



**LARKSPUR-
CORTE MADERA
SCHOOL DISTRICT**

Agenda Item Details

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| Meeting | Oct 20, 2021 - Regular Board Meeting |
| Category | F. PRIORITY: SUSTAIN THE FISCAL INTEGRITY AND STABILITY OF THE DISTRICT - 7:10 p.m. |
| Subject | 2. Approve ESSER III Expenditure Plan (Dr. Geithman and Ms. Rigney) |
| Type | Action |

Background

ESSER III is COVID-19 federal funding for LEAs from the American Rescue Plan Act (ARP Act) Elementary and Secondary School Relief (ESSER III) Fund signed into law on March 11, 2021. This funding will provide local educational agencies (LEAs) with emergency relief funds to address the impact COVID-19 has had, and continues to have, on elementary and secondary schools across the nation. ESSER III funds are apportioned to local educational agencies (LEAs) to address the impact of COVID-19 on elementary and secondary schools. Each state must use no less than 90 percent of its allocation (\$13,571,726,487) to make subgrants to LEAs, based on each LEA's share of funds received under Title I, Part A in fiscal year 2020–21.

The Expanded Learning Opportunities (ELO) Grant Plan must be completed by LEAs as a condition for receiving an ELO Grant. The Expanded Learning Opportunities Grant Plan must be adopted by the local governing board or body of the LEA at a public meeting on or before June 1, 2021, and must be submitted to the County Office of Education, the California Department of Education, or the chartering authority within five days of adoption, as applicable.

LEAs that receive ESSER III funds are required to develop an ESSER III Expenditure Plan. The plan, at a minimum, must address how the LEA will use ESSER III funds to address students' academic, social, emotional, and mental health needs, as well as opportunity gaps that were exacerbated by the COVID-19 pandemic. In developing the plan, LEAs must consult with specified stakeholders, and must provide for public input that is considered. The ESSER III Expenditure Plan must be adopted by the LEA's local governing board at a public meeting by October 29, 2021, and submitted for review and approval within five days of adoption. School districts must submit their adopted plans to the County Office of Education (COE), and charter schools must submit their plans to both the chartering authority for review and to the COE in which they operate for review and approval.

LCMSD leadership engaged in stakeholder consultation meetings. Attached is the presentation utilized during these meetings, presented at the April 21, 2021 and May 18, 2021 Board Meetings, which outlines the proposed expenditures for the Expanded Learning Opportunities Grant Plan. The finalized ESSER III Expenditure plan is also attached and recommended for approval.

[2021_ESSER_III_Expenditure_Plan_Larkspur-Corte_Madera_School_District.pdf \(735 KB\)](#)

[COVID One-Time Funding.pdf \(75 KB\)](#)



LARKSPUR-CORTE
MADERA
SCHOOL DISTRICT

Expanded Learning Opportunities Grant Plan

| Local Educational Agency (LEA) Name | Contact Name and Title | Email and Phone |
|---------------------------------------|---|---|
| Larkspur-Corte Madera School District | Brett Geithman, Ed.D. Superintendent | bgeithman@lcmschools.org 415.927.6960 x5 |

The following is the local educational agency’s (LEA’s) plan for providing supplemental instruction and support to students, including those identified as needing academic, social-emotional, and other supports, including the provision of meals and snacks. The plan will explain how the LEA will use the funds it receives through the Expanded Learning Opportunities (ELO) Grant to implement a learning recovery program for at least the students included in one or more of the following groups: low-income students, English learners, foster youth, homeless students, students with disabilities, students at risk of abuse, neglect, or exploitation, disengaged students, and students who are below grade level, including, but not limited to, those who did not enroll in kindergarten in the 2020–21 school year, credit-deficient students, high school students at risk of not graduating, and other students identified by certificated staff.

For specific requirements please refer to the Expanded Learning Opportunities Grant Plan Instructions.

Plan Descriptions

A description of how parents, teachers, and school staff were involved in the development of the plan.

