

# TIPTON ELEMENTARY SCHOOL DISTRICT SPECIAL BOARD MEETING AGENDA

Tuesday, October 19, 2021  
6:00 p.m. District Board Room

1. **Call to order- Flag Salute**

In compliance with the Americans with Disabilities Act and the Brown Act, if you need special assistance to participate in the meeting, including the receipt of the agenda and documents in the agenda package in an alternate format, please contact the Tipton Elementary School District office at (559) 752-4213. Notification 48 hours prior to the meeting will enable the district to make reasonable arrangements to ensure accessibility to this meeting (28CFR35.102-35, 104 ADA Title II), and allow for the preparation of documents in appropriate alternate format

2. **Public Input:**

*In order to ensure that Members of the public are provided a meaningful opportunity to address the board on agenda items that are within the Board's jurisdiction, agenda items may be addressed either at the public input portion of the agenda, or at the time the matter is taken up by the board. Board presentations are limited to 3 minutes per person and 15 minutes per topic.*

2.1 Community Relations/Citizen Comments

2.2 Reports by Employee Units CTA/CSEA

3. **ADMINISTRATIVE: Action items:**

3.1 2021 ESSER III Expenditure Plan

4. **Adjourn to Closed Session:**

4.1 Government Code section 54957.6

Conference with Labor Negotiators

Agency Designated Representative: Stacey Bettencourt, Superintendent

Employee Organization: CTA

4.2 Government Code section 54957.6

Conference with Labor Negotiators

Agency Designated Representative: Stacey Bettencourt, Superintendent

Employee Organization: CSEA

5. **Reconvene to Open Session**

6. **Report out from Closed Session**

7. **Adjournment:**

**The Board upon discussion and a vote of agreement, the Board may make any item an action item.**

**Notice: If documents are distributed to Board Members concerning an agenda item within 72 hours of a regular board meeting, at the same time the documents will be made available for public inspection at the District Office located at 370 N. Evans Road, Tipton CA. 93272.**

**Agenda Posted: Monday, October 18, 2021**

**3. ADMINISTRATIVE: Action items:**

**3.1 2021 ESSER III Expenditure Plan**

# ESSER III Expenditure Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Tipton Elementary School District	Cherie Solian Principal	csolian@tipton.k12.ca.us 559-752-4213

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
2021-2022 LCAP	<a href="https://tiptonschool.org/District/Portal/reports-and-plans">https://tiptonschool.org/District/Portal/reports-and-plans</a>
2021 Expanded Learning Opportunities Grant Plan	<a href="https://tiptonschool.org/District/Portal/reports-and-plans">https://tiptonschool.org/District/Portal/reports-and-plans</a>

## 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
2,098,093

<b>Plan Section</b>	<b>Total Planned ESSER III</b>
Strategies for Continuous and Safe In-Person Learning	614,469
Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)	750,774
Use of Any Remaining Funds	732,850

**Total ESSER III funds included in this plan**

2,098,093

## 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.

Tipton Elementary School District has a multifaceted approach to ensure that all of our school community stakeholders are informed and consulted. There is an ongoing dialogue with CTA, CSEA, SELPA, the principal and other administration about the LCAP planning and implementation process. This includes discussions during leadership meetings with teachers and School Site Council meetings. Parents participate in committee meetings and provide feedback through these meetings as well as the ELAC and School Site Council. Our School Site Council is composed of parent representatives from each of our unduplicated pupil groups as well as TESD staff which include administration, teachers and paraprofessionals. Our SSC serves as our PAC for LCAP planning. All ELAC and SSC meetings have discussions around school wide data and the role of the LCAP in the achievement of unduplicated pupils. These quarterly meetings that include representatives from a variety of stakeholder groups have played a vital role in the development of the plan and the changes that are being implemented. CTA and CSEA members, along with staff, parents and students were invited to participate in an LCAP survey. School administration and staff reaches out to the greater community by attending and presenting at the Tipton Town Council and the local Kiwanis meetings. Additionally our parent liaison provided parent meetings. Our goal is ensure that all of the voices of Tipton are heard and reflected in the direction of our school.

A Title I meeting was held on 5/20/21 during the evening to share the following topics with the Tipton Community: certificated salaries, entitlement budgets, the Parent Liaison role, services (Web Based Programs), professional development offered to staff, Extended Learning Summer School, and current student data. Due to Covid-19, CAASPP scores were not available. It was explained that in 2018-2019 the TESD conducted a thorough data collection and analysis process. Through the analysis of state and local assessments it was determined that English language students under performed when compared to other sub groups and school wide average especially in mathematics. It has been determined locally that small group support and a tiered system of intervention with differentiated instruction would be the best strategy to support unduplicated student groups. This includes support from instructional aides who deliver intervention and language support. We have shared these findings with our stakeholders which include School Site Council, staff and the leadership cohort. Community members listened to the Title I information and then shared out opinions of how resources should be shared for students.

