

MAXWELL UNIFIED SCHOOL DISTRICT
515 Oak Street, P.O. Box 788
Maxwell, CA 95955
(530) 438-2291

A Regular Meeting of the Governing Board of Maxwell Unified School District will be held on October 13, 2021, in the District Board Room at Maxwell Unified School District in Maxwell, CA at 5:00 p.m. at the above address.

Welcome to the meeting of the Board of Trustees of Maxwell Unified School District. Citizen participation in the form of oral or written communications is encouraged. Persons wishing to participate are requested to, but are not required to, sign up on the public information sheet available at the back of the meeting room. A file of the documents and backup information concerning the agenda items is also available to the public in the rear of the meeting room. The exhibit agenda binder file is not to be removed from the meeting room.

The public may comment on any item listed on the agenda prior to or during consideration of that item by the Board of Trustees. The Board welcomes a written synopsis of individual presentations.

All Board of Education meetings are digitally recorded and kept on file for 30 days after Board approval of the meeting minutes. The public is welcome to come into the District Office to listen to these tapes. Please call to make arrangements.

Meeting facilities are accessible to persons with disabilities. By request, alternative agenda document formats are available to persons with disabilities. To arrange an alternative agenda document format or to arrange aid or services to modify or accommodate persons with a disability to participate in a public meeting, please provide a written request to: Kristie Pearson, Executive Secretary at the Maxwell Unified School District Office at least three working days prior to any public meeting.

General Agenda Information

(Exhibits) Items so marked have supporting documents which have been distributed to the Board of Trustees. A public exhibit copy is available at the District Office and a copy will also be available for review at the back of the Board meeting room on the exhibit table.

(HO) Items so marked will have supporting documents handed out at the time the agenda item is addressed.

Unmarked items have no supporting documents.

AGENDA

- 1. CALL TO ORDER _____ p.m.**
ROLL CALL
Board Present:
Board Absent:

- 2. PLEDGE OF ALLEGIANCE**

- 3. APPROVAL OF AGENDA (Action Item)**

- 4. PUBLIC DISCUSSION**

The Public Discussion item on the agenda allows for input to the Board on issues that are not on the published agenda.

The Governing Board wishes to obtain complete information on all matters which are of proper concern to the Board. Generally, persons wishing to address the Board are requested to sign up on the public information sheet available at the back of the meeting room prior to this item appearing on the agenda. Signing up, however, is not required. Time allotted to speakers may be limited. Speakers are requested to state their name and address for the Board's information. Board members may question speakers. Except under statutorily defined circumstances, action will not be taken regarding public commentary until referred to the appropriate administrative level.

- 5. REPORTS**

A. School Reports

Maxwell Unified School District

- 1) Business Manager
- 2) Elementary/Middle School Principal
- 3) Superintendent/Principal
- 4) Maintenance/Facilities/Transportation
- 5) High School ASB Representative

B. Other Reports

- 1) Governing Board
- 2) Bus Barn
- 3) Solar Project

6. CONSENT AGENDA (Action Item)

All matters listed under the Consent Agenda are considered by the Board to be routine and will be enacted by the Board in one motion. There will be no discussion on these items prior to the time the Board votes on the motion unless members of the Board, staff, or public request that specific items be discussed and/or removed from the Consent Agenda.

- A. Accounts Payable for the Month of September-** *(Accounts payable batches are available in the district office for anyone who wishes to review any or all warrants listed on the payable batches. Please call prior to coming in to review warrants.)*
- B. Minutes:** [MUSD Regular Minutes September 8, 2021](#), and [Special Minutes October 4, 2021](#)
- C. Overnight Trip(s):** [FBLA Leadership Development Institute October 15-17, 2021, Santa Clara CA](#)
- D. Williams Uniform Complaint Quarterly Report:** [July 2021- September 2021](#)
- E. Interdistrict Transfers:**
 - a. Princeton Unified School District**
Outgoing: 1
 - b. Willows Unified School District**
Outgoing: 4
 - c. Colusa Unified School District**
Outgoing: 3 Incoming: 3
 - d. Williams Unified School District**
Outgoing: 2 Incoming: 20
 - e. Pierce Joint Unified School District**
Outgoing: 8 Incoming: 3
 - f. Colusa County/William S Abel**
Outgoing: 2

7. PRESENTATION/DISCUSSION AND/OR ACTION ITEMS

- A.** Presentation of Students being Reclassified as English Language Proficient
- B. [ESSER III Expenditure Plan \(Exhibit\)](#)**
 - a. Public Discussion – 10 minutes
 - b. Board Deliberation and Action
- C. [Initial Proposal from the California School Employees Association and Maxwell Chapter 560 to the Maxwell Unified School District \(Exhibit\)](#)**
 - a. Public Discussion – 10 minutes
 - b. Board Deliberation and Action

- D. Maxwell Unified School District Sunshine Proposal to California School Employees Association Maxwell Chapter 560 (Exhibit)**
 - a. Public Discussion – 10 minutes
 - b. Board Deliberation and Action
- E. NWEA Benchmark Data Report (Exhibit)**
 - a. Public Discussion – 10 minutes

8. ITEMS FOR NEXT BOARD OF TRUSTEE MEETING- November 10, 2021

9. BOARD OF TRUSTEES REQUEST FOR INFORMATION

10. OPPORTUNITY FOR THE PUBLIC TO ADDRESS THE BOARD CONCERNING ITEMS WITHIN THE CLOSED SESSION PORTION OF THE AGENDA

11. CONVENE TO CLOSED SESSION Start Time _____ p.m.

A. Public Employment Gov't Code 54957

Certification	Position	Status
Classified	Custodian	New Hire

B. Anticipated Litigation Gov't Code 54956.9

C. Negotiations California School Employee Association (CSEA) Gov't Code 54957.6

12. RECONVENE TO OPEN SESSION End Time _____ p.m.

13. ANNOUNCEMENT OF ACTIONS TAKEN IN CLOSED SESSION AND OF THE ROLL CALL ON THE ACTIONS

14. ADJOURNMENT

Checks Dated 09/01/2021 through 09/30/2021

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
00423011	09/03/2021	Amber Charter	01-4300	supplies	17.94	
			01-5200	CTEIG conf Flight	627.94	645.88
00423012	09/03/2021	Bimbo Bakeries	13-4700	bread		20.34
00423013	09/03/2021	Blick Art Material	01-4300	supplies		182.96
00423014	09/03/2021	California's Valued Trust	01-9514	Sept Ins		20,519.29
00423015	09/03/2021	Carvalho's Heating and Air	01-5600	replace thermostat ASES Building		378.24
00423016	09/03/2021	Follett School Solutions	01-4100	civic books		102.12
00423017	09/03/2021	Gager's Inc	13-4300	supplies		208.75
00423018	09/03/2021	General Produce Co.	13-4700	food	1,771.05	
				produce	114.45	1,885.50
00423019	09/03/2021	Gold Star Foods	13-4700	food		2,998.29
00423020	09/03/2021	Hometown Sports & Music	01-4300	flute repair		42.40
00423021	09/03/2021	Hylen Distributing	13-4700	milk		17.00
00423022	09/03/2021	Kuska, Sharol	13-4700	cheese and salad		21.55
00423023	09/03/2021	Meridian Diesel	01-5800	def tank error repair		1,704.79
00423024	09/03/2021	MJB Welding	01-5600	welder repair		440.00
00423025	09/03/2021	O'Connell Ranch	13-4700	fruit		144.00
00423026	09/03/2021	Office Depot	01-4300	credit	85.32-	
				filing cabinets	986.85	
				supplies	1,681.43	
				toner	267.04	2,850.00
00423027	09/03/2021	ProPacific Fresh	13-4700	produce		165.03
00423028	09/03/2021	Reading Oil Inc	01-4325	fuel		1,724.05
00423029	09/03/2021	SFS of Sacramento Inc	13-4300	supplies	1,260.98	
			13-4700	food	2,677.39	3,938.37
00423030	09/03/2021	Shannon Vierra	01-4300	class supplies	149.28	
				K-Camp Supplies	80.75	230.03
00423031	09/03/2021	Small School Districts Assn.	01-5200	SSDA traingin		500.00
00423032	09/03/2021	TCSIG	01-9516	worker comp		3,339.87
00423033	09/03/2021	The Danielsen Company	13-4300	supplies	302.27	
			13-4700	food	1,847.55	2,149.82
00423034	09/03/2021	Top Tier Datacom	01-5600	paging issues		446.25
00423035	09/03/2021	VSS Countertops	01-4300	fabricate countertops		2,394.00
00423192	09/10/2021	Amber Charter	01-4300	lab supplies		25.06
00423193	09/10/2021	Bimbo Bakeries	13-4700	bread		250.46
00423194	09/10/2021	Cintas Corporation #622	13-5500	towel service		105.00
00423195	09/10/2021	Follett School Solutions	01-4200	books		10,800.98

The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved.

ESCAPE ONLINE

Checks Dated 09/01/2021 through 09/30/2021

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
00423196	09/10/2021	Friends of Hamilton City FFA	01-5200	dinner meeting Boyes & Charter		130.00
00423197	09/10/2021	Generation Genius, Inc	01-4300	Science streaming video and lessons		795.00
00423198	09/10/2021	Happy Valley Fresh	13-4700	fruit		287.00
00423199	09/10/2021	Hylen Distributing	13-4700	milk		1,668.63
00423200	09/10/2021	KARLONAS, JESSICA	01-4200	books		47.44
00423201	09/10/2021	Maxwell Public Utility Dist	01-5510	water and sewer		1,085.00
00423202	09/10/2021	Office Depot	01-4300	supplies		165.33
00423203	09/10/2021	Recology Butte Colusa Counties	01-5520	garbage Elem	793.94	
				garbage HS	793.94	1,587.88
00423204	09/10/2021	Scholastic Inc	01-4200	books		3,153.15
00423205	09/10/2021	Western Business Products	01-5650	copeir maintenance		28.72
00423384	09/17/2021	ACTE	01-5200	Luna & Charter Conference		1,170.00
00423385	09/17/2021	Amber Charter	01-4300	document holder	43.10	
				planters & soil	354.91	398.01
00423386	09/17/2021	California Department of Educa tion	01-5800	ASES 2019		1,661.36
00423387	09/17/2021	David's Broken Note	01-4300	trombone cleaning		115.00
00423388	09/17/2021	Flinn Scientific Inc	01-4300	prism		12.55
00423389	09/17/2021	Flora Fresh Inc	01-4300	flowers		71.86
00423390	09/17/2021	Follett School Solutions	01-4200	books		2,561.89
00423391	09/17/2021	Gopher Performance	01-4300	radios		2,152.03
00423392	09/17/2021	Harper's Auto Repair	01-4300	fuel pump		971.16
00423393	09/17/2021	HILLYARD/SACRAMENTO	01-4300	cleaning supplies		950.34
00423394	09/17/2021	Houghton Mifflin Harcourt Intervention Solutions Group	01-5800	reading counts		2,167.60
00423395	09/17/2021	Les Schwab Tire Center	01-4300	R/R Hub Assy		483.60
00423396	09/17/2021	Maxwell USD	01-5200	greenhand conf - advisor		10.00
00423397	09/17/2021	Meridian Diesel	01-5800	bus repair		550.46
00423398	09/17/2021	Northern Section CIF	01-5200	pest control Spet 2021		510.00
00423399	09/17/2021	Office Depot	01-4300	lateral files	817.85	
				paper	39.45	857.30
00423400	09/17/2021	Pacific Gas & Electric Co	01-5530	August PG&E 2021		13,263.99
00423401	09/17/2021	Sciortino Electric	01-5600	move outlet boxes		1,300.00
00423402	09/17/2021	State of California- DOJ	01-5821	Aug fingerprints		179.00
00423403	09/17/2021	The College Board	01-4300	2021 PSAT		306.00
00423404	09/17/2021	Ward's Science	01-4300	ag science supplies		852.13
00423533	09/24/2021	Amber Charter	01-4300	supplies		18.64
00423534	09/24/2021	Assoc of Calif School Admin	01-5300	ACSA Fees		1,000.00
00423535	09/24/2021	Bettencourt, Kristel	01-4300	class supplies		24.39

The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved.

