

a price for that work, the District has accepted the cost for that work, and the District has prepared Allowance Expenditure Directive incorporating that work. Contractor hereby authorizes the District to execute a unilateral deductive change order at or near the end of the Project for all or any portion of the allowance not allocated. Any unused portion of the allowance will revert back to the District documented by a deductive change order.

The undersigned has checked carefully all the above figures and understands that the District is not responsible for any errors or omissions on the part of the undersigned in making this bid.

Enclosed find certified or cashier's check no. 85478 of the Coast Central Credit Union Bank for One Hundred Thirty Thousand Dollars (\$130,000) or Bidder's Bond of the _____ surety company in an amount of not less than ten percent (10%) of the entire bid. The undersigned further agrees, on the acceptance of this proposal, to execute the Contract and provide the required bonds and insurance and that in case of default in executing these documents within the time fixed by the Contract Documents, the proceeds of the check or bond accompanying this bid shall be forfeited and shall become the property of the District.

Contractor agrees to commence the work within the time specified in the Notice to Proceed. It is understood that this bid is based upon completing the work within the number of calendar days specified in the Contract Documents.

ADDENDA:

Receipt of the following addenda is hereby acknowledged:

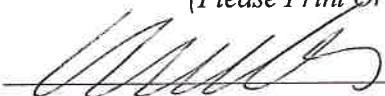
Addendum # <u>1</u>	Dated: <u>12/14/2021</u>	Addendum # _____	Dated: _____
Addendum # _____	Dated: _____	Addendum # _____	Dated: _____
Addendum # _____	Dated: _____	Addendum # _____	Dated: _____

Respectfully submitted,

Company: Adams Commercial General Contracting, Inc.

Address: 217 E Street, Eureka, CA 95501

By: Will Adams
(Please Print Or Type)

Signature: 

Title: President

Date: 12/17/2021

**BEFORE THE GOVERNING BOARD OF THE
CUTTEN ELEMENTARY SCHOOL DISTRICT
HUMBOLDT COUNTY, CALIFORNIA**

In the Matter of the Reduction or) RESOLUTION NO. 2022 - 03
Discontinuance of Certain)
Particular Kinds of Services for)
the 2022-2023 School Year)

WHEREAS the Board hereby finds that it is in the best interest of the Cutten Elementary School District that, as of the end of the 2021-2022 school year, certain particular kinds of services now being provided by the District be reduced or discontinued as follows:

1. Eliminate the equivalent of five point six (5.6 F.T.E.) (Classroom Teachers);

WHEREAS, in the opinion of the Governing Board of this District it is necessary by reason of the aforementioned reduction and discontinuance of services to decrease the number of certificated employees by the equivalent of five point six (5.6 FTE) full-time equivalent employees for the 2022-2023 school year;

NOW, THEREFORE, BE IT RESOLVED by the Governing Board of the Cutten Elementary School District that, as of the end of the 2021-2022 school year the foregoing particular kinds of services now being provided by said District be and hereby are reduced to the extent hereinabove set forth.

BE IT FURTHER RESOLVED that the District Superintendent or Superintendent's designee, be and hereby is authorized and directed to initiate and pursue procedures necessary not to reemploy the equivalent of five point six (5.6 FTE) full time equivalent certificated employees of this District pursuant to Education Code sections 44949 and 44955 because of said reduction and discontinuance of services.

The foregoing Resolution was adopted by the Governing Board of the Cutten Elementary School District on the 14 day of February, 2022, by the following vote:

AYES:

NOES:

ABSENT:

President, Governing Board

I, _____, Clerk of the Governing Board of the Cutten School District do hereby certify that the foregoing Resolution was regularly introduced, passed and adopted by the Governing Board at its meeting held on February 14, 2022.

Clerk, Governing Board

**BEFORE THE BOARD OF TRUSTEES OF THE
CUTTEN ELEMENTARY SCHOOL DISTRICT
HUMBOLDT COUNTY, CALIFORNIA**

In the Matter of the Elimination/Reduction) **RESOLUTION NO. 2022-04**
of Certain Specially Funded Positions
The Classified Service and Directing)
Notification of Classified Employees)

WHEREAS, Cutten Elementary School District (“District”) maintains the following positions within the classified/management service, which are specially funded:

1. Nurse
2. Computer Coordinator

WHEREAS, due to cause, including lack of work and/or lack of funds, the Superintendent hereby finds that it will be necessary to reduce or eliminate certain services to the following extent:

1. Discontinue one .4 FTE Nurse for Covid-19 duties [16 hours a week] to be reduced/eliminated;
2. Discontinue one .2 FTE Computer Coordinator for Covid-19 related duties - [8 hours a week] to be reduced/eliminated;

NOW, THEREFORE, IT IS RESOLVED by the Governing Board that as of the end of the 2021-2022 school year the above-referenced classified positions shall be reduced or eliminated by the District to the extent set forth herein.

IT IS FURTHER RESOLVED that the Superintendent or Superintendent’s designee is authorized and directed to initiate and pursue procedures necessary not to reemploy the

permanent classified employees of the District stated within this resolution, pursuant to Education Code sections 45117, 45298, and 45308.

The foregoing Resolution was passed and adopted by the Board of Trustees of the Cutten Elementary School District on February 14, 2022, by the following vote:

AYES: _____

NOES: _____

ABSENT: _____

President, Board of Trustees

I, _____, Secretary/Clerk of the Board of Trustees, do hereby certify that the foregoing Resolution was regularly introduced, passed, and adopted by the Board of Trustees of the District at its meeting on February 14, 2022.

Clerk/Secretary, Board of Trustees



*Building a
better world,
one student at
a time.*

Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Cutten Elementary School District	Becky L MacQuarrie Superintendent/Principal	bmacquarrie@cuttensd.org 707-441-3900

California's 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2021-22 Local Control and Accountability Plan (LCAP).

The Budget Act of 2021 provided additional funds to LEAs

Because the budget was not passed until June, 2021, we did not have a chance to include the following funds into the 2021-2022 LCAP:

ESSR III

Educator Effectiveness Block Grant

Weekly communication with all stakeholders includes parent newsletters and staff bulletins. Regular messaging via our mass notification

occurs to maintain communication with all stakeholders. Attendance data is reviewed and letters are sent out to parents as needed. Administrators meet regularly to analyze collected data and develop plans accordingly. The Cutten Site Council meets regularly and feedback is sought. The Leadership Team meets weekly to address the goals and actions of the LCAP and review metrics and outcomes. There are regular check-ins with HBTA certificated bargaining union representatives. The District does not have a classified bargaining unit. Student opinions were gathered at Student Council meetings and through surveys.

Consultation with District stakeholders specifically related to the extra Budget Act of 2021 funds include:

9/22/21 ESSR III Staff Survey

9/29/21 ESSR III Parent and Students Survey

See 2021-22 LCAP section: Engaging Educational Partners

<https://cuttensd.org/wp-content/uploads/2021-2022-Local-Control-and-Accountability-Plan.pdf>

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

N/A

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

Our district received the following one-time funds through the federal government to help us respond to the COVID-19 pandemic and the effects of distance learning:

Learning Loss Mitigation Funds (LLMF)

ESSER I

ESSER II

ESSER III

Homeless Children and Youth (HCY) I & II

Our district conducted community engagement on our one-time federal funds in a variety of ways. Specifically, consultation for the following federal funds occurred in the following ways:

Federal Fund Name How Community Engagement Occurred

ESSER I 2022 LCAP Engagement Process

2021-22 LCAP Supplement for Cutten Elementary School District

ESSER II 2022 LCAP Engagement Process
ESSER III 2022 LCAP Engagement Process; 2022 ESSER III Community Engagement Process
Homeless Children and Youth (HCY) I & II 2022 LCAP Engagement Process; 2021-22 Fall Cutten School District Housing Survey

See 2021-22 LCAP section: Engaging Educational Partners
<https://cuttensd.org/wp-content/uploads/2021-2022-Local-Control-and-Accountability-Plan.pdf>

