AMADOR COUNTY UNIFIED SCHOOL DISTRICT

12/13/2021 06:30 PM

Amador County Administration Building
810 Court Street
Jackson, CA
AGENDA

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

MASKED REQUIRED FOR UNVACCINATED INDIVIDUALS WHILE INDOORS

NOTE: A copy of the Board agenda and backup materials is available for inspection and review on the Amador County Unified School District Website at www.amadorcoe.org. An audio recording of the Board Meeting is made. If you are in need of a hard copy of the agenda, please email the Communication Specialist at adam.cranfill@acusd.org. (https://simbi.eboardsolutions.com/SU/ExGZzSORB67h1OC6Vfwmaw==)

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1. CALL TO ORDER

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

4. PUBLIC COMMENTS ON CLOSED SESSION

5. CLOSED SESSION


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

5. HEARING(s) TO CONSIDER EXPULSION/STIPULATED EXPULSION OF A PUPIL OR PUPILS (Education Code section 48918) Case Nos. 21/22-1. Hearing Will Be Held in Closed Session Unless Timely Request for Open Session Received from Pupil.

6. RECONVENE TO OPEN SESSION/REPORT ON CLOSED SESSION

1. FINAL ACTION REGARDING EXPULSION/STIPULATED EXPULSION OF PUPIL(S) (Education Code section 48918) Vote on expulsion Case Nos. 21/22-1.

7. PLEDGE OF ALLEGIANCE

8. BOARD ANNUAL ORGANIZATIONAL MEETING

1. Election of Officers
   a. President
   b. Clerk
   c. Secretary to the Board

2. Establish Dates of Regular Board Meetings for 2022

9. ADDITIONS/DELETIONS OR CORRECTIONS TO THE AGENDA

10. PRESENTATIONS AND RECOGNITIONS

11. EMPLOYEE ORGANIZATIONS (Approximately 20 minutes)
1. Amador County Teachers Association (ACTA) (Mr. Hunkins)

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

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

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

13. CONSENT AGENDA (Approximately 10 minutes)

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

1. Minutes
   a. Board Meeting 11-17-21

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

3. Business (Mr. Critchfield)
   a. Warrants issued between 11-12-2021 and 12-1-2021

4. Educational Services (Mr. Snider)
   a. School Plans for Student Achievement (SPSAs)

5. Surplus

6. Donations

7. Overnight Field Trip Requests

14. DISCUSSION/ACTION ITEMS

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

2. Leadership Associates Contract: Facilitation of the Updated Strategic Plan - Spring 2022 (Dr. Gibson)
In May 2021, the Board requested the district participate in the Strategic Plan process. It was the decision of the Board to wait until the 2021-2022 school year so that the new Superintendent could participate and lead the work needed. This contract will not exceed ten days of services and is billed by the time used, and not a flat fee. We anticipate needing 6-8 days to complete the process.

3. Educator Effectiveness Block Grant Plan- Second Reading (Mr. Snider)
The Educator Effectiveness Block Grant provides funds to support professional learning for teachers, administrators, paraprofessional educators, and other school staff. The California Department of Education has approved 10 areas for the Educator Effectiveness funds to be used to support professional learning. Each area is detailed in the accompanying grant plan.

4. New High School Course Requests (Mr. Snider)
New courses continue to be developed in response to student interest. Additionally, courses are redesigned to better meet the needs of students and to more closely align them to the California State Standards and/or CTE pathways.

5. Job Description- Education Support Aide: Foster Youth and McKinney-Vento Programs (Mr. Snider)
The Education Support Aide: Foster Youth and McKinney-Vento Programs works collaboratively with school staff to address educational and academic challenges that foster youth and students experiencing homelessness face. The aide provides direct academic support and tutoring for foster and/or homeless students who are performing below grade level and/or who need additional social-emotional support.

6. Public Hearing – 2021-22 Education Protection Account (EPA) Spending Determination (Mr. Critchfield)
Pursuant to Article XIII, Section 36 of the California Constitution, ACUSD is required to hold a Public Meeting to determine how moneys received from EPA are spent in the schools. The Education Protection Account is not new funding. New revenues generated from Proposition 30 and Proposition 55 are deposited into a state account called the Education Protection Account. School Districts will receive funds from EPA based on their proportionate share of statewide Local Control Funding Formula amount. A corresponding reduction is made to the District’s Local Control Funding Formula funding to equal the amount of their EPA entitlement.

7. 2021-22 Education Protection Account (EPA) for Amador County Unified School District Resolution ACUSD 21/22-012 Adoption (Mr. Critchfield)
On November 6, 2012 the voters approved Proposition 30 to set up an Education Protection Account and on November 8, 2016 approved Proposition 55, an amendment to Proposition 30. Pursuant to Article XIII, Section 36 of the California Constitution, ACUSD is required to determine how moneys received from EPA are spent in the schools. Education Protection Account funds cannot be used for salaries or benefits for administrators or any other administrative cost. The Education Protection Account is not new funding. The revenues generated from Proposition 30 and Proposition 55 are deposited into a state account called the Education Protection Account. School Districts receive funds from the EPA based on their proportionate share of statewide Local Control Funding Formula (LCFF) amount. A corresponding reduction is made to the District’s LCFF funding to equal the amount of their EPA entitlement.

8. Public Hearing: Developer Fee Resolution ACUSD 21/22-011 and Report for 2020-21 Fiscal Year (Mr. Critchfield)
   Per Government Code sections 66001 (d) 66006(b), the District is required to report annually to the Board and the public on the Developer Fee Fund. Prior to the report, the Superintendent must make available copy of the Resolution along with any exhibits. The Superintendent further needs to inform the Board that the time and place of the adoption meeting was mailed at least 15 days prior to the approval meeting to anyone who has requested the report. The draft Resolution along with the exhibits was made available on November 18, 2021. At this time, no one has requested a copy of the Resolution and Report.

9. Developer Fee Resolution ACUSD 21/22-011 and Report for 2020-21 Fiscal Year – Discussion/Action (Mr. Critchfield)
   Per Government Code sections 66001 (d) 66006(b), the District is required to report annually to the Board and the public on the Developer Fee Fund. Prior to the report, the Superintendent must make available copy of the Resolution along with any exhibits. The Superintendent further needs to inform the Board that the time and place of the adoption meeting was mailed at least 15 days prior to the approval meeting to anyone who has requested the report. The draft Resolution along with the exhibits was made available on November 18, 2021. At this time, no one has requested a copy of the Resolution and Report.

10. Resolution ACUSD 21/22-013 for Committed Fund Balance – Fund 14 Deferred Maintenance (Mr. Critchfield)
    Fund 14, the Deferred Maintenance Fund, was established to allow districts to separately account for state funding restricted for the Deferred Maintenance Program. Prior to SBX3 4, Fund 14 met the definition of a special reserve fund. The State has elected to keep the fund open so programs may be reinstated after the flexibility ended. Districts may continue to use Fund 14 if formal action is taken to commit the funding for the purposes for which these funds were originally intended. By passing this resolution, the Board is committing the fund balance in Fund 14 for the purposes of Deferred Maintenance. Contributing resources to Fund 14 will allow the District to address Deferred Maintenance needs at each school site such as aging roofs, sewer lines, water lines, electrical issues, and other infrastructure.
11. Approval to Transfer Funds from Fund 1, General Fund to Fund 17, Special Reserve (Mr. Critchfield)

Fund 17 was established in the early 1990s. The original intent was to help support technology for the school district. The original source of that funding was from Forest Reserve and Lottery transfers. Currently, we are in need of setting aside $500,000 for special education.

12. Amador County Unified School District’s 2021-2022 First Interim Budget Revisions (Mr. Critchfield)

These budget revisions reflect additions and reductions for the 2021-2022 Budget since the Budget Adoption in June of 2021. The major portions of the revisions are for the placement of carryover and deferred revenue along with their related expenditures.

13. Amador County Unified School District’s 2021-22 First Interim Budget Certification (Mr. Critchfield)

Education Code Section 35035 requires two Interim Reports during each fiscal year, one for the period through October and another through January.

15. REPORTS

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

16. NEXT MEETING

ACUSD Regular Meeting: Wednesday, January 12, 2022, tentatively scheduled to be held at the Amador County Administration Building, 810 Court St., Jackson, CA. Open Session will start at 6:30 p.m.

17. ADJOURNMENT

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

* Any writings or documents that are provided to the governing board in open session will be made available for public inspection at the meeting or at the Amador County Public Schools District Office located at 217 Rex Avenue, Jackson, CA during normal business hours. Please note that business hours have changed due to COVID-19. If you are need of a hard copy of the agenda, please email the Communication Specialist at adam.cranfill@acusd.org (https://simbli.eboardsolutions.com/SU/ExGZzSORB67h1OC6Vfwmaw==)

The Board may not take action on any item which is not on this agenda, except when (1) an emergency situation exists, (2) there is need to take immediate action and the need for the action came after posting, or (3) the item was
posted for a prior meeting within specified time limits. [Government Code §54954.2]
Generally, ACUSD and ACOE regular Board meetings are scheduled for the second and fourth Wednesday of every month. Due to some holidays some meetings are schedule on the first or third Wednesday of the month. Special meetings may be called when necessary. These regular meetings will be scheduled in the Amador County Administration Center, 810 Court Street, Jackson, CA unless otherwise announced. This schedule reflects the aligning of Board meetings with the fiscal calendar.

**Year 2022**

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<th>Date</th>
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Dates Submitted for Board approval December 13, 2021.
MEETING MINUTES

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Attendees

Voting Members
Julia Burns, Board Member
James Marzano, Board of Trustees Member
Deborah Pulskamp, Board of Trustees Clerk
Preston Smith, Student Board Member
Kandi Thompson, Board of Trustees President
Jim Whitaker, Board Member
Ryan Billingsley, Student Board Member
1. CALL TO ORDER

2. BOARD MEMBERS

3. ROLL TAKEN BY THE SECRETARY TO THE GOVERNING BOARD

4. PUBLIC COMMENTS ON CLOSED SESSION

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

6. RECONVENE TO OPEN SESSION/REPORT ON CLOSED SESSION

7. PLEDGE OF ALLEGIANCE

8. ADDITIONS/DELETIONS OR CORRECTIONS TO THE AGENDA

9. PRESENTATIONS AND RECOGNITIONS

10. EMPLOYEE ORGANIZATIONS (Approximately 20 minutes)

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

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

12. CONSENT AGENDA (Approximately 10 minutes)

   Motion made by: Julia Burns
   Motion seconded by: Deborah Pulskamp
   Voting:
   Unanimously Approved
1. Minutes
   a. Board Meetings 11/3/21

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

3. Business (Mr. Critchfield)
   a. Warrants issued between: 10/29/2021 - 11/12/2021

4. Educational Services (Mr. Snider)
   a. Operational Agreement between Nexus and ACUSD / ACOE for the Family Urgent Response System (FURS) Program

5. Donations

13. DISCUSSION/ACTION ITEMS

1. Updates to CDPH Guidance/ Mandates Related to COVID-19 and ACUSD Health and Safety Plane During COVID-19 for a Safe Return for the 2021-2022 School Year (As Needed) (Dr. Gibson/Mr. Snider)
   Motion made by: Jim Whitaker
   Motion seconded by: Julia Burns
   Voting:
   Unanimously Approved

2. Developer Fee Resolution: 21/22-011 (Discussion Only) (Mr. Critchfield)

3. Job Description: Director, Alternative Special Education (Dr. Gibson)
   Motion made by: James Marzano
   Motion seconded by: Deborah Pulkamp
   Voting:
   Unanimously Approved

4. Updated Administrative Salary Schedule (Dr. Gibson)
   Motion made by: Deborah Pulkamp
   Motion seconded by: James Marzano
   Voting:
   Unanimously Approved
5. Educator Effectiveness Block Grant Plan- First Reading (Mr. Snider)
   Motion made by: Jim Whitaker
   Motion seconded by: James Marzano
   Voting: Unanimously Approved

6. Move the December 8, 2021 Regularly Scheduled Board meeting to Monday, December 13, 2021 Due to a Scheduling Conflict (Dr. Gibson)
   Motion made by: Jim Whitaker
   Motion seconded by: Julia Burns
   Voting: Unanimously Approved

14. REPORTS

1. Report from Superintendent (Dr. Gibson)
   We went to a CTE showcase at Amador High School. It was off the charts spectacular. I keep telling everyone about it, we're so excited. Thanks to those teachers and staff. We talked about strategic plans and Sally Frazier put me into contact with a consultant. His presentation was off the charts. We will bring something back in the December meeting for the approval of that contract. I loved how different his strategic plan, it infiltrates everything we do. They come up with a team of 100 a theme that is woven into everything we do. He'll present to the board. I want to make sure the Board wants me to move forward with that. We can talk about this more next meeting, we've done wall walks with principals and having rich conversations with them. We came up with goals, and I'm proud of our principals for this great conversation. Long term goals is for a strategic plan that identifies a graduate profile which principals will use to identify needs in the district, short term involves work on the SPED investigation and common curriculum. Welcome Dr. Russel to the District side of things, he will bring a remarkable perspective. He's bringing up ideas already and plans for new solutions.

2. Reports and Remarks from Board Members
   Billingsley- Argonaut football won their game. Admitted everyone through the online ticket system. We had great attendance for the game. Proud of the staff and students. A student went to sections for cross-country, she got second in the state. Varsity boys cross-country placed tenth. FFA is holding a family dinner night with awards. Introducing families and young kids into FFA. The student body is planning winter formal and planning venues.
   Whitaker- I went to Amador High School CTE showcase. Totally blown away, they have taken it to a new level. They have community support. I figure there were 60 students there to demonstrate what they're doing at around 6 or 7 at night. Really happy with that. One young man really into machine work and takes raw metal and turns it into things like nuts. He is going to a trade school, and he is really excited. These classes are really good for all students, despite their future plans. Really pleased to go to the good event.
   Burns- I was unprepared for the CTE showcase. We got to tour floral, culinary, ag mechanics, digital arts, and ceramics. It was a big event. One of my favorites was ceramics. Kids are making cool projects. It was my second time in that classroom and both times I wanted to buy the projects, they're so awesome.
Interesting to hear from Jim and Torie what they liked about it. Lots of exciting things.

**Marzano**- Billingsley spoke about the football team, big kudos to those guys, they’re doing big things and another game this Friday at home. Show up early and the app is very slow. On the 10th Torie, Jima nd I went to Pioneer’s Veteran celebration. Pioneer did an amazing job celebrating Veterans Day, the kids sang songs and danced. They had amazing food for the veterans. We got to meet each other and hangout. It was a great opportunity and I look forward to it next year as well.

**Pulskamp**- I volunteered for Amador Arts Wine fest. Amador Arts funds artists to come into elementary classrooms and do art with our students. Exposing kids to art, art is such a good indication of community and culture. You can learn more about values and histories from looking at art. It was a well attended event. A lot of the people were from outside Amador County. I got to upsell them on mystery wine when I told them it was funding art for elementary kids. I will probably do it again next year.

**Thompson**- Happy Veterans Day to Marzano, thank you for your service. I wanted to share that as a board we are excited to go to CSBA AEC in San Diego. Before with our financial situation, the Board was limited to go to anything. Training is really important, being able to talks to other board members in other districts. It has been several years since we’ve gone to something like this. We’re excited to share ti at the next board meeting. Also, I was very excited Amador youth basketball was approved and is a go for this season. Calaveras County canceled their season this year, but now we get to pull Amador’s together this year. We will have to do about 6 months of planning in 30 days, we have so many volunteers, we will pull this off and let kids have a basketball season. I wasn’t to propose that we can get guidelines on what is the requirement for masks. We are still wearing masks, but we have very low numbers in this county. Multiple counties are asking this, they want to know. I don’t know if its Dr. Kerr or Board of Supervisors. At some point we need parameters regarding numbers correlating to mask requirements. Everyone has been wearing them and trying to learn with that horrible thing on their face. I wish everyone a happy thanksgiving. Last year we weren’t even supposed to have people at our house.

15. NEXT MEETING

16. ADJOURNMENT
Background Information

NEW POSITIONS

Classified Management

Certificated - Administrative Psychologist, 8 hours/192 days

Certificated

Classified Food Service Delivery/Warehouse Person, 8 hours/11 months to 8 hours/12 months, effective December 1, 2021

ELIMINATED POSITIONS

Classified Management

NEW HIRES, TRANSFERS, LEAVES: CERTIFICATED

Certificated Administrative - New Hire
Megan Harris, Mental Health Therapist, 1 FTE, Itinerant, effective January 4, 2021
Robert Russell, Director, Alternative Special Education, 1 FTE, Independence High School, effective December 13, 2021

Certificated - New Hire
Spencer Green, Mild Moderate Teacher, 1 FTE, Jackson Junior High, effective December 14, 2021

Certificated - Voluntary Transfer

Certificated - Additional Duties

Certificated - New Temporary Hire
Kelli Sanders, Assistive Technology Specialist, .5 FTE, Itinerant, effective December 14, 2021

Certificated - Unpaid Leave
Mary Allen, elementary teacher, Sutter Creek Primary, .60 FTE leave of absence, effective January 4, 2021
Hannah Wolcott, elementary teacher, Sutter Creek Primary, .40 FTE leave of absence, effective January 4, 2021

Coaches Fall 2021-2022
Amador High School
NEW HIRES, TRANSFERS, LEAVES: CLASSIFIED

Classified – Management Resignation
Kevin Griffin, Director of Maintenance and Operation, 8 hours/12 months, Maintenance and Operations, effective December 31, 2021

Classified – Unpaid Leave of Absence

Classified - New Hire
Stacey Meza-Ramirez, Health Services Aide, 6 hours/11 months, Argonaut High School, effective December 14, 2021
Frankie Bickel, Car/Van Driver, 4.5 hours/11 months, Transportation, effective December 14, 2021
Danelle Alvardo, Car/Van Driver, 4.5 hours/11 months, Transportation, effective December 14, 2021
Liane Thordarson, Instructional Aide, 3.75 hours/11 months, Ione Elementary, effective December 14, 2021
Sonya Stothart, Behavioral Instructional Aide, 6 hours/11 months, Plymouth Elementary, effective January 4, 2022

Classified- Promotion
Tina Billingsley, Recess/lunch Aide, Instructional Aide, 6.5 hours/11 months, Ione Elementary, to Campus Supervisor, Ione Elementary 7 hours/11 months,, effective December 14, 2021
Justin Maciel, Computer Technician, 8 hours/12 months, to Network Technician, Technology, 8 hours/12 months, effective December 14, 2021
Daniel Hunt, Night Custodian, 8 hours/12 months, Ione Junior High to Maintenance Worker I, Ione Elementary, 8 hours/12 months, effective December 20, 2021

Classified – Internal Transfer Voluntary
Marion Jeannie Skelly, Bilingual Instructional Assistant, 5.5 hours/11 months, Argonaut High School to 5.5 hours/11 months, Ione Junior High, effective December 14, 2021
Michelle Butler, Instructional Aide SPED, 6 hours/11 months, Argonaut High School, to Car/Van Driver, 4.5 hours/11 months, Transportation, effective December 14, 2021

Classified – Increase of hours
Manny Anecito, Bus Driver, 7.25 hours/11 months to 7.75 hours/11 months, Transportation, effective December 14, 2021

RESIGNATIONS/RETIREMENT

Certificated – Resignation
Classified – Resignation
Martin Smith, Campus Supervisor, 8 hours/11 months, Amador High School, effective November 23, 2021
Marcus, Byers, Maintenance Worker I, 8 hours/12 months, Independence High School, effective December 17, 2021

Certificated – Retirement

Classified – Retirement
Mark Turney, rescinded retirement. No longer retiring. Effective December 31, 2021
LaJuana Hawkins, Bus Driver, 8 hours/11 months, Transportation, effective December 31, 2021

Recommendation
Approve Human Resources Consent Agenda

Presented by
David Vicari, Assistant Superintendent, Human Resources & Labor Relations
13. 3. a. Warrants issued between 11-12-2021 and 12-1-2021

Fiscal Implications
See Warrants.