ESCAPE ONLINE

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Checks Dated 09/01/2021 through 09/30/2021

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
00423536	09/24/2021	Cabral, Alexandra R	01-4300	class supplies		35.70
00423537	09/24/2021	Cabral, Kyle	01-4300	class supplies	25.70	
				mesh equipment bag	7.50	
				whistles	10.71	43.91
00423538	09/24/2021	Carvalho's Heating and Air	01-5600	ASES A/C	519.90	
				H.S. Feezer	175.00	694.90
00423539	09/24/2021	CDW Government Inc	01-4300	chrome	311.91	
			01-5800	MS Office	3,070.86	3,382.77
00423540	09/24/2021	DE Lage Landen	01-5650	copier leases		1,546.89
00423541	09/24/2021	Dewit, Staci	01-4300	8th grade grad watch 2021		80.35
00423542	09/24/2021	Elena Gomes	01-3701	ret. incentive		677.00
00423543	09/24/2021	Flinn Scientific Inc	01-4300	water distiller		422.87
00423544	09/24/2021	Johnson's Printing	01-4300	envelopes		235.10
00423545	09/24/2021	Kathy Jones	01-3701	ret. incentive		635.00
00423546	09/24/2021	Lozano Smith LLP	01-5870	legal fees		1,137.82
00423547	09/24/2021	Mitel Leasing	01-5900	phone lease		665.62
00423548	09/24/2021	Mitel Net Solutions	01-5900	long distance		148.20
00423549	09/24/2021	Neuerburg, Emma	01-4300	class supplies		102.90
00423550	09/24/2021	Office Depot	01-4300	badgy100 color id	709.97	
				supplies	180.48	890.45
00423551	09/24/2021	RECTOR, RONALD	01-4300	art supplies		59.86
00423552	09/24/2021	Roa, Joana	01-4300	class supplies		20.75
00423553	09/24/2021	SPURR	01-5530	gas and PG&E trans		218.66
00423554	09/24/2021	Tabby Mobley	01-4300	ASES Supplies		40.23
00423555	09/24/2021	Tabby Mobley	01-4300	ASES Supplies		62.49
00423556	09/24/2021	TCSIG	01-9516	Oct 2021 Worker comp		3,339.87
00423557	09/24/2021	US Bank Corp Payment Systems	01-4300	cabinets	1,212.03	
				Crown Awards	107.26	
				ETSY	39.30	
				paint	752.46	
				paint supplies	245.75	
				pickup throttle	106.17	
				supplies	1,698.46	
				supplies	23.41	
				vistaprint	142.63	
			01-5200	training	149.00	
				Unpaid Sales Tax	13.61-	4,462.86

The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved.

ESCAPE ONLINE

Checks Dated 09/01/2021 through 09/30/2021

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
00423558	09/24/2021	Williams Pioneer Review	01-5800	board vacancy		148.50
Total Number of Checks					86	117,818.19

Fund Summary

Fund	Description	Check Count	Expensed Amount
01	General Fund/county Sch.srv.fc	72	103,972.06
13	Cafeteria Fund	14	13,859.74
Total Number of Checks		86	117,831.80
Less Unpaid Sales Tax Liability			13.61
Net (Check Amount)			117,818.19

The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved.

ESCAPE ONLINE

MAXWELL UNIFIED SCHOOL DISTRICT
515 Oak Street, P.O. Box 788
Maxwell, CA 95955
(530) 438-2291

Regular Meeting
September 8, 2021

MINUTES

1. CALL TO ORDER 5:00 p.m.

ROLL CALL

Board Present: (4) Kelly Haywood, Jason Bowen, Diana Kemp-Azevedo, and Mark Sutton

Board Absent: (0)

2. PLEDGE OF ALLEGIANCE

The Pledge of Allegiance was led by Diana Kemp-Azevedo.

3. APPROVAL OF AGENDA (Action Item)

A motion was made to approve the agenda by with addition of 8M Maxwell Unified School District Memorandum of Understanding with Maxwell Teachers Association by Jason Bowen and was seconded by Mark Sutton, motion carries.

4. PUBLIC DISCUSSION

None

5. REPORTS

A. School Reports

Maxwell Unified School District

1) Business Manager- Danielle Wilson deferred until later in the meeting.

2) Elementary/Middle School Principal- Staci deWit reported Lexi Cabral is the ASB advisor for this year. ASB Elections were held on Friday, September 3rd. Mrs. deWit congratulated new officers President Stephanie Mendoza, Vice President Karter Burt, Secretary Kaylee Ballarta, Treasurer Ruby Herrera, and Publicist Olivia Roa. On September 22nd we will have a middle school assembly regarding vaping and tobacco use. We are planning to have our 1st Reading Counts Awards on October 1st at 8:40 a.m. and our September Panther of the Month and Character Counts Assembly also on October 1st at 2:00 p.m.

3) Superintendent/Principal- Summer Shadley reported that the ESSER 3 plan will be coming to the next meeting. Mrs. Shadley thanked Mr. Cabral for his hard work as Athletic Director.

4) Maintenance/Facilities/Transportation- Jeff Hoskins reported

5) High School ASB Representative- Christian Cano reported ASB is busy planning homecoming. Homecoming is the week of October 11th. The football game will be held on October 15th at 7:00 p.m. ASB approved the purchase of a new school flag.

B. Other Reports

1) Governing Board- None

2) Bus Barn- Summer Shadley has been working with George Parker on building plans.

3) Solar Project- No Update

4) Swimming Pool- Summer Shadley reported that the pool has been drained. We are working on grants for funding the pool next year.

6. CONSENT AGENDA (Action Item)

All matters listed under the Consent Agenda are considered by the Board to be routine and will be enacted by the Board in one motion. There will be no discussion on these items prior to the time the Board votes on the motion unless members of the Board, staff, or public request that specific items be discussed and/or removed from the Consent Agenda.

- A. Accounts Payable for the Month of August-** (*Accounts payable batches are available in the District office for anyone who wishes to review any or all warrants listed on the payable batches. Please call prior to coming in to review warrants.*)
- B. Minutes:** MUSD Regular Minutes August 11, 2021
- C. Surplus: (52) Holt Earth Science Textbooks 0-03-092207, (2) Holt Earth Science Teacher Edition Textbooks 0-03-092207, (40) Glencoe Biology Textbooks 13-978-007-875613-6, (3) Glencoe Biology Teacher Edition Textbooks 13-978-007-875613-6, and (42) Pre-Algebra Books**
- D. Overnight Trip(s):** FFA National Convention Indianapolis, Indiana October 26, 2021 - October 30, 2021
- E. Information/Correspondence:** Property Appraisal Preliminary Reports (Exhibit)
A motion was made to approve the consent agenda by Jason Bowen and was seconded by Diana Kemp-Azevedo

7. PUBLIC HEARING ITEM(S)

OPEN PUBLIC HEARING

Open Time: 5:06 p.m.

- A. Resolution #21-22-02 Adoption of Gann Limit

CLOSE PUBLIC HEARING

Close Time: 5:07 p.m.

OPEN PUBLIC HEARING

Open Time: 5:07 p.m.

- B. Resolution #21-22-03 Resolution Regarding Sufficiency or Insufficiency of Instructional Materials

CLOSE PUBLIC HEARING

Close Time: 5:08 p.m.

8. PRESENTATION/DISCUSSION AND/OR ACTION ITEMS

- A. LCFF Budget Parent Overview 2021-2022 (Exhibit)**

A motion was made to approve the LCFF Budget Parent Overview by Mark Sutton and was seconded by Diana Kemp-Azevedo, motion carries.

- B. 2020-2021 Unaudited Actuals Report (Exhibit)**

A motion was made to approve the 2020-2021 Unaudited Actuals Report by Diana Kemp-Azevedo and was seconded by Jason Bowen, motion carries.

- C. Resolution #21-22-02 Adoption of Gann Limit (Exhibit)**

A motion was made to approve Resolution #21-22-02 Adoption of Gann Limit by Jason Bowen and was seconded by Mark Sutton, motion carries.

- D. Resolution #21-22-03 Resolution Regarding the Sufficiency or Insufficiency of Instructional Materials (Exhibit)**

A motion was made to approve Resolution #21-22-03 Resolution Regarding the Sufficiency or Insufficiency of Instructional Materials by Jason Bowen and was seconded by Mark Sutton, motion carries.

- E. Independent Study Waiver Request 2021-2022 (Exhibit)**
A motion was made to approve the Independent Study Waiver Request 2021-2022 by Diana Kemp-Azevedo and was seconded by Mark Sutton, motion carries.
- F. BP 6158 Independent Study (Exhibit)**
A motion was made to approve BP 6158 Independent Study by Mark Sutton and was seconded by Jason Bowen, motion carries.
- G. BP 5127 Graduation Ceremonies and Activities (Exhibit)**
A motion was made to approve BP 5127 Graduation Ceremonies and Activities by Diana Kemp-Azevedo and was seconded by Mark Sutton, motion carries.
- H. AR 5113 Absences and Excuses (Exhibit)**
A motion was made to approve AR 5113 Absences and Excuses by Diana Kemp-Azevedo and was seconded by Jason Bowen.
- I. Student Athletes Playing Two Sports During the Same Season**
Summer Shadley led discussion on allowing high school student athletes to play to different sports during the same season. It was discovered that there is not currently a policy prohibiting students from playing two sports. A motion was made to approve Cheer as a recognized sport at Maxwell High School retroactive to the beginning of the school year by Diana Kemp-Azevedo and was seconded by Mark Sutton, motion carries.
- J. COVID-19 Prevention Plan (Exhibit)**
A motion was made to approve the COVID-19 Prevention Plan by Diana Kemp-Azevedo and was seconded by Mark Sutton, motion carries.
- K. Resolution of the Board of Education of the Maxwell Unified School District Regarding Non-occupancy of the Bus Repair and Storage Building by Students and Teachers at Maxwell High School (Exhibit)**
A motion was made to approve Resolution of the Board of Education of the Maxwell Unified School District Regarding Non-occupancy of the Bus Repair and Storage Building by Students and Teachers at Maxwell High School by Mark Sutton and was seconded by Jason Bowen, motion carries.
- L. Board Member Resignation (Exhibit)**
Summer Shadley led discussion on the resignation of Trustee Tom Charter.
- M. Maxwell Unified School District Memorandum of Understanding with Maxwell Teachers Association**
A motion was made to approve Maxwell Unified School District Memorandum of Understanding with Maxwell Teachers Association by Diana Kemp-Azevedo and was seconded by Mark Sutton, motion carries.