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

As of February 2022, we have experienced these successes implementing the following proposed action steps:

1. CESD will align its ESSER III and SRILCSP to temporarily expand its staffing in the area of health assistance and support staff as a strategy to facilitate continuous and safe operation of in-person learning to reduce and prevent the spread of COVID-19 in accordance with CDPH guidelines.
2. CESD will align its ESSER III and SRILCSP to provide distance learning options to students who choose to participate in the Long Term Independent Study program due to COVID-19 as a strategy to provide continuity of learning and less disruption to each student's course of study.
3. CESD will align its ESSER III and SRILCSP to provide all students and staff the appropriate PPE and equipment to facilitate continuous and safe in person learning and to reduce the spread of COVID-19 in accordance with the CDPH guidelines.
4. CESD will align its ESSER III and SRILCSP to provide a long term substitute teacher in order to facilitate continuous and safe in person learning.
5. CESD will align its ESSER III and SRILCSP to upgrade HVAC systems for the staff lounge and office facilities on the Cutten campus (in progress).
6. CESD will align its ESSER III and SRILCSP to upgrade facility to provide a safe entry and exit onto the Cutten campus, and to upgrade windows for better ventilation in classrooms (in progress).
7. CESD will align its ESSER III and SRILCSP to provide distance learning options by upgrading the connectivity on the Ridgewood campus (in progress).
8. CESD will align its ESSER III and SRILCSP to additional Administrative support to oversee the facilities improvement to HVAC and safety.

As of February 2022, we have experienced challenges or purposeful delayed implementation regarding the following proposed action steps:

1. CESD will align its ESSER III and SRICSP 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 from ELOP. This program has not started yet.
2. CESD will align its ESSER III and SRICSP plans to provide targeted supports for struggling learners. Services may include additional staffing and resources to support teachers and students, including additional hours for paraprofessionals as needed to provide for individual or small group supports. This program has not been implemented yet due to the difficulty of hiring part-time employees.
3. CESD will align its ESSER III and SRICSP plans to provide an additional aide in the After School programs at each site to provide intensive tutoring opportunities for students. This program has not been implemented yet due to the difficulty of hiring part-time employees.
4. CESD will align its ESSER III and SRICSP plans to provide intensive tutoring opportunities before and/or after school at each site to provide intensive tutoring opportunities for students. This program has not been implemented yet due to the difficulty of hiring part-time employees.
5. CESD will align its ESSER III and SRICSP plans to provide targeted supports for struggling learners. Services may include additional resources to support special education teachers and students, including additional hours for paraprofessionals as needed to provide for individual or small group supports. This program has not been fully implemented yet due to the difficulty of hiring part-time employees.
6. CESD will align its ESSER III and SRICSP plans to provide targeted supports to address barriers to learning for students experiencing social-emotional or mental/physical challenges, CESD will seek to hire a 0.5 FTE School Psychologist to mitigate barriers to learning, provide counseling opportunities, and support student mental/emotional/physical health. Posting job in February to attract the most qualified applicants.
7. CESD will align its ESSER III and SRICSP plans to provide targeted supports to address barriers to learning for students experiencing learning loss, needing remediation, or needing social emotional learning supports. In the process of screening social emotional learning curriculums..

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021–22 LCAP and Annual Update.

The 2021-22 school year has been a year of many plans, and our district has worked diligently to ensure that all plans are aligned and all funds can be maximized to support student outcomes. As noted throughout this document, our district has received one-time state and federal funds that are geared toward keeping our schools safely open while preventing the spread of COVID-19 and accelerating student learning recovery after a year spent in distance learning.

To that end, we have worked to align our fiscal resources to our 2021-22 LCAP (<https://cuttensd.org/wp-content/uploads/2021-2022-Local-Control-and-Accountability-Plan.pdf>) in the following plans in these ways:

[Safe Return to In-Person Instruction and Continuity of Services Plan \(SRICSP\)](https://cuttensd.org/wp-content/uploads/2021-Safe-Return-to-In-Person-Instruction-and-Continuity-Plan-Cutten-Elementary-School-District-20210720-2.pdf) (<https://cuttensd.org/wp-content/uploads/2021-Safe-Return-to-In-Person-Instruction-and-Continuity-Plan-Cutten-Elementary-School-District-20210720-2.pdf>);

The CESD's Continuity of Services Plan supports and aligns to its CESD 2021-22 LCAP by keeping our schools safe and COVID-free, allowing the following opportunities and goals to be implemented:

1. Keep the student to teacher/instructional Aide Ratio 24:1 in Tk-3; and 28:1 in 4-6th grades-Goal 1
2. Offer Summer school in 2021 and 2022 to support students who are below grade level and to mitigate learning loss that resulted from the pandemic-Goal 1
3. Provide music instruction to every student, and offer additional elective music instruction in grades 3rd through 6th-Goal 1
4. Provide a Targeted Intervention Program to support students achieving below grade level- Goal 1

ESSER III Expenditure Plan ([https://cuttensd.org/wp-](https://cuttensd.org/wp-content/uploads/2021/05/ESSER_III_Expenditure_Plan_Cutten_Elementary_School_District_20220205.pdf)

[content/uploads/2021/05/ESSER_III_Expenditure_Plan_Cutten_Elementary_School_District_20220205.pdf](https://cuttensd.org/wp-content/uploads/2021/05/ESSER_III_Expenditure_Plan_Cutten_Elementary_School_District_20220205.pdf)). The ESSER III Plan supports, aligns and/or allows programs to grow and expand the goals of the 2021-22 LCAP in the following ways:

1. Offer Summer school in 2021 and 2022 to support students who are below grade level and to mitigate learning loss that resulted from the pandemic. Goal 1
2. Participation of staff in the Arts & Creativity SEL Initiative Goal 1
3. ELA and Math Intervention-Maintain instructional aides in every classroom to support all students. Provide a Targeted Intervention Program to support students achieving below grade level. Goal 1
4. Purchase computer devices for check out and internet connectivity for home use to homeless, foster youth, English learners, and low income students. to Improve overall technology and Infrastructure access and usage. Goal 1

Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction

California's 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA's educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA's 2022–23 LCAP.

Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA's educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to

reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

Prompt 1: *“A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).”*

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

Prompt 2: *“A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.”*

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California Education Code Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

In the event that the additional concentration grant add-on is not sufficient to increase the number of staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, describe how the LEA is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Prompt 3: *“A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.”*

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (<https://www.cde.ca.gov/fq/cr/relieffunds.asp>) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (<https://www.cde.ca.gov/fq/cr/>) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

Prompt 4: *“A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.”*

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA's implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

Prompt 5: "A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021–22 LCAP and Annual Update."

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA's 2021–22 LCAP. For purposes of responding to this prompt, "applicable plans" include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education

November 2021

Mid-Year LCAP Update

February 14, 2022

Cutten Elementary School District

Background

Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the annual update to the 2021–22 LCAP and budget overview for parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting the LEA must include all of the following:

- The Supplement for the Annual Update for the 2021–22 LCAP;
 - All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
 - Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.
- Impact to the Budget Overview for Parents



The Supplement for the Annual Update for the 2021 – 22 LCAP

Prompt 1: Educational Partner Engagement for Budget Act funds:

The Budget Act of 2021 provided additional funds to LEAS

Because the budget was not passed until June, 2021, we did not have a chance to include the following funds into the 2021-2022 LCAP:

- *ESSR III \$1,840,395*
- *Educator Effectiveness Block Grant \$191,887 over the course of 5 years*

Weekly communication with all stakeholders includes parent newsletters and staff bulletins. Regular messaging via our mass notification occurs to maintain communication with all stakeholders. Attendance data is reviewed and letters are sent out to parents as needed. Administrators meet regularly to analyze collected data and develop plans accordingly. The Cuten Ste Council meets regularly and feedback is sought. The Leadership Team meets weekly to address the goals and actions of the LCAP and review metrics and outcomes. There are regular check-ins with HBTA certificated bargaining union representatives. The District does not have a classified bargaining unit. Student opinions were gathered at Student Council meetings and through surveys.

