ACUSD BOARD – Closed Session – 3:00 P.M.

ACUSD BOARD – Open Session – 3:30 P.M.

ACOE BOARD – Open Session – Immediately Following the ACUSD Open Session

Meeting will be held 100% remote via Zoom.

NOTE: Due to COVID-19 this meeting will be held via Zoom and following the meeting recorded audio will be available on our website.
Zoom offers closed captioning during live conferences for disabled persons.
To access the meeting online join the Zoom meeting via
https://us02web.zoom.us/j/82870745122?pwd=VjBTMitoRS9PTzZoWEILekM2RVBOdz09
Meeting ID: 828 7074 5122
Passcode: 090920
One tap mobile
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Directions for accessing the meeting will also be included on our webpage with the meeting link. https://amadorcoe.org/minutes-agendas/

September 9, 2020
AGENDA
AMADOR COUNTY UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEES
Wednesday, September 9, 2020
CLOSED SESSION 3:00 PM OPEN SESSION 3:30 PM

Meeting Location: Remote meeting via Zoom for public access.
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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.

1.0 CALL TO ORDER

2.0 BOARD MEMBERS
[ ] Susan Ross – Board President
[ ] Kandi Thompson – Board Clerk
[ ] Deborah Pulsampk
[ ] James Marzano
[ ] Janet White

The Board may not take action on any item which is not on this agenda, except when (1) an emergency situation exists, (2) there is need to take immediate action and the need for the action came after posting, or (3) the item was posted for a prior meeting within specified time limits. [Government Code §54954.2]
3.0  ROLL TAKEN BY THE SECRETARY TO THE GOVERNING BOARD

4.0  PUBLIC COMMENTS ON CLOSED SESSION

5.0  CLOSED SESSION
5.1  Minutes – 8-26-20
5.2  Negotiations - with ACTA and CSEA (Government Code §54950 and §54957) (Mr. Vicari)
5.3  Teleconference with Legal Counsel – Potential Litigation. Significant exposure to litigation pursuant to paragraph (2) or (3) of subdivision (d) of Government Code section 54956.9. Significant Exposure to Litigation: one potential lawsuit. (Ms. Brown)

6.0  RECONVENE TO OPEN SESSION/REPORT ON CLOSED SESSION

7.0  ADDITIONS/DELETIONS OR CORRECTIONS TO THE AGENDA

8.0  PLEDGE OF ALLEGIANCE

9.0  COVID-19 HEALTH AND SAFETY UPDATE (Dr. Kerr)

10.0  PRESENTATION AND RECOGNITION
10.1  Swearing in of Student Board Members (Dr. Slavensky)
10.2  School Spotlight (Mr. Vicari)
       School Spotlight will feature Ione Elementary School with Principal Jeni DeWalt. The presentation will provide an overview of the school’s unique attributes and outstanding accomplishments.

11.0  EMPLOYEE ORGANIZATIONS
11.1  Amador County Teacher’s Association (ACTA) (Mr. Hunkins)

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

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

13.1  Minutes
       13.1a  Board Meeting 8-26-20

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[Government Code §54954.2]

13.2 Personnel (Mr. Vicari)
   13.2a Current Personnel Recommendations  8
   13.2b Memorandum of Understanding with Amador County Teachers Association  9

13.3 Business (Mr. Critchfield)
   13.3a Warrants issued between: 8/19/20 – 8/31/20  23
   13.3b Resolution 20/21-004 Gann Limit  25
   13.3c 2020-21 Attendance Calendar  27

13.4 Surplus
   13.5a Amador High School – 5 Smart Boards, Broken

14.0 DISCUSSION/ACTION ITEMS

14.1 K-12 Strong Workforce Program (SWP) Grant Implementation Plan – Discussion/Action (Mr. Snider)
   The goal of the K–12 SWP Plan is to align the 12 Essential Elements of a High-Quality College and Career Pathway to ensure monies are targeted to build connected, equitable, accessible, and high-quality kindergarten through grade fourteen (K–14) college and career pathways for all students.  28

14.2 Title I-Part A School-wide Program (SWP) Waiver for Amador High School and North Star Independent Study School – Discussion/Action (Mr. Snider)
   A school-wide program (SWP) is a comprehensive reform strategy designed to upgrade the entire educational program in a Title I school. The primary goal is to ensure that all students, particularly those who are low-achieving, demonstrate proficient and advanced levels of achievement on State academic achievement standards.  33

14.3 Public Hearing: Learning Continuity and Attendance Plan (Mr. Snider)
   The Learning Continuity and Attendance Plan (Learning Continuity Plan) is a key part of the overall budget package for K-12 that seeks to address funding stability for schools while providing information at the local educational agency (LEA) level for how student learning continuity will be addressed during the COVID-19 crisis in the 2020–21 school year. The provisions for the plan were approved by the Governor and Legislature in June 2020 and exist in SB 98 and Education Code Section 43509.  34

14.4 Learning Continuity and Attendance Plan - First Reading – Discussion/Action (Mr. Snider)
   The Learning Continuity and Attendance Plan (Learning Continuity Plan) is a key part of the overall budget package for K-12 that seeks to address funding stability for schools while providing information at the local educational agency (LEA) level for how student learning continuity will be addressed during the COVID-19 crisis in the 2020–21 school year. The provisions for the plan were approved by the Governor and Legislature in June 2020 and exist in SB 98 and Education Code Section 43509.  35

14.5 CSBA Board Policy Updates – Discussion/Action (Mr. Vicari)
   CSBA provides five policy update packets per fiscal year. The policies presented for updating at this time are in the area of sexual harassment, the descriptions summarize the changes made to each policy. It is recommended that school districts review the materials and modify their policies accordingly.  68
14.6 Certification of the District’s Unaudited Actuals & Financial Report – Discussion/Action (Mr. Critchfield)
Per Education Code 42100, the County shall approve, on a form prescribed by the Superintendent of Public Instruction, an annual statement of all receipts and expenditures of the District for the preceding fiscal year. The report is included under separate cover and includes the Unaudited Actuals for 2019-20 and Adopted Budget for 2020-21.

14.7 Contract with Auditing Firm Eide Bailly LLP for Associated Student Body (ASB) and Booster Clubs – Discussion/Action (Mr. Critchfield)
Eide Bailly LLP will provide consulting services to provide Associated Student Body and Booster Club training virtually. They offer two options: live instruction via Zoom, and online self-paced learning. This contract provides for one mandatory Associated Student Body training to be done via Zoom for all relevant staff members, and multiple self-paced sessions for mandatory Booster Club training.

14.8 Job Description: Program Specialist – Discussion/Action (Ms. Brown)
The Program Specialist works under the direction of the Director of Special Education/SELPA Director and in close collaboration with school principals, providing leadership, consultation, support, student observation, program planning and training of teachers and staff for students with special needs and/or learning disabilities, including students with Section 504 plans; and is a central office administrator with various related roles and responsibilities.

14.9 Contract with All Sierra Roof Company Inc. for Ione Junior High School Multi-Purpose Room – Discussion/Action (Mr. Critchfield)
The roof of the multi-purpose room at Ione Junior High School has had a variety of issues over the last few years. The roof has been patched and repaired due to leaks during the last two winters. Due to the age and condition of the roof, it is most prudent to tear off the entire roof and replace it. Roofing projects are a high priority throughout the district and this roof is in the most need for replacement at this time.

15.0 REPORTS
15.1 Special Education Program Update (Ms. Brown)
15.2 Report from Superintendent (Dr. Slavensky)
15.3 Reports and Remarks from Board Members

16.0 NEXT MEETING
ACUSD Regular Meeting: Wednesday, September 23, 2020, tentatively scheduled to be held at the Amador County Administration Building, 810 Court St., Jackson, CA. Open Session will tentatively start at 3:30 PM.

17.0 ADJOURNMENT
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[Government Code §54954.2]
MINUTES
AMADOR COUNTY UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEES
Wednesday, August 26, 2020

OPEN SESSION: Immediately following the ACOE Board of Trustees Meeting

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

NOTE: Due to COVID-19 this meeting will be available to the public via Zoom and following the meeting recorded audio will be available on our website. Zoom offers closed captioning during live conferences for disabled persons.
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Meeting ID: 826 6623 0838
Passcode: 082620
One tap mobile
+16699009128,,82666230838#,,,,,,0#,,082620# US Directions for accessing the meeting will also be included on our webpage with the meeting link. https://amadorcoe.org/minutes-agendas/

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1.0 CALL TO ORDER 3:53 PM

2.0 BOARD MEMBERS
[X] Susan Ross – Board President
[X] Kandi Thompson – Board Clerk
[X] Deborah Pulskamp
3.0 **ROLL TAKEN BY THE SECRETARY TO THE GOVERNING BOARD**

4.0 **PUBLIC COMMENTS ON CLOSED SESSION**

5.0 **CLOSED SESSION**

- 5.1 Superintendent’s Annual Evaluation. Public Employee Performance Evaluation (Government Code §54957) Title: Amador County Unified School District Superintendent
- 5.2 Negotiations - with ACTA and CSEA (Government Code §54950 and §54957) (Mr. Vicari)

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

Board President Ross reported the following: closed session minutes from the previous meeting were approved; item 5.1 Superintendent’s Annual Evaluation, Public Employee Performance Evaluation, approved with a positive evaluation; and item 5.2 Negotiations with ACTA and CSEA, the Board had discussion and direction was given.

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

Dr. Slavensky recommended the addition of an enrollment update for item 15.1, adjusting the scheduled reports to items 15.2 and 15.3.

8.0 **PLEDGE OF ALLEGIANCE**

Board Clerk Thompson led the pledge of allegiance.

9.0 **COVID-19 HEALTH AND SAFETY UPDATE** (Dr. Kerr)

Due to time constraints, Dr. Kerr provided her report during the ACOE Board Meeting. See the transcript of Dr. Kerr’s comments on pages 6 and 7 of this board packet.

10.0 **PRESENTATION AND RECOGNITION**

10.1 **Welcome New Leaders** (Dr. Slavensky)

Dr. Slavensky introduced and welcomed Ms. Sunni Polani, Program Specialist/Behavior Intervention Specialist to the leadership team. Ms. Polani joined via Zoom and said she was proud to be a part of the team and to support our staff and students.

10.2 **Resolution: Attendance Awareness Month** (Mr. Snider)

Nationally, it is estimated that over 7.5 million students are at risk academically each year because they are chronically absent. Mr. Snider present the resolution and shared plans for many efforts in the schools to support student engagement in distance learning. Board Member Marzano motioned to approve item 10.2 and Board Member Pulskamp seconded the motion.

The motion passed 4-0.

10.3 **Resolution: Suicide Prevention Week: September 6 - 12, 2020** (Mr. Snider)

National Suicide Prevention Week is an annual week-long campaign in the United States to inform and engage the general public about suicide prevention and the warning signs of suicide. The month of September is also National Suicide Prevention Month, with September 10, 2020 being World Suicide Prevention Day. The District will work with each school principal to discuss available resources and toolkits for students. The District will share community resources on its social media. Board President Ross asked if students were able to contact their school counselors during the summer. Mr. Snider confirmed that counselors are a key part in communication with students and that most of them are in contact with students throughout the summer to make sure families who need additional resources are receiving them. Board Member Marzano spoke about
the mental health gap and asked if there is any CARES money that could be used to support student mental health. Mr. Snider confirmed that there is an increased need which is being addressed in the new state required Learning and Continuity and Attendance Plan. Board members had additional discussion. Board Clerk Thompson motioned to approve item 10.3 and Board Member Marzano seconded the motion. **The motion passed 4-0.**

11.0 **EMPLOYEE ORGANIZATIONS**

11.1 **Amador County Teachers’ Association (ACTA) (Mr. Hunkins)**

Mr. Hunkins introduced several teachers who provided comments on behalf of ACTA. Ms. Stephanie Davis, teacher at Pioneer, made positive comments despite the numerous challenges. Ms. Congetta Davie, first grade teacher at Ione Elementary School, reported that her school handed out over 350 Chromebooks, 70 hotspots and over 500 packets of materials. Mr. Greg Wall, Amador High School teacher, provided highlights and said all staff are going above and beyond to create authentic learning experiences for all students. Mr. Hunkins about teachers who have their own school age children who are challenged by juggling their schedules to meet the needs of all.

11.2 **California School Employees’ Association (CSEA) (Ms. Cramer)**

There was no report.

12.0 **PUBLIC COMMENTS**

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There were no public comments.

13.0 **CONSENT AGENDA**

The Board of Trustees received these items under separate cover as an addendum. Public copy available during regular Board meeting and on the district website. Board Clerk Thompson motioned to approve the consent agenda. Board Member Marzano seconded the motion. **The motion passed 4-0.**

13.1 **Minutes**

13.1a Board Meeting 8-12-20

13.2 **Personnel** (Mr. Vicari)

13.2a Current Personnel Recommendations

13.2b Salary Schedule for Employees Receiving Longevity During or Prior to the 1998/99 School Year

13.3 **Business** (Mr. Critchfield)

13.3a Warrants issued between 8/1/2020 and 8/18/2020

13.3b School Impact Fee Refund Request

14.0 **DISCUSSION/ACTION ITEMS**

14.1 **School Opening Activities – Discussion** (Mr. Snider)

Mr. Snider reported that teachers reported back to work on August 10, 2020 and were provided three additional paid work days for planning, collaboration, and professional development. Materials distribution for students began August 12, 2020 and students received textbooks, workbooks, supplemental materials and supplies, hotspots and Chromebooks. Students were
welcomed back to school virtually on Monday, August 17, 2020. Overall, the feedback has been positive. Mr. Snider provided a presentation with photos, video and family comments. Board Clerk Thompson asked about hotspot distribution. Mr. Snider stated that there is a global shortage of hotspots so they were delayed in shipping but is pleased to report that the District now has more than enough hotspots. Mr. Snider reported that 98% of all students engaged during the first week of school.

14.2 **2019-2020 Accomplishments Report –Discussion** (Dr. Slavensky)
This is the fifth annual Accomplishments Report which summarizes the many successes achieved during the 2019-20 school year. It includes Governance Team/Board of Trustees, Superintendent, Department and School level reports. Board Clerk Thompson stated this is a useful tool that she uses in her Real Estate office to show new and prospective families an overview of our school district.

14.3 **Purchase Agreement: Property Acquisition APN 030-200-017 -Discussion/Action** (Mr. Critchfield)
Amador County and Caltrans have worked together to secure a grant to improve traffic safety along State Highway 88 in Pine Grove. The primary goal of this project is to enhance pedestrian safety and improve traffic flow to Pine Grove Elementary School. This project will widen Highway 88 providing an 8-foot shoulder and 12-foot driving lanes from Ridge Road to just east of Tabeaud Road. New sidewalks will be installed providing greater safety at bus stops and for pedestrians. A new traffic light will be installed at the intersection of Highway 88 and Pine Grove Volcano Road, just west of Pine Grove Elementary School. As part of this project, there will be a new and safer vehicle/bus school exit created on to Pine Grove Volcano Road. Board Member Marzano mentioned how dangerous the current crosswalk is and that this new plan is much safer. Board Member Marzano moved to approve item 14.3 and Board President Ross seconded the motion. The motion passed 4-0.

Board Clerk Thompson asked for a timeline for the project. Mr. Critchfield stated the project should start in the next few months. Board Member Marzano asked if the new plan will help with cars getting backed up. Mr. Critchfield thinks the new signal will help.

14.4 **Williams and Associates, LLC Contract for Services for Fiscal Years 2020-2021 and 2021-2022 –Discussion/Action** (Mr. Critchfield)
Williams and Associates has a longstanding relationship with the District in assisting with school facilities projects. The District is in the planning stages for adding new classrooms at Ione Elementary School and possibly Jackson Junior High School. The project’s architect, California Design West, is currently drawing up plans for a new entrance, parking lot and classrooms at Ione Elementary School. The District has over $400,000 in fund 35, not expended from facilities projects completed several years ago. Fund 35 is highly restricted in how it can be used; however, these funds may be used at Ione Elementary School due to the growth in the area and the resulting impact on the school facilities. This contract will provide support in the legal and appropriate use of the funds to support facilities development. Board President motioned to approve item 14.4 and Board Member Marzano seconded the motion. The motion passed 4-0.

15.0 **REPORTS**

15.1 **Enrollment Report** (Mr. Critchfield)
Mr. Critchfield provided an enrollment update including first week engagement in distance learning and a 4-year trend report on the first week of school. Board Member Marzano asked why the decrease in enrollment at Amador High School. Mr. Critchfield explained they anticipated this and it is mostly due to a very large senior class graduating and a smaller incoming freshman class. Board Clerk Thompson asked how the enrollment count compared to previous years. Mr. Critchfield stated this year’s numbers are very close to normal.
15.2 **Report from Superintendent** (Dr. Slavensky)

Dr. Slavensky commended the teachers, support staff, classified staff, cabinet members, principals and other leaders for their excellent work that resulted in a positive start to a very unusual school year. She reported that she has been visiting all of the schools and greatly enjoys seeing the teachers who are teaching from their classrooms as they interact with their students. She also stated that staff is continuing to work and plan for physically returning to the school campuses, gradually via a hybrid approach and then eventually full time when it is safe and allowable to do so. Dr. Slavensky also commented about new guidance from the state, “Guidance for Small Cohorts – Groups of Children and Youth” (August 25, 2020) which provides an opportunity for a district’s most at risk groups of students to receive in-person support. This new guidance is a priority to all district leaders who will work closely with the schools and labor partners take possibly take advantage of this opportunity.

15.3 **Reports and Remarks from Board Members**

Board Clerk Thompson asked about the status of the 2020-21 student board members. Dr. Slavensky explained that the students had scheduling conflicts and are now scheduled for orientation on September 3rd and swearing them in at the next board meeting. Board President Ross and Board Clerk Thompson commented on the required time commitment and that student board members are often juggling multiple commitments so the Board will consider flexible options for student board members. Board Clerk Thompson closed by stating she is looking forward to our high school student athletes beginning conditioning activities.

Board President Ross reported how proud she is of our distance learning program and how grateful she is to our teachers, staff, students, parents, and community for their ongoing support during this time.

14.0 **NEXT MEETING**

ACUSD Regular Meeting: Wednesday, September 23, 2020, tentatively scheduled to be held at the Amador County Building, 810 Court St. Jackson, CA. Open Session will tentatively start at 3:30 PM.