9. ITEMS FOR NEXT BOARD OF TRUSTEE MEETING- October 13, 2021

- **Williams Uniform Complaint Procedure Quarterly Report July 2021- September 2021**
- **ESSER 3 Plan**
- **Budget Revision**

10. BOARD OF TRUSTEES REQUEST FOR INFORMATION
None

11. OPPORTUNITY FOR THE PUBLIC TO ADDRESS THE BOARD CONCERNING ITEMS WITHIN THE CLOSED SESSION PORTION OF THE AGENDA

None

12. CONVENE TO CLOSED SESSION Start Time 5:29 p.m.

A. Public Employment Gov't Code 54957

Certification	Position	Status
Certificated	Middle School Teacher	New Hire

B. Anticipated Litigation Gov't Code 54956.9

13. RECONVENE TO OPEN SESSION End Time: 5:35 p.m.

14. ANNOUNCEMENT OF ACTIONS TAKEN IN CLOSED SESSION AND OF THE ROLL CALL ON THE ACTIONS

A. The MUSD Board of Trustees approved the Public Employment Gov't Code 54957

Certification	Position	Status
Certificated	Middle School Teacher	New Hire

B. No action

15. ADJOURNMENT

The meeting was adjourned at 5:35 p.m.

MAXWELL UNIFIED SCHOOL DISTRICT
515 Oak Street, P.O. Box 788
Maxwell, CA 95955
(530) 438-2291

Special Meeting
October 4, 2021

MINUTES

- 1. CALL TO ORDER 5:32 p.m.**
ROLL CALL
Board Present: (3) Kelly Haywood, Jason Bowen, and Diana Kemp-Azevedo
Board Absent: (1) Mark Sutton
- 2. PLEDGE OF ALLEGIANCE**
The Pledge of Allegiance was led by Kelly Haywood.
- 3. APPROVAL OF AGENDA (Action Item)**
A motion was made to approve the agenda by Diana Kemp-Azevedo and was seconded by Jason Bowen, motion carries.
- 4. PUBLIC DISCUSSION**
None
- 5. MUSD BOARD OF TRUSTEES PROVISIONAL APPOINTMENT INTERVIEWS**
A. Antonio Roa
- 6. PRESENTATION/DISCUSSION AND/OR ACTION ITEMS**
A. Consideration and possible action concerning the appointment of a candidate to fill the Board vacancy caused by a board member resignation.
A motion was made to appoint Antonio “Tony” Roa to the Maxwell Unified School District Board of Trustees caused by the resignation of Tom Charter by Jason Bowen and was seconded by Diana Kemp-Azevedo, motion carries.
- 7. ADMINISTER OATH OF OFFICE TO NEWLY APPOINTED PROVISIONAL TRUSTEE**
Mrs. Summer Shadley administered the oath of office to Antonio “Tony” Roa.
- 8. ADJOURNMENT**
The meeting was adjourned at 5:37 p.m.

**HEROIC
LEADERSHIP**

CALIFORNIA FBLA

LEADERSHIP DEVELOPMENT INSTITUTE

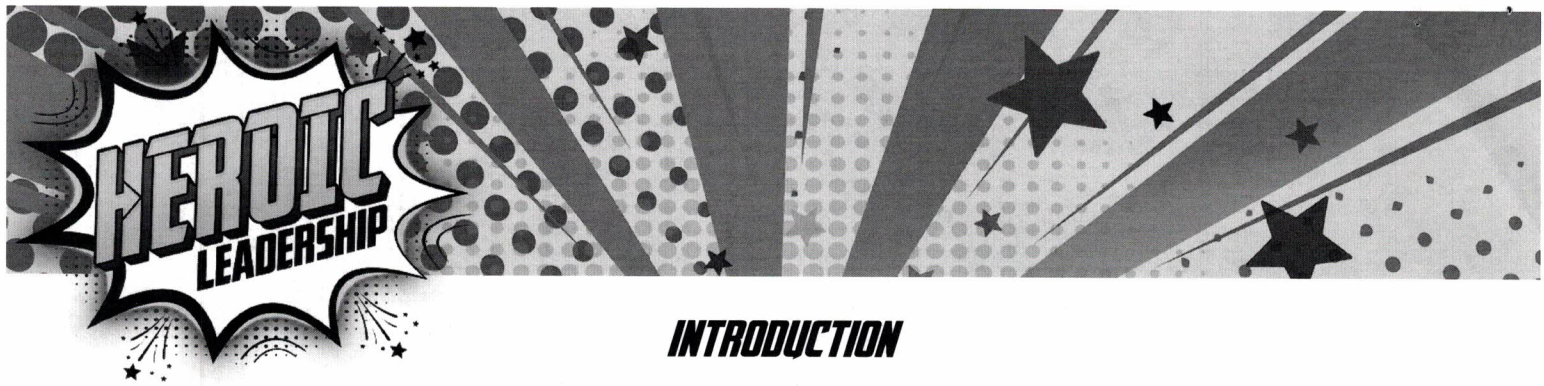
2021

CONFERENCE GUIDE

October 15-17, 2021

SANTA CLARA MARRIOTT

IN-PERSON & VIRTUAL



THE LEADERSHIP EVENT OF THE FALL AWAITS YOUR CHAPTER!

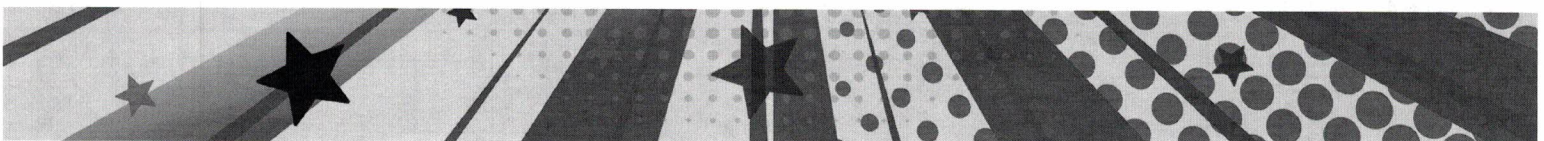
Heroic leaders are not born, they are made. Heroes are made in everyday acts of sacrifice. They are made each time a leader stands up against the odds. Heroes are available, skilled, and ready to serve beyond self.

Every time you push towards your fullest potential—you are on the path of heroic leadership. And FBLA's best members and advisers start and continue their path to excellence at the California FBLA Leadership Development Institute!

Join FBLA members virtually or in the live studio audience option. Get ready for three awesome days of exceptional training, exciting competition experiences, fun networking sessions, and inspiring speakers.

LDI is a stellar experience designed for world changers like you. Gain the heart set, mindset, and skillset to become a heroic leader, build other heroic leaders and lead a brighter future everyone wants to be a part of!

- Register as a Chapter! Start Your Future as a New Member! Grow as an FBLA Officer! Experience speakers live and access exclusive media for 30 days.
- Sign up early to be part of the Live Studio Audience experience at the Santa Clara Marriott (limited to the first 250 signups!)
- Test your wits and team abilities in an escape room style leadership challenge! Complete missions and win the Quest for Leadership digital scavenger hunt.
- Learn how you can be a hero for our community service charity partner the March of Dimes!
- Meet industry leaders, FBLA state and national officers, and discover awesome career and college opportunities!
- Develop a Preferred Future Plan for your life through 100 heroic leadership and business series, sessions, and pathways
- COMPETE! Experience a glimpse of the FBLA California Awards Program. Showdown in the Battle of the Chapters & Sections!





REGISTRATION INFORMATION

CHAPTER REGISTRATION - \$250 per school

Showcase FBLA on your campus and bring heroic leadership, programs, and opportunities to everyone in your school and in your business and CTE courses! All chapters whether virtual or part of our live studio audience experience at the Santa Clara Marriott receive:

- Unlimited individual participation in live general sessions and workshop breakouts
- Unlimited students can compete in one FBLA online test and be eligible for awards recognition
- All students eligible for the FBLA Battle of the Chapters competition
- All students can participate in the Saturday Evening Social and the Quest digital missions experience
- Up to 100 students receive one month of access to 100XED.TV for 1,000+ hours of additional leadership experiences for 30 days

JOIN OUR LDI LIVE STUDIO AUDIENCE - \$65 per attendee

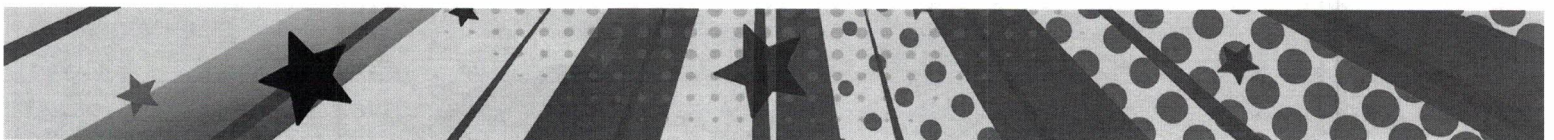
The LDI Live Studio audience experience is available for up to 250 attendees (in compliance with CDC and California Department of Health guidelines). Attendees will receive:

- Lunch on Saturday
- California FBLA branded shirt, face mask, and more!
- Saturday Social Options: Choose a ticket to Great America Halloween Haunt (off-site option) OR The Labyrinth Puzzle Activity with fellow FBLA members (on-site option)
- Chapters receive the same unlimited chapter access as those attending virtually + the in-person experience. Chapters can elect to have both in-person and virtual attendees.

LODGING AT THE SANTA CLARA MARRIOTT - \$169 per night

2700 Mission College Blvd Santa Clara, CA 95054

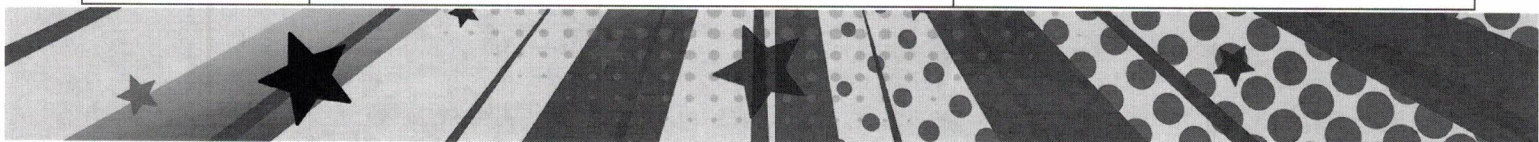
Lodging at the Santa Clara Marriott (walking distance to Great America). Pricing per night includes all taxes and fees (except parking). Parking available at a discounted price of \$4 per day.