Stakeholder engagement occurred in the following forms:

- Fiscal Advisory Committee consisting of teachers, staff, administrators, parents, Town and City councilmembers, and a Trustee examined the use of these one time funds and ways in which they could be allocated to support learning loss, as well as in-person instruction
- District Advisory Panel consisting of union leaders from CSEA and LCMEA, as well as District and site administrators examined the use of these one time funds and ways in which they could be allocated to support learning loss, as well as in-person instruction
- Parent meeting occurred where suggested fund allocations were presented and feedback were collected
- Staff meeting occurred where suggested fund allocations were presented and feedback were collected
- LCMSD Board discussion item on April 21, 2021
- LCMSD Board approval item on May 18, 2021

A description of how students will be identified and the needs of students will be assessed.

Students will be identified and needs will be assessed via the following tools:

- 2021, 2022, 2023 CAASPP
- ELPAC data
- Fountas and Pinnell Benchmark Assessment System

- District math common assessments
- MDTP math assessments at Hall Middle School
- Lucy Calkins writing assessments
- Teacher generated formative assessments

A description of how parents and guardians of students will be informed of the opportunities for supplemental instruction and support.

The District disseminates information in the following ways:

- Weekly school site newsletters
- Regular teacher newsletters
- Regular District newsletters
- Website updates
- Parent meetings: superintendent coffee chats, DELAC Leadership, ELCC
- Targeted outreach for specific students/families to participate in these programs

A description of the LEA's plan to provide supplemental instruction and support.

LCMSD has paved the way for many schools across the state as a model of how to provide in-person learning in the context of the COVID-19 pandemic. Our specific efforts include:

- Specialist staff duties were shifted during the 2020-21 school year to provide targeted student outreach and intervention during distance learning. When returning to in-person instruction, specialist staff assisted with COVID protocol supervision, push-in intervention services, and outreach to support attendance and engagement.
- In-person learning began four business days after being permitted to open per the Blueprint for a Safer Economy. On October 5, 2020, students in grades K-8 began an AM/PM model with approximately 3 hours of instruction daily, five days per week.
- On April 12, 2021, LCMSD expanded in-person opportunities to full classrooms, full days, five days per week at the middle school. The elementary schools were not fully staffed with specialists, therefore, students attended six hours per day, five days per week, in full classrooms. For 2021-22, elementary and middle schools will continue the full classroom model and all will return to the full day schedule five days per week.
- Facilities were reimaged and outfitted with COVID-19 protocols and protections
- Technology were purchased to support multiple modalities of instruction and intervention
- Childcare and learning support in the form of "learning hubs" were instituted and targeted for EL and socioeconomically disadvantaged students
- Professional development in racial bias and equity for all staff will be increased
- Substitute rates were increased and additional roving subs were hired to ensure continuity of in-person instruction and fidelity of COVID protocols
- Committees were formed and continued to address academic and facility related impacts, as well as action steps, to navigate the effects of the pandemic
- Nursing services were increased to provide training, collaboration, and safety on campuses

- Summer school and school-based intervention will be implemented to mitigate learning loss
- Paraprofessionals were hired to support general education courses and assist with student safety measures

Supplemental Instruction and Support

- The District Elementary Reading Support Program provides intensive, targeted literacy instruction for students below grade level in reading
- EL specialists at all three schools provide Designated Support for English Learners to foster language acquisition
- Before and after school supplemental support sessions in ELA and math will be made available to elementary students in need of additional support
- Online programs (IXL, Hapara, SeeSaw, Imagine Learning, Lexia) provide access to curriculum in distance and in-person instruction
- Learning Hubs provide academic support and supervised access to online curriculum
- District academic program and curriculum development is supported through leadership teams comprised of teachers and administrators from all school sites
- Roving subs facilitate in-person learning and create opportunities for small group and individual support
- Livestream supplemental pay ensures continuity of instruction when students are quarantining

Expenditure Plan

The following table provides the LEA’s expenditure plan for how it will use ELO Grant funds to support the supplemental instruction and support strategies being implemented by the LEA.