15.0 **ADJOURNMENT** 5:50 PM

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Report to Board of Trustees
August 26, 2020

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

I would like to absolutely acknowledge the board, Mr. Snider, Stephanie Hess, and all others who are involved in the absolutely important mental health component of this pandemic response and mental health component of our work in general, in public health, the school system and our community at large. So thank you for all of the work that you are doing. It is an absolutely important and vital piece of the work that we do.

Moving on to my report, I would like to update the board and the community. Since my report to the Board of Supervisors yesterday, Covid-19 Situation Report Amador County, yesterday I reported 224 confirmed cases of Covid-19 in the community. Between yesterday and today we have added 7 more cases so now we are at 231 cases of confirmed Covid-19 cases in the community. 18 of those cases are active currently, 8 of which are linked to institutional outbreaks, both within and outside of Amador County, transmitted in an institutional outbreak. Three are cases of household or extended family transmission leakage. Four are community transmission and three are travel related exposures related with out of state travel.

Mule Creek State Prison currently has five active cases among their inmates. I gave some statistics yesterday regarding Amador’s status on the State’s data County monitoring list and again today we continued with our trend of being below 100 per 100,000 resident’s population case rates. Below the testing positivity rate of 8% we are down below 5% of people testing positively and our testing volume continues to be above the 2 per 1,000 residents level.

Therefore, we officially came off the State County Data Monitoring list yesterday. In order for schools to consider reopening we would need to stay stable for fourteen days. I did get clarification on our engagement with the state this afternoon that our fourteen-day count started on the 24th so we would need to stay stable through September 7th in order for schools to consider reopening. I know that at this time the plan is to remain distance learning through the first quarter of the year but I wanted to give you a status update on that.

Regarding the other businesses and activities that had to move to outdoors last week, again that fourteen days of stability would have to be demonstrated in the community and those would be subject to a modification of the current state health department that is in place now and we expect that modification to be published by the State sometime before our fourteen days are up, probably sometime later this week or next week and we will certainly share that with the community when it is available.

The other thing I wanted to mention, also published by the State yesterday, was some guidance relative to small supervised groups of children in educational and childcare setting. Specific to size of group or cohort and the size limit that has been established for this is no more than fourteen students and no more than two supervising adults per cohort. There’s a lot more specifics in there, I shared those documents with both Superintendents and Mrs. Custodio who leads the daycare portion or the childcare
portion that the school district supervises and I’d be happy to have some offline discussions with them about any specifics. Another thing that was published within that was the ability for specialized 1:1 services to be provided to a child or group by a support supervisor that is not a part of the cohort, from specialized services like speech therapy, and other things that the school district does provide.

I have time for a few questions unless you have something specifically that you would like me to address.

Board Clerk Thompson: I have a question, and that you so much for the information. It is always encouraging to hear that our numbers are going down a little bit. You mentioned, and I can’t remember if it was a board report that we received from our Superintendent, but CIF is allowed the sports programs to start practicing now. Of course, considering the CDC guidelines, but you had said something about the air quality, that the numbers with covid, they could start practicing but that you were concerned about the air quality, and I just wanted to know where you stood with that currently.

Dr. Kerr: Okay, I actually haven’t had a chance to address air quality to this body, this season. I have addressed air quality in the past. And there is actually a structure for that, having to do with the various levels, from green, yellow, orange, red and up to purple. There is specific guidance that has been shared with the school districts in the past, I know Mr. Snider and I have worked on this in the past. It has to do with the degree of physical exertion, the time that may be relevant to different air quality sensors and the color. I don’t have that chart in front of me right now but in general, once it hits that orange range, you really do need to start limiting the time spent on physical activity outdoors, or schedule those activities for a time of day that tends to be better. For example, this morning, we were in a yellow range but it has been creeping up as the day goes on, it is orange now and there is a forecast that later it may possibly creep into the red, which is unhealthy for outdoor activities once it hits the red range.

Board Clerk Thompson: Thank you very much. You were mentioning about size limits for groups being fourteen, with the air quality, that’s just outdoor activity, correct? Like, as long as the group size is under fourteen, and they are getting ready to meet with the special ed groups 1:1, state preschools, students at ELP, I know there are several teacher’s kids at the schools every day, so considering all of that, if they were practicing on the indoors, would that be something that was allowed? As long as that number is fourteen or below?

Dr. Kerr: This fourteen is not meant for a sports practice. This is for specific child care or facilitated distance learning cohorts. It is not applicable to sports guidance and the youth sports guidance stands alone and separate from this.

Board Clerk Thompson: Is that the same guidance that was previously approved?

Dr. Kerr: Yes.

Board President Ross: I don’t think there are any other questions. Thank you very much for your service Dr. Kerr. We appreciate you very much.
DATE: September 9, 2020

AGENDA ITEM #: 13.2a

SUBJECT:
Human Resources Consent Agenda for September 9, 2020

CURRENT PERSONNEL RECOMMENDATIONS
Certificated ~ New Hires
Jessica-Taylor Leonard, elementary teacher, 1 FTE, Pioneer VAPA Magnet School, effective September 1, 2020
Kayla Parker, elementary teacher, 1 FTE, Pine Grove STEM Magnet School, effective August 31, 2020

Classified ~ Resignation
Maria Rangel, Campus Supervisor, 8 hours/11 months, Argonaut High, effective August 29, 2020

RECOMMENDATION:
Approve Human Resources Consent Agenda

PRESENTED BY:
David Vicari, Assistant Superintendent, Human Resources & Labor Relations
MEMORANDUM OF UNDERSTANDING
BETWEEN AMADOR COUNTY UNIFIED
SCHOOL DISTRICT AND AMADOR COUNTY
TEACHERS ASSOCIATION REGARDING
COVID-19, BEGINNING OF THE SCHOOL YEAR
2020-2021
DISTANCE LEARNING

The health and safety of all students and staff must be the first priority and
guiding principle in opening public schools for the 2020-21 school year. When
we physically return to school campuses, it needs to be planned and
deliberate with safety and public health at the forefront of all decision-making.
There is clear and up-to-date guidance from the California Department of
Public Health (CDPH) on how schools can open safely and responsibly, as
well as triggers that require schools to physically close again. ACTA is
committed to ensuring the health and safety of our members and the
students we serve.

In preparation for the 2020-21 school year, the parties recognize the need to
address the District’s learning environment and instructional model given the
continuing pandemic. It is in the mutual interest of the parties to abide by the
recommendations of public health officials to prevent illness and further
spread the virus. The parties recognize that schools are critical to daily life
and that collaboration between local public health, education officials, and
educators is the best means to determine and balance competing concerns
surrounding school reopening decisions. In accordance with guidance from
the Centers for Disease Control and Prevention (“CDC”), California
Department of Public Health (“CDPH”), California Department of Education
(“CDE”), the California Department of Industrial Relations Division of
Occupational Safety and Health (Cal/OSHA), and the local public health
department, the parties recognize and agree that reopening under a distance
learning approach is necessary at this time and will proceed as conducted this
past spring, with various modifications as detailed in SB 98, and until further
review and negotiations take place. When community health conditions
improve and an agreement is reached between ACUSD and ACTA, a new
MOU will be developed and some form of in-person instruction will be instituted following the provisions of the new MOU.

- The first 5 days of the work year, August 10-14, will be scheduled as non-instructional days and reserved for staff planning, collaboration, and preparation of distance learning materials. The additional 3 teacher work days will be paid at a member’s per diem rate. It is understood and agreed upon that if necessary, the days of June 07-June 11, may be used as make-up work days and/or student days. May include but not limited to, PSPS days without a waiver, or, snow days exhausted, will determine if necessary occurs.

- The first working day for unit members will be Aug. 10, 2020

Opening the Year Activities - Teachers

August 10-11 Staff meetings, instructional leadership team meetings, collaboration within sites and across the district with like grade levels.

August 12-14 Open for teachers to continue planning and preparing materials.

August 10-14 Various voluntary professional development offerings will be provided by the District.

The days of Aug. 12-14 will be paid on per diem basis as a supplemental check by Sept. 15. 2020.
- The first instructional school day for students will be Aug. 17, 2020.

Students' first week back will be utilized to obtain equipment, get connected and set up at home, and virtually meet and interact with teachers and peers, as directed by each site administrator.

- **Pay/Benefits**- While working under the current distance learning model, bargaining unit members shall continue to receive their full compensation and benefits. If extracurricular duties can and are performed, bargaining unit members shall continue to receive stipends and/or additional pay, as provided for under the collective bargaining agreement.

- The Association and the District will monitor the anticipated increase in counseling needs for students. Addendums to this MOU may develop in the event workload for counselors is increased. Intake procedures for new students will be covered in an addendum to this MOU.

- **Working Remotely**- Bargaining unit members are **encouraged to report in person to their school site each day.** Bargaining unit members shall **not** be directed or required to report in person to school sites or the district office while working under the current distance learning model. Site administrators can revoke the option of working from home if the employee does not adhere to all components of this MOU. Bargaining unit members have the right to request a meeting, with representation present, before such revocation takes effect.

- **In-Person Staff Meetings**- The District shall not require in-person staff meetings or professional development if the
District cannot ensure a minimum of six (6) feet of physical distance between all employees for the duration of the meeting and for entering/leaving the meeting. Total time for staff meetings in the course of a month shall not exceed 2 hours.

- **Access to Worksite**- Under the current distance learning model, bargaining unit members may access and work from their classroom_office worksite during regular school hours as they deem necessary. In the event a bargaining unit member reports to a district worksite, he/she shall be responsible for following state, county, and local public health guidelines. While on district premises, except when working independently in their classroom_office, bargaining unit members shall maintain six feet of physical distance between themselves and other individuals and be required to wear a face mask. Staff who cannot wear a mask because of a documented health issue shall be required to wear a face shield and neck drape (tucked into the shirt). Additional conditions required for safe, in-person work include,

  Students and visitors will not be allowed on campus except in the case of a scheduled appointment.

- **One-way directions/movement**- Ensuring that movement through buildings is unidirectional maximizes physical distancing. Directional markers as well as physical distancing markers will be used in shared spaces such as the school office, hallways, staff restrooms, staff workrooms, and staff break rooms.
**Hand Sanitizer/Soap**- The District shall comply with the following hand washing logistical requirements:

a) every room with a sink shall be stocked with soap, hand sanitizer, hand drying equipment;

b) every classroom shall be provided hand sanitizer;

c) non-classroom workspaces shall be provided hand sanitizer;

d) hand sanitizer or portable hand washing stations shall be provided at each ingress and egress point;

e) all hand washing/hand sanitizing supplies noted above or otherwise provided shall be checked and restocked immediately as needed and prior to the beginning of each day.

**Handwashing**- Students, employees, and visitors shall be required to wash their hands or use hand sanitizer upon entering district sites and every time a classroom is entered.

**Daily Cleaning and Disinfecting**- The District shall ensure that all classrooms, restrooms, and workspaces are cleaned and disinfected daily, including but not limited to desks, doorknobs, light switches, faucets, and other high touch fixtures, using the safest and most effective disinfectant necessary, as recommended by federal, state, and/or local health officials.
HVAC - The CDC recommends ensuring that ventilation systems operate properly and increase circulation of outdoor air as much as possible, for example by opening windows and doors if it is safe to do so. The District will ensure that all windows will be operable. While no one method of prevention is 100% effective, layering prevention strategies helps reduce risk. The District shall ensure all HVAC systems operate on the mode which delivers the most fresh air changes per hour, including disabling demand-controlled ventilation, and open outdoor air dampers to 100%. Air filters shall be MERV-13 or higher and changed at the recommended intervals. Portables and/or other rooms without adequate central HVAC shall be equipped with low noise HEPA air filters with a large enough capacity and flow rate for the square footage of the room.

- **Bargaining Unit Member Expectations** - Bargaining unit members shall follow all requirements listed in SB 98 and determine the means and method for providing distance learning based on appropriate standards-based instruction, using district-adopted curriculum, and, utilizing the established MTSS process with intervention and supports for all students, and their students’ ability to access the curriculum. Under the current distance learning model, bargaining unit members shall be responsible for planning appropriate standards-based instruction, responding to parents and students in a timely manner, supporting diverse learners, building rapport and connections with students, regularly monitoring student work completion and participation, providing students with feedback,
and reporting non-participation to the site administrator for additional outreach and follow up. Bargaining unit members will be expected to attend IEP meetings virtually. IEP meetings will be scheduled whenever possible within the contracted school day.

- **Scheduling**- Except for office hours and/or interactive instruction, bargaining unit members shall set their schedule in communication with Site Administrator. Bargaining unit members are expected to work and be available during their normal contractual work hours and workdays. To provide students and parents with consistency and to avoid conflicts, office hours/interactive instruction shall be scheduled during the same times each week. Office hours shall be used to provide student support, feedback, and clarification and may be conducted via phone, email, and/or other virtual platforms. Interactive instruction should include content that requires student interaction with their teacher/classmates, content that engages a student in making a response, content that engages students in a visual way, and provides the bargaining unit member opportunities to provide the student encouragement and feedback per the requirements of SB 98.

- **Office Hours/Interactive Instruction**- Bargaining unit members will provide interactive instruction and office hours as mandated by SB 98, on a set schedule each week. Bargaining unit members shall provide advance notification to students and parents if a change to the schedule is necessary. “Instructional time shall be based on the time value of assignments as determined and certified to, by an employee of the local educational agency who possesses a valid certification document, registered as required by law.” (SB 98)
180 instructional minutes in TK-Kindergarten.

230 instructional minutes in grades 1 to 3, inclusive.

240 instructional minutes in grades 4 to 12, inclusive.

180 instructional minutes for pupils in grades 11 and 12 that are also enrolled part time in classes of the California State University or the University of California for which academic credit will be provided upon satisfactory completion of enrolled courses.

180 instructional minutes for any pupil who is also a special part-time student enrolled in a community college under Article 1 (commencing with Section 48800) of Chapter 5 of Part 27 of Division 4 and who will receive academic credit upon satisfactory completion of enrolled courses.

180 instructional minutes for pupils enrolled in a continuation high school.

- Unit members without sufficient internet coverage shall inform their site administrator of connectivity issues. The district will provide hot spots for use in unit members’ homes. Unit members will be provided the opportunity to work out of their classrooms, should connectivity issues not be resolved.

- Unit members are allowed to bring their district enrolled children with them to their workspace. All health and safety procedures will apply. Unit members will be required to sign an acknowledgment form. Students are to stay within the confines
of their parent’s workspace.

- The five-day workweek (Monday through Friday) for all bargaining unit members shall include four (4) days of full instruction and one (1) compressed teaching minutes day per week. Compressed days shall be reserved for bargaining unit member site/job alike collaboration, and planning time.

- Evaluations- All formal evaluations for tenured teachers will utilize the Alternate Evaluation During Covid-19 Form for the school year 2020-2021. Probationary teachers will be evaluated as spelled out in the current CBA.

Health Screening, Testing, Notification, and Contact Tracing

As Covered in: ACUSD Health and Safety plan During COVID-19 for a Safe Return to School. Updated 7-27-2020

- The District shall ensure all students, employees, and visitors are
checked for symptoms daily prior to entering school, including temperature checks via no touch thermometers. Visitors with any symptom consistent with COVID-19 shall be denied entry. Staff and students with any symptom consistent with COVID-19 or who have had close contact with a person with COVID-19 should be sent home or sent to an isolation room on site pending travel home.

The Association and District reserve the right to negotiate any additional impacts of COVID-19 and/or school closures/openings in the 2020-21 school year. The Parties agree to meet regularly to review and monitor the implementation of this MOU and the efficacy of the learning programs established during this time as they relate to this MOU.

This MOU shall expire in full without precedent on June 30, 2021, unless extended by mutual written agreement.

For the Association

For the District
Amador County Public Schools

2020-2021 District Calendar ~ REVISED

First day of School: August 17, 2020
Last day of School: June 4, 2021

December-20

January-21

February-21

March-21

April-21

May-21

June-21

July-21

Total Student Attendance Days 180

First Quarter

Days Last Day of Quarter
39 October 9, 2020

Primary First Trimester

Days Last Day of Trimester
58 November 13, 2020

Second Quarter

Days Last Day of Quarter
41 December 18, 2020

Primary Second Trimester

Days Last Day of Trimester
60 February 26, 2021

Third Quarter

Days Last Day of Quarter
48 March 12, 2021

Primary Third Trimester

Days Last Day of Trimester
62 June 4, 2021

Fourth Quarter

Days Last Day of Quarter
52 June 4, 2021

Non-school day (only 12 month employees scheduled to work)

Certificated Pre-Service Days

3rd pre-service day to be scheduled by mutual agreement with site administrator

Summer School TBD

ACOE IA Professional Development: August 11, 2020

Minimum Days ~ All Schools

Minimum Days ~ Elementary Only

Non work day for 12 month classified employees
ALTERNATE EVALUATION DURING COVID-19
AMADOR COUNTY UNIFIED SCHOOL DISTRICT
CERTIFICATED EMPLOYEE PERFORMANCE EVALUATION

Employee ___________________________ Evaluator ___________________________

Grade/Subject ___________________________ Years of Service to District ___________________________

Date ___________________________

### PRE-EVALUATION CONFERENCE

Description of the conditions of school during the COVID-19 pandemic. This could change throughout the year based on guidance from the Amador County Public Health Department and the California Department of Public Health.

Distance Learning Requirements:

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<tr>
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<tr>
<td>Available during scheduled office hours for student support</td>
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Comments:

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<th>Evaluator Signature</th>
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**OBSERVATION**

Date of observation:
Location of observation:
Observations of the evaluator:

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**FINAL EVALUATION**

Date of final evaluation conference:

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**Home School Requirements (Elementary Only):**

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**Comments:**

**Date of final conference**

**Employee Signature**

**Evaluator Signature**
### Warrants

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Total: 456,588.78

If there are any questions regarding any of the payments, please contact
Jared Critchfield @ 257-5375 or Nancy Kohlman @ 257-5333
AGENDA ITEM #: 13.3b

SUBJECT:
Resolution ACUSD 20/21-004 Gann Limit

BACKGROUND INFORMATION:
The District must establish a revised Gann Limit for the 2019-20 fiscal year and a projected Gann Limit for the 2020-21 fiscal year in accordance with the provisions of Article XIII-B and applicable statutory law.

FISCAL IMPLICATIONS:
None.

RECOMMENDATION:
The Superintendent recommends that the Board approve the Gann Limit Resolution.

PRESENTED BY:
Jared Critchfield, Assistant Superintendent, Business Services
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 2019-20 fiscal year and a
projected Gann Limit for the 2020-21 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 2019-20 and 2020-21
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 2019-20 and 2020-21 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.