Recommendation
Superintendent Gibson recommends approving this.

Presented by
Jared Critchfield, Assistant Superintendent of Business Services

Supporting Documents

- ACUSDWarrants through 12-1-2021
### Warrants

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</tr>
</tbody>
</table>

If there are any questions regarding any of the payments, please contact Jared Critchfield @ 257-5375 or Nancy Kohlman @ 257-5333
13. 4. a. School Plans for Student Achievement (SPSAs)

Background Information

Education Code Section 64001 specifies that schools and districts that receive state and federal or other applicable funding through the district’s Consolidated Application prepare a SPSA for any recipient school.

The purpose of the SPSA is to coordinate all educational services at the school. The SPSA shall, at a minimum, address how funds provided to the school will be used to improve the academic performance of all pupils. School goals shall be based upon an analysis of verifiable state data. The SPSA must integrate the purposes and requirements of all state and federal categorical programs in which the school participates.

The plan should be developed with a deep understanding of root causes of student academic challenges and identify and implement research-based instructional strategies to raise the achievement of students who are not meeting grade level standards. A well-developed SPSA can ensure that students are better equipped to meet the Common Core State Standards in English Language Arts and Math. It is critical that each school’s SPSA:

- Builds on a premise that students are capable of learning with effective instruction.
- Includes school goals aligned with activities and goals included in the LEA Plan to maximize school reform efforts.
- Is based on verifiable data analysis.
- Focuses on student achievement and academic interventions.
- Implements high leverage school improvement actions.
- Directs resources where they will most directly improve student academic achievement.
- Ensures that all resources are aligned to serve identified students’ needs.
- Uses research-based strategies.
- Implements strategic coordination of resources.

Governing Board received under separate cover – public copy available at Amador County Public Schools’ District Office, 217 Rex Avenue, Jackson, CA.

Fiscal Implications
Federal funds contingent on writing and approving SPSAs

Recommendation
The Superintendent recommends approval of the School Plans for Student Achievement.

Presented by
Sean Snider, Assistant Superintendent, Educational Services
13. 5. Surplus

Background Information
See Surplus Forms.

Fiscal Implications
N/A

Recommendation
Superintendent Gibson recommends approving this.

Presented by
Dr. Torie Gibson, Superintendent

Supporting Documents

- Sutter Creek Surplus
- DO Native American Surplus
- Argo surplus
Amador County Unified School District/Amador County Office of Education

Request to Surplus

School Site/Department: Sutter Creek Elem.  
Name of Person Completing Form: Tia Peters  
Signature of Employee Responsible: Tia Peters  
Date: 11-12-21

<table>
<thead>
<tr>
<th>Item I.D. # or Inventory Sticker</th>
<th>Description of Item</th>
<th>Reason for Surplus Request</th>
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</thead>
<tbody>
<tr>
<td>AMADOR COUNTY SCHOOLS 05035</td>
<td>Bookcase/Storage Unit</td>
<td>Broken</td>
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Site's Disposal Method: Garbage  
Administrator's Signature: Tia Peters  
Date: 11-12-2021

DISTRICT OFFICE USE

Received by Superintendent's Office:  
Date:  
Board Approved:  
Date:  
Board Approval Sent to Site:  
Date:  

FOLLOWING BOARD APPROVAL

Final Method of Disposal:  

Revised December 2020
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<th>Item I.D. # or Inventory Sticker</th>
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<td>See attached list</td>
<td>Various native american artifacts</td>
<td>No longer in use. Desire to donate to Chumash Indian Grinding Rock</td>
</tr>
</tbody>
</table>

Site’s Disposal Method: ____________________________________________

Administrator’s Signature: __________________________________________ Date: __________________

**DISTRICT OFFICE USE**

Received by Superintendent’s Office: ___________________________ Date: 11/9/21

Board Approved: __________________________________________ Date: __________________

Board Approval Sent to Site: __________________________________________ Date: __________________

**FOLLOWING BOARD APPROVAL**

Final Method of Disposal: __________________________________________
1. Sifting Basket (15.5x19.5")
2. Straight-Sided Basket (7x 4")
3. Small Round Basket (5.25x3.75") with Lid (Damaged) (4.5x2")
4. Small Round Basket (5.25x3.25")
5. Tiny Basket (2.25x1")
6. Toy Cradle Basket (Damaged) (8x3")
7. Wide Weave Basket (13x12x4")
8. North Paiute Rawhide Rattle (13x3")
9. Fishhook (0.5x2.5")
10. Bone Whistle (0.625x4")
11. Miwok "Basket Sampler" (7 pcs)
12. "Arrow Sampler" with Foreshafts and Floaters (9pcs)
13. Cassette Tape – Songs of the California Indians
14. Ceramic U'Macha and Base (2pcs)
15. "Indian Materials Box" Inventory Sheet
16. Poster – Tribal Areas of California (Removed from Donation on 11/2/2021)
17. Poster – Traces of the Past
18. Deer Skin Ball (Modern)
19. Tule Duck (Modern)
20. Pump Drill (Modern)
21. West Mono Toy Cradle Basket (Modern)
22. Book – Miwok Material Culture of the Yosemite Region
23. Book – Southwest Indian Designs
24. Book – Coloring Book of American Indian Designs
25. VHS Tape – A Treasury of California Indian Baskets
26. VHS Tape – Basketry of the Pomo – Introductory Film
27. VHS Tape – Basketry of the Pomo – Techniques
28. Chaw’se Staves Game Set (Modern)
29. Wooden Knife with Obsidian Point (Modern)
30. Fishing Worm Carrier (Damaged) (2 pcs)
31. Book (Unbound) – A is for Acorns
32. Interpretive Booklet – How to Make Soaproot Brushes
33. Interpretive Booklet - Turtle and the Ants
34. Interpretive Booklet – Looped Stirring Stick
35. Interpretive Booklet – California Indians (qty 4)
36. Interpretive Booklet – Indian Recipes
37. Interpretive Booklet – Soapstone Activity Book
38. Pamphlet – El Dorado County Office of Education – Indian Education

Bibliography
Amador County Unified School District/Amador County Office of Education

Request to Surplus

School Site/Department: Argonaut / English

Name of Person Completing Form: J. Floyd

Signature of Employee Responsible: J. Floyd

Date: 11/12/21

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<td>Monitor</td>
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<td>do not work</td>
</tr>
</tbody>
</table>

Site’s Disposal Method: ____________________________________________

Administrator’s Signature: ________________________________________ Date: ____________________

DISTRICT OFFICE USE

Received by Superintendent’s Office: ______________________________ Date: ____________________

Board Approved: ________________________________________________

Board Approval Sent to Site: _____________________________________ Date: ____________________

FOLLOWING BOARD APPROVAL

Final Method of Disposal: _________________________________________

Revised December 2020
13. 6. Donations

**Background Information**

Plymouth Elementary received a donation to help fund its music program. Pine Grove Elementary received a donation from the Call Church.

**Fiscal Implications**

N/A

**Recommendation**

Superintendent Gibson recommends approving these donations.

**Presented by**

Torie Gibson, Superintendent

**Supporting Documents**

- Plymouth Donation
- PGE Donation
AMADOR COUNTY PUBLIC SCHOOLS
Acknowledgment of Donation of Gift/Contribution to District

Date: 11-29-21
School Site / Department: Plymouth / music
Name of person completing this form: Sara Holmes
Description of Gift / Contribution: $2,500.00
No goods or services were provided by Amador County Public Schools in return for the contribution.
Does the gift/contribution require Maintenance Department services for installation? □ Yes ✗ No

If yes, Maintenance Department completes this section.
Required materials for installation: _____
Labor costs of installation: _____
Total: _____**
Maintenance Director’s Signature: ________________________________

Name of Donee/Contributor: Plymouth-Foothill Rotary Club
Mailing Address: Hand delivered
Town: Plymouth Zip: 95669
Telephone No.: scott EDMUND12@gmail.com

Have you acknowledged receipt of gift/contribution with a thank you letter? ✗ Yes □ No

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

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

Form No. 49 (Rev. 3/2008)
November 15, 2021

Plymouth-Foothill Rotary Club
Mr. Ed Scott
Plymouth, Ca. 95669

On behalf of the students and staff of Plymouth Elementary School, please accept my gratitude for your donation. The generosity and commitment to our school is valued and appreciated.

As you know, our music teacher, Evan Fellman, has expanded our program to include strings/orchestra this year. The students will benefit from new instruments for years to come.

Thank you again for supporting our school.

Sincerely,

Joe Horacek
Principal
Date: 11/29/2021
School Site / Department: Pine Grove STEM School
Name of person completing this form: Renee Julian
  • Description of Gift / Contribution: supplies
No goods or services were provided by Amador County Public Schools in return for the contribution.
Does the gift/contribution require Maintenance Department services for installation? □ Yes ☒ No

If yes, Maintenance Department completes this section.
  Required materials for installation: ____
  Labor costs of installation: ____
  Total: ____ **
  Maintenance Director’s Signature: __________________________

Name of Donee/Contributor: The Call Church
Mailing Address: P.O. Box 1177, Pine Grove, CA 95665

Telephone No.: __________________________

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

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

**Note: If maintenance and material costs for installation are unbudgeted or prohibitively high, the Superintendent may recommend Board rejection of the gift/contribution.
November 18, 2021

Dear Call Church,

Thank you so very much for adopting our teachers. The baskets that were made just blew us out of the water. Your generous donation of $1000 will be put to great use engaging students with even more STEM projects. We appreciate your support to our students, school and community.

Thank you again,

Pine Grove STEM Elementary Staff
13. 7. Overnight Field Trip Requests

Background Information
Amador Wrestling will be going to a tournament in Watsonville, CA from 1-7-22 to 1-9-22. Argonaut FCCLA will be going to the FCCLA State Conference in Riverside, CA from 4-21-22 to 4-27-22. Amador and Argonaut FFA will be going to the FFA Leadership Conference in Sacramento, CA from 1-14-22 to 1-15-22. Pioneer Elementary 6th grade classes will be going to science camp at Sly Park Environmental Center in Pollock Pines, CA from 3-28-22 to 4-1-22.

Fiscal Implications
N/A

Recommendation
Superintendent Gibson recommends approving this.

Presented by
Dr. Torie Gibson, Superintendent

Supporting Documents

- Pioneer 6th grade science camp
- Amador-Argonaut FFA Overnight Field Trip
- Argo FCCLA Overnight Field Trip
- Amador Wrestling Field Trip
For the Board Meeting Dated: 1/12/22
Site: Pioneer Elementary
Date of Request: 12/7/21
Departure Date: 3/28/22
Return Date: 4/1/22
Departure Time: 8:00am
Return Time: 2:00 pm
Destination of Trip (Location & City): Sly Park Environmental Ed. Center, Pollock Pines, CA
Purpose of Trip: 6th grade science camp
Sponsoring Organization: Pioneer Elementary - Acusco
Source(s) of Funds for Trip: Pioneer PPTO
Name of Fieldtrip Director/Instructor: Stephanie Davis

Number of Students: 15
Grade Level: 6th
Number of Chaperones: 2
Name(s) of Chaperone(s): TBD

Mode of Travel (circle one): school bus
Charter bus van plane train
Private vehicle (insurance on file: yes no)
Name and Address of Overnight Accommodations: Sly Park Environmental Ed. Center
5600 Sly Park Rd, Pollock Pines, CA 95726

Instructor/Director Signature: Stephanie Davis
Date: 12/7/21
Site Administrator Signature: Carmen Kneaster
Date: 12/7/21

*NOTE: This form needs to be submitted to the Superintendent's Office 1 week prior to the scheduled Board meeting before the planned trip. All overnight fieldtrip requests must be Board approved before occurring.

DISTRICT OFFICE USE ONLY
Received by Superintendent’s Office: __________________________ Date: ____________________
AMADOR COUNTY PUBLIC SCHOOLS

OVERNIGHT FIELDTRIP REQUEST FORM

For the Board Meeting Dated: 12/8/2021

School: Argonaut/Amador
Date of Request: 12/2/2021

Departure Date: 1/14/2022
Departure Time: 9am
Destination of Trip (Location and City): Sacramento, CA

Return Date: 1/15/2022
Return Time: 2pm

Purpose of Trip: FFA Leadership Conference for sophomores, juniors and seniors
Name of Sponsoring Organization: California FFA Organization

Source(s) of Funds for Trip: Students to pay student registration, Ag Incentive Grant to cover teacher expenses
Name of Fieldtrip Director/Instructor: Angela Mayfield (Argonaut), Carly Benner (Amador)

Number of Students: 20-30
Number of Chaperones: 3-4

Grade Level: 10-12

Names of Chaperones: Angela Mayfield, Nolan McKeown (Argonaut), Carly Benner, Ryan Mendosa (Amador)

Mode of Travel (circle one): School Bus
Charter Bus
Van
Private Vehicle (Insurance on file: Yes No)
Plane
Train

Name and Address of Overnight Accommodations: Sacramento Hilton, Arden West
2200 Harvard Street Sacramento, CA 95815

Instructor's Signature: Carly Benner
Date: 12/3/21

Site Administrator: 
Date: 12/3/21

* NOTE: This form needs to be submitted to the Superintendent's Office at least 1 week prior to the scheduled Board meeting before the planned trip.
For the Board Meeting Dated: ___________________________ 
Site: Argo ___________________________ Date of Request: 11/17/2021 
Departure Date: 4/21/2021 ___________________________ Return Date: 4/27/2022 
Departure Time: 9am ___________________________ Return Time: 7pm 
Destination of Trip (Location & City): Riverside, CA

Purpose of Trip: CA FCCLA State Conference 
Sponsoring Organization: Argonaut FCCLA 
Source(s) of Funds for Trip: Student Payment and CTE Funding 
Name of Fieldtrip Director/Instruction: Patricia Gaddoni

Number of Students: 20 ___________________________ Grade Level: 9-12 
Number of Chaperones: 2 ___________________________ 
Name(s) of Chaperone(s): ___________________________

Mode of Travel (circle one): school bus □ charter bus □ van □ plane □ train □ Private vehicle (insurance on file: yes □ no □) 
Name and Address of Overnight Accommodations: Hyatt Place Downtown 
3500 Market Street, Riverside

Instructor/Director Signature: ___________________________ Date: 11/17/2021 
Site Administrator Signature: ___________________________ Date: 11/17/2021

*NOTE: This form needs to be submitted to the Superintendent's Office 1 week prior to the scheduled Board meeting before the planned trip. All overnight fieldtrip requests must be Board approved before occurring.

DISTRICT OFFICE USE ONLY 
Received by Superintendent's Office: ___________________________ Date: ___________________________

12/2019
AMADOR COUNTY PUBLIC SCHOOLS

Overnight Fieldtrip Request Form

For the Board Meeting Dated: ______________________

Site: Amador High          Date of Request: 11-15-21

Departure Date:       Fri 1-7-22  Return Date:     Sunday 1-9-22

Departure Time:       6:00 AM            Return Time:      6:00 PM

Destination of Trip (Location & City): Watsonville, CA

Purpose of Trip: Wrestling tournament

Sponsoring Organization: Amador Wrestling

Source(s) of Funds for Trip: Fund Raiser - Amador Wrestling

Name of Fieldtrip Director/Instructor: Mark Reagan

Number of Students: 15          Grade Level: Varsity (9-12)

Number of Chaperones: 4

Name(s) of Chaperone(s): Mark Reagan, Austin Clymer, Frank Orlando, Rollie Fillmore

Mode of Travel (circle one): school bus    charter bus    van    plane    train

Private vehicle (insurance on file: yes    no)

Name and Address of Overnight Accommodations: Holiday Inn Express

Watsonville, CA

Instructor/Director Signature:   Date: 11/14/21

Site Administrator Signature:   Date: 11/14/21

*NOTE: This form needs to be submitted to the Superintendent’s Office 1 week prior to the scheduled Board meeting before the planned trip. All overnight fieldtrip requests must be Board approved before occurring.

DISTRICT OFFICE USE ONLY

Received by Superintendent’s Office: ______________________ Date: ____________

12/2019
14. 1. Updates to CDPH Guidance/ Mandates Related to COVID-19 and ACUSD Health and Safety Plane During COVID-19 for a Safe Return for the 2021-2022 School Year (As Needed) (Dr. Gibson/Mr. Snider)

Background Information

This will be a standing agenda item throughout the year as we will need to update the Board of Trustees on CDPH mandates and guidance that could require modifications to our health and safety plan. All updates are noted in the safety plan in red font. Once approved by the Board, it will be updated on the ACUSD Website under COVID-19 Dashboard. Updates as of November 15, 2021: FAQ 1a added, FAQs 2 and 6 updated to reference CDPH's reaffirmation of current masking policies, FAQ 11 revised to align with updates to CDPH testing guidance and FAQ 20 revised for clarity. Item #16 updated in the ACUSD Health and Safety Plan for a Safe Return for the 2021-2022 School Year.

Fiscal Implications

N/A

Recommendation

Superintendent Gibson recommends approving this.

Presented by

Dr. Torie Gibson, Superintendent
Sean Snider, Assistant Superintendent, Educational Services

Supporting Documents

- K-12 Schools Guidance 2021-2022 Questions Answers
- K-12 Guidance 2021-22 School Year (2)
- ACUSD Health and Safety Plan during COVID-19 for Board Approval 12-13-21

Quick Summary / Abstract

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

11/15/2021

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

Updates as of November 15, 2021:

- FAQ 1a was added
- FAQs 2 and 6 were updated to reference CDPH’s reaffirmation of current masking policies
- FAQ 11 was revised to align with updates to CDPH testing guidance
- FAQ 20 was revised for clarity

Table of Contents

- Vaccination
- Masking
- Contact Tracing and Quarantine
- School-Based Extra Curricular Activities
- Additional Questions

Vaccination

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

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

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

1a. How should school staff determine whether a student's symptoms are due to being infected or recently vaccinated against COVID-19?
More than one million teenagers have been immunized against COVID-19 in California this year, including hundreds of thousands since schools reopened this Fall. Based on data from clinical trials, post-vaccination side effects in younger children are anticipated to be similar or milder than in adolescents or young adults who received the Pfizer COVID-19 vaccine. Current school-based practices for assessing post-vaccination symptoms in adolescents can be applied to this younger population.

Most post-vaccination symptoms occur within the first 3 days of vaccination (the day of vaccination and the following 2 days, with most occurring the day after vaccination). Testing may help determine whether symptoms should be attributed to COVID-19 infection that could occur prior to the body's ability to develop immunity from the vaccine, which typically takes about two weeks after the vaccination. Vaccination does not cause positive antigen and PCR test results for COVID-19.

Additionally, many of CDC's post-vaccine considerations for workplaces apply to K-12 schools, including information about signs and symptoms not caused by COVID-19 vaccination (e.g., cough, shortness of breath, runny nose, sore throat, loss of taste or smell). Suggested approaches for assessing and responding to post-vaccination symptoms are also provided.

