

**RESCUE UNION SCHOOL DISTRICT**

**AGENDA:        ESSER III Expenditure Plan**

**RECOMMENDATION:**

The Superintendent recommends the Board of Trustees approve the ESSER III Expenditure Plan.

**BACKGROUND:**

In response to the 2019 Novel Coronavirus (COVID-19), the U.S. Congress passed the American Rescue Plan (ARP) Act, which was signed into law on March 11, 2021. This is the third federal stimulus funding act in response to COVID-19, following the Coronavirus Aid, Relief, and Economic Security (CARES) Act and the Coronavirus Response and Relief Supplemental Appropriations Act (CRRSA). RUSD was aware of these monies coming to the district when we adopted the budget in June of 2021.

The ARP Act requires local educational agencies (LEAs) that receive ESSER III funds to complete an Expenditure Plan for how ESSER III funds will be used to 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.

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.

A Public Hearing was held at the October 12, 2021 Regular Board meeting, to solicit comments from the public regarding the specific actions and expenditures. The plan is now presented for approval.

**STATUS:**

Attached is the ESSER III Expenditure Plan which is required by law. This plan represents stakeholder input collected from the:

- California Healthy Kids Survey
- California School Climate Survey
- California School Parent Survey,
- Panamera Survey for students, staff, and parents
- Locally created surveys were also created and used to gather additional input from certificated and classified bargaining units and students from every school site and every grade level provided input through student listening circles.

Information from each survey was reviewed by the district leadership teams to determine LCAP priorities and needs and this data was used to inform the ESSER III plan. The Rescue Union School Districts also consults with the El Dorado County Special Education Local Plan Area (SELPA) to discuss ways in which special education students could be supported in the district's plans.

**FISCAL IMPACT:**

\$2,064,294.00

## **BOARD GOALS:**

### **Board Focus Goal I - STUDENT NEEDS**

A. Student Safety and Well Being: Enhance and encourage social, emotional, ethical and civic learning by providing a safe, supportive and diverse environment.

B. Curriculum and Instruction: Provide a meaningful, innovative learning environment using Common Core, and other student content standards and research-based, progressive, effective instructional methodology, instructional materials, staff development and technology that will ensure student success in career and college.

### **Board Focus Goal II – FISCAL ACCOUNTABILITY**

Keep the district fiscally solvent through prudent LCAP aligned budget processes in order to meet the needs of our students.

### **Board Focus Goal II - COMMUNICATION / COMMUNITY INVOLVEMENT**

Establish and maintain consistent and effective communication that is transparent and timely in an effort to provide and receive information that will engage and educate our District and community.

### **Board Focus Goal IV - STAFF NEEDS**

Attract and retain diverse, knowledgeable, dedicated employees who are skilled and supported in their commitment to provide quality education for our students.

### **Board Focus Goal VI – CULTURE OF EXCELLENCE**

Create and promote programs that support, reward and incentivize employees to perform at exceptional levels for the benefit of our students.



**October 26, 2021**

**Elementary and Secondary School Relief (ESSER III) Funds**

Rescue Union School District Board of Education

# Topics to be covered

- The American Rescue Plan Act
- ESSER III Expenditure Plan- Adoption/Review/Approval
- Rescue USD - Actions and Expenditures to Address Student Needs
- Questions?
- Board Discussion



# The American Rescue Plan Act and ESSER III

- In response to COVID-19, the U.S. Congress passed American Rescue Plan (ARP) Act, which was signed into law on March 11, 2021.
- ESSER III is the third federal stimulus funding act in response to COVID-19, following the Coronavirus Aid, Relief, and Economic Security (CARES) Act and the Coronavirus Response and Relief Supplemental Appropriations Act (CRRSA).
- RUSD was aware of these monies coming to the district when we adopted the budget in June of 2021.



# ESSER III Expenditure Plan- Adoption/Review/Approval

The ARP Act requires local educational agencies (LEAs) that receive ESSER III funds to complete:

- An Expenditure Plan for how ESSER III funds will be used to 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.
  - *Our plan must be adopted by the governing board on or before 10/29/21*



# Fiscal Requirements

- An 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 interventions, such as summer learning or summer enrichment, extended day, comprehensive after-school programs, or extended school year programs.
- The remaining ESSER III funds should be spent in a manner consistent with the ARP Act, however, there is quite a bit of flexibility.