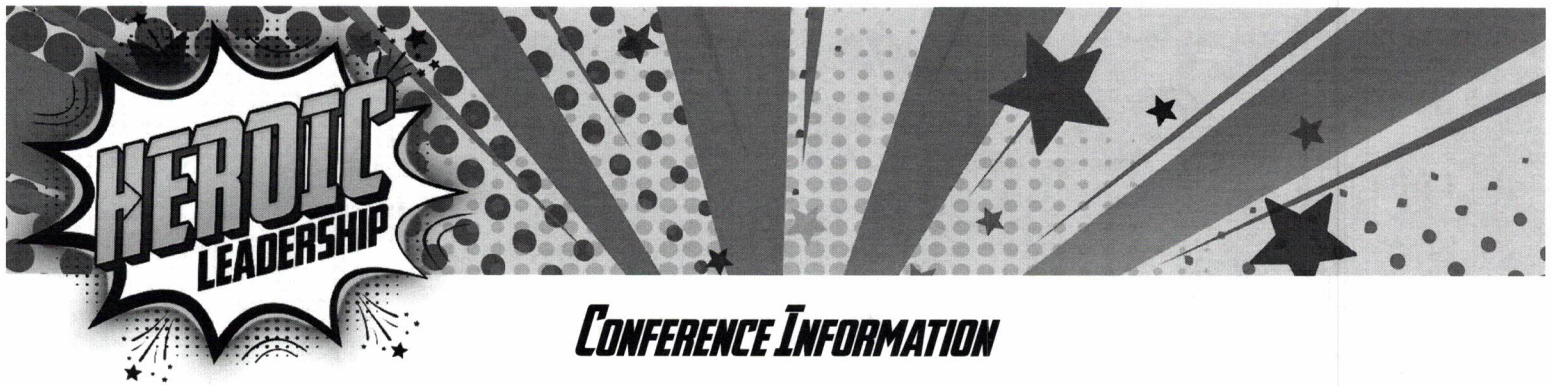




IMPORTANT DEADLINES

<p>Tuesday September 21</p>	<p>Online Registration System Opens</p>	<p>Online link at www.cafbla.org Direct link: https://www.cafbla.org/domain/32</p>
<p>Friday October 1</p>	<p>Hotel Reservations Deadline Make reservations no later than 9:00 p.m.</p>	<p>See "Hotel Reservations" on page 13 for more details</p>
<p>Friday October 8</p>	<p>LDI In-Person and Virtual Registration CLOSSES 9:00 pm <u>NO REFUNDS AFTER THIS DATE AND TIME.</u></p>	<p>Online link at www.cafbla.org</p>
<p>Friday October 8</p>	<p>National Anthem Audition Video Due FBLA Chapter Video Challenge Due</p>	<p>Upload YouTube.com link to: <u>National Anthem Audition Video</u> <u>FBLA Chapter Video</u></p>
<p>Tuesday October 12</p>	<p>Registration Payment Deadline Enclose a copy of your Online Registration Confirmation page with your payment. We accept School/District or Cashier's Checks or Credit Card. Please make checks payable to <u>California FBLA.</u></p>	<p>Credit card payments: can be made after completing registration. Follow instructions on the registration confirmation Mail checks to: California FBLA Finance Office PO Box 1440, Owasso, OK 74055</p>
<p>Wednesday October 13</p>	<p>Conference Forms These forms are required in order to pick up your conference materials and participate in conference.</p>	<ul style="list-style-type: none"> • Form A: Statement of Assurance (Adviser signs through online registration) • Form B: Permission and Release • COVID-19 Acknowledgement





CONFERENCE INFORMATION

LDI ONLINE REGISTRATION

Online registration is quick and easy! Chapters have the option to attend in-person, virtual or combination of both. The registration link is the same for either attendance types. If your chapter is attending both in-person and virtual, use link to register all in-person attendees, complete that registration and then open link again to register your chapter for virtual experience.

Visit the Leadership Development Institute page on the CA FBLA website:

<https://www.cafbla.org/domain/32>

DEADLINE

Registration needs to be submitted by **October 8**. LDI online registration system questions can be directed to Melanie Dias, at mdias@cafbla.org. Make sure your school's accounting department is aware of the registration, payment deadline and new mailing address.

Registrant Type	Fee
IN-PERSON ATTENDEE (per person) Members, Advisers, and Chaperones staying in conference hotel	\$65
VIRTUAL CHAPTER ATTENDEE Unlimited student member participation	\$250

REGISTRATION RATES

Registration closes at 9 p.m. on Friday, October 8.

ADVISER/CHAPERONE/GUEST REGISTRATION

Chapters who will have **additional** chaperones and guests attending the conference in-person must register as a chaperone to have access to all portions of the conference. These chaperones must pay full conference registration and have the FBLA chaperone/supervision form signed by school administration.

SUBSTITUTIONS

- Chapters will be able to adjust their submitted registration until October 8 using the edit link found within their confirmation email. After that date, please send changes to mdias@cafbla.org. After your update(s) have been processed, you will receive a confirmation email.
- Only substitutions can be made after October 8. Be mindful if substitutions that are not of the same gender to ensure lodging availability.
- No on-site changes.

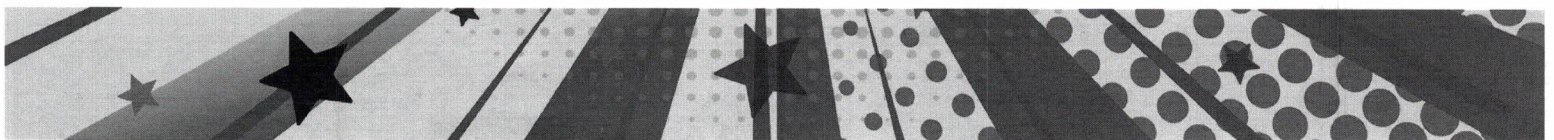
REFUNDS

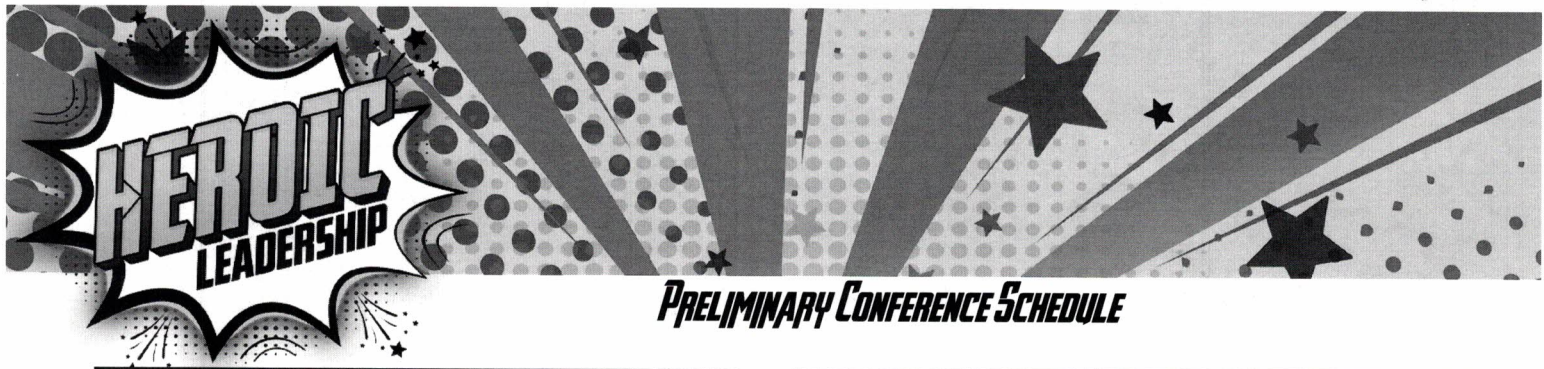
- There are NO REFUNDS after 9:00 p.m. on October 8.
- Substitutions can be made from October 8 - October 12. Substitutions include providing a different registrant name (substitute attendee) or changing registration type from in-person to virtual.

REGISTRATION PAYMENT

Pay by credit card or check. Checks payable to **California FBLA** and sent to:

**California FBLA Finance Office
PO Box 1440, Owasso, OK 74055**





IN-PERSON SCHEDULE	
Friday, October 15th	
5:30 pm-8:00 pm	CONFERENCE REGISTRATION
7:30 pm - 9 pm	GENERAL SESSION Keynote and Social (Karaoke, games, activities and hang out)
11:00 pm-6:00 am	CURFEW (Everyone in assigned rooms)
Saturday, October 16th	
7:30 am-9:00 am	CONFERENCE REGISTRATION
8:30 am-9:30 am	SUNRISE LEADERSHIP SESSIONS (LEADERSHIP WORKSHOPS)
10:00 am-11:30 am	OPENING SESSION (Keynote Speaker, Battle of the Chapters)
11:30 am -1:00 pm	LUNCH (provided by Marriott)
1:00 pm - 1:35 pm	LEADERSHIP WORKSHOP SESSION I
1:40 pm - 2:15 pm	LEADERSHIP SESSION II
2:20 pm - 2:45pm	LEADERSHIP SESSION III
2:50 pm – 3:25 pm	LEADERSHIP SESSION IV
4:00 pm – 5:00 pm	GENERAL SESSION III Keynote, Battle of the Sections
5:00 pm - 7:00 pm	DINNER (on your own)
7:00 pm –11:00 pm	GREAT AMERICA OR LABYRINTH
11:30 pm-6:00 am	CURFEW (Everyone in assigned rooms)
Sunday, October 17th	
9:00 am - 11:00 am	CLOSING SESSION Closing Reflection, Battle of the Section Winners, March of Dimes, Quest winners and Competitive Event Winners

VIRTUAL SCHEDULE	
Friday, October 15th	
7:30 pm - 9 pm	GENERAL SESSION Live Broadcast hosted by State Officers via Zoom Keynote and Social and Interactive games with State Officer s
Saturday, October 16th	
8:30 am-9:30 am	SUNRISE LEADERSHIP SESSIONS (100XED.TV ON-DEMAND SESSIONS)
10:00 am-11:30 am	OPENING SESSION (Live Broadcast hosted by State Officers via Zoom) Keynote Speaker, Battle of the Chapters
11:30 am -1:00 pm	LUNCH (on your own or with chapter)
1:00 pm - 1:35 pm	LEADERSHIP SESSION I (via Zoom with virtual presenter)
1:40 pm - 2:15 pm	LEADERSHIP SESSION II (via Zoom with virtual presenter)
2:20 pm - 2:45pm	LEADERSHIP SESSION III (via Zoom with virtual presenter)
2:50 pm – 3:25 pm	LEADERSHIP SESSION IV (via Zoom with virtual presenter)
4:00 pm – 5:00 pm	GENERAL SESSION III (Live Broadcast hosted by State Officers) Keynote, Battle of the Sections
Sunday, October 17th	
9:00 am - 11:00 am	CLOSING SESSION (Live Broadcast hosted by State Officers) Closing Reflection, Battle of the Section Winners, March of Dimes, Quest winners and Competitive Event Winners



ENTERTAINMENT AND ACTIVITIES

COMPETITIVE EVENTS PREP SESSIONS

What makes the difference between competing at SLC and winning at SLC? Preparation and basic training! Come get whipped into great mental shape and learn the tips and tricks in competitions.

The following events will be offered as a practice test to all LDI attendees. Attendees choose one test to take online. Link to the test will be sent to registered attendees.

- Accounting I
- Accounting II
- Business Calculations
- Business Law
- Business Management
- Computer Applications
- Computer Problem Solving
- Cyber Security
- Database Design & Applications
- Economics
- Entrepreneurship
- Health Care Administration
- Hospitality & Event Management
- International Business
- Introduction to Business Concepts
- Introduction to Business Communication
- Introduction to Financial Math
- Introduction to Business Procedures
- Introduction to FBLA
- Marketing
- Parliamentary Procedure
- Personal Finance
- Spreadsheet Applications
- Word Processing

OPENING & GENERAL SESSIONS

At the opening and general sessions, you will be introduced to your California FBLA Officers from the Bay, Central, Gold Coast, Inland, Northern and Southern Sections in addition to hearing from dynamic keynote speakers.

WORKSHOP TOPICS

Select from workshops on topics including:

- Accounting and Finance
- Careers and Career Preparation
- Entrepreneurship
- Financial Independence
- Public Speaking
- Social Media
- Leadership Development
- Networking
- And much more!

NATIONAL ANTHEM SINGER

Do you have singing talent in your chapter? We are soliciting talented singers to sing a traditional version of the National Anthem at the opening session. An audition video **must** be received by **October 8**. Please use this [link](#) to submit video. The person chosen will receive email notification.

