

AGENDA
BIGGS UNIFIED SCHOOL DISTRICT
SPECIAL MEETING OF THE BOARD OF TRUSTEES
BOARD ROOM – 300 B Street
OCTOBER 21, 2021
4:00 p.m. Open Session
4:30 p.m. Estimated Closed Session

District LCAP Goals

- ❖ Goal 1 – Biggs Unified will provide conditions of learning that will develop College and Career Ready students. Priority 1, 2 and 7.
- ❖ Goal 2 – Biggs Unified will plan programs, develop plans, and provide data from assessments that will maximize pupil outcomes. Priority 4 and 8.
- ❖ Goal 3 – Biggs Unified will promote students engagement and a school culture conducive to learning. Priority 3, 5 and 6.

OPEN SESSION

- 1. CALL TO ORDER**
- 2. ROLL CALL**
- 3. PLEDGE OF ALLEGIANCE**
- 4. APPROVAL OF AGENDA**
- 5. PUBLIC COMMENT**

Anyone wishing to address the Board on items on or off the agenda may do so at this time. No action may be taken on items that are not listed as Action Items. Comments are limited to 3-5 minutes and 20 minutes each subject matter.

6. ACTION ITEMS

A. Approve Section 125 Plan – Cafeteria Plan

Pgs. 2-20

B. Adopt ESSER III Plan

7. PERSONNEL ACTION ITEMS

A. Accept resignation of Jessica Jensen as Instructional Aide – SDC effective 10/11/2021

B. Accept resignation of Erin Medeiros as HS Secretary effective 10/29/2021

C. Approve hiring Hannah Landers as a Substitute Teacher starting the 2021-2022 school year

ADJOURN TO CLOSED SESSION

CLOSED SESSION

- 1. Public Employment Appointment of Personnel as listed under “Personnel Action” below; Pursuant to Government Code Section 54957**
- 2. Classified, Certificated, Classified Confidential, and Management Personnel Discipline, Dismissal and/or Release; Pursuant to Government Code Section 54957**
- 3. Public Employee Performance Evaluation of Classified, Certificated, Classified Confidential, Management and Superintendent; Pursuant to Government Code Section 54957**
- 4. Litigation; Pursuant to Government Code Section 54956.9**
- 5. Instructions to Board Negotiators, Superintendent and Board Member; Pursuant to Government Code Section 54957.6(a)**

RECONVENE TO OPEN SESSION

8. ANNOUNCEMENT OF ACTIONS TAKEN IN CLOSED SESSION

9. ADJOURNMENT

Notice to the Public: Please contact the Superintendent’s Office at 868-1281 ext. 8100 should you require a disability-related modification or accommodation in order to participate in the meeting. This request should be received at least 48 hours prior to the meeting in order to accommodate your request.

ESSER III Expenditure Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Biggs Unified School District	Doug Kaelin Superintendent	dkaelin@biggs.org 530)531-3351

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
LCAP	https://www.biggs.org/documents/LCFF-LCAP/Biggs-USD-2021-LCAP-Final-09-01-21.pdf
Expanded Learning Opportunities Grant	https://www.biggs.org/documents/LCFF-LCAP/2021_Expanded_Learning_Opportunities_Grant_Plan_Biggs_Unified_School_District_20210503%20-1-.pdf
Learning Continuity and Attendance Plan	https://www.biggs.org/documents/LCFF-LCAP/2020_Learning_Continuity_and_Attendance_Plan_Biggs_Unified_School_District_20200915.pdf

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

2,369,560.00

Plan Section	Total Planned ESSER III
Strategies for Continuous and Safe In-Person Learning	1,169,525.00
Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)	795,000.00
Use of Any Remaining Funds	405,035.00

Total ESSER III funds included in this plan

2,369,560.00

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.

Consultation with community members has been an important part of the process to develop multiple plans over the past few years. These include the 2021 Learning Continuity and Attendance Plan (LCA Plan fall of 2020), Expanded Learning Opportunities (ELO) Grant Plan (May 2021), and the 2021-22 to 2023-24 Local Control and Accountability Plan (LCAP). Throughout all of these planning processes, the voices of students, families, staff and community members have informed the development of goals, actions, expenditures, metrics, and target outcomes.