Consultation with District partners specifically related to the extra Budget Act of 2021 funds include:

- *9/22/21 ESSR III Staff Survey*
- *9/29/21 ESSR III Parent and Students Survey*
- *See 2021-22 LCAP section: Engaging Educational Partners*

Prompt 2: Use of additional Concentration Funding:

Our LEA did not receive additional concentration funds.



Prompt 3: Educational Partner Engagement for One-Time Federal Funds:

Our district received the following one-time funds through the federal government to help us respond to the COVID-19 pandemic and the effects of distance learning:

Learning Loss Mitigation Funds (LLMF)

ESSER I
ESSER II
ESSER III
Homeless Children and Youth (HCY) I & II

Our district conducted community engagement on our one-time federal funds in a variety of ways. Specifically, consultation for the following federal funds occurred in the following ways:

<u>Federal Fund Name</u>	<u>How Community Engagement Occurred</u>
ESSER I	2022 LCAP Engagement Process
ESSER II	2022 LCAP Engagement Process
ESSER III	2022 LCAP Engagement Process; 2022 ESSER III Community Engagement Process
Homeless Children and Youth (HCY) I & II	2022 LCAP Engagement Process; 2021-22 Fall Cutten School District Housing Survey

See 2021-22 LCAP section: Engaging Educational Partners

Prompt 4: Implementation of the ESSER III Expenditure Plan:

As of February 2022, we have experienced these successes implementing the following proposed action steps:

1. To temporarily expand its staffing in the area of **health assistance and support staff** as a strategy to facilitate continuous and safe operation of in-person learning to reduce and prevent the spread of COVID-19 in accordance with CDPH guidelines.
2. To provide **distance learning options** to students who choose to participate in the Long Term Independent Study program due to COVID-19 as a strategy to provide continuity of learning and less disruption to each student's course of study.
3. To provide all students and staff the **appropriate PPE and equipment** to facilitate continuous and safe in person learning and to reduce the spread of COVID-19 in accordance with the CDPH guidelines.
4. To provide a **long term substitute teacher** in order to facilitate continuous and safe in person learning.
5. Upgrade **HVAC systems for the staff lounge and office facilities on the Cutten campus** (in progress).
6. Upgrade facility to provide a **safe entry and exit onto the Cutten campus**, and to upgrade windows for better ventilation in classrooms (in progress).
7. Will continue to provide **distance learning options by upgrading the connectivity on the Ridgewood campus** (in progress).
8. To provide **additional Administrative support** to oversee the facilities improvement to HVAC and safety.



Prompt 4: Implementation of the ESSER III Expenditure Plan (cont.):

As of February 2022, we have experienced challenges or purposeful delayed implementation regarding the following proposed action steps:

1. 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 from ELOP. This program has not started yet.
2. To provide targeted supports for struggling learners. Services may include **additional staffing and resources to support teachers and students**, including additional hours for paraprofessionals as needed to provide for individual or small group supports. This program has not been implemented yet due to the difficulty of hiring part-time employees.
3. To provide an **additional aide in the After School programs** at each site to provide intensive tutoring opportunities for students. This program has not been implemented yet due to the difficulty of hiring part-time employees.
4. To provide **intensive tutoring opportunities before and/or after school** at each site to provide intensive tutoring opportunities for students. This program has not been implemented yet due to the difficulty of hiring part-time employees.
5. To provide **targeted supports for struggling learners**. Services may include **additional resources to support special education teachers and students**, including additional hours for paraprofessionals as needed to provide for individual or small group supports. This program has not been fully implemented yet due to the difficulty of hiring part-time employees.
6. To provide targeted supports to address barriers to learning for students experiencing social-emotional or mental/physical challenges, CESD will seek to **hire a 0.5 FTE School Psychologist** to mitigate barriers to learning, provide counseling opportunities, and support student mental/emotional/physical health. Posting job in February to attract the most qualified applicants.
7. To provide targeted supports to address barriers to learning for students experiencing learning loss, needing remediation, or needing social emotional learning supports. In the process of screening social emotional learning curriculums.

Prompt 5: Using fiscal resources consistent with LCAP:

We have worked to align our fiscal resources to our 2021-22 LCAP in the following plans in these ways: Safe Return to In-Person Instruction and Continuity of Services Plan

CESD's Continuity of Services Plan supports and aligns to its CESD 2021-22 LCAP by keeping our schools safe and COVID-free, allowing the following opportunities and goals to be implemented:

1. Keep the student to teacher/instructional Aide Ratio 24:1 in Tk-3; and 28:1 in 4-6th grades- **Goal 1**
 2. Offer Summer school in 2021 and 2022 to support students who are below grade level and to mitigate learning loss that resulted from the pandemic- **Goal 1**
 3. Provide music instruction to every student, and offer additional elective music instruction in grades 3rd through 6th- **Goal 1**
 4. Provide a Targeted Intervention Program to support students achieving below grade level- **Goal 1**
-

Prompt 5: Using fiscal resources consistent with LCAP (cont):

ESSER III Expenditure Plan

The ESSER III Plan supports, aligns and/or allows programs to grow and expand the goals of the 2021-22 LCAP in the following ways:

1. Offer Summer school in 2021 and 2022 to support students who are below grade level and to mitigate learning loss that resulted from the pandemic. **Goal 1**
2. Participation of staff in the Arts & Creativity SEL Initiative **Goal 1**
3. ELA and Math Intervention-Maintain instructional aides in every classroom to support all students. Provide a Targeted Intervention Program to support students achieving below grade level. **Goal 1**
4. Purchase computer devices for check out and internet connectivity for home use to homeless, foster youth, English learners, and low income students to improve overall technology and Infrastructure access and usage. **Goal 1**



Impact to the Budget Overview for Parents

When the Cutten School District adopted our LCAP and Budget on June 15, 2021, the state budget act was not complete. The adopted state budget included additional funds that were not anticipated by our district. The impact to our adopted Budget Overview for Parents is as follows:

Item	21-22 Budget Adoption	21-22 First Interim
Total LCFF Funds	\$5,902,141	\$5,893,187
Supplemental/Concentration	\$474,632	\$465,060
Other State Funds	\$620,658	\$651,448
All Local Funds	\$212,681	\$343,388
All Federal Funds	\$378,312	\$1,911,445
Total Projected Revenue	\$7,113,792	\$8,799,468

Mid-year expenditure and implementation data

LCAP Goal 1

Increase achievement levels for all students and each student group, improving the foundation for college and career readiness and preparing students for success.

LCAP Goal 1 - Actions

Action Title	Budgeted Expenditure	Actuals of 1/31/22) (As	Implementation Note
Teacher Assignment	\$3,178,954	\$1,589,117	Teacher Salaries & Benefits, on track as of January
ELA and Math Intervention	\$152,100	\$27,793	Cutten TIP Program Classroom based. TIP hours lower than expected.
Special Education Resource Program and Speech & Language Services	\$506,652	\$274,521	On track, added Presence Learning due to increase in SLP services.
Special Day Class	\$118,480	\$60,443	Teacher Salaries & Benefits, on track as of January

LCAP Goal 1 - Actions

Action Title	Budgeted Expenditure	Actuals of 1/31/22) (As	Implementation Note
<i>Instructional Aides</i>	\$290,784	\$161,113	<i>On track, includes extra aide hours at beginning of school year.</i>
<i>Instructional Aide Support</i>	\$25,000	\$0	<i>Pending end of year financials Transfer of funds at end of year</i>
<i>GATE Services</i>	\$20,755	\$9,472	<i>On track</i>
<i>Student to Teacher/Instructional Aide Ratio</i>	\$133,120	\$66,164	<i>On track</i>
<i>Music Education</i>	\$76,982	\$38,112	<i>On track</i>

LCAP Goal 1 - Actions

Action Title	Budgeted Expenditure	Actuals of 1/31/22) (As	Implementation Note
Music Education	\$23,994	\$11,973	On track
Next Generation Science Standards	\$110,900	\$119,082	Curriculum order complete
Arts Education	\$21,696	\$3,670	Contractor not Employee
Technology and Infrastructure	\$58,136	\$29,845	On track
Summer School	\$107,093	\$71,995	Curriculum purchased in prior year

LCAP Goal 1 - Actions

Action Title	Budgeted Expenditure	Actuals of 1/31/22) (As	Implementation Note
Devices for Student Groups	\$20,500	\$0	Not purchased yet
Outdoor Learning Space	\$230,000	\$0	Project not started yet
Leadership Team	\$22,257	\$0	Stipends paid in Feb/May
Library Staffing	\$94,571	\$44,382	On track
Language Development Support	\$18,529	\$4,434	Salaries & Benefits on track. Curriculum pending.
Classroom Funds	\$15,000	\$10,312	On track

Mid-year expenditure and implementation data

LCAP GOAL 2

Ensure a high level of student, family, and community involvement in a safe, inclusive, and welcoming learning environment where the academic and social/emotional well being for each student is emphasized through a multi-tiered system of supports.

