staff Development)
(cf. 4331 - Staff Development)
(cf. 6142.5 - Environmental Education)
(cf. 6142.93 - Science Instruction)

The Superintendent or designee shall regularly monitor all aspects of the district's integrated waste management program and shall provide an update to the Board on its effectiveness as necessary.

Legal Reference: (continued)

BP 3511.1(c)

INTEGRATED WASTE MANAGEMENT (continued)

Legal Reference:
EDUCATION CODE
8700-8707 Environmental education
17070.96 Leroy F. Greene School Facilities Act of 1996, consideration of high performance standards
17072.35 New construction grants; use for designs and materials for high performance schools
32370-32376 Recycling paper
33541 Environmental education
PUBLIC RESOURCES CODE
25410-25422 Energy conservation assistance
40050-40063 Waste management, integrated waste management
41780-41786 Waste diversion
42620-42622 Source reduction and recycling programs
42630-42647 School site source reduction and recycling
42649.7 Recycling of commercial solid waste
42649.8-42649.87 Recycling of organic waste
CODE OF REGULATIONS, TITLE 14
17225.12 Commercial solid waste

Management Resources:
CALIFORNIA DEPARTMENT OF RESOURCES RECYCLING AND RECOVERY PUBLICATIONS
Frequently Asked Questions
Recycling and Organics Recycling Guide for Schools Poster
Where to Put It: Recycling, Composting, and Trash Bin Signage
WEB SITES
CSBA: http://www.csba.org
California Department of Resources Recycling and Recovery:
California Division of State Architect: http://www.dgs.ca.gov/dsa
California Energy Commission: http://www.energy.ca.gov
California Environmental Protection Agency: http://www.calepa.ca.gov
U.S. Environmental Protection Agency: http://www.epa.gov

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EMERGENCY SCHEDULES

In order to provide for the safety of students and staff, the Governing Board authorizes the Superintendent or designee to close a school site, change the regular school day schedule, or take any necessary action when hazardous environmental or weather conditions or other emergencies warrant.

(cf. 0450 - Comprehensive Safety Plan)
(cf. 4157/4257/4357 - Employee Safety)
(cf. 5142 - Safety)
(cf. 6112 - School Day)

When an emergency condition causes a school closure, reduction in attendance, or change in schedule pursuant to Education Code 41422 or 46392, thereby preventing the district from complying with the minimum number of instructional days or minutes required by law, the Superintendent or designee shall complete and submit to the Superintendent of Public Instruction (SPI) the necessary forms and/or affidavits for obtaining approval of apportionment credit for the days of the closure, reduction in attendance, or change in schedule. The Superintendent or designee shall submit other relevant district records as may be required.

(cf. 3580 - District Records)
(cf. 6111 - School Calendar)

For school closures due to emergency events occurring after September 1, 2021, the Superintendent or designee shall develop a plan for offering independent study within 10 days of school closure to any student impacted by the emergency condition. The plan shall also address the establishment, within a reasonable time, of independent study master agreements as specified in BP 6158 – Independent Study. The plan shall require reopening in person as soon as possible once allowable under the direction from the city or county health officer. The Superintendent or designee shall certify that the district has a plan for independent study in the affidavit submitted to the SPI pursuant to Education Code 46392. (Education Code 46393)
The Superintendent or designee shall establish a system for informing students and parents/guardians when school buses are not operating as scheduled, the school day schedule is changed, or the school is closed. The district's notification system shall include, but is not limited to, notifying local television and radio stations, posting on district web site(s), sending email and text messages, and/or making telephone calls.

Whenever the school day schedule changes after students have arrived at school, the Superintendent or designee shall ensure that students are supervised in accordance with the procedures specified in the district's emergency and disaster preparedness plan.

The Superintendent or designee may provide a means to make up lost instructional time later during the year. Students and parents/guardians shall receive timely advanced notice of any resulting changes in the school calendar or school day schedule.