THE CALIFORNIA FBLA VIDEO CHALLENGE – WIN \$250

Showcase the best of FBLA! Tell a 2-3 minute story sharing all the advantages of FBLA and what your school has planned this year. Share how FBLA makes a difference! Submit your chapter video by using this [link](#).

IN-PERSON SATURDAY NIGHT ACTIVITY OPTIONS (*select at time of registration. All chapters must participate as a chapter*)

OFF-SITE OPTION: Great America Halloween Haunt

This Bay Area's premier Halloween event features terrifying scare mazes, spooky shows and frightening themed zones packed with hordes of monsters at every turn.

ON-SITE OPTION: The Labyrinth Puzzle by TEAMTRI

Cards, locked boxes, and a missing archeologist...Unlock the mystery of the coronation chest of a lost civilization before it's too late! The translation tablets of four ancient languages have disappeared with famed archeologist Dr. Michael Caster. Student leaders will use communication, delegation, collaboration, problem solving, and ultimately, leadership to decode his notes, open the chest, and discover the secrets to the Leadership Labyrinth!



DRESS CODE

Professional Business Attire is required for all general sessions, workshops, and other activities at the Leadership Development Institute, unless stated otherwise in the conference program. The dress code is designed to uphold the professional image of the association and its members, and to prepare students for the business world. For in-person attendees, conference nametags are part of the dress code and must be worn at all times while participating in **all** conference activities.

DRESS CODE FOR MEMBERS, ADVISERS, AND CHAPERONES

Professional attire acceptable for wear during the official FBLA activities includes:

Men

- Business suit with collared dress shirt, and necktie; or sport coat, dress slacks, collared shirt, and necktie; or dress slacks, collared shirt, and necktie.
- Banded collared shirt may be worn only if a sport coat or business suit is worn.
- Dress shoes and dress socks are required.

Women

- Business suit; or a business pantsuit; or a skirt or dress slacks with blouse or sweater; or a business dress.
- Dress shoes are required,
Please Note: Skirt length needs to be at the knee or no more than three inches above.

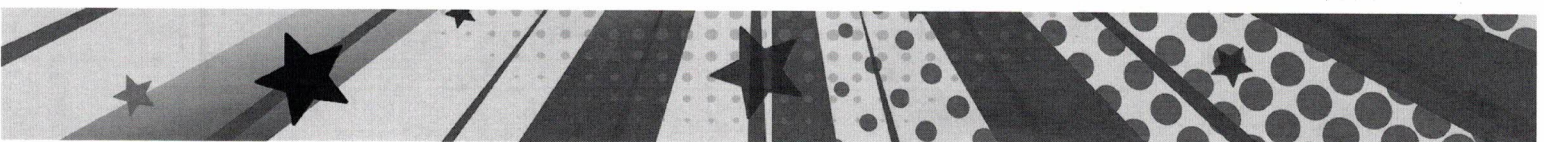
Inappropriate attire includes:

- Backless, see-through, tight-fitting, spaghetti straps, strapless, extremely short, or low-cut blouses/tops/dresses/skirts.
- T-shirts, Lycra, spandex, midriff baring tops, tank tops or bathing suits.
- Sandals, athletic shoes, industrial work shoes, hiking boots, thongs, or over-the-knee boots.
- Hats, denim, flannel fabric clothing, or athletic wear, including sneakers.

Casual attire may be worn for specified conference events. Casual includes T-shirts, polo shirts, jeans, khakis, sneakers or sandals. Cut-off jeans, spandex or Lycra garments, and bathing suits are not appropriate casual attire. Shoes and shirt must be worn at all times.

No visible body piercing, other than ears, on either men or women.

Chapter Advisers are responsible for ensuring that their students, Advisers and chaperones comply with the rules for conference attire.





CONFERENCE POLICIES

California FBLA strongly encourages that all FBLA student members participating in overnight conference functions reside at the designated and approved lodging facility for the duration of the event. All chapters must also have a school approved adult Adviser staying at the hotel with them. No exceptions. No females in males hotel rooms; no males in females hotel rooms.

The Code of Conduct and curfew are strictly enforced. Only participants registered for the conference may enter the conference or lodging facilities. Signed Adviser **Statement of Assurance** must be signed in the third step of the online registration process (example of from to the right) for all participation types. **Permission and Medical Release form along with the Covid-19 Acknowledgement Form** must be completed and signed for each participating member and be retained by adviser in their possession throughout the conference. Fill-in forms may be found in the Document Library at www.cafbla.org.

Friends and family members that are not registered for LDI are prohibited to attend any LDI activities.

Students may not “come and go” during the duration of the event. Students may not leave the conference facilities without the permission of their Adviser and are expected to stay at the hotel unless approved by their Adviser.

Students may not attend FBLA activities unless there is a school approved Adviser in attendance with them on the hotel property. **Registration materials will not be issued to any student or chapter officer.** The Adviser must pick up registration materials and ensure that students are supervised and actively participating in conference educational and leadership activities.



FORM A – Statement of Assurance

Advisers attending the California FBLA LDI must review and virtually sign this agreement in **STEP 3** of the Online Registration Process

California FBLA Leadership Development Institute (LDI)
October 15 – 17, 2021

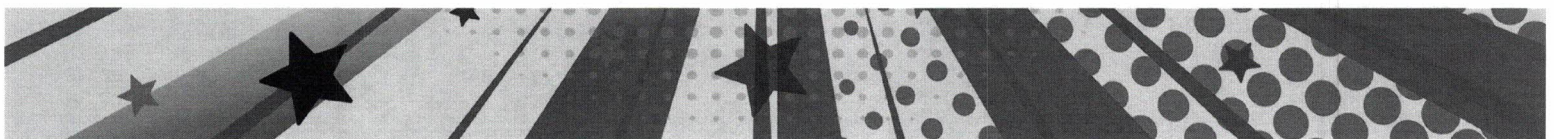
As the adviser responsible for the students attending this event, I confirm that:

- I will abide by the Code of Conduct at all times.
- I have reviewed the Permission/Medical Release Form with my students and I will have a completed copy of the Permission/Medical Release Form for each student attending in my possession for the duration of the above event, including travel to and from this event.
- I understand that California FBLA will not collect the individual student forms for this event and that they are to be kept in my possession.
- I understand that students attending the above event will have the opportunity to participate in activities outside of the conference facility, thus requiring walking or further public transportation. I have discussed this with the students and their parents/guardians and have also informed them of proper etiquette and safety precautions while traveling in/around metropolitan areas.
- I understand that proper completion of the permission/medical release form provides the best protection for my students’ needs and my liability during a California FBLA event.
- I have checked with my administrator and have secured authorization for my chapter to travel to this event and have reviewed all school/district policies regarding supervision of students on trips and will abide by them.
- The responsibility for the safety of the delegates from this chapter rests with people signing this Statement of Assurance. The Adviser must be on-site at the event from start to finish including overnight. If the chapter participates in offsite activities/tours the adviser must provide chaperoning of all students (both those that remain on site and those participating in the offsite activities/tours).
- I will participate in all general sessions during the conference and fulfill my assigned responsibilities during the conference.
- I will enforce the conference Code of Conduct and Dress Code, and regularly check-in with my students.
- I will ensure that myself and chaperones assisting me will:
 - Be 21 or older
 - Follow the conference Code of Conduct and Dress Code
 - Act responsibly and interact appropriately with students

I have read the above and hereby offer assurance that I understand and agree to comply with the policies stated on the Permission Forms as indicated by my signature appearing below.

FORM IS TO BE **PHYSICALLY SIGNED** IN ONLINE REGISTRATION PLATFORM.

Adviser Signature:	
Adviser Name:	
Chapter Name:	
Date:	





CONFERENCE FORMS - PERMISSION & MEDICAL RELEASE



FORM B – Permission & Medical Release

ALL CALIFORNIA FBLA SPONSORED ACTIVITIES 2021-2022 CODE OF CONDUCT (3 pages total)

Attendance at any California FBLA sponsored conference or activity is a privilege. The following conduct policies will apply to all delegates: students, alumni, advisers, and any other authorized persons attending the activity. This form must be signed by each student and alumni (under 21) attending a CALIFORNIA FBLA activity and submitted to the chapter adviser prior to the respective registration deadline. The chapter adviser must have a completed copy of the permission/medical release form for each student attending in their possession for the duration of the event, including travel to and from the event. This form must be kept on file in the local school district after conference.

Delegates shall abide by the rules and practices of CALIFORNIA FBLA and school district policies at all times to, during, and from the designated point of origin of the activity. Delegates shall respect and abide by the authority vested in the CALIFORNIA FBLA organization. The standards outlined in this document constitute the California FBLA Code of Conduct.

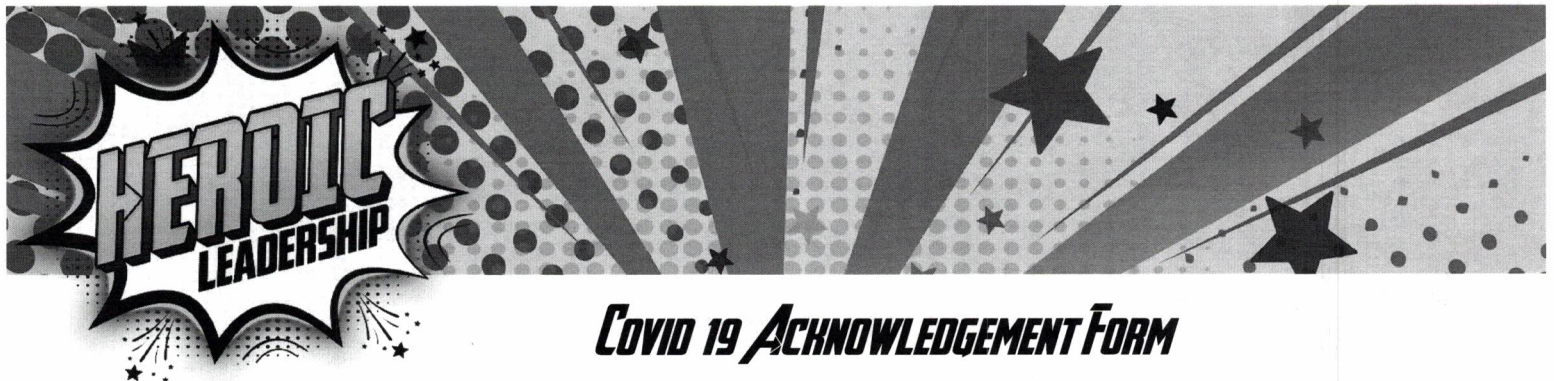
The following shall be regarded as severe violations of the CALIFORNIA FBLA Code of Conduct:

Should a conduct code violation occur for item 1 through 7 below, regardless of when exposed, the violating student(s) will be sent home and will not be eligible to attend any other state, regional, or national conference during that school year. If the violation warrants it, law enforcement may also be notified. Determination of penalties for violations will be at the discretion of the State Management Team or the Board of Directors.