| Supplemental Instruction and Support Strategies | Planned Expenditures | Actual Expenditures |
|---|----------------------|---------------------|
| Extending instructional learning time | \$160,000 | |
| Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports | \$592,000 | |
| Integrated student supports to address other barriers to learning | \$292,157 | |

| Supplemental Instruction and Support Strategies | Planned Expenditures | Actual Expenditures |
|--|-----------------------------|----------------------------|
| Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports | \$544,000 | |
| Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility | \$0 | \$0 |
| Additional academic services for students | \$681,409 | |
| Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs | \$203,798 | |
| Total Funds to implement the Strategies | \$2,473,364 | |

A description of how ELO Grant funds are being coordinated with other federal Elementary and Secondary School Emergency Relief Funds received by the LEA.

Larkspur-Corte Madera School District's Expanded Learning Opportunities Expenditure Plan incorporates all funds received due to the COVID-19 pandemic: Learning Loss Mitigation Funds, SB117 -CA COVID-19 Relief, ESSER I-III, In-Person Instruction Grant and the Expanded Learning Opportunities Grant. All funding is interconnected to support the District's COVID-19 response plan, which is a continuum of instructional models based on science and transmission data. The District's COVID-19 plan creates a clear response to the various pandemic conditions and expedited the return to in-person learning four business days after being permitted to via the California Blueprint for a Safer Economy. Beyond the District's COVID plan a response to further mitigate learning loss includes summer school, mental health supports, and comprehensive intervention services.

Expanded Learning Opportunities Grant Plan Instructions: Introduction

The Expanded Learning Opportunities Grant Plan must be completed by school districts, county offices of education, or charter schools, collectively referred to as Local Educational Agencies (LEAs), that receive Expanded Learning Opportunities (ELO) Grant funds under California *Education Code (EC)* Section 43521(b). The plan must be adopted by the local governing board or body of the LEA at a public meeting on or before June 1, 2021, and must be submitted to the county office of education, the California Department of Education, or the chartering authority within five days of adoption, as applicable. The plan must be updated to include the actual expenditures by December 1, 2022.

For technical assistance related to the completion of the Expanded Learning Opportunities Grant Plan, please contact ELOGrants@cde.ca.gov or lcff@cde.ca.gov

Instructions: Plan Requirements

An LEA receiving ELO Grant funds under *EC* Section 43521(b) is required to implement a learning recovery program that, at a minimum, provides supplemental instruction, support for social and emotional well-being, and, to the maximum extent permissible under the guidelines of the United States Department of Agriculture, meals and snacks to, at a minimum, students who are included in one or more of the following groups:

- low-income,
- English learners,
- foster youth,
- homeless students,
- students with disabilities,
- students at risk of abuse, neglect, or exploitation,
- disengaged students, and
- students who are below grade level, including, but not limited to, those who did not enroll in kindergarten in the 2020–21 school year, credit-deficient students, high school students at risk of not graduating, and other students identified by certificated staff.

For purposes of this requirement

- “Supplemental instruction” means the instructional programs provided in addition to and complementary to the LEAs regular instructional programs, including services provided in accordance with an individualized education program (IEP).
- “Support” means interventions provided as a supplement to those regularly provided by the LEA, including services provided in accordance with an IEP, that are designed to meet students’ needs for behavioral, social, emotional, and other integrated student supports, in order to enable students to engage in, and benefit from, the supplemental instruction being provided.
- “Students at risk of abuse, neglect, or exploitation” means students who are identified as being at risk of abuse, neglect, or exploitation in a written referral from a legal, medical, or social service agency, or emergency shelter.

EC Section 43522(b) identifies the seven supplemental instruction and support strategies listed below as the strategies that may be supported with ELO Grant funds and requires the LEA to use the funding only for any of these purposes. LEAs are not required to implement each supplemental instruction and support strategy; rather LEAs are to work collaboratively with their community partners to identify the

supplemental instruction and support strategies that will be implemented. LEAs are encouraged to engage, plan, and collaborate on program operation with community partners and expanded learning programs, and to leverage existing behavioral health partnerships and Medi-Cal billing options in the design and implementation of the supplemental instruction and support strategies being provided (*EC* Section 43522[h]).