LCAP Goal 2 - Actions

Action Title	Budgeted Expenditure	Actuals of 1/31/22) (As	Implementation Note
Equipment and Supplies Other Than Curriculum	\$50,000	\$23,800	On track
Facility Deferred Maintenance	\$114,250	\$94,965	On track: Fencing, Annex and Kitchen
Support Services to Parents	\$2,000	\$0	Event postponed due to COVID-19
Communication with Parents	\$105,001	\$61,453	On track
School Meal Program Enhancement	\$69,365	\$0	Pending end of year financials

LCAP Goal 2 - Actions

Action Title	Budgeted Expenditure	Actuals of 1/31/22) (As	Implementation Note
Bus Transportation	\$95,825	\$51,130	On track
Decrease Suspension Rate	\$11,925	\$5,391	On track
Decrease Chronic Absenteeism	\$13,025	\$5,391	Salaries & Benefits on track. Pending supplies.
Bus Transportation Services for Low-income students	\$72,094	\$0	Pending end of year financials
Student Council	\$2,220	\$0	Stipends in Feb/May

LCAP Goal 2 - Actions

Action Title	Budgeted Expenditure	Actuals of 1/31/22 (As of 1/31/22)	Implementation Note
Career Exploration and Cultural Events to Build School Connections	\$2,500	\$0	Events postponed due to COVID-19
Attendance and Parent Education Support	\$26,099	\$14,982	On track
Counseling Services	\$35,806	\$3,600	Contractor not Employee



Closing

The continuing impacts of the COVID-19 Pandemic, including the challenges of hiring staff, implementing health and safety protocols, and addressing learning acceleration needs due to the impacts of distance learning, has presented many challenges the first half of the school year.

Despite these challenges, the Cutten Elementary School District is committed to implementing the LCAP to provide the necessary services to our students.

We acknowledge, and sincerely thank, the hard work and dedication of our employees, the support of our parents, and the resilience of our students to continue our reach for excellence.

**COVID-19
Safety Plan (CSP)**

COVID-19 Prevention Program (CPP)
and
Covid-19 School Guidance Checklist

**2021-2022
Cutten Elementary School District**

COVID-19 Prevention Program (CPP) for Cutten Elementary School District

This CPP is designed to control exposures to the SARS-CoV-2 virus that may occur in our workplace.

Date: January 2022

Authority and Responsibility

Becky MacQuarrie, Superintendent, has overall authority and responsibility for implementing the provisions of this CPP in our workplace. In addition, all managers and supervisors are responsible for implementing and maintaining the CPP in their assigned work areas and for ensuring employees receive answers to questions about the program in a language they understand.

All employees are responsible for using safe work practices, following all directives, policies, and procedures, and assisting in maintaining a safe work environment.

Identification and Evaluation of COVID-19 Hazards

We will implement the following in our workplace:

- Conduct workplace-specific evaluations using the **Appendix A: Identification of COVID-19 Hazards** form.
- Evaluate employees' potential workplace exposures to all persons at, or who may enter, our workplace.
- Review applicable orders and general and industry-specific guidance from the State of California, Cal/OSHA, and the local health department related to COVID-19 hazards and prevention.
- Evaluate existing COVID-19 prevention controls in our workplace and the need for different or additional controls.
- Conduct periodic inspections using the **Appendix B: COVID-19 Inspections form** as needed to identify unhealthy conditions, work practices, and work procedures related to COVID-19 and to ensure compliance with our COVID-19 policies and procedures.

Employee Participation

Employees and their authorized employees' representatives are encouraged to participate in the identification and evaluation of COVID-19 hazards by **attending mandatory trainings**

- What is COVID-19 and how is it spread
- Signs and symptoms of COVID-19
- When to seek medical attention if not feeling well
- Prevention of the spread of COVID-19 if you are sick
- Physical and social distancing guidelines
- Importance of washing hands with soap and water or use of hand sanitizer if soap and water are not readily available.
- Reminders and methods to avoid touching eyes, nose, and mouth
- Coughing and sneezing etiquette
- Safely using cleansers and disinfectants

Employee Screening and Immunization

We screen our employees by: Staff coming onsite do a self-health check of Covid-19 symptoms. Staff have access to both PCR and Antigen Covid-19 tests onsite during work hours daily.

Unsafe or unhealthy work conditions, practices or procedures will be documented on the **Appendix B**

Consistent with the California Department of Public Health Order dated August 11, 2021, Governor Newsom's announcement of the same date, and in order with Cal/OSHA regulations and guidance, we are required to determine our employees' vaccination status in order to address safety conditions that may arise due to the presence of COVID-19 in the workplace. "Fully Vaccinated" means individuals who are considered fully vaccinated for COVID-19: two weeks or more after they have received the second dose in a 2-dose series (Pfizer-BioNTech or Moderna or a vaccine authorized by the World Health Organization), or two weeks or more after they have received a single-dose vaccine (Johnson and Johnson [J&J]/Janssen). COVID-19 vaccines that are currently authorized for emergency use:

- By the US Food and Drug Administration (FDA), are listed at the FDA COVID-19 Vaccines webpage
- By the World Health Organization (WHO), are listed at WHO COVID-19 Vaccine's webpage

"Incompletely vaccinated" means persons who have received at least one dose of COVID-19 vaccine but do not meet the definition of fully vaccinated. "Unvaccinated" means persons who have not received any doses of COVID-19 vaccine or whose status is unknown.

If you decline to provide information about your vaccination status, are not fully vaccinated, or if your status is unknown, we are required to assume you are unvaccinated for purposes of rules or requirements in the workplace. These include:

-Asymptomatic unvaccinated or incompletely vaccinated workers are required to undergo diagnostic screening testing. Such workers may be tested with either antigen or molecular tests to satisfy this requirement, but unvaccinated or incompletely vaccinated workers must be tested at least once weekly with either PCR testing or antigen testing. Any PCR (molecular) or antigen test used must either have Emergency Use Authorization by the U.S. Food and Drug Administration or be operating per the Laboratory Developed Test requirements by the U.S. Centers for Medicare and Medicaid Services. Testing will take place every Friday at both the Cutten and Ridgewood facilities.

-Unvaccinated or incompletely vaccinated workers must also observe all other infection control requirements and are not exempted from the testing requirement even if they have a medical contraindication to vaccination, since they are still potentially able to spread the illness. A previous history of COVID-19 from which the individual recovered more than 90 days earlier, or a previous positive antibody test for COVID-19, do not waive this requirement for testing.

The following are the verified versions of proof of vaccination:

- Your COVID-19 Vaccination Record Card (issued by the Department of Health and Human Services Centers for Disease Control & Prevention or WHO Yellow Card), which includes name of person vaccinated, type of vaccine provided, and date last dose administered, OR
- A photo of a Vaccination Record Card as a separate document; OR
- A photo of the client's Vaccination Record Card stored on a phone or electronic device, OR
- Documentation of COVID-19 vaccination from a health care provider; OR
- A digital record that includes a QR code that when scanned by a SMART Health Card reader displays to the reader client name, date of birth, vaccine dates and vaccine type, OR
- Documentation of vaccination from other contracted employers who follow these vaccination records guidelines and standards, i.e., we received the above documentation from an employer with whom you contract.

