

CUTTEN ELEMENTARY SCHOOL DISTRICT
BOARD OF TRUSTEES
SPECIAL BOARD MEETING
AGENDA
October 25, 2021, 5:30 pm
Ridgewood School Commons
2060 Ridgewood Drive Cutten. CA 95503

1.0 CALL TO ORDER

2.0 CONSENT AGENDA

- 2.1 Approval of Minutes – October 11, 2021
- 2.2 Approve employment of 1.0 FTE Food Service Manager, .375 FTE Classroom Aide, two .625 FTE SDC Aides, and .40 FTE Temporary Nurse

3.0 VISITOR COMMENTS ON NON-AGENDA ITEMS

The Board reserves the right to limit speakers to three minutes only. The Board may comment, but cannot take action at this time. The Board President may refer the matter to the Superintendent for review, if appropriate.

4.0 INFORMATION / POSSIBLE ACTION ITEMS

- 4.1 Consider Approval of ESSER III Plan

5.0 BOARD MEMBER COMMENTS / COMMUNICATION

6.0 ADJOURNMENT

NOTICE: Any writing, not exempt from public disclosure under Government Code Section 6253.5, 6254, 6254.3, 6254.7, 6254.15, 6254.16, or 6254.22, which is distributed to all or a majority of the members of the governing board by any person in connection with a matter subject to discussion or consideration at an open meeting of the board is available for public inspection at Ridgewood School, 2060 Ridgewood Drive, Eureka.

CUTTEN SCHOOL DISTRICT

BOARD MINUTES

October 11, 2021 via Zoom

6:30 p.m.

- 1.0 **CALL TO ORDER** – The meeting was called to order at 6:31 p.m.
 - 1.1 Board members in attendance, Mary DeWald, Dennis Reinholtsen, Becky Reece, Beth Johnston, and Andy Sundquist.

- 2.0 **CONSENT AGENDA**
 - 2.1 Motion by Beth Johnston, second by Andy Sundquist to approve the consent agenda. Motion carried 5-0.

- 3.0 **VISITOR COMMENTS ON NON-AGENDA ITEMS** – Alesha Vader commented that she is thankful for the district expanding the After School Program to Ridgewood and that her boys love the After School Program at both sites.

- 4.0 **REPORTS**
 - 4.1 Cutten Ridgewood PTA Report – Elaine Mu reported that the Cutten-Ridgewood PTA currently has over 100 members, and invited anyone that isn't a member to join. The PTA is bringing back the Arcata Playhouse projects with the help of the district. The project this year is a shadow puppet show and is normally offered to 3rd graders, but will be offered to 3rd and 4th graders this year due to 4th graders missing it last year because of the pandemic. The PTA is currently finalizing prizes for the Raffle Ticket fundraiser. Fundraising event planning has been moved to the Spring. Apple for the Teacher day is October 22nd. The Spirit Wear flash sale is now over, but anyone who still wants Spirit Wear be on the lookout for the on demand Spirit Wear store coming soon. The theme for this year's Reflections Art Program is "I will change the world by..." The PTA would like to thank Katrin Lemmon for attending their last meeting, and Tracy Benbow is the teacher representative scheduled to attend the next meeting.

 - 4.2 HBTA Report – Amy Chastain reported that pumpkin patch field trips returned this year. New this year Transitional Kindergarten, Kindergarten and First Grade had their own pumpkin patch at Ridgewood with pumpkins and supplies donated from Costco, Murphy's Market and Safeway. The 2nd grade fossil field trip will be happening this year and will also be offered to 3rd graders who missed it last year due to the pandemic. Teachers involved with the Arts Initiative program sponsored by HCOE have been really impressed with the program. Christy Ng's class went on a field trip to the Dunes sponsored by Friends of the Dunes to learn about ecosystems. Annette Sligh's class has already passed the one million words read mark this year. Mike Richards is thankful for the internet being fixed in his classroom, his students are now creating and sharing documents and participating in an interactive math game. Teachers are being creative with meeting the social-emotional needs of the students which have increased due to the pandemic, and are thankful for the support of the social work team.