Susan Ross  
President, Board of Trustees  

Kandi Thompson  
Clerk, Board of Trustees
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**First Quarter**: August 17, 2020 - October 9, 2020  
39 days

**Second Quarter**: October 12, 2020- December 18, 2020  
41 days

**Third Quarter**: January 4, 2021 - March 12, 2021  
48 days

**Fourth Quarter**: March 15, 2021 - June 4, 2021  
52 days
K-12 Strong Workforce Program (SWP) Grant Implementation Plan – Discussion/Action

The goal of the K–12 SWP Plan is to align the 12 Essential Elements of a High-Quality College and Career Pathway to ensure monies are targeted to build connected, equitable, accessible, and high-quality kindergarten through grade fourteen (K–14) college and career pathways for all students.

The K-12 SWP Work Plan requires program participants to describe how their programs will engage students in activities and efforts aligned to college and career exploration. Activities may include creating student exploration opportunities based on student identified interests.

Program participants are required to describe the specific activities which may include:
- Sequencing CTE courses to align with postsecondary pathways
- Creating authentic opportunities for K–12 and CC faculty to collaborate
- Aligning curricula with regional workforce needs

Program participants are required to describe activities and efforts that will support student postsecondary transition and completion, with preference given to those programs targeting underserved populations. Program activities may include coordinating dual enrollment, offering/expanding college and career counseling and support, and supporting work-based learning opportunities.

The K–12 SWP encourages and supports intersegmental collaboration in developing K–14 CTE courses, programs, and pathways. Required and recommended partners include higher education, business and industry, workforce development agencies, government offices, philanthropies, and additional K–12 LEAs.

FISCAL IMPLICATIONS:
The plan details how the two sets of grant funds, totaling nearly $2,000,000, will be spent.

RECOMMENDATION:
The Superintendent recommends approval of the K-12 SWP grant implementation plan.

PRESENTED BY:
Sean Snider, Assistant Superintendent, Educational Services
K12 Strong Workforce Program

Board of Trustees Meeting
September 9, 2020

Presenters:
Principal Kelly Hunkins &
CTE Coordinator Josiah Mayfield

Purpose
In 2018-2019 Ed Code 88827 established the K12 component of the Strong Workforce Program (SWP), which appropriates $150 million in annual, ongoing career education funding to Local Education Agencies (LEAs).

The purpose of the funding as a separate grant is to support development of and strengthen students’ pathways from secondary to post-secondary education and career.
Eligibility

- The state was divided into 8 Regions
- LEAs apply through their assigned consortia
- ACUSD resides in the Central Motherlode Region
- The Central Motherlode Region includes 14 community colleges and is geographically located from Fresno to Bakersfield to the eastern motherlode.

History

- ACUSD was awarded $126,878 in 2018-2019
- This grant is titled Computer Science and Media Design Pathway improvement Plan
  https://nova.cccco.edu/swpk/applications/6675/v1
- Goals Achieved:
  - CTE instructor certification/support at IHS
  - Full Media program build out at IHS
  - Expanded industry equipment at comprehensive High School
  - Dual Enrollment
History

- ACUSD and Amador County ROP was awarded $2 million in 2019-2020 (in two separate $1 million grants)

- These grants are titled:
  - Amador ROP Career and College Readiness
  - Amador ROP Classroom to Career Connectedness Initiative

Plan

- Implementation of the following goals:
  - Career awareness and connection beginning in 4th grade
  - Counselor training
  - Increase of Dual Enrollment/Articulated courses
  - Student industry level certifications
  - Develop and implement work-based learning for every pathway capstone course
Questions

Thank You
Amador County Public Schools

SEPTEMBER 9, 2020

AGENDA ITEM #: 14.2

SUBJECT:
Title I-Part A School-wide Program (SWP) Waiver for Amador High School and North Star Independent Study School– Discussion/Action

BACKGROUND INFORMATION:
A school-wide program (SWP) is a comprehensive reform strategy designed to upgrade the entire educational program in a Title I school. The primary goal is to ensure that all students, particularly those who are low-achieving, demonstrate proficient and advanced levels of achievement on State academic achievement standards.

In general, a Title I, Part A school may operate as a SWP if a minimum of 40 percent of the students in the school, or residing in the attendance area served by the school, are from low-income families (ESSA Section 1114[a][1]). If a SWP falls below the threshold of 40 percent low-income, the SWP may apply with local governing board approval to the State Educational Agency (SEA) for a waiver based on the criteria approved by the ESSA Section 1114(a)(1)(B). Currently, 35% of students from Amador High School and 39% of students from North Star Independent Study School are designated as low-income families.

SWP waivers may be approved by the State Board of Education if the local governing board approves such a request and if the school meets one or more of the following criteria:
- ≥25 percent student low income;
- Graduation rate is below state average;
- Local governing board recommends that a SWP is the best way to serve the student population;
- ≥30 percent English Learner student population;
- School has been identified for comprehensive or targeted support; or
- School has been identified as the lowest 5 percent of low performing schools.

FISCAL IMPLICATIONS:
None

RECOMMENDATION:
The Superintendent recommends approval of SWP waiver for Amador High School and North Star Independent Study School.

PRESENTED BY:
Sean Snider, Assistant Superintendent, Educational Services
SEPTEMBER 9, 2020

AGENDA ITEM #: 14.3

SUBJECT: Public Hearing: Learning Continuity and Attendance Plan

BACKGROUND INFORMATION:
The Learning Continuity and Attendance Plan (Learning Continuity Plan) is a key part of the overall budget package for K-12 that seeks to address funding stability for schools while providing information at the local educational agency (LEA) level for how student learning continuity will be addressed during the COVID-19 crisis in the 2020–21 school year. The provisions for the plan were approved by the Governor and Legislature in June 2020 and exist in SB 98 and Education Code Section 43509.

Prior to its adoption, the Learning Continuity Plan shall be presented at a public hearing of the governing board/body of the LEA for review and comment by members of the public. The agenda for the public hearing shall be posted at least 72 hours before the public hearing and shall include the location where the Learning Continuity Plan will be available for public inspection.

The LEA governing board/body shall adopt the Learning Continuity Plan by September 30, 2020 in a public meeting. This meeting shall be held after, but not on the same day as, the public hearing for receiving public comment described above.

FISCAL IMPLICATIONS:
COVID-19 relief funding is contingent on approval of the Learning Continuity and Attendance Plan.

RECOMMENDATION:
The Superintendent recommends listening to public comments during the public hearing.

PRESENTED BY:
Sean Snider, Assistant Superintendent, Educational Services
AGENDA ITEM #: 14.4

SUBJECT: Learning Continuity and Attendance Plan – First Reading – Discussion/Action

BACKGROUND INFORMATION:
The Learning Continuity and Attendance Plan (Learning Continuity Plan) is a key part of the overall budget package for K-12 that seeks to address funding stability for schools while providing information at the local educational agency (LEA) level for how student learning continuity will be addressed during the COVID-19 crisis in the 2020–21 school year. The provisions for the plan were approved by the Governor and Legislature in June 2020 and exist in SB 98 and Education Code Section 43509.

The Learning Continuity Plan is intended to balance the needs of all stakeholders, including educators, parents, students and community members, while both streamlining engagement and condensing several preexisting plans. In particular, it was important to combine (1) the intent behind Executive Order N-56-20, published in April 2020, which envisioned an off cycle Local Control and Accountability Plan (LCAP) due December 15th, and (2) the ongoing need for LEAs to formally plan to return to school in the midst of the uncertainty and of COVID-19, without requiring two plans. The Learning Continuity Plan replaces the LCAP for the 2020–21 school year.

The Learning Continuity Plan adoption timeline of September 30, 2020 is intended to ensure the Learning Continuity Plan is completed in the beginning of the 2020–21 school year. Additionally, the timeline is intended to allow for communication of decisions that will guide how instruction will occur during the 2020–21 school year. This includes in-person instruction, according to health guidance, and distance learning, while providing critical opportunities for stakeholder engagement.

The Learning Continuity Plan template memorializes the planning process already underway for the 2020–21 school year and includes descriptions of the following: addressing gaps in learning; conducting meaningful stakeholder engagement; maintaining transparency; addressing the needs of unduplicated pupils, students with unique needs, and students experiencing homelessness; providing access to necessary devices and connectivity for distance learning; providing resources and supports to address student and staff mental health and social emotional well-being; and continuing to provide school meals for students.

FISCAL IMPLICATIONS:
COVID-19 relief funding is contingent on approval of the Learning Continuity and Attendance Plan.

RECOMMENDATION:
The Superintendent recommends that the Board declare a successful first reading of the Learning Continuity and Attendance Plan.

PRESENTED BY:
Sean Snider, Assistant Superintendent, Educational Services
AMADOR COUNTY UNIFIED SCHOOL DISTRICT

STAKEHOLDER ENGAGEMENT
LEARNING CONTINUITY AND ATTENDANCE PLAN
AUGUST, 2020

Presented by Sean Snider
Assistant Superintendent, Educational Services

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**Agenda**

1. Overview of Learning Continuity and Attendance Plan
2. Continuity of Learning
3. Pupil Learning Loss
4. Mental Health and Social and Emotional Well-Being
5. Pupil and Family Engagement and Outreach
6. School Nutrition
7. Additional Actions to Implement the Plan
8. Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students
9. Timeline of Events / Next Steps
10. Questions and Discussion
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.

Overview of Learning Continuity and Attendance Plan

The Learning Continuity and Attendance Plan (Learning Continuity Plan) is designed to provide information at the local educational agency (LEA) level for how student learning continuity will be addressed during the COVID-19 crisis in the 2020–21 school year.

The Learning Continuity Plan adoption timeline of September 30, 2020 is intended to ensure the Plan is completed in the beginning of the 2020–21 school year.

The timeline is intended to allow for communication of decisions that will guide how instruction will occur during the 2020–21 school year. This includes in-person instruction, according to health guidance, and distance learning, while providing critical opportunities for stakeholder engagement.
Overview of Learning Continuity and Attendance Plan

The Learning Continuity Plan template memorializes the planning process already underway for the 2020–21 school year.

It includes descriptions of how we will do the following:

- Address gaps in learning;
- Conduct meaningful stakeholder engagement;
- Maintain transparency;
- Address the needs of unduplicated pupils, students with unique needs, and students experiencing homelessness;
- Ensure access to necessary devices and connectivity for distance learning;
- Provide resources and supports to address student and staff mental health and social emotional well-being; and
- Continue to provide school meals for students.

The Learning Continuity Plan replaces the Local Control Accountability Plan (LCAP) for the 2020–21 school year.

Overview of Learning Continuity and Attendance Plan

Specifically, an LEA shall:

- Solicit recommendations and comments regarding specific actions and expenditures proposed to be included in the Learning Continuity Plan.
- Provide the opportunity to submit written comments regarding specific actions and expenditures proposed to be included in the Learning Continuity Plan.
- Present the Learning Continuity Plan to the Parent Advisory Committee and the English Learner Parent Advisory Committee for review and comment.
- Present the Learning Continuity Plan to the community at a public hearing of the governing board for review and comment (72 hour posting requirement).
- Adopt the Learning Continuity Plan in a public meeting after the public hearing and not on the same day as the public hearing.
Continuity of Learning

In Person Instructional Offerings:

A description of actions to offer classroom-based instruction whenever possible, particularly for students who have experienced significant learning loss due to school closures in the 2019–2020 school year or are at a greater risk of experiencing learning loss due to future school closures.

Actions Related to In-Person Instructional Offerings

Distance Learning Program:

A description of how the LEA will provide continuity of instruction during the school year to ensure pupils have access to a full curriculum of substantially similar quality regardless of the method of delivery, including the LEA's plan for curriculum and instructional resources that will ensure instructional continuity for pupils if a transition between in-person instruction and distance learning is necessary.
Continuity of Learning

Distance Learning Program:

A description of the following:

Access to Devices and Connectivity
- Ensuring access to devices and connectivity for all pupils to support distance learning.

Pupil Participation and Progress
- Assessing pupil progress through live contacts and synchronous instructional minutes, and how participation and time value of pupil work will be measured.

Distance Learning Professional Development
- Professional development and resources that will be provided to staff to support the distance learning program, including technological support.

Staff Roles and Responsibilities
- New roles and responsibilities of affected staff as a result of COVID-19.

Supports for Students with Unique Needs
- Additional supports the LEA will provide during distance learning to assist pupils with unique needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness.

Actions Related to Distance Learning Instructional Offerings
Pupil Learning Loss

A description of how the LEA will address pupil learning loss that results from COVID-19 during the 2019–2020 and 2020–21 school years, including how the LEA will assess pupils to measure learning status, particularly in the areas of English language arts, English language development, and mathematics.

Pupil Learning Loss Strategies:

A Description of the following:

The actions and strategies the LEA will use to address learning loss and accelerate learning progress for pupils, as needed, including how these strategies differ for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils experiencing homelessness.

Effectiveness of Implemented Pupil Learning Loss Strategies

- How the effectiveness of the services or supports provided to address learning loss will be measured.

Actions to Address Pupil Learning Loss
Mental Health and Social and Emotional Well-Being

A description of how the LEA will monitor and support mental health and social and emotional well-being of pupils and staff during the school year, including the professional development and resources that will be provided to pupils and staff to address trauma and other impacts of COVID-19 on the school community.

Pupil and Family Engagement and Outreach

A description of pupil engagement and outreach, including the procedures for tiered reengagement strategies for pupils who are absent from distance learning and how the LEA will provide outreach to pupils and their parents or guardians, including in languages other than English, when pupils are not meeting compulsory education requirements, or if the LEA determines the pupil is not engaging in instruction and is at risk of learning loss.
School Nutrition

How the LEA will provide nutritionally adequate meals for all pupils, including those students who are eligible for free or reduced-price meals, when pupils are participating in both in-person instruction and distance learning, as applicable.

Additional Actions to Implement the Plan

Related to the implementation of the Plan that are not already included, such as any actions related to:

- Mental Health and Social Emotional Well Being
- Pupil and Family Engagement and Outreach
- School Nutrition
Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

*Education Code* requires that we describe how we are increasing or improving services for unduplicated pupils (foster youth, English learners, and low-income students).

The responses to the prompts in the Increased or Improved Services section of the Plan provide a comprehensive description of how an LEA plans to increase or improve services for our unduplicated students compared to all students.

For the actions being provided to an entire school, or across the entire school district, an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the needs of these students.
Timeline of Events / Next Steps

• Stakeholder engagement meetings for staff, families, and community members- August 27, 2020.
• Review written comments from stakeholders (survey) and use them to inform the development of the plan.
• Present draft Plan to the Amador Parent Advisory Committee (APAC)- August 31, 2020.
• Present draft Plan to the District English Learner Advisory Committee (DELAC)- September 1, 2020.
• Public Hearing- Board of Trustees meetings September 9, 2020.
• Second Reading and Approval of Plan- Board of Trustees meetings September 23, 2020.
• Continue Implementation of Plan

PLEASE COMPLETE THE STAKEHOLDER SURVEY AT:
HTTPS://FORMS.GLE/EFTDLGNTXD0CJ81B9
QUESTIONS & DISCUSSION
The COVID-19 pandemic has had a significant impact on Amador County Unified School District. The inability to have students physically present in classrooms has taken its toll on all of us. Educators did not enter the profession to instruct virtually from a computer screen, but we have all been forced to adapt to our current circumstances.

As soon as physical school building closures were announced in March, Amador County Unified School District staff immediately began preparing to implement distance learning without delay. Families were given a list of resources to continue student learning for the first full week of school closures, and all teachers began providing teacher-led distance learning the week of March 30, 2020. We attempted to limit program changes for students as much as possible. The degree that a program was changed depended on its ability to comply with CDC and local public health guidelines.

On July 30, 2020 the Board of Trustees made the decision to begin the 2020-2021 school year with 100% distance learning due to information from Amador County Public Health indicating it was imminent that Amador County would be listed on the state’s data monitoring list prior to the first day of school.

On Friday, August 28, 2020, Governor Newsom released new guidance including the 4-tiered system below for schools to follow for reopening. The guidance states: "Schools may reopen when their county moves from the ‘widespread’ (purple) tier to the ‘substantial’ (red) tier if they meet the established health state criteria for 14 consecutive days. Schools will also need to follow the industry guidance when they do reopen."

This framework lays out the measures that each county must meet, based on indicators that capture disease burden, testing, and health equity. A county may be more restrictive than this framework. This framework also notes signals of concern, including impacted healthcare capacity that may lead towards a dimming intervention. This framework replaces the current County Data Monitoring metrics. As the COVID-19 pandemic continues to be an evolving situation and new evidence and understanding emerges, the California Department of Public Health (CDPH) will continue to reassess metrics and thresholds.
See chart below for the framework metrics as set according to tiers based on risk of community disease transmission. Calculation of metrics is described in Appendix 1 of the CDPH guidance.

<table>
<thead>
<tr>
<th>Measure</th>
<th>Higher Risk Tier 1</th>
<th>Substantial Tier 2</th>
<th>Moderate Tier 3</th>
<th>Minimal Tier 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adjusted Case Rate for Tier Assignment** (Rate per 100,000 excluding prison cases, 7 day average with 7 day lag)</td>
<td>&gt;7</td>
<td>4-7</td>
<td>1-3.9</td>
<td>&lt;1</td>
</tr>
<tr>
<td>Testing Positivity*** (Excluding prison cases, 7 day average with 7 day lag)</td>
<td>&gt;8%</td>
<td>5-8%</td>
<td>2.4.9%</td>
<td>&lt;2%</td>
</tr>
</tbody>
</table>

*To advance to the next tier, a county must also meet health equity measures as described below.

**Adjusted case rate will be determined using confirmed (by PCR) cases, and will not include state and federal inmate cases. Assignment of a case rate tier includes an adjustment factor for counties that are testing above the state average.

*** Excludes state and federal inmate cases

The District continues to be in regular communication with Amador County Public Health Officer Dr. Kerr about the current COVID-19 data in Amador County and will work closely with her, our Board of Trustees, and our labor partners when circumstances allow for reopening.
Schools may reopen for in-person instruction based on equivalent criteria to the July 17th School Re-opening Framework previously announced. That framework remains in effect except that Tier 1 is substituted for the previous County Data Monitoring List (which has equivalent criteria to Tier 1). Schools in counties within Tier 1 are not permitted to reopen for in-person instruction, with an exception for waivers granted by local health departments for TK-6 grades. Schools that are not authorized to reopen, including TK-6 schools that have not received a waiver, may provide structured, in-person supervision and services to students under the Guidance for Small Cohorts/Groups of Children and Youth.