As part of our annual LCAP process, Tipton Elementary School met with parents, students, teachers and school staff to gather feedback and ideas on the development of the Expanded Learning Opportunities Grant, LCAP and ESSER III expenditures. The following describes efforts made to get public input on how the district should prioritize recovery efforts specifically in the areas of safe in-person learning, lost instructional time, and other pandemic impacts. The input provided for the ELO and LCAP are relevant in planning for the ESSER as all three plans are aligned to serve the needs of all students with a focus on learning recovery.

A variety of meetings were held throughout the school year with our stakeholders, CTA, CSEA, the principal and parents. Meetings were held on 9/2/20, 11/3/20, 3/18/21, 3/30/21, 4/8/21, 4/13/21, 4/14/21, 4,22/21, 5/7/21, 5/11/21, and 5/20/21. SELPA meetings were held on 8/31/20, 9/14/20, 9/23/20, 10/5/20, 11/2/20,12/7/20, 2/1/21, 3/1/21, 4/5/21. Surveys were given to staff and parents to solicit feedback on April 6,14, and 11. Surveys were given to our students to complete on April 6. Meetings were also held on 8/4/21, 8/31, 10/6/21 and 10/7/21. An additional ESSER survey was given to staff, students and parents to solicit feedback.

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

#### SSC feedback:

Increased agricultural opportunities with use of LCAP to help sustain the school garden and the junior high Ag Elective. Examples of purchases could be flowers, vegetables, herbs, tools, soil, and irrigation. The garden could be used for an outdoor classroom. The school garden is an extension of the broad range of study provided at Tipton Elementary School. Parents wanted better access to technology and increased interventions for students for learning recovery. 2021-22 Local Control Accountability Plan for Tipton Elementary School District Page 6 of 64 Parents wanted more opportunities to be involved with student awards and celebrations. Support for mental health. Support for parents in helping their students with academics at home. Additional communication that is easily accessible by the community. Information displayed publicly and updated regularly (marquee). Parents would like additional supports such as tutoring after school to address learning recovery.

#### ELAC feedback:

Family Services Social Worker to continue with parent trainings in English and Spanish and supporting student with attendance. Teachers need to understand English Language Development standards better to support English learners. English learners were not performing as well as their English only counterparts. Extra intervention support is needed for this student group. LCAP Summary for Students: 106 students from 6th, 7th, and 8th grade took the LCAP survey. 51% of 6th graders, 45% of 7th graders and 3% of 8th graders participated in the survey. Most respondents agree or strongly agree that they felt safe at school prior to COVID-19.

In the area of English Language Arts: 18.1 % BETTER with distance learning then in the "regular classroom". 49.1 % of respondents feel that they performed ABOUT THE SAME as I would have in the "regular classroom". 32.1% NOT AS WELL as I would have in the "regular classroom" in the area of Math: 23.6 % BETTER with distance learning then in the "regular classroom". 34.7 % of respondents feel that they performed ABOUT THE SAME as I would have in the "regular classroom". 38.7 % NOT AS WELL as I would have in the "regular classroom" In the area of Science: 16 % BETTER with distance learning then in the "regular classroom". 52.8 % of respondents feel that they performed ABOUT THE SAME as I would have in the "regular classroom". 31.1% NOT AS WELL as I would have in the "regular classroom" In the area of PE: 17.9 % BETTER with distance learning then in the "regular classroom". 55.7 % of respondents feel that they performed ABOUT THE SAME as I would have in the "regular classroom". 26.4% NOT AS WELL as I would have in the "regular classroom"

In the area of History/Social Studies:

27.4 % BETTER with distance learning then in the "regular classroom". 45.3 % of respondents feel that they performed ABOUT THE SAME as I would have in the "regular classroom". 27.4% NOT AS WELL as I would have in the "regular classroom" In the area of English Language Development: 23.6% BETTER with distance learning then in the "regular classroom". 55.7 % of respondents feel that they performed ABOUT THE SAME as I would have in the "regular classroom". 20.8% NOT AS WELL as I would have in the "regular classroom" Responses: Upon returning to campus, I will need the most help in the following subject ...