1. **Alcohol, Drugs and Tobacco:** a student shall not possess, use, transmit, be under the influence of, or show evidence of having used an alcoholic beverage, other drugs, substances or tobacco products capable of or intended, purported, or presumed to be capable of altering a student's mood, perception, behavior or judgment; other than properly used, over-the-counter pain relievers and medications prescribed by a physician for an individual student and must be on record with the adviser. Nor shall the student possess, use, sell or transmit paraphernalia associated with drugs, alcohol, or chemical substance in any form (including tobacco), at any time, or under any circumstances, on public or private properties.
2. **Curfew:** Committing serious violations of curfew regulations as outlined in item 9 below.
3. **Willful Companionship:** Being in the willful companionship of someone who violates any portion of the conduct code or failing to report any direct knowledge (other than hearsay) of the conduct code violations.
4. **Personal Conduct:** Cheating, dishonesty, or taking unfair advantage of others; participating in social activities other than those with conference participants; conducting acts and/or possession of weapons capable of causing bodily harm or fear of life, defacing, or stealing any public or private property (for which financial responsibility will rest solely with offending individuals or their chapter); breaking the law; other serious violations of personal conduct regulations.
5. **Serious Violations** of the student conduct code of the school district or school that the student represents.
6. **Private Transportation:** Driving or riding in a private automobile during a conference, unless accompanied by an authorized adviser. (Delegates are to be housed at the conference site). Occasionally a chapter adviser, under special circumstances, may allow a student to drive or ride in a private automobile to a conference. These students are required to complete a "Permission to use Private Transportation" form to the chapter adviser prior to the conference. Permission to drive/ride applies to transportation of the student named on the form and only to and from the conference site. Once a driving/riding delegate has arrived at the

THIS IS FOR YOUR REFERENCE ONLY!

Please **DOWNLOAD** the Word Document version of these forms at cafbla.org .



COVID 19 ACKNOWLEDGEMENT FORM



FORM – COVID-19 Acknowledgement & Personal Responsibility Policy

There is no higher priority of CALIFORNIA FBLA than the health, safety, and well-being and of our members, staff, volunteers and community partners. As we closely monitor the COVID-19 pandemic, we continue to make decisions with this in mind. As part of the CALIFORNIA FBLA community, we all have a responsibility to help protect each other.

According to the CDC, COVID-19 is primarily spread from person to person through respiratory droplets produced when coughing, sneezing or heavy breathing. Transmission is slowed by wearing a cloth face covering and/or maintaining distance between people. In compliance with current CDC recommendations, local mandates and/or statewide protocol, all attendees of in person activities, meetings, conferences, gatherings and competitions sponsored by CALIFORNIA FBLA or when representing CALIFORNIA FBLA at public or school-based activities are asked to adhere to the following recommended guidelines:

- Seek medical attention, self-isolate and do not attend events if you are experiencing any of the following COVID-19 symptoms:
 - Fever (defined as a temperature greater than 100.4)
 - Shortness of breath
 - New loss of taste or smell
 - Chills, muscle pain or sore throat
 - New or worsened cough
 - Nausea, vomiting diarrhea
 - Runny nose or congestion
- Wear a cloth face covering at all times when in public areas.
- Be mindful of social distancing. Maintain space between yourself and others if able.
- Wash your hands with soap regularly and frequently. If soap and water is not accessible, use hand sanitizer
- Practice proper cough and sneeze etiquette.
- If you have been in close contact with someone known to have COVID-19, self-isolate for 14 days.
- Disinfect surfaces throughout the day that are touched regularly.

CALIFORNIA FBLA has implemented extensive preventative measures to help reduce the spread of COVID-19. However, CALIFORNIA FBLA cannot guarantee that members and attendees will not be exposed or infected. Participants acknowledge the highly contagious nature of COVID-19 and voluntarily assume the risk and responsibility for exposure and infection.

I have read and understood CALIFORNIA FBLA Acknowledgement and Personal Responsibility Policy and agree to adhere to the guidelines set forth. I understand that this Policy may be updated in accordance with changing CDC and local guidelines and will be updated accordingly. I agree to join CALIFORNIA FBLA in cooperating with health officials, governing public agencies, and facility health and safety measures.

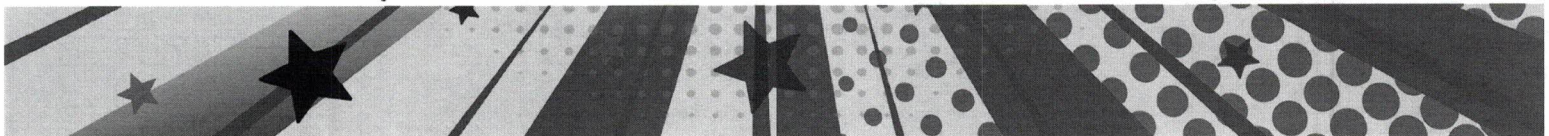
Parent/Guardian Signature

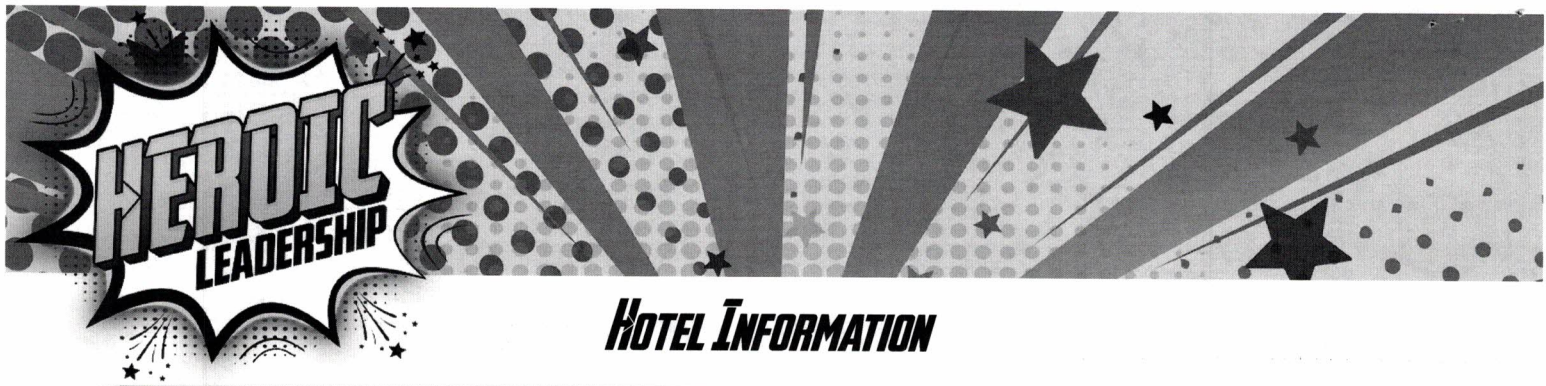
Date

Student/Member Signature

Date

THIS IS FOR YOUR REFERENCE ONLY!
Please DOWNLOAD the Word Document version of these forms at cafbla.org .





HOTEL INFORMATION

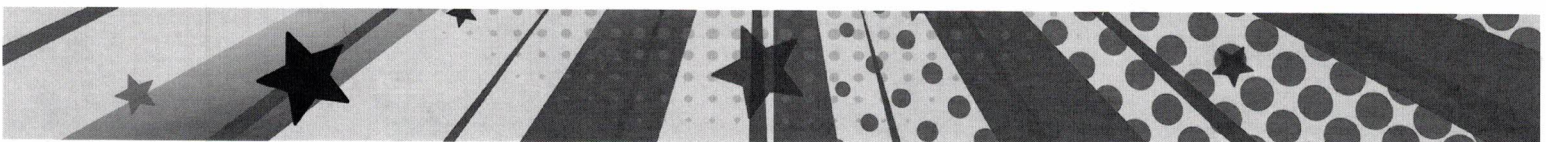


Marriott
SANTA CLARA

2700 Mission College Blvd
Santa Clara, CA 95054



- On the following two pages you will find a **copy** of the hotel reservation form. **Please note that to reserve your rooms, you will need to download the Word document version from the CA website under conferences (www.cafbla.org) and use that file to fill in your conference hotel reservation.**
- **To guarantee your reservation**, please enclose a check for the first night's rooms (to be credited to your account) **OR** enter a credit card number in the space provided (recommended option to ensure your rooms are held).
- **Rooms are first-come, first served.** Should our room block fill up your chapter will be responsible to book rooms on their own.
- Hotel reservations are due to the Santa Clara Marriott by email, with the document attached, by **October 1, 2021 by 9:00 pm PDT.**
- **Room rates are \$169 all inclusive.** All the information you need to reserve your rooms is on the form (copy on next two pages), i.e., hotel contact person.
- **Final Hotel Payment** is due upon check-in. You can bring either your school check or a credit card. If you do not have payment sent before or with you upon arrival, your school will not be given your rooms but will still owe the invoice balance for the rooms.



THIS IS FOR YOUR REFERENCE ONLY!

Please **DOWNLOAD** the Word Document version of these forms at cafbla.org so you can input your chapter's information directly and email it to the Marriott.



CALIFORNIA FUTURE BUSINESS LEADERS OF AMERICA
2021 Leadership Development Institute
Housing Reservation Form

All hotel information must be RECEIVED (emailed or faxed) by October 1, 2021

Make checks payable to: **Santa Clara Marriott**

Please mail a check and a copy of this form to:

Accommodations

Tracey McKinney

(Rates are \$169.00 per night, per room, tax included)

Santa Clara Marriott

2700 Mission College Blvd.

Santa Clara, CA 95054

Phone: (408) 970-6113

FAX: (408) 970-6124

Email:

<u>Single</u>	<u>Double</u>	<u>Triple</u>	<u>Quad</u>
one person	two people	three people	four people
(1 king bed)	(1 king bed with Sofa Bed)		(2 Queens)

To secure your reservation, please email this completed form ASAP tracey.mckinney@marriott.com.

NOTE: reservations are on a first-come, first-served basis. If the hotel block at the Santa Clara Marriott is full, chapters may have to find other accommodations in the area.

To guarantee your reservation, please enclose a check for the first night's room rate (\$169.00 X number of rooms; it will be credited to your account) OR a credit card number in the space provided (recommended option). Failure to arrive on your indicated check-in date without prior notification (by October 11, 2021) will result in cancellation of your reservation and forfeiture of your deposit.

Person responsible for group's Billing:	E-mail address:
School Name:	
Street Address	
City, <u>CA</u> <u>ZIP</u> Code	
School Phone:	School FAX Number:
Date and Time of Arrival:	Departure Date:
Credit Card Type:	Card Number:
Expiration Date:	Name on Card:

I authorize the Santa Clara Marriott to charge my account for one night's deposit per room requested.

THIS IS FOR YOUR REFERENCE ONLY!

Please **DOWNLOAD** the Word Document version of these forms at cafbla.org so you can input your chapter's information directly and email it to the Marriott.

LDI-NORTH 2021 HOUSING FORM, PART 2

School		Responsible Adviser and Cellphone Number
---------------	--	-------------------------------------------------

Please type or print clearly the names and complete all column(s).

Check Appropriate Room Type	Male or Female	Name(s) of Room Occupant(s)
<input type="checkbox"/> Single		
<input type="checkbox"/> Double		
<input type="checkbox"/> Triple		
<input type="checkbox"/> Quad		
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WILLIAMS UNIFORM COMPLAINT PROCEDURE

QUARTERLY REPORT

MAXWELL UNIFIED SCHOOL DISTRICT

July to September 2021

Education Code 35186(d) requires that a district report summarized data on the nature and resolution of all complaints on a quarterly basis to the county superintendent of schools and the governing board of the school district.

No complaints have been received this quarter.

The following complaints have been received this quarter.

Education Code 35186(e)(1) requires that districts investigate and resolve complaints when a complainant alleges that (a) students do not have standards-aligned instructional materials to use in class; or (b) for use at home or after school in order to complete required homework assignments; or (c) are in poor or unusable condition.

Complaints have been received regarding insufficient instructional materials.

