



Fountain Valley School District

BOARD OF TRUSTEES  
SPECIAL MEETING

**A G E N D A**

10055 Slater Avenue  
Fountain Valley, CA 92708

**October 21, 2021**

- CALL TO ORDER: 5:15PM
- ROLL CALL
- APPROVAL OF AGENDA

M \_\_\_\_\_  
 2<sup>nd</sup> \_\_\_\_\_  
 V \_\_\_\_\_

- PLEDGE OF ALLEGIANCE

**STAFF REPORTS AND PRESENTATIONS**

**1. ELEMENTARY & SECONDARY SCHOOLS EMERGENCY RELIEF (ESSER III) PLAN**

Assistant Superintendent, Educational Services, Dr. Katherine Stopp, and Director Educational Services, Dr. Jerry Gargus, will review with the Board of Trustees the process used to develop the District’s Elementary & Secondary Schools Emergency Relief (ESSER III) Plan. FVSD is receiving \$3,324,169 in funding as part of the third round of ESSER funding, and school districts were required to develop ESSER III Expenditure Plans that articulate how funding will be utilized to (1) implement strategies for continuous and safe in-person learning, and (2) address the impact of lost instructional time.

**PUBLIC COMMENTS**

*Members of the community and staff are welcome to address the Board of Trustees on any item listed on the Agenda of Business or any other item of specific concern. If a member of the audience requests a response to their comments, the Board of Trustees may ask the Superintendent/Staff to respond to them in writing after the meeting, or direct that additional information be provided to the Board on a future agenda.*

**In order to address the Board of Trustees, please comply with the procedures listed on the goldenrod form, *For Persons Wishing to Address the Board of Trustees* and give the form to the Executive Assistant.**

*Our mission is to promote a foundation for academic excellence, mastery of basic skills, responsible citizenship, and a desire by students to achieve their highest potential through a partnership with home and community.*

**\*\*\* BOARD MEMBERS WHO WISH TO DISCUSS WITH STAFF ANY ITEMS LISTED UNDER LEGISLATIVE SESSION SHOULD INFORM THE BOARD PRESIDENT AT THIS TIME. \*\*\***

**BOARD WORKSHOPS**

**2. CONSTRUCTION WORKSHOP**

Assistant Superintendent, Business, Chris Fullerton, will lead the Board of Trustees through a workshop regarding construction projects in the District.

**LEGISLATIVE SESSION**

**3. ELEMENTARY & SECONDARY SCHOOLS EDUCATION RELIEF III EXPENDITURE PLAN**

M \_\_\_\_\_  
2<sup>nd</sup> \_\_\_\_\_  
V \_\_\_\_\_

In response to the 2019 Novel Coronavirus (COVID-19), the U.S. Congress passed the American Rescue Plan (ARP) Act in March 2021. This federal stimulus funding is the third act of the federal relief in response to COVID-19. The main funding source for local educational agencies (LEAs) in the ARP Act is the Elementary & Secondary Schools Education Relief III Fund.

Superintendent’s Recommendation: It is recommended that the Board of Trustees approves the Elementary & Secondary Schools Education Relief III Expenditure Plan.

**4. CONSENT CALENDAR/ROUTINE ITEMS OF BUSINESS**

M \_\_\_\_\_  
2<sup>nd</sup> \_\_\_\_\_  
V \_\_\_\_\_

All items listed under the Consent Calendar and Routine Items of Business are considered by the Board of Trustees to be routine and will be enacted by the Board in one action. There will be no discussion of these items prior to the time the Board votes on the motion unless members of the Board, staff, or public request specific items to be discussed and/or removed from the Consent Calendar.

Superintendent's Recommendation: The Board of Trustees approves all items listed under the Consent Calendar and Routine Items of Business in one action.

**Routine Items of Business**

- 4-A.** Personnel Items (Employment Functions, Workshops/Conferences, and Consultants)

**SUPERINTENDENT’S COMMENTS/NEW ITEMS OF BUSINESS**

The Board President will receive any announcements concerning new items of business from board members or the superintendent.