# Actions and Expenditures to Address Student Needs in our ESSER III Plan

- Staffing = \$1,129,472.00 (54%)
  - Additional certificated staff and paraeducator support
- Instructional resources = \$538,923.00 (26%)
  - Outdoor education and classroom funding and technology tools





# Actions and Expenditures to Address Student Needs in our ESSER III Plan (continued)

- Safe School Personnel = \$344,321,00 (17%)
  - Increased staffing for custodians and counselors
- Social Emotional Learning Supports = \$40,000.00 (2%)
  - Anti-bullying, character education, PBIS, Trauma informed practices
- Safe Schools Materials and Supplies = \$11,578.00
  - Materials to support rapid COVID-19 testing of staff and students



# Questions and Board Discussion



# ESSER III Expenditure Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Rescue Union School District	Jim Shoemake Superintendent	jshoemake@my.rescueusd.org (530) 672-4810

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
Local Control Accountability Plan	The Local Control Accountability Plan is posted on the Rescue Union School District website at the following address: <a href="http://www.rescueusd.org/About-RUSD/LCAP/index.html">http://www.rescueusd.org/About-RUSD/LCAP/index.html</a>
Expanded Learning Opportunities Grant Plan	The Expanded Learning Opportunities Grant Plan is posted on the Rescue Union School District website at the following address: <a href="http://www.rescueusd.org/About-RUSD/ELO-Grant/index.html">http://www.rescueusd.org/About-RUSD/ELO-Grant/index.html</a>

## Summary of Planned ESSER III Expenditures

Below is a summary of the ESSER III funds received by the LEA and how the LEA intends to expend these funds in support of students.

Total ESSER III funds received by the LEA
\$2,064,294

<b>Plan Section</b>	<b>Total Planned ESSER III</b>
Strategies for Continuous and Safe In-Person Learning	\$934,822
Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)	\$1,129,472
Use of Any Remaining Funds	0

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

\$2,064,294

## 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.

Rescue Union School District considers stakeholder input critical and their voices influence each goal and corresponding action and expenditure throughout the LCAP, ELO and ESSER III plans Stakeholder groups that provided input included the following:

- Rescue Union School Board of Trustees
- Site Principals
- District Leadership Team
- Parent Teacher Organizations (PTOs) and Parent Teacher Clubs (PTCs)
- Rescue Union Federation of Teachers (RUFT)
- Rescue Classified School Employees Association (CSEA)
- District English Language Advisory Committee (DELAC)
- Parent Advisory Committee (PAC)
- Parents of students within the district, and
- Students from each site through Student Listening Circles.

Input was collected using the:

- California Healthy Kids Survey
- California School Climate Survey
- California School Parent Survey, and the
- Panamera Survey for students, staff, and parents
- Locally created surveys were also created and used to gather additional input from certificated and classified bargaining units and students from every school site and every grade level provided input through student listening circles.

Information from each survey was reviewed by the district leadership teams to determine LCAP priorities and needs and to inform the ESSER III plan.

The Rescue Union School Districts also consults with the El Dorado County Special Education Local Plan Area (SELPA) to discuss ways in which special education students could be supported in the district's plans.

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

#### Student Feedback:

Most student listening circle feedback centered on COVID-19 and the related changes to our instructional programs. Students were largely pleased with the efforts of the District to reopen schools, even when we needed to do so under an AM/PM hybrid model. They also felt positive about the COVID-19 safety plan and efforts to mitigate any exposure or transmission. Students did report that asynchronous assignments and work required to be done online could be challenging, especially when technical issues such as unstable Internet connections arose. Students also reported feeling less connected to peers due to social distancing and mask requirements.

#### Certificated Feedback:

Certificated staff prioritized low class size, counseling, academic intervention supports including aides and certificated teachers, updated technology, curricular supports such as SeeSaw, Raz Kids, IXL, and the Sadlier Oxford vocabulary program, and additional civics and equity resources and trainings.

#### Classified Feedback:

Classified staff prioritized additional para educator support, custodial personnel and supplies, and training for various employees including the mechanic, library media coordinators, and paraeducators. They also expressed a desire for additional technology such as Chromebooks or iPads, and funds for libraries to help mitigate the loss of revenue due to suspended book fairs.

#### Parent Feedback:

Parents, through the California School Parent Survey and the Local RUSD Parent Survey indicated a desire to keep class sizes low. They also prioritized ongoing counseling and social emotional support for students and increased academic intervention to address learning loss due to the COVID Pandemic or other factors. Parents also expressed a desire to improve the nutritional quality of our school meals. The

parent community, especially in light of the restrictions of COVID-19, have asked for more extracurricular activities and fun events at school. Parents feel very happy with communication from the District Office, counseling services, and the technology department.

#### Administrators' Feedback:

Principals and directors shared a desire to provide increased levels of professional development, especially for new teachers. Principals expressed a strong desire to resume focus on professional development activities and other initiatives that had been halted due to COVID-19 restrictions, such as PBIS and the Jenny Maguire math training. Principals also asked for continued support through supplemental curricular programs such as IXL, Mystery Science, and the Sadlier Oxford Vocabulary program. There was also universal support for ongoing counseling services.

#### DELAC Feedback:

The District English Language Advisory Committee met on April 19, 2021 to discuss the Local Control Accountability Plan and provide input on ways to best meet the needs of the district's English learners. Recommendations from the group included additional intervention programs, such as after school support classes and homework assistance programs. The group also recommended increased/improved communication between the general education teachers and EL support personnel to better coordinate services for students. Several parents felt that the work done with the EL support staff did not directly assist in completing the day to day assignments from the general education teachers. At least one parent also expressed a desire to provide a certificated teacher to better support the EL students.