Legal Reference:  (see next page)

BP 3516.5(c)

EMERGENCY SCHEDULES  (continued)

Legal Reference:

EDUCATION CODE
41420  Required length of school term
41422  Schools not maintained for 175 days
46010  Total days of attendance
46100-46192  46208  Attendance; maximum credit; minimum day
46390  Calculation of ADA in emergency
46391  Lost or destroyed ADA records
46392  Decreased attendance in emergency situation
46393  Certification of plan for independent study

VEHICLE CODE
34501.6  School buses; reduced visibility
Management Resources:
CALIFORNIA DEPARTMENT OF EDUCATION CORRESPONDENCE
90-01  Average Daily Attendance Credit During Periods of Emergency, February 10, 2005
CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS
Frequently Asked Questions - Form J-13A
WEB SITES
California Department of Education:  http://www.cde.ca.gov

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In order to finance the construction or reconstruction of school facilities needed to accommodate increased student enrollment resulting from new development, the Governing Board may establish, levy, and collect developer fees on residential, commercial, and industrial construction within the district, subject to restrictions specified by law and administrative regulation.

DEVELOPER FEES (continued)

Level 1 Funding Fees: Residential, Commercial and Industrial Construction

Before taking action to establish, increase, or impose Level 1 developer fees, the Governing Board shall conduct a fee justification study which: (Government Code 66001)

1. Identifies the purpose of the fee and the use to which the fee will be put
2. Determines a reasonable relationship between the fee's use and the type of development project for which the fee is imposed
3. Determines a reasonable relationship between the need for the public facility and the type of development project for which the fee is imposed
4. Determines a reasonable relationship between the amount of the fee and the cost of the public facility or portion of the public facility attributed to the development for which the fee is imposed

Before levying developer fees or prior to increasing an existing fee, the Board shall schedule a public hearing. The Superintendent or designee shall mail notice of the time and place of the meeting at which a public hearing shall occur, including a general explanation of the matter to be considered and a statement that the required data are available, at least 14 days prior to the meeting to any interested party who has requested such information. Any written request for mailed notices shall be valid for one year from the date on which it is filed.
DEVELOPER FEES (continued)

unless a renewal request is filed. Renewal requests for mailed notices shall be filed on or before April 1 of each year. The district may charge a fee reasonably related to the cost of providing these materials. (Government Code 66016)

Information on the anticipated amount of fees, other available funds and funding sources, and the estimated cost of planning, land acquisition, and school construction shall be made available to the public at least 10 days before the hearing. (Government Code 66016)

At the hearing, the Board shall adopt a resolution for the levying of the developer fees. (Government Code 66016)

The resolution shall set forth:

1. The purpose of the fee, the use to which the fee is to be put, and the public improvement(s) that the fee will be used to finance (Government Code 66001, 66006)

2. The Board's findings of reasonable relationship which justify the fees pursuant to Government Code 66001

3. If the district requires payment of the fee at a time earlier than the date of final inspection or the issuance of a certificate of occupancy. The district's determination of either of the following conditions which allow collection of the fees at the time when building permits are issued: (Government Code 66007)
   a. That the fees are to reimburse the district for previous expenditures
   b. That the fees shall be collected for public improvements or facilities for which an account has been established, funds have been appropriated, and the district has adopted a proposed construction schedule or plan

In the case of any commercial or industrial development, the Board shall make findings on either an individual project basis or on the basis of categories of commercial or industrial development. Those categories may include, but are not limited to, the following uses: office, retail, transportation, communications and utilities, light industrial, heavy industrial, research and development, and warehouse. The Board shall also conduct a study to determine the impact of the increased number of employees anticipated to result from the commercial or industrial development upon the cost of providing school facilities within the district. (Education Code 17621)
DEVELOPER FEES (continued)

Level 2 Funding Fees: Residential Construction

In order to impose Level 2 residential construction fees within the limits of Government Code 65995.5, the Board shall, in addition to fulfilling the requirements above for Level 1 fees, undertake the following: (Government Code 65995.5)

1. Make a timely application to the State Allocation Board (SAB) for new construction funding for which it is eligible and be determined to be eligible by SAB

2. Conduct and adopt a school facility needs analysis pursuant to Government Code 65995.6


At least 45 days prior to completion of the school facility needs analysis, the Board shall notify and provide copies of the analysis to the planning commission or agency of the city or county with land use jurisdiction within the district. Upon request of either party, the Board and city or county shall meet within 15 days following notification. (Government Code 65352.2)