- CLOSURE SESSION

The Board of Trustees will retire into Closed Session to address the following:

- Personnel Matters: *Government Code 54957 and 54957.1*  
Appointment/Assignment/Promotion of employees; employee discipline/dismissal/release; evaluation of employee performance; complaints/charges against an employee; other personnel matters.
- Pupil Personnel: *Education Code 35146*
- Negotiations: *Government Code 54957.6*  
Update and review of negotiations with the FVEA and CSEA Bargaining Units with the Board's designated representative, Cathie Abdel.
- Threat to Public Safety or Facilities: *Government Code 54956.5*
- Consultation with Assistant Superintendent, Personnel, Assistant Superintendent, Business Services and Assistant Superintendent, Educational Services: *Government Code 54956.5*
- REPORT OUT OF CLOSED SESSION  
The Board President will report out on action taken, if any.
- APPROVAL TO ADJOURN

**The next regular meeting of the Fountain Valley School District Board of Trustees is on Thursday, November 18, 2021 at 6:30PM.**

*A copy of the Board Meeting agenda is posted on the District's web site ([www.fvsd.us](http://www.fvsd.us)). Materials related to this agenda submitted to the Board of Trustees less than 72 hours prior to the meeting are available for public inspection by contacting the Superintendent's Office at [luccheser@fvsd.us](mailto:luccheser@fvsd.us) or calling 714.843.3255 during normal business hours.*

*Reasonable Accommodation for any Individual with a Disability: Any individual with a disability who requires reasonable accommodation to participate in a board meeting may request assistance by contacting the Superintendent's Office at [luccheser@fvsd.us](mailto:luccheser@fvsd.us) or calling 714.843.3255.*

Board meeting of October 21, 2021



Fountain Valley School District  
Superintendent's Office

MEMORANDUM

TO: Board of Trustees  
FROM: Mark Johnson, Ed.D., Superintendent  
**SUBJECT: Elementary & Secondary Schools Emergency Relief (ESSER III) Plan**  
DATE: October 15, 2021

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**Background:**

Assistant Superintendent, Educational Services, Dr. Katherine Stopp, and Director Educational Services, Dr. Jerry Gargus, will review with the Board of Trustees the process used to develop the District's Elementary & Secondary Schools Emergency Relief (ESSER III) Plan. FVSD is receiving \$3,324,169 in funding as part of the third round of ESSER funding, and school districts were required to develop ESSER III Expenditure Plans that articulate how funding will be utilized to (1) implement strategies for continuous and safe in-person learning, and (2) address the impact of lost instructional time.

Board meeting of October 21, 2021



SO 21-22/B22-07  
Fountain Valley School District  
Superintendent's Office

M E M O R A N D U M

TO: Board of Trustees  
FROM: Mark Johnson, Ed.D., Superintendent  
**SUBJECT: Construction Workshop**  
DATE: October 18, 2021

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**Background:**

Assistant Superintendent, Business, Chris Fullerton, will lead the Board of Trustees through a workshop regarding construction projects in the District.



Fountain Valley School District  
Educational Services

MEMORANDUM

TO: Board of Trustees  
FROM: Katherine Stopp, Ed.D., Educational Services  
SUBJECT: **ELEMENTARY & SECONDARY SCHOOLS EDUCATION  
RELIEF III EXPENDITURE PLAN**  
DATE: October 18, 2021

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**Background:**

In response to the 2019 Novel Coronavirus (COVID-19), the U.S. Congress passed the American Rescue Plan (ARP) Act in March 2021. This federal stimulus funding is the third act of the federal relief in response to COVID-19. The main funding source for local educational agencies (LEAs) in the ARP Act is the Elementary & Secondary Schools Education Relief III Fund.

Through this fund, FVSD will receive \$3,324,169 of funding to be utilized across a three-year period beginning with the 2021-22 school year and continuing through the end of the 2023-24 school year. This is a one-time funding source to be used over the course of the aforementioned three-year period.

The ARP Act requires an LEA to reserve not less than 20% of its ESSER III allocation to address the academic impact of lost instructional time through the implementation of evidence-based interventions including:

- 1) Summer learning or summer enrichment
- 2) Extended day
- 3) Comprehensive after-school programs
- 4) Extended school year programs
- 5) Evidence-based high dosage tutoring
- 6) Full-service community schools
- 7) Mental health services and supports
- 8) Adoption or integration of social emotional learning into the core curriculum/school day
- 9) Other evidence-based interventions

School districts were required to develop ESSER III Expenditure Plans to be approved by the Local School Board and submitted to the Orange County Department of Education for review prior to October 29, 2021.