District Resolutions:

Education Code 36186(e)(1) requires that districts investigate and resolve complaints when a complainant alleges that (a) students do not have standards-aligned textbooks or state- or district-adopted textbooks required for use in class; or (b) for use at home or after school in order to complete required homework assignments; or (c) are in poor or unusable condition.

Complaints have been received regarding insufficient textbooks.

District Resolutions:

Education Code 35186(e)(3) requires that districts investigate and resolve complaints when a complainant alleges that facilities have conditions that pose an emergency or urgent threat to the health or safety of students or staff.

Complaints have been received that facilities have emergency/urgent threat conditions.

District Resolutions:

Education Code 35186(e)(2) requires that districts investigate and resolve complaints when a complainant alleges that (a) a qualified certificated teacher has not been assigned to a vacant position to a class for an entire year; (b) a teacher who lacks credentials or training to teach English learners is assigned to teach a class with more than 20 percent English learner students in the class; or (c) a teacher is assigned to teach a class for which the teacher lacks subject matter competency.

___ Complaints have been received regarding unqualified teachers.
District Resolutions:

The district investigated and remedied any valid complaint within a reasonable time period not exceeding 30 working days from the date the complaint was received. EC 35186 (b)



Superintendent

10/8/21

Date



ESSER III Expenditure Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Maxwell Unified School District	Summer Shadley Superintendent	summershadley@maxwell.k12.ca.us 530-438-2052

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

For more information please see the Instructions.

Other LEA Plans Referenced in this Plan

Plan Title	Where the Plan May Be Accessed
Expanded Learning Opportunities Grant	This plan can be accessed on the district website or by contacting the district office at 530-438-2052.
Local Control and Accountability Plan	This plan can be accessed on the district website or by contacting the district office at 530-438-2052.

Summary of Planned ESSER III Expenditures

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

Total ESSER III funds received by the LEA

329250

Plan Section	Total Planned ESSER III
Strategies for Continuous and Safe In-Person Learning	192250
Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)	137000
Use of Any Remaining Funds	0.00

Total ESSER III funds included in this plan

329250

Community Engagement

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

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

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

There have been numerous community engagement opportunities during the 2020-2021 school year to gather and streamline feedback to inform the development of the Expanded Learning Opportunities Grant Plan (ELOGP) and the Local Control Accountability Plan (LCAP). The extensive feedback from the ELOGP and LCAP was used in the development of this ESSER III expenditure plan. Community engagement opportunities throughout the 2020-2021 school year targeted the following stakeholder groups: students, parents/guardians, school and district administrators, teachers, support staff, ELAC/DELAC, and the parents/guardians of students with disabilities, students experiencing homelessness, and students in foster care. The platforms used to solicit meaningful feedback from the MUSD community included: family and staff surveys via Google Forms, virtual community forums. Student achievement data analysis meetings/dialogue to identify students in need of academic or social-emotional supports, and emails soliciting feedback sent to staff and community members for both the ELOGP and LCAP. Furthermore, at a regularly scheduled Governing Board meeting to be held on October 13, 2021, MUSD will include on the

agenda the approval for the ESSER III plan and the opportunity for public comment. Prior to this meeting, the ESSER III plan will be posted on the MUSD website for parents/guardians and staff to provide feedback. In addition, it will be emailed to all stakeholders for review and feedback opportunity.

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

Feedback from the community engagement strategies described above was incorporated into the development of the specific strategies for addressing the loss of instructional time and providing supplemental instruction and support to identified students. Additional feedback from the ELOGP and LCAP remained consistent with current feedback, including a commitment to in-person learning, smaller class sizes or instructional support that fosters personalized instruction, small group support for math and reading, maintain strong counseling support programs, student interventions, enrichment opportunities and high quality summer school opportunities. Facility upgrades were also noted as essential for the health and safety of our students and staff and are noted in the plan. The services and opportunities for students as described in the ESSER III plan incorporate this feedback and continues to build on the ELOGP and LCAP goals of supporting safe and continuous in-person learning and addressing the academic, social, emotional, and mental health needs of all students.

Actions and Expenditures to Address Student Needs

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

For specific requirements, please refer to the Actions and Expenditures to Address Student Needs section of the Instructions.

Strategies for Continuous and Safe In-Person Learning

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

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

192000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
ELO	Improve the indoor air quality in school facilities	Update outdated ventilation system in the gym to improve the air quality.	125000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
ELO	Facility repair and improvement	Upgrade floor and wall surfaces in restrooms to reduce the risk of virus transmission and exposure to environmental health hazards, and to support student health needs.	67250

Addressing the Impact of Lost Instructional Time

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

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

137000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
Aligns with ELO and ESSER III	Extended instructional learning time	MUSD will align it's ELO and ESSER III plans to facilitate a continuous and safe in-person summer school and intervention opportunities. The summer school program will mirror the program provided during summer session 2021 which was funded through ELO.	25000
Aligns with ELO and ESSER III	Accelerating progress to close learning gaps through the implementation, expansion or enhancement of learning supports	MUSD will align it's ELO and ESSER III plan to continue to offer the reading intervention program to students for the 22-23 school year.	112000

Use of Any Remaining Funds

A description of the how the LEA will use any remaining ESSER III funds, as applicable.

Total ESSER III funds being used to implement additional actions

N/A

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures

Ensuring Interventions are Addressing Student Needs

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

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
Extended Instruction Learning Time	Number of students off track to graduate; Number of students performing below grade level, Summer school attendance, Summer school grades and academic progress, Participation in intervention opportunities	Quarterly
Additional Academic Services for Students	Number of students performing below grade level in reading, Number of students being serviced in small group instruction	Quarterly

ESSER III Expenditure Plan Instructions

Introduction

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

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

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

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

For additional information regarding ESSER III funding please see the ARP Act Funding web page at

<https://www.cde.ca.gov/fg/cr/arpact.asp>.

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

Fiscal Requirements

- The LEA must use at least 20 percent (20%) of its ESSER III apportionment for expenditures related to addressing the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs.
 - For purposes of this requirement, "evidence-based interventions" include practices or programs that have **evidence** to show that they are effective at producing results and improving outcomes when implemented. This kind of evidence has generally been produced through formal studies and research. There are four tiers, or levels, of evidence:

- **Tier 1 – Strong Evidence:** the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented randomized control experimental studies.
 - **Tier 2 – Moderate Evidence:** the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented quasi-experimental studies.
 - **Tier 3 – Promising Evidence:** the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented correlational studies (with statistical controls for selection bias).
 - **Tier 4 – Demonstrates a Rationale:** practices that have a well-defined logic model or theory of action, are supported by research, and have some effort underway by a State Educational Agency, LEA, or outside research organization to determine their effectiveness.
- **For additional information please see the Evidence-Based Interventions Under the ESSA web page at <https://www.cde.ca.gov/re/es/evidence.asp>.**
- The LEA must use the remaining ESSER III funds consistent with section 2001(e)(2) of the ARP Act, including for:
 - Any activity authorized by the Elementary and Secondary Education Act (ESEA) of 1965;
 - Any activity authorized by the Individuals with Disabilities Education Act (IDEA);
 - Any activity authorized by the Adult Education and Family Literacy Act;
 - Any activity authorized by the Carl D. Perkins Career and Technical Education Act of 2006;
 - Coordination of preparedness and response efforts of LEAs with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to COVID-19;
 - Activities to address the unique needs of low-income students, students with disabilities, English learners, racial and ethnic minorities, homeless students, and foster youth, including how outreach and service delivery will meet the needs of each population;
 - Developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs;
 - Training and professional development for staff of the LEA on sanitation and minimizing the spread of infectious diseases;
 - Purchasing supplies to sanitize and clean the facilities of an LEA, including buildings operated by such agency;
 - Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under IDEA, and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements;
 - Purchasing education technology (including hardware, software, and connectivity) for students who are served by the LEA that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment;
 - Providing mental health services and supports, including through the implementation of evidence-based full-service community schools;
 - Planning and implementing activities related to summer learning and supplemental after school programs, including providing classroom instruction or online learning during the summer months and addressing the needs of underserved students;

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

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

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

Other LEA Plans Referenced in this Plan

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

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

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

Summary of Expenditures

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

Instructions

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

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

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

Community Engagement

Purpose and Requirements

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

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

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

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

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

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

- Students who are English learners;
- Students of color;
- Students who are foster youth;
- Homeless students;
- Students with disabilities; and
- Migratory students.

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

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

Instructions

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

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

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

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

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

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

- For the purposes of this prompt, “aspects” may include:
 - Prevention and mitigation strategies to continuously and safely operate schools for in-person learning;

- Strategies to address the academic impact of lost instructional time through implementation of evidence-based interventions (e.g. summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs);
- Any other strategies or activities implemented with the LEA’s ESSER III fund apportionment consistent with section 2001(e)(2) of the ARP Act; and
- Progress monitoring to ensure interventions address the academic, social, emotional, and mental health needs for all students, especially those students disproportionately impacted by COVID-19

For additional information and guidance, please see the U.S. Department of Education’s Roadmap to Reopening Safely and Meeting All Students’ Needs Document, available here: <https://www2.ed.gov/documents/coronavirus/reopening-2.pdf>.

Planned Actions and Expenditures

Purpose and Requirements

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

Instructions

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

Strategies for Continuous and Safe In-Person Learning

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

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

- Specify the amount of ESSER III funds the LEA plans to expend to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA.

Addressing the Impact of Lost Instructional Time

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

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

Use of Any Remaining Funds

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

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

Ensuring Interventions are Addressing Student Needs

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

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

Complete the table as follows:

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

California Department of Education
June 2021

**INITIAL PROPOSAL
FROM THE
CALIFORNIA SCHOOL EMPLOYEES ASSOCIATION AND ITS MAXWELL
CHAPTER NO. 560 (“CSEA”)
TO THE
MAXWELL UNIFIED SCHOOL DISTRICT (“DISTRICT”)
REGARDING 2021/2022 SCHOOL YEAR RE-OPENER**

Article 9 Pay and Allowances: CSEA hereby proposes that the District provide a fair and equitable increase to the salary schedule.

Article 10 Health and Welfare Benefits: CSEA hereby proposes that the District provide a fair and equitable increase to the contribution towards health and welfare benefits.

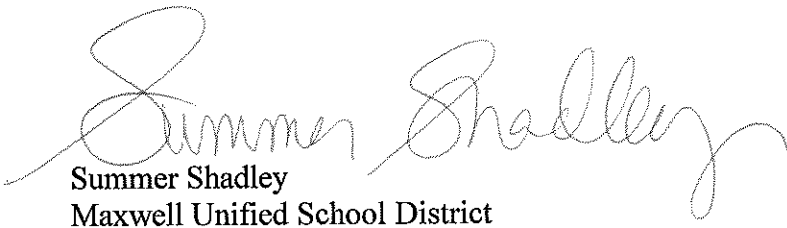
Article 11 Holidays: CSEA hereby proposes that the Juneteenth Holiday be a paid holiday for classified employees in accordance with Education Code 45203 and Section 11.2 of the Collective Bargaining Agreement. CSEA further proposes that the District provide classified employees a paid holiday on the first working day following the observed holiday of Christmas Day.

MAXWELL UNIFIED SCHOOL DISTRICT
DISTRICT'S SUNSHINE PROPOSAL
TO
CALIFORNIA SCHOOL EMPLOYEES ASSOCIATION
Maxwell Chapter 560

October 8, 2021

Consistent with the relevant provisions of the Educational Employment Act (Government Code section 3540 *et seq.*), including Section 3547 of the Government Code, the Maxwell Unified School District sunshines the following initial proposals for its reopener provisions in its collective bargaining agreement with the California School Employees Association, Maxwell Chapter 560.