The Rescue Union School District is required to consult with the El Dorado County Special Education Local Plan Area (SELPA) to discuss ways in which special education students could be supported in the RUSD 2021-2024 LCAP, ELO and ESSER Plans. During our most recent consultation we discussed the hiring of additional certificated staff to reduce class sizes, thus allowing teachers the ability to better connect with and support special education students in their general education classrooms. This helps ensure that we are addressing students' needs within the least restrictive environment. We also discussed the hiring of additional paraeducators to work with special education students to assist in helping students meet their IEP goals. The district will also continue to examine the performance and participation rates of our special education students on standardized assessments to ensure that all students are making appropriate progress towards academic proficiency.

As a result of the specific stakeholder input, the District prioritized low class sizes and allocated resources to hire additional teachers to further reduce class size, especially in grades 1-5. Additionally, counseling and social emotional support services continue to be a priority of our stakeholders and the District remains committed to providing a counselor at every school site, a behaviorist and behavioral support aides, and PBIS training to site teams at all schools.

Increased intervention services for general and special education students were also identified as a priority through the stakeholder engagement process and as a result, the District plans to provide instructional assistants for all kindergarten and TK classes, general and special education paraeducators to support struggling students, and a dedicated academic intervention teacher at each school site. The District also intends to support students and staff through the purchase of additional Chromebooks and both online and physical curricular support programs such as SeeSaw, IXL, and the Sadlier Oxford Vocabulary program. The District is planning to continue providing before or after school English language support classes and is also considering hiring a certificated teacher to help support the English learners in the district.

A desire for increased support for custodial services was also shared through the stakeholder engagement process, and as a result, the District plans to employ additional floating custodians to ensure that schools are clean and safe.

## 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

\$934,822

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP, Goal #1, Action #5	Instructional Resources	Instructional resources for general education and special education students, including curriculum (\$135,000 in 21/22 and \$135,000 in 22/23), technology(\$115,429), outdoor education supplies (\$105,622) and other engaging, standards-aligned materials (\$47,872) will be provided to support student learning. Specifically, more Chromebooks and technology tools will be purchased, and teachers will be provided funds for indoor and outdoor classroom supplies.	\$538,923
LCAP, Goal #2, Action #1	Social Emotional Learning	The District will support Social Emotional Learning (SEL) including anti-bullying, character education, PBIS, Trauma	\$40,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		Informed Practice, and restorative justice programs at each school site.	
LCAP, Goal #2, Action #2	Safe School Personnel	The District will provide personnel to ensure safe learning environments that meet the social emotional needs of all students. These positions include counselors (\$209,850 in 22/23) and custodians (\$134,471 in 21/22).	\$344,321
LCAP, Goal #2, Action #3	Safe School (Materials and Supplies)	The District will provide the materials to support rapid testing for student modified quarantines, this will allow students exposed to COVID-19 in the classroom to stay in school while being monitored by nurses and health aides.	\$11,578

## 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

\$1,129,472

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
Expanded Learning Opportunities (ELO) Grant Plan	Additional Certificated/Classified Staff	The District will provide additional certificated staff to reduce class sizes primarily in K-5 (\$385,023 in 21/22 and \$730,017 in 22/23) and Para-educator supports (\$14,433).	\$1,129.472

## 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**

<b>Plan Alignment (if applicable)</b>	<b>Action Title</b>	<b>Action Description</b>	<b>Planned ESSER III Funded Expenditures</b>

## 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.

<b>Action Title(s)</b>	<b>How Progress will be Monitored</b>	<b>Frequency of Progress Monitoring</b>
Increased certificated and paraeducator staffing	The intent of this increased staffing (primarily at the K-5 level) is to increase the individual attention students can receive on any given day while also increasing our staff’s ability to assess student needs on a regular basis.	The RUSD has built in Professional Development time each month to allow for staff to discuss individual students, their needs and next steps.
Instructional Resources	These resources will be monitored by: <ul style="list-style-type: none"> <li>• computer to student ratios</li> <li>• increased opportunities teacher and student accessibility to outdoor education resources.</li> </ul>	Our technology department maintains a database to track our student to computer ratios. This database is updated many times each month. Our purchasing department is able to track the 2021-2022 outdoor education expenditures by staff member and site.
Social Emotional Learning Supports	The District will monitor the creation and maintenance of programs such as anti-bullying, character education, PBIS, Trauma Informed Practice, and restorative justice programs at each school site.	Our site leaders and counselors have Professional Development time each month to assess the implementation and maintenance of all of the programs listed.
Safe School Personell	The District will work with the counseling staff on a regular basis to ensure safe learning	District wide Counselor meetings are quarterly and individual counselors conduct meetings with their site principals

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
	environments that meet the social emotional needs of all students. The District will also work with the custodial staff on a regular basis to provide personnel guidance on how to ensure safe and clean learning environments.	frequently. Custodians receive regular feedback on job performance from their site leaders and the Director of Facilities.
Safe Schools Materials and Supplies	The District will provide the personnel and materials to support rapid testing for student modified quarantines as needed. This will allow students exposed to COVID-19 in the classroom to stay in school while being monitored by nurses and health aides.	These tests occur daily at sites throughout the district. Additionally the district maintains a database to track these modified quarantines and the required testing.