Volunteers

Only vaccinated volunteers on campus due to State Covid-19 testing requirements and distancing capacity.

COVID-19 Inspection form, and corrected in a timely manner based on the severity of the hazards, as follows:

- The severity of the hazard will be assessed, and correction time frames assigned, accordingly.
- Individuals are identified as being responsible for timely correction.
- Follow-up measures are taken to ensure timely correction.

	Student or Staff with:	Action	Communication
1	<p>COVID-19 Symptoms (e.g., fever, cough, loss of taste or smell, difficulty breathing)</p> <p>Symptom Screening: Per CA School Sector <u>Specific Guidelines</u></p>	<p>Send home</p> <p>Recommend testing (If positive, see #3, if negative, see #4)</p> <p>School/classroom remain open</p>	Parent/Teacher notified.
2	<p>Close contact (†) with a confirmed COVID- 19 case</p>	<p>In school recommendations: Cutten is using a blended approach to contact tracing-making a determination if individual or group contact tracing is the best approach for each individual positive exposure.</p> <p><u>Individual Contact Tracing</u></p> <p><u>Masked</u></p> <p>Unvaccinated: Modified Quarantine: Exposed student may continue in-person instruction only and must test 2x per week for 10 days; no sports, community, or extracurricular activities until end of quarantine. (May shorten quarantine to 5 days if negative test on or after day 5.)</p> <p><u>Unmasked</u></p> <p>Unvaccinated: Exposed student 10-day quarantine if untested; may shorten quarantine to 5 days if negative test on or after day 5.</p> <p><u>Regardless of masking criteria:</u></p> <p>Vaccinated: No quarantine; Test at day 5 after exposure</p> <p>Call home and determine quarantine at home or in school</p> <p>*Quarantine 10 days from last exposure</p> <p>School/classroom remain open</p>	<p>School community notification. Consider school community notification of a known contact</p>

		<p><u>Group Contact Tracing</u></p> <p>All students who were in the same shared indoor space (e.g., a classroom) for:</p> <p>15 minutes over 24 hours with a confirmed case are considered part of the exposed group, regardless of vaccination status or recent previous infection.</p> <p>Exposed students, regardless of vaccination status or recent previous infection, should test at least once on day 3-5 after exposure.</p> <p>Exposed students who participate in testing may continue to take part in all school activities, including sports and other extracurricular activities, as long as they test negative and do not develop symptoms.</p> <p>Exposed students who remain in school and extra-curricular activities should otherwise follow home quarantine instructions and wear a well fitted mask in all public places.</p> <p>Students who show symptoms of COVID-19 should stay home until CDPH criteria is met:</p> <ul style="list-style-type: none"> At least 24 hours have passed since fever subsides (without fever-reducing medication). Other symptoms have improved/subsided; and Student has a negative COVID-19 test or healthcare provider has confirmed an alternative diagnosis. <p>Students who do not participate in testing should quarantine at home for 10 days after last exposure. Masking is required during duration of quarantine period.</p> <p>Any student who tests positive should isolate at home.</p> <p>Exception: If an unvaccinated student and the positive person were not both wearing masks during exposure, the unvaccinated exposed student should quarantine for 10 days. If negative test on day 5 or later, student may return to school on day 6. Masking is required for the duration of quarantine period.</p>	
	<p>4. Exposed Person was not a student</p>	<p><u>Exposed person was NOT a student</u></p> <p>A person (staff or student) was exposed outside of supervised school setting A person who is boosted, vaccinated but not booster-eligible, or was positive in the past 90 days*:</p>	<p>School community notification. Consider school community notification of a known contact.</p>

Does not need to quarantine

Test on day 5.

Wear a well-fitting mask around others for 10 days, especially in indoor settings.

If testing positive, follow isolation recommendations.

If symptoms develop, test and stay home.

A person who is booster-eligible but has not received a booster yet*:

In a workplace setting, asymptomatic employees in this category may come to work as long as:

A negative diagnostic test is obtained within 3-5 days after last exposure to a case

Employee wears a well-fitting mask around others for a total of 10 days

Employee continues to have no symptoms.

In all other settings, the person should quarantine as described below. Quarantine can end on day 5 with a negative test on or after day 5. All others:

Stay home for at least 5 days after last contact with a person who has COVID-19.

Test on day 5.

Quarantine can end after day 5 if symptoms are not present and a diagnostic specimen collected on day 5 or later tests negative.

If unable to test or choosing not to test, and no symptoms, quarantine can end after day 10.

Wear a well-fitting mask around others for a total of 10 days, especially in indoor settings.

If testing positive, follow isolation recommendations.

If symptoms develop, test and stay home.

A person (staff or student) was exposed outside of supervised school setting

Vaccinated* student: Does not need to quarantine; test on day 5. Wear a well-fitting mask around others for 10 days, especially in indoor settings. If testing positive, follow isolation recommendations. If symptoms develop, test and stay home.

Non-vaccinated student: Exposed student should quarantine for 10 days after last exposure. If negative test on day 5 or later, student may return to

		school on day 6.	
3	Confirmed COVID-19 case infection	<p>Notify the local public health department</p> <p>Regardless of vaccination status or symptoms, the person must:</p> <p>Stay home for at least 5 days.</p> <p>Isolation can end on after day 5 and person may return to school/work on day 6 if:</p> <p style="padding-left: 40px;">Symptoms are not present or are resolving; and a test* collected on day 5 or later is negative.</p> <p style="padding-left: 40px;">If unable to test or choosing not to test, and no symptoms, isolation can end after day 10.</p> <p>If fever is present, isolation should be continued until fever resolves.</p> <p>If symptoms, other than fever, are not resolving continue to isolate until symptoms are resolving or until after day 10.</p> <p>Wear a well-fitting mask around others for a total of 10 days, especially in indoor settings.</p> <p>Identify contacts (within 6 feet of someone for a cumulative total of 15 minutes or more over a 24-hour period).</p> <p>Disinfection and cleaning of classroom and primary spaces where case spent significant time</p> <p>School/classroom remains open</p>	School community notification of a known case
4	Tests negative after symptoms	<p>At least 24 hours have passed since resolution of fever without the use of fever-reducing medications; AND Other symptoms have improved.</p>	Consider school community notification if prior awareness of testing

(†) A contact is defined as a person who is <6 feet from a case for >15 minutes. In some school situations, it may be difficult to determine whether individuals have met this criterion and an entire cohort, classroom, or other group may need to be considered exposed, particularly if people have spent time together indoors.

(††) A cohort is a stable group with fixed membership that stays together for all courses and activities (e.g., lunch, recess, etc.) and avoids contact with other persons or cohorts.

Control of COVID-19 Hazards

Physical Distancing

Physical distancing is an effective method that can help stop or slow the spread of an infectious disease by limiting the contact between people. For COVID-19, the recommended distance is at least 6 feet. To help prevent the spread of respiratory disease, employees should avoid close contact with people who are sick.

Each site will have a plan in place to ensure social distancing at their location. The plan may include, but is not limited to the following:

- Implementing flexible work hours by rotating or staggering shifts to limit the number of employees on site at the same time

- Increasing physical space between employees by modifying the workspace.
- Avoiding shared workspaces (desks, offices, and cubicles) and work items (phones, computers, other work tools, and equipment) when possible. Cleaning once a day as recommended by the CDC and OSHA.
- Increasing physical space between employees and public by offering video conferencing, implementing physical distancing when in person, and meeting outside when available.
- Using signs, tape marks, or other visual cues on the floor, place 6 feet apart, to indicate where to sit when eating unmasked.
- Close or limited access to common areas where employees are likely to congregate and interact.
- Delivering services and holding meetings remotely by phone, video, or internet.
- Using physical distancing (3-6ft) apart in classrooms and during meetings when possible.
- Students are cohorted by class except during recesses at which time they are in grade level sub cohorts. Students mix with other cohorts on the bus, during some music classes, and in the afterschool program.
- Limiting any unnecessary travel with passenger(s) from one site to another in work vehicles and personal employee vehicles.
- Eliminating all non-essential and non-related services, such as entertainment activities.
- Using videoconferencing or teleconferencing, when possible, for work-related meetings and gatherings.
- Canceling, adjusting, or postponing large work-related meetings or gatherings that can only occur in-person in accordance with state and local regulations and guidance.
- When videoconferencing or teleconferencing is not possible, holding meetings in open, well-ventilated spaces continuing to maintain a distance of 3- 6 feet apart and wear cloth face coverings.