(cf. 7131 - Relations with Local Agencies)

The Board shall adopt the school facility needs analysis by resolution at a public hearing. (Government Code 65995.6)

DEVELOPER FEES (continued)

This analysis may not be adopted until the analysis, in its final form, has been made available to the public for a period of not less than 30 days. Prior to its adoption, the public shall have the opportunity to review and comment on the analysis and the Board shall respond to written comments it receives regarding the analysis. (Government Code 65995.6)

No Not less than 30 days prior to the hearing, notice of the time and place of the hearing, including the location and procedure for viewing or requesting a copy of the proposed analysis, shall be published in at least one newspaper of general circulation within the jurisdiction of the district. If there is no paper of general circulation, the notice shall be posted in at least three conspicuous
places within the district's jurisdiction not less than 30 days prior to the hearing. (Government Code 65995.6)

In addition, the Superintendent or designee shall mail a copy of the needs analysis not less than 30 days prior to the hearing to any person who has made a written request if the written request was made 45 days prior to the hearing. The district may charge a fee reasonably related to the cost of providing these materials. (Government Code 65995.6)

During the period of public review, the analysis shall be provided to the local agency responsible for land use planning for its review and comment. (Government Code 65995.6)

The school facility needs analysis may be revised at any time. The revision is subject to the same conditions and requirements applicable to the adoption of the analysis. The existing school building capacity shall be recalculated as part of any revision to the needs analysis. (Government Code 65995.6)

The fees authorized by Government Code 65995.6 and Government Code 65995.7 shall be adopted by resolution as part of the adoption or revision of the school facilities needs analysis. The fees shall take effect immediately upon adoption of the resolution and may not be effective for more than one year. (Government Code 65995.6)

**Level 3 Funding Fees: Residential Construction**

Pursuant to Government Code 65995.7, the notice and hearing requirements, resolution requirement, and term of effectiveness for Level 3 funding fees shall be the same as the requirements for Level 2 funding fees as specified above. (Government Code 65995.7)

**Appeals Process for Protests by Developers**

The Superintendent or designee shall establish an appeals process for the handling of protests by developers. (Education Code 17621)

**Use of Fees**
The Board shall review the above information provided by the Superintendent or designee pursuant to Government Code 66006 regarding each account or fund into which developer fees have been deposited, at the first regularly scheduled public Board meeting which occurs 15 days after the information is made available to the public. Fifteen-day prior notice of this meeting shall be mailed to any parties filing a written request pursuant to Government Code 66006. (Government Code 66006)

In addition to discharging its public disclosure duties regarding the levying of developer fees, the Board shall, for the fifth fiscal year after the first deposit into the account or fund and every five years thereafter, make all of the following findings with respect to the portion of the account or fund that remains unexpended, whether committed or uncommitted: (Government Code 66001)

1. Identify the purpose to which the fee is to be put
2. Demonstrate a reasonable relationship between the fee and the purpose for which it is charged

BP 7211(g)

DEVELOPER FEES (continued)

3. Identify all sources and amounts of funding anticipated to complete financing in incomplete improvements originally identified
4. Designate the approximate dates on which the funding referred to in item #3 is expected to be deposited into the appropriate account or fund

Legal Reference:
EDUCATION CODE
17070.10-17079.30 Leroy F. Greene School Facilities Act of 1998
17582 District deferred maintenance fund
17620-17626 Levies against development projects by school districts
101122 Schedule for allocation of proceeds from sale of bonds
GOVERNMENT CODE
6061 One time notice
6066 Two weeks' notice
65352.2 Level 2 funding notification requirement
65864-65869.5 Development agreements
65995-65998 Payment of fees against a development project
66000-66008 Fees for development projects
66016-66018.5 Development project fees Procedures for adopting various fees
66020-66025 Protests, legal actions, and audits
CODE OF REGULATIONS, TITLE 2
1859-1859.108 School facility program
COURT DECISIONS
Dolan v. City of Tigard (1994) 114 S.Ct. 2309

Management Resources:
WEB SITES
Department of General Services, Office of Public School Construction: http://www.opsc.dgs.ca.gov
https://www.dgs.ca.gov/OPSC

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Background Information

AVID tutors are an important component of the AVID Program, and are required as part of the certification process. Ideally, college students are utilized to work as tutors in the AVID elective class, but based on availability, this can also be community members or even high school students for the junior high classrooms.