- 5.0 **CORRESPONDENCE** – None

6.0 INFORMATION / POSSIBLE ACTION ITEMS

- 6.1 Becky MacQuarrie discussed the ESSER III funds that have been allocated to the district. As part of the prerequisites for receiving the funds the district has been doing outreach to parents, staff, teachers and other interested parties. The district must have a board approved plan to spend the funds by October 30, 2021. The district has identified the following uses for the funds: providing PPE, upgrading heating/ventilation, hire a part time school nurse, providing outdoor learning areas at both sites, improving technology/internet access, intensive tutoring, after school program tutoring, long term independent study teachers, summer school, additional assessment tools and intervention supports, added aide time, additional speech services and possibly hiring a school psychologist.
- 6.2 Motion by Andy Sundquist, second by Dennis Reinholtsen, to increase the hours of the Independent Study position from .5 FTE to .6 FTE. Motion carried 5-0.
- 6.3 Motion by Dennis Reinholtsen, second by Andy Sundquist, to approve the revision to BP 6158 (c) outlined in the board packet. Motion carried 5-0.
- 6.4 The Board discussed AB 361 and decided to continue with in-person board meetings, but will revisit the possibility of virtual board meetings as the need arises.
- 6.5 Becky MacQuarrie reported that the district has no more outstanding DSA approval for projects prior to the bond. The district has received approval for the Ridgewood site project and could possibly go out to bid in November. Pre-check plans have been submitted and are waiting for approval. The district also applied for Prop 51 funds and the district may receive funds if the state decides to allocate additional funds to the program.

7.0 SUPERINTENDENT AND PRINCIPAL REPORT

Becky MacQuarrie reported that the district has received backup generators for each site through HCOE. For the November 1st professional development day the district has scheduled CPR training, and FOSS Science training for the teachers and is looking at possibly adding mindfulness training. The HCOE Arts Initiative is really helping students. A Behaviorist from the SELPA has been on-site working with students. Student Body elections were held. Class studies have started and produce very powerful data to help the district meet the needs of our students. Picture day was October 8th at Ridgewood and is October 12th at Cutten. Shout out to Sharon Wheeler and Betty Davenport for their extra work

keeping the food service program going through the transition. Thank you to Kim Blanc for everything she does. August reported that staff recognition forms are now available in online and paper format. If you see any staff members who exemplify our 5 core values please fill out a recognition form. HVAC is up and running at Ridgewood. Music has moved from the lawn to the Commons. Outdoor assemblies have been started with singing and signing the pledge again.

8.0 BOARD MEMBER COMMENTS/COMMUNICATIONS

Beth Johnston asked about possibly live streaming the board meetings. August said he would have to look into the internet access in the Commons, and other board members were concerned that the stream might be hard to hear due to everyone wearing masks. For now the Board will just meet in person.

10.0 ADJOURNMENT – The meeting was adjourned at 7:33 p.m.

Respectfully submitted,



Becky MacQuarrie
Secretary to the Board



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

ESSER III Expenditure 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

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
Cutten Elementary Local Control of Accountability Plan 2021-2022	https://cuttensd.org/
2021 Safe Return to Inperson Instruction & Continuity Plan	https://cuttensd.org/

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	\$1,840,395
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Plan Section	Total Planned ESSER III
Strategies for Continuous and Safe In-Person Learning	\$1,134,655
Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)	\$705,740
Use of Any Remaining Funds	\$0

Total ESSER III funds included in this plan	\$1,840,395
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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 Safe and In-person Learning and Continuity Plan (SILCP) and the Local Control Accountability Plan (LCAP). The extensive feedback from the LCAP was used in the development of this ESSER III expenditure plan. Recent community engagement opportunities specifically related to ESSER III funds for the 2021-2022 school year targeted the following stakeholder groups: students, parents/guardians, school and district administrators, teachers, support staff, parents/guardians of students with disabilities, students experiencing homelessness, students in foster care, and military-dependent students. The platforms used to solicit meaningful feedback from the CESD community included: family, staff, and teacher surveys via Google Forms, School Site Council meetings, Leadership Team meetings, staff meetings, student classroom meetings, and outreach to mental health organizations and Indian Action Council. Furthermore, at a regularly scheduled Governing Board meeting held on October 11, 2021, CESD included an information item related to the ESSER III funding. A special Governing Board meeting on October 25, 2021 will agendaize the approval for the ESSER III plan and the opportunity for public comment.