# 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

**RESCUE UNION SCHOOL DISTRICT**

**AGENDA ITEM:**      **Updates for Board Policy, Administrative Regulations and Board Bylaws**

**RECOMMENDATION:**

The Superintendent recommends the Board of Trustees receive this Board Bylaw for first reading and possible consideration for action.

**BACKGROUND:**

In March of 2020 the COVID-19 pandemic forced many school districts to conduct their meetings virtually. The Rescue Union School District chose to use the Zoom platform to conduct their meetings and began recording their meetings via Zoom at the same time. These recordings have been posted to the district's website and have provided the general public a historical record that can be used for verification of decisions, and as a thorough account of past events and actions.

**STATUS:**

Policies, regulations and bylaws identified for review and/or changes are submitted to the Board for first reading and possible consideration of approval. The following Board Bylaw is submitted for review:

BB 9324 Minutes and Recordings

**FISCAL IMPACT:**

NA

**BOARD GOAL(S):**

Board Focus Goal III – COMMUNICATION/COMMUNITY INVOLVEMENT:

Establish and maintain consistent and effective communication that is transparent and timely in an effort to provide and receive information that will engage and educate our District and community.

**Bylaw 9324: Minutes And Recordings**

**Status:** ADOPTED

**Original Adopted Date:** 03/09/2021 | **Last Reviewed Date:** 10/26/21

The Governing Board recognizes that maintaining accurate minutes of Board meetings helps foster public trust in Board governance and provides a record of Board actions for use by district staff and the public.

The secretary of the Board shall keep minutes and record all official Board actions. The Board's minutes shall be public records and shall be made available to the public upon request and on the district website. (Education Code 35145, 35163)

The minutes of Board meetings shall include, but not be limited to:

1. A notation of which Board members are present, in person or by teleconference, and whether a member is not present for part of the meeting due to late arrival and/or early departure
2. A brief summary of the Board's discussion on each agenda topic, rather than a verbatim record of each Board member's specific points of view during the discussion
3. A summary of the public comments made on agendized items and unagendized topics
4. The specific language of each motion and the names of the Board members who made and seconded the motion
5. Preferential votes cast by student Board member(s) (Education Code 35012)
6. Any action taken by the Board, and the vote or abstention on that action of each Board member present (Education Code 35145; Government Code 54953)

Upon request by a student's parent/guardian, or by the student if age 18 or older, the minutes shall not include the student's or parent/guardian's address, telephone number, date of birth, or email address, or the student's name or other directory information as defined in Education Code 49061. The request to exclude such information shall be made in writing to the secretary or clerk of the Board. (Education Code 49073.2)

The Board agenda shall include a statement of the option and process for students and parents/guardians to request that such information be excluded from the minutes.

The Superintendent or designee shall distribute a copy of the "unapproved" minutes of the previous meeting(s) with the agenda for the next regular meeting. The Board shall approve the minutes as circulated or with necessary amendments.

Upon approval by the Board, the minutes shall be signed by the Board President and Board Clerk.

Official Board minutes and recordings shall be stored in a secure location and shall be retained in accordance with law.

Any minutes or recordings kept for Board meetings held in closed session shall be kept separately from

the minutes or recordings of regular and special meetings. Minutes or recordings of closed sessions are not public records. (Government Code 54957.2)

### **Recording or Broadcasting of Meetings**

The district shall record or broadcast any open Board meeting. At the beginning of the meeting, the Board president shall announce that a recording or broadcasting is being made at the direction of the Board and that the recording or broadcast may capture images and sounds of those attending the meeting. As practicable, the recorder or camera shall be placed in plain view of meeting participants.

~~Any district recording may be erased or destroyed 3 months after the meeting.~~ **Open meeting recordings will be posted on the district website for review.** Recordings made at the direction of the Board during a meeting are public records and, upon request, shall be made available for inspection by members of the public on district equipment and on the district website without charge. (Government Code 54953.5)

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**RESCUE UNION SCHOOL DISTRICT**

**AGENDA ITEM: Curriculum and Instruction Update for 2021-2022**

**RECOMMENDATION:**

The Superintendent is recommending that the Board of Trustees receive an update on the Curriculum and Instruction activities for the District for the 2021-2022 school year.

**BACKGROUND:**

The intent of this report is to share with the Board how our District is leveraging its Curriculum and Instructional resources to provide quality instruction for our students, assess student achievement, determine student needs and provide support to students and staff to equip them with the necessary tools to provide learning experiences that ensure student success.

