

**Siskiyou County Board of Education  
Regular Meeting, Wednesday October 20, 2021 –2:00 p.m.  
Siskiyou County Office of Education**

**To join this meeting by Zoom, click on the link below:**

<https://us02web.zoom.us/j/88357818472?pwd=WjRtWUM2S21BakY3d3NUd2OzZUkrUT09>

**To join this meeting by telephone:**

1-669- 900-9128

**Meeting ID: 883 5781 8472**

**Password: 817859**

Teleconference protocols will be provided at the opening of the meeting, including how to address the Board with public comments.

*In compliance with the Americans with Disabilities Act, the Siskiyou County Board of Education will make available to the public who has a disability, any needed modification or accommodation in order for that person to participate in the public meeting. Contact the Siskiyou County Office of Education at 530-842-8400 at least one (1) week prior to the scheduled meeting.*

**A G E N D A**

- |             |   |               |
|-------------|---|---------------|
| <b>1.0</b>  | <b>Call to Order</b>  | <b>Enos</b>   |
| <b>2.0</b>  | <b>Flag Salute</b>  | <b>Enos</b>   |
| <b>3.0</b>  | <b>Public Comment</b><br><i>Hearing of persons desiring to address the Board or present petitions.<br/>Presentations not on the agenda will be limited to five minutes. The Board is prohibited by law from taking action on any item presented if it is not listed on the agenda.</i>  | <b>Enos</b>   |
| <b>4.0</b>  | <b>Regular Agenda</b>   |               |
| <b>4.01</b> | <b>Findings Regarding Teleconferencing</b><br>Pursuant to Board Resolution 21-22-03 (adopted October 11, 2021), Consider Adopting Findings that Current Circumstances Meet the Requirements of Assembly Bill 361 ((1) current state of emergency is ongoing, and (2) meeting in person would present imminent risks to the health or safety of attendees. | <b>Action</b> |
| <b>4.02</b> | <b>Public Comment on Closed Session Items</b>   |               |
| <b>4.03</b> | <b>Closed Session</b><br>Consider / Hear Expulsion Appeal regarding Student T. and Weed Elementary School District (Education Code, § 48920.)   |               |
| <b>4.04</b> | <b>Report of Action Taken in Closed Session</b>   |               |

<b>4.05</b>	<b>Approval of Minutes</b> Approval of September 15, 2021, meeting minutes.	<b>Action</b>
<b>4.06</b>	<b>Approval of Minutes</b> Approval of October 11, 2021, meeting minutes.	<b>Action</b>
<b>4.07</b>	<b>Credential Registration</b> Credentials granted by the Commission on Teacher Credentialing will be submitted for registration.	<b>Action</b>
<b>4.08</b>	<b>ESSER III Expenditure Plan</b> Request for approval of ESSER III Expenditure Plan.	<b>Action</b>
<b>5.0</b>	<b>Board Comments</b>	<b>Discussion/Information</b>
<b>6.0</b>	<b>Superintendent's Report</b>	<b>Walters/Information</b>
<b>7.0</b>	<b>Items for Next Agenda</b>	<b>Enos</b>
<b>8.0</b>	<b>Adjournment</b>	<b>Enos/Action</b>

**Posted:** 10/16/2021

**Note:** Copies of the agenda and backup materials may be reviewed at the Siskiyou County Office of Education website at [Siskiyou County Board of Education / County Board of Education Meeting Packets \(siskiyoucoe.net\)](https://www.siskiyoucoe.net) Copies of the agenda and backup materials, may be reviewed at the Siskiyou County Office of Education during the hours of 8 a.m. to 5 p.m., Monday through Friday; excluding holidays.

**Siskiyou County Board of Education Meeting**  
**Regular Meeting, via Teleconference Wednesday, September 15, 2021**  
**Siskiyou County Office of Education**

**Meeting Minutes**

**Members Present**

William Enos, President  
John Bennett, Vice President  
Sherry Crawford  
Brenda Duchi  
Brandon Fawaz

**Members Absent**

Len Foreman  
Michelle O’Gorman

**Call to Order**

Dr. Enos called the meeting to order at approximately 6:00 p.m.

