



Sequoia Union Board of Trustees Special Board Meeting October 28, 2021 at 6:00 p.m.

A regular meeting of the Board of the Sequoia Union Elementary School will be held at 23958 Avenue 324, Lemon Cove, CA. ***Please note those in attendance will need to follow physical distancing and wear a mask if unvaccinated.***

In compliance with the Americans with Disabilities Act, for those requiring special assistance to access the Board meeting room, to access written documents being discussed at the Board meeting, or to otherwise participate at Board meetings, please contact the school office at (559) 564-2106 for assistance. Notification at least 48 hours before the meeting will enable the District to make reasonable arrangements to ensure accessibility to the Board meeting and to provide any required accommodations, auxiliary aids or services.

Documents provided to a majority of the Governing Board regarding an open session item on this agenda will be made available for public inspection in the District office located at 23958 Ave. 324, Lemon Cove, California during normal business hours and on the website at <https://www.sequoiaunion.org/>

1. CALL TO ORDER at 6:00 pm

2. FLAG SALUTE

3. APPROVAL OF AGENDA

4. COMMENTS FROM THE PUBLIC

Board Policy #9323 allows each individual speaker three minutes for public comment. The public may choose to address the board on any non agenda item at this time, or on an agenda item at this time or at the time of the items discussion. Before making a comment, please gain recognition from the Chair and direct your comments through the Chair. Due to COVID-19, if you wish to submit a comment virtually you may do so online at <https://bit.ly/SUpubliccomment>. Comments must be submitted one hour prior to the scheduled meeting opening to ensure they will be read. The same requirements relating to the three minute limit apply to written comments also. Comments submitted after the opening of the meeting, but before adjournment will be recorded in the minutes.

5. ACTION ITEMS

5.1 Review and Approve ESSER III Plan District

5.2 Review and Approve ESSER III Plan Charter



6. CLOSED SESSION

6.1 GOVERNMENT CODE SECTION 54957.6: CONFERENCE WITH LABOR NEGOTIATOR
AGENCY REPRESENTATIVE: District Superintendent-Principal. EMPLOYEE ORGANIZATION:
S.E.T.A.. UNREPRESENTED EMPLOYEES: Sequoia Union Classified Staff.

7. ADJOURNMENT



SEQUOIA UNION | ELEMENTARY SCHOOL

Mr. Ken Horn
Superintendent/Principal

ACTION ITEMS

- 5.1 Review and Approve ESSER III Plan District



ESSER III Expenditure Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Sequoia Union Elementary School District	Ken Horn Superintendent/Principal	kenhorn@sequoiaunion.org 559-564-2106

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://4.files.edl.io/7fab/06/14/21/193832-f01d235f-3898-493c-95b0-3a6f0c10a398.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

\$68,535.00

Plan Section	Total Planned ESSER III
Strategies for Continuous and Safe In-Person Learning	\$3,425.00
Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)	\$29,566.00
Use of Any Remaining Funds	\$35,544.00

Total ESSER III funds included in this plan

\$68,535.00

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.

The Sequoia Union Elementary School District (SUESD) aligned the ESSER III Expenditure Plan with the 2021-2024 Local Control Accountability Plan (LCAP) and the Expanded Learning Opportunities Grant Plan (ELOP) in order to coordinate funding and address the academic impact of lost instructional time, to implement COVID prevention and mitigation strategies, and to safely open and operate schools for in-person learning. Input from multiple stakeholders was considered and is described in the 2021-2024 LCAP and Expanded Learning Opportunities Grant ELOP Plans. SUESD believes it is important to include the voices of students, parents, principals, teachers, staff,