10.4 % P.E., 48.1% Math, 11.3% Language Arts, 16% Science, 9.4% History, 4.7% ELD

Students reported that they needed:

15.1 % Better Teacher Support/Relationships, 5.7 % Better Parent/Guardian Support Relationships, 5.7% I need more support from BOTH my teacher and parent/guardian., 73.6% I have the supports needed I just need to work/focus more

2021-22 Local Control Accountability Plan for Tipton Elementary School District Page 7 of 64

LCAP Summary for Parents/Community Members:

7 community participants completed the online survey, including 4 surveys in Spanish

Significant data includes:

67.7% reported some knowledge of school budget, 33.3% reported little knowledge with school budget.

67.7% reported some knowledge of SPSA, 33.3% reported no knowledge of SPSA

67.7% reported they have very little understanding of how Tipton Elementary School budget supports continuous school improvement and

33.3% have no understanding 93% of respondents feel the need for increase in extracurricular activities

100% responded that they wanted better access to technology

100% of respondents feel that there is a need for academic support that meet students' individual needs

66.7% of respondents feel that there is a need for social and emotional learning

66.7% of respondents feel that there needs to be an increase in positive school culture programs

33% of respondents expressed the need to implement professional development for teachers in the area of integrated and designated English language development.

Respondents shared that they wanted tutoring opportunities for students after school, before school, and/or on Saturdays.

Respondents shared that they wanted additional communication for parents to access. They wanted the school marquee back so that they could see school information in real time.

Respondents shared that they wanted social and emotional support for families.

Respondents shared that they would like to attend student award ceremonies in person.

## LCAP Summary for: Teachers

Teachers reported that they would like professional development in the area of reading development stages.

Teachers reported that they would like to better understand the tiered system approach to interventions.

### SELPA:

No feedback given

Based on stakeholder input, TESD will provide professional development in the areas of reading, math, and English language development. In response to the request for more opportunities in academic support, TESD will provide tutoring to students in the areas of math and ELA. Foster Youth, homeless, and English learners will have priority in tutoring sessions. TESD will continue in providing access to technology for students. In order to provide as much communication as possible for the community, TESD will update current events on a school marquee. To support social and emotional health, additional psychological services will be provided on campus for an increased number of days of the week.

### ESSER Survey Input:

One hundred ninety-six participants completed the ESSER III Stakeholder Survey. From those participants 87.8% of students (172 students), 10.7% were staff members (4.1% (8) classified, 5.6% (11) certificated, 0.5% (1) staff), from the community 2.6% (5) community members and 1.5% (3) parents completed the survey.

When asked how we can improve the school 61.7% (121) respondents said we should set goals as a school and celebrate small wins. Twenty-eight percent (55 participants) said there should be classroom innovation. Parent involvement in school committees had 21.9% (43) votes. Thirty-five respondents (17.9%) chose that the staff needs training in building a positive school culture. Thirty-one participants (15.8%) chose that there needs to be a clear list of qualities and values for adults and students.

Next, the participants were asked about how the school could provide a safe and welcoming learning environment for future leaders. Over 55% of the participants (109) said there should be safety and security from vandalism and threats. Half of the participants (98) said there should be updated classroom furniture to facilitate movement and project-based learning. According to the survey, 27.3% (73) said the next priority is updating school grounds for safety and accessibility. Modernizing the school with paint was chosen by 21.4%.

Then the participants were asked what is the biggest challenge we face with the need for learning recovery due to COVID-19 pandemic related loss. The highest concern (46.4%) was the students/ loss of skills they once had. A third of participants (34.2%) said students need more help in reading and math. Another third of participants (33.2%) said student engagement was a challenge. Students needing more emotional support was 29.6% and 28.6% said students needed social skills support. Approximately 16.8% said that English language learners need extra language instruction. Twenty-two participants (11.2%) responded that primary students are receiving extra help compared to upper grade students.

When asked to finish the sentence, "Students need support due to....," over half of the respondents (57.7%) chose anxiety. Loss of academic learning was chosen 44.9% and 43.9% chose completing work in school and out of school. Sixty-eight respondents (34.7%) selected loss of a family member. Absenteeism and caregiver loss of income was chosen 15.8% and 11.7%, respectively.