Districts are also required to engage stakeholders in the ESSER III Expenditure Plan development process. On October 13, 2021, FVSD convened a meeting of the 2021-22 LCAP Leadership Team to gather input into the ESSER III Plan. FVSD also conducted an ESSER III Community Input Survey during the first two weeks of October 2021 to gather to inform the development of the Plan. FVSD received a total 637 survey responses from parents and staff.

Highlights of FVSD plans to utilize ESSER III funding include:

- Actions to help maximize in-person instructional time for students by utilizing ESSER III funding to provide safe and healthy learning environments
- Actions to help maximize in-person instructional time for students by utilizing ESSER III funding to expand access to health-related services
- Actions to mitigate the impact of lost instructional time by expanding academic and social-emotional programming to support academic success of students
- Actions to help mitigate the impact of lost instructional time by providing professional development, instructional support, and coaching for educators

**Fiscal Impact:**

Elementary & Secondary Schools Education Relief III funding is apportioned to school districts based on the district's enrollment of students qualifying for Title I services. Based on the apportionment formula, Fountain Valley School District will receive \$3,324,169.00 which must be utilized for the aforementioned purposes by September 30, 2024.

**Recommendation:**

It is recommended that the Board of Trustees approves the Elementary & Secondary Schools Education Relief III Expenditure Plan.



## ESSER III Expenditure Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Fountain Valley School District	Jerry Gargus, Ed.D. Director of Educational Services	gargusj@fvsd.us 714-843-3268

School districts, county offices of education, or charter schools, collectively known as LEAs, that receive Elementary and Secondary School Emergency Relief (ESSER) funds under the American Rescue Plan Act, referred to as ESSER III funds, are required to develop a plan for how they will use their ESSER III funds. In the plan, an LEA must explain how it intends to use its ESSER III funds to address students' academic, social, emotional, and mental health needs, as well as any opportunity gaps that existed before, and were worsened by, the COVID-19 pandemic. An LEA may also use its ESSER III funds in other ways, as detailed in the Fiscal Requirements section of the Instructions. In developing the plan, the LEA has flexibility to include community input and/or actions included in other planning documents, such as the Local Control and Accountability Plan (LCAP), provided that the input and actions are relevant to the LEA's Plan to support students.

For more information please see the Instructions.

## Other LEA Plans Referenced in this Plan



Plan Title	Where the Plan May Be Accessed
2021-22 Local Control Accountability Plan	The 2021-22 Local Control Accountability Plan is available online at <a href="https://www.fvsd.us/apps/pages/LCAP">https://www.fvsd.us/apps/pages/LCAP</a> .
Expanded Learning Opportunities Grant Plan	The Expanded Learning Opportunities Grant Plan is available online at <a href="https://www.fvsd.us/apps/pages/ELOGrantPlan">https://www.fvsd.us/apps/pages/ELOGrantPlan</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

\$3,324,169

Plan Section	Total Planned ESSER III
Strategies for Continuous and Safe In-Person Learning	
Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)	
Use of Any Remaining Funds	

### Total ESSER III funds included in this plan

\$3,324,169

## 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.

Fountain Valley School District has a longstanding tradition of working collaboratively to ensure that we meet the high expectations of our parents, staff, and community. The District's approach to involving stakeholders in the development of the ESSER III Expenditure Plan mirrors the approach taken when developing other accountability plans such as the Local Control Accountability Plan, Expanded Learning Opportunities Grant application, and the Learning Continuity and Attendance Plan. The synergy of actions across these plans provided a level of continuity that empowered FVSD to be among the state's leaders in delivering in-person instructional minutes for students during the 2020-21 school year. In light of this, FVSD referenced input received from stakeholders in the process of developing those plans and also engaged stakeholders in meaningful ways around the development of the ESSER III Expenditure Plan.