1. Article IX – Pay and Allowances



Summer Shadley
Maxwell Unified School District

Maxwell Elementary 1st Grade

2020 READING Student Status Norms					2020 MATHEMATICS Student Status Norms				
Grade	Begin-Year Mean	Mid-Year Mean	End-Year Mean	Spring=	Grade	Begin-Year Mean	Mid-Year Mean	End-Year Mean	Spring=
K	136.7	146.3	153.1	Fall= 154.9	K	139.6	150.1	157.1	Fall= 160.1
1	155.9	165.9	171.4	Winter=	1	160.1	170.2	176.4	Winter=
2	172.4	181.2	185.6	Spring=	2	175.0	184.1	189.4	Spring=
3	186.6	193.9	197.1		3	188.5	196.2	201.1	
4	196.7	202.5	204.8		4	199.5	206.1	210.5	
5	204.5	209.1	211.0		5	209.1	214.7	218.8	
Mean RIT- Fall									
Mean RIT Winter									
Mean RIT Spring									
* = point increase from fall									

Maxwell Elementary 2nd Grade

2020 READING Student Status Norms					2020 MATHEMATICS Student Status Norms				
Grade	Begin-Year Mean	Mid-Year Mean	End-Year Mean	Spring=	Grade	Begin-Year Mean	Mid-Year Mean	End-Year Mean	Spring=
K	136.7	146.3	153.1	Fall= 161.7	K	139.6	150.1	157.1	Fall= 168.2
1	155.9	165.9	171.4	Winter=	1	160.1	170.2	176.4	Winter=
2	172.4	181.2	185.6	Spring=	2	175.0	184.1	189.4	Spring=
3	186.6	193.9	197.1		3	188.5	196.2	201.1	
4	196.7	202.5	204.8		4	199.5	206.1	210.5	
5	204.5	209.1	211.0		5	209.1	214.7	218.8	
2020 LANGUAGE USAGE Student Status Norms									
Grade	Begin-Year Mean	Mid-Year Mean	End-Year Mean	Fall= 161.7					
2	173.9	183.8	188.4	Winter=					
3	187.7	195.1	198.3	Spring=					
4	197.3	202.9	205.0						
5	204.2	208.5	210.2						
Mean RIT- Fall									
Mean RIT Winter									

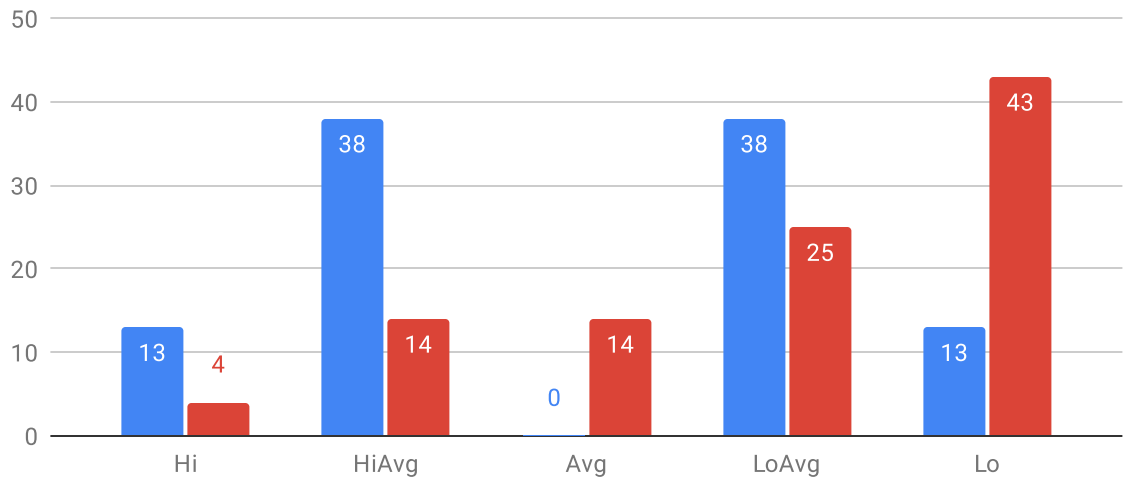
* = point increase from fall

Maxwell Elementary 3rd Grade

2020 READING Student Status Norms					2020 MATHEMATICS Student Status Norms				
Grade	Begin-Year Mean	Mid-Year Mean	End-Year Mean	Spring=	Grade	Begin-Year Mean	Mid-Year Mean	End-Year Mean	Spring=
K	136.7	146.3	153.1	Fall= 175.9	K	139.6	150.1	157.1	Fall= 182.1
1	155.9	165.9	171.4	Winter=	1	160.1	170.2	176.4	Winter=
2	172.4	181.2	185.6	Spring=	2	175.0	184.1	189.4	Spring=
3	186.6	193.9	197.1		3	188.5	196.2	201.1	
4	196.7	202.5	204.8		4	199.5	206.1	210.5	
5	204.5	209.1	211.0		5	209.1	214.7	218.8	
2020 LANGUAGE USAGE Student Status Norms					2020 GENERAL SCIENCE Student Status Norms				
Grade	Begin-Year Mean	Mid-Year Mean	End-Year Mean	Fall= 179	Grade	Begin-Year Mean	Mid-Year Mean	End-Year Mean	Fall=
2	173.9	183.8	188.4	Winter=	2	177.7	184.59	187.87	Winter=
3	187.7	195.1	198.3	Spring=	3	187.8	193.3	195.9	Spring=
4	197.3	202.9	205.0		4	194.6	199.2	201.2	
5	204.2	208.5	210.2		5	200.2	204.3	206.2	
Mean RIT- Fall									
Mean RIT Winter				* = point increase from fall					
Mean RIT Spring									

Math and Reading

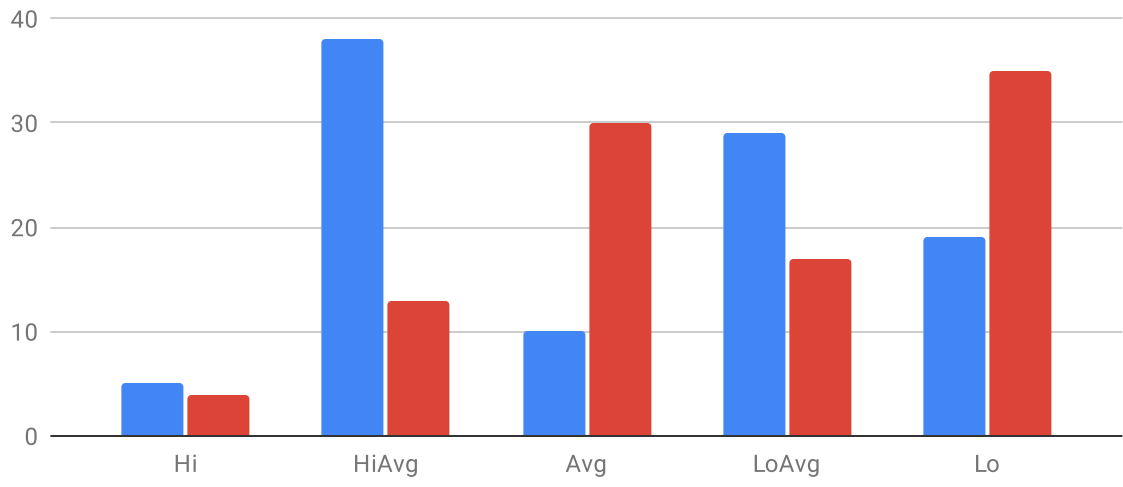
■ Math ■ Reading



9th Grade Breakdown by Performance Level Math

Math and Reading

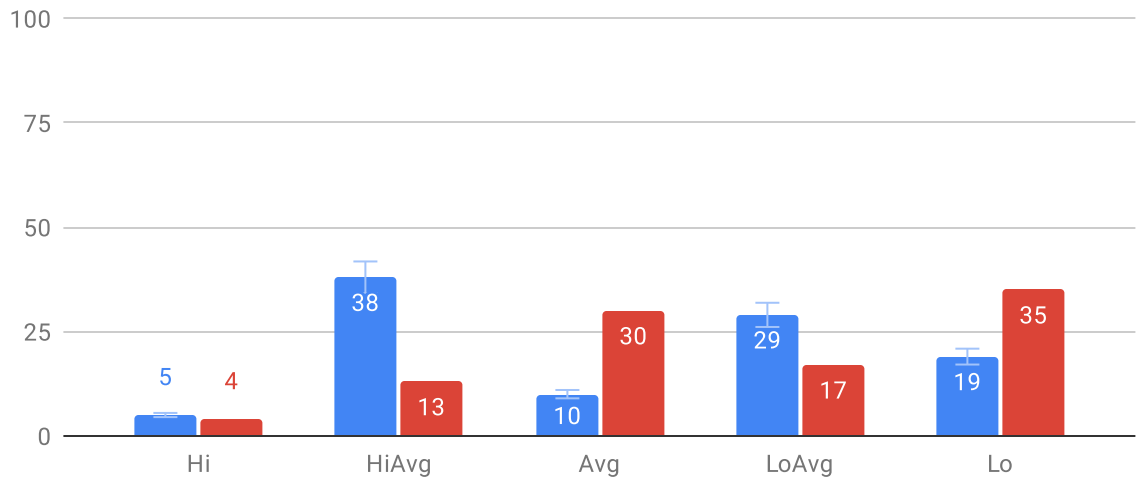
■ Math ■ Reading



10th Grade Breakdown by Performance Level

Math and Reading

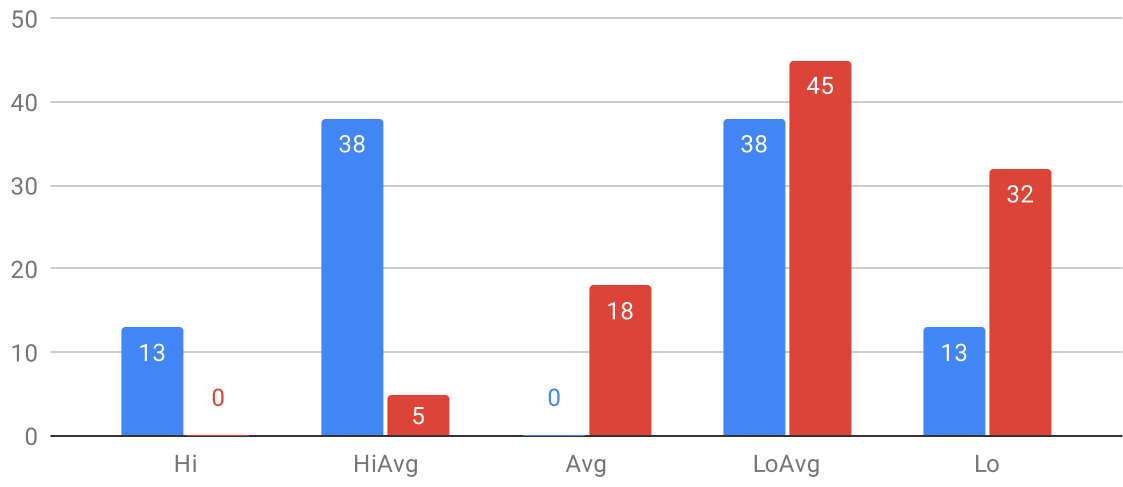
■ Math ■ Reading



11th Grade Breakdown by Performance Level

Math and Reading

■ Math ■ Reading



12th Grade Breakdown by Performance Level