While developing the ESSER III plan, the district again sent out a new survey to all stakeholders, students, parents, certificated staff and classified. Two public meeting were held with all stakeholders being invited. The district also held a meeting with the District English Learner Advisory committee (DELAC) for input. The district reached out to our local group home for input providing the needed service to group home and foster youth. The district reached out to the county homeless lesson for input on students with in our district.

Consultation of all stakeholders in this most recent cycle of planning to inform development of the ESSER III Expenditure Plan used similar strategy, through a shorter timeline. Staff reached out to the district's range of community groups to provide opportunities for input on the plan. This took different forms based on the needs of each group, with some holding special meeting for ESSER III input, some folding input activities into existing meetings, and others providing input asynchronously on shared materials.

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

The ESSER III Expenditure Plan actions are the results of collaboration between several groups, including community members, Certificated staff, Classified staff, students, parents of ELA students and the District to build a plan that best supports all students in the response to a global pandemic. Keeping school sites open and safe for in-person learning, along with thoughtfully addressing losses in instruction, were at the forefront of all discussions and decisions.

The following outlines input gathered from various groups that impacted the ESSER III plan:

- * Students members and parents expressed interest in having school facilities that are properly maintained in order to make them feel safe and comfortable. They supported the idea of outdoor learning pavilions where classes could be held outdoors under shaded structure, as well as updating all school site facilities across the district to have safe learning environments. \
- *Teachers, classified school staff, administrators, DELAC members and the community members who responded to a survey all expressed support of the continence of social emotional support of students with the request of more emotional support be given to 9-12 grade students.
- *A more robust summer session from the Expanded Learning Opportunities Plan was another area member of the DELACE and community requested.
- * Additional staffing to support the teachers of Richvale Elementary who now teacher three grades should be no more then two. This would allow those teachers a better chance of dealing with learning loss in small groups.
- *Summer school needs to be fun, engaging, and provide opportunities for social interaction in addition to address academic.
- *Addressing social-emotional learning needs and trauma is very important and needs to happen first in order for us to fully address academic needs.
- *Implement regular academic check ins- and progress monitoring to ensure that students stay on-track for graduations and college eligibility.
- *Update technology district wide to ensure all students and staff have full access.
- *Consider a PE teacher 1st through 8th grade
- *Implement restorative practices and alternative behavioral intervention programs that help to re-engage student as to prior COVID 19.

Additionally, community input throughout recent engagement processes has reiterated the importance of acknowledging staff shortages and emphasized awareness of the challenges that may be presents in trying to hire specific positions or multiple individuals for a type of position. The awareness is hared by the district. In developing this plan, proposed actions that involve the hiring of staff are included with the acknowledgement that staffing shortages may result in the need to reassess and reprioritize action's over time.

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

1,169,525.00

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
NA	COVID -19 Testing Support Staff	Support for required administration of COVID-10 testing and tracking	70,000.00
LACP Goal 1: Action 12	Facilities	The ESSER III funds will be used to expand on the routine maintenance being provided by the LCAP. The LCAP funds routine maintenance to maintain clean and safe facilities and school sites to enhance the educational experience for students. BUSD will use ESSER III funds to build upon this action by increasing improvements to reduce risk of virus transmission and exposure to environmental health hazards and to support student health needs. This will be done through inspection, testing, maintenance, repair replacement, and upgrade projects to improve the indoor air quality in school	200,000.00

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification, and other air cleaning, fans, control system, and window and door repair and replacement	
NA	Technology Support	Contract with BCOE for Technology Support 3 days a week	180,000.00
NA	Go Guardian computer supervision	Purchase Go Guardian computer supervisor software district wide	50,000.00
LCAP Goal 1: Action 4	Chrome Books	Replacement of Chrome Books for Students and desk top computers in computer lab classes	75,000.00
LCAP Goal 1: Action 12	Outdoor Learning Pavillions	<p>Structures will allow for social distancing to reduce risks of virus transmission and exposure to environmental health hazards, and to support student learning health needs through safe practices. These outdoor learning centers will provide a sheltered place for student to have fresh air throughout the day. The structures will provide areas in which instructional staff may conduct small group instruction to focus on high needs students.</p> <p>"Having classes meet outdoors if possible would allow students to remain comfortably apart in less-confined spaces that are not as conducive to transmitting germs. Aside from significantly reducing the heath risks associated with pandemic, outdoor learning might bring several other benefits as well: Research suggests that outdoor classrooms can improve students' emotional well-being and even their academic achievement, as just getting outside lifts peoples' spirits and helps clear thire minds," according to https://blog.schoolspecialty.com/how-outdoor-learning-might-help-with-covid-19/.</p>	200,000.00
LCA Action 1	Health and /Safety	Purchase PPE for staff and students	50,000.00
LCAP Goal 1: Action 12	Campus Supervision and Safety in Technology	The Current adopted LCAP supports maintenance of and replacement of existing camera system and security fencing within the district. This will permit upgrades to aging camera	108,079.00