As part of our annual LCAP process, FVSD connected with the following stakeholder groups to discuss how the district should prioritize recovery efforts specifically in the areas of safe in-person learning, lost instructional time, and other pandemic impacts:

- \* Families, including families that speak languages other than English
- \* School and district administrators, including special education administrators
- \* Students, teachers, principals, school leaders, other educators, school staff, and local bargaining units

Due to the short timeline between the start of the school year (September 8, 2021, in FVSD) and the deadline for submitting a Board-approved ESSER III Expenditure Plan to the Orange County Department of Education, FVSD began the ESSER III Plan development process by reflecting on input received by multiple stakeholder groups through the 2021-22 LCAP development process. Specifically, the District utilized quantitative and qualitative data obtained through the 2021-22 LCAP Community Input Survey to provide initial guidance related to actions the community viewed as important to ensure the safe operations of schools, as well as academic and social-emotional supports necessary to ensure high levels of academic achievement and social-emotional well-being. From the work that took place throughout the spring in developing the LCAP, we know that parents place high importance on ensuring schools provide safe and clean learning environments, maintaining high academic standards for students, providing more support for English learners, and increasing access to counseling and social-emotional support. We also know that students highly value access to social-emotional support at school, as well as access to academic support if they are struggling, and after-school learning and engagement activities.

Documentation related to these stakeholder engagement efforts can be found in the "Stakeholder Engagement" section of FVSD's 2021-22 LCAP which is available on the FVSD website at [www.fvsd.us/apps/pages/LCAP](http://www.fvsd.us/apps/pages/LCAP).

In addition to the review of prior sources of input related to district plans and actions, FVSD engaged in specific activities to gather input related to the development of the ESSER III Plan. On October 13, 2021, FVSD convened an in-person meeting with the LCAP Leadership Team from the 2020-21 school year, which included parent representatives from all ten FVSD school sites, school and district administrators, special education administrators, teachers, school staff, and representatives of local bargaining units. This team provided a diverse cross-section of perspectives from across the community and has developed a high level of expertise regarding instructional programming and

COVID-19 safety-related actions through their work since the onset of the pandemic. FVSD greatly appreciates the input of the Stakeholder Leadership Team, as their contribution to the development of the ESSER III plan was very significant. FVSD also distributed an ESSER III Community Input Survey to multiple stakeholder groups, including parents and staff, to which the District received nearly 650 responses, of which 22% were received from low-income families and 4% were received from families of English Learners. FVSD considered input from both the Stakeholder Leadership Team and the ESSER III Community Input Survey in developing the ESSER III Expenditure Plan that was presented to the Board of Trustees for consideration/adoption on October 21, 2021.

ESSER III Community Input Survey results indicated that 87% of respondents supported FVSD actions associated with establishing and maintaining safe learning environments, 80% of respondents supported expanding health-related services, and 85% of respondents supported the expansion of access to timely and cost-free COVID-19 testing. There was also a strong response from survey respondents related to actions proposed to minimize the impact of lost instructional time, as 92% of respondents supported expanding access to summer school programs, 93% of respondents supported "beyond-the-bell" academic learning opportunities for students, 87% of respondents supported actions to promote social distancing and provide more opportunities for teachers to work with students in small groups, and 90% of survey respondents supported actions to provide expanded behavioral supports for students, and finally, 89% of respondents supported additional professional development, instructional support, and coaching for teachers related to "best" first instruction.

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

Engaging and meaningful ongoing communication with parents and guardians of students, as well as numerous additional stakeholder groups, remains a great source of pride within Fountain Valley School District. Input from stakeholders heavily influenced the ESSER III Expenditure Plan, as evidenced by the tight alignment between the actions articulated in the plan and the themes that emerged through the input process. First and foremost, responses from the ESSER III Expenditure Plan Input Survey that was conducted in October 2021 validated the importance of maintaining continuity between ESSER III Expenditure Plan actions and the actions articulated in the 2021-22 Local Control Accountability Plan. Input from the ESSER III Expenditure Plan Survey echoed the input received by FVSD from the Stakeholder Leadership Team, as qualitative input from the team aligned with both qualitative and quantitative input from the survey. There are no aspects of the ESSER III plan that are not aligned with input received through either the 2021-22 LCAP development process or the ESSER III Expenditure Plan input process, as the actions associated with the plan align tightly to the community's desire to promote safe and healthy learning environments, ensure that instructional supports address the unique impact of the COVID-19 pandemic on academic achievement, and ensure the social-emotional needs of students are appropriately addressed.