Schools are eligible for reopening for in-person instruction following California School Sector Specific Guidelines once the county is off Tier 1 for 14 days, which is similar to being off the County Data Monitoring List for at least 14 days.

Potential re-closure due to increased COVID-19 cases after reopening should follow the July 17th School Re-opening Framework.

Plan for Reopening and Shifting the Learning Model as Conditions Change

Based on the aforementioned information, guidance and collaboration, the District will shift its learning model as follows. After reopening campuses, this may include shifting back to Distance Learning if the conditions require it.

- Tier 1: Distance Learning
- Tiers 2 & 3: Hybrid and Distance Learning (options offered to families)
- Tier 4: Full Return to School Campuses

Health and Safety Plan During COVID-19 for a Safe Return to School

The District’s Health and Safety Plan provides detailed information about procedural requirements and the conditions and steps involved in the event a classroom, school or schools must close due to positive COVID-19 test cases. It also provides details on the protective measures that will be taken when schools reopen for classroom-based instruction.

COVID-19 has impacted our schools in the following ways.

Academic: The major change to academic programs was the nearly overnight shift from traditional classroom instruction to distance/mostly online learning. Teachers, still responsible for providing instruction appropriate for their grade level/content area, moved their classrooms to a digital platform. Many core academic programs were able to rely on the digital components of our adopted curriculum making it easier to ensure the continuity of learning. Unfortunately, due to their reliance on experiential learning, some programs were more adversely impacted by the transition to remote teaching and learning (i.e., Art, Drama, Culinary, Industrial Arts, Agriculture, and the hands-on portion of science instruction). Teachers of these subjects had to demonstrate creativity and flexibility as they were unable to ensure that their students had equal access to the supplies, apps, and equipment needed to complete comparable activities at home. CARES Act funds are being utilized for the 2020-2021 school year to provide all students with the supplies needed to complete activities at home for these elective courses.

Social: Programs focused on promoting community connectedness (i.e., Where Everyone Belongs, Link Crew, Kindness Club, etc.) were paused as staff priorities shifted toward meeting the academic needs and there wasn’t sufficient time to reimagine their role in our
educational landscape. Many of these activities resumed virtually once teachers had adjusted to providing instruction in an online format. Kindness Clubs, principal-led virtual awards assemblies, pre-recorded and virtual promotion and graduation ceremonies, are examples of adjustments made due to the COVID-19 circumstances.

**Athletics:** All spring sports competitions, practices and conditioning activities were canceled and all fall sports were pushed to January.

**Social-emotional:** Counselors regularly meet with students and families remotely, and teachers recognized the important role of the face-to-face interactions during Zoom and Google Meetings.

**Nutritional:** Food services transitioned to the grab-and-go breakfast and lunch options and distributed them at predetermined locations throughout the county.

**Special Education:** Most special education services were modified and provided remotely. Some designated instructional services (DIS) were greatly affected due to challenges with some staff and the inability to provide in-person services.

The major impacts of the physical school building closures on students and families were the lack of peer social interaction, lack of consistent access to trained educational professionals, loss of childcare except for essential workers, less supervision, and loss of identity and purpose when athletics and clubs ceased to meet.

### Stakeholder Engagement

[A description of the efforts made to solicit stakeholder feedback.]

Amador County Unified School District went to great lengths to solicit stakeholder feedback in the development of this plan. Separate live Zoom stakeholder engagement meetings were conducted for staff and for families and community members. During these meetings, a PowerPoint was shared explaining the plan and the various sections and prompts that need to be responded to. At the conclusion of each meeting, participants were asked to complete a Google survey to provide written feedback on each area of the plan. Families with limited access to technology were directed to pick up a paper copy of the survey at their school office.

The Plan was presented to the Amador Parent Advisory Committee (APAC) on Monday, August 31, 2020 for comments and feedback and to the District English Learner Advisory Committee (DELAC) on Tuesday, September 1, 2020 for comments and feedback.

[A description of the options provided for remote participation in public meetings and public hearings.]

Stakeholder engagement meetings were conducted via Zoom for staff and for families and community members. During these meetings, a PowerPoint was shared explaining the plan and the various sections and prompts that need to be responded to. At the conclusion of each meeting, participants were asked to complete a Google survey to provide written feedback on each area of the plan. Families with limited access to technology were directed to pick up a paper copy of the survey at their school office.

These Zoom sessions were recorded and posted to the district website for those who were unable to attend the live sessions. Families with limited access to technology were directed to pick up a paper copy of the survey at their school office.

[A summary of the feedback provided by specific stakeholder groups.]
Verbal and written feedback received from stakeholders indicated a strong desire for additional support for the mental health and social-emotional well-being of all students and staff. There were also common themes in the areas of additional tech support for families, purchasing additional devices for students and teachers, additional support outside the regular school day for students with disabilities, English learners, and any other students in need, having plenty of PPE on hand for when in-person instruction resumes, bringing small groups of at-risk students for in-person, targeted instruction, frequent assessment and intervention using online platforms, and additional time for students to interact socially in a virtual and in-person format.

Some themes of the feedback received from the Amador Parent Advisory Committee were around opportunities for students to participate in additional instruction after school hours to offset learning loss. There was also a suggestion to include students in the stakeholder engagement process, as well as to look to universities that have reopened successfully as a model for when in-person instruction resumes.

The theme of the feedback provided by the District English Learner Advisory Committee (DELAC) was a request for additional support and targeted instruction for students who are struggling. There was also a consensus for in-person offerings for the most at-risk students using the guidance released by CDE on August 25.

Stakeholder feedback received from the live stakeholder meetings and Google survey influenced every area of this plan. Some specific actions in the plan as a result of this feedback are the addition of two counselors to support the mental health and social-emotional well-being of students and staff, funding for after school clinics to offset learning loss, the purchase of additional Chromebooks for students and laptops for all teachers to provide the tools necessary to deliver instruction in a virtual format, the purchase of materials to support completion of projects at home, the purchase of online assessment and intervention platforms to be used to measure and offset learning loss, and additional bilingual aide hours to meet the demand for increased translation and family support.

Continuity of Learning

In-Person Instructional Offerings

The goal of Amador County Unified School District is to return to in-person instruction as soon as it is safe and permissible to do so, according to California Department of Public Health guidelines. To assist with this planning, two collaborative stakeholder committees were convened, one for staff and one for family/community members. These two committees then evolved into two subcommittees, one elementary and one secondary. These committees met in May, June and July 2020 to study various models for in-person instruction. Each committee developed a detailed plan to offer a hybrid model of in-person instruction where half of the students come two days a week and the other half come the other two days with a deep cleaning day in between (Wednesday). Each plan is described in detail in the following paragraphs.
The ultimate goal of the stakeholders is to go back to school with 100% of students and 100% of staff five (5) full days per week when it is reasonably safe to do so. The stakeholder committees reviewed resources including, but not limited to, the California Department of Education Guidebook and SB98. They gathered information from community members including staff and family surveys. They faced this work with the underlining consideration of how the District could provide the best educational opportunities for ALL students, create options that meet the guidelines and requirements, and support both parents and teachers.

The committees also recognized the importance of re-evaluating the distance learning model with the understanding that as the world moves forward during the COVID-19 pandemic, there is the chance that the Amador County Health Department or the State Health Department could approve opening schools for more hours and/or more days a week. If/when this happens, students that have been engaged in distance learning can return to the brick and mortar classroom. There is also the chance that the Amador County Health Department or the State Health Department could close schools again after they reopen, requiring distance learning for periods of time. There is a strong need to be nimble and adaptable to rapidly changing information and COVID-19 circumstances.

The elementary stakeholder committee felt very strongly that the District should offer families options. These options would all function as a school within a school approach, utilizing our current teaching staff. Parents would commit to an option with a contract including parent responsibilities and District responsibilities, such as attendance, accountability, technology, materials, masks, etc. In the event parents need to change their option during the school year, they would work with their student’s school, and changes would be made based on available space. The enrollment process would include a section for parents to request students being placed together for child care purposes within the school and across the District. All communications and related information was provided in Spanish.

Key details of the elementary hybrid model are:

- All students participating in the hybrid model will come to school in either group A (Monday/Tuesday) or group B (Thursday/Friday).
- Students will come to school for 4 hours on in-person days, and be given a combination of packets and online learning to complete the other 3 days at home.
- The size of the cohorts will be the number of students that will fit in the classroom (up to 14) in order to maintain social distancing.
- Staggered start and dismissal times will be arranged to maintain social distancing, do temperature checks, and avoid large amounts of people in an area at one time.
- Recesses will also be staggered to limit the number of students and/or classes at any given time. There will be designated areas and students will be reminded to practice social distancing. Social distancing posters will be displayed on playgrounds.
- Attendance will be taken daily in person and/or virtually for the cohort not in person.
- Students will be assessed in person.
- A minimum of one recess per in-person instructional day will be provided to students.
- Grab and go meals will be provided.
- Grades will be reported each trimester on the ACUSD report card.
An additional goal for this model is to look for opportunities to add more in-person time based on health and safety requirements and current COVID-19 circumstances.

The secondary stakeholder committee developed a hybrid model in which students attend school for a full day. The committee recognized that this will require significant organization for managing unstructured times like lunch and passing periods. Below is a model full-day bell schedule that was developed and reviewed by the committee. This schedule addresses concerns related to social distancing and providing both student supervision and a duty-free lunch for teachers. The sample schedule is color-coded in the tutorial/lunch period block to demonstrate the activity of each group of students. Yellow represents one group and blue represents the other.
<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:30 – 8:45</td>
<td>Screening/temp checks</td>
<td>Multiple designated locations with space for students to wait socially distanced (probably not office)</td>
</tr>
<tr>
<td>8:45 – 9:58</td>
<td>Period 1 or 2</td>
<td>73 minutes long</td>
</tr>
<tr>
<td>9:58 – 10:06</td>
<td>Passing Period</td>
<td>2 cycles, 4 min each</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Idea: Odd numbered classrooms go first, followed by even numbered classrooms</td>
</tr>
<tr>
<td>10:06 – 11:19</td>
<td>Period 3 or 4</td>
<td>73 minutes long</td>
</tr>
<tr>
<td>11:19 – 11:23</td>
<td>Passing Period</td>
<td>4 minutes for selected half of students to move to tutorial classroom (such as all students in odd classrooms)</td>
</tr>
<tr>
<td>11:23 – 11:57</td>
<td>1st Tutorial/Study Hall</td>
<td>34 minutes for students to work independently on classwork</td>
</tr>
<tr>
<td>11:23 – 11:53</td>
<td>1st Lunch</td>
<td>Remaining students (students in even classrooms) go to lunch. Teachers from those rooms will have duty free lunch at this time.</td>
</tr>
<tr>
<td>11:53 – 11:57</td>
<td>Passing Period</td>
<td>4 minutes for students on first lunch to report to tutorial classroom. Teachers on first lunch will return to their room to receive students for tutorial.</td>
</tr>
<tr>
<td>11:57 – 12:31</td>
<td>2nd Tutorial/Study Hall</td>
<td>34 minutes for students to work independently on classwork</td>
</tr>
<tr>
<td>11:57 – 12:27</td>
<td>2nd Lunch</td>
<td>Students who had First Tutorial go to lunch. Teachers who supervised First Tutorial will have duty free lunch.</td>
</tr>
<tr>
<td>12:27 – 12:31</td>
<td>Passing Period</td>
<td>4 minutes for students and teachers on second lunch to report to Learning Block 3 classroom.</td>
</tr>
<tr>
<td>12:31 – 12:35</td>
<td>Passing Period</td>
<td>4 minutes for students who had second tutorial to report to Period 5/6 classroom.</td>
</tr>
<tr>
<td>12:35 – 1:48</td>
<td>Period 5 or 6</td>
<td>73 minutes long</td>
</tr>
</tbody>
</table>
In this model, because students will attend school for an entire day, class periods will be longer, allowing for more in-depth instruction. More effective in-person instruction will then enable teachers to have greater flexibility with how to plan independent learning opportunities for the remainder of the week that build on content taught in class. Teachers will not be reliant on hosting virtual sessions to teach important concepts, but could provide all students with related assignments, handouts, and texts for completion at home. Of all considered options, the committee believed that a full-day hybrid would most closely resemble traditional modes of teaching and learning.

The subcommittee did consider and discuss a half-day model, but with increased frequency so that students came more frequently. Such a model would involve teachers instructing in person for a full day, except the morning would be dedicated to one track of students and the afternoon would be for the other track of students. Although periods would be short, the benefit would be that students would receive almost daily in-person instruction. Logistically, however, the subcommittee did not feel this was a viable option. Half days would be a hardship on families, but it would also be extremely difficult to sanitize effectively between groups of students. If transportation is to be provided, this model would also not allow for adequate time to return the first track of students home and pick up a different track to come to school. The subcommittee was concerned about the potential cost increase that would be associated with bringing two groups of students to campus on the same day. Also, this model would not support the needs of many types of courses that rely on ample instructional and student work time with tools and materials that can only be accessed at school.

The subcommittee discussed at length including all five days of the week as in-person instructional days versus the four proposed. However, the inconsistency created by students reporting three days one week and two the next could become a hardship for families who are trying to plan effectively. This also would not allow for the deep cleaning day to occur in between student groups attending. Additionally, there are several weekday holidays in the school calendar. A track of students could potentially miss a significant amount of in-person instructional time without an unscheduled day being available to hold makeup sessions. After careful consideration, the drawbacks were determined to be greater than the benefits, thus four days have been recommended.

The subcommittee also discussed the particular days of the week that should be designated as in-person instructional days for each track. It was acknowledged that the elementary and secondary plans should be closely aligned for the benefit of families. Although the secondary subcommittee recommended the schedule as displayed below, there could also be a benefit to scheduling each track to attend consecutive days. For example, Track 1 could attend Monday/Tuesday and Track 2 could attend Thursday/Friday. The subcommittee felt strongly that consistency and simplicity for all students, staff, and families should be the ultimate deciding factor. Below is a model schedule for a rotating block for student groups developed by the secondary committee.

### Recommended Rotating Block Hybrid Model

This model was adopted by the Board of Trustees on 7/20/2020. The model has not yet been implemented due to the Board decision on 7/30/2020 for distance learning.
- Total student enrollment at each school is separated into two tracks* to allow for fewer students on campus at a time
- Each track will attend school two full days per week
- Students will attend four class periods the first day and four different periods the next day

*This table has been changed to match the days elementary students will attend.

<table>
<thead>
<tr>
<th>Track 1: Last Name A – L</th>
<th>Track 2: Last Name M – Z</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Monday</strong></td>
<td><strong>Tuesday</strong></td>
</tr>
<tr>
<td>Track 1</td>
<td>Track 1</td>
</tr>
<tr>
<td>- Full day on-campus instruction</td>
<td>- Full day on-campus instruction</td>
</tr>
<tr>
<td>- Periods 1, 3, 5, 7</td>
<td>- Periods 2, 4, 6, 8</td>
</tr>
<tr>
<td>Track 2</td>
<td>Track 2</td>
</tr>
<tr>
<td>- Independent distance learning</td>
<td>- Independent distance learning</td>
</tr>
<tr>
<td>- Virtual and/or hard-copy assignments</td>
<td>- Virtual and/or hard-copy assignments</td>
</tr>
</tbody>
</table>

* Tracks will be primarily determined by the student’s last name. However, adjustments can be made based on family need.

### Actions Related to In-Person Instructional Offerings [additional rows and actions may be added as necessary]

<table>
<thead>
<tr>
<th>Description</th>
<th>Total Funds</th>
<th>Contributing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Purchase of personal protective equipment (PPE) such as masks, face shields, Plexiglas, and hand sanitizer.</td>
<td>$200,000</td>
<td>N</td>
</tr>
<tr>
<td>Purchase disinfecting devices such as room foggers, hand washing stations, and bathroom disinfecting machines to assist with the intensive requirements of offering in-person instruction.</td>
<td>$75,000</td>
<td>N</td>
</tr>
<tr>
<td>Hire additional custodial and supervision staff to assist with the intensive cleaning / disinfecting and increased supervision requirements associated with offering in-person instruction.</td>
<td>$200,000</td>
<td>N</td>
</tr>
</tbody>
</table>
Amador County was officially placed on the state’s data monitoring list on Monday, August 17, 2020 after being above the threshold for case rate and testing positivity for several weeks. The Board of Trustees had the foresight to see this official notification coming and, on July 30, 2020, the Board made the decision to open the school year with full distance learning. Many preparations for distance learning have occurred since that time.

The crisis-response distance learning model from March 2020 has been updated to include all requirements from Senate Bill 98. Students participate and interact with their teacher(s) and peers daily. Assessments and grades are given. Daily attendance is required and taken. Hot spots and Chromebooks are provided to families who need them. Textbooks, materials, and packets were distributed through a drive-through pick-up process or delivered by a bus driver to families who needed that support. At the elementary level, hard copy student work is being turned in weekly through a similar process and new instructional materials provided as needed. At the secondary level, student work is submitted online. Teachers are collaborating with their site and grade level peers to ensure consistency in instruction, rigor, assessment, feedback, and workload. Teachers are given the option of providing distance learning from their classroom or home depending on health risks and guidance from the Amador County Health Department.

In order to support the continuity of learning with the possibility of being required to shift from distance learning, to in-person instruction, back to distance learning, the online portions of all district-adopted curriculum have been purchased and provided to teachers and students. Hard copies of district-adopted textbooks and supplemental instructional materials have also been distributed to students prior to the start of the school year to ensure access to the adopted curriculum whether at home or in-person. A major difference with distance learning for the 2020-2021 school year is that all teachers are using the state-approved, district adopted curriculum as the primary instructional resource with a few supplemental resources as appropriate, time permitting.

The following are additional key aspects of distance learning at all schools:

- Teachers engage in purposeful, standards-aligned instruction.
- Students learn new content/skills with the same rigor and expectations of their hybrid and homeschool model peers.
- Teachers provide both live and recorded lessons/instruction daily. Live instruction and other lessons may be recorded and available for viewing.
- Teachers meet virtually in a variety of settings with students to provide both whole group and small group instruction as well as Designated ELD, and intervention.
- Grades will be reported each trimester (elementary) or quarter (secondary) on the ACUSD report card.
- Board adopted materials are used including Benchmark, My Math, CA Collections, and CPM.
- Weekly packets, textbooks, and materials are distributed by site.
- Weekly packets at each site are the same per grade level.
- Teachers refer to the Hybrid/Distance Learning Resources provided by the educational services department for additional instructional recommendations.
- Teachers provide feedback to students, including observational comments, grades, an evaluative or descriptive note, a question for clarification, etc.
- Students who are not responding to assignments are contacted by the teacher and/or school staff. Teachers notify school staff if they have not received work from or communicated with a student after 3 days.
- Communication with families is documented on the site agreed upon documentation form.
- An attendance record of daily and weekly student engagement is used by all teachers.