Employees will also be asked to practice social distancing outdoors including, but not limited to the following:

- When working in sports fields, playgrounds, assembly areas, and/or other outdoor areas
- Before starting the work shift
- After the work shift
- Coming and going from vehicles
- Entering, working, and exiting physical buildings or other structures
- During breaks and lunch periods

Individuals will be kept as far apart as possible when there are situations where six feet of physical distancing cannot be achieved.

Face Coverings

We provide clean, undamaged face coverings and ensure they are properly worn by employees over the nose and mouth when indoors, and outdoors. Mask can be removed when eating and sitting six feet or more away from another person, including non-employees, and where required by orders from the California Department of Public Health (CDPH) or local health department. Extra face coverings are kept stocked and distributed **as needed**. The use of cloth face coverings, masks, or face shields is reinforced. **When a non-employee is encountered that is not wearing a face mask, the employee requests that the individual put a face mask on, and/or offers a clean, unused face mask. If an issue arises, the administrator is notified.** Face coverings are most essential when physical distancing is not practicable.

- All staff must wear cloth face coverings unless Cal/OSHA standards require respiratory protection.
- Food service workers and staff in routine contact with the public (e.g., front office) must use gloves and facial coverings.
- Students in TK through sixth grade are required to wear face coverings inside and outside of the classroom,

except when eating, taking mask breaks at least six feet apart outside, and engaging in strenuous physical activity (like running the mile) when they can stay 6ft apart from another person.

- Students and staff should be frequently reminded not to touch the face covering and to wash their hands frequently.
- Information should be provided to all staff and families in the school community on proper use, removal and washing of cloth face coverings.

The following are exceptions to the use of face coverings in our workplace:

- When an employee is alone in a room.
- While eating and drinking at the workplace, provided employees are at least six feet apart and outside air supply to the area, if indoors, has been maximized to the extent possible.
- Employees wearing respiratory protection in accordance with CCR Title 8 section 5144 or other safety orders.
- Employees who cannot wear face coverings due to a medical or mental health condition or disability, or who are hearing-impaired or communicating with a hearing-impaired person. Alternatives will be considered on a case-by-case basis.
- Specific tasks that cannot feasibly be performed with a face covering, where employees will be kept at least six feet apart.

Any employee not wearing a required face covering will be at least six feet apart from all other persons unless the unmasked employee is either fully vaccinated or tested at least weekly for COVID-19.

We will not prevent any employee from wearing a face covering when it is not required unless it would create a safety hazard, such as interfering with the safe operation of equipment.

Face coverings will also be provided to any employee that requests one, regardless of their vaccination status.

Engineering controls

We implement the following measures for situations where we cannot maintain at least six feet between individuals: **masks, face shields, shortened exposure time, and ample ventilation.**

We maximize, to the extent feasible, the quantity of outside air for our buildings with mechanical or natural ventilation systems by:

- When the outside air needs to be minimized due to other hazards, such as heat and wildfire smoke, the district will consider a temporary school closure.
- The ventilation systems are serviced regularly. They have been adjusted to provide the maximum outside air input. Air purifiers have been installed in every classroom. Spare high-efficiency filters have been purchased ahead of the need for replacement.

Cleaning and disinfecting

Cutten School District has implemented the following cleaning and disinfection measures once a day for frequently touched surfaces and objects in the workplace. This includes, but is not limited to, classroom technology devices, containers, counters, tables, desks, chairs, benches, door handles, knobs, drinking fountains, refrigerators, vending machines, portable restroom and bathroom surfaces, automobiles, and buses, and trash cans.

The process of disinfecting includes providing disinfecting products, that are EPA approved for use against the virus that causes COVID-19 and following the manufacturer's instructions for all cleaning and disinfection products (e.g., safety requirements, PPE, concentration, contact time.)

Coronaviruses on surfaces and objects naturally die within hours to days. Warmer temperatures and exposure to sunlight will reduce the time the virus survives on surfaces and objects. Normal routine cleaning with soap and water removes germs and dirt from surfaces. It lowers the risk of spreading COVID-19 infection.

Disinfectants kill germs on surfaces after cleaning, that can further lower the risk of spreading infection. Employees will

need to follow the district's approved disinfecting products and procedures when using disinfectants. Disinfecting procedures include:

- When no people with confirmed or suspected COVID-19 are known to have been in a space, cleaning once a day is usually enough to sufficiently remove virus that may be on surfaces and help maintain a healthy facility. Areas that are in a shared spaces in high traffic areas will be cleaned daily and disinfected as needed.
- Store and use disinfectants in a responsible and appropriate manner according to the label.
- Keep all disinfectants out of the reach of children. Disinfectants should typically not be applied on items used by children, especially any items that children might put in their mouths. Many disinfectants are toxic when swallowed.
- Do not overuse or stockpile disinfectants or other supplies.
- Always wear gloves appropriate for the chemicals being used when you are cleaning and disinfecting. Additional personal protective equipment (PPE) may be needed based on setting and product.
- Areas unoccupied for 7 or more days need only routine cleaning.
- Outdoor areas generally require normal routine cleaning and do not require disinfection.

Electronics

For electronics, such as tablets, touch screens, keyboards, and remote controls:

- Follow manufacturer's instruction for cleaning and disinfecting.
- If no guidance, use alcohol-based wipes or sprays containing at least 70% alcohol. Dry surface thoroughly.

Should we have a COVID-19 case in our workplace, we will implement the following procedures:

- Close off areas used by the sick person.
- Clean and disinfect all areas used by the sick person, such as offices, bathrooms, common areas, shared electronic equipment like tablets, touch screens, keyboards, remote controls.
- Always wash immediately after removing gloves and after contact with a sick person.
- Continue routine cleaning and disinfection

Shared tools, equipment, and personal protective equipment (PPE)

PPE must not be shared, e.g., gloves, goggles, and face shields.

Items that employees come in regular physical contact with, such as phones, headsets, desks, keyboards, writing materials, instruments and tools must also not be shared, to the extent feasible, and should be cleaned daily.

Sharing of vehicles will be minimized to the extent feasible, and high-touch points (for example, steering wheel, door handles, seatbelt buckles, armrests, shifter, etc.) will be disinfected between users.

Hand sanitizing

In order to implement effective hand sanitizing procedures, we adhere to the following:

Hand hygiene procedures include the use of alcohol-based hand rubs and hand washing with soap and water. Washing hands with soap and water is the best way to get rid of germs in most situations, and it's one of the most effective ways to prevent the spread of germs. If soap and water are not readily available, use an alcohol-based hand sanitizer (containing at least 60% alcohol).

Properly hand wash with soap and water by:

- Wet hands first with water (avoid using hot water).
- Apply soap to hands.

- Rub hands vigorously for at least 15 seconds, covering all surfaces of hands and fingers.
- Rinse hands with water and dry thoroughly with paper towel.
- Use paper towel to turn off water faucet.

Alcohol-based hand rub is an ideal method for decontaminating hands, except when hands are visibly soiled (e.g., dirt, blood, body fluids), and may not remove harmful chemicals from hands like pesticides and heavy metals, in which case soap and water should be used. Hand hygiene stations should be strategically placed to ensure easy access.