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 stakeholder group outreach and surveys remained consistent with current feedback, including a commitment to in-person learning, smaller class sizes and personalized instruction, small group support for math and reading, maintaining strong social emotional support programs, student interventions, enrichment opportunities, and high quality summer school opportunities. The services and opportunities for students as described in the ESSER III plan incorporate this feedback and continues to build on the SILCP 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

\$1,134,655

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
ESSER III	Additional Health/Nursing and Support Staff	CESD will continue 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.	\$42,577
ESSER III	Concurrent Curriculum Delivery	CESD will continue 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.	\$107,868
ESSER III	Personal Protective Equipment (PPE) and Equipment	CESD will continue 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.	\$45,000
ESSER III	Long Term Substitute Teacher	CESD will continue to provide a long term substitute teacher in order to facilitate continuous and safe in person learning.	\$113,697
ESSER III	HVAC Improvement Cutten	CESD will upgrade HVAC systems for the staff lounge and office facilities on the Cutten campus	\$150,000
ESSER III	Cutten Facilities Safety Upgrade	CESD will upgrade facility to provide a safe entry and exit onto the Cutten campus, and to upgrade windows for better ventilation in classrooms.	\$617,513
ESSER III	Improve Technology Access	CESD will continue to provide distance learning options by upgrading the connectivity on the Ridgewood campus.	\$8,000
ESSER III	Administrative Support	Additional Administrative support to oversee the oversee the facilities improvement to HVAC and safety.	40,000

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

\$705,740

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
ESSER III	Extended Instructional Learning Time	CESD will align its ESSER III and SLICP 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.	\$160,160
ESSER III	Additional Academic Services for Students	CESD will align its ESSER III and SLICP 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.	\$206,000
ESSER III	Additional Academic Services for Students	CESD will align its ESSER III and SLICP plans to provide an additional aide in the After School programs at each site to provide intensive tutoring opportunities for students.	\$39,472
ESSER III	Additional Academic Services for Students	CESD will align its ESSER III and SLICP plans to provide intensive tutoring opportunities before and/or after school at each site to provide intensive tutoring opportunities for students.	\$39,434
ESSER III	Additional Academic Services for Students	CESD will align its ESSER III and SLICP 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.	\$131,816

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
ESSER III	Integrated Student Supports to Address Other Barriers to Learning	CESD will align its ESSER III and SLICP plans to provide targeted supports to address barriers to learning for students experiencing social-emotional or mental/physical challenges, CESED 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.	\$103,858
ESSER III	Additional Intervention Curriculum to Support Student Learning Loss	CESD will align its ESSER III and SLICP plans to provide targeted supports to address barriers to learning for students experiencing learning loss, needing remediation, or needing social emotional learning supports.	\$25,000

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

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
Additional Health/Nursing and Support Staff	CDPH Safe School COVID-19 Guidelines	Continuously
Concurrent Curriculum Delivery	Zoom Meeting Log; Technology Check-Out Log; Student Attendance, Student Academic Progress Log	Quarterly
Personal Protective Equipment (PPE) and Equipment	CDPH Safe School COVID-19 Guidelines	Continuously
Long Term Substitute Teacher	Number of Students Performing Below Grade Level; Student Achievement Data; Student Progress Towards IEP Goals; Frequency and Duration of Targeted Academic Supports	Quarterly
HVAC Improvement Cutten	CDPH Safe School COVID-19 Guidelines	Continuously
Cutten Facilities Safety Upgrade	CDPH Safe School COVID-19 Guidelines	Continuously
Improve Technology Access	Zoom Meeting Log; Technology Check-Out Log; Student Attendance, Student academic Progress Log	Continuously
Extended Instructional Learning Time	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; Student Achievement Data; Student Progress Towards IEP Goals; Frequency and Duration of Targeted Academic Supports	Quarterly
Integrated Student Supports to Address Other Barriers to Learning	Number of Students Performing Below Grade Level; Student Achievement Data; Student Progress Towards IEP Goals; Frequency and Duration of Targeted Academic Supports	Quarterly

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
Additional Intervention Curriculum to Support Student Learning Loss	Number of Students Performing Below Grade Level; Student Achievement Data; Student Progress Towards IEP Goals; Frequency and Duration of Targeted Academic Supports	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/fq/cr/larpact.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/res/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;
- 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 succinctly 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
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