### Access to Devices and Connectivity

[A description of how the LEA will ensure access to devices and connectivity for all pupils to support distance learning.]

In order ensure equitable access to educational content for all students, particularly low-income students, foster youth, and English learners, we ensure that all students without access to a digital device or internet are provided a school-issued Chromebook and/or Wi-Fi / hotspot. Staff has been diligent about attempting to contact every family in order to ensure that everyone has access to the device(s) they need.

Nearly 2,500 Chromebooks and 800 hotspots have been distributed to families to begin the 2020-2021 school year.

### Pupil Participation and Progress

[A description of how the LEA will assess pupil progress through live contacts and synchronous instructional minutes, and a description of how the LEA will measure participation and time value of pupil work.]

Student progress in distance learning is tracked and monitored using a combination of participation in the live daily interactions and the completion of assignments. Student progress in a hybrid model will be tracked and monitored using a combination of attendance at the in-person instruction days and the completion of assignments. In distance learning, teachers provide live daily interaction for all students. Each student’s participation in live class sessions is tracked by the teacher. Teachers use a combination of participation in the live daily interactions and the completion of assignments to determine the time value of pupil work. All students are provided at least the minimum number of daily instructional minutes, based on the grade span, through a combination of daily live interaction and assignment completion.

### Distance Learning Professional Development

[A description of the professional development and resources that will be provided to staff to support the distance learning program, including technological support.]

The educational services department coordinated a robust menu of professional development offerings prior to the start of the 2020-2021 school year. All employees were provided three additional contracted days the week before school started in order to have the necessary time to plan, collaborate, and participate in the professional development needed to meet the new demands of distance learning.

The trainings have been in the form of webinars (both live and recorded) on how to use digital platforms such as Google Classroom, Google Meet, Zoom, and Edpuzzle to deliver and enhance remote instruction. Additionally, the Educational Services department has expanded access to digital curriculum and supplementary instructional resources for teachers by creating accounts for teachers on already purchased
platforms such as Benchmark, My Math, California Collections, Edgenuity, CPM, and FOSSweb, reaching out to companies offering free trials for standards-aligned digital curriculum such as STEMscopes and Rosetta Stone, and by offering implementation support as needed.

Additionally, the Educational Services department continues to connect teachers and families with regional partners such as the region 6 STEM collaborative, Bilingual/English Learner Leadership (BELL) Network, and the Instructional Leadership Corps that offer guidance on how to deliver effective digital learning.

**Staff Roles and Responsibilities**

[A description of the new roles and responsibilities of affected staff as a result of COVID-19.]

The normal job duties of certain job classifications and staff members employed by the school district are not relevant in a distance learning format. For example, with students not physically coming to school campuses, the main role of bus drivers who normally transport students to and from school has been altered. In order to support new responsibilities associated with delivering instruction in a distance learning format, our bus drivers have had their roles temporarily changed to support school sites with things such as delivering and picking up Chromebooks, hot spots, textbooks, supply kits, and anything else that needs to be taken to or collected from our families.

Another example is with campus supervisors who would normally spend their day interacting with students around the school site regarding parking issues, class attendance, assisting with minor discipline infractions, and other general campus security issues. With students not on campus in a distance learning format, our campus supervisors have assisted with things such as providing technology support to families, assembling materials kits for art, P.E., and other electives classes, coordinating the distribution of these kits with bus drivers to ensure every student receives one, and assisting with cleaning and disinfecting around the campus.

A final example is with some of our library clerks who would normally spend their day checking in and out books to students and classes rotating through the library. With students not physically present on campuses, our library clerks’ roles have shifted to supporting the disinfecting of frequently touched surfaces to assist with the promotion of health and safety for all staff and students.

**Supports for Pupils with Unique Needs**

[A description of the additional supports the LEA will provide during distance learning to assist pupils with unique needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness.]

Amador County Unified School District understands that our students with unique needs may be the ones impacted most by the COVID-19 pandemic. As a result, we have put many supports in place for the 2020-2021 school year.

At the elementary level, intervention teachers remain in place at all schools, with the temporary increase in hours from last year being made permanent for this year. These teachers meet with small groups of students virtually to provide additional support in targeted areas based on performance on district assessments and teacher recommendation.

At the secondary level, each school has designated an MTSS coordinator to provide additional support to the students who need it most. At the junior high level, the instructional administrator fills this role, while at the high school level, a teacher fills this role as one of their assigned sections.
Our counselors have gone to great lengths to inform the greater school community that they are available to assist students and families with whatever needs may arise during the COVID-19 pandemic. In addition to the regular teacher and administrator referral process, many counselors have created their own web-pages, Google Classrooms, and Google Forms for self-referrals. A referral system using Google Forms is being used to streamline the student referral process so students are seen in a timely fashion when more urgent matters arise. SEL focused, virtual presentations are provided weekly by teachers and counselors that include coping skills for anxiety and trauma with the recordings of the lessons available on Google Classroom.

With the long-awaited release of the California Department of Public Health’s “Guidance for Small Cohorts/Groups of Children and Youth” on August 25, 2020, we are in the planning stages for offering in-person instructional services to small cohorts of at-risk students. Services such as speech and language, occupational therapy, intensive counseling, and targeted academic intervention are a few areas being considered for in-person instruction. This will likely be offered at “service centers” being established at central locations in each school community.

Using the guidance provided by Californians Together, we understand the importance of making sure that English learners have full access to the curriculum. Therefore, the Designated and Integrated ELD supports which are embedded in our adopted curriculum are provided to all English learners. Supplementary ELD resources and webinars curated by the California Department of Education are also highlighted for teachers on our district resource page. We proactively engage parents by making sure that school communication is in families’ native language whenever appropriate. Additionally, our bilingual aides meet virtually and/or call our English learners and their families to provide assistance with school work and translations as needed.

In order to meet the needs of our low-income students, foster youth, and English learners we ensure that all students without access to a digital device or internet are provided a school-issued Chromebook and/or Wi-Fi / hotspot. Staff is diligent about contacting every family in order to assist them in any way possible with both the transition to distance learning and their social-emotional needs.

Our Foster Youth liaison, Bilingual Parent liaison, and all of our counselors reach out to students and families to provide support and services as needed.

### Actions Related to the Distance Learning Program [additional rows and actions may be added as necessary]

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<thead>
<tr>
<th>Description</th>
<th>Total Funds</th>
<th>Contributing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Purchase additional Chromebooks to ensure equitable access to distance learning for foster youth, English learners, and low-income students.</td>
<td>$150,000</td>
<td>Y</td>
</tr>
<tr>
<td>Purchase laptop computers with cameras, microphone, and speakers for all teachers to provide the tools necessary for distance learning.</td>
<td>$332,000</td>
<td>N</td>
</tr>
<tr>
<td>Three additional work days added to all employees contracts for planning, collaboration, and professional development to successfully open the school year.</td>
<td>$300,000</td>
<td>N</td>
</tr>
<tr>
<td>Online versions of curriculum platforms to ensure the continuity of learning between in-person and distance learning.</td>
<td>$80,000</td>
<td>N</td>
</tr>
<tr>
<td>Description</td>
<td>Total Funds</td>
<td>Contributing</td>
</tr>
<tr>
<td>----------------------------------------------------------------------------</td>
<td>-------------</td>
<td>--------------</td>
</tr>
<tr>
<td>Materials to support at home completion of projects for core and elective classes such as science, art, P.E., and culinary.</td>
<td>$400,000</td>
<td>Y</td>
</tr>
<tr>
<td>Additional bilingual aide hours to meet the demand for increased translation and family support.</td>
<td>$5,000</td>
<td>Y</td>
</tr>
<tr>
<td>Equipment cost and monthly service contracts for hotspots to provide connectivity for all students who need it.</td>
<td>$250,000</td>
<td>Y</td>
</tr>
</tbody>
</table>

### Pupil Learning Loss

[A description of how the LEA will address pupil learning loss that results from COVID-19 during the 2019–2020 and 2020–21 school years, including how the LEA will assess pupils to measure learning status, particularly in the areas of English language arts, English language development, and mathematics.]

All teachers met in grade level teams (elementary) and content area cohorts (secondary) on August 26, 2020 to make agreements about common assessment tools and learning loss strategies to be used by all grades TK-12 teachers.

At the elementary level, in order to address pupil learning loss that results from COVID-19 during the 2019-2020 and 2020-2021 school years, teachers will assess students during the first 20 days of school to get an initial assessment of where students are at. Teachers will continue to assess students at the end of the 1st Trimester (November), the end of the 2nd Trimester (March), and at the end of the 3rd Trimester (May). The most current ELPAC results will also be used to measure ELD status, as well as the EL assessments embedded in the Benchmark Advance curriculum. Teachers will use our district’s ELA assessments and math assessments that were developed by our TK-6 Assessment Committee in 2019. The Assessment Committee followed our standards based report cards when developing our assessment plan. We will use diagnostic, formative and summative assessments to guide instruction and intervention.

At the secondary level, ELA teachers will administer the California Collections CAASPP ELA Practice Test in the fall to measure all students current learning status in English language arts and English Language Development. The most current ELPAC results will also be used to measure current ELD status, as well as the EL assessments embedded in CA Collections. Secondary math teachers will measure students’ learning status in mathematics using the i-Ready adaptive diagnostic assessment in grades 6 through 8 and the Mathematics Diagnostic Testing Project’s (MDTP) Assessments of Preparedness and Readiness for students in grades 9-12.

All assessments can be administered in a virtual format. It was noted that training in the administration of these assessments will be needed, as well as collaboration time to analyze the results.

### Pupil Learning Loss Strategies

[A description of the actions and strategies the LEA will use to address learning loss and accelerate learning progress for pupils, as needed, including how these strategies differ for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils experiencing homelessness.]
The data from the assessments described above will be used to determine what strategies or supports are necessary to address learning loss.

At the elementary level, the actions and strategies teachers will use to address learning loss and to accelerate learning progress for pupils are many times part of daily instruction through cooperative groups. Teachers will meet students at the developmental level they are at and develop plans to address specific needs from there. District-adopted curriculum will be utilized in order to accelerate all student learning. We will provide intervention services to students as needed, based on district benchmark assessment results and teacher recommendations. Programs such as Benchmark Steps to Advance, Benchmark Booster, and mini units from San Francisco Math and Engage New York will be used to address learning loss.

At the secondary level, each school’s ELA department will determine which tools are best suited to respond to student learning loss. Site departments will develop a learning loss mitigation response plan that utilizes one or more tools based on student need. Examples of the tools discussed include IABs, Renaissance Learning (some sites would like to purchase again), Common Lit, CAASPP Digital Library, Edgenuity MyPath (Used at Independence High School and North Star Independent Study School), i-Ready, Newsela Pro (paid version will provide data tracking), and CA Collections materials in Spanish.

Teachers will use differentiation to respond to students’ learning needs during class. Self-assessment tools will be used for students to be aware of areas for growth and progress. A combination of designated ELD, integrated ELD, and bilingual aides will support EL students during the school day. Office hours are provided to meet 1-1 with students who need additional support. Students will be referred to the MTSS process as needed, and collaboration time will be used to analyze the data and determine next steps.

Secondary math teachers will take a two-pronged approach to addressing learning loss using the research from John Hattie. According to Hattie, collective teacher efficacy has the greatest impact on student learning. Keeping this in mind, we will reach out to our partners at the Sacramento County Office of Education and/or Susan Hoffmier, an international teacher mentor from CPM (our district-adopted curriculum), to work with our teachers to analyze the data from student assessments, identify and prioritize standards to be taught, and explore teaching strategies that will support student learning in a remote environment.

The second prong focuses on identifying students for small group, targeted instruction. In Hattie’s research, response to intervention has one of the largest effect sizes in raising student achievement. Using the student assessment data, we will identify students needing mathematics intervention. These students will be grouped with peers needing support in similar target areas. These groups of students will work with a highly-qualified teacher after school to work on any gaps that may be preventing these students from accessing grade-level content.

In order to accommodate these intervention groups, additional teacher hours will be needed on a temporary basis in order to provide these supports.

Effectiveness of Implemented Pupil Learning Loss Strategies

[A description of how the effectiveness of the services or supports provided to address learning loss will be measured.]

At the elementary level, the effectiveness of the services and supports implemented to address learning loss will be measured by many of the same assessments described in the section about measuring the current learning status. Teachers will continue to assess students at the end of the 1st Trimester (November), the end of the 2nd Trimester (March), and at the end of the 3rd Trimester (May), or more frequently
based on need. Teachers will use our district’s ELA/ELD assessments and math assessments that were developed by our TK-6 Assessment Committee in 2019.

Secondary ELA teachers will administer the California Collections CAASPP ELA Practice Test again in December to measure the effectiveness of the services and supports implemented to address learning loss. Teachers will collaborate to compare the results. Based on the amount of progress or lack thereof, teachers will continue to address the learning deficits using the interventions and strategies above.

Secondary math teachers will measure the effectiveness of their actions and strategies using the same diagnostic tests administered at the beginning of the year. If our actions and strategies are effective, we would expect growth in our students’ performance. Additionally, we will use student self-assessment on specific skills as a formative indicator of progress in the interim between the diagnostic assessments.

### Actions to Address Pupil Learning Loss [additional rows and actions may be added as necessary]

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<thead>
<tr>
<th>Description</th>
<th>Total Funds</th>
<th>Contributing</th>
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</thead>
<tbody>
<tr>
<td>Benchmark Booster Program (Part of the elementary board-adopted English language arts curriculum)</td>
<td>$28,500</td>
<td>N</td>
</tr>
<tr>
<td>Funding for after school clinics in math and reading to make up for lost learning time.</td>
<td>$30,000</td>
<td>Y</td>
</tr>
<tr>
<td>Additional supplemental instructional programs to target learning loss.</td>
<td>$75,000</td>
<td>Y</td>
</tr>
<tr>
<td>Professional development to support best practices for intervention</td>
<td>$75,000</td>
<td>Y</td>
</tr>
</tbody>
</table>

### Mental Health and Social and Emotional Well-Being

[A description of how the LEA will monitor and support mental health and social and emotional well-being of pupils and staff during the school year, including the professional development and resources that will be provided to pupils and staff to address trauma and other impacts of COVID-19 on the school community.]

Amador County Unified School District understands the social-emotional toll the COVID-19 pandemic has taken on our students and families. Social isolation and loneliness combined with reduced income, income insecurity, or job loss have resulted in increased anxiety and stress levels that are unhealthy for both students and adults. This has an impact on the social emotional health and overall well-being of many people.

All counselors have a weekly schedule to check in with students. Students can also request counseling through email, the school website, a Google Form or other means. Teachers and parents may refer students to counselors if they recognize a need. A referral system using Google Forms is being widely used to streamline the student referral process so students are seen in a timely fashion when more urgent matters arise. Social emotional learning presentations are provided virtually on a weekly basis by teachers and counselors that include coping skills for anxiety and trauma, and the recordings of these lessons available in many teachers’ Google Classrooms.

The Director of Special Education/SELPA works closely with special education teachers/case managers, to monitor all students. Discussions include overall progress with their classes, attention to individual students who are struggling with attendance and participation, reports from parents about emotional or behavioral concerns, etc. Some adjustments made as a result of these discussions include reducing work
demands, frequent or individual check-ins with staff, and adjusting requirements of cameras and participation. In order to support all students, the Director of Special Education/SELPA consults with teachers, principals and parents to troubleshoot and assist in determining the best course of action.

The Director of Special Education/SELPA also shares professional development opportunities and resources with teachers, and has attended school psychologist related professional development specific to assessment during COVID-19.

The Educational Services team and Equity Committee shares resources for teachers to better understand equity in the home setting and managing expectations regarding rigor and workload. More training on recognizing signs of abuse or trauma in students during this time is planned, as well as supporting the emotional well-being of employees during this time, including work/life balance and mental health.

School psychologists utilize assessment tools for measuring the social and emotional well-being of students. They then analyze individual student strengths and needs and develop effective interventions and services to support the mental health of students. School psychologists consult, collaborate, and communicate with staff with the goal of promoting the use of mindfulness strategies to reduce work-related stress. Teachers are encouraged to use mindfulness techniques with their classes and report any concerns regarding students who demonstrate ongoing negative or limited engagement in virtual classroom lessons to administrators, case managers, and/or counselors and psychologists. School psychologists emphasize the need for recreation and relaxation to support one’s overall health during distance learning.

The following are resources currently being used by teachers, counselors, and other support staff:

- Trauma-Informed Distance Learning Strategies can be found at: SELcenter.WestEd.org
- NCTSN Learning Center brings together resources focused on specific populations, including adolescents who have experienced trauma and substance abuse, homeless youth, and refugees. The courses in this section offer interactive online training modules, video lectures, case examples, assessment tools, and expert tips.
- At the secondary level, staff will utilize the guidelines set by the American School Counseling Association Toolkit for Virtual High School Counseling and the California School Counseling Association:
  - ASCA: https://www.schoolcounselor.org/school-counselors/professional-development/learn-more/virtual-high-school-counseling

Other strategies include:

- Supplemental social emotional learning curriculum to support students, both during in-person and virtual instruction.
- Art lessons in a virtual format promoting social-emotional wellness
- Classroom music and band in a virtual format
- Updated websites and curriculum suggestions for parents/families on the district website

Pupil and Family Engagement and Outreach

[A description of pupil engagement and outreach, including the procedures for tiered reengagement strategies for pupils who are absent from distance learning and how the LEA will provide outreach to pupils and their parents or guardians, including in languages other than English,
when pupils are not meeting compulsory education requirements, or if the LEA determines the pupil is not engaging in instruction and is at risk of learning loss.]

Amador County Unified School District will use a multi-tiered system of supports to ensure all students are engaged in the distance learning and hybrid models of instruction for the 2020-2021 school year. Attendance for distance learning is accounted for using a combination of participation in the daily live interactions offered by every teacher and the completion of assignments in the Google Classroom.