administrators, including the community members to develop goals, actions, and expenditures. Notably, Sequoia Union Elementary School District engaged all stakeholders in the process of developing the 2021-2024 LCAP. Community engagement opportunities throughout the 2020-2021 school year targeted the following stakeholder groups: Sequoia Elementary Teachers' Association,(SETA) Sequoia Union Classified Staff, students, parents/guardians, school and district administrators, teachers, support staff, School Site Council, and the parents/guardians of students with disabilities, students experiencing homelessness,and students in foster care. The platforms used to solicit meaningful feedback from the SUESD community included: family, student and staff surveys, and student achievement data analysis meetings/dialogue to identify students in need of academic or social-emotional supports. Input for the 2021 ESSER III Expenditure Plan was specifically sought through the administration of the ESSER III Stakeholder Survey which was taken by students, staff, parents and community members. Furthermore, the Special Board Meeting on October 28th to review and approve the ESSER III Plan. Prior to this meeting, the ESSER III plan will be posted on the SUESD website, and will be available, in print, in the lobby of the SUESD District Office. Parents, guardians, staff and interested community members are encouraged to provide feedback using a Google form or address the Board at the Podium during the meeting during Public Comment.

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

Feedback from the community engagement strategies described above was incorporated into the development of strategies for addressing the loss of instructional time, and to provide supplemental instruction and support to identified students, with emphasis on meeting the needs of unduplicated pupils and students with disabilities. Newly gathered feedback from the ESSER III Stakeholder Survey was consistent with feedback gathered in the development of the ELOP and LCAP. Priorities consistently included a commitment to in-person learning; robust summer school programs; Intervention teachers to address learning gaps in math and reading; the maintenance of comprehensive counseling support programs to help address and support student learning loss due to COVID-19 and the socio-emotional needs that came with that loss; the addition of an option for students to refocus and get reengaged in their learning which we call the Thinkery; the addition of an Assistant Principal/Learning Director to help students with academic and social decisions that are made in violation of classroom or campus rules and protocols and to assist teachers in classroom management and instructional strategies; the maintenance of Chromebooks, hotspots and supplemental software programs; and the maintenance of school facilities. The services and opportunities for students as described in this ESSER III Expenditure Plan incorporate all feedback and continue to build on the ELOP and LCAP goals of supporting safe and continuous in-person learning and addressing the academic, social, emotional, and mental health needs of all students.

Actions and Expenditures to Address Student Needs

The following is the LEA's plan for using its ESSER III funds to meet students' academic, social, emotional, and mental health needs, as well as how the LEA will address the opportunity gaps that existed before, and were exacerbated by, the COVID-19 pandemic. In developing the plan, the LEA has the flexibility to include actions described in existing plans, including the LCAP and/or Expanded Learning Opportunity (ELO) Grant Plan, to the extent that the action(s) address the requirements of the ESSER III Expenditure Plan.

For specific requirements, please refer to the Actions and Expenditures to Address Student Needs section of the Instructions.

Strategies for Continuous and Safe In-Person Learning

A description of how the LEA will use funds to continuously and safely operate schools for in-person learning in a way that reduces or prevents the spread of the COVID-19 virus.

Total ESSER III funds being used to implement strategies for continuous and safe in-person learning

\$3,425

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
ESSER III	P.P.E.	P.P.E. provided for students and staff safety against exposure to COVID-19	\$374.00
ESSER III	Cleaning Materials and Supplies	Enhanced cleaning schedules will continue to be implemented. Each classroom, restroom, lunch area, and office will be fully cleaned each day.-costs include cleaning materials and supplies	\$550.00
ESSER III	Hygiene	Hand washing areas and hand sanitizer stations will be available to students and staff throughout each campus. Their use will be promoted and incorporated into school. Daily routines. -costs include hand washing and hand sanitizing supplies	\$373.00
ESSER III	Effective Air Filtration	Each classroom and office space is fully equipped with a high performing air cleaner.	\$488.00
ESSER III	Health Aide	Health Aide will provide additional medical support for students and work in concert with the school nurse to help students with a safe school and to help stop the spread of COVID-19.	\$1293.00
ESSER III	COVID Tests	Onsite testing materials or reimbursement for offsite testing if requested by employee.	\$347.00