**STATUS:**

The District has been very busy assessing students and providing instruction that meets the academic and social emotional needs of students. The following topics are an essential part of this process:

- Beginning of the Year Assessments
- Determining Student Academic and Social Emotional Needs
- Staff Professional Development
- Curriculum Materials Update

A power point presentation is being provided to update the Board in these areas.

**FISCAL IMPACT:**

All Curriculum and Instruction staffing and activities were included in the 2021/2022 adopted budget presented to the Board June 22, 2021.

**BOARD GOALS:**

**Board Focus Goal I - STUDENT NEEDS**

A. Student Safety and Well Being: Enhance and encourage social, emotional, ethical and civic learning by providing a safe, supportive and diverse environment.

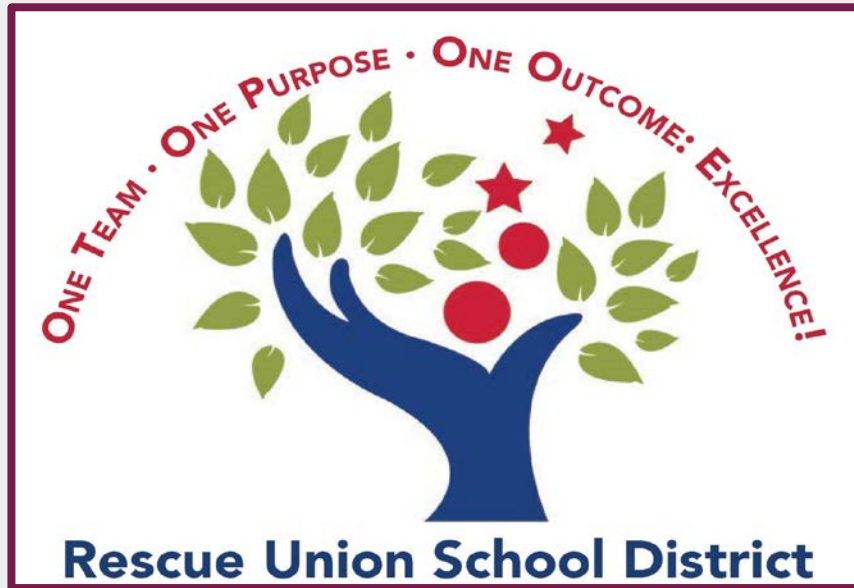
B. Curriculum and Instruction: Provide a meaningful, innovative learning environment using Common Core, and other student content standards and research-based, progressive, effective instructional methodology, instructional materials, staff development and technology that will ensure student success in career and college.

**Board Focus Goal IV - STAFF NEEDS**

Attract and retain diverse, knowledgeable, dedicated employees who are skilled and supported in their commitment to provide quality education for our students.

**Board Focus Goal VI – CULTURE OF EXCELLENCE**

Create and promote programs that support, reward and incentivize employees to perform at exceptional levels for the benefit of our students.



**October 26, 2021**

**Curriculum and Instruction Update for 2021-2022**

Rescue Union School District Board of Education

# Agenda

- Beginning of the Year Assessments
- Determining Student Needs
- How are Students Being Supported in these Areas?
- Staff Professional Development
- Curriculum Materials Update
- Next Steps
- Questions





# Beginning of the Year Assessments

Each grade level administers beginning of the year English Language Arts and Math assessments to determine where students are placed academically. Below are the common assessments that are given:

➤ **English Language Arts:**

- Kindergarten Intake Assessments (TK/K)
- Basic Phonics Skills Test (BPST) (1 - 3)
- Writing Letters (1st)
- High Frequency Words (HFW) (1-2)
- Lexile Assessment (2-8)
- Fluency Assessment (2-5)

➤ **Mathematics**

- Kindergarten Intake Assessments (TK/K)
- Writing Numbers to 100 (1st)
- IXL Diagnostic Assessment (2-8)
- End of Previous Year Math Assessment (2-6)



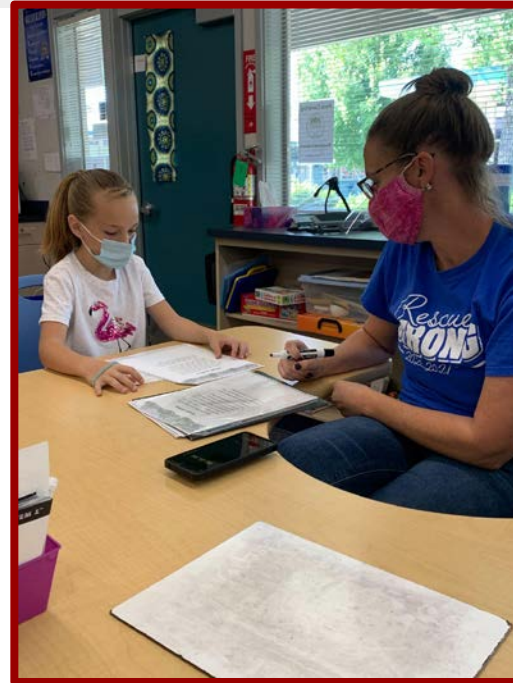
# Determining Student Needs

## ➤ Academic Needs

- Reading Fluency and Accuracy
- Handwriting/Fine motor skills
- Math Fact Fluency
- Number Sense/Place Value