Masking

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

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

Universal masking indoors in K-12 schools is recommended by the American Academy of Pediatrics and by the CDC in its Guidance for COVID-19 Prevention in K-12 Schools (updated July 27, 2021). As the CDC noted: "CDC recommends universal indoor masking for all teachers, staff, students, and visitors to K-12 schools, regardless of vaccination status. Children should return to full-time in-person learning in the fall with layered prevention strategies in place."

Universal masking prevents outbreaks and permits modified quarantine under certain conditions in K-12 settings, supporting more instructional time and minimizing missed school days for students. Additionally, universal masking indoors is critical to enabling all schools to offer and provide full in-person instruction to all students without minimum physical distancing requirements at the outset of the school year.

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

Requiring universal masking indoors in K-12 schools also takes into account a number of other key considerations: operational barriers of tracking vaccination status in order to monitor and enforce mask wearing; the potential for increased transmission due to circulating variants; and potential detrimental effects on students of differential mask policies, which include: potential stigma, bullying, and isolation of vaccinated OR unvaccinated students, depending on the culture and attitudes in the school or surrounding community.
CDPH will continue to assess conditions on an ongoing basis, and will determine no later than November 1, 2021, whether to update mask requirements or recommendations.** Indicators, conditions, and science review will include vaccination coverage status, in consideration of whether vaccines are available for children under 12, community case and hospitalization rates, outbreaks, and ongoing vaccine effectiveness against circulating variants of SARS-CoV-2, the virus that causes COVID-19, in alignment with the CDC-recommended indicators to guide K-12 school operations.

**On October 20, 2021, California reaffirmed its current approach to COVID-19 prevention and containment in schools. The State is maintaining the universal indoor mask mandate in K-12 schools and will continue to monitor conditions. For more information, including factors contributing to this decision, please see the full statement.

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

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

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

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

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

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

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

If students are participating in a school event or being supervised by school staff, face mask guidance for K-12 settings must be followed regardless of location.
6. Why do vaccinated teachers need to wear a mask?

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

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

**On October 20, 2021, California reaffirmed its current approach to COVID-19 prevention and containment in schools. The State is maintaining the universal indoor mask mandate in K-12 schools and will continue to monitor conditions. For more information, including factors contributing to this decision, please see the full statement.

Contact Tracing & Quarantine

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

Scientific research and experience from around the country demonstrate that when both parties are wearing facemasks appropriately at the time of a school-based exposure to COVID-19, in-school transmission is unlikely and students can safely continue in-person learning. When students remain in school after exposure because the student and the individual with COVID-19 were wearing masks appropriately, this is called modified quarantine.

Modified quarantine involves a period of time during which students may continue in-person instruction but should refrain from all extracurricular activities at school, including sports, and activities within the community setting. Testing during modified quarantine provides an additional layer of safety and monitoring. Modified quarantine allows for less missed days of school and supports in-person education.

8. Who qualifies for modified quarantine?

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

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

Note: Fully vaccinated students exposed to COVID-19 may refrain from quarantine following a known exposure if asymptomatic, per CDPH Fully vaccinated People Recommendations.
9. What are students permitted to do during modified quarantine?

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

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

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

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

An FDA-approved antigen diagnostic test, PCR diagnostic test, or pooled PCR test is acceptable for evaluation of an individual's COVID-19 status during quarantine. Repeat antigen testing and/or confirmatory molecular testing should be considered in individuals who receive a negative result with an antigen test but have symptoms specific for COVID-19 (such as loss of taste and smell). For more information, see the CDPH updated testing guidance.

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

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

12. Do students who were previously infected with COVID-19 need to quarantine if they were exposed to someone with COVID-19?

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

13. Which K-12 settings should be the focus for school-based contact tracing efforts?
The initial months of the 2021-2022 school year have demonstrated that in-school transmission of COVID-19 is uncommon when multiple safety layers are implemented effectively. When transmission does occur in schools, it predominantly takes place during prolonged indoor exposures.

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

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

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

**School-Based Extra Curricular Activities**

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

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

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

**15. What if I must temporarily lower my mask for any reason?**

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

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

Any face mask that feels wet or becomes saturated with sweat should be changed immediately.
17. Does the K-12 Guidance on School-Based Extracurricular Activities apply to non-school activities?

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

- CDPH Guidance if you have COVID-19 symptoms
- CDPH Self-isolation Instructions (PDF)
- CDPH Face Mask Guidance
- CDPH Guidance on Vaccine Records
- CDPH Guidance on Ventilation

**Additional Questions**

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

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

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

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

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

Note that infections diagnosed in students and school staff are not necessarily the result of exposure at school, and COVID-19 transmission remains much more likely to occur among people living in the same household or participating in other non-school activities. Testing is strongly encouraged to assess the extent of cases among students and school staff. Local health officers are encouraged to contact the State should the need for testing resources exceed local supply, and for additional consultation to support decision-making processes.
20. Can K-12 schools host dances and large assemblies?

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

- Host such events outdoors whenever possible.
- Separate the event into smaller cohorts (by grade, for example) whenever possible.
- Ensure all eligible attendees (students and adults) are fully vaccinated. Conduct pre-entry testing for all unvaccinated attendees at or just prior to the event.
- Plan in advance how to identify close contacts if it is later discovered that someone with COVID-19 attended the event. Consider requiring pre-registration with CA Notify and maintaining a log of all attendees (even those arriving pre-event) at the door/entrance to the event.
- Consider requiring the use of masks at outdoor school-based large, crowded events. (Masks remain required indoors as per CDPH K-12 Guidance.
- If food or drinks are to be served, serve them outdoors whenever possible and/or place them away from other areas to clearly designate spaces where masks must be worn.

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November 24, 2021

TO: All Californians

SUBJECT: COVID-19 Public Health Guidance for K-12 Schools in California, 2021-22 School Year


Updates as of November 24, 2021:

- Section 16, School-Based Extracurricular Activities, has been updated.

On July 9, 2021, the Centers for Disease Control and Prevention (CDC) published its updated recommendations for K-12 schools. The following guidance applies CDC’s recommendations to the California context, in order to help K-12 schools formulate and implement plans for safe, successful, and full in-person instruction in the 2021-22 school year. This guidance is effective immediately and will be reviewed regularly by the California Department of Public Health (CDPH).

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

Masks are one of the most effective and simplest safety mitigation layers to prevent in-school transmission of COVID-19 infections and to support full time in-person instruction in K-12 schools. SARS-CoV-2, the virus that causes COVID-19, is transmitted primarily by aerosols (airborne transmission), and less frequently by droplets. Physical distancing is generally used to reduce only droplet transmission, whereas masks are one of the most
effective measures for source control of both aerosols and droplets. Therefore, masks best promote both safety and in-person learning by reducing the need for physical distancing. Additionally, under the new guidance from the CDC, universal masking also permits modified quarantine practices under certain conditions in K-12 settings, further promoting more instructional time for students. Universal masking indoors in K-12 schools is recommended by the American Academy of Pediatrics and by the CDC in their Guidance for COVID-19 Prevention in K-12 schools (updated July 27, 2021).

Finally, this approach takes into account a number of key considerations: current unknowns associated with variants and in particular the Delta Variant, which is more transmissible; operational barriers of tracking vaccination status in order to monitor and enforce mask wearing; and potential detrimental effects on students of differential mask policies. Detrimental effects of differential mask policies include: potential stigma, bullying, isolation of vaccinated OR unvaccinated students, depending on the culture and attitudes in the school or surrounding community.

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

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

This guidance includes mandatory requirements, in addition to recommendations and resources to inform decision-making. Implementation requires training and support for staff and adequate consideration of student and family needs. Stricter guidance may be issued by local public health officials or other authorities.

**COVID-19 vaccination is strongly recommended for all eligible people in California, including teachers, staff, students, and adults sharing homes with these members of our K-12 communities.** See CDC recommendations about how to promote vaccine access and uptake for schools. Additional California-specific vaccine access information is available on the Safe Schools Hub and Vaccinate All 58 – Let’s Get to Immunity.

In workplaces, employers are subject to the Cal/OSHA COVID-19 Emergency Temporary Standards (ETS) or in some workplaces the CalOSHA Aerosol Transmissible Diseases Standard, and should consult those regulations for additional applicable requirements.

*On October 20, 2021, California reaffirmed its current approach to COVID-19 prevention and containment in schools. The State is maintaining the universal indoor mask mandate in K-12 schools and will continue to monitor conditions.*

**General Considerations:**

Consideration should be given to both the direct school population as well as the surrounding community. The primary factors to consider include: 1) level of community transmission of COVID-19; 2) COVID-19 vaccination coverage in the community and among students, faculty, and staff; and 3) any local COVID-19 outbreaks or increasing trends. Discussion of these factors should occur in collaboration with local or state public health partners.

As the CDC explained in its July 9, 2021 Guidance:
"Schools will have a mixed population of both people who are fully vaccinated and people who are not fully vaccinated. . . These variations require K-12 administrators to make decisions about the use of COVID-19 prevention strategies in their schools to protect people who are not fully vaccinated. . . Together with local public health officials, school administrators should consider multiple factors when they make decisions about implementing layered prevention strategies against COVID-19."

In an effort to streamline and tailor this decision-making process for the California context, guidance regarding each of the measures that can be used in a layered prevention strategy is provided below.

**Safety Measures for K-12 Schools**

1. Masks

   a. Masks are optional outdoors for all in K-12 school settings.

   b. K-12 students are required to mask indoors, with exemptions per CDPH face mask guidance. Adults in K-12 school settings are required to mask when sharing indoor spaces with students.

   c. Persons exempted from wearing a face covering due to a medical condition, must wear a non-restrictive alternative, such as a face shield with a drape on the bottom edge, as long as their condition permits it.

   d. Schools must develop and implement local protocols to provide a face covering to students who inadvertently fail to bring a face covering to school to prevent unnecessary exclusions.

   e. Consistent with guidance from the 2020-21 school year, schools must develop and implement local protocols to enforce the mask requirements. Additionally, schools should offer alternative educational opportunities for students who are excluded from campus because they will not wear a face covering. Note: Public schools should be aware of the requirements in AB 130 to offer independent study programs for the 2021-22 school year.

   f. In limited situations where a face covering cannot be used for pedagogical or developmental reasons, (e.g., communicating or assisting young children or those with special needs) a face shield with a drape (per CDPH guidelines) can be used instead of a face covering while in the classroom as long as the wearer maintains physical distance from others. Staff must return to wearing a face covering outside of the classroom.

2. Physical distancing

   a. Recent evidence indicates that in-person instruction can occur safely without minimum physical distancing requirements when other mitigation strategies (e.g., masking) are implemented. This is consistent with CDC K-12 School Guidance.
3. Ventilation recommendations:
   a. For indoor spaces, ventilation should be optimized, which can be done by following CDPH Guidance on Ventilation of Indoor Environments and Ventilation and Filtration to Reduce Long-Range Airborne Transmission of COVID-19 and Other Respiratory Infections: Considerations for Reopened Schools.

4. Recommendations for staying home when sick and getting tested:
   a. Follow the strategy for Staying Home when Sick and Getting Tested from the CDC.
   b. Getting tested for COVID-19 when symptoms are consistent with COVID-19 will help with rapid contact tracing and prevent possible spread at schools.
   c. Advise staff members and students with symptoms of COVID-19 infection not to return for in-person instruction until they have met CDPH criteria to return to school for those with symptoms:
      i. At least 24 hours have passed since resolution of fever without the use of fever-reducing medications; and
      ii. Other symptoms have improved; and
      iii. They have a negative test for SARS-CoV-2, OR a healthcare provider has provided documentation that the symptoms are typical of their underlying chronic condition (e.g., allergies or asthma) OR a healthcare provider has confirmed an alternative named diagnosis (e.g., Streptococcal pharyngitis, Coxsackie virus), OR at least 10 days have passed since symptom onset.

5. Screening testing recommendations:
   a. CDPH has a robust State- and Federally-funded school testing program and subject matter experts available to support school decision making, including free testing resources to support screening testing programs (software, test kits, shipping, testing, etc.).
      i. Resources for schools interested in testing include: California’s Testing Task Force K-12 Schools Testing Program, K-12 school-based COVID-19 testing strategies and Updated Testing Guidance; The Safe Schools for All state technical assistance (TA) portal; and the CDC K-12 School Guidance screening testing considerations (in Section 1.4 and Appendix 2) that are specific to the school setting.

6. Case reporting, contact tracing and investigation
a. Per AB 86 (2021) and California Code Title 17, section 2500, schools are required to report COVID-19 cases to the local public health department.

b. Schools or LEAs should have a COVID-19 liaison to assist the local health department with contact tracing and investigation.

7. Quarantine recommendations for vaccinated close contacts

   a. For those who are vaccinated, follow the CDPH Fully Vaccinated People Guidance regarding quarantine.

8. Quarantine recommendations for unvaccinated students for exposures when both parties were wearing a mask, as required in K-12 indoor settings. These are adapted from the CDC K-12 guidance and CDC definition of a close contact. See the K-12 Schools Guidance 2021-2022 Questions & Answers for additional recommendations to focus on high-value contact tracing to protect students and staff.

   a. When both parties were wearing a mask in any school setting in which students are supervised by school staff (including indoor or outdoor school settings and school buses, including on buses operated by public and private school systems), unvaccinated students who are close contacts (more than 15 minutes over a 24-hour period within 0-6 feet) may undergo a modified quarantine as follows. They may continue to attend school for in-person instruction if they:

      i. Are asymptomatic;
      ii. Continue to appropriately mask, as required;
      iii. Undergo at least twice weekly testing during quarantine; and
      iv. Continue to quarantine for all extracurricular activities at school, including sports, and activities within the community setting.

9. Quarantine duration recommendations for unvaccinated close contacts in:

   - Standard quarantine (i.e., students who were not wearing masks or for whom the infected individual was not wearing a mask during the exposure); OR
   - Modified quarantine (i.e., students as described in #8 above).

   a. These contacts, if they remain asymptomatic (meaning they have NOT had any symptoms), may discontinue self-quarantine under the following conditions:

      i. Quarantine can end after Day 10 from the date of last exposure without testing; OR
      ii. Quarantine can end after Day 7 if a test specimen (i.e., antigen diagnostic test, PCR/molecular diagnostic test, or pooled PCR/molecular test) is collected on or after Day 5 from the date of last exposure and tests negative.

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

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

10. Isolation recommendations

   a. For both vaccinated and unvaccinated persons, follow the CDPH Isolation Guidance for those diagnosed with COVID-19.

11. Hand hygiene recommendations

   a. Teach and reinforce washing hands, avoiding contact with one’s eyes, nose, and mouth, and covering coughs and sneezes among students and staff.

   b. Promote hand washing throughout the day, especially before and after eating, after using the toilet, and after handling garbage, or removing gloves.

   c. Ensure adequate supplies to support healthy hygiene behaviors, including soap, tissues, no-touch trashcans, face coverings, and hand sanitizers with at least 60 percent ethyl alcohol for staff and children who can safely use hand sanitizer.

12. Cleaning recommendations

   a. In general, cleaning once a day is usually enough to sufficiently remove potential virus that may be on surfaces. Disinfecting (using disinfectants on the U.S. Environmental Protection Agency COVID-19 list) removes any remaining germs on surfaces, which further reduces any risk of spreading infection.

   b. For more information on cleaning a facility regularly, when to clean more frequently or disinfect, cleaning a facility when someone is sick, safe storage of cleaning and disinfecting products, and considerations for protecting workers who clean facilities, see Cleaning and Disinfecting Your Facility.

   c. If a facility has had a sick person with COVID-19 within the last 24 hours, clean AND disinfect the spaces occupied by that person during that time.

13. Food service recommendations
a. Maximize physical distance as much as possible while eating (especially indoors). Using additional spaces outside of the cafeteria for mealtime seating such as classrooms or the gymnasium can help facilitate distancing. Arrange for eating outdoors as much as feasible.

b. Clean frequently touched surfaces. Surfaces that come in contact with food should be washed, rinsed, and sanitized before and after meals.

c. Given very low risk of transmission from surfaces and shared objects, there is no need to limit food service approaches to single use items and packaged meals.

14. Vaccination verification considerations

a. To inform implementation of prevention strategies that vary by vaccination status (testing, contact tracing efforts, and quarantine and isolation practices), refer to the CDPH vaccine verification recommendations.

15. COVID-19 Safety Planning Transparency Recommendations

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

Note: With the approval of the federal American Rescue Plan, each local educational agency receiving Elementary and Secondary School Emergency Relief (ARP ESSER) funds is required to adopt a Safe Return to In-Person Instruction and Continuity of Services Plan and review it at least every six months for possible revisions. The plan must describe how the local educational agency will maintain the health and safety of students, educators and other staff. Reference the Elementary and Secondary School Relief Fund (ESSER III) Safe Return to In-Person Instruction Local Educational Agency Plan Template.

16. School-Based Extracurricular Activities

The requirements and recommendations in this guidance apply to all extracurricular activities that are operated or supervised by schools, and all activities that occur on a school site, whether or not they occur during school hours, including, but not limited to, sports, band, chorus, and clubs.

Activities may be performed outdoors without masks. Indoor mask use remains a critical layer in protecting against COVID-19 infection and transmission, including during sports, music, and related activities. Accordingly:

• Masks are required indoors at all times for teachers, referees, officials, coaches, and other support staff.
Masks are required indoors for all spectators and observers.
Masks are required indoors at all times when participants are not actively practicing, conditioning, competing, or performing. Masks are also required indoors while on the sidelines, in team meetings, and within locker rooms and weight rooms.
When actively practicing, conditioning, or competing in indoor sports, masks are required by participants even during heavy exertion, as practicable. If masks are not worn due to heavy exertion, it is strongly recommended that individuals undergo screening testing at least once weekly. An FDA-approved antigen test, PCR test, or pooled PCR test is acceptable for evaluation of an individual’s COVID-19 status.
Individuals using instruments indoors that cannot be played with a mask (e.g., wind instruments) may perform if bell coverings are used when playing wind instruments AND a minimum of 3 feet of physical distancing is maintained between participants. Modified masking may be considered in addition to, but not in place of, bell covers. If bell covers are not used, it is strongly recommended that individuals undergo screening testing at least once weekly. An FDA-approved antigen test, PCR test, or pooled PCR test is acceptable for evaluation of an individual’s COVID-19 status.

Additional considerations or other populations

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

2. Visitor recommendations
   a. Schools should review their rules for visitors and family engagement activities.
   b. Schools should limit nonessential visitors, volunteers, and activities involving external groups or organizations with people who are not fully vaccinated, particularly in areas where there is moderate-to-high COVID-19 community transmission.
   c. Schools should not limit access for direct service providers, but can ensure compliance with school visitor policies.
   d. Schools should continue to emphasize the importance of staying home when sick. Anyone, including visitors, who have symptoms of infectious illness, such as flu or COVID-19, should stay home and seek testing and care.

3. Boarding schools may operate residential components under the following guidance:
a. **COVID-19 vaccination is strongly recommended for all eligible people in California, including teachers, staff, students, and adults sharing homes with these members of our K-12 communities.** See CDC recommendations about how to promote vaccine access and uptake for schools. Additional California-specific vaccine access information is available on the Safe Schools Hub.

b. Strongly recommend policies and practices to ensure that all eligible students, faculty and staff have ample opportunity to become fully vaccinated.

c. Strongly recommend that unvaccinated students and staff be offered regular COVID-19 screening testing.

d. Consider students living in multi-student rooms as a "household cohort." Household cohort members, regardless of vaccination status, do not need to wear masks or physically distance when they are together without non-household cohort members nearby. If different "household cohorts" are using shared indoor space when together during the day or night, continue to monitor and enforce mask use, and healthy hygiene behaviors for everyone.