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

\$29,566.00

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP Goal 1, Action 1 , ELOP, and ESSER III	Student Success Center	<p>This action will allow for staff and materials to institute an intervention program using the Response to Intervention model to assist students in recouping pandemic related learning loss in both ELA and Mathematics.</p> <p>(Year 1: ESSER II & ESSER III Years 2 & 3: Supplemental and Concentration)</p>	\$10,043.00
LCAP Goal 3 Action 1 and ESSER III	Counseling-Social Services	<p>As we begin the work of recovering from the effects of the pandemic, students and teachers need greater emotional support than ever before. This action will allow for a mental health professional to serve our campus one additional day per week. Together with our current one day per week social worker and one and a half day per week school psychologist will allow greater access to these services to both students and staff.</p> <p>(Year 1: ESSER III, Years 2 & 3: LCFF Supplemental and Concentration)</p>	\$2,750.00
LCAP Goal 1, Action 4, ELOP, and ESSER III	Learning Director/Assistant Principal	<p>This position will assist teachers with creating curriculum maps and pacing guides, facilitate Professional Learning Communities, mentor new teachers, and help establish a model of continuous improvement on our campus. The Learning Director/Assistant Principal will also provide support to teachers in interpreting assessment data and using that data to guide their instruction. Assistant Principal part of position will be the first line Administrator in assisting students in Positive Behavior and Intervention Supports in making good choices on campus. First year brought on in the Fall as a temporary position for 2021-2022</p> <p>(Year 1: ESSER III and LCFF S&C)</p>	\$3,400.00

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
ELOP and ESSER III	Expanded Learning Opportunities School	Expanded Learning Opportunities School for 8th grade students who are reading below grade level or who are below grade level in math. The school will be offered for 11 days in the month of June after the regular school year ends. Students will be identified through the data from the STAR Reading, STAR Math, iReady Reading, iReady Math, and through the CAASPP Reading and Math assessments. Transportation will be offered for students participating in the Expanded Learning Opportunities School who need transportation.	\$3,317.00
ELOP and ESSER III	Learning Hub	A Learning Hub will be offered by Certificated Teachers and Classified Staff after school for additional support and intervention for students who are below reading level or below math level and also for student enrichment beginning in the 2021-2022 school year. Technology, high-speed internet and other academic supports will be provided. Materials and Supplies will be purchased for the Learning Hub. Supplemental Intervention Curriculum and Supplemental Enrichment Curriculum will be purchased for the Learning Hub. Transportation will be offered for students participating in the After School Learning Hub who need transportation.	\$5,500.00
ESSER III	The Thinkery	The Thinkery will be a physical space on campus where students can go to refocus and reset when social, emotional, and behavioral factors make the students' short-term presence in the classroom detrimental to the student and the class as a whole. The Thinkery will allow students who are experiencing problems with their peers a place to take a break and discuss resolution strategies, permit students who are experiencing immediate emotional difficulties a place to decompress, and give students who have made poor behavioral choices a chance to reflect on their decisions and formulate a plan for successful reentry to the classroom.	\$2,450.00

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		Students will spend no more than 60 minutes a day in the Thinkery so as not to interfere with their learning time.	
ESSER III	School Safety Supervisor	The person in this position will assist with campus supervision ensuring that students are in their classes on time and remain in their classrooms throughout the day to ensure maximum use of instructional time. This person will help escort students around campus - to and from the Thinkery, the school nurse, special education room, Student Success Center and other destinations. This person will assist with de-escalation of altercations and help the Assistant Principal successfully mitigate behavior problems so that students can return to classrooms and re engage in their learning activities as soon as possible.	\$2,106.00

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

\$35,544.00

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP Goal 3, Action 3 and ESSER III	Technology in the Classrooms	This action will ensure that teachers have up to date technology in the classroom in order to help students increase academics and experience 21st Century Learning (Computers, ELMO's, Projectors, and other technology as needed in the classroom).	\$2,750.00