## ➤ Social Emotional Needs

- Building Problem Solving Strategies
- Developing Social Skills
- Building Stamina



# How are Students Being Supported in these Areas?

## ➤ **Academic Supports**

- Academic Recovery Teacher Support
- Intervention Aide Support
- Small Group (Leveled) Instruction
- Vertical Collaboration Among Grade Levels
- Use of Diagnostics to Provide Recommendations (IXL Math)
- Use of Parent Volunteers

## ➤ **Social Emotional Supports**

- Emphasis of Positive Behavior Intervention Support (PBIS) Procedures and Protocols
- Monthly Counseling Lessons
- Intentional Work to Build Stamina



# Staff Professional Development

## ➤ **Staff Development Day - October 4th**

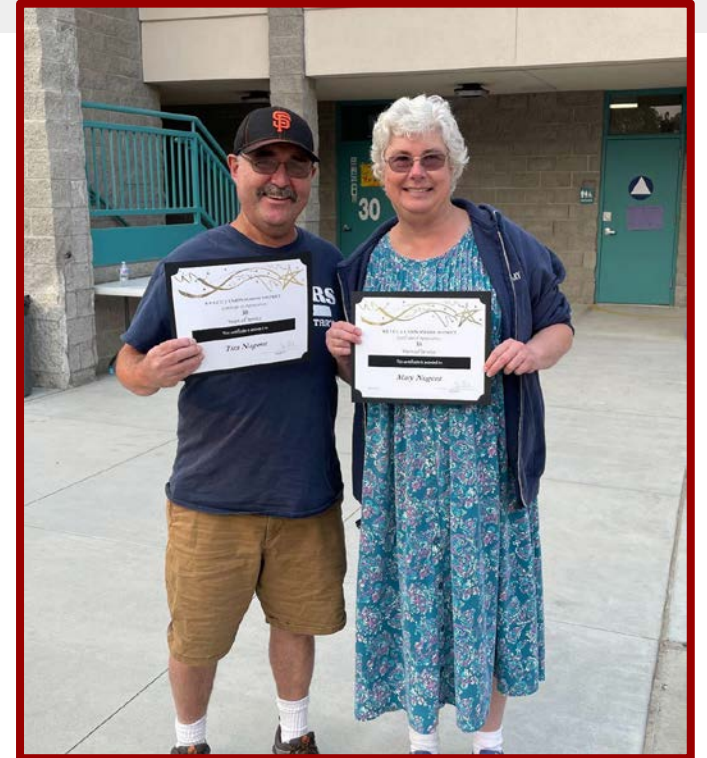
- Staff Gathering and Recognition
- PD Learning Sessions
- Grade Level/Department Collaboration