The non-residential components of boarding schools (e.g., in-person instruction for day students) are governed by the guidelines as other K-12 schools, as noted in this document.

Childcare settings and providers remain subject to separate guidance.


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On July 12, 2021, the California Department of Public Health (CDPH) published its updated guidance for K-12 schools for the 2021-2022 school year. The foundational principle of this guidance is that all students must have access to safe and full in-person instruction and to as much instructional time as possible. This plan is based on current guidance as of 2:00 pm on December 13, 2021, and is subject to change based on additional guidance issued by CDPH after this date and time.

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

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

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

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

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


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

1. **Masks**
   a. Masks are optional outdoors for all students and staff in K-12 school settings. Because of this, teachers are encouraged to find an outdoor space to conduct class as much as possible to minimize the amount of time masks are required.
   b. K-12 students are required to mask indoors, with limited exemptions per [CDPH face mask guidance](https://www.cdph.ca.gov/Programs/CID/DCDC/COVID19/Pages/CDPH-Face-Mask-Guidance-K-12-Schools.aspx). Adults in K-12 school settings are required to mask when sharing indoor spaces with students.
c. Persons exempted from wearing a face covering due to a medical condition, must wear a non-restrictive alternative, such as a face shield with a drape on the bottom edge, as long as their condition permits it.
d. Schools must develop and implement local protocols to provide a face covering to students who inadvertently fail to bring a face covering to school to prevent unnecessary exclusions.
e. Consistent with guidance from the 2020-21 school year, schools must develop and implement local protocols to enforce the mask requirements. Additionally, schools should offer alternative educational opportunities for students who are excluded from campus because they will not wear a face covering, including independent study.
f. In limited situations where a face covering cannot be used for pedagogical or developmental reasons, (e.g., communicating or assisting young children or those with special needs) a face shield with a drape (per CDPH guidelines) can be used instead of a face covering while in the classroom as long as the wearer maintains physical distance from others. Staff must return to wearing a face covering outside of the classroom.

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

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

<table>
<thead>
<tr>
<th>Option 1:</th>
<th>Option 2:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mask Exemption Process per CDPH Guidance for K-12 Schools- Safety Measures- Masks</strong></td>
<td><strong>Enroll in the district’s Independent Study/Virtual Learning program</strong></td>
</tr>
<tr>
<td>● Certain students with mental health or medical conditions, and disabilities may be exempt from the mask requirement.</td>
<td>● Contact school site administration for enrollment: ○ TK-6 - John Hawley at Pine Grove Virtual Academy; 296-2800 or <a href="mailto:jhawley@acusd.org">jhawley@acusd.org</a> ○ 7-12 - Kelly Hunkins at North Star Academy; 257-5100 or <a href="mailto:khunkins@acusd.org">khunkins@acusd.org</a></td>
</tr>
<tr>
<td>● Parent obtains the Student Mask Exemption Request Form to begin the process for mask exemption while at school.</td>
<td></td>
</tr>
<tr>
<td>● Parent takes form to student’s licensed physician to complete.</td>
<td></td>
</tr>
<tr>
<td>● Per CDPH guidance on August 6, 2021, a licensed physician must provide authorization in order for a student to have an approved mask exemption.</td>
<td></td>
</tr>
</tbody>
</table>
● Until the request form process is fully approved and completed, students attending in person learning will be required to wear a face covering, or parents have the option to have their child(ren) attend the Independent Study/Virtual Learning program option while going through the mask exemption process.

● The Mask Exemption Process will be as follows:
  ● Parents will request the COVID-19 Student Mask Exemption Form from their school site office.
  ● Once a parent provides a completed Student Mask Exemption Request Form from a licensed physician, the parent will bring the form to school site for processing. Exemption exists if a licensed physician determines one of the following is met:
    ● The student is under the age of 2
    ● The student has a medical condition
    ● The student has a mental health condition
    ● The student has a communication disability
    ● The student’s learning is inhibited because they are hearing impaired
  ● If the student is found to be exempt from wearing a face covering, it will be determined if an alternative face covering (such as a face shield with a drape) can be used by the student.
  ● Once the process has been completed, the approved COVID-19 Student Mask Exemption Form will be provided to the teacher(s) of record for the student and the school administrator for that student.
The term “close contact” in this document means the following: within 6’ for 15 cumulative minutes or more, in a 24 hour period while indoors.

Mask Exemption Process Flowchart

 Has the student provided a request for exemption OR is the student refusing to wear a face covering and will not wear one provided to them OR does the student have a 504 or IEP and is incapable of wearing a face covering for the full school day

ALL STUDENTS 2 YEARS OLD AND ABOVE MUST WEAR A FACE COVERING²

EXEMPTION REQUEST FORM³
Parent requests a licensed physician’s approval for a face mask exemption while at school. Can student wear an alternative face covering?

YES
Parent obtains the exemption form and receives approval from a licensed physician for full exemption. Student wears mask or enrolls in District’s alternative program until an approved exemption is provided to the school.

NO
Parent obtains the exemption form and receives approval from a licensed physician to wear an alternative face covering. Student wears mask or enrolls in District’s alternative program while approval from a licensed physician is being obtained.

REFUSAL TO WEAR FACE COVERING
Review process in the health and safety plan for protocols. Does student have exemption approved?

EXEMPTION NOT OBTAINED
Student must attend in person learning with a mask, or enroll in the District’s alternative program. Parent can request 504 if applicable.

LICENCED PHYSICIAN EXEMPTION OBTAINED
Parent submits licensed physician approval on exemption form to the school site. Student attends school following the exemption made by a licensed physician.

NO
Begin Exemption Request Form process.

504 or IEP
Student has not submitted an exemption and is incapable of wearing a face covering for the full school day.

Parent contacts school administration to convene a 504/IEP meeting if eligible. Team will review protocols and use the Exemption Request Form for district and school tracking.

Exclude from in person instruction and offer an alternative educational opportunity.
● If there is an exposure in the classroom the following must occur per CDPH and ACPH:
  ○ Any student not wearing a mask, who was a close contact with an individual who was also not wearing a mask and has a positive COVID-19 test must:
    ■ Not attend in-person instruction and quarantine for all extra-curricular activities at school, including sports, and activities within the community setting
    ■ Remain in quarantine until after day 10 from the date of last exposure without testing, OR
    ■ Remain in quarantine until after day 7 if a COVID-19 test is completed on or after day 5 from the date of last exposure, and tests negative.
  ○ Any student not wearing a mask, who was a close contact with an individual who was wearing a mask and has a positive COVID-19 test must:
    ■ Not attend in-person instruction and quarantine for all extra-curricular activities at school, including sports, and activities within the community setting
    ■ Remain in quarantine until after day 10 from the date of last exposure without testing, OR
    ■ Remain in quarantine until after day 7 if a COVID-19 test is completed on or after day 5 from the date of last exposure, and tests negative.
  ○ Any student wearing a mask, who was a close contact with an individual who was not wearing a mask and has a positive COVID-19 test must:
    ■ Not attend in-person instruction and quarantine for all extra-curricular activities at school, including sports, and activities within the community setting
    ■ Remain in quarantine until after day 10 from the date of last exposure without testing, OR
    ■ Remain in quarantine until after day 7 if a COVID-19 test is completed on or after day 5 from the date of last exposure, and tests negative.
  ○ Any student wearing a mask, who was a close contact with an individual who was also wearing a mask and has a positive COVID-19 test may continue to attend school for in person instruction if they:
    ■ Are asymptomatic
    ■ Continue to appropriately mask as required
    ■ Undergo at least twice a week testing during the 10 day modified quarantine
    ■ Full quarantine applies for all extra-curricular activities at school, including sports, and activities within the community setting
    ■ Remain in modified quarantine until after day 10 from the date of last exposure without testing, OR
    ■ Remain in modified quarantine until after day 7 if a COVID-19 test is completed on or after day 5 from the date of last exposure, and tests negative.
  ○ Any staff member wearing a mask, who was a close contact with a student who was not wearing a mask and has a positive COVID-19 test may discontinue quarantine:
    ■ After day 10 from the date of last exposure without testing,
    ■ Continue to quarantine for all extra-curricular activities at school, including sports, and activities within the community setting
    ○ Any student or staff member who is within 90 days of a prior COVID positive test result does not need to quarantine after a repeat exposure to COVID within that time frame. They also are not advised to get re-tested UNLESS they develop symptoms after that known exposure.

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

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

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

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

6. Screening testing recommendations:
   a. A robust testing program is one key strategy to allow schools to continue to remain open. Testing can modify quarantine as allowed under the K-12 School Guidance, and it also supports minimizing missed school days. As of October 18, 2021,
testing is available at all school sites, free of charge for all students, employees, volunteers, and in certain cases, family members.

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

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

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

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

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

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

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

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

12. Isolation recommendations
   a. Both vaccinated and unvaccinated people who test positive for COVID-19 should immediately self-isolate. In the event a student or staff member tests positive, the scenario 3 letter (confirmed COVID case) will be sent home to the families of impacted students. The scenario 2 (close contact), and scenario 4 (follow-up to scenario 2- close contact) letters are discontinued effective the 2021-2022 school year.

   b. Those who are **symptomatic** may discontinue self-isolation only under the following conditions:
      i. At least 10 days have passed since symptom onset; AND
      ii. At least 24 hours have passed since resolution of fever without the use of fever-reducing medications; AND
      iii. Other symptoms have improved

c. People with COVID-19 who are **asymptomatic**, meaning that they have NOT had any symptoms, may discontinue isolation under the following conditions:
   i. At least 10 days have passed since the date of the first positive COVID-19 test.
   ii. If they develop symptoms, then the strategies for discontinuing isolation for symptomatic persons (see above) should be used.
13. Hand hygiene recommendations
   a. Teach and reinforce washing hands, avoiding contact with one’s eyes, nose, and mouth, and covering coughs and sneezes among students and staff.
   b. Promote hand washing throughout the day, especially before and after eating, after using the toilet, and after handling garbage, or removing gloves.
   c. Ensure adequate supplies to support healthy hygiene behaviors, including soap, tissues, no-touch trashcans, face coverings, and hand sanitizers with at least 60 percent ethyl alcohol for staff and children who can safely use hand sanitizer.

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

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

16. School Bus/Transportation
   a. All requirements apply to the school bus as well.
      i. All riders must wear a mask while riding the bus, unless exempted.
      ii. Good ventilation with open/partially open windows is recommended.
iii. Buses should be cleaned daily and cleaned and disinfected after transporting any individual who is exhibiting symptoms of COVID-19.

17. Responding to students or staff exhibiting symptoms at school:
   a. Individuals who have symptoms of illness must be immediately separated to prevent possible transmission of disease to others. Individuals who are sick should go home or to a healthcare facility depending on the severity of their symptoms. Sick students and sick staff must:
      i. Be quickly separated from other students/staff until picked up by parent/guardian
      ii. Maintain more than 6 feet of distance from others, preferably in a separate room that is well ventilated
      iii. Wear a disposable mask
      iv. Attending staff must use standard precautions when assisting a sick individual. For suspected COVID-19 this includes, disposable face mask, eye covering/face shield and gloves
      v. Call parent/guardian for immediate pick up
         1. If a parent/guardian cannot pick up students, consider procedures for arranging transportation to their home
         2. Provide parent/guardian or staff member with Stay at Home/When to Return to School instructions
      vi. Disinfect all surfaces after the student/staff leaves and before use by others
      vii. If COVID-19 is suspected, contact your school nurse or Human Resources. Follow Communicable Disease Response Protocols for notifying Human Resources for possible outbreaks of infectious disease
   b. Collect and track illness-related absence information at the time of student or staff absence.
      i. Train attendance staff to support contract tracing as directed by the Amador County Health Department
      ii. School site staff responsible for entering attendance data into Aeries will also list reasons for illness, symptoms, and date of onset in the “Comments” section
   c. Follow HIPAA confidentiality laws noting that communicable disease concerns are confidential, and all staff are expected to protect health information.
   d. Contact the Human Resources Department
   e. Designated Human Resources staff will report all COVID-19 diagnoses, as well as any unusually high number of illness-related student and staff absences, to Amador County Public Health. Amador County Public Health and ACUSD will coordinate response to COVID-19 cases within the confidentiality framework of HIPPA and FERPA. The Assistant Superintendent of Human Resources and Labor Relations will be the point of contact for all staff related cases and the Assistant Superintendent of Educational Services will be the point of contact for all student related cases.
   f. Require students and staff to remain home per Stay at Home Requirements.
i. Stay home if experiencing the following symptoms of illness: fever or chills (100.4 degrees or higher), cough, shortness of breath or difficulty breathing, fatigue, muscle or body aches, headache, new loss of taste or smell, sore throat, congestion or runny nose, nausea or vomiting, or diarrhea. * Subject to change as revised by CDC.

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

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

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

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

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

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

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

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

20. Can K-12 schools host dances and large assemblies?
a. School dances, large assemblies, and other school-based crowded events have the potential to cause substantial spread of COVID-19 within and beyond the school community. Schools are encouraged to consult with local health officials before deciding to host such events, particularly in communities where COVID-19 remains highly prevalent and/or vaccination rates remain low. The following are additional considerations to optimize health and safety for all attendees.
   i. Host such events outdoors whenever possible.
   ii. Separate the event into smaller cohorts (by grade, for example) whenever possible.
   iii. Ensure all eligible attendees (students and adults) are fully vaccinated. Conduct pre-entry testing for all unvaccinated attendees at or just prior to the event.
   iv. Plan in advance how to identify close contacts if it is later discovered that someone with COVID-19 attended the event. Consider requiring pre-registration with CA Notify and maintaining a log of all attendees (even those arriving pre-event) at the door/entrance to the event.
v. Consider requiring the use of masks at outdoor school-based large, crowded events. (Masks remain required indoors as per CDPH K-12 Guidance.)

vi. If food or drinks are to be served, serve them outdoors whenever possible and/or place them away from other areas to clearly designate spaces where masks must be worn.

21. School-Based Extracurricular Activities

a. The requirements and recommendations in this guidance apply to extracurricular activities that are operated or supervised by schools, and activities that occur on a school site, whether or not they occur during school hours. Activities may be performed outdoors without masks. Indoor mask use remains a critical layer in protecting against COVID-19 infection and transmission. Accordingly:

i. Individuals using instruments indoors that cannot be played with a mask (e.g., wind instruments) may perform if bell coverings are used when playing wind instruments AND a minimum of 3 feet of physical distancing is maintained between participants. Modified masking may be considered in addition to, but not in place of, bell covers. If bell covers are not used, it is strongly recommended that individuals undergo screening testing at least once weekly. An FDA-approved antigen test, PCR test, or pooled PCR test is acceptable for evaluation of an individual’s COVID-19 status.

Additional considerations or other populations

1. Disabilities or other health care needs recommendations

a. When implementing this guidance, schools should carefully consider how to address the legal requirements related to provision of a free appropriate public education and requirements to reasonably accommodate disabilities, which continue to apply.

b. Refer to the CDC K-12 guidance section on “Disabilities or other health care needs” for additional recommendations.

2. Visitor recommendations

a. Schools should review their rules for visitors and family engagement activities.

b. Schools should limit nonessential visitors, volunteers, and activities involving external groups or organizations with people who are not fully vaccinated, particularly in areas where there is moderate-to high COVID-19 community transmission. Essential volunteers include those providing support for teachers in classrooms, or for any other school-related activity where volunteers support the success of the event.

c. Schools should not limit access for direct service providers, but can ensure compliance with school visitor polices.
d. For essential volunteers, the following requirements apply:
i. Provide proof of full COVID-19 vaccination, or provide proof of a negative COVID-19 test that was done within 1 week of the volunteer event, or weekly tests for ongoing volunteers. Antigen rapid tests are available free of charge for volunteers at all school sites, and can even be given the day of volunteering.
ii. Complete the assumption of risk form.
e. Schools should continue to emphasize the importance of staying home when sick. Anyone, including visitors, who have symptoms of infectious illness, such as flu or COVID-19, should stay home and seek testing and care.

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

Cal/OSHA Regulations for K-12 School Settings
Workplace safety practices are governed by Cal/OSHA. The following regulations adopted by CalOSHA on June 17, 2021 are specific to K-12 school settings, and were effective immediately:

- Any employees, working directly in contact with students and while students are present, must continue to wear face coverings at all times indoors while students are present, regardless of vaccination status.
- There are no face covering requirements outdoors regardless of vaccination status for adults and students (except in the event of a major workplace COVID-19 outbreak).
- All requirements for physical distancing and barriers have been removed, regardless of employee vaccination status (except in the event of a workplace COVID-19 outbreak).
- Fully vaccinated employees (2 weeks after your last COVID-19 vaccine) who are not working directly in contact with students and where no students are present, can choose to not wear face coverings while indoors at work. If an employee has been vaccinated against COVID-19 and wishes to remove their face covering, the District is required to document the employee’s COVID-19 vaccination status. Contact the Human Resources Office if you did not receive the vaccination verification form to complete.
- Employers must provide face coverings to any employee who requests one, regardless of vaccination status.
- Employers must provide unvaccinated employees with approved respirators, such as N-95 for voluntary use when working indoors or in a vehicle with others, upon request.
● The definition of a sufficient face covering at work now includes only a medical, surgical, or two-fabric layer mask, or N-95 respirator. Please refer to the CDPH “Get the Most Out of Masking” document. https://www.cdph.ca.gov/Programs/CID/DCDC/Pages/COVID-19/Get-the-Most-out-of-Masking.aspx#

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

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

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

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

● Employers must implement physical distancing and barriers during a major outbreak (20 or more cases in an exposed group of employees).

● Employers must evaluate ventilation systems to maximize outdoor air and increase filtrations efficiency, and evaluate the use of additional air cleaning systems

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

This plan will be updated throughout the 2021-2022 school year, as needed, as the CDPH and/or Cal/OSHA guidance and regulations change.
**CLOSE CONTACT QUARANTINE FLOW CHART FOR INDOOR CLASSROOM SETTINGS**

**2021-2022 COVID-19 PUBLIC HEALTH GUIDANCE FOR K-12 SCHOOLS IN CALIFORNIA**

**IS THE CLOSE CONTACT A STUDENT OR EMPLOYEE?**

**STUDENT**

<table>
<thead>
<tr>
<th><strong>IS THE STUDENT SYMPTOMATIC?</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>YES</strong></td>
</tr>
<tr>
<td><strong>NO</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>COVID TEST RESULT</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>POSITIVE</strong></td>
</tr>
<tr>
<td>Isolation. Exclude from school for 10 days from symptom onset (and 24 hours without fever and improved symptoms).</td>
</tr>
<tr>
<td><strong>NEGATIVE</strong></td>
</tr>
<tr>
<td>May continue in school.</td>
</tr>
<tr>
<td><strong>IS THE STUDENT VACCINATED?</strong></td>
</tr>
<tr>
<td><strong>YES</strong></td>
</tr>
<tr>
<td>Return to school after 24 hours without fever and improved symptoms.</td>
</tr>
<tr>
<td><strong>NO</strong></td>
</tr>
<tr>
<td><strong>WERE THE CASE AND CLOSE CONTACT BOTH MASKED INDOORS?</strong></td>
</tr>
<tr>
<td><strong>YES</strong></td>
</tr>
<tr>
<td>Modified Quarantine. Continue to mask for all extracurricular activities.</td>
</tr>
<tr>
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<td></td>
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<tr>
<td></td>
</tr>
<tr>
<td><strong>NO</strong></td>
</tr>
<tr>
<td>Quarantine. Exclude from school for 10-day quarantine from date of last contact with case.</td>
</tr>
</tbody>
</table>

**EMPLOYEE**

<table>
<thead>
<tr>
<th><strong>IS THE EMPLOYEE SYMPTOMATIC?</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>YES</strong></td>
</tr>
<tr>
<td><strong>NO</strong>*</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>RETURN TO WORK CRITERIA</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Return to worksite after 24 hours without fever and improved symptoms AND at least 10 days have passed since COVID-19 symptoms first appeared.</td>
</tr>
<tr>
<td>May continue at worksite. Continue to mask and monitor for symptoms.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>IS THE EMPLOYEE VACCINATED?</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>YES</strong></td>
</tr>
<tr>
<td>Quarantine. Exclude from worksite for 10-day quarantine without testing.</td>
</tr>
<tr>
<td><strong>NO</strong></td>
</tr>
</tbody>
</table>

**IMPORTANT:** All close contact information (including masking information) should be sent to public health in SPOT. Quarantine instructions will be provided by public health during contact tracing.