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		(ESSER III)	
ESSER III	CaISCHLS Survey Modules	<p>These professionally developed surveys were created in partnership with the CDE to help LEA's measure the effectiveness of their actions on the LCAP and other educational plans. These surveys will help Sequoia Union to effectively gage how actions taken with ESSER III funds have impacted the stakeholders in our educational community.</p> <p>(\$4000 total across district and charter)</p>	\$440.00
ESSER III	Independent Study Packets	Teachers will be paid an additional 2 hours of pay per student to put together Independent Study packets while students are in quarantine due to COVID-19 or for other medical reasons.	\$10,560.00
ESSER III	Classified Sub Salaries	Extra Duty Classified Staff to serve as Sub Staff when other Classified Staff are out Due to COVID-19 quarantine or for other medical reasons.	\$3,300.00
ESSER III	Classroom Materials and Supplies	Purchase additional materials and supplies for teachers in each classroom to help increase academic impact of lost instructional time.	\$18,494.00

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
Student Success Center	Progress for this action will be monitored by benchmark testing through the iReady assessment and learning program for both ELA and Math. Progress will also be monitored through ELA and Math assessments available from the Cullinan Orten-Gillingham intervention program in which the Student Success Center teacher and instructional aid have received training. SSC center staff also use portfolios containing student work and written records. The Basic Phonics Skills Test is also used as tool to assess students struggling with reading fundamentals.	iReady testing is done three times a year in the Fall, Spring and Summer. Orten-Gillingham program assessments are done twice a trimester. Written records of a student's actions and progress are added to their portfolio on a weekly basis. The BPST is given as needed.
Counseling-Social Services	Progress monitoring for the effectiveness of student mental health services will be done through the administration of the CalSCHLS Social Emotional Health survey and/or the Mental Health Supports module as well as the Core California Healthy Kids Survey.	The CalSCHLS Social Emotional Health survey and/or the Mental Health Supports module will be administered twice a year. The Core Healthy Kids Survey will be administered once a year.
Learning Director/Assistant Principal	The effectiveness of the position of Learning Director/Assistant Principal will be measured in the results of the CalSCHLS Staff, Student and Parent Surveys with the intended result that staff feel they are supported in their classrooms, and staff, students and parents feel that disruptions and disciplinary issues are dealt with adequately so that all students can feel safe in class and focus on their studies.	Staff and Parent surveys will be administered in the spring of 2022. Answers to these questions can be compared to the results of local surveys given to staff, parents and students in 2021, including the ESSER III Stakeholder Survey and the Sequoia Union Needs Assessment which was given as part of our solicitation of stakeholder input for the formation of the LCAP.
Expanded Learning Opportunities School	Progress for the Expanded Learning Opportunities School will be measured through professional assessments given at the beginning and end of the ELOS period. Assessments may include the Renaissance STAR Reading and Math assessments, the Smarter Balanced IAB and FIAB, or assessments that are provided as part of our state and board adopted reading and math	Progress monitoring will be done twice - at the beginning of the Expanded Learning Opportunities School and at the end.