Using Alcohol-based Hand Rub (follow manufacturer's directions):

- Dispense the recommended volume of product.
- Apply product to the palm of one hand; and
- Rub hands together, covering all surfaces of hands and fingers until they are dry (no rinsing is required), this should take around 20 seconds.

Handwashing facilities will be maintained to provide adequate supply of hand washing soap and paper towels.

Personal protective equipment (PPE) used to control employees' exposure to COVID-19

We evaluate the need for PPE (such as gloves, goggles, and face shields) as required by CCR Title 8, section 3380, and provide such PPE as needed. Every staff member given \$100 stipend to self-purchase personal protective gear for the year.

When it comes to respiratory protection, we evaluate the need in accordance with CCR Title 8 section 5144 when the physical distancing requirements are not feasible or maintained. **The district follows section 3205(c)(E) for details on required respirator and eye protection use.**

We provide and ensure use of eye protection and respiratory protection in accordance with section 5144 when employees are exposed to procedures that may aerosolize potentially infectious material such as saliva or respiratory tract fluids. [Delete if not applicable to your workplace.]

Investigating and Responding to COVID-19 Cases

This will be accomplished by using the **Appendix C: Investigating COVID-19 Cases** form.

Employees who had potential COVID-19 exposure in our workplace will be:

- Offered COVID-19 testing at no cost during their working hours.
- The information on benefits described in Training and Instruction, and Exclusion of COVID-19 Cases, below, will be provided to them.

System for Communicating

Our goal is to ensure that we have effective two-way communication with our employees, in a form they can readily understand, and that it includes the following information:

- That employees should report by telephone call COVID-19 symptoms and possible hazards to their site administrator
- That employees can report symptoms and hazards without fear of reprisal.
- Our procedures or policies for accommodating employees with medical or other conditions that put them at increased risk of severe COVID-19 illness.
- Where testing is not required, how employees can access COVID-19 testing.
- In the event we are required to provide testing because of a workplace exposure or outbreak, we will communicate the plan for providing testing and inform affected employees of the reason for the testing and the possible consequences of a positive test.
- Information about COVID-19 hazards employees (including other employers and individuals in contact with our workplace) may be exposed to, what is being done to control those hazards, and our COVID-19 policies

and procedures.

Training and Instruction

We will provide effective training and instruction that includes:

- Our COVID-19 policies and procedures to protect employees from COVID-19 hazards.
- Information regarding COVID-19-related benefits to which the employee may be entitled under applicable federal, state, or local laws.
- The fact that:
 - COVID-19 is an infectious disease that can be spread through the air.
 - COVID-19 may be transmitted when a person touches a contaminated object and then touches their eyes, nose, or mouth.
 - An infectious person may have no symptoms.
- Methods of physical distancing of at least six feet and the importance of combining physical distancing with the wearing of face coverings.
- The fact that particles containing the virus can travel more than six feet, especially indoors, so physical distancing must be combined with other controls, including face coverings and hand hygiene, to be effective.
- The importance of frequent hand washing with soap and water for at least 20 seconds and using hand sanitizer when employees do not have immediate access to a sink or hand washing facility, and that hand sanitizer does not work if the hands are soiled.
- Proper use of face coverings and the fact that face coverings are not respiratory protective equipment - face coverings are intended to primarily protect other individuals from the wearer of the face covering.
- COVID-19 symptoms, and the importance of obtaining a COVID-19 test and not coming to work if the employee has COVID-19 symptoms.

Exclusion of COVID-19 Cases

Where we have a COVID-19 case in our workplace, we will limit transmission by:

- Ensuring that COVID-19 cases are excluded from the workplace until our return-to-work requirements are met.
- Excluding employees with COVID-19 exposure (within 6 feet of a positive case for 15 or more minutes) from the workplace for a minimum of 5 days after the last known COVID-19 exposure to a COVID-19 case up to 10 days if symptoms, other than fever, are not resolving, or a negative test was not attained.
- Continuing and maintaining an employee's earnings, seniority, and all other employee rights and benefits whenever we've demonstrated that the COVID-19 exposure is work related. This will be accomplished by employer-provided employee sick leave benefits were permitted by law and when not covered by workers' compensation.
- Providing employees at the time of exclusion with information on available benefits.

Reporting, Recordkeeping, and Access

It is our policy to:

- Report information about COVID-19 cases at our workplace to the local health department whenever required by law, and provide any related information requested by the local health department.
- Report immediately to Cal/OSHA any COVID-19-related serious illnesses or death, as defined under CCR Title 8 section 330(h), of an employee occurring in our place of employment or in connection with any employment.

- Maintain records of the steps taken to implement our written COVID-19 Prevention Program in accordance with CCR Title 8 section 3203(b).
- Make our written COVID-19 Prevention Program available at the workplace to employees, authorized employee representatives, and to representatives of Cal/OSHA immediately upon request.
- Use the Appendix C: Investigating COVID-19 Cases form to keep a record of and track all COVID-19 cases. The information will be made available to employees, authorized employee representatives, or as otherwise required by law, with personal identifying information removed.

Return-to-Work Criteria

- COVID-19 cases with COVID-19 symptoms will not return to work until all the following have occurred:
- Regardless of vaccination status or symptoms, the person must:
 - Stay home for at least 5 days.
 - Isolation can end on after day 5 and person may return to school/work on day 6 if:
 - Symptoms are not present or are resolving; and a test* collected on day 5 or later is negative.
 - If unable to test or choosing not to test, and no symptoms, isolation can end after day 10.
 - If fever is present, isolation should be continued until fever resolves.
 - If symptoms, other than fever, are not resolving continue to isolate until symptoms are resolving or until after day 10.
- Employee can return to work when symptoms are not present or are resolving; and a test collected on day 5 or later is negative.
- If an order to isolate or quarantine the employee will not return to work until the period of isolation or quarantine is completed or the order is lifted. If no period was specified, then the period will be 10 days from the time the order to isolate was effective, or 10 days from the time the order to quarantine was effective.

Becky MacQuarrie, Superintendent

Appendix B: COVID-19 Inspections

Date: _____

Name of person conducting the inspection: _____

Work location evaluated:

Exposure Controls	Status	Person Assigned to Correct	Date Corrected
Engineering			
Barriers/partitions			
Ventilation (amount of fresh air and filtration maximized)			
Additional room air filtration			
Window mechanisms			
Touchless thermometers			
Administrative			
Physical distancing – signs and markers			
Surface cleaning and disinfection (Frequently enough and adequate supplies)			
Hand washing facilities (adequate numbers and supplies)			
Disinfecting and hand sanitizing solutions being used according to manufacturer instructions			
Removal of shared materials and supplies			
Personal Protective Equipment			
Face coverings (cleaned sufficiently often)			
Gloves			
Face shields/goggles			
Respiratory protection			

Appendix C: Investigating COVID-19 Cases

All personal identifying information of COVID-19 cases or symptoms will be kept confidential. All COVID-19 testing, or related medical services provided by District will be provided in a manner that ensures the confidentiality of employees, with the exception of unredacted information on COVID-19 cases that will be provided immediately upon request to the local health department, CDPH, Cal/OSHA, the National Institute for Occupational Safety and Health (NIOSH), or as otherwise required by law.

All employees’ medical records will also be kept confidential and not disclosed or reported without the employee’s express written consent to any person within or outside the workplace, with the following exceptions: (1) Unredacted medical records provided to the local health department, CDPH, Cal/OSHA, NIOSH, or as otherwise required by law immediately upon request; and (2) Records that do not contain individually identifiable medical information or from which individually identifiable medical information has been removed.