---

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

**Antigen rapid tests are now able to stand alone without a confirmatory PCR test.

***Tests should be administered immediately, and then on/after day 5 to exit quarantine after day 7.

****CalOOSHA guidelines apply for school staff and do not currently allow for modified quarantine. If symptoms develop, exclude from worksite and get tested. If staff remains asymptomatic, recommend testing on or after day 5 from exposure. If positive, exclude from worksite and isolate per public health guidance. If negative, then return to worksite after day 7. If not testing and in a 10 day quarantine, staff can return to worksite after 24 hours without fever and improved symptoms. Continue self-monitoring through day 14.
ORDER OF THE HEALTH OFFICER OF THE COUNTY OF AMADOR
MODIFYING PREVIOUS COVID-19 ORDERS REGARDING YOUTH
EXTRACURRICULAR ACTIVITIES AND YOUTH SPORTS

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

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

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

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

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

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

General Provisions
This Order provides requirements and general public health recommendations for extracurricular and optional organized youth activities, including all types of programs that occur on school grounds (e.g., before or after school, on school campuses, public or private) or involve school students (regardless of the activity’s location) that are not part of a required educational curriculum.
a. In workplaces, employers are subject to the Cal/OSHA COVID-19 Emergency Temporary Standards (ETS) and should consult those regulations for additional applicable requirements.
b. Vaccination: COVID-19 vaccination is strongly recommended for all eligible people in California.
c. Extracurricular activities should take place outdoors and/or distanced when feasible.
d. Masks
   i. Due to increased exhalation that occurs during physical activity, some indoor sports can put players, coaches, trainers, and others at increased risk for getting and spreading COVID-19. Similar risks exist for other extracurricular activities, such as dance, choir, theater, and school clubs that meet indoors. Given this increased risk, **masks are required indoors for all individuals in K-12 schools. This applies to all teachers, staff, students, game officials, and visitors to schools - regardless of vaccination status and for scenarios outlined below in item ii. Masks are not required when actively participating in sports or extracurricular activities when a mask cannot be worn.**
   ii. Given the prevalence of COVID-19 in the community, for outdoor sports, **all individuals regardless of vaccination status are required to wear a face mask** during any event in which there is sustained contact of 3 feet or less for a duration of 15 minutes or more in a 24-hour period. Examples include: between practice drills, on the sidelines, arriving at or departing from the playing facility, in a locker room, while not on the playing field. CDPH K-12 Face Coverings guidance requires that all persons wear a face mask at all times while riding on shared transportation for school-related activities.
   iii. For band and music classes during school hours, refer to the most updated CDPH school guidance.
e. Screening testing of student participants
   i. In areas of high transmission, the CDC recommendation would be to cancel high risk sports and extracurricular activities.
   ii. For extracurricular activities where face coverings are not worn, perform the following testing procedures.
      1. In lieu of canceling, student participants in grades 6-12 must commence and continue twice weekly antigen testing or once weekly PCR testing, within 72 hours of competition, performance or event, regardless of age or vaccine status.
      2. Tests performed at home do not meet the screening testing requirements.
      3. Individuals who have had a positive COVID-19 test in the past 90 days are excluded from testing with documentation of positive test result.
f. Recommendations for staying home when sick and getting tested:
   i. Follow CDPH Guidance if you have COVID-19 symptoms.
   ii. Youth and adults with symptoms of COVID-19 infection should not return to play or attendance until they have met the following CDPH criteria:
1. At least 24 hours have passed since resolution of fever without the use of fever-reducing medications; and
2. Other symptoms have improved; and
3. They have a negative test for SARS-CoV-2, OR a healthcare provider has provided documentation that the symptoms are typical of their underlying chronic condition (e.g., allergies or asthma) OR a healthcare provider has confirmed an alternative named diagnosis (e.g., Streptococcal pharyngitis, Coxsackie virus), OR at least 10 days have passed since symptom onset.
   g. Follow CDPH Guidance on Isolation and Quarantine for COVID-19 Contact Tracing for adults who are symptomatic and/or exposed to a COVID-19 case.
   h. Follow CDPH Guidance for K-12 Schools for youth who are symptomatic and/or exposed to a COVID-19 case.
   i. Ventilation recommendations:
      i. For indoor spaces, ventilation should be optimized, which can be done by following CDPH Guidance on Ventilation.
   j. Hand hygiene recommendations
      i. Teach and reinforce washing hands, avoiding contact with one's eyes, nose, and mouth, and covering coughs and sneezes among students and staff.
      ii. Promote hand washing throughout the day, especially before and after eating, after using the toilet, and after handling garbage, or removing gloves.
      iii. Ensure adequate supplies to support healthy hygiene behaviors, including soap, tissues, no-touch trash cans, face coverings, and hand sanitizers with at least 60 percent ethyl alcohol for staff and children who can safely use hand sanitizer.
   k. Cleaning recommendations
      i. In general, cleaning once a day is usually enough to sufficiently remove potential virus that may be on surfaces. Disinfecting (using disinfectants on the U.S. Environmental Protection Agency COVID-19 list) removes any remaining germs on surfaces, which further reduces any risk of spreading infection.
      ii. For more information on cleaning a facility regularly, when to clean more frequently or disinfect, cleaning a facility when someone is sick, safe storage of cleaning and disinfecting products, and considerations for protecting workers who clean facilities, see Cleaning and Disinfecting Your Facility.
      iii. If a facility has had a sick person with COVID-19 within the last 24 hours, clean AND disinfect the spaces occupied by that person during that time.
   l. Vaccination verification considerations
      i. For guidance on vaccine verification, or for information on how to obtain a copy of your vaccine records, see CDPH Guidance on Vaccine Records.
1. This Order is made in accordance with all applicable State and Federal laws, including but not limited to: Health and Safety Code sections 101030, et seq.; Health and Safety Code sections 120100, et seq.; and Title 17 of the California Code of Regulations section 2501.
2. This Order is made because of the propensity of the virus to spread person-to-person.
3. Copies of this Order shall promptly be posted on the County of Amador’s website and provided to any member of the public requesting a copy of this Order.

Rita H. Kerr, MD
Health Officer

September 14, 2021

Date
November 30, 2021

Amador County Unified School District
217 Rex Avenue
Jackson, CA 95642

Dear ACUSD Administration,

On Wednesday, November 24, 2021, the California Department of Public Health (CDPH) updated the COVID-19 Public Health Guidance for K-12 Schools, Section 16, School-based Extracurricular Activities. The newly updated guidance from CDPH now allows for individuals, while engaged in heavy exertion during participation in indoor sports and those who are playing a wind instrument indoors, to forego the wearing of face coverings or use of instrument bell coverings, subject to testing for COVID-19.

As you are aware, in mid-September the Public Health Officers for the three counties in the Mother Lode League (Amador, Calaveras and Tuolumne) issued orders to mitigate the risk COVID transmission during participation in sports and extracurricular activities. A key strategy required by the orders is testing.

The Health Officials of the three Mother Lode League counties have conferred and agreed that our present orders will remain in effect as this strategy has been effective in limiting the spread of COVID-19 during the current school year-to-date.

The Amador County Order regarding extracurricular activities and sports may be reviewed here.

Sincerely,

Rita H. Kerr, M.D.

cc: Norma Wallace, Executive Director - JPA
14. 2. Leadership Associates Contract: Facilitation of the Updated Strategic Plan - Spring 2022 (Dr. Gibson)

Background Information
In May 2021, the Board requested the district participate in the Strategic Plan process. It was the decision of the Board to wait until the 2021-2022 school year so that the new Superintendent could participate and lead the work needed. This contract will not exceed ten days of services and is billed by the time used, and not a flat fee. We anticipate needing 6-8 days to complete the process.

Fiscal Implications
See Contract.

Recommendation
Superintendent Gibson recommends approving this.

Presented by
Dr. Torie Gibson, Superintendent

Supporting Documents

- Board Presentation Proposal
- Strategic Visioning Planning outline Scope
- Amador County USD Strat Planning 2021-22

Quick Summary / Abstract
In May 2021, the Board requested the district participate in the Strategic Plan process. It was the decision of the Board to wait until the 2021-2022 school year so that the new Superintendent could participate and lead the work needed. This contract will not exceed ten days of services and is billed by the time used, and not a flat fee. We anticipate needing 6-8 days to complete the process.
Strategic Visioning
Who is your facilitator?

Dr. Doug Domene
Our Goal

Develop a new strategic plan through a process that provides a vehicle for meaningful stakeholder engagement and focuses on student achievement.
What are the elements of a strategic plan?
Purpose

The Reason We Exist
Core Values

What We Stand For and Represent
**FOCUS AREAS**

*Focus Areas* are developed to direct the actions of a district. These areas are the fundamentals of a school district and are essential to the academic growth and sustained excellence of our students.

Each *Focus Area* generates *STRATEGIC INITIATIVES* that direct staff and the use of our resources. These initiatives are the catalysts that drive us toward continuous and sustainable improvement.
How We Achieve Our Purpose

FOCUS AREA 1.0
Academic Achievement

FOCUS AREA 2.0
Effective Instruction/Leadership

FOCUS AREA 3.0
Engaged Community

FOCUS AREA 4.0
Student Safety and Wellness

FOCUS AREA 5.0
Optimized Resources
Input Sessions

One Full Day

One Half Day
Current State vs Desired State

As you listen to the following presentations, examine the data, read the provided material, and reflect on your own experiences and ask this:

What are the strengths and challenges associated with each Focus Area?
Considering the District’s current state what are the strengths and challenges associated with this focus area.
<table>
<thead>
<tr>
<th>Strengths</th>
<th>Challenges</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Strategic Initiatives

Your idea lives in this space

Now
Current state of affairs

A

B

Your idea must bridge this gap

Future
Desired state of affairs
Writing Sessions
Send Back for Feedback
Study Session(s) and Consideration of Plan
What do we do now?
Make it Teachable
Make it Visible
Make it Marketable
Make it Personal
Make it Measurable
Specifics

Preparation Days
Two Input Sessions
Two Writing Session
Follow Up Sessions
Questions?
Thank you!
Strategic Visioning

Creating a Clear and Coherent Vision for School Districts

Strategic Visioning is a structured activity that allows organizations such as school districts to cast a vision for the future while allowing staff to set priorities and focus energies and resources toward a common vision. An effective strategic vision is essential to keep a school district focused on the challenges and issues that are most likely to impact student learning.

Strategic Visioning includes the following elements:

- **Vision**—The Direction that Drives Us
- **Mission**—The Reason We Exist
- **Core Values**—What We Stand for and Represent
- **Focus Areas**—The Fundamental and Essential Goals of Our District
- **Strategies**—The Catalyst that Drives Us Toward Continuous and Sustainable Improvement
- **Graduate Profile**—A Shared Vision of What Your Graduates Look Like

**Prior to a Contract being Executed**

Leadership and Associates Team Members meet with Superintendent and designated staff members to gather information about the needs of the district as well as clarifying the scope of work. The process and final product will be discussed with the goal for providing clarity, coherence and simplicity for future district planning.

**After a Contract is Executed**

**Step 1--Process Development**

This time will be used to determine key components of work that is to be done with the district. This will include the following steps:

- Determine district key team members
- Outline elements of strategic visioning, especially addressing connection to LCAP.
- Determine stakeholders--parents, teachers, administrators, board members, community members, students, staff, business members, higher education, city officials, and service clubs
- Establish timeline
- Determine specific dates
- Create District Profile
  - Evaluate what is currently in place
  - Gather data
  - Assign tasks to team members
  - Outline activities for future processes
Step 2--Educating and Input Gathering with Stakeholders

Leadership and Associates Team Members will lead the educating and input gathering process. However, school district team members will be needed in planning this process.

- Meet with representative cross section of district
- Solicit hopes and fears of strategic visioning (Wordle)
- Educate stakeholders regarding current district status and future ready student/district
- Define elements of Strategic Visioning and link to LCAP
- Review and develop key components of the strategic visioning process. This includes the following:
  - Environmental scan (Internal and External--SWOT Analysis)
  - Profile of District
  - Major strategic issues
  - Vision
  - Mission
  - Core Values
  - Focus Areas
  - Strategies
  - Create graduate/promotion profile
  - Student panel/voice

Step 3--The Writing Process

Leadership and Associates can assist in various aspects of the writing process. However, much of the work will be completed by the district’s writing team. The writing process can include the development of some or all of the elements below.

- Prepare Strategic Visioning document including the following:
  - Vision
  - Mission
  - Core Values
  - Focus Area
  - Strategies
  - Align LCAP with elements of Strategic Visioning
  - Graduate profile
- Review with stakeholders
- Revise based on stakeholder input
- Review with student group
- Revised based on student session input
- Possible study session with Board of Education
- Final Presentation to Board of Education
Step 4—Implementation of Strategic Visioning

Leadership and Associates can assist in various aspects of the implementation of Strategic Visioning. The goal of this process is to make the district’s Strategic Vision “Stick”. Much of the work will be completed by the district’s implementation team with the assistance and expertise of a Leadership and Associates Team Member. The implementation process can include the development of some or all of the elements below.

- Make it Teachable
- Make it Visible
- Make It Marketable
- Make it Personal
- Make it Measurable
AGREEMENT FOR CONSULTANT SERVICES

THIS AGREEMENT is made this November 2021 between LEADERSHIP ASSOCIATES, hereinafter called the Contractor, and AMADOR COUNTY USD hereinafter called the District.

The Contractor agrees to perform services for the District as follows:

The Contractor will provide up to 10 days advisement for the strategic planning process during 2021/22 academic year.

The District agrees to pay the Contractor an amount not to exceed NINETEEN THOUSAND, FIVE HUNDRED DOLLARS ($19,500) for services provided. The Contractor will submit two invoices during the 2021/22 school year. Payment is due within 30 days of receipt of invoice.

Mail remittance to: Leadership Associates
449 W Foothill Blvd #427
Glendora CA 91741

Contractor agrees to hold harmless and indemnify the District, its officers, agents, and employees with respect to all damages, costs, expenses or claims, in law or in equity, arising or asserted because of injuries to or death of person or damage to, destruction, loss, or theft of property arising out of faulty performance of the services to be performed by Contractor hereunder.

It is expressly understood and agreed to by both parties hereto that the Contractor, while engaged in carrying out and complying with any of the terms and conditions of this contract, is an independent contractor and is not an officer, agent, or employee of the aforesaid District. Either party may terminate this agreement by providing the other party with ten (10) days written notice. Upon such termination, fees will be determined on a pro rata basis.

Leadership Associates does not participate in a California public pension system. Leadership Associates and the District understand that the work/services provided should not be considered creditable toward the STRS earnings limit as the work is not normally performed by employees of the District and requires less than 24 months (496 business days). REF. CA Education Code § 26135.7 (2014)

CONTRACTOR: DISTRICT:
LEADERSHIP ASSOCIATES, LLC AMADOR COUNTY USD
Taxpayer ID#: 68-038 3653

By ________________________________ By ________________________________
Name Betty Hall, Contracts Administrator Name ________________________________
Date November 18, 2021 Date ________________________________
Background Information
The Educator Effectiveness Block Grant provides funds to support professional learning for teachers, administrators, paraprofessional educators, and other school staff. The California Department of Education has approved 10 areas for the Educator Effectiveness funds to be used to support professional learning. Each area is detailed in the accompanying grant plan.

In order to create a plan that is as meaningful and relevant as possible for all of our employees, each bargaining unit’s leaders were asked for ideas on professional development topics to be included. A survey was also sent to all employees to ensure everyone had an opportunity to provide input.

The local plan for the Educator Effectiveness funds needs to be heard in a public meeting of the governing board of the school district, the county board of education, or governing body of the charter school, before its adoption in a subsequent public meeting. This must take place on or before December 30, 2021.

Fiscal Implications
The allocation for ACUSD is $914,815, and funds may be expended between the 2021–22 and 2025–26 fiscal years.

Recommendation
The Superintendent recommends approval of the Educator Effectiveness Block Grant Plan

Presented by
Sean Snider, Assistant Superintendent, Educational Services

Supporting Documents

Quick Summary / Abstract
The Educator Effectiveness Block Grant provides funds to support professional learning for teachers, administrators, paraprofessional educators, and other school staff. The California Department of Education has approved 10 areas for the Educator Effectiveness funds to be used to support professional learning. Each area is detailed in the accompanying grant plan.
Educator Effectiveness Block Grant 2021 for Amador County Unified School District

Educator Effectiveness Block Grant 2021

Local Educational Agency (LEA) Name | Contact Name and Title | Email and Phone
--- | --- | ---
Amador County Unified School District | Sean Snider Assistant Superintendent, Educational Services | ssnider@acusd.org 209-257-5334

Total amount of funds received by the LEA: $914,815
Date of Public Meeting prior to adoption: 11/17/2021
Date of adoption at public meeting: 12/13/2021

EC 41480
(a)(2) A school district, county office of education, charter school, or state special school may expend the funds received pursuant to this subdivision from the 2021–22 fiscal year to the 2025–26 fiscal year, inclusive. School districts, county offices of education, charter schools, and state special schools shall coordinate the use of any federal funds received under Title II of the federal Every Student Succeeds Act of 2015 (Public Law 114–95) to support teachers and administrators with the expenditure of funds received pursuant to this subdivision.

(b) A school district, county office of education, charter school, or state special school shall expend funds apportioned pursuant to this section to provide professional learning for teachers, administrators, paraprofessionals who work with pupils, and classified staff that interact with pupils, with a focus on any of the following areas:

1. Coaching and mentoring of staff serving in an instructional setting and beginning teacher or administrator induction, including, but not limited to, coaching and mentoring solutions that address a local need for teachers that can serve all pupil populations with a focus on retaining teachers, and offering structured feedback and coaching systems organized around social-emotional learning, including, but not limited to, promoting teacher self-awareness, self-management, social awareness, relationships, and responsible decision-making skills, improving teacher attitudes and beliefs about one’s self and others, and supporting learning communities for educators to engage in a meaningful classroom teaching experience.