The first tier of the re-engagement plan involves welcoming students and parents to the new school year and the improved distance learning format in order to promote a culture of positive attendance. This includes raising the awareness of school personnel, parents, guardians, and caregivers of the negative effects of chronic absenteeism and other challenges when students are not fully participating in the educational program. Proactive outreach to families about the importance of school attendance and participation in the live daily interactions or recorded lessons being posted to teachers’ Google Classrooms are examples of how this will be accomplished in a remote environment.

The Aeries student information system has been updated to reflect codes appropriate for distance learning and a hybrid model to indicate which students are engaged and which students are not. Using this data, schools will follow the tiered plan below to reengage students, as necessary.

The second tier of the plan ensures that students with attendance problems are identified as early as possible in order to provide the appropriate support and interventions at the school. Teachers, office staff, and repurposed classified staff will assist with calling each family to find out the reason why the student is not engaged. Support for reengaging students will be provided as needed. Examples might be access to a Chromebook or hotspot, counseling support to address social-emotional needs, help structuring a daily schedule, technology troubleshooting, or any other support that is needed.

The third tier is for students who have exhausted the resources and support attempts offered by the school. More intensive outreach by the counselor or a home visit might be appropriate in this case. When all other efforts have been attempted without success, then a referral to the school attendance review board (SARB) may be necessary. The SARB is composed of a diverse group of experts who can link the family to any needed school district or community services. The SARB will also identify and respond to grade level or student subgroup patterns of chronic absenteeism and will evaluate the effectiveness of strategies implemented to reduce chronic absenteeism rates.

School Nutrition

[A description of how the LEA will provide nutritionally adequate meals for all pupils, including those students who are eligible for free or reduced-price meals, when pupils are participating in both in-person instruction and distance learning, as applicable.]

The food service department of the Amador County Unified School District adjusted quickly to ensure all students continued to receive nutritionally adequate meals, despite the COVID-19 pandemic. The district received notification that we are able to free provide meals to all students, regardless of income status until at least December, 2020. Drive-through meal pickup is being provided at Plymouth and Pioneer Elementary Schools, Ione Junior High, and Argonaut and Amador High School. Meals are also being delivered by bus drivers to 6 areas of the county that are remote and further away from school sites. When students return to campus for in-person instruction, nutritionally adequate meals will continue to be provided in a grab-and-go format until CDPH guidance indicates otherwise.
During the spring of 2020, the Food Services Department served 41,472 grab-and-go breakfasts and 41,472 grab-and-go lunches for a total of 82,944 meals. All staff were required to wash their hands and sanitize all frequently touched items to include, door handles, counter tops, freezer and refrigerator handles, all serving carts and serving trays. This was repeated throughout the day. Meals were either placed on a sanitized table or sheet pan where parents could grab the meals and drive away. No meals were consumed on site. At the end of the day, all items were again sanitized for the next day's use. Three of the sites only had one employee, making social distancing a non-issue. The three sites that did have more than one employee worked at separate workstations within the cafeteria, wore gloves, and maintained their 6 to 10 feet of separation.

### Additional Actions to Implement the Learning Continuity Plan [additional rows and actions may be added as necessary]

<table>
<thead>
<tr>
<th>Section</th>
<th>Description</th>
<th>Total Funds</th>
<th>Contributing</th>
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</thead>
<tbody>
<tr>
<td>Mental Health and Social-Emotional Well-Being</td>
<td>Provide two additional counselors to target the social-emotional needs of English learners, foster youth and low-income students.</td>
<td>$150,000</td>
<td>Y</td>
</tr>
<tr>
<td>Mental Health and Social-Emotional Well-Being</td>
<td>Funding for staff time to complete virtual training in trauma informed practices and strategies to address trauma and other impacts of COVID-19 on the school community.</td>
<td>$25,000</td>
<td>Y</td>
</tr>
</tbody>
</table>

### Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

<table>
<thead>
<tr>
<th>Percentage to Increase or Improve Services</th>
<th>Increased Apportionment Based on the Enrollment of Foster Youth, English Learners, and Low-Income students</th>
</tr>
</thead>
<tbody>
<tr>
<td>8.41%</td>
<td>$2,834,461 (Total allocation of LCFF Supplemental funds)</td>
</tr>
</tbody>
</table>

### Required Descriptions

[For the actions being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the needs of these students.]

Due to the unique needs of foster youth, English learners, and low income students, Amador County Unified School District always considers these subgroups of students first when planning for additional supports for students. This is evidenced by time spent in principals’ weekly meetings to strategize and plan, time in every instructional day for teachers to meet with individual students and small groups for intervention.
support, dedication to meeting Section 504 and IEP timelines and goals, and high level of dedication and participation in ELAC and DELAC meetings for shared decision making.

Foster youth, English learners, and low income students will be given priority if there are limited slots available in after school reading and math clinics using the supplemental programs purchased. Foster youth, English learners, and low income students are also given priority when it comes to Chromebooks, internet hotspots, and materials kits in order to fully engage in their education whether in a distance learning or hybrid format.

These actions are effective in meeting the needs of these students based on the use of best practices, research-based resources and strategies, high levels of teacher collaboration and efficacy, and the provision of individual and small group instruction and intervention. Effectiveness will be measured using the aforementioned assessment tools and strategies.

[A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.]

Services for foster youth, English learners, and low-income students are being increased or improved by the percentage required in a variety of ways. Some examples of this include these students being the primary recipient of the additional counselor support. We know the social-emotional toll the pandemic has taken on our students and families, especially our foster youth, English learners, and low income students. The additional counseling services will be effective in addressing the increased need in these subgroups of students.

We recognize these subgroups of students as being in greater need of Chromebooks and hotspots which are being provided for use at home and support this need by ensuring all students have this support.

Many of our low income, foster youth, and English learners do not have the materials at home necessary to complete projects assigned by art, science, and/or electives teachers. These materials are being provided by the District to the aforementioned subgroups of students.

The unique needs of foster youth, English learners, and low income students are also the priority as staff are provided extra hours to complete training in strategies to address trauma and other impacts of COVID-19 on the school community.

While not part of the aforementioned subgroups, ACUSD supports students with disabilities in the following ways:

- All Mild/Moderate and Designated Instructional Services (DIS) special education teachers have their own Google Classroom for all students on their caseload, and/or are part of a general education teacher's Google Classroom for push-in support.
- Teachers document all communication with families and students and maintain service logs for each student on their caseload.
- IEP meetings occur in a virtual meeting format with paperwork shared with all IEP team members and virtual signatures attained after the meeting.
- Amendment/Distance Learning Plan/Emergency Services Plan meetings are being held for each student with an IEP to determine needs and supports and services during COVID-19.
AGENDA ITEM #: 14.5

SUBJECT:
CSBA Recommended Board Policy Updates: Human Resources – Discussion/Action

BACKGROUND INFORMATION:
CSBA provides five policy update packets per fiscal year. The policies presented for updating at this time are in the area of sexual harassment, the descriptions summarize the changes made to each policy. It is recommended that school districts review the materials and modify their policies accordingly.

Board Policy 4119.11/4219.11/4319.11 – Sexual Harassment (BP revised)
Policy updated to reflect NEW FEDERAL REGULATIONS (85 Fed. Reg. 30026) which require that complaints of behavior that meets the federal definition of sexual harassment be addressed through new Title IX complaint procedures. Title of compliance officer changed to Title IX Coordinator pursuant to federal regulations, and responsibility assigned to Title IX Coordinator to receive complaints and determine the appropriate complaint procedure to use.

Board Policy 5145.7 - Sexual Harassment
Policy updated to include examples of actions to reinforce the district's sexual harassment policy, consistent with NEW LAW (AB 34, 2019) which requires posting the sexual harassment policy on the district's web site and NEW LAW (AB 543, 2019) which requires displaying a poster and providing the sexual harassment policy in student orientations. Policy also reflects NEW FEDERAL REGULATIONS (85 Fed. Reg. 30026) which require that complaints of behavior that meets the federal definition of sexual harassment be addressed through new Title IX complaint procedures. Title of compliance officer changed to Title IX Coordinator throughout policy pursuant to federal regulations.

FISCAL IMPLICATION:
None

RECOMMENDATION:
Superintendent Slavensky recommends approval of the CSBA recommended board policy updates.

PRESENTED BY:
Dave Vicari, Assistant Superintendent, Human Resources
The following policy shall apply to all district and county office employees, interns, volunteers, contractors, job applicants, and other persons with an employment relationship with the district.

The Governing Board is committed to providing a safe work environment that is free of harassment and intimidation. The Board of Trustees prohibits sexual harassment of district employees and retaliatory behavior or action against any person who complains, testifies, or otherwise participates in the complaint process established for the purpose of this policy. The Board also prohibits retaliatory behavior or action against district employees or other persons who complain, testify, or otherwise participate in the complaint process established pursuant to this policy and accompanying administrative regulation. This policy shall apply to all district and county office employees and, when applicable, to interns, volunteers, and job applicants.

(cf. 0410 - Nondiscrimination in District Programs and Activities)
(cf. 4030 - Nondiscrimination in Employment)

Sexual harassment includes, but is not limited to, harassment that is based on the sex, gender, gender identity, gender expression, or sexual orientation of the victim and harassment based on pregnancy, childbirth, or related medical conditions.

The Superintendent or designee shall take all actions necessary to ensure the prevention, investigation, and correction of sexual harassment, including but not limited to:

1. Providing training to employees in accordance with law and administrative regulation
2. Publicizing and disseminating the district's sexual harassment policy to staff
   (cf. 4112.9/4212.9/4312.9 - Employee Notifications)
3. Ensuring prompt, thorough, and fair investigation of complaints
4. Taking timely and appropriate corrective/remedial action(s), which may require interim separation of the complainant and the alleged harasser and subsequent monitoring of developments

The Superintendent or designee shall periodically evaluate the effectiveness of the district's strategies to prevent and address harassment. Such evaluation may involve conducting regular...
anonymous employee surveys to assess whether harassment is occurring or is perceived to be tolerated, partnering with researchers or other agencies with the needed expertise to evaluate the district's prevention strategies, and using any other effective tool for receiving feedback on systems and/or processes. As necessary, changes shall be made to the harassment policy, complaint procedures, or training.

**Sexual Harassment Reports and Complaints**

District and county office employees who feel that they have been sexually harassed in the performance of their district responsibilities or who have knowledge of any incident of sexual harassment by or against another employee shall immediately report the incident to their direct supervisor, a district administrator, or the district's Title IX Coordinator. Employees may bypass their supervisor in filing a complaint if the supervisor is the subject of the complaint. A supervisor or administrator who receives a harassment complaint shall promptly notify the Title IX Coordinator.

All complaints and allegations of sexual harassment shall be kept confidential to the extent necessary to carry out the investigation or to take other subsequent necessary actions. (2 CCR 41023)

Once notified, the Title IX Coordinator shall ensure the complaint is addressed through either AR 4119.12/4219.12/4319.12 - Title IX Sexual Harassment Complaint Procedures for complaints meeting the Title IX definition of sexual harassment or AR 4030 - Nondiscrimination in Employment for complaints meeting the state definition, as applicable, and shall offer supportive measures to the complainant.

(cf. 4119.12/4219.12/4319.12 - Title IX Sexual Harassment Complaints)

Any district employee who feels that he/she has been sexually harassed or who has knowledge of any incident of sexual harassment by or against another employee shall immediately report the incident to his/her supervisor, the principal, district administrator, or Superintendent.

A supervisor, principal, or other district administrator who receives a harassment complaint shall promptly notify the Superintendent or designee.

Complaints of sexual harassment shall be filed in accordance with AR 4030 - Nondiscrimination in Employment. An employee may bypass his/her supervisor in filing a complaint where the supervisor is the subject of the complaint.

Upon investigation of a sexual harassment complaint, any district or county office employee who engages found to have engaged or participated or participates in sexual harassment or who aids, abets, incites, compels, or coerces to have aided, abetted, incited, compelled, or coerced another to commit sexual harassment in violation of this policy is subject to disciplinary action, up to and including dismissal, in accordance with law and the applicable collective bargaining agreement.

(cf. 4117.7/4317.7 - Employment Status Reports)

(cf. 4118 - Dismissal/Suspension/Disciplinary Action)
Legal Reference:
EDUCATION CODE
200-262.4 Prohibition of discrimination on the basis of sex
GOVERNMENT CODE
12900-12996 Fair Employment and Housing Act, especially:
12940 Prohibited discrimination
12950 Sexual harassment; distribution of information
12950.1 Sexual harassment training
LABOR CODE
1101 Political activities of employees
1102.1 Discrimination: sexual orientation
CODE OF REGULATIONS, TITLE 2
11009 Employment discrimination
11021 Retaliation
11023 Harassment and discrimination prevention and correction
11024 Sexual harassment training and education
11034 Terms, conditions, and privileges of employment
CODE OF REGULATIONS, TITLE 5
4900-4965 Nondiscrimination in elementary and secondary education programs receiving state financial assistance
UNITED STATES CODE, TITLE 20
1681-1688 Title IX of the Education Amendments of 1972
UNITED STATES CODE, TITLE 42
2000e-2000e-17 Title VII, Civil Rights Act of 1964, as amended
CODE OF FEDERAL REGULATIONS, TITLE 34
106.1-106.9 Nondiscrimination on the basis of sex in education programs or activities
106.51-106.82 Nondiscrimination on the basis of sex in employment in education programs or activities
UNITED STATES CODE, TITLE 42
2000d-2000d-7 Title VI, Civil Rights Act of 1964
2000e-2000e-17 Title VII, Civil Rights Act of 1964, as amended
2000h-2-2000h-6 Title IX, 1972 Education Act Amendments
CODE OF FEDERAL REGULATIONS, TITLE 34
106.9 Dissemination of policy
COURT DECISIONS
Department of Health Services v. Superior Court of California, (2003) 31 Cal.4th 1026

Management Resources:
Policy
AMADOR COUNTY UNIFIED SCHOOL DISTRICT
adopted:
**Amador COE and USD**  
**Board Policy**  
**Sexual Harassment**  

**BP 5145.7**  
**Students**

The Governing Board is committed to maintaining a safe school environment that is free from harassment and discrimination. The Board prohibits, at school or at school-sponsored or school-related activities, sexual harassment targeted at any student by anyone. The Board also prohibits retaliatory behavior or action against any person who reports, files a complaint or testifies about, or otherwise supports a complainant in alleging sexual harassment.

The district strongly encourages any student who feels that he/she is being or has been sexually harassed on school grounds or at a school-sponsored or school-related activity by another student or an adult who has experienced off-campus sexual harassment that has a continuing effect on campus to immediately contact his/her teacher, the principal, or any other available school employee. Any employee who receives a report or observes an incident of sexual harassment shall notify the principal or a district compliance officer. Once notified, the principal or compliance officer shall take the steps to investigate and address the allegation, as specified in the accompanying administrative regulation.

(cf. 0410 - Nondiscrimination in District Programs and Activities)  
(cf. 1312.1 - Complaints Concerning District Employees)  
(cf. 5131 - Conduct)  
(cf. 5131.2 - Bullying)  
(cf. 5137 - Positive School Climate)  
(cf. 5141.4 - Child Abuse Prevention and Reporting)  
(cf. 5145.3 - Nondiscrimination/Harassment)  
(cf. 6142.1 - Sexual Health and HIV/AIDS Prevention Instruction)

The district strongly encourages students who feel that they are being or have been sexually harassed on school grounds or at a school-sponsored or school-related activity by another student or an adult, or who have experienced off-campus sexual harassment that has a continuing effect on campus, to immediately contact their teacher, the principal, the district's Title IX Coordinator, or any other available school employee. Any employee who receives a report or observes an incident of sexual harassment shall notify the Title IX Coordinator. Once notified, the Title IX Coordinator shall ensure the complaint is addressed through Title IX complaint procedures or uniform complaint procedures, as applicable, and shall offer supportive measures to the complainant.

(cf. 1312.1 - Complaints Concerning District Employees)  
(cf. 1312.3 - Uniform Complaint Procedures)  
(cf. 5141.4 - Child Abuse Prevention and Reporting)  
(cf. 5145.71 - Title IX Sexual Harassment Complaint Procedures)
The Superintendent or designee shall take appropriate actions to reinforce the district's sexual harassment policy. Inform students and parents/guardians of the district's sexual harassment policy by disseminating it through parent/guardian notifications, publishing it on the district's web site, and including it in student and staff handbooks. All district staff shall be trained regarding the policy.

Instruction/Information

The Superintendent or designee shall ensure that all district students receive age-appropriate information on sexual harassment. Such instruction and information shall include:

1. What acts and behavior constitute sexual harassment, including the fact that sexual harassment could occur between people of the same sex and could involve sexual violence

2. A clear message that students do not have to endure sexual harassment under any circumstance

3. Encouragement to report observed incidents of sexual harassment even where the alleged victim of the harassment has not complained

4. A clear message that student safety is the district's primary concern, and that any separate rule violation involving an alleged victim or any other person reporting a sexual harassment incident will be addressed separately and will not affect the manner in which the sexual harassment complaint will be received, investigated, or resolved

5. A clear message that, regardless of a complainant's noncompliance with the writing, timeline, or other formal filing requirements, every sexual harassment allegation that involves a student, whether as the complainant, respondent, or victim of the harassment, shall be investigated and prompt action shall be taken to stop any harassment, prevent recurrence, and address any continuing effect on students

6. Information about the district's procedure for investigating complaints and the person(s) to whom a report of sexual harassment should be made

7. Information about the rights of students and parents/guardians to file a civil or criminal complaint, as applicable, including the right to file a civil or criminal complaint while the district investigation of a sexual harassment complaint continues

8. A clear message that, when needed, the district will take interim measures to ensure a safe school environment for a student who is the complainant or victim of sexual harassment and/or other students during an investigation and that, to the extent possible, when such interim measures are taken, they shall not disadvantage the complainant or victim of the alleged harassment

Complaint Process and Disciplinary Actions
Sexual harassment complaints by and against students shall be investigated and resolved in accordance with law and district procedures specified in AR 1312.3 - Uniform Complaint Procedures. Principals are responsible for notifying students and parents/guardians that complaints of sexual harassment can be filed under AR 1312.3 and where to obtain a copy of the procedures.

(cf. 1312.3 - Uniform Complaint Procedures)

Upon investigation of a sexual harassment complaint, any student found to have engaged in sexual harassment or sexual violence in violation of this policy shall be subject to disciplinary action. For students in grades 4-12, disciplinary action may include suspension and/or expulsion, provided that, in imposing such discipline, the entire circumstances of the incident(s) shall be taken into account.