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		servers that are reaching end of life. Replacing and adding camera's to public areas of the campuses throughout the district that can aid in contact tracing if needed as well as to enhance overall safety at school sites. BUSD would also explore access control fencing to prevent contaminations and control basic access to campuses, and/or increase school site fencing consistent to school safety plans	
NA	Behavioral Supports	With the return to fulltime in-person instruction, the district has noticed and increase in student behavior and trauma. This is potentially disruptive to the continuous and safe operation in schools. Providing additional training and support would help in minimizing the behaviors and potential referrals for special education through increasing training opportunities for existing staff and adding additional support staff wear needed to help with redirection of students so that lesson can continue.	50,000.00
NA	CTE class equipment	Purchase additional equipment for CTE course to student are not sharing the same tools within a class period	20,000.00
NA	Purchase outside tables	The district will purchase outside tables for outdoor learning and outdoor meals at all school sites	50,000.00
NA	Update technology in the classroom	The district will survey each classroom to insure every classroom is equipped with the need technology, computer, projectors, white boards, speakers	54,525.00
NA	Bus Camera's	Purchase camera's for all buses. The camera's will help with contract tracing and support positive student behavior	25,000.00
NA	Play Ground Equipment	The district will evaluate the Elementary School play ground equipment and play structures. Through the evaluation we will determine if expanded the current play ground structures are need to provide distance to student while using the equipment and structures	36,921.00

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

795,000.00

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
Expanded Learning Opportunities Action 1/LCAP Goal 3:Action 5	Extended School Year	<p>The ESSER III funds will be used to extend actions from the Expanded Learning Opportunities Grant Plan beyond 2022 and through 2024, and will connect with the LCAP, to continue a more robust summer session program. The amount of summer session days will be increased in the number of classes offered, and this will add instructional time to address the academic impact of the pandemic. BUSD will use ESSER III funds to build upon summer season action to both accelerate and recover learning.</p> <p>Summer Learning Recovery and Acceleration, Elementary Students and High School Students K-12 grades.</p> <ul style="list-style-type: none"> *Administrator *Teachers *English Language Arts Curriculum *Math Curriculum *English Learner Curriculum and Support *Social Emotional Supports *Supplies and materials for summer classrooms <p>To address the impact of lost instructional time due to COVID -19, the District will provide extended summer sessions to student in grades K-12 which will focus on learning recovery and the accelerations of learning. California Common Core State Standards will be taught, with focus on essential standards, through purchased curriculum by BUSD teachers, with emphasis placed on mathematics, English language arts, English learner development, and STEM. Instruction will be supported by</p>	200,000.00

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		instructional aides in each classroom and social emotional learning will be embedded in the summer program	
LCAP Goal 1: Action 6, 8. LCAP Goal 2: Action 1,2,3	Additional Professional Development Days	The district will offer two additional voluntary days, paid at the per diem rates, for certificated staff members to occur the week prior to contractual days starting. These days shall consist of additional training for staff on topic related to academic and/or SEL student support. By scheduling these additional paid training opportunities before school begins, they are seen as a way to further prepare teachers with updated curricular training or SEL updates that might otherwise pull them from primary instruction in the classroom for many hours . Funding will be provided to extend these days through August 2024	125,000.00
LCAP Goal 1: Action 2,3	Tier 1 Curriculum, Intervention, and ELD Curriculum	BUSD has set aside funds each year to adopt materials bring the district into compliance with the overall Common Core standards in all core subjects. BUSD plans to use this additional funding to move faster on this item through upgrading identified areas of need across the grade levels so that students are in possession of most up to date core curriculum and both intervention and ELD areas receive support as well to address the needs of those populations, including students at risk such as foster, homeless, students with disabilities and English learners.	220,000.00
LCAP Goal 1: Action 1	Additional credential teacher	Currently Richvale Elementary in the Biggs Unified School District has two teacher teaching three grade levels. The district would add the third teacher to the school. Each teacher would teach two grade levels allowing each teacher to focus on smaller groups of students to address learning loss and provide intervention within the class room.	250,000.00