## 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

\$1,512,138

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP Goal 5, Action 1: Provide clean and well-maintained school campuses	Provide safe and healthy learning environments for students and staff to help maximize in-person instructional time for students	In order to help maximize in-person instructional time for students, FVSD will utilize ESSER III funding to acquire and distribute Personal Protective Equipment, establish and maintain safe learning environments, provide additional custodial support and resources, ensure optimal ventilation in classrooms, and establish and maintain safe environments on district-provided transportation.	\$804,028
LCAP Goal 4, Action 3: Health services and health education	Expand access to health-related services for students and staff to help maximize in-person instructional time for students	In order to help maximize in-person instructional time for students, FVSD will utilize ESSER III funding to expand access to health-related services provided by nurses, health aides, and other district staff, including expanded support for contact tracing and other pandemic-related communication with families. In addition, FVSD will utilize ESSER III funding to expand ongoing access to timely and cost-free COVID-19 testing.	\$708,110

## 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

\$1,812,031

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
<p>LCAP Goal 2, Action 4: Provide Intervention for students identified as performing below grade level; ELOG Action #1: Extend instructional learning time; and, ELOG Action #6: Additional academic services for students</p>	<p>Expanded programming to mitigate the impact of lost instructional time by supporting the academic success and social-emotional wellness of students</p>	<p>In order to help mitigate the impact of lost instructional time, FVSD will utilize ESSER III funding to support academic interventions such as summer school programs, "beyond-the-bell" learning activities, and expand opportunities for teachers to leverage small-group instruction in classrooms. FVSD will utilize multiple data sources including academic grades and results from local assessments (such as F&amp;P and SRI reading assessments) to ensure participation of students from student groups most significantly impacted academically by the pandemic including English Learners, Low-Income Students, Students with Special Needs, students experiencing homelessness, and Foster Youth.</p> <p>In addition, FVSD will utilize ESSER III funding to expand and extend social-emotional support programs, including the Behavioral Intervention Aide program, to provide support for students beyond the 2021-22 school year. Behavior Intervention Aides support students by assisting with crisis situations, promoting effective and positive learning environments, assisting students with the development of interpersonal skills and problem-solving strategies, and supporting the implementation of individual student behavior plans.</p> <p>ESSER III funds will enable FVSD to expand and extend academic and social-emotional support programs established with LCAP funding and Expanded Learning Opportunities Grant funding.</p>	<p>\$1,212,031</p>

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP Goal 2, Action 5: Utilize Teachers on Special Assignment (TOSAs) to support teachers in meeting the needs of students from special populations; and, ELOG Action #7: Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs	Provide ongoing professional development, instructional support, and coaching for FVSD staff to support collaboration and high levels of academic achievement	In order to help mitigate the impact of lost instructional time, FVSD will utilize ESSER III funding to provide professional development, instructional support, and coaching for teachers and staff related to the implementation of "best" first instruction, academic interventions, and social-emotional support. ESSER III funds will enable FVSD to extend Lead Teacher positions into "out-years" beyond 2021-22 which is funded through the Expanded Learning Opportunities Grant.	\$600,000

## Use of Any Remaining Funds

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

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

N/A
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Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures

## 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
Provide safe and healthy learning environments	<p>FVSD will utilize three metrics to monitor the impact of actions intended to help provide safe and healthy learning environments including:</p> <p>(1) Tracking the Average Daily Attendance (ADA) at both the school site and district level</p> <p>(2) Tracking the number of student and staff COVID-19 cases using FVSD's COVID-19 Dashboard</p> <p>(3) Tracking the number of students in grades 5 and 7 reporting that they "feel safe on campus" on the California Healthy Kids Survey (CHKS) or a local climate survey</p>	<p>FVSD will monitor ADA on a semi-annual basis in December and June through the conclusion of the 2023-24 school year</p> <p>FVSD will monitor COVID-19 cases on a semi-annual basis in December and June through the conclusion of the 2023-24 school year</p> <p>FVSD will monitor California Healthy Kids Survey or local climate survey results on an annual basis</p>
Expand access to health-related services	<p>FVSD will utilize two metrics to monitor the impact of expanded access to health-related services including:</p> <p>(1) Tracking the number of COVID tests for students and staff supported by the District</p> <p>(2) Tracking the number of student and staff COVID-19 cases using FVSD's COVID-19 Dashboard</p>	<p>FVSD will monitor the number of COVID-19 tests supported by the District on a semi-annual basis in December and June through the conclusion of the 2023-24 school year</p> <p>FVSD will monitor the number of student and staff COVID-19 cases using FVSD's COVID-19 Dashboard on a semi-annual basis in December and June through the conclusion of the 2023-24 school year</p>
Expanded programming to support the academic and social-emotional success of students and mitigate the	<p>FVSD will utilize three metrics to monitor the impact of expanded programming to support the academic and social-emotional success of</p>	<p>FVSD will monitor Summer School data on an annual basis at the conclusion of the summer program.</p>