Planned Activity | Budgeted 2021-22 | Budgeted 2022-23 | Budgeted 2023-24 | Budgeted 2024-25 | Budgeted 2025-26 | Total Budgeted per Activity
--- | --- | --- | --- | --- | --- | ---
Full-day onboarding before school starts for all newly hired administrators, teachers, paraprofessionals, and other classified staff. | $0 | $5,000 | $5,000 | $5,000 | $5,000 | 20,000.00
Professional development for administrators and teachers in mastery (or standards-based) grading. | $0 | $2,500 | $2,500 | $5,000 | $5,000 | 5,000.00
Subtotal | 0.00 | 7,500.00 | 7,500.00 | 5,000.00 | 5,000.00 | 25,000.00
(2) Programs that lead to effective, standards-aligned instruction and improve instruction in literacy across all subject areas, including English language arts, history-social science, science, technology, engineering, mathematics, and computer science.
### Planned Activity Budgeted

<table>
<thead>
<tr>
<th>Planned Activity</th>
<th>Budgeted 2021-22</th>
<th>Budgeted 2022-23</th>
<th>Budgeted 2023-24</th>
<th>Budgeted 2024-25</th>
<th>Budgeted 2025-26</th>
<th>Total Budgeted per Activity</th>
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</thead>
<tbody>
<tr>
<td>Subtotal</td>
<td>0.00</td>
<td>206,351.00</td>
<td>210,851.00</td>
<td>61,500.00</td>
<td>57,000.00</td>
<td>535,702.00</td>
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</tbody>
</table>

(3) Practices and strategies that reengage pupils and lead to accelerated learning.

<table>
<thead>
<tr>
<th>Planned Activity</th>
<th>Budgeted 2021-22</th>
<th>Budgeted 2022-23</th>
<th>Budgeted 2023-24</th>
<th>Budgeted 2024-25</th>
<th>Budgeted 2025-26</th>
<th>Total Budgeted per Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional development for administrators, teachers, paraprofessionals, and other classified support staff in classroom management strategies and positive behavior supports (Rick Morris, etc.).</td>
<td>$0</td>
<td>$25,000</td>
<td>$5,000</td>
<td>$5,000</td>
<td>$5,000</td>
<td>40,000.00</td>
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<tr>
<td>Professional development focused on prioritizing teaching grade level content and providing students with intentional scaffolds when needed.</td>
<td>$0</td>
<td>$2,500</td>
<td>$2,500</td>
<td>$2,500</td>
<td>$2,500</td>
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<tr>
<td>Subtotal</td>
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<td>7,500.00</td>
<td>7,500.00</td>
<td>7,500.00</td>
<td>50,000.00</td>
</tr>
</tbody>
</table>

(4) Strategies to implement social-emotional learning, trauma-informed practices, suicide prevention, access to mental health services, and other approaches that improve pupil well-being.

<table>
<thead>
<tr>
<th>Planned Activity</th>
<th>Budgeted 2021-22</th>
<th>Budgeted 2022-23</th>
<th>Budgeted 2023-24</th>
<th>Budgeted 2024-25</th>
<th>Budgeted 2025-26</th>
<th>Total Budgeted per Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional development for administrators, teachers, paraprofessionals, and other classified staff to support implementation of a social-emotional learning program and related resources.</td>
<td>$0</td>
<td>$10,000</td>
<td>$10,000</td>
<td>$10,000</td>
<td>$10,000</td>
<td>40,000.00</td>
</tr>
<tr>
<td>Professional development for administrators, teachers, paraprofessionals, and classified support staff in trauma-informed practices, suicide prevention, and supporting student mental health needs.</td>
<td>$0</td>
<td>$7,500</td>
<td>$7,500</td>
<td>$7,500</td>
<td>$7,500</td>
<td>30,000.00</td>
</tr>
<tr>
<td>Subtotal</td>
<td>0.00</td>
<td>17,500.00</td>
<td>17,500.00</td>
<td>17,500.00</td>
<td>17,500.00</td>
<td>70,000.00</td>
</tr>
</tbody>
</table>
(5) Practices to create a positive school climate, including, but not limited to, restorative justice, training around implicit bias, providing positive behavioral supports, multiltiered systems of support, transforming a schoolsite’s culture to one that values diverse cultural and ethnic backgrounds, and preventing discrimination, harassment, bullying, and intimidation based on actual or perceived characteristics, including disability, gender, gender identity, gender expression, language, nationality, race or ethnicity, religion, or sexual orientation.

<table>
<thead>
<tr>
<th>Planned Activity</th>
<th>Budgeted 2021-22</th>
<th>Budgeted 2022-23</th>
<th>Budgeted 2023-24</th>
<th>Budgeted 2024-25</th>
<th>Budgeted 2025-26</th>
<th>Total Budgeted per Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional development in behavior de-escalation strategies and approaches for administrators, teachers, paraprofessionals, and other classified staff members.</td>
<td>$0</td>
<td>$10,000</td>
<td>$10,000</td>
<td>$10,000</td>
<td>$10,000</td>
<td>40,000.00</td>
</tr>
<tr>
<td>Common planning time for teachers and paraprofessionals to create implementation plans for behavior de-escalation strategies in the classroom.</td>
<td>$0</td>
<td>$10,000</td>
<td>$10,000</td>
<td>$10,000</td>
<td>$10,000</td>
<td>40,000.00</td>
</tr>
<tr>
<td>Crisis Prevention Institute (CPI) Training for administrators, teachers, paraprofessionals, and other classified staff.</td>
<td>$0</td>
<td>$6,500</td>
<td>$6,500</td>
<td>$6,500</td>
<td>$6,500</td>
<td>26,000.00</td>
</tr>
<tr>
<td>Professional development for administrators, teachers, paraprofessionals, and other classified support staff to support implementation of a comprehensive positive behavior interventions and supports (PBIS) program.</td>
<td>$0</td>
<td>$7,500</td>
<td>$7,500</td>
<td>$5,500</td>
<td>$5,500</td>
<td>26,000.00</td>
</tr>
<tr>
<td><strong>Subtotal</strong></td>
<td><strong>0.00</strong></td>
<td><strong>34,000.00</strong></td>
<td><strong>34,000.00</strong></td>
<td><strong>32,000.00</strong></td>
<td><strong>32,000.00</strong></td>
<td><strong>132,000.00</strong></td>
</tr>
</tbody>
</table>

(6) Strategies to improve inclusive practices, including, but not limited to, universal design for learning, best practices for early identification, and development of individualized education programs for individuals with exceptional needs.

<table>
<thead>
<tr>
<th>Planned Activity</th>
<th>Budgeted 2021-22</th>
<th>Budgeted 2022-23</th>
<th>Budgeted 2023-24</th>
<th>Budgeted 2024-25</th>
<th>Budgeted 2025-26</th>
<th>Total Budgeted per Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Legally Defensible IEP Training for administrators, teachers, and paraprofessionals from various providers (law firm, train the trainer, etc.).</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$20,000</td>
<td>$10,000</td>
<td>30,000.00</td>
</tr>
<tr>
<td>Planned Activity</td>
<td>Budgeted 2021-22</td>
<td>Budgeted 2022-23</td>
<td>Budgeted 2023-24</td>
<td>Budgeted 2024-25</td>
<td>Budgeted 2025-26</td>
<td>Total Budgeted per Activity</td>
</tr>
<tr>
<td>------------------</td>
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<td>------------------</td>
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<td>------------------</td>
<td>------------------</td>
<td>-----------------------------</td>
</tr>
<tr>
<td>Professional development for administrators, teachers, and paraprofessionals on the use of assistive technology tools and resources.</td>
<td>$0</td>
<td>$2,500</td>
<td>$2,500</td>
<td>$2,500</td>
<td>$2,500</td>
<td>10,000.00</td>
</tr>
<tr>
<td>Professional development for new instructional materials purchased for teachers of students with mild to moderate disabilities.</td>
<td>$0</td>
<td>$2,500</td>
<td>$2,500</td>
<td>$0</td>
<td>$0</td>
<td>5,000.00</td>
</tr>
<tr>
<td>Professional development for administrators, teachers, and paraprofessionals on Universal Design for Learning (UDL) tools and resources to support all students needs.</td>
<td>$0</td>
<td>$5,000</td>
<td>$5,000</td>
<td>$5,000</td>
<td>$4,613</td>
<td>19,613.00</td>
</tr>
<tr>
<td><strong>Subtotal</strong></td>
<td><strong>0.00</strong></td>
<td><strong>10,000.00</strong></td>
<td><strong>10,000.00</strong></td>
<td><strong>27,500.00</strong></td>
<td><strong>17,113.00</strong></td>
<td><strong>64,613.00</strong></td>
</tr>
</tbody>
</table>

(7) Instruction and education to support implementing effective language acquisition programs for English learners, which may include integrated language development within and across content areas, and building and strengthening capacity to increase bilingual and biliterate proficiency.

<table>
<thead>
<tr>
<th>Planned Activity</th>
<th>Budgeted 2021-22</th>
<th>Budgeted 2022-23</th>
<th>Budgeted 2023-24</th>
<th>Budgeted 2024-25</th>
<th>Budgeted 2025-26</th>
<th>Total Budgeted per Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Training for administrators, teachers, and paraprofessionals on Designated and Integrated ELD strategies.</td>
<td>$0</td>
<td>$5,000</td>
<td>$5,000</td>
<td>$5,000</td>
<td>$5,000</td>
<td>20,000.00</td>
</tr>
<tr>
<td><strong>Subtotal</strong></td>
<td><strong>0.00</strong></td>
<td><strong>5,000.00</strong></td>
<td><strong>5,000.00</strong></td>
<td><strong>5,000.00</strong></td>
<td><strong>5,000.00</strong></td>
<td><strong>20,000.00</strong></td>
</tr>
</tbody>
</table>

(8) New professional learning networks for educators not already engaged in an education-related professional learning network to support the requirements of subdivision (c).

<table>
<thead>
<tr>
<th>Planned Activity</th>
<th>Budgeted 2021-22</th>
<th>Budgeted 2022-23</th>
<th>Budgeted 2023-24</th>
<th>Budgeted 2024-25</th>
<th>Budgeted 2025-26</th>
<th>Total Budgeted per Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Subtotal</strong></td>
<td><strong>0.00</strong></td>
<td><strong>0.00</strong></td>
<td><strong>0.00</strong></td>
<td><strong>0.00</strong></td>
<td><strong>0.00</strong></td>
<td><strong>0.00</strong></td>
</tr>
</tbody>
</table>

(9) Instruction, education, and strategies to incorporate ethnic studies curricula adopted pursuant to Section 51226.7 into pupil instruction for grades 7 to 12, inclusive.
### Professional Development for Administrators, Teachers, and Paraprofessionals in a New Ethnic Studies Course and Curriculum as a Result of It Being Added to the Minimum State Graduation Requirements Effective with the Graduating Class of 2030.

<table>
<thead>
<tr>
<th>Planned Activity</th>
<th>Budgeted 2021-22</th>
<th>Budgeted 2022-23</th>
<th>Budgeted 2023-24</th>
<th>Budgeted 2024-25</th>
<th>Budgeted 2025-26</th>
<th>Total Budgeted per Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional development for administrators, teachers, and paraprofessionals in a new ethnic studies course and curriculum as a result of it being added to the minimum state graduation requirements effective with the graduating class of 2030.</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$2,500</td>
<td>2,500.00</td>
</tr>
<tr>
<td><strong>Subtotal</strong></td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>2,500.00</td>
<td>2,500.00</td>
</tr>
</tbody>
</table>

(10) Instruction, education, and strategies for certificated and classified educators in early childhood education, or childhood development.

<table>
<thead>
<tr>
<th>Planned Activity</th>
<th>Budgeted 2021-22</th>
<th>Budgeted 2022-23</th>
<th>Budgeted 2023-24</th>
<th>Budgeted 2024-25</th>
<th>Budgeted 2025-26</th>
<th>Total Budgeted per Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Development for Transitional Kindergarten and Kindergarten teachers, administrators, and paraprofessionals to support implementation of the TK expansion to all 4 year olds by 2026.</td>
<td>$0</td>
<td>$5,000</td>
<td>$5,000</td>
<td>$5,000</td>
<td>$0</td>
<td>15,000.00</td>
</tr>
<tr>
<td><strong>Subtotal</strong></td>
<td>0.00</td>
<td>5,000.00</td>
<td>5,000.00</td>
<td>5,000.00</td>
<td>0.00</td>
<td>15,000.00</td>
</tr>
</tbody>
</table>

### Summary of Expenditures

<table>
<thead>
<tr>
<th>Planned Activity</th>
<th>Budgeted 2021-22</th>
<th>Budgeted 2022-23</th>
<th>Budgeted 2023-24</th>
<th>Budgeted 2024-25</th>
<th>Budgeted 2025-26</th>
<th>Total Budgeted per Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subtotal Section (1)</td>
<td>0.00</td>
<td>7,500.00</td>
<td>7,500.00</td>
<td>5,000.00</td>
<td>5,000.00</td>
<td>25,000.00</td>
</tr>
<tr>
<td>Subtotal Section (2)</td>
<td>0.00</td>
<td>206,351.00</td>
<td>210,851.00</td>
<td>61,500.00</td>
<td>57,000.00</td>
<td>535,702.00</td>
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<tr>
<td>Subtotal Section (3)</td>
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<td>27,500.00</td>
<td>7,500.00</td>
<td>7,500.00</td>
<td>7,500.00</td>
<td>50,000.00</td>
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<tr>
<td>Subtotal Section (4)</td>
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<td>17,500.00</td>
<td>17,500.00</td>
<td>17,500.00</td>
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<tr>
<td>Subtotal Section (5)</td>
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<td>32,000.00</td>
<td>32,000.00</td>
<td>132,000.00</td>
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<tr>
<td>Subtotal Section (6)</td>
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<td>10,000.00</td>
<td>27,500.00</td>
<td>17,113.00</td>
<td>64,613.00</td>
</tr>
<tr>
<td>Planned Activity</td>
<td>Budgeted 2021-22</td>
<td>Budgeted 2022-23</td>
<td>Budgeted 2023-24</td>
<td>Budgeted 2024-25</td>
<td>Budgeted 2025-26</td>
<td>Total Budgeted per Activity</td>
</tr>
<tr>
<td>--------------------------</td>
<td>------------------</td>
<td>------------------</td>
<td>------------------</td>
<td>------------------</td>
<td>------------------</td>
<td>----------------------------</td>
</tr>
<tr>
<td>Subtotal Section (7)</td>
<td>0.00</td>
<td>5,000.00</td>
<td>5,000.00</td>
<td>5,000.00</td>
<td>5,000.00</td>
<td>20,000.00</td>
</tr>
<tr>
<td>Subtotal Section (8)</td>
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<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Subtotal Section (9)</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>2,500.00</td>
<td>2,500.00</td>
</tr>
<tr>
<td>Subtotal Section (10)</td>
<td>0.00</td>
<td>5,000.00</td>
<td>5,000.00</td>
<td>5,000.00</td>
<td>0.00</td>
<td>15,000.00</td>
</tr>
<tr>
<td>Totals by year</td>
<td>0.00</td>
<td>312,851.00</td>
<td>297,351.00</td>
<td>161,000.00</td>
<td>143,613.00</td>
<td>914,815.00</td>
</tr>
</tbody>
</table>

**Total planned expenditures by the LEA:**

914,815.00

**Note:**
Per EC 41480 (d)(2): On or before September 30, 2026, the LEA must report detailed expenditure information to the California Department of Education, including, but not limited to:
- specific purchases made;
- the number of the following educators who received professional development:
  - Teachers;
  - Administrators;
  - Paraprofessional educators;
  - Classified staff.
14. 4. New High School Course Requests (Mr. Snider)

Background Information

New courses continue to be developed in response to student interest. Additionally, courses are redesigned to better meet the needs of students and to more closely align them to the California State Standards and/or CTE pathways. The following is a list of courses requested for approval.

New Courses: (10 total):

1. Data Science CP
2. Personal Finance CP
3. AVID 12
4. Biology: The Living Earth CP
5. Chemistry in the Earth System CP
6. Physics in the Universe CP
7. Biology: The Living Earth SPED
8. Chemistry in the Earth System SPED
9. Medical Terminology (Dual Enrollment)
10. Designated English Language Development (ELD)

Fiscal Implications

Current FTE will cover new courses.

Recommendation

The Superintendent recommends approval of the new/updated/reclassified courses for the 2021-2022 AND 2022-2023 school years.

Presented by

Sean Snider, Assistant Superintendent, Educational Services

Supporting Documents

- High School New Course Approval Form- Designated ELD 12-13-2021
- New High School Course Approvals 22-23
- New High School Course Approval 21-22 OFTEC 50- Medical Terminology 12-13-21

Quick Summary / Abstract
New courses continue to be developed in response to student interest. Additionally, courses are redesigned to better meet the needs of students and to more closely align them to the California State Standards and/or CTE pathways.
Submitted by: Sean Snider
Name/position: On behalf of all high schools and junior high schools
School: Amador, Argonaut, and Independence High Schools, and North Star Academy, and Jackson Junior and Ione Junior High School
Date: 12/03/2021

BRIEF DESCRIPTION OF COURSE
Course Title: Designated English Language Development (ELD)
Full Year or Semester: Full Year
Audience: English Learners and reclassified English Learners
Prerequisites: Must be an EL student or a reclassified EL student
UC/CSU “a-g”: N/A (Support Class)
NCAA: N/A (Support Class)

Instructional Focus:
The main goals of our English learner program are to develop the English fluency of each EL as effectively and efficiently as possible and to develop mastery of the core curriculum comparable to native English-speakers. The designated ELD course is a protected time during the regular school day where teachers support students in the acquisition of the English language using the California English Language Development (ELD) standards as a framework for their instruction. Students in ELD work on the language skills needed to progress into the emerging, bridging, or mainstream stage of language acquisition. Through the application of ELD instructional strategies, students develop skills necessary to make gains towards proficiency of the four language domains (speaking, listening, reading, and writing) through a variety of performance-based tasks.

UC Honor designation? YES NO
Integrated (Academics/CTE)? YES NO
Advanced Placement? YES NO

Assistant Superintendent Approval:

Signature / Date
Amador County Unified School District

New Course Proposal

Submitted by: Sean Snider
Name/position: On behalf of High School Math Departments
Schools: Argonaut High School, Amador High School, North Star Academy
Date: 11/29/2022

BRIEF DESCRIPTION OF COURSE

Course Title: Data Science CP
Full Year or Semester: Year
Audience: Grades 11-12
Prerequisites: Algebra I / Geometry (or Integrated Math I and Math II)
UC/CSU “a-g” - Pending UC Doorways approval (Phase 1 Submission Period beginning: February 1st)
NCAA: “pending submission”

To provide students with a rigorous course in data science- a combination of statistics and computer programming to meaningfully interpret and analyze data. The course covers topics across three different sets of standards: CCSS Mathematics in Statistics and Probability, AP Statistics, and basic AP Computer Science standards. It also incorporates the Mathematical Practice standards in every assignment and reading, providing frequent ways to practice critical thinking in mathematics.

Instructional Focus:

UC Honor designation? YES NO
Integrated (Academics/CTE)? YES NO
Advanced Placement? YES NO

Principal approval:  

Signature / Date Signature / Date

Assistant Superintendent Approval:

Signature / Date Signature / Date
Amador County Unified School District
New Course Proposal

Submitted by: Sean Snider
Name/position: On behalf of High School Math Departments
Schools: Argonaut High School, Amador High School, North Star Academy, Independence High
Date: 11/29/2022

BRIEF DESCRIPTION OF COURSE
Course Title: Personal Finance CP
Full Year or Semester: Year
Audience: Grades 11-12
Prerequisites: Algebra I
UC/CSU “a-g” - Pending UC Doorways approval (Phase 1 Submission Period beginning: February 1st)
NCAA: "pending submission"

Personal Finance is a year-long course designed to deliver essential financial understanding in an engaging way. By completing this course, students will have the foundational knowledge to properly plan their financial futures post-graduation and make sound money decisions in their present and adult lives. Students will learn personal finance through comprehensive lesson plans, activities, projects and more. The curriculum is also designed to use current media, spark participation, and integrate real-world scenarios. Personal Finance consists of 10 units and diagnostic, midterm, and final exams that expand upon a student’s finance, math, reading, and critical thinking skills.