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
	<p>programs McGraw Hill California Wonders for ELA and McGraw Hill MyMath and Glencoe Math.</p>	
Learning Hub	<p>The progress of students attending the Learning Hub will be measured using metrics similar to those detailed in the above actions. General progress will be measured through iReady assessments and Renaissance STAR Reading and Math assessments. Specific skills assessment may be measured through Smarter Balanced IAB or FIAB assessments, and formative and summative assessments created by our core curricular programs Wonders, MyMath and Glencoe Math.</p>	<p>iReady and STAR tests are taken three times a year. IAB and FIAB tests are taken throughout the year, as are formative and summative assessments connected with our core curriculum.</p>
The Thinkery	<p>The effectiveness of the Thinkery on students' academic, social, emotional and mental health will be measured through the CalSCHLS Social and Emotional Health survey and/or Mental Health Supports survey as well as the Core California Healthy Kids Survey. Effectiveness will also be measured in comparing the number of teacher referral escalations in the PowerSchool SIS system before and after the Thinkery is instituted, as well as teacher and parent responses to the CalSCHLS surveys.</p>	<p>The CalSCHLS Social Emotional Health survey and/or the Mental Health Supports module will be administered twice a year. The Core Healthy Kids Survey will be administered once a year. Suspension and referral escalations will be progressed monitored each month.</p>
School Safety Supervisor	<p>The assigned task of the School Safety Supervisor will be to ensure students are redirected back to the classroom where they will have an increase in time on task and this will help increase students academic, social, emotional and mental health, which will be measured through the CalSCHLS Social and Emotional Health survey and/or Mental Health Supports survey as well as the Core California Healthy Kids Survey. Effectiveness will also be measured in comparing the number of</p>	<p>The CalSCHLS Social Emotional Health survey and/or the Mental Health Supports module will be administered twice a year. The Core Healthy Kids Survey will be administered once a year. Suspension and referral escalations will be progressed monitored each month.</p>

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
	suspensions and/or teacher referral escalations in the PowerSchool SIS system.	

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
June 2021



SEQUOIA UNION | ELEMENTARY SCHOOL

Mr. Ken Horn
Superintendent/Principal

ACTION ITEMS

5.2 Review and Approve ESSER III Plan Charter



ESSER III Expenditure Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Sequoia Union Elementary Charter School	Ken Horn Superintendent-Principal	kenhorn@sequoiaunion.org 559-564-2106

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://4.files.edl.io/9add/06/14/21/193832-2c1abe64-530d-4520-92eb-0d825344e13e.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

\$554,510.00

Plan Section	Total Planned ESSER III
Strategies for Continuous and Safe In-Person Learning	\$26,095.00
Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)	\$351,409.00
Use of Any Remaining Funds	\$177,006.00

Total ESSER III funds included in this plan

\$554,510.00

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.

The Sequoia Union Charter School aligned the ESSER III Expenditure Plan with the 2021-2024 Local Control Accountability Plan (LCAP) and the Expanded Learning Opportunities Grant Plan (ELOG) in order to coordinate funding and address the academic impact of lost instructional time, to implement COVID prevention and mitigation strategies, and to safely open and operate schools for in-person learning. Input from multiple stakeholders was considered and is described in the 2021-2024 LCAP and Expanded Learning Opportunities Grant LOGP Plans. Sequoia Union Charter School believes it is important to include the voices of students, parents, principals, teachers, staff,

administrators, including the and community members to develop goals, actions, and expenditures. Notably, Sequoia Union Charter School engaged all stakeholders in the process of developing the 2021-2024 LCAP. Community engagement opportunities throughout the 2020-2021 school year targeted the following stakeholder groups: Sequoia Elementary Teachers' Association,(SETA) Sequoia Union Classified Staff, students, parents/guardians, school and district administrators, teachers, support staff, School Site Council, and the parents/guardians of students with disabilities, students experiencing homelessness,and students in foster care. The platforms used to solicit meaningful feedback from the Sequoia Union Charter School community included: family, student and staff surveys, and student achievement data analysis meetings/dialogue to identify students in need of academic or social-emotional supports. Input for the 2021 ESSER III Expenditure PPlan was specifically sought through the administration of the ESSER III Stakeholder Survey which was taken by students, staff, parents and community members. Furthermore, the Special Board Meeting on October 28th will have the agenda posted on the website, in the qiosk, and at the Post Office. Prior to this meeting, the ESSER III plan will be posted on the Sequoia Union website, and will be available, in print, in the lobby of the Sequoia Union Office. Parents, guardians, staff and interested community members are provide feedback using a Google form or address the Board at the Podium during the meeting during Public Comment.