Date: _____

Name of person conducting the investigation: _____

Employee (or non-employee*) name:		Occupation (if non-employee, why they were in the workplace):	
Location where employee worked (or non-employee was present in the workplace):		Date investigation was initiated:	
Was COVID-19 test offered?		Name(s) of staff involved in the investigation:	
Date and time the COVID-19 case was last present in the workplace:		Date of the positive or negative test and/or diagnosis:	
Date the case first had one or more COVID-19 symptoms:		Information received regarding COVID-19 test results and onset of symptoms (attach documentation):	
Results of the evaluation of the COVID-19 case and all locations at the workplace that may have been visited by the COVID-19 case during the high-risk exposure period, and who may have been exposed (attach additional information):			

Notice given (within one business day, in a way that does not reveal any personal identifying information of the COVID-19 case) of the potential COVID-19 exposure to:			
All employees who may have had COVID-19 exposure and their authorized representatives.	Date:		
	Names of employees that were notified:		
Independent contractors and other employers present at the workplace during the high-risk exposure period.	Date:		
	Names of individuals that were notified:		
What were the workplace conditions that could have contributed to the risk of COVID-19 exposure?		What could be done to reduce exposure to COVID-19?	
Was local health department notified?		Date:	

*Should an employer be made aware of a non-employee infection source COVID-19 status.

Additional Consideration #1

Multiple COVID-19 Infections and COVID-19 Outbreaks

The following procedures will be followed if either school site is identified by a local health department as the location of a COVID-19 outbreak, or there are three or more in school contracted COVID-19 cases in either school within a 14-day period. See section 3205.1 for details.

This section of CPP will stay in effect until there are no new COVID-19 cases detected in our workplace for a 14-day period.

COVID-19 Testing

- We will provide COVID-19 testing to all employees in our exposed workplace except for employees who were not present during the period of an outbreak identified by a local health department or the relevant 14-day period. COVID-19 testing will be provided at no cost to employees during employees' working hours.
- COVID-19 testing consists of the following:
 - All employees in our exposed workplace will be immediately tested and then tested again one week later. Negative COVID-19 test results of employees with COVID-19 exposure will not impact the duration of any quarantine period required by, or orders issued by, the local health department.
 - After the first two COVID-19 tests, we will continue to provide COVID-19 testing of employees who remain at the workplace at least once per week, or more frequently if recommended by the local health department, until there are no new COVID-19 cases detected in our workplace for a 14-day period.
 - We will provide additional testing when deemed necessary by Cal/OSHA.

Exclusion of COVID-19 Cases

We will ensure COVID-19 cases and employees who had COVID-19 exposure are excluded from the workplace in accordance with our CPP **Exclusion of COVID-19 Cases and Return to Work Criteria** requirements, and local health officer orders if applicable.

Investigation of Workplace COVID-19 Illness

We will immediately investigate and determine possible workplace-related factors that contributed to the COVID-19 outbreak in accordance with our CPP **Investigating and Responding to COVID-19 Cases**.

COVID-19 Investigation, Review and Hazard Correction

In addition to our CPP **Identification and Evaluation of COVID-19 Hazards and Correction of COVID-19 Hazards**, we will immediately perform a review of potentially relevant COVID-19 policies, procedures, and controls and implement changes as needed to prevent further spread of COVID-19.

The investigation and review will be documented and include:

- Investigation of new or unabated COVID-19 hazards including:
 - Our leave policies and practices and whether employees are discouraged from remaining home when sick.
 - Our COVID-19 testing policies.
 - Insufficient outdoor air.
 - Insufficient air filtration.
 - Lack of physical distancing.
- Updating the review:
 - Every thirty days that the outbreak continues.
 - In response to new information or to new or previously unrecognized COVID-19 hazards.
 - When otherwise necessary.
- Implementing changes to reduce the transmission of COVID-19 based on the investigation and review. We will consider:

- Moving indoor tasks outdoors or having them performed remotely.
- Increasing outdoor air supply when work is done indoors.
- Improving air filtration.
- Increasing physical distancing as much as possible.
- Respiratory protection.
- [describe other applicable controls].

Notifications to the Local Health Department

- Immediately, but no longer than 48 hours after learning of three or more COVID-19 cases in our workplace, we will contact the local health department for guidance on preventing the further spread of COVID-19 within the workplace.
- We will provide to the local health department the total number of COVID-19 cases and for each COVID-19 case, the name, contact information, occupation, workplace location, business address, the hospitalization and/or fatality status, and North American Industry Classification System code of the workplace of the COVID-19 case, and any other information requested by the local health department. We will continue to give notice to the local health department of any subsequent COVID-19 cases at our workplace.

Additional Consideration #2

Major COVID-19 Outbreaks

The following procedures will be followed if either school site experiences 20 or more COVID-19 cases within a 30-day period. Reference section 3205.2 for details.

This section of CPP will stay in effect until there are no new COVID-19 cases detected in our workplace for a 14-day period.

COVID-19 Testing

We will provide twice a week COVID-19 testing, or more frequently if recommended by the local health department, to all employees present at our exposed workplace during the relevant 30-day period(s) and who remain at the workplace. COVID-19 testing will be provided at no cost to employees during employees' working hours.

Exclusion of COVID-19 Cases

We will ensure COVID-19 cases and employees with COVID-19 exposure are excluded from the workplace in accordance with our CPP **Exclusion of COVID-19 Cases and Return to Work Criteria**, and any relevant local health department orders.

Investigation of Workplace COVID-19 Illnesses

We will comply with the requirements of our CPP **Investigating and Responding to COVID-19 Cases**.

COVID-19 Hazard Correction

In addition to the requirements of our CPP **Correction of COVID-19 Hazards**, we will take the following actions:

- In buildings or structures with mechanical ventilation, we will filter recirculated air with Minimum Efficiency Reporting Value (MERV) 13 or higher efficiency filters if compatible with the ventilation system. If MERV-13 or higher filters are not compatible with the ventilation system, we will use filters with the highest compatible filtering efficiency. We will also evaluate whether portable or mounted High Efficiency Particulate Air (HEPA) filtration units, or other air cleaning systems would reduce the risk of transmission and implement their use to the degree feasible.
- We will determine the need for a respiratory protection program or changes to an existing respiratory protection program under CCR Title 8 section 5144 to address COVID-19 hazards.
- We will evaluate whether to halt some or all operations at our workplace until COVID-19 hazards have been corrected
- Implement any other control measures deemed necessary by Cal/OSHA.

Notifications to the Local Health Department

We will comply with the requirements of our **Multiple COVID-19 Infections and COVID-19 Outbreaks-Notifications to the Local Health Department**.

Appendix D: COVID-19 training will be documented through the completion record maintained by Keenan & Associates.

February 10, 2022

Model COVID-19 Prevention Program (CPP)

This document contains information that requires font color attributes to be turned on in screen reader settings.

This is a fillable template that the employer may complete to ensure compliance with the COVID-19 Emergency Temporary Standard. Instructions in red font enclosed in brackets indicate where to enter worksite-specific information. Additional editing will be warranted, as needed, to ensure the written program is customized to actual workplace conditions and characteristics. There are four Additional Considerations at the end of the document that may need to be incorporated into the CPP, where applicable.

With some exceptions, all employers and places of employment are required to establish and implement an effective written COVID-19 Prevention Program (CPP) pursuant to an Emergency Temporary Standard in place for COVID-19 (California Code of Regulations (CCR), Title 8, section 3205(c)). Cal/OSHA has developed this model program to assist employers with creating their own unique CPP tailored to their workplace.

Employers are not required to use this program. Employers may create their own program or use another CCP template. Employers can also create a written CCP by incorporating elements of this program into their existing Injury and Illness Prevention Program (IIPP), if desired. Cal/OHA encourages employers to engage with employees in the design, implementation, and evolution of their COVID-19 Prevention Program.

Using this model alone does not ensure compliance with the emergency temporary standard. To use this model program effectively, the person(s) responsible for implementing the CPP should carefully review:

- All of the elements that may be required in the following CCR, Title 8 sections:
 - 3205, COVID-19 Prevention
 - 3205.1, Multiple COVID-19 Infection and COVID-19 Outbreaks
 - 3205.2, Major COVID-19 Outbreaks
 - 3205.3, Prevention in Employer-Provided Housing
 - 3205.4, COVID-19 Prevention in Employer-Provided Transportation to and from Work
 - The four **Additional Considerations** provided at the end of this program to see if they are applicable to your workplace.
- The additional guidance materials available at www.dir.ca.gov/dosh/coronavirus/