**Public Hearing**

Dr. Enos called the public hearing to order at approximately 6:02 p.m. The purpose of the public hearing related to State Instructional Materials Funds for the purpose of determining whether each pupil in each school in the district has sufficient textbooks or instructional materials, or both, in specified subjects that are aligned to the academic content standards and consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education. There was no public input. The hearing was closed at approximately 6:03 p.m.

**Public Comment**

There was no public comment.

**Approval of Minutes**

Mr. Bennett moved to approve the minutes of the June 23, 2021 meeting. Mrs. Duchi seconded. Mr. Fawaz and Mrs. Crawford abstained. Motion carried.

**Resolution 21-22-01**

Mrs. Crawford moved to approve Resolution 21-22-01 Regarding Sufficiency or Insufficiency of Instructional Materials. Mr. Bennett seconded. All in favor. Motion carried.

**Credential Registration**

Mrs. Duchi moved to approve the Credentials presented for registration. Mr. Fawaz seconded. All in favor. Motion carried.

**Quarterly Report on Williams Uniform Complaints**

The Quarterly Report on Williams Uniform Complaints was presented.

**Board Comments**

- Mrs. Duchi shared that she emailed other county board members with information received from the CCBE conferences she recently attended.
- Mr. Fawaz requested that board members be made aware of significant SCOE staffing changes, such as retirements.

\_\_\_\_\_ Initials      \_\_\_\_\_ Date Approved

**Superintendent's Report**

- Schools in Siskiyou County opened the new year and have been dealing with COVID related issues such as quarantining, exposures, school closures, etc. Mr. Walters expressed his gratitude for Mrs. Patty Morris, SCOE Health Services Director, and her ability to navigate and interpret the medical information coming our way. By October 15, SCOE must have to have a program in place to test employees who are not vaccinated.
- The Senate's passage of the Infrastructure Investment and Jobs Act offers important provisions including a three-year extension for the Secure Rural Schools Act, which compensates approximately 700 counties and school districts for declining federal timber harvests.
- Cal OES has been assisting districts impacted by fires with supplies and resources.
- SCOE continues to provide guidance to schools with changes to the independent study format as it has taken the place of distance learning.
- Mr. Walters and Mr. Allan Carver recently provided a presentation at a City of Weed community town hall meeting pertaining to the unification of Weed High School and Weed Elementary School. A small group in the community is exploring unification of the schools.
- Mr. Walters announced that Mrs. Debbie Pendley, SCOE Associate Superintendent Business Services, was retiring effective September 15, 2021. He noted that he was very happy for her, and wished her the best. On behalf of the county board, Dr. Enos expressed appreciation for Mrs. Pendley and wished her the very best as she starts this new chapter.

**Items for the Next Agenda**

Mrs. Crawford requested a discussion on computer science, possibly at the November meeting. In addition, she requested a discussion about a student board representative.

**Adjournment**

The meeting was adjourned at approximately 6:38 p.m. The next county board meeting will be held at 2:00 p.m. on October 20, 2021.

---

Kermith R. Walters, County Superintendent

---

Dr. William N. Enos, Board President

\_\_\_\_\_ Initials      \_\_\_\_\_ Date Approved

**Siskiyou County Board of Education Meeting  
Special Meeting, via Teleconference Monday, October 11, 2021  
Siskiyou County Office of Education**

**Meeting Minutes**

**Members Present**

William Enos, President  
John Bennett, Vice President  
Sherry Crawford  
Brenda Duchi  
Brandon Fawaz  
Len Foreman  
Michelle O’Gorman

**Call to Order**

Dr. Enos called the meeting to order at approximately 2:00 p.m.

**Public Comment**

There was no public comment.

**Resolution 21-22-03**

In response to the COVID-19 Pandemic, Governor Newsom signed AB 361 into law, permitting public agencies to continue conducting meetings remotely in specific circumstances. After discussion, Mrs. Crawford moved to approve Resolution 21-22-03 Authorizing Use of Remote Teleconferencing Provisions Pursuant to AB 361 and Government Code Section 54953. Mrs. Duchi seconded. All in favor. Motion carried.

**Adjournment**

The meeting was adjourned at approximately 2:41 p.m.