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

Feedback from the community engagement strategies described above was incorporated into the development of strategies for addressing the loss of instructional time, and to provide supplemental instruction and support to identified students, with emphasis on meeting the needs of unduplicated pupils and students with disabilities. Newly gathered feedback from the ESSER III Stakeholder Survey was consistent with feedback gathered in the development of the ELOP and LCAP. Priorities consistently included a commitment to in-person learning; robust summer school programs; Intervention teachers to address learning gaps in math and reading; the maintenance of comprehensive counseling support programs to help address and support student learning loss due to COVID-19 and the socio-emotional needs that came with that loss; the addition of an option for students to refocus and get reengaged in their learning which we call the Thinkery; the addition of an Assistant Principal/Learning Director to help students with academic and social decisions that are made in violation of classroom or campus rules and protocols and to assist teachers in classroom management and instructional strategies; the maintenance of Chromebooks, hotspots and supplemental software programs; and the maintenance of school facilities. The services and opportunities for students as described in this ESSER III Expenditure Plan incorporate all feedback and continue to build on the ELOP and LCAP goals of supporting safe and continuous in-person learning and addressing the academic, social, emotional, and mental health needs of all students.

Actions and Expenditures to Address Student Needs

The following is the LEA's plan for using its ESSER III funds to meet students' academic, social, emotional, and mental health needs, as well as how the LEA will address the opportunity gaps that existed before, and were exacerbated by, the COVID-19 pandemic. In developing the plan, the LEA has the flexibility to include actions described in existing plans, including the LCAP and/or Expanded Learning Opportunity (ELO) Grant Plan, to the extent that the action(s) address the requirements of the ESSER III Expenditure Plan.

For specific requirements, please refer to the Actions and Expenditures to Address Student Needs section of the Instructions.

Strategies for Continuous and Safe In-Person Learning

A description of how the LEA will use funds to continuously and safely operate schools for in-person learning in a way that reduces or prevents the spread of the COVID-19 virus.

Total ESSER III funds being used to implement strategies for continuous and safe in-person learning

\$26,095.00

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
ESSER III	P.P.E.	P.P.E. provided for students and staff safety against exposure to COVID-19	\$3,026.00
ESSER III	Cleaning Materials and Supplies	Enhanced cleaning schedules will continue to be implemented. Each classroom, restroom, lunch area, and office will be fully cleaned each day.-costs include cleaning materials and supplies	\$4,450.00
ESSER III	Hygiene	Hand washing areas and hand sanitizer stations will be available to students and staff throughout each campus. Their use will be promoted and incorporated into school. Daily routines. -costs include hand washing and hand sanitizing supplies	\$3,014.00
ESSER III	Effective Air Filtration	Each classroom and office space is fully equipped with a high performing air cleaner.	\$2,302.00
ESSER III	Health Aide	Health Aide will provide additional medical support for students and work in concert with the school nurse to help students with a safe school and to help stop the spread of COVID-19.	\$10,500.00
ESSER III	COVID Test	Onsite testing materials or reimbursement for offsite testing if requested by employee.	\$2,803.00

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

\$351,504.00

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP Goal 1, Action 1 , ELOP, and ESSER III	Student Success Center	<p>This action will allow for staff and materials to institute an intervention program using the Response to Intervention model to assist students in recouping pandemic related learning loss in both ELA and Mathematics.</p> <p>(Year 1: ESSER II & ESSER III Years 2 & 3: Supplemental and Concentration)</p>	\$81,257.00
LCAP Goal 3 Action 1 and ESSER III	Counseling-Social Services	<p>As we begin the work of recovering from the effects of the pandemic, students and teachers need greater emotional support than ever before. This action will allow for a mental health professional to serve our campus one additional day per week. Together with our current one day per week social worker and one and a half day per week school psychologist will allow greater access to these services to both students and staff.</p> <p>(Year 1: ESSER III, Years 2 & 3: LCFF Supplemental and Concentration)</p>	\$22,250.00
LCAP Goal 1, Action 4, ELOP, and ESSER III	Learning Director/Assistant Principal	<p>This position will assist teachers with creating curriculum maps and pacing guides, facilitate Professional Learning Communities, mentor new teachers, and help establish a model of continuous improvement on our campus. The Learning Director/Assistant Principal will also provide support to teachers in interpreting assessment data and using that data to guide their instruction. Assistant Principal part of position will be the first line Administrator in assisting students in Positive Behavior and Intervention Supports in making good choices on campus. First year brought on in the Fall as a temporary position for 2021-2022</p> <p>(Year 1: ESSER III and LCFF S&C)</p>	\$137,535.00