## ➤ **Professional Development Opportunities**

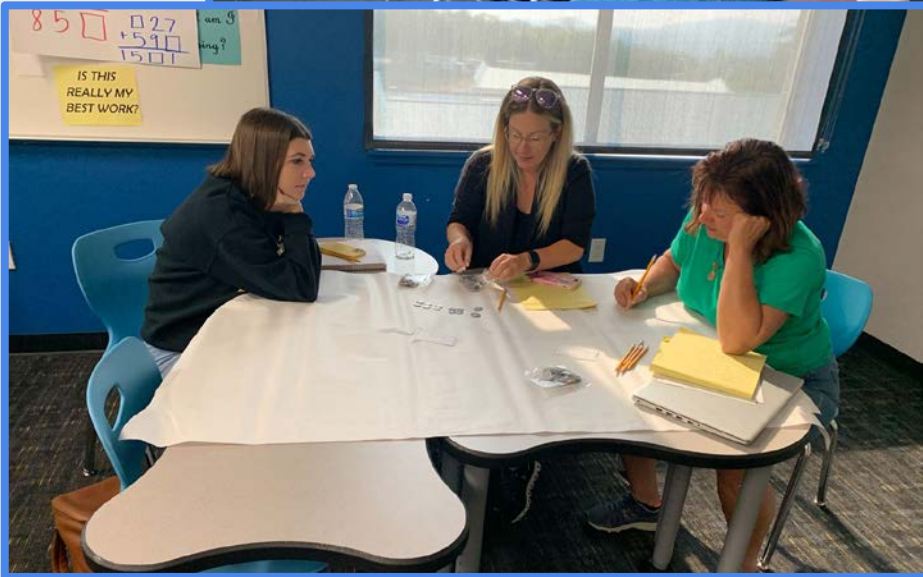
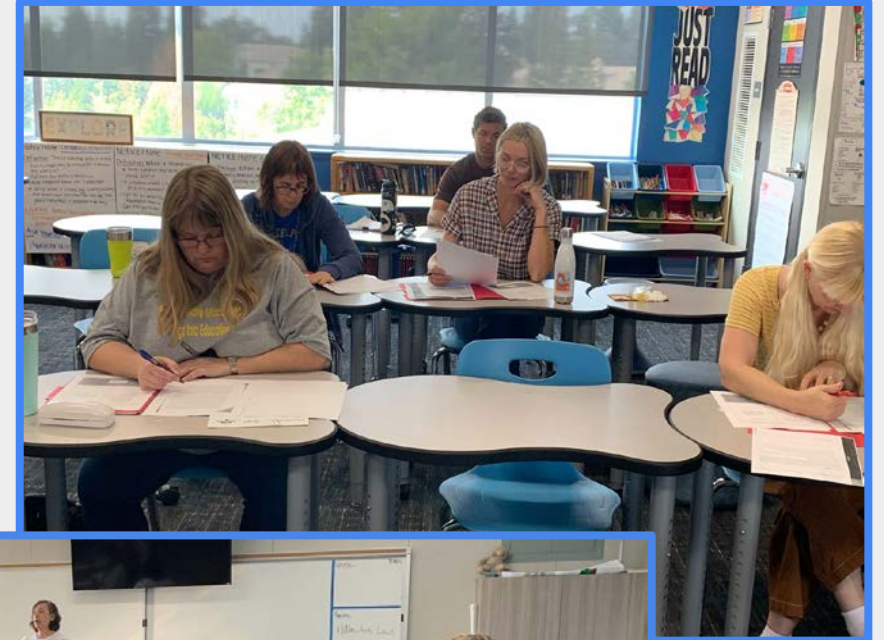
- District/Site Collaboration (Wednesdays)
- After School Virtual Opportunities
- Teacher Induction Program (TIP) Support
- Virtual Conferences



# Staff Gathering and Recognition



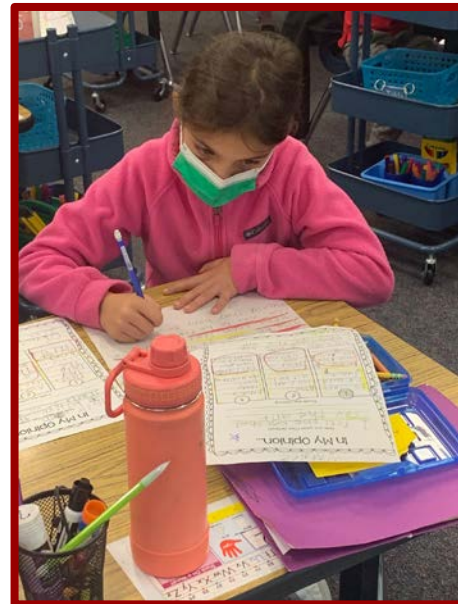
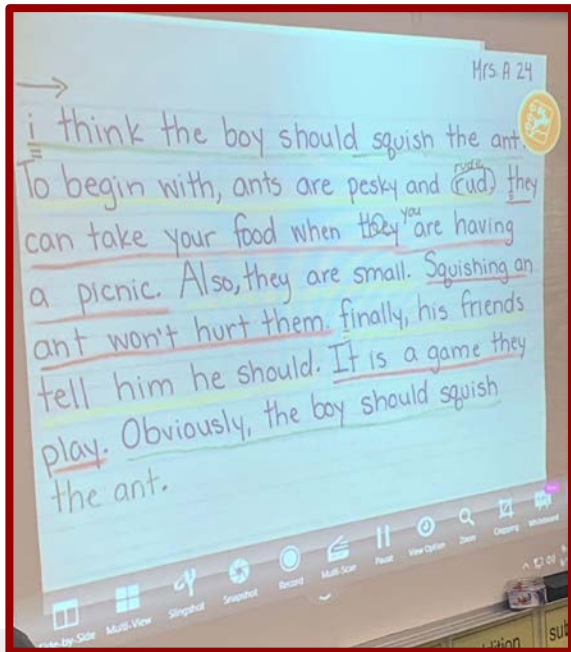
# PD Learning Sessions and Collaboration



# Staff Professional Development Continued

## ➤ Professional Development Opportunities

- District/Site Collaboration (Wednesdays)
- After School Virtual Opportunities
- Teacher Induction Program (TIP) Support
- Virtual Conferences



## STEP-UP TO WRITING

### INFORMATIVE WRITE

- IDENTIFY AND APPLY THE COLORS - GREEN, YELLOW, & RED
- USING COLORS TO CREATE A BASIC PARAGRAPH AND CREATE AN ACCORDANCE WRITE
- ADDING IN THE BLUES
- IVF STATEMENTS FOR SUMMARY PARAGRAPHS
- QUESTION/ANSWER TIME