---

Kermith R. Walters, County Superintendent

---

Dr. William N. Enos, Board President

Siskiyou County Board of Education

CREREDENTIALS FOR REGISTRATION OCTOBER 2021

---

Adkisson, Spencer	Dunsmuir	Clear TC - Multiple Subject General Subjects Issued: 09/01/2021 Expires: 09/01/2026
Brittain, Alexander	Eureka	Clear TC- Multiple Subjects General Subjects (Exam) Issued: 07/01/2021 Expires: 07/01/2026
Calvert, Kylee	West Sacramento	Clear TC- Multiple Subject General Subjects (Exam) Issued: 07/01/2018 Expires: 07/01/2023
Collins, Melissa	Weed	Clear TC- Career Technical Education Information and Communication Technologies Issued: 09/01/2021 Expires: 09/01/2026
Cross, Parish	Mt. Shasta	Emergency Permit - 30 Day Substitute Substitute Issued: 08/17/2021 Expires: 09/01/2022
Cunningham, Kent	Weed	Clear TC - Desig. Subjects Pt.-Time Fire Fighting, Fire Control and Safety Issued: 06/01/2021 Expires: 06/01/2026
DeRoss, Daniel	Edgewood	Clear TC - Single Subject English Issued: 09/01/2021 Expires: 09/01/2026
Guida, Mary	Orinda	Clear TC-Single Subject Music (Exam) Intro. Mathematics Issued: 06/01/2021 Expires: 06/01/2026
Higelin, John	Yreka	Emergency Permit - 30-Day Substitute Substitute Issued: 06/01/2021 Expires: 06/01/2022
Hocknell, Kimberly	Montague	Emergency Permit - 30 Day Substitute Substitute Issued: 09/09/2021 Expires: 10/01/2022
Hoffmann, Kurt	Mt. Shasta	Emergency Permit- 30 Day Substitute Substitute Issued: 09/01/2021 Expires: 09/01/2022
Jaffe-Stender, Laura	Seiad Valley	Intern TC- Multiple Subjects General Subjects Issued: 08/16/2021 Expires: 09/01/2023

Jenks, Noah	Sonora	Clear TC-Single Subject English (Exam) Issued: 07/01/2021 Expires: 07/01/2026
Jessup, Cynthia	Bakersfield	Clear SC- Pupil Personnel School Psychology Issued: 06/01/2021 Expires: 06/01/2026
Kinsey, Melody	Montague	Emergency Permit - 30-Day Substitute Substitute Issued: 09/01/2021 Expires: 09/01/2022
Lampkin, Edgar	Woodland	Clear TC- Multiple Subject General Subjects; BCLAD: Spanish Issued: 08/01/2017 Expires: 08/01/2022
Lampkin, Edgar	Woodland	Clear SC- Administrative Administration Issued: 08/01/2017 Expires: 08/01/2022
Laney, Elisabeth	Happy Camp	Clear TC - Specialist Learning Handicapped Issued: 09/01/2021 Expires: 09/01/2026
Lewis, Barbara	Weed	Clear SC- School Nurse School Nurse Issued: 09/01/2021 Expires: 09/01/2026
Lewis, Benjamin	Weed	Clear TC - Multiple Subject General Subjects (Exam) Issued: 09/01/2021 Expires: 09/01/2026
March, Brit	Ft. Jones	Clear TC- Career Technical Education Education, Child Development and Family Services Health, Science and Medical Terminology Issued: 08/01/2021 Expires: 08/01/2026
Medeiros, Debra	Yreka	Clear SC - Administrative Administrative Services Issued: 06/01/2021 Expires: 06/01/2026
Medeiros, Debra	Yreka	Clear SC - Pupil Personnel School Psychology Issued: 06/01/2021 Expires: 06/01/2026
O'Brien, Katherine	Grenada	Clear TC- Career Technical Education Agriculture and Natural Resources Issued: 07/01/2021 Expires: 07/01/2026
O'Reilly, Amber	Yreka	Clear TC- Mutliple Subject General Subjects (Exam) Science Issued: 07/01/2021 Expires: 08/01/2026