Instructional Focus:
UC Honor designation? YES NO
Integrated (Academics/CTE)? YES NO
Advanced Placement? YES NO

Principal approval: Assistant Superintendent Approval:

Signature / Date Signature / Date
Amador County Unified School District

New Course Proposal

Submitted by: Sean Snider

Name/position: On behalf of AVID Coordinators Argonaut High School & Amador High School

Date: 11/29/2022

BRIEF DESCRIPTION OF COURSE

Course Title: AVID 12
Full Year or Semester: Year
Audience: Grade 12
Prerequisites:
AVID 9 (Recommended)

AVID 10 (Required)
AVID 11 (Required)

Co-requisites:
One AP or Dual Enrollment course (Recommended)

UC/CSU “a-g” - Pending UC Doorways approval (Phase 1 Submission Period beginning: February 1st)
NCAA: “pending submission”

This fourth sequence of Advancement Via Individual Determination (AVID) is an academic elective course that prepares students for college readiness and success, and it is scheduled during the regular school day as a year-long course. Each week, students receive instruction utilizing a rigorous college preparatory curriculum provided by AVID Center, tutor-facilitated study groups, strengthen metacognitive development, analytical reading and writing, communication skills, and academic success skills. In AVID, students participate in activities that incorporate strategies focused on writing, inquiry, collaboration, organization and reading to support their academic growth. In the 12th grade year, students will continue to refine their academic learning plans and goals, create legacy projects including service learning projects/mentoring, as well as develop increased ability to self-monitor, self-regulate, and manage time. Students will expand their writing portfolio to include: an argumentative research paper on a social issue and detailed reflections. Lastly, students will prepare for college through the use of inquiry based collaborative study groups utilizing higher order thinking questioning techniques.

Instructional Focus:

UC Honor designation? YES NO
Integrated (Academics/CTE)? YES NO
Advanced Placement? YES NO

Principal Approval: 11/22/21

Assistant Superintendent Approval: 12/02/21
Signature / Date Signature / Date

Signature / Date Signature / Date

125
Amador County Unified School District
New Course Proposal

Submitted by: Sean Snider
Name/position: On behalf of High School Science Departments
Schools: Argonaut High School, Amador High School, North Star Adecademy, Independence High
Date: 11/29/2022

**This course is year 3 of the 3 year NGSS course model that was adopted in the 2018/2019 graduation requirement committee to coincide with the 3 year high school graduation science requirement for the graduating class of 2025 and beyond.

Not sure if this course will require a new course code/course name as the curriculum has changed.

BRIEF DESCRIPTION OF COURSE
Course Title: Physics in the Universe CP
Full Year or Semester: Year
Audience: Grades 11-12
Prerequisites: Completion of two years of Science
UC/CSU “a-g” - Pending UC Doorways approval (Phase 1 Submission Period beginning: February 1st)
NCAA: “pending submission”

Physics is the study of matter and energy and the interaction between them. Physics is about asking fundamental questions about the world around us, and trying to answer them by observing and experimenting. This course gives students a good foundation in Physics with related Earth Science phenomena and Engineering applications. The following topics will be covered: forces, motion and Newton’s laws, momentum, universal gravity and plate tectonic, wave properties and seismic waves, nature of light and the electromagnetic radiation, optics and light spectra of the stars, the big bang theory, electrostatic, electric circuits, magnetism and electromagnetic induction, energy, renewable resources, nuclear radiation and processes, history of the Earth, stars and the universe, nuclear synthesis of heavy elements, and engineering design. This course meets NGSS standards for Physics and Engineering Design, and many NGSS standards for Earth and Space Sciences.

Instructional Focus:

UC Honor designation? YES NO
Integrated (Academics/CTE)? YES NO
Advanced Placement? YES NO

Principal Approval:

Signature / Date: 11/22/21

Assistant Superintendent Approval:

Signature / Date: 12/02/21

Signature / Date: 12/01/21
Amador County Unified School District
New Course Proposal

Submitted by: Sean Snider
Name/position: On Behalf of High School Science Departments
Schools: Argonaut High School, Amador High School, North Star Academy, Independence High
Date: 11/29/2022

**This course is year 1 of the 3 year NGSS course model that was adopted in the 2018/2019 graduation requirement committee to coincide with the 3 year high school graduation science requirement for the graduating class of 2025 and beyond. Not sure if this course will require a new course code/course name as the curriculum has changed.**

BRIEF DESCRIPTION OF COURSE

Course Title: Biology: The Living Earth CP
Full Year or Semester: Year
Audience: Grades 9-12
Prerequisites: None
UC/CSU “a-g” - Pending UC Doorways approval (Phase 1 Submission Period beginning: February 1st)
NCAA: “pending submission”

Biology, the study of life, is the introductory course in the science pathway. Through phenomenon-based thematic instruction, students will develop laboratory and critical thinking skills that can be applied throughout their coursework at Argonaut. The course is broken into 6 instructional segments: 1-Ecosystem Interactions and Energy; 2-History of Earth’s Atmosphere: Photosynthesis and Cellular Respiration; 3-Evidence of Evolution; 4-Inheritance of Traits; 5-Structure, Function, and Growth (from cells to organisms); and 6-Ecosystem Stability and the Response to Climate Change. Coursework will reinforce Biology concepts as well as exploring and applying learning to Real-World scenarios. This course meets NGSS standards for Biology and Engineering Design, and many NGSS standards for Earth and Space Sciences

**Institutional Focus:**

UC Honor designation? YES NO
Integrated (Academics/CTE)? YES NO
Advanced Placement? YES NO

Principal approval: 

[Signature] 11/22/21

Assistant Superintendent Approval:

[Signature] 12/02/21

Signature / Date
Amador County Unified School District
New Course Proposal

Submitted by: Sean Snider

Name/position: On behalf of High School Science Departments

Schools: Argonaut High School, Amador High School, North Star Academy, Independence High

Date: 11/29/2022

**This course is year 2 of the 3 year NGSS course model that was adopted in the 2018/2019 graduation requirement committee to coincide with the 3 year high school graduation science requirement for the graduating class of 2025 and beyond.

Not sure if this course will require a new course code/course name as the curriculum has changed.**

BRIEF DESCRIPTION OF COURSE

Course Title: Chemistry in the Earth System CP

Full Year or Semester: Year

Audience: Grades 10-12

Prerequisites: Biology

UC/CSU “a-g” - Pending UC Doorways approval (Phase 1 Submission Period beginning: February 1st)

NCAA: “pending submission”

This course gives students a good foundation in Chemistry with related Earth Science phenomena and Engineering applications. The following topics will be covered: scientific measurements, combustion, conservation of mass and energy, atomic structure and bonding, the internal structure of the earth, feedback loops, thermochemistry, periodic table, chemical reactions, stoichiometry, Le Chatelier’s Principle, reaction rates, greenhouse gases, climate change and human effects, solutions, acids and bases, the carbon cycle, resource management, and engineering designs. This course meets NGSS standards for Chemistry and Engineering Design, and many NGSS standards for Earth and Space Sciences.

Instructional Focus:

UC Honor designation? YES NO

Integrated (Academics/CTE)? YES NO

Advanced Placement? YES NO

Principal approval: S 11/22/21

Signature / Date Signature / Date

Assistant Superintendent Approval: S 12/02/21

Signature / Date Signature / Date
Amador County Unified School District

New Course Proposal

Submitted by: Sean Snider
Name/position: On behalf of High School SPED / Science Departments
Schools: Argonaut High School, Amador High School, North Star Academy, Independence High
Date: 11/29/2022

BRIEF DESCRIPTION OF COURSE

Course Title: Chemistry in the Earth System (SPED)
Full Year or Semester: Year
Audience: Grades 10-12
Prerequisites: None
UC/CSU “a-g” - no
NCAA: “pending submission”

This course is designed for students who require support in science through small group activities with accommodations and/or modifications as needed on an individual basis. This lab science class aligns with the standards and topics in Chemistry in the Earth System.

Instructional Focus:

UC Honor designation? YES NO
Integrated (Academics/CTE)? YES NO
Advanced Placement? YES NO

Principal approval:

Signature / Date 11/22/21

Assistant Superintendent Approval:

Signature / Date 12/02/21

Signature / Date 12/1/21
Amador County Unified School District

New Course Proposal

Submitted by: Sean Snider
Name/position: On behalf of High School SPED / Science Departments
Schools: Argonaut High School, Amador High School, North Star Academy, Independence High
Date: 11/29/2022

BRIEF DESCRIPTION OF COURSE
Course Title: The Living Earth (SPED)
Full Year or Semester: Year
Audience: Grades 9-12
Prerequisites: None
UC/CSU “a-g” - no
NCAA: “pending submission”
This course is designed for students who require support in science through small group activities with accommodations and/or modifications as needed on an individual basis. This lab science class aligns with the standards and topics in Biology The Living Earth.

Instructional Focus:
UC Honor designation? YES NO
Integrated (Academics/CTE)? YES NO
Advanced Placement? YES NO

Principal approval:  
Assistant Superintendent Approval:  

Signature / Date Signature / Date
Amador County Unified School District
New Course Proposal

Submitted by: Josiah Mayfield
Name/position: Katie Varni / Teacher
School: Argonaut High School with guest student opportunity for all high school students
Date: 12/1/2021

BRIEF DESCRIPTION OF COURSE
Course Title: OFTEC 50 – Medical Terminology (Dual Enrollment)
Full Year or Semester: Semester
Audience: 11th and 12 Graders
Prerequisites: None
UC/CSU “a-g”: CSU Transferable Dual Enrollment Course
NCAA: Submitted and awaiting approval

This college course offered on our high school campus complements the Fire 1 class, by preparing students for additional courses in college in the public services industry sector. It provides an introduction to basic word structure including word roots, prefixes and suffixes used in medical vocabulary; also specialized vocabulary for the various anatomical systems used by allied health fields. In keeping with our district’s commitment to serving our students who wish to enter the health field, students will also receive CPR / First Aid certification.

Instructional Focus:
UC Honor designation? YES NO
Integrated (Academics/CTE)? YES NO
Advanced Placement? YES NO

Principal approval:

Signature / Date Signature / Date

Assistant Superintendent Approval:

Signature / Date Signature / Date
Background Information

The Education Support Aide: Foster Youth and McKinney-Vento Programs works collaboratively with school staff to address educational and academic challenges that foster youth and students experiencing homelessness face. The aide provides direct academic support and tutoring for foster and/or homeless students who are performing below grade level and/or who need additional social-emotional support.

Fiscal Implications

The position will be funded partially with the increased funds received for the Foster Youth grant and partially with McKinney-Vento homeless relief funds.

Recommendation

The Superintendent recommends approval of the Education Support Aide: Foster Youth and McKinney-Vento Programs job description.

Presented by

Sean Snider, Assistant Superintendent, Educational Services

Supporting Documents

Education Support Aide- Foster Youth and McKinney Vento Programs

Quick Summary / Abstract

The Education Support Aide: Foster Youth and McKinney-Vento Programs works collaboratively with school staff to address educational and academic challenges that foster youth and students experiencing homelessness face. The aide provides direct academic support and tutoring for foster and/or homeless students who are performing below grade level and/or who need additional social-emotional support.
Amador County Unified School District
EDUCATION SUPPORT AIDE: FOSTER YOUTH AND MCKINNEY-VENTO PROGRAMS

REPORTS TO: Assistant Superintendent, Educational Services or Designee

DEFINITION: Works collaboratively with school staff to address educational and academic challenges that foster youth and students experiencing homelessness face. This individual will support foster youth and students experiencing homelessness throughout Amador County and will serve as a resource to students working towards their educational and vocational goals. Provides direct academic support and tutoring for foster and/or homeless students who are performing below grade level and/or who need additional social-emotional support.

DUTIES AND RESPONSIBILITIES:

- Collaborate with school programs and outside agencies for the purpose of achieving program objectives for staff, parents, and/or students.
- Provide services to at-risk students in achieving academic goals.
- Provide individual support for at-risk youth referred by the Student Study Team.
- Participates in training in order to implement specific academic programs.
- Helps students to learn how to organize, sequence and complete tasks;
- In accordance with established guidelines, uses teachers’ methods as a pattern to individualize instruction by matching instruction to needs of each learner;
- Supervises classroom and outdoor playground activities to direct students into safe activities and relationships;
- Helps students to relate to individuals and groups who are in a special education program;
- Assists students to be self-reliant;
- Prepare reports, documents, and other written materials (e.g., newsletters, information packets, reports, memos, letters, etc.) for the purpose of documenting activities, providing written reference and/or conveying information.
- Serve as support to the Foster Youth/Homeless Liaison; make contact with foster youth/Homeless youth; monitor progress; prepare reports.
- Maintain confidentiality of information for the purpose of meeting privacy requirements.
- Establish and maintain effective working relationships with employees, students, parents, and school administrators.
- Address problems in a collaborative manner.
- Communicate effectively with persons of varied cultural and educational backgrounds.
- Work independently.
- Support families and students in need of services aimed at correcting problems that may be affecting attendance, achievement, and behavior.
- Monitor student database systems, and enter data as needed.
- Provide support with transportation as needed.
- Other related duties as assigned.
QUALIFICATIONS:

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

Ability to:
- Communicate effectively with students and staff;
- Motivate students to participate in learning activities and to persevere when the learning is challenging;
- Learn to support students who have special learning needs by watching teachers or specialists;
- Learn and adapt new procedures and conditions;
- Apply knowledge and practices with good judgment;
- Recognize hazards to safety;
- Maintain accurate records;
- Perform basic first aid, as needed;
- Understand and carry out oral and written instructions;
- Establish and maintain effective working relationships with those contacted in the course of work.

TRAINING AND EXPERIENCE
Training will be provided upon hire. However, any combination of training, education and experience which demonstrates possession of the knowledge and abilities stated above and the ability to perform the duties of the position is desired. A typical qualifying entrance background is entry-level experience performing child supervision and behavior monitoring duties.

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

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

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

SALARY LEVEL
Range 10 of the ACUSD Classified Salary Schedule.
Background Information

Pursuant to Article XIII, Section 36 of the California Constitution, ACUSD is required to hold a Public Meeting to determine how moneys received from EPA are spent in the schools.

The Education Protection Account is not new funding. New revenues generated from Proposition 30 and Proposition 55 are deposited into a state account called the Education Protection Account. School Districts will receive funds from EPA based on their proportionate share of statewide Local Control Funding Formula amount. A corresponding reduction is made to the District’s Local Control Funding Formula funding to equal the amount of their EPA entitlement.

Fiscal Implications

Amador County Unified School District’s Local Control Funding Formula Apportionment is reduced monthly by the State’s estimated EPA funding. The State’s estimated amount is than distributed quarterly to the District.

Presented by

Jared Critchfield, Assistant Superintendent, Business Services

Quick Summary / Abstract

Pursuant to Article XIII, Section 36 of the California Constitution, ACUSD is required to hold a Public Meeting to determine how moneys received from EPA are spent in the schools. The Education Protection Account is not new funding. New revenues generated from Proposition 30 and Proposition 55 are deposited into a state account called the Education Protection Account. School Districts will receive funds from EPA based on their proportionate share of statewide Local Control Funding Formula amount. A corresponding reduction is made to the District’s Local Control Funding Formula funding to equal the amount of their EPA entitlement.
Background Information

On November 6, 2012 the voters approved Proposition 30 to set up an Education Protection Account and on November 8, 2016 approved Proposition 55, an amendment to Proposition 30. Pursuant to Article XIII, Section 36 of the California Constitution, ACUSD is required to determine how moneys received from EPA are spent in the schools. Education Protection Account funds cannot be used for salaries or benefits for administrators or any other administrative cost.

The Education Protection Account is not new funding. The revenues generated from Proposition 30 and Proposition 55 are deposited into a state account called the Education Protection Account. School Districts receives funds from the EPA based on their proportionate share of statewide Local Control Funding Formula (LCFF) amount. A corresponding reduction is made to the District's LCFF funding to equal the amount of their EPA entitlement.

Fiscal Implications

Amador County Unified School District's LCFF Apportionment is reduced monthly by the State's estimated amount. The State's estimated amount is then distributed quarterly to Districts, County Offices of Education and Charter Schools.

Recommendation

Dr. Gibson recommends adoption of Resolution ACUSD 21/22-012.

Presented by

Jared Critchfield, Assistant Superintendent, Business Services

Supporting Documents

- Resolution - EPA ACUSD 2021-22
- 21-22 ACUSD EPA

Quick Summary / Abstract

On November 6, 2012 the voters approved Proposition 30 to set up an Education Protection Account and on November 8, 2016 approved Proposition 55, an amendment to Proposition 30. Pursuant to Article XIII, Section 36 of the California Constitution, ACUSD is required to determine how moneys received from EPA are spent in the schools. Education Protection Account funds cannot be used for salaries or benefits for administrators or any other administrative cost. The Education Protection Account is not new funding. The revenues generated from Proposition 30 and Proposition 55 are deposited into a
state account called the Education Protection Account. School Districts receive funds from the EPA based on their proportionate share of statewide Local Control Funding Formula (LCFF) amount. A corresponding reduction is made to the District's LCFF funding to equal the amount of their EPA entitlement.
WHEREAS, the voters approved Proposition 30 on November 6, 2012 and Proposition 55 on November 8, 2016;


WHEREAS, the provisions of Article XIII, Section 36(e) create in the state General Fund an Education Protection Account to receive and disburse the revenues derived from the incremental increases in taxes imposed by Article XIII, Section 36(f);

WHEREAS, before June 30th of each year, the District shall estimate the total amount of additional revenues, less refunds that will be derived from the incremental increases in tax rates made pursuant to Article XIII, Section 36(f) that will be available for transfer into the Education Protection Account during the next fiscal year;

WHEREAS, if the sum determined by the State Controller is positive, the State Controller shall transfer the amount calculated into the Education Protection Account within ten days preceding the end of the fiscal year;

WHEREAS, all monies in the Education Protection Account are hereby continuously appropriated for the support of school districts, county offices of education, charter schools and community college districts;

WHEREAS, monies deposited in the Education Protection Account shall not be used to pay any costs incurred by the Legislature, the Governor or any agency of state government;

WHEREAS, a community college district, county office of education, school district, or charter school shall have the sole authority to determine how the monies received from the Education Protection Account are spent in the school or schools within its jurisdiction;

WHEREAS, the governing board of the district shall make the spending determination with respect to monies received from the Education Protection Account in open session of a public meeting of the governing board;

WHEREAS, the monies received from the Education Protection Account shall not be used for salaries or benefits for administrators or any other administrative cost;

WHEREAS, each community college district, county office of education, school district and charter school shall annually publish on its Internet website an accounting of
how much money was received from the Education Protection Account and how that money was spent;

WHEREAS, the annual independent financial and compliance audit required of community college districts, county offices of education, school districts and charter schools shall ascertain and verify whether the funds provided from the Education Protection Account have been properly disbursed and expended as required by Article XIII, Section 36 of the California Constitution;

WHEREAS, expenses incurred by community college districts, county offices of education, school districts and charter schools to comply with the additional audit requirements of Article XIII, Section 36 may be paid with funding from the Education Protection Act and shall not be considered administrative costs for purposes of Article XIII, Section 36.