(cf. 5144 - Discipline)
(cf. 5144.1 - Suspension and Expulsion/Due Process)
(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

Upon investigation of a sexual harassment complaint, any employee found to have engaged in sexual harassment or sexual violence toward any student shall have his/her employment terminated in accordance with law and the applicable collective bargaining agreement.

(cf. 4117.7 - Employment Status Report)
(cf. 4118 - Dismissal/Suspension/Disciplinary Action)
(cf. 4218 - Dismissal/Suspension/Disciplinary Action)
(cf. 4119.11/4219.11/4319.11 - Sexual Harassment)

Record-Keeping

In accordance with law, the Superintendent or designee shall maintain a record of all reported cases of sexual harassment to enable the district to monitor, address, and prevent repetitive harassing behavior in district schools.

(cf. 3580 - District Records)

Legal Reference:
EDUCATION CODE
200-262.4 Prohibition of discrimination on the basis of sex
48900 Grounds for suspension or expulsion
48900.2 Additional grounds for suspension or expulsion; sexual harassment
48904 Liability of parent/guardian for willful student misconduct
48980 Notice at beginning of term
48985 Notices, report, statements and records in primary language

CIVIL CODE
51.9 Liability for sexual harassment; business, service and professional relationships
1714.1 Liability of parents/guardians for willful misconduct of minor
GOVERNMENT CODE
12950.1 Sexual harassment training
CODE OF REGULATIONS, TITLE 5
4600-4687 Uniform complaint procedures
4900-4965 Nondiscrimination in elementary and secondary education programs
UNITED STATES CODE, TITLE 20
1092 Definition of sexual assault
1221 Application of laws
1232g Family Educational Rights and Privacy Act
1681-1688 Title IX, discrimination
UNITED STATES CODE, TITLE 34
12291 Definition of dating violence, domestic violence, and stalking
UNITED STATES CODE, TITLE 42
1983 Civil action for deprivation of rights
2000d-2000d-7 Title VI, Civil Rights Act of 1964
2000e-2000e-17 Title VII, Civil Rights Act of 1964 as amended
CODE OF FEDERAL REGULATIONS, TITLE 34
99.1-99.67 Family Educational Rights and Privacy
106.1-106.71 - 106.82 Nondiscrimination on the basis of sex in education programs
COURT DECISIONS
Flores v. Morgan Hill Unified School District, (2003, 9th Cir.) 324 F.3d 1130
Oona by Kate S. v. McCaffrey, (1998, 9th Cir.) 143 F.3d 473
Doe v. Petaluma City School District, (1995, 9th Cir.) 54 F.3d 1447

Management Resources:
CSBA PUBLICATIONS
Providing a Safe, Nondiscriminatory School Environment for Transgender and
Gender-Nonconforming Students, Policy Brief, February 2014
Safe Schools: Strategies for Governing Boards to Ensure Student Success, 2011
U.S. DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS PUBLICATIONS
Dear Colleague Letter: Transgender Students, May 2016
Q&A on Campus Sexual Misconduct, September 2017
Dear Colleague Letter: Title IX Coordinators, April 2015
Questions and Answers on Title IX and Sexual Violence, April 2014
Dear Colleague Letter: Sexual Violence, April 4, 2011
Sexual Harassment: It’s Not Academic, September 2008
Revised Sexual Harassment Guidance: Harassment of Students by School Employees, Other
Students, or Third Parties, January 2001
WEB SITES
CSBA: http://www.csba.org
Policy  AMADOR COUNTY UNIFIED SCHOOL DISTRICT
adopted:    Jackson, California
SEPTEMBER 9, 2020

AGENDA ITEM #: 14.6

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

BACKGROUND INFORMATION:
Per Education Code 42100, the County shall approve, on a form prescribed by the Superintendent of Public Instruction, an annual statement of all receipts and expenditures of the District for the preceding fiscal year. The report is included under separate cover and includes the Unaudited Actuals for 2019-20 and Adopted Budget for 2020-21.

FISCAL IMPLICATIONS:
See referenced materials.

RECOMMENDATION:
Superintendent Slavensky recommends that the Board certify the Unaudited Actuals Financial Report as presented.

PRESENTED BY:
Jared Critchfield, Assistant Superintendent, Business Services

*Governing Board received under separate cover – public copy available at Amador County Public School’s District Office, 217 Rex Avenue, Jackson, CA
A. PRIOR YEAR DATA

(2018-19 Actual Appropriations Limit and Gann ADA are from district's prior year Gann data reported to the CDE)

1. FINAL PRIOR YEAR APPROPRIATIONS LIMIT
   (Preload/Line D11, PY column)
   2018-19 Actual: 29,625,797.38
   2019-20 Actual: 30,877,149.59

2. PRIOR YEAR GANN ADA (Preload/Line B3, PY column)
   2018-19 Actual: 3,986.20
   2019-20 Actual: 4,000.65

ADJUSTMENTS TO PRIOR YEAR LIMIT

3. District Lapses, Reorganizations and Other Transfers
   2018-19 Actual: 0.00
   2019-20 Actual: 0.00

4. Temporary Voter Approved Increases
   2018-19 Actual: 0.00
   2019-20 Actual: 0.00

5. Less: Lapses of Voter Approved Increases
   2018-19 Actual: 0.00
   2019-20 Actual: 0.00

6. TOTAL ADJUSTMENTS TO PRIOR YEAR LIMIT
   (Lines A3 plus A4 minus A5)
   2018-19 Actual: 0.00
   2019-20 Actual: 0.00

7. ADJUSTMENTS TO PRIOR YEAR ADA
   (Only for district lapses, reorganizations and other transfers, and only if adjustments to the appropriations limit are entered in Line A3 above)
   2018-19 Actual: 0.00
   2019-20 Actual: 0.00

B. CURRENT YEAR GANN ADA

(2019-20 data should tie to Principal Apportionment Software Attendance reports and include ADA for charter schools reporting with the district)

1. Total K-12 ADA (Form A, Line A6)
   2019-20: 4,000.65
2. Total Charter Schools ADA (Form A, Line C9)
   2019-20: 0.00
3. TOTAL CURRENT YEAR P2 ADA (Line B1 plus B2)
   2019-20: 4,000.65

C. CURRENT YEAR LOCAL PROCEEDS OF TAXES/STATE AID RECEIVED

TAXES AND SUBVENTIONS (Funds 01, 09, and 62)

1. Homeowners' Exemption (Object 8021)
   2019-20 Actual: 302,280.38
   2020-21 Budget: 201,806.00
   Adjustments: 0.00
   Totals: 302,280.38

2. Timber Yield Tax (Object 8022)
   2019-20 Actual: 4,540.88
   2020-21 Budget: 10,057.00
   Adjustments: 0.00
   Totals: 14,597.88

3. Other Subventions/In-Lieu Taxes (Object 8029)
   2019-20 Actual: 49,574.58
   2020-21 Budget: 0.00
   Adjustments: 49,574.58
   Totals: 49,574.58

4. Secured Roll Taxes (Object 8041)
   2019-20 Actual: 26,639,623.32
   2020-21 Budget: 26,882,913.00
   Adjustments: 0.00
   Totals: 26,639,623.32

5. Unsecured Roll Taxes (Object 8042)
   2019-20 Actual: 352,024.39
   2020-21 Budget: 327,558.00
   Adjustments: 0.00
   Totals: 352,024.39

6. Prior Years' Taxes (Object 8043)
   2019-20 Actual: 49,574.58
   2020-21 Budget: 0.00
   Adjustments: 49,574.58
   Totals: 49,574.58

7. Supplemental Taxes (Object 8044)
   2019-20 Actual: 427,314.53
   2020-21 Budget: 50,753.00
   Adjustments: 0.00
   Totals: 478,067.53

   2019-20 Actual: (871,999.15)
   2020-21 Budget: (956,454.00)
   Adjustments: 0.00
   Totals: (871,999.15)

9. Penalties and Int. from Delinquent Taxes (Object 8048)
   2019-20 Actual: 0.00
   2020-21 Budget: 0.00
   Adjustments: 0.00
   Totals: 0.00

10. Other In-Lieu Taxes (Object 8082)
    2019-20 Actual: 0.00
    2020-21 Budget: 0.00
    Adjustments: 0.00
    Totals: 0.00

11. Comm. Redevelopment Funds (objects 8047 & 8625)
    2019-20 Actual: 0.00
    2020-21 Budget: 0.00
    Adjustments: 0.00
    Totals: 0.00

12. Parcel Taxes (Object 8621)
    2019-20 Actual: 0.00
    2020-21 Budget: 0.00
    Adjustments: 0.00
    Totals: 0.00

13. Other Non-Ad Valorem Taxes (Object 8022) (Taxes only)
    2019-20 Actual: 0.00
    2020-21 Budget: 0.00
    Adjustments: 0.00
    Totals: 0.00

14. Penalties and Int. from Delinquent Non-LCFF Taxes (Object 8029) (Only those for the above taxes)
    2019-20 Actual: 0.00
    2020-21 Budget: 0.00
    Adjustments: 0.00
    Totals: 0.00

15. Transfers to Charter Schools in Lieu of Property Taxes (Object 8096)
    2019-20 Actual: 0.00
    2020-21 Budget: 0.00
    Adjustments: 0.00
    Totals: 0.00

16. TOTAL TAXES AND SUBVENTIONS
    (Lines C1 through C15)
    2019-20 Actual: 26,903,358.93
    2020-21 Budget: 26,516,633.00
    Adjustments: 0.00
    Totals: 26,903,358.93

OTHER LOCAL REVENUES (Funds 01, 09, and 62)

17. To General Fund from Bond Interest and Redemption Fund (Excess debt service taxes) (Object 8914)
    2019-20 Actual: 0.00
    2020-21 Budget: 0.00
    Adjustments: 0.00
    Totals: 0.00

18. TOTAL LOCAL PROCEEDS OF TAXES
    (Lines C16 plus C17)
    2019-20 Actual: 26,903,358.93
    2020-21 Budget: 26,516,633.00
    Adjustments: 0.00
    Totals: 26,903,358.93
### EXCLUDED APPROPRIATIONS

19. Medicare (Enter federally mandated amounts only from obj. 3301 & 3302; do not include negotiated amounts)

<table>
<thead>
<tr>
<th>2020-21 Calculations</th>
<th>Extracted Data</th>
<th>Adjustments*</th>
<th>Totals</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>284,583.00</td>
<td></td>
<td>312,871.00</td>
</tr>
</tbody>
</table>

### OTHER EXCLUSIONS

20. Americans with Disabilities Act

### OTHER EXCLUSIONS

21. Unreimbursed Court Mandated Desegregation Costs

### OTHER EXCLUSIONS

22. Other Unfunded Court-ordered or Federal Mandates

### OTHER EXCLUSIONS

23. TOTAL EXCLUSIONS (Lines C19 through C22)

<table>
<thead>
<tr>
<th>2020-21 Calculations</th>
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<th>Adjustments*</th>
<th>Totals</th>
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<tbody>
<tr>
<td></td>
<td>284,583.00</td>
<td></td>
<td>312,871.00</td>
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### STATE AID RECEIVED (Funds 01, 09, and 62)

24. LCFF - CY (objects 8011 and 8012)

25. LCFF/Revenue Limit State Aid - Prior Years (Object 8019)

26. TOTAL STATE AID RECEIVED (Lines C24 plus C25)

<table>
<thead>
<tr>
<th>2020-21 Calculations</th>
<th>Extracted Data</th>
<th>Adjustments*</th>
<th>Totals</th>
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<tr>
<td></td>
<td>11,586,965.00</td>
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<td>8,079,446.00</td>
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### DATA FOR INTEREST CALCULATION

27. Total Revenues (Funds 01, 09 & 62; objects 8000-8799)

28. Total Interest and Return on Investments (Funds 01, 09, and 62; objects 8660 and 8662)

<table>
<thead>
<tr>
<th>2020-21 Calculations</th>
<th>Extracted Data</th>
<th>Adjustments*</th>
<th>Totals</th>
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<tbody>
<tr>
<td></td>
<td>123,184.00</td>
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<td>8,079,446.00</td>
</tr>
</tbody>
</table>

### D. APPROPRIATIONS LIMIT CALCULATIONS

#### PRELIMINARY APPROPRIATIONS LIMIT

1. Revised Prior Year Program Limit (Lines A1 plus A6)

2. Inflation Adjustment

3. Program Population Adjustment (Lines B3 divided by [A2 plus A7]) (Round to four decimal places)

4. PRELIMINARY APPROPRIATIONS LIMIT (Lines D1 times D2 times D3)

<table>
<thead>
<tr>
<th>2019-20 Actual</th>
<th>2020-21 Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>29,625,797.38</td>
<td>30,877,149.59</td>
</tr>
</tbody>
</table>

### APPROPRIATIONS SUBJECT TO THE LIMIT

5. Local Revenues Excluding Interest (Line C18)

6. Preliminary State Aid Calculation
   a. Minimum State Aid in Local Limit (Greater of $120 times Line B3 or $2,400; but not greater than Line C26 or less than zero)
   b. Maximum State Aid in Local Limit (Lesser of Line C26 or Lines D4 minus D5 plus C23; but not less than zero)
   c. Preliminary State Aid in Local Limit (Greater of Lines D6a or D6b)

7. Local Revenues in Proceeds of Taxes
   a. Interest Counting in Local Limit (Line C28 divided by [Lines C27 minus C28] times [Lines D5 plus D6c])
   b. Total Local Proceeds of Taxes (Lines D5 plus D7a)

8. State Aid in Proceeds of Taxes (Greater of Line D6a, or Lines D4 minus D7b plus C23; but not greater than Line C26 or less than zero)

9. Total Appropriations Subject to the Limit
   a. Local Revenues (Line D7b)
   b. State Subventions (Line D8)
   c. Less: Excluded Appropriations (Line C23)
   d. TOTAL APPROPRIATIONS SUBJECT TO THE LIMIT (Lines D9a plus D9b minus D9c)
<table>
<thead>
<tr>
<th></th>
<th>2019-20 Calculations</th>
<th></th>
<th>2020-21 Calculations</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Extracted Data</td>
<td>Adjustments*</td>
<td>Entered Data/ Totals</td>
</tr>
</tbody>
</table>
| 10. Adjustments to the Limit Per
Government Code Section 7902.1
(Line D9d minus D4; if negative, then zero) | 0.00 | | | | |

If not zero report amount to:
Keely Bosler, Director
State Department of Finance
Attention: School Gann Limits
State Capitol, Room 1145
Sacramento, CA 95814

<table>
<thead>
<tr>
<th></th>
<th>2019-20 Actual</th>
<th>2020-21 Budget</th>
</tr>
</thead>
</table>
| 11. Adjusted Appropriations Limit
(Lines D4 plus D10) | 30,877,149.59 | 31,650,926.64 |

<table>
<thead>
<tr>
<th></th>
<th>2020-21 Calculations</th>
</tr>
</thead>
</table>
| 12. Appropriations Subject to the Limit
(Line D9d) | 30,877,149.59 | |

* Please provide below an explanation for each entry in the adjustments column.
Amador County Unified School District

2019-20 Unaudited Actuals

September 9, 2020

Jared Critchfield
Assistant Superintendent,
Business Services

District Revenue Components
District Revenue Components

Local Tax Contributions to Education

- Local: $832,671
- State: $1,616,429
- Federal: $1,025,682

Local Control Funding Formula (LCFF), $38,563,314

LCFF - County Taxes, $26,546,344
LCFF - State Aid, $12,016,970
District Operating Expenditure Components

- **CERTIFICATED SALARIES**: 39%
- **CLASSIFIED SALARIES**: 12%
- **EMPLOYEE BENEFITS**: 21%
- **BOOKS AND SUPPLIES**: 5%
- **OPERATING EXPENSES**: 9%
- **OTHER OUTGO**: 14%

**SALARIES AND BENEFITS, $28,649,562**

**OPERATING EXPENSES, $3,807,179**

**BOOKS AND SUPPLIES, $2,044,859**

**OTHER OUTGO, $5,795,829**

- $5,228,750 of Other Outgo is the contribution the district made to the county office for special education services.
- The transfer of the mild/moderate program is a key cost savings solution.
General Fund Summary

General fund revenues exceeded expenditures by $1,732,214 for the fiscal year.

With an excess $1,836,808 in unrestricted funds, reserve levels exceed the state minimum standard.

The 2020-21 Adopted Budget and 45-day Revision are currently under review by the California Department of Education.
ACUSD Ending Fund Balance

Reserve Requirement

The district made great improvements to its reserve totals, exceeding the state minimum requirement.

Current budget forecasts show that the district will continue to meet its reserve requirement in the coming years.

The 2021-22 fiscal year has the potential to be a very difficult year depending on how the economy recovers from the pandemic. The district is in a much stronger position to mitigate many of the upcoming challenges.

### 2019-20 Reserve Requirement Calculation*

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Expenditures</td>
<td>$4,038,096</td>
</tr>
<tr>
<td>Reserve Requirement: 3% of Total Expenditures</td>
<td>$1,261,173</td>
</tr>
<tr>
<td>Reserve Total</td>
<td>$2,669,875</td>
</tr>
<tr>
<td>Reserve Percentage</td>
<td>6.4%</td>
</tr>
</tbody>
</table>

*Reserve Requirement: The district must set aside at least 3% of total expenditures (restricted and unrestricted) in unrestricted funds.
• **Fiscal Discipline** – Maintain fiscal discipline to ensure the district does not re-enter a cycle of deficit spending

• **Cash Management** – Closely monitor cash balances due to state budget deferrals that begin in February, 2021

• **Special Education** – Monitor budgetary impacts of the transfer of the mild/moderate program

• **Potential Board Policy** – Consider setting a reserve minimum higher than the state requirement

• **Board Engagement** – Maintain high levels of engagement from the board in fiscal matters

Moving forward
AGENDA ITEM #:  14.7

SUBJECT:
Contract with Auditing Firm Eide Bailly LLP for Associated Student Body and Booster Clubs – Discussion/Action

BACKGROUND INFORMATION:
Associated Student Body funds are an integral part to student operations, clubs, and organizations. As primarily a cash operation, the rules with student body funds are extensive and ever-changing. It is important that school site staff members receive yearly training to remain in compliance and help our students properly manage their funds.

Booster Clubs have provided support to our schools and athletic programs for many years. While the district is not directly responsible for these funds, booster clubs provide a benefit to the schools. Many coaches and parents are directly involved with these clubs and it is imperative that everyone understand the rules and requirements for how booster clubs and the district should interact.