The seven supplemental instruction and support strategies are:

1. Extending instructional learning time in addition to what is required for the school year by increasing the number of instructional days or minutes provided during the school year, providing summer school or intersessional instructional programs, or taking any other action that increases the amount of instructional time or services provided to students based on their learning needs.
2. Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports including, but not limited to, any of the following:
 - a. Tutoring or other one-on-one or small group learning supports provided by certificated or classified staff.
 - b. Learning recovery programs and materials designed to accelerate student academic proficiency or English language proficiency, or both.
 - c. Educator training, for both certificated and classified staff, in accelerated learning strategies and effectively addressing learning gaps, including training in facilitating quality and engaging learning opportunities for all students.
3. Integrated student supports to address other barriers to learning, such as the provision of health, counseling, or mental health services, access to school meal programs, before and after school programs, or programs to address student trauma and social-emotional learning, or referrals for support for family or student needs.
4. Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports.
5. Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility.
6. Additional academic services for students, such as diagnostic, progress monitoring, and benchmark assessments of student learning.
7. Training for school staff on strategies, including trauma-informed practices, to engage students and families in addressing students' social-emotional health needs and academic needs.

As a reminder, *EC* Section 43522(g) requires that all services delivered to students with disabilities be delivered in accordance with an applicable IEP.

Fiscal Requirements

The following fiscal requirements are requirements of the ELO grant, but they are not addressed in this plan. Adherence to these requirements will be monitored through the annual audit process.

- The LEA must use at least 85 percent (85%) of its apportionment for expenditures related to providing in-person services in any of the seven purposes described above.
- The LEA must use at least 10 percent (10%) of the funding that is received based on LCFF entitlement to hire paraprofessionals to provide supplemental instruction and support through the duration of this program, with a priority for full-time paraprofessionals. The supplemental instruction and support provided by the paraprofessionals must be prioritized for English learners and students with disabilities. Funds expended to hire paraprofessionals count towards the LEAs requirement to spend at least 85% of its apportionment to provide in-person services.

- An LEA may use up to 15 percent (15%) of its apportionment to increase or improve services for students participating in distance learning or to support activities intended to prepare the LEA for in-person instruction, before in-person instructional services are offered.

Instructions: Plan Descriptions

Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broad understanding among the LEA's local community.

A description of how parents, teachers, and school staff were involved in the development of the plan

Describe the process used by the LEA to involve, at a minimum, parents, teachers, and school staff in the development of the Expanded Learning Opportunities Grant Plan, including how the LEA and its community identified the seven supplemental instruction and support strategies that will be implemented. LEAs are encouraged to engage with community partners, expanded learning programs, and existing behavioral health partnerships in the design of the plan.

A description of how parents and guardians of students will be informed of the opportunities for supplemental instruction and support.

Describe the LEA's plan for informing the parents and guardians of students identified as needing supplemental instruction and support of the availability of these opportunities, including an explanation of how the LEA will provide this information in the parents' and guardians' primary languages, as applicable.

A description of how students will be identified and the needs of students will be assessed

Describe the LEA's plan for identifying students in need of academic, social-emotional, and other integrated student supports, including the LEA's plan for assessing the needs of those students on a regular basis. The LEA's plan for assessing the academic needs of its students may include the use of diagnostic and formative assessments.

As noted above in the Plan Requirements, "other integrated student supports" are any supports intended to address barriers to learning, such as the provision of health, counseling, or mental health services, access to school meal programs, before and after school programs, or programs to address student trauma and social-emotional learning, or referrals for support for family or student needs.

A description of the LEA's plan to provide supplemental instruction and support

Describe the LEA's plan for how it will provide supplemental instruction and support to identified students in the seven strategy areas defined in the Plan Requirements section. As a reminder, the LEA is not required to implement each of the seven strategies; rather the LEA will work collaboratively with its community to identify the strategies that will be implemented. The plan must include a description of how supplemental instruction and support will be provided in a tiered framework that bases universal, targeted, and intensive supports on students' needs for academic, social-emotional, and other integrated student supports. The plan must also include a description of how the services will be provided through a program of engaging learning experiences in a positive school climate.