PRESENTER: ERIN KOHT - LAKEVIEW ELEMENTARY  
DATE: OCTOBER 20, 2021  
TIME: 3:30-5:00PM  
LOCATION: ZOOM  
PLEASE SIGN UP WITH SIGNUP GENIUS



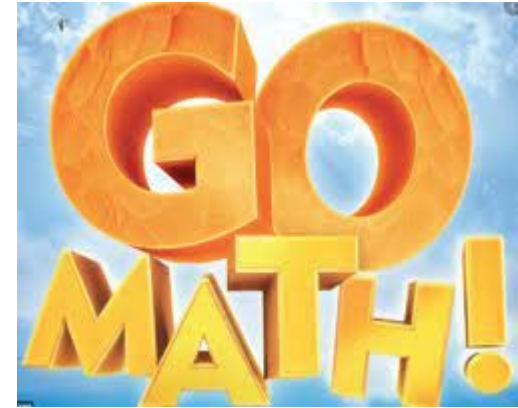
# Curriculum Materials Update

## ➤ Math

- State Approved Adopted Programs Extended to 2024.
- Purchase to extend current adoption.

## ➤ Science

- Pursuing an Elementary Science (K-5) Adoption for the 2022-2023 School Year.





# Next Steps

- **Trimester Assessments and Data Analysis**
- **Parent/Teacher Conferences**
- **Preparation for CAASPP**



# Questions?



**RESCUE UNION SCHOOL DISTRICT**

**AGENDA ITEM:**        **Houghton Mifflin Harcourt Go Math K-5 3 year Future Gap Purchase**

**RECOMMENDATION:**

The Superintendent is recommending that the Board of Trustees approve the extension of the elementary math adoption through the 2024-2025 school year.

**BACKGROUND:**

The normal academic program adoption cycle is completed approximately every 7 years and is predicated on reviewing program materials that are on the California State Board Adopted Instructional Materials list. The updated list will not be available until 2024. Since our District has purchased our current math program, HMH Go Math! through the end of the 2021-22 school year, there is a need to extend the purchase of our math program through the 2024-2025 school year.

**STATUS:**

District Administration has received a HMH Go Math K-5 Future Gap quote to continue receiving instructional materials through the 2024-2025 school year.

**FISCAL IMPACT:**

Approximately \$120,000 for the three year extended adoption of the HMH Go Math K-5 program, including teacher and student materials.

**BOARD GOALS:**

**Board Focus Goal I - STUDENT NEEDS**

- A. Student Safety and Well Being: Enhance and encourage social, emotional, ethical and civic learning by providing a safe, supportive and diverse environment.
- B. Curriculum and Instruction: Provide a meaningful, innovative learning environment using Common Core, and other student content standards and research-based, progressive, effective instructional methodology, instructional materials, staff development and technology that will ensure student success in career and college.

**Board Focus Goal II - FISCAL ACCOUNTABILITY**

Keep the district fiscally solvent through prudent LCAP aligned budget processes in order to meet the needs of our students

**Board Focus Goal VI – CULTURE OF EXCELLENCE**

Create and promote programs that support, reward and incentivize employees to perform at exceptional levels for the benefit of our students.

**RESCUE UNION SCHOOL DISTRICT**

**AGENDA ITEM:**      **Openers for 2021-2022 and 2022-2023 Rescue Union Federation of Teachers (RUFT) Negotiations**

**RECOMMENDATION:**

The Superintendent is recommending the Board of Trustees set the November 9, 2021 Board Meeting as the date and opportunity for public comment on RUFT negotiations openers.

**BACKGROUND:**

The Board is required to set a date for public comment on collective bargaining unit openers for the upcoming sessions.

**STATUS:**

While the entire RUFT contract is open this year, the RUFT bargaining unit has presented the District with the following topics to be discussed in the negotiations process for 2021-22 and 2022-2023:

- Article 10                      Class Size
- Article 11                      Duty Hours
- Article 35                      Compensation

The Rescue Union School District intends to negotiate the following Articles of the RUFT contract for the 2021-2022 and 2022-2023 reopeners:

- Article 7                      Transfers and Reassignments
- Article 8                      Evaluation Procedures: Addendum C-2 Evaluation Form - Counselor
- Article 11                      Duty Hours
- Article 14                      Sick Leave
- Article 35                      Compensation: Addendum B Fringe Benefits
- Instructional MOU          2022-2023 School Year

The Board is asked to set November 9, 2021, the next regularly scheduled Board Meeting as the date for public comments.

**FISCAL IMPACT:**

Unknown at this time.

**BOARD GOAL:**

Board Focus Goal IV – STAFF NEEDS:

Attract and retain diverse, knowledgeable, dedicated employees who are skilled and supported in their commitment to providing quality education for our students.

Board Focus Goal VI - CULTURE OF EXCELLENCE

Create and promote programs that support, reward and incentivize employees to perform at exceptional levels for the benefit of our students.