Eide Bailly LLP will provide consulting services to conduct Associated Student Body and Booster Club training virtually. They offer two options: live instruction via Zoom, and online self-paced learning. This contract provides for one Associated Student Body training to be done via Zoom for all relevant staff members, and multiple self-paced sessions for Booster Club training.

FISCAL IMPLICATIONS:
The District anticipates a two hour Zoom ASB training for $1,750 and a Booster self-paced offering for 35 participants or less for $3,500. Invoices will be based on actual usage.

RECOMMENDATION:
Superintendent Slavensky recommends approval of this contract with Eide Bailly LLP.

PRESENTED BY:
Jared Critchfield, Assistant Superintendent, Business Services
September 1, 2020

Mr. Jared Critchfield  
Assistant Superintendent, Business Services  
Amador County Unified School District  
Amador County Office of Education  
217 Rex Avenue  
Jackson, CA 95642  

Dear Assistant Superintendent Critchfield:

Thank you for your interest in contracting with our firm for non-audit services. This letter outlines the understanding of the terms and objectives of the consulting engagement between Eide Bailly LLP (Eide Bailly) and Amador County Unified School District and Amador County Office of Education.

Scope of Engagement

We will provide consulting services per your request to provide Associated Student Body and Booster training virtually. For every 8 hours of live instruction (via Zoom) or day reserved, the cost is $3,500. Should the District/COE desire an additional live segment, the cost would be $1750 for every subsequent four-hour (or less) segment. For the self-paced learning offering, the cost would be $3,500 for the first 35 participants, for 36 to 70 participants, the cost would be $7,000. For 71 participants or more, the cost would be $10,000.

The District / COE anticipates a two hour Zoom ASB training for $1,750 and a Booster self-paced offering for 35 participants or less for $3,500. Invoices will be based on actual usage. The District / COE is responsible for its employees adhering to the policy of one user for each log on and password to limit the participants to the number anticipated.

Our engagement will be performed under the Statements on Standards for Consulting Services issued by the American Institute of Certified Public Accountants (AICPA). We will not provide audit, review, compilation or financial statement preparation services to any historical or prospective financial information or provide attestation services under the AICPA Statements on Standards for Attestation Engagements and assume no responsibility for any such information.

You will provide us, as promptly as possible, all requested information and documentation reasonably deemed necessary or desirable by us in connection with the engagement. You represent and warrant that all information and documentation provided or to be provided to us is true, correct and complete, to the best of your knowledge and belief. We are authorized to rely upon such information and documentation without independent investigation or verification.

We may use third party service providers and/or affiliated entities (including Eide Bailly Shared Services Private Limited) (collectively, “service providers”) in order to facilitate delivering our services to you. Our use of service providers may require access to client information by the service provider. We will take reasonable precautions to determine that they have the appropriate procedures in place to prevent the unauthorized release of confidential information to others. We will remain responsible for the confidentiality of client information accessed by such service provider and any work performed by such service provider.
Eide Bailly, LLP has owners that are not licensed as certified public accountants as permitted under Section 5079 of the California Business Code. It is not anticipated that any of the non-licensee owners will be performing audit services for Amador County Unified School District and Amador County Office of Education.

Timeline

We will begin our procedures upon acceptance of this engagement agreement. We would expect to have our work completed within the 2020-21 calendar year, July 1, 2020 through June 30, 2021, upon receipt of all required data. This timetable assumes the timely receipt of requested information and the cooperation of the parties involved. If delays are experienced in receiving information, the delivery of our work will be delayed accordingly.

Fees

Our fees are based on the amount of time required at various levels of responsibility, plus actual out-of-pocket expenses. Invoices are payable upon presentation. We will notify you immediately of any circumstances we encounter that could significantly affect this initial fee estimate.

<table>
<thead>
<tr>
<th>Eide Bailly Staff</th>
<th>Hourly Fees</th>
</tr>
</thead>
<tbody>
<tr>
<td>Partner / Principal / Senior Manager / Director</td>
<td>$250</td>
</tr>
<tr>
<td>Consultant / Manager / Consulting Manager</td>
<td>$225</td>
</tr>
<tr>
<td>Senior Associate</td>
<td>$175</td>
</tr>
<tr>
<td>Associate</td>
<td>$150</td>
</tr>
<tr>
<td>Paraprofessional (administration)</td>
<td>$100</td>
</tr>
</tbody>
</table>

In addition, we will be compensated for any time and expenses, including time and expenses of legal counsel, we may incur in conducting or responding to discovery requests or participating as a witness or otherwise in any legal, regulatory, or other proceedings as a result of our Firm’s performance of these services. You and your attorney will receive, if lawful, a copy of every subpoena we are asked to respond to on your behalf and will have the ability to control the extent of the discovery process to control the costs you may incur.

Should our relationship terminate before our procedures are completed, you will be billed for services to the date of termination. All bills are payable upon receipt.

Amador County Unified School District and Amador County Office of Education accepts responsibility for the results of the services being provided and agrees to perform the following functions in connection with this engagement:

- Make all management decisions and perform all management functions.
- Designate a competent individual to oversee the services.
- Evaluate the adequacy and results of the services performed.
- Accept responsibility for the results of the services.
- Establish and maintain internal controls, including monitoring ongoing activities.

DISPUTE RESOLUTION

The following procedures shall be used to resolve any disagreement, controversy or claim that may arise out of any aspect of our services or relationship with you, including this engagement, for any reason (“Dispute”). Specifically, we agree to first mediate.
Mediation

All Disputes between us shall first be submitted to non-binding mediation by written notice (“Mediation Notice”) to the other party. In mediation, we will work with you to resolve any differences voluntarily with the aid of an impartial mediator. The mediator will be selected by mutual agreement, but if we cannot agree on a mediator, one shall be designated by the American Arbitration Association (“AAA”).

The mediation will be conducted as specified by the mediator and agreed upon by the parties. The parties agree to discuss their differences in good faith and to attempt, with the assistance of the mediator, to reach an amicable resolution of the Dispute. Mediation will be conducted with the parties in person in Rancho Cucamonga, California.

Each party will bear its own costs in the mediation. The fees and expenses of the mediator will be shared equally by the parties.

Either party may commence suit on a Dispute after the mediator declares an impasse.

Governing Law and Venue

We both agree to submit any unresolved Dispute to trial by a federal or state court venued in Minneapolis, Minnesota. This agreement shall be governed by and construed in accordance with the laws of the State of Minnesota (regardless of the laws that might be applicable under the principles of conflict of law) as to all matters including without limitation, matters of validity, construction, effect, and performance.

LIMITATION OF DAMAGES AND NO PUNITIVE DAMAGES

The exclusive remedy available to you in any adjudication proceeding shall be the right to pursue claims for actual damages that are directly caused by acts or omissions that are breaches by us of our duties under this agreement and/or under applicable professional standards, such damages will be limited to no more than two times fees paid under this agreement. In no event shall we be liable to you for any punitive or exemplary damages, or for attorneys’ fees.

TIME LIMITATION

The nature of our services makes it difficult, with the passage of time, to gather and present evidence that fully and fairly establishes the facts underlying any Dispute. We both agree that, notwithstanding any statute of limitations that might otherwise apply to a Dispute, it is reasonable that you may not bring any legal proceeding against us unless it is commenced within twenty-four (24) months (“Limitation Period”) after the date when we deliver our report, return or other deliverable under this agreement to you, regardless of whether we do other services for you or that may relate to the agreed-upon procedure report.

The Limitations Period applies and begins to run even if you have not suffered any damage or loss, or have not become aware of the existence or possible existence of a Dispute.

INDEMNITY

You agree that none of Eide Bailly LLP, its partners, affiliates, officers or employees (collectively “Eide Bailly”) shall be responsible for or liable to you for any misstatements in your financial statements and/or tax return that we may fail to detect as a result of knowing representations made to us, or the concealment or intentional withholding of information from us, by any of your owners, directors, officers or employees, whether or not
they acted in doing so in your interests or for your benefit, and to hold Eide Bailly harmless from any claims, losses, settlements, judgments, awards, damages and attorneys’ fees from any such misstatement, provided that the services performed hereunder were performed in accordance with professional standards, in all material respects.

If a claim is brought against you by a third-party that arises out of or is in any way related to the services provided under this engagement, you agree to indemnify Eide Bailly LLP, its partners, affiliates, officers and employees against any losses, including settlement payments, judgments, damage awards, punitive or exemplary damages, and the costs of litigation (including attorneys’ fees) associated with the services performed hereunder provided that the services were performed in accordance with professional standards, in all material respects.

ASSIGNMENTS PROHIBITED

You agree that you will not and may not assign, sell, barter or transfer any legal rights, causes of actions, claims or Disputes you may have against Eide Bailly LLP, its partners, affiliates, officers and employees, to any other person or party, or to any trustee, receiver or other third party.

Please sign and return the attached copy of this letter to indicate your acknowledgment of, and agreement with, the arrangements for our engagement including our respective responsibilities. If you have any questions, please let us know.

We appreciate the opportunity to be of service to you and look forward to working with you and your staff.

Respectfully,

[Signature]

Caroline A. Larson
Partner

RESPONSE:

This letter correctly sets forth our understanding.

Acknowledged and agreed on behalf of Amador County Unified School District and Amador County Office of Education by:

Name & Signature: 

Title: 

Date: 

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AGENDA ITEM #: 14.8
SUBJECT: Job Description: Program Specialist – Discussion/Action

BACKGROUND INFORMATION:
On February 12, 2020, the Board approved the recommendation of the Special Education Study Team/Transfer Committee for the District to plan and support the negotiations process with labor leaders for the transfer of all mild-moderate credentialed teachers from the ACOE to the ACUSD effective no later than October 31, 2020.

The Program Specialist works under the direction of the Director of Special Education/SELPA Director and in close collaboration with school principals, providing leadership, consultation, support, student observation, program planning and training of teachers and staff for students with special needs and/or learning disabilities, including students with Section 504 plans; and is a central office administrator with various related roles and responsibilities.

This job description is aligned with and supports the unanimous Board action taken by the SELPA Board, the ACUSD Board and the ACOE Board to transfer the mild-moderate special education services and service providers from ACOE to ACUSD.

FISCAL IMPLICATION:
This position is in the Board approved 2020-2021 budget and continues to be posted and open until filled.

RECOMMENDATION:
The Superintendent recommends the Board of Trustees approve the job description for the position of Program Specialist.

PRESENTED BY:
Kathryn Brown, Director, Special Education/SELPA
DEFINITION:

The Program Specialist works under the direction of the Director of Special Education/SELPA Director and in close collaboration with School Principals, providing leadership, consultation, support, student observation, program planning and training of teachers and staff for students with special needs and/or learning disabilities, including students with Section 504 plans; and is a central office administrator with various related roles and responsibilities.

ESSENTIAL PROGRAM SPECIALIST JOB TASKS:

Essential tasks include, but are not limited to:

1. Assist the Director of Special Education/SELPA Director in providing leadership and support to staff to effectively implement, evaluate, and revise the Special Education program, including maintaining open lines of communication, updates and feedback about related programs, roles and responsibilities.
2. Within a multi-tiered system of support following cycles of tiered intervention and progress monitoring, support school and district personnel.
3. Collaborate with the Director of Special Education/SELPA Director and School Principals to determine and address related priorities and needs throughout the school district.
4. Serve as administrative designee at Individualized Education Program (IEP) meetings as needed and as follows:
   a. 30-day placement/interim meetings
   b. change of placements
   c. triennials and annual IEPs for Resource Specialist and Special Day Class students
   d. IEPs held for special purposes where teachers or site administrators request support/assistance
5. Provide classroom support to new Special Education teachers, including IEP process, developing daily schedule, utilizing appropriate curriculum and instructional materials and methodology, and following ACUSD/ACOE and SELPA policies and procedures.
6. Observe, consult with, and assist Resource Specialists, Special Day Class teachers, Designated Instructional Services personnel, and other specialists.
7. Participate in meetings and conferences as the program representative or designee, as assigned by the Director of Special Education/SELPA Director.
8. Maintain a high level of communication with families, teachers, and staff regarding student issues, including initiating and responding to communication.
9. Provide feedback and input into the process of evaluating classified personnel assigned to related positions.
10. Collaborate with School Psychologists regarding referral process, assessments, and behavior planning and management systems.
11. Other duties as assigned.
KNOWLEDGE OF:

✔ Best practices of standards-aligned instruction, assessment, related guidance, and program planning for Special Education students with primary learning disabilities, mild to moderate and moderate to severe intellectual disabilities, other health impaired, autism, and/or emotional disturbances.
✔ Principles, theories, practices, methods, and techniques used in resource specialist and special day classes including curriculum development and classroom instruction.
✔ Curriculum and lesson plan development to meet IEP goals.
✔ Correct English usage, grammar, spelling, punctuation and vocabulary.
✔ Child guidance principles and practices related to children with disabilities.
✔ Classroom procedures, behavior management, and appropriate student conduct related to students with disabilities.
✔ Problems and concerns of students with special needs.
✔ Applicable laws, codes, regulations, policies and procedures.
✔ Legally defensible practices to support students with disabilities.
✔ Research methods, report writing and record keeping techniques.
✔ Effective communication skills.
✔ Interpersonal skills using tact, patience and courtesy.
✔ Record-keeping and report preparation techniques.
✔ Operation of standard office and classroom equipment including a computer and assigned software.

SKILLS/ABILITIES:

✔ Provide observation, assessment, program planning and support for students with Section 504 plans and students with disabilities, mild to moderate and moderate to severe intellectual disabilities, other health impaired, autism, and/or serious emotional disturbances.
✔ Research and recommend appropriate instructional strategies for Special Education services.
✔ Support the implementation of a multi-tiered system of support by consulting and serving as a guide for General Education and Special Education teachers, paraprofessionals, students, parents, personnel and community organizations.
✔ Instruct special education instructional staff in teaching techniques to achieve IEP goals
✔ Understand and relate to students with special needs.
✔ Follow District organization, operations, policies and procedures, and department and program procedures and goals.
✔ Interpret, apply and explain job related policies, procedures, rules and regulations.
✔ Communicate effectively orally and in writing.
✔ Establish and maintain cooperative and effective working relationships with others, and be able to work independently with little direction.
✔ Analyze situations accurately and adopt an effective course of action.
✔ Prioritize and schedule work.
✔ Maintain records and prepare/provide reports in a timely manner.
✔ Operate standard office and classroom equipment including a computer and assigned software.
✔ Maintain consistent, punctual and regular attendance.
✔ Share and exchange information with others.

QUALIFICATIONS:
Required:
✔ Valid California Educational Specialist Teaching Credential for students with mild-moderate learning disabilities and/or moderate-severe learning disabilities
✔ Master’s Degree from an accredited college or university in Special Education, Social Work, Psychology, or related field
✔ Teaching experience with Special Education students
✔ Extensive knowledge of best practices associated with students with disabilities and child development

Desired:
✔ Valid California Pupil Personnel Services Credential in School Counseling or School Psychology
✔ Valid Preliminary or Professional Administrative Services Credential

REQUIREMENTS:
   TB Clearance
   Department of Justice Fingerprint Clearance

SALARY:
   Salary Range will be Level II, Administrative Salary Schedule, 197 work days
AGENDA ITEM #: 14.9

SUBJECT:
Contract with All Sierra Roof Company Inc. for Ione Junior High School Multi-Purpose Room – Discussion/Action

BACKGROUND INFORMATION:
The roof of the multi-purpose room at Ione Junior High School has had a variety of issues over the last few years. The roof has been patched and repaired due to leaks during the last two winters. Due to the age and condition of the roof, it is most prudent to tear off the entire roof and replace it. Roofing projects are a high priority throughout the district and this roof is in the most need for replacement at this time.

The Board previously approved the utilization of the California Uniform Public Construction Cost Accounting Act (CUPCAA) program. This allows the district to award construction projects of less than $200,000 through an informal bidding process instead of the formal bidding process. Utilizing the district’s Quality Bidders membership, informal bids were collected from a variety of roofing contractors. All Sierra Roof Company Inc. was selected due to having the most competitive price and the quality work they have performed throughout the district over the years.

FISCAL IMPLICATIONS:
$97,324 from the general fund set aside for facility improvements.

RECOMMENDATION:
Superintendent Slavensky recommends approval of this contract with All Sierra Roof Company Inc.

PRESENTED BY:
Jared Critchfield, Assistant Superintendent, Business Services
To: Amador County Unified School Dist  
Attn: Eloy  
217 Rex Ave  
Jackson, CA 95642  
Job Location: Ione Multi Purpos...  
Phone: 257-5583

We hereby submit recommendations and estimates for installation of new roof as follows:  

<table>
<thead>
<tr>
<th>Item</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>Remove existing roof(s) and haul to legal landfill</td>
<td></td>
</tr>
<tr>
<td>Repair visual dry rot, up to 10 sheets of plywood roof sheathing</td>
<td></td>
</tr>
<tr>
<td>Install one layer of self adhered base sheet</td>
<td></td>
</tr>
<tr>
<td>Repair and/or replace all roof flashings as needed</td>
<td></td>
</tr>
<tr>
<td>Install one layer of self adhered cap sheet, Fire Rated COOL STAR rated roof membrane</td>
<td>97,324.00</td>
</tr>
<tr>
<td>Install new coping metal along top of parapet walls</td>
<td></td>
</tr>
<tr>
<td>Comes with a 7 year labor warranty against any leakage or defects.</td>
<td></td>
</tr>
<tr>
<td>Price includes General Liability and Workmens Comp. Insurances</td>
<td></td>
</tr>
<tr>
<td>All labor to be prevailing wage and roofers union will be notified for apprenticeship program</td>
<td></td>
</tr>
</tbody>
</table>

We propose hereby to furnish material and labor-complete in accordance with above specifications for the sum of:  

$97,324.00

ACCEPTANCE OF CONTRACT - The above prices, specifications and conditions are satisfactory and are hereby accepted. You are authorized to do the work as specified above.  
Payment is due upon completion of job. A late charge of 2% is assessed on balances over 10 days after completion.  

Terms: 50% upon start of project and delivery of materials. Balance due upon completion.  

You, the buyer, may cancel this transaction at any time prior to midnight of the third business day after the date of this transaction. See attached notice of cancellation form for an explanation of this right.  

If you want our company to do the recommended work, please sign, date, and return the contract and the fact sheet. Thank you.

Date of Acceptance: ________________________  
Authorized Signature ________________________  
Note: This proposal may be withdrawn by us if not accepted within 30 days.  

Signature ________________________  
Signature ________________________  

Approximate Start Date: ________________________  
Completion Date: ________________________  
Initials ________________________