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

405,035.00

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
N/A	Document Scanning System	Document Scanning system to have access to employee and student permanent records	30,000.00
N/A	Indirect	BUSD indirect rate % as allowed under ESSER III	200,035.00
LCAP Goal 3: Action 4	Transportation	Transportation Home to School, School to Home	100,000.00
LCAP Goal 1: Action 8	Release Time/Extra Time	Provide Teachers with release time to review student data to form intervention groups and reteaching of standards, if subs are not available pay teachers for work completed past contractual hours	75,000.00

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
Strategies for Continuous and Safe IN-Person Learning: Facilities -Outdoor Learning Pavilions	Progress will be monitored using the BUSD ESSER III Expenditure Plan Monitoring Instrument: At the end of each monitoring period, implementation progress will be described and evaluated in order to determine if any adjustments are needed to ensure the planned	Progress will be monitor three times a year: Beginning of the year, mid-year, and end -of-year.

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
	<p>actions are addressing the needs of our students.</p> <p>BUSD will monitor students health and safety through ongoing assessments of each campus and classroom in order to ensure new ventilation systems operate properly and provide acceptable air quality for the current occupancy level of each space. This monitoring will provide BUSD with the information needed to address critical building-related environmental health issue, thus allowing students and staff to learn and work in a safe environment.</p> <p>BUSD ESSER III Monitoring Instrument will be a Goggle Sheet that contains both qualitative and quantitative data, with each specific action outlined on a row on the tool. There will be three columns for each action per year, where data will be entered and kept. This will capture the progress being made on each action over the course of time. Items related to facilities will contain qualitative data with updates on where projects are in the process at each of three intervals of progress monitoring over the course of each year.</p>	
<p>Addressing the Impact of Lost Instructional Time: * Summer Session K-12 students *Accelerating Progress to Close Learning Gaps *Student Supports to Address Other Barriers</p>	<p>Progress will be monitored using the BUSD ESSER III Expenditure Plan Monitoring Instrument: At the end of each monitoring period, implementation progress will be described and evaluated in order to determine if any adjustments are needed to ensure the planned actions are addressing the needs of our students.</p>	<p>Progress will be monitored three times each year: Beginning of year (pre-assessment), mid-year (on-going assessment), and end-of-year (post-assessment)</p>

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
<ul style="list-style-type: none"> *Support for Credit Deficient Students *Additional Academic Services for Students *Training for School Staff 	<p>BUSD will monitor student academic achievement and progress in an ongoing manner through various assessment tools, including iReady and Smarter Balanced assessments, and will provided necessary instructional supports and scaffolds based on data. The monitoring will provided BUSD with information needed to address individual student learning needs throughout course of the regular school year and summer sessions. Documentation related to numbers of students recovering credits will also be kept to determine progress.</p> <p>The BUSD ESSER III Monitoring Instrument will be Google Sheet that contains both qualitative and quantitative data, with each specific action outlined on a row on the tool. There will be three columns for each action per year, where data will be entered and kept. This will capture the progress being made on each action over the course of time. Items related to academic progress in mathematics and ELA will contain quantitative data with percentages of students who are on or above grade level. Other items such as training for school staff will contain qualitative data with updates on progress of each action being documented three times per year.</p>	

ESSER III Expenditure Plan Instructions

Introduction

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

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

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

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

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

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

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

Fiscal Requirements

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

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

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

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

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

Other LEA Plans Referenced in this Plan

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

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

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

Summary of Expenditures

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

Instructions

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

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

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

Community Engagement

Purpose and Requirements

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

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

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

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

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

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

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

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

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

Instructions

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

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

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

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

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

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

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

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

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

Planned Actions and Expenditures

Purpose and Requirements

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

Instructions

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

Strategies for Continuous and Safe In-Person Learning

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

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

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

Addressing the Impact of Lost Instructional Time

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

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

Use of Any Remaining Funds

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

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

Ensuring Interventions are Addressing Student Needs

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

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

Complete the table as follows:

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

California Department of Education
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