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
ELOP and ESSER III	Expanded Learning Opportunities School	Expanded Learning Opportunities School for students who are reading below grade level or who are below grade level in math. 8 teachers, 3 instructional aides, 1 bus driver, 1 food director, 1 office staff, 1 nurse, 1 custodian, and 1 administrator for 11 days in the month of June after the regular school year ends. Students will be identified through the data from the STAR Reading, STAR Math, iReady Reading, iReady Math, and through the CAASPP Reading and Math assessments. Transportation will be offered for students participating in the Expanded Learning Opportunities School who need transportation.	\$27,000.00
ELOP and ESSER III	Learning Hub	A Learning Hub will be offered by Certificated Teachers and Classified Staff after school for additional support and intervention for students who are below reading level or below math level and also for student enrichment beginning in the 2021-2022 school year. Technology, high-speed internet and other academic supports will be provided. Materials and Supplies will be purchased for the Learning Hub. Supplemental Intervention Curriculum and Supplemental Enrichment Curriculum will be purchased for the Learning Hub. Transportation will be offered for students participating in the After School Learning Hub who need transportation	\$47,000.00
ESSER III	The Thinkery	The Thinkery will be a physical space on campus where students can go to refocus and reset when social, emotional, and behavioral factors make the students' short-term presence in the classroom detrimental to the student and the class as a whole. The Thinkery will allow students who are experiencing problems with their peers a place to take a break and discuss resolution strategies, permit students who are experiencing immediate emotional difficulties a place to decompress, and give students who have made poor behavioral choices a chance to reflect on their decisions and formulate a plan for successful reentry to the classroom.	\$19,422.00

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		Students will spend no more than 60 minutes a day in the Thinkery so as not to interfere with their learning time.	
ESSER III	School Safety Supervisor	The person in this position will assist with campus supervision ensuring that students are in their classes on time and remain in their classrooms throughout the day to ensure maximum use of instructional time. This person will help escort students around campus - to and from the Thinkery, the school nurse, special education room, Student Success Center and other destinations. This person will assist with de-escalation of altercations and help the Assistant Principal successfully mitigate behavior problems so that students can return to classrooms and re engage in their learning activities as soon as possible.	\$17,040.00

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

\$177,006.00

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP Goal 3, Action 3 and ESSER III	Technology in the Classrooms	This action will ensure that teachers have up to date technology in the classroom in order to help students increase academics and experience 21st Century Learning (Computers, ELMO's, Projectors, and other technology as needed in the classroom). (ESSER III)	\$22,250.00

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
ESSER III	CaSCHLS Survey Modules	These professionally developed surveys were created in partnership with the CDE to help LEA's measure the effectiveness of their actions on the LCAP and other educational plans. These surveys will help Sequoia Union to effectively gage how actions taken with ESSER funds have impacted the stakeholders in our educational community. (\$4000 total across district and charter)	\$3,560.00
ESSER III	Independent Study Packets	Teachers will be paid an additional 2 hours of pay per student to put together Independent Study packets while students are in quarantine due to COVID-19 or for other medical reasons.	\$85,540.00
ESSER III	Classified Sub Salaries	Extra Duty Classified Staff to serve as Sub Staff when other Classified Staff are out Due to COVID-19 quarantine or for other medical reasons.	\$26,700.00
ESSER III	Classroom Materials and Supplies	Purchase additional materials and supplies for teachers in each classroom to help increase academic impact of lost instructional time.	\$38,956.00