Under the supervision of the classroom teacher, these tutors facilitate small group learning as well as provide some individual student support. The district is always looking for passionate individuals that are interested in being a role model and helping others achieve their college dreams. Tutor training will be provided by the school district for those people hired into these positions.

Fiscal Implications

$10,049 annual salary to be prorated based on date of hire. Funded with COVID relief funds.

Recommendation

The Superintendent recommends approval of the job description for the AVID Tutors

Presented by

Sean Snider, Assistant Superintendent, Educational Services

Supporting Documents

ACUSD AVID Tutor Job Description 11-03-2021

Quick Summary / Abstract

AVID tutors are an important component of the AVID Program, and are required as part of the certification process. Ideally, college students are utilized to work as tutors in the AVID elective class, but based on availability, this can also be community members or even high school students for the junior high classrooms. Under the supervision of the classroom teacher, these tutors facilitate small group learning as well as provide some individual student support. The district is always looking for passionate individuals that are interested in being a role model and helping others achieve their college dreams. Tutor training will be provided by the school district for those people hired into these positions.
AMADOR COUNTY UNIFIED SCHOOL DISTRICT
AVID TUTOR (College Readiness Tutor)

JOB PURPOSE AND DESCRIPTION
Under supervision, collaborates with licensed school personnel and the classroom teacher to support the District’s student achievement goals and student success. To help students learn subject matter and skills that will contribute to their academic achievement and development as knowledgeable, responsible individuals. To serve as a college role model for ACUSD/ACOE students by inspiring college attendance and modeling habits of the mind thereby fostering positive study habits and college motivation.

ESSENTIAL JOB FUNCTIONS
● The College Tutor will work with small groups of middle and/or high school students under the supervision of the classroom teacher.
● Conduct tutorial sessions using collaborative learning and the practice of students teaching students through discussions.
● Comfortable working with a diverse student population.
● Assist in teaching study skills and other aspects of college preparation.
● Serve as a positive role model for students.
● Input of data and student records.

JOB REQUIREMENTS and QUALIFICATIONS
To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Knowledge of:
● General needs and behavior of students.
● Correct English usage, spelling, grammar and punctuation.
● Some knowledge of specialized fields such as Mathematics (Algebra 1) and Science.
● Familiarity with Google Suite applications

Ability to:
● Understand and carry out oral and written instructions.
● Provide positive support for students in individual and small group settings.
● Relate to students with multicultural backgrounds.
● Establish and maintain effective relationships with persons contacted in the course of work.
EDUCATION and EXPERIENCE REQUIREMENTS:

- Must be enrolled at a college or university or be qualified to and plan to enroll in the Fall after their successfully completed senior year in High School.
  - Transcript verification is required.
  - Tutors should represent balanced academic backgrounds, ie: liberal arts, science, or mathematics majors.
- Motivated and organized.
- A desire to make a difference in the lives of students.
- Tutors will be trained with strategies to utilize in the classroom while tutoring and will receive ongoing feedback and assistance with implementing classroom resources.
- ACUSD preference is to employ students who are 18 years of age (students who are 17 at the time of application will need special permission from the district superintendent).

WORKING CONDITIONS:
ENVIRONMENT:
The work environment characteristics here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- Indoor
- Office environment
- Subject to driving to off-site locations to conduct work
- Students must have their own insurance and CANNOT drive other students to events.
- Employees will work no more than 3.5 hours per day.

PHYSICAL DEMAND

- Lifting, pushing, and/or pulling objects normally does not exceed 50 pounds and is an infrequent aspect of the job.
- Positions in this class require the mobility to stand, stoop, reach and bend.
- Positions in this class require vision (which may be corrected) to read the small print.

LICENSES, CERTIFICATIONS, BONDING, and/or TESTING REQUIREMENTS:

- Criminal Justice Fingerprint Clearance
- Tuberculosis Clearance

SALARY LEVEL
Range 10 of the ACUSD Classified Salary Schedule