As a reminder, *EC* Section 43522(g) requires that all services delivered to students with disabilities be delivered in accordance with an applicable individualized education program. Additionally, LEAs are encouraged to collaborate with community partners and expanded learning programs, and to leverage existing behavioral health partnerships and Medi-Cal billing options in the implementation of, this plan (*EC* Section 43522[h]).

Instructions: Expenditure Plan

The 'Supplemental Instruction and Support Strategies' column of the Expenditure Plan data entry table lists the seven supplemental instruction and support strategies that may be supported with ELO Grant funds.

Complete the Expenditure Plan data entry table as follows:

In the 'Planned Expenditures' column of the data entry table, specify the amount of ELO Grant funds being budgeted to support each supplemental instruction and support strategies being implemented by the LEA and the total of all ELO Grant funds being budgeted.

The plan must be updated to include the actual expenditures by December 1, 2022. In the 'Actual Expenditures' column of the data entry table the LEA will report the amount of ELO Grant funds that the LEA actually expended in support of the strategies that it implemented, as well as the total ELO Grant funds expended.

A description of how these funds are being coordinated with other federal Elementary and Secondary School Emergency Relief Funds received by the LEA

Describe how the LEA is coordinating its ELO Grant funds with funds received from the federal Elementary and Secondary School Emergency Relief (ESSER) Fund provided through the federal Coronavirus Response and Relief Supplemental Appropriations Act of 2021 (Public Law 116-260), also known as ESSER II, to maximize support for students and staff.

California Department of Education
March 2021

**Larkspur-Corte Madera School District
Expanded Learning Opportunities Grant Plan:
COVID One-Time Funding**

\$2,473,364

Learning Loss Mitigation - \$551,778

- 2020-21 Supplemental Pay #1 (\$160,000)
- Additional Tech Support (\$55,000)
- Race Work Equity Workshops (\$5,000)
- Assessments - IXL, Imagine Learning, Pearson, Zoom (\$35,000)
- PPE - Humanity Shields, First Aid Kits, Sanitizer (\$34,500)
- Electrostatic Cleaners (\$16,000)
- Technology Replacement - computers, iPads, monitors (35,000)
- Learning Hubs (\$66,000)
- 60% EL Support (\$74,000)
- Rolling Carts (\$5,000)
- Daily Substitutes (\$67,000)

SB117 - CA COVID Relief - \$25,890

- CSEA MOU for custodial supplemental pay - Spring 2020
- PPE supplies
 - Sanitizer
 - MERV 13 filters
 - Face Shields

ESSER I - \$61,798

- 2020-21 Program/Curriculum/Committee Development (\$61,798)

ESSER II - \$167,769

- 2021-22, 2022-23 Program/Curriculum/Committee Development (\$62,000)
- 2020-21 Temporary Roving Substitutes (\$105,000)

ESSER III - \$385,806

- 2022, 2023, 2024 Summer School (\$120,000)
- 2020-21, 2021-22, 2022-23, District Nurse (\$190,000)
- 2021-22, 2022-23 Equity Coaching (\$75,000)

In-Person Instruction - \$410,236

- 2020-21; 2021-22 Live Stream Supplemental Pay (\$100,000)
- 2020-21 Supplemental Pay #2 (\$160,000)
- 2021-22 Elementary Reading Support (\$125,000)
- 2020-21, 2021-22 Zoom (\$25,000)

Expanded Learning Opportunities - \$783,678

- 2020-21 Physical Education Staff (\$421,000)
- 2020-21 Librarian (\$124,000)
- 2020-21 Library Clerks (\$50,000)
- 2020-21 EL/Literacy Specialist (\$124,000)
- 2021 Summer School (\$40,000)

ELO Paraprofessionals - \$86,409

- Campus Support
- General Education Paraprofessional
- Physical Education Paraprofessional (2)