Pope, Jennifer	Yreka	Emergency Permit - 30-Day Substitute Substitute Issued: 09/01/2021 Expires: 09/01/2022
Schantz, Frederick	Yreka	Emergency Permit- 30 Day Substitute Substitute Issued: 08/01/2021 Expires: 08/01/2022
Skudlarek, Cheyenne	Cottonwood	Preliminary TC- Education Specialist Mild/Moderate Issued: 07/01/2020 Expires: 08/01/2025
Stephens, Jill	Ft. Jones	Clear TC - Multiple Subject General Subjects (Exam) Issued: 09/01/2021 Expires: 09/01/2026
Stern, Benjamin	Weed	Emergency Permit - 30 Day Substitute Substitute Issued: 09/08/2021 Expires: 10/01/2022
Thackeray, Mitch	Etna	Intern TC- Education Specialist Mild/Moderate Disabilities Issued: 08/25/2021 Expires: 09/01/2023
Thomas, Michael	Etna	Clear TC - Specialist Learning Handicapped Issued: 09/01/2021 Expires: 09/01/2026
Thomas, Michael	Etna	Clear TC - Multiple Subject General Subjects Issued: 09/01/2021 Expires: 09/01/2026
Wendt, Stephen	Yreka	Intern TC- Single Subject Mathematics Issued: 08/18/2021 Expires: 09/01/2023
Williams, Ginger	Yreka	Clear SC - Administrative Administration Issued: 09/01/2021 Expires: 09/01/2026
Williams, Ginger	Yreka	Clear TC - Multiple Subject General Subjects (Exam) Issued: 09/01/2021 Expires: 09/01/2026
Workman, Kimberly	Mt. Shasta	Emergency Permit-30 Day Substitute Substitute Issued: 09/01/2021 Expires: 09/01/2022
Wroten, Sasha	Weed	Intern TC- Multiple Subjects General Subjects Issued: 08/16/2021 Expires: 09/01/2023





SISKIYOU COUNTY  
OFFICE OF EDUCATION

## ESSER III Expenditure Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Siskiyou County Office of Education	Debbie Medeiros, Associate Superintendent/SELPA Director	dmedeiros@siskiyoucoe.net 530-842-8441

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
Not applicable	

### 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**

311,939

<b>Plan Section</b>	<b>Total Planned ESSER III</b>
Strategies for Continuous and Safe In-Person Learning	100,000
Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)	161,939
Use of Any Remaining Funds	50,000

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

311,939

## 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.

Quarterly meetings were held with the Community Advisory Committee which includes parents, teachers, special education administrators, and community members. We also received input from our Leadership Committee on a quarterly basis. A survey was sent out to both parents and students in order to receive feedback about our program. We met with bargaining units that included certificated and classified staff members and received input from them on the plan. The SELPA also collaborated with the State and Federal Program Director monthly to analyze the data and draft the plan. The SELPA does not employ principals, but the Program Managers serve that role, and were consulted during monthly meetings.

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

Stakeholder feedback along with student achievement data, progress on IEP goals, chronic absenteeism, and student engagement were used to determine student needs. Based on this data, we determined the needs of our program were to provide inclusion strategies, increase the use of technology to increase student engagement, behavior support in the classroom, sensory needs of our students, and ergonomic work stations for support staff. The following are the themes brought up by various groups that have been incorporated into the ESSER III Plan:

- \* Inclusion specialist - teachers, administration, staff, district personnel
- \* Technology - teachers, parents, administration, district personnel
- \* Behavior Support in the Classroom - teachers, administration, staff, district personnel
- \* Sensory needs of our students in the classroom - teachers & administration -
- \* Support staff ergonomic furniture - staff, teachers & administration

## 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

161,939

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
N/A	Inclusion Specialist	Continue Inclusion Specialist provided with CSI funds into the 2023-24 school year	150,000
N/A	Technology	Replace damaged chromebooks and student technology	11,939

## 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

100,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
N/A	Behaviorist	Hire additional behaviorist for student support in classroom	50,000
N/A	Student desks & chairs	Purchase student desks & chairs to accommodate sensory needs of students with disabilities	50,000

## Use of Any Remaining Funds

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

### Total ESSER III funds being used to implement additional actions

50,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
N/A	Ergonomic work stations	Ergonomic workstations for staff including adjustable desks and chairs	50,000

## 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
Inclusion Specialist	Progress on IEP Goals & Amount of Time in General Education Classes	Quarterly
Technology	Student Engagement - Chronic Absenteeism Rate	Monthly
Behaviorist	Behavior Incidents & Progress on IEP Goals	Quarterly
Student furniture	FIT Tool & Behavior Incidents	Monthly
Ergonomic Work Stations	FIT Tool	Monthly

# 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.).

California Department of Education  
June 2021