NOW, THEREFORE, IT IS HEREBY RESOLVED:

1. The monies received from the Education Protection Account shall be spent as required by Article XIII, Section 36 and the spending determinations on how the money will be spent shall be made in open session of a public meeting of the governing board of the Amador County Unified School District;

2. In compliance with Article XIII, Section 36(e), with the California Constitution, the governing board of the Amador County Unified School District has determined to spend the monies received from the Education Protection Act as attached.

Kandi Thompson
President, Board of Trustees

Deborah Pulskamp
Clerk, Board of Trustees
Education Protection Account
Amador County Unified School District
Expenditures
2020-2021

Entitlement 2020-2021 $ 782,206.00

Total Entitlement $ 782,206.00

Expenditures
Certificated Salaries $ 586,655.00
Certificated Benefits $ 195,551.00

Total Expenditures $ 782,206.00

Remaining Balance 6-30-2021 0.00
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<tr>
<td>Remaining Balance 6-30-2022</td>
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</table>
14. 8. Public Hearing: Developer Fee Resolution ACUSD 21/22-011 and Report for 2020-21 Fiscal Year (Mr. Critchfield)

Background Information

Per Government Code sections 66001 (d) 66006(b), the District is required to report annually to the Board and the public on the Developer Fee Fund. Prior to the report, the Superintendent must make available copy of the Resolution along with any exhibits. The Superintendent further needs to inform the Board that the time and place of the adoption meeting was mailed at least 15 days prior to the approval meeting to anyone who has requested the report. The draft Resolution along with the exhibits was made available on November 18, 2021. At this time, no one has requested a copy of the Resolution and Report.

Fiscal Implications

None.

Presented by

Jared Critchfield, Assistant Superintendent, Business Services

Quick Summary / Abstract

Per Government Code sections 66001 (d) 66006(b), the District is required to report annually to the Board and the public on the Developer Fee Fund. Prior to the report, the Superintendent must make available copy of the Resolution along with any exhibits. The Superintendent further needs to inform the Board that the time and place of the adoption meeting was mailed at least 15 days prior to the approval meeting to anyone who has requested the report. The draft Resolution along with the exhibits was made available on November 18, 2021. At this time, no one has requested a copy of the Resolution and Report.
14. 9. Developer Fee Resolution ACUSD 21/22-011 and Report for 2020-21 Fiscal Year – Discussion/Action (Mr. Critchfield)

Background Information

Per Government Code sections 66001 (d) 66006(b), the District is required to report annually to the Board and the public on the Developer Fee Fund. Prior to the report, the Superintendent must make available copy of the Resolution along with any exhibits. The Superintendent further needs to inform the Board that the time and place of the adoption meeting was mailed at least 15 days prior to the approval meeting to anyone who has requested the report. The draft Resolution along with the exhibits was made available on November 18, 2021. At this time, no one has requested a copy of the Resolution and Report.

Fiscal Implications

None.

Recommendation

The Superintendent recommends approving the resolution as presented.

Presented by

Jared Critchfield, Assistant Superintendent, Business Services

Supporting Documents

- Fund 25 Resolution
- Exhibit A Developer Funds
- Exhibit B Fund 25 Resolution

Quick Summary / Abstract

Per Government Code sections 66001 (d) 66006(b), the District is required to report annually to the Board and the public on the Developer Fee Fund. Prior to the report, the Superintendent must make available copy of the Resolution along with any exhibits. The Superintendent further needs to inform the Board that the time and place of the adoption meeting was mailed at least 15 days prior to the approval meeting to anyone who has requested the report. The draft Resolution along with the exhibits was made available on November 18, 2021. At this time, no one has requested a copy of the Resolution and Report.
RESOLUTION OF THE GOVERNING BOARD OF THE
AMADOR COUNTY UNIFIED SCHOOL DISTRICT
REGARDING ACCOUNTING OF DEVELOPMENT FEES
FOR 2020-2021 FISCAL YEAR
RESOLUTION ACUSD 21/22-011
IN THE FOLLOWING FUND:
Fund 25 – Capital Facilities Fund/Developer Fees
(Government Code sections 66001(d) & 66006(b))

1. Authority and Reasons for Adopting this Resolution.

A. This District has levied school facilities fees pursuant to various resolutions, the most recent of which is dated May 1, 2020, and is referred to herein as the “School Facilities Fee Resolution” and is hereby incorporated by reference into this Resolution. These resolutions were adopted under the authority of Education Code section 17620 (formerly Government Code section 53080). These fees have been deposited in the following fund or account:

Fund 25 – Capital Facilities Fund/Developer Fees (the “Fund”)

B. Government Code sections 66001(d) and 66006(b) require this District to make an annual accounting of the Fund and to make additional findings every five years if there are any funds remaining in the Fund at the end of the prior fiscal year;

C. Government Code sections 66001(d) and 66006(b) further require that the annual accounting of the Fund and those findings be made available to the public no later than November 18, 2021, that this information be reviewed by this Board at its next regularly scheduled board meeting held no earlier than 15 days after they become available to the public, and that notice of the time and place of this meeting (as well as the address at which this information may be reviewed) be mailed at least 15 days prior to this meeting to anyone who has requested it.

D. The Superintendent has informed this Board that a draft copy of this Resolution (along with Exhibits A which is hereby incorporated by reference into this Resolution) was made available on November 18, 2021. The Superintendent has further informed this Board that notice of the time and place of this meeting (as well as the address at which this information may be reviewed) was mailed at least 15 days prior to this meeting to anyone who had requested it.

E. The Superintendent has also informed this Board that there is no new information which would adversely affect the validity of any of the findings made by this Board in its School Facilities Fee Resolution.
2. **What This Resolution Does.**

This Resolution makes various findings and takes various actions regarding the Fund as required by and in accordance with Government Code sections 66001(d) and 66006(b).

3. **Findings Regarding the Fund.**

Based on all findings and evidence contained in, referred to, or incorporated into this Resolution, as well as the evidence presented to this Board at this meeting, the Board finds each of the following with respect to the Fund for the 2020-2021 Fiscal Year:

A. In reference to Government Code section 66006(b)(2), the information identified in section 1 above is correct;

B. In further reference to Government Code section 66006(b)(2), this Board has reviewed the annual accounting for the Fund as contained in Exhibit A and determined that it meets the requirements set forth in Government Code section 66006(b)(1).

C. In reference to Government Code section 66001(d)(1), and with respect only to that portion of the Fund remaining unexpended at the end of the 2020-2021 Fiscal Year, the purpose of the fees is to finance the construction or reconstruction of school facilities necessary to reduce overcrowding caused by the development on which the fees were levied, which facilities are more specifically identified in Exhibit B;

D. In reference to Government Code section 66001(d)(2), and with respect only to that portion of the Fund remaining unexpended at the end of the 2020-2021 Fiscal Year, the findings and evidence referenced above demonstrate that there is a reasonable relationship between the fees and the purpose for which it is charged;

E. In reference to Government Code section 66001(d)(3), and with respect only to that portion of the Fund remaining unexpended at the end of the 2020-2021 Fiscal Year, all of the sources and amounts of funding anticipated to complete financing in any incomplete improvements identified as the use to which the fees are to be put is identified in Exhibit B;

F. In reference to Government Code section 66001(d)(4), and with respect only to that portion of the Fund remaining unexpended at the end of the 2020-2021 Fiscal Year, the approximate dates on which the funding referred to in paragraph e above is expected to be deposited into the appropriate account or fund is designated in Exhibit B; and

G. In reference to the last sentence of Government Code section 66006(d), because all of the findings required by that subdivision have been made in the fees that were levied in paragraphs c-f above, the District is not required to refund any moneys in the Fund as provided in Government Code section 66001(e).
4. **Superintendent Authorized to Take Necessary and Appropriate Action.**

The Board further directs and authorizes the Superintendent to take on its behalf such further action as may be necessary and appropriate to effectuate this Resolution.

5. **Certificate of Resolution.**

I, **Kandi Thompson**, President of the Governing Board of the Amador County Unified School District of Amador County, State of California, certify that this Resolution proposed by ____________________________, seconded by ____________________________, was duly passed and adopted by the Board, at an official and public meeting this 13th day of December 2021, by the following vote:

AYES:

NOES:

ABSENT:

______________________________
Kandi Thompson
President of the Board of Trustees of the Amador County Unified School District of Amador County, California
EXHIBIT A
TO RESOLUTION REGARDING
ACCOUNTING OF DEVELOPMENT FEES
FOR FISCAL YEARS 2020-2021
FOR THE FOLLOWING FUND OR ACCOUNT:
Fund 25 – Capital Facilities Fund/Developer Fees the “Fund”)

Per Government Code section 66006(b)(1)(A)-H) as indicated:

A. A brief description of the type of fee in the Fund:

The Capital Facilities Fund is used primarily to account separately for moneys received from fees levied on developers or other agencies as a condition of approving a development. The authority for these levies may be county/city ordinances (Government Codes sections 65970-65981) or private agreements between the LEA and the developer. Interest earned in the Capital Facilities Fund is restricted to that fund (Government Code section 66006).

Expenditures in the Capital Facilities Fund are restricted to the purposes specified in Government Code sections 65970-65981 or to the items specified in the agreements with the developer (government Code section 66006).

B. The amount of the fee: $4.08

C. The beginning and ending balance of the Fund.

See Attachment A.

D. The amount of the fees collected and the interest earned.

See Attachment A.

E. An identification of each public improvement on which fees were expended and the amount of the expenditures on each improvement, including the total percentage of the cost of the public improvement that was funded with fees.

See Attachment A.

F. An identification of an approximate date by which the construction of the public improvement will commence if the local agency determines that sufficient funds have been collected to complete financing on an incomplete public improvement, as identified in paragraph (2) subdivision (a) of section 66001, and the public improvement remains incomplete:

G. A description of each interfund transfer or loan made from the account or fund, including the public improvement on which the transferred or loaned fees will be
expended, and, in the case of an interfund loan, the date on which the loan will be repaid and the rate of interest that the account or fund will receive on the loan:

H. The amount of refunds made pursuant to subdivision (e) of section 66001 and any allocations pursuant to subdivision (f) of section 66001:

N/A. No refunds or allocations were made pursuant to subdivision (e) or (f) of section 66001.
EXHIBIT B
TO RESOLUTION REGARDING
ACCOUNTING OF DEVELOPMENT FEES
FOR FISCAL YEARS 2020-2021
FOR THE FOLLOWING FUND OR ACCOUNT:
Fund 25 – Capital Facilities Fund/Developer Fees (the “Fund”)

Per Government Code section 66001(d)(1)-(4) as indicated:

A. With respect to only that portion of the Fund remaining unexpended at the end of the 2020-2021 Fiscal Year, the purpose of the fees is to finance the construction or reconstruction of school facilities necessary to adopt for growth, anticipated growth or overcrowding caused by the development on which the fees were levied, which facilities are more specifically identified as follows:

Future Facility Needs
Ione Elementary- New entrance, drop off and parking lot
Jackson Jr High School-New kitchen

B. See section 3.D of the Resolution.

C. With respect to only that portion of the Fund remaining unexpended at the end of the 2020-2021 Fiscal Year, the sources and amounts of funding anticipated to complete financing in any incomplete improvements identified in paragraph A above are as follows:

Future Debt Service
School Construction
Other needs identified in the future to house students as a result of growth

D. With respect to only that portion of the Fund remaining unexpended at the end of the 2020-2021 Fiscal Year, the following are the approximate dates on which the funding referred to in paragraph C above is expected to be deposited into the appropriate account or fund:

Remaining funds will be used as needed according to Government Code 66006 (b) (2).
Background Information

Fund 14, the Deferred Maintenance Fund, was established to allow districts to separately account for state funding restricted for the Deferred Maintenance Program. Prior to SBX3 4, Fund 14 met the definition of a special reserve fund. The State has elected to keep the fund open so programs may be reinstated after the flexibility ended. Districts may continue to use Fund 14 if formal action is taken to commit the funding for the purposes for which these funds were originally intended. By passing this resolution, the Board is committing the fund balance in Fund 14 for the purposes of Deferred Maintenance. Contributing resources to Fund 14 will allow the District to address Deferred Maintenance needs at each school site such as aging roofs, sewer lines, water lines, electrical issues, and other infrastructure.

Fiscal Implications

Up to $1,000,000 transferred from the General Fund to Fund 14.

Recommendation

The superintendent recommends adoption of Resolution ACUSD 21/22-013.

Presented by

Jared Critchfield, Assistant Superintendent, Business Services

Supporting Documents

ACUSD Resolution - Fd 14

Quick Summary / Abstract

Fund 14, the Deferred Maintenance Fund, was established to allow districts to separately account for state funding restricted for the Deferred Maintenance Program. Prior to SBX3 4, Fund 14 met the definition of a special reserve fund. The State has elected to keep the fund open so programs may be reinstated after the flexibility ended. Districts may continue to use Fund 14 if formal action is taken to commit the funding for the purposes for which these funds were originally intended. By passing this resolution, the Board is committing the fund balance in Fund 14 for the purposes of Deferred Maintenance. Contributing resources to Fund 14 will allow the District to address Deferred Maintenance needs at each school site such as aging roofs, sewer lines, water lines, electrical issues, and other infrastructure.
AMADOR COUNTY UNIFIED SCHOOL DISTRICT

Resolution No. ACUSD 21/22-013

Resolution for Committed Fund Balance – Fund 14 Deferred Maintenance

WHEREAS, the Government Standards Accounting Board (GASB) has issued Statement No. 54, establishing a hierarchy clarifying the constraints that govern how a government entity can use amounts reported as fund balance; and

WHEREAS, the Governing Board is the highest level of decision-making authority, and has the authority to commit, assign, or evaluate existing fund balance classifications and identify the intended uses of committed or assigned funds; and

WHEREAS, the committed fund balance classification reflects amounts subject to internal constraints self-imposed by the Governing Board; and

WHEREAS, the Governing Board has determined it will continue to use Fund 14 for the purpose of maintaining the Deferred Maintenance Program and authorize a $1,500,000 transfer from the General Fund for the 2021-2022 fiscal year.

NOW, THEREFORE, BE IT RESOLVED that the Governing Board of the Amador County Unified School District, in accordance with the provisions of GASB 54 hereby commits all state and federal funding for the Deferred Maintenance Program in Fund 14, as indicated by the Committed Fund classification, and funds cannot be used for any purpose other than directed above unless the Governing Board adopts another resolution to remove or change the constraint.

Approved this 13th day of December 2021.

Kandi Thompson, Board President
Amador County Unified School District

________________________
Deborah Pulskamp, Board Clerk
Amador County Unified School District
14. 11. Approval to Transfer Funds from Fund 1, General Fund to Fund 17, Special Reserve (Mr. Critchfield)

Background Information

Fund 17 was established in the early 1990s. The original intent was to help support technology for the school district. The original source of that funding was from Forest Reserve and Lottery transfers. Currently, we are in need of setting aside $500,000 for special education. These funds will be used for, but are not limited to the following:

- West Ed Consultation Contract previously approved in October, 2021
- Professional Development and legal training for all special education staff
- Potential litigation
- Staffing due to reorganization based on West Ed final report
- Any West Ed requirements based on final report

Fiscal Implications

$500,000 transferred from Fund 1, General Fund to Fund 17, Special Reserve.

Recommendation

Dr. Gibson recommends approval of transfer.

Presented by

Jared Critchfield, Assistant Superintendent, Business Services

Quick Summary / Abstract

Fund 17 was established in the early 1990s. The original intent was to help support technology for the school district. The original source of that funding was from Forest Reserve and Lottery transfers. Currently, we are in need of setting aside $500,000 for special education.
Background Information

These budget revisions reflect additions and reductions for the 2021-2022 Budget since the Budget Adoption in June of 2021. The major portions of the revisions are for the placement of carryover and deferred revenue along with their related expenditures.

Fiscal Implications

The projected ending fund balance as of these revisions will be $4,166,138.10.

Recommendation

The Superintendent recommends approval of the Budget Revisions as presented.

Presented by

Jared Critchfield, Assistant Superintendent, Business Services

Supporting Documents

- ACUSD 1st Interim BT 21-22 Unrestricted
- ACUSD 1st Interim BT 21-22 Restricted
- ACUSD 1st Interim BT 21-22

Quick Summary / Abstract

These budget revisions reflect additions and reductions for the 2021-2022 Budget since the Budget Adoption in June of 2021. The major portions of the revisions are for the placement of carryover and deferred revenue along with their related expenditures.
## ACUSD General Fund
### Unrestricted Budget
#### 2021-22 1st Interim

### Revenue & Other Financing Sources

<table>
<thead>
<tr>
<th>Description</th>
<th>0000</th>
<th>0623</th>
<th>0709</th>
<th>0723</th>
<th>Transfers</th>
<th>Interim</th>
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<td>(5,512,615)</td>
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<td>35,083,896</td>
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### Expenditures & Other Financing Uses

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<td>(995,112)</td>
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<td>217,289</td>
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### Increase (Decrease) Fund Balance

<table>
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<tr>
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### Beginning Fund Balance

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### Projected Ending Fund Balance

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## ACUSD General Fund
### Unrestricted Budget
#### 2021-22 1st Interim

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<tr>
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<th>General</th>
<th>Energy</th>
<th>EIA</th>
<th>Transportation</th>
<th>Net Effect of Budget</th>
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<td>34,595,433</td>
<td>1,308,614</td>
<td>65,000</td>
<td>(150,001)</td>
<td>217,289</td>
<td>0</td>
<td>36,036,335</td>
</tr>
</tbody>
</table>

Increase (Decrease) Fund Balance     | 268,169 | (1,305,609) | 152,289 | 150,001 | (217,289) | 0 | (952,439) |

Beginning Fund Balance               | 5,153,073 |
Projected Ending Fund Balance        | 5,421,242 | 4,200,634 |
### Revenue & Other Financing Sources

<table>
<thead>
<tr>
<th></th>
<th>Unrestricted</th>
<th>Restricted</th>
<th>2020-21 1st Interim</th>
</tr>
</thead>
<tbody>
<tr>
<td>Revenue Limit Sources</td>
<td>39,207,895</td>
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<td>39,207,895</td>
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<td>Federal Revenues</td>
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<td>0</td>
</tr>
<tr>
<td>Contributions</td>
<td>(5,512,615)</td>
<td>5,512,615</td>
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### Expenditures & Other Financing Uses

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Increase (Decrease) Fund Balance: (952,439) (578,322) (1,530,761)

Beginning Fund Balance: 5,153,073 2,565,184 7,718,257

**Projected Ending Fund Balance**: 4,200,634 1,986,862 6,187,496
14. 13. Amador County Unified School District’s 2021-22 First Interim Budget Certification (Mr. Critchfield)

**Background Information**

Education Code Section 35035 requires two Interim Reports during each fiscal year, one for the period through October and another through January.

**Governing Board received under separate cover – public copy available at Amador County Public Schools’ District Office, 217 Rex Avenue, Jackson, CA.**

**Fiscal Implications**

N/A

**Recommendation**

The Superintendent recommends that the Board of Trustees certify a Positive First Interim Report for Amador County Unified School District.

**Presented by**

Jared Critchfield, Assistant Superintendent, Business Services

**Quick Summary / Abstract**

Education Code Section 35035 requires two Interim Reports during each fiscal year, one for the period through October and another through January.