## 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

614,469

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP, Goal 4, Action 1	Facility Maintenance	The LCAP funds on going facility and maintenance and repairs. The build upon routine maintenance ESSER III dollars will be used to upgrade projects to improve the indoor air quality in school facilities, including mechanical and non mechanical heating, ventilation and air conditioning systems, filtering, purification and other air cleaning systems to reduce the risk of virus transmission.	50,000
N/A	Cleaning Supplies	Purchase cleaning supplies to sanitize and clean the facilities of the district to ensure alignment with the CDC guidance to operate our schools safely	50,000
N/A	Paint	The school was last painted over three decades ago and the surfaces are no longer able to be cleaned. In order to provide safe in person learning the facilities need surfaces	300,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		that can be cleaned therefore the painting of facilities is needed to minimize the risk of transmission.	
N/A	Shade Structure	Shade structures are needed to allow students another location to be outside to safely distance and play.	100,000
N/A	Benches	Benches are needed to allow additional seating to accommodate social distancing for students while eating and during school events.	9,000
LCAP, Goal 4, Action 1	Desks	New desks to provide classrooms that will facilitate movement for project based learning while allowing students to safely distance within the classroom.	76,800
LCAP, Goal 2, Action 4	Health Support for student health issues and family outreach	Increased LVN time needed to support additional health issue	28,669

## 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

750,774

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP, Goal 1, Action 10 and ELO Grant	Summer School	Provide extended summer learning to address academic intervention/remediation of grade level content missed and targeted intervention.  Supplement through ESSER III-	100,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		<p>English language learners will be given additional language development instruction via ELD curriculum during Summer School.</p> <p>Summer school will be provided during 2021-2022, 2022-2023, and 2023-2024 school year.</p>	
LCAP, Goal 1, Action 11	Tutoring	<p>Tutoring services to address academic intervention/remediation of grade level content missed and targeted intervention for students with disabilities, foster youth, homeless, and English Learners.</p> <p>Supplement through ESSER III-</p> <p>Students with learning disabilities will be given the option for additional tutoring outside of the school day through an online tutoring program.</p>	80,000
LCAP, Goal 2, Action 6, ELO Grant	Mental Health Support	<p>Provide supportive services include staff and parent trainings, brief mental health support, interim mental health support, crisis support, SARB support, school staff/classroom support, family outreach, community linkage and support for student groups that help with social skills, anger management, friendship/anti-bullying, social emotional learning, girls circle and mindfulness. (ELO)</p> <p>ESSER III will be used to extend the mental health support for the district. Implement Peer Mediation Program.</p>	45,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
N/A	Internet Connectivity	ESSER III funds will be used to provide access to reliable, high-speed internet for students through the purchase of internet connected devices/equipment and mobile hotspots and internet technology infrastructure.	100,000
N/A	Additional VAPA Opportunities	ESSER III funds will be used to provide after school and summer learning program to accelerate theatre learning to support social and emotional learning.	5,000
LCAP, Goal 1 Action 2	Technology and Resources	ESSER III funds will be used to purchase additional chromebooks for student learning to provide access to technology and resources for student research and learning.	40,000
LCAP Goal 5, Action 1	Staffing/Class Size	Provide small class sizes through the funding of 2 additional teachers across the district in order to maintain a positive school climate and increase pupil achievement and engagement.	380,774

## 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

732,850

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
N/A	Flooring	ESSER III funds will be used to replace old carpet with new floors so that they can be properly cleaned and disinfected to reduce the risk of virus transmission	207,850
N/A	Doors	ESSER funds will be used to replace old doors to improve air quality by providing effective seal.	25,000
N/A	Roof	ESSER funds will be used to replace the roof of the 500 wing to address school facility repairs and improvements to	300,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		enable operation of the school to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.	
LCAP Goal1, Action 9	Additional Staff Pay	ESSER funds will be used to provide additional off salary schedule pay for staff. We are fully committed to recruiting, hiring, and retaining highly qualified staff which affects the quality of the district's educational program, particularly for English Learners, Foster Youth, and Low Income students. The additional off salary schedule increase is needed to compensate staff for the effects of COVID-19.	200,000

## 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
Summer School, Tutoring, Mental Health Support, Technology & Resources,	Progress monitoring through: <ul style="list-style-type: none"> <li>• STAR reading</li> <li>• DIBELS</li> <li>• DRA</li> <li>• Benchmarks</li> <li>• CAASPP</li> <li>• grades</li> </ul>	Performance monitoring will be conducted through: <ul style="list-style-type: none"> <li>• STAR reading four times per year</li> <li>• DIBELS assessments three times per year</li> <li>• DRA assessments twice per year</li> <li>• Benchmarks focused on essential standards four times a year</li> <li>• ELPAC initial as needed and summative</li> <li>• CAASPP assessments once per year</li> <li>• Grades six times per year (progress reports &amp; report cards)</li> </ul>
Mental Health Support	California Healthy Kids Survey will be administered this year.	Will be administered and reviewed every other year.



# 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](mailto: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.).

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