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
Student Success Center	Progress for this action will be monitored by benchmark testing through the iReady assessment and learning program for both ELA and Math. Progress will also be monitored	iReady testing is done three times a year in the Fall, Spring and Summer. Orten-Gillingham program assessments are done twice a trimester. Written records of a student's actions

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
	through ELA and Math assessments available from the Cullinan Orten-Gillingham intervention program in which the Student Success Center teacher and instructional aid have received training. SSC center staff also use portfolios containing student work and written records. The Basic Phonics Skills Test is also used as tool to assess students struggling with reading fundamentals.	and progress are added to their portfolio on a weekly basis. The BPST is given as needed.
Counseling-Social Services	Progress monitoring for the effectiveness of student mental health services will be done through the administration of the CalSCHLS Social Emotional Health survey and/or the Mental Health Supports module as well as the Core California Healthy Kids Survey.	The CalSCHLS Social Emotional Health survey and/or the Mental Health Supports module will be administered twice a year. The Core Healthy Kids Survey will be administered once a year.
Learning Director/Assistant Principal	The effectiveness of the position of Learning Director/Assistant Principal will be measured in the results of the CalSCHLS Staff, Student and Parent Surveys with the intended result that staff feel they are supported in their classrooms, and staff, students and parents feel that disruptions and disciplinary issues are dealt with adequately so that all students can feel safe in class and focus on their studies.	Staff and Parent surveys will be administered in the spring of 2022. Answers to these questions can be compared to the results of local surveys given to staff, parents and students in 2021, including the ESSER III Stakeholder Survey and the Sequoia Union Needs Assessment which was given as part of our solicitation of stakeholder input for the formation of the LCAP.
Expanded Learning Opportunities School	Progress for the Expanded Learning Opportunities School will be measured through professional assessments given at the beginning and end of the ELOS period. Assessments may include the Renaissance STAR Reading and Math assessments, the Smarter Balanced IAB and FIAB, or assessments that are provided as part of our state and board adopted reading and math programs McGraw Hill California Wonders for ELA and McGraw Hill MyMath and Glencoe Math.	Progress monitoring will be done twice - at the beginning of the Expanded Learning Opportunities School and at the end.

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
Learning Hub	The progress of students attending the Learning Hub will be measured using metrics similar to those detailed in the above actions. General progress will be measured through iReady assessments and Renaissance STAR Reading and Math assessments. Specific skills assessment may be measured through Smarter Balanced IAB or FIAB assessments, and formative and summative assessments created by our core curricular programs Wonders, MyMath and Glencoe Math.	iReady and STAR tests are taken three times a year. IAB and FIAB tests are taken throughout the year, as are formative and summative assessments connected with our core curriculum.
The Thinkery	The effectiveness of the Thinkery on students' academic, social, emotional and mental health will be measured through the CalSCHLS Social and Emotional Health survey and/or Mental Health Supports survey as well as the Core California Healthy Kids Survey. Effectiveness will also be measured in comparing the number of teacher referral escalations in the PowerSchool SIS system before and after the Thinkery is instituted, as well as teacher and parent responses to the CalSCHLS surveys.	The CalSCHLS Social Emotional Health survey and/or the Mental Health Supports module will be administered twice a year. The Core Healthy Kids Survey will be administered once a year. Suspension and referral escalations will be progressed monitored each month.
School Safety Supervisor	The assigned task of the School Safety Supervisor will be to ensure students are redirected back to the classroom where they will have an increase in time on task and this will help increase students academic, social, emotional and mental health, which will be measured through the CalSCHLS Social and Emotional Health survey and/or Mental Health Supports survey as well as the Core California Healthy Kids Survey. Effectiveness will also be measured in comparing the number of suspensions and/or teacher referral escalations in the PowerSchool SIS system.	The CalSCHLS Social Emotional Health survey and/or the Mental Health Supports module will be administered twice a year. The Core Healthy Kids Survey will be administered once a year. Suspension and referral escalations will be progressed monitored each month.

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.).

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