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
<p>impact of lost instructional time</p>	<p>students and mitigate the impact of lost instructional time including:</p> <p>(1) Tracking the number of students participating in the 2022 and 2023 summer school programs, as well as use local metrics to measure the impact of the program. FVSD will also track the number of students identified as English Learners, Low-Income students, and Homeless/Foster Youth participating in the program each year.</p> <p>(2) Tracking the number of students participating in after-school academic support and school engagement programming by school site during the 2021-22, 2022-23, and 2023-24 school years</p> <p>(3) Tracking the number of behavioral incidents supported by Behavioral Intervention Aides at each elementary school during the 2021-22, 2022-23, and 2023-24 school years</p>	<p>FVSD will monitor participation in after-school programming on a semi-annual basis in December and June through the conclusion of the 2023-24 school year</p> <p>FVSD will monitor the number of behavioral incidents supported by Behavioral Intervention Aides at each elementary school on a semi-annual basis in December and June through the conclusion of the 2023-24 school year</p>
<p>Professional Development, Instructional Support, and Coaching</p>	<p>FVSD will monitor the impact of this action tracking the number of individual coaching sessions and site-based professional development activities provided by Site Lead Teachers.</p>	<p>FVSD will monitor the number of individual coaching sessions and site-based professional development activities supported by Site Lead Teachers on a semi-annual basis in December and June through the end of the 2023-24 school year</p>



# 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



**FOUNTAIN VALLEY SCHOOL DISTRICT  
PERSONNEL ITEMS FOR APPROVAL**

October 21, 2021

**EDUCATIONAL SERVICES**

**1.0 APPROVAL OF ADDITIONAL DUTY REQUESTS**

	<u>NAME</u>	<u>ASSIGNMENT</u>	<u>SALARY</u>	<u>BUDGET</u>	<u>DATE</u>
1.1	NAUGHTON, Kathleen (Courreges)	Site GATE Coordinator	\$1,000 stipend	01-615-8155-1115	2021/2022 school year
	O'DONNELL, Kim (Cox)				
	FOCKLER, Beth (Fulton)				
	VAMVAS, Allison (Gisler)				
	RENAUD, Jennifer (Masuda)				
	JOHNSTON, Terri (Newland)				
	CRUZ, Michelle (Oka)				
	WILSON, Tara (Plavan)				
	TRIMM, Amy (Talbert)				
	QUEEN, Alicia (Tamura)				
1.2	HISGEN, Jen (Courreges)	Site Technology Coordinator	\$1,500 stipend	01-005-9077-1115	2021/2022 school year
	BUCK, Niki (Cox)				
	VIVAR, Rolando (Fulton)				
	NEGRO, Carrie (Fulton)				
	LOPEZ, Penny (Gisler)				
	JARA, Amy (Masuda)				
	MARCZINKO, Jenna (Newland)				
	MOUSSA-ZAHAB, Jeannie (Oka)				
	VOSS, Lauren (Plavan)				
	MARLEY, Kayla (Talbert)				
	OSBORNE, Daryl (Tamura)				
1.3	NGUYEN, Bobby (Fulton)	Sports Coach Volleyball	\$250 stipend + benefits	01-023-2989-1115	2021/2022 school year
1.4	VOSOUGH, Charles (Fulton)	Sports Coach for Volleyball	\$250 stipend + benefits	01-023-2989-1115	2021/2022 school year

1.0 **APPROVAL OF ADDITIONAL DUTY REQUESTS, continued**

1.5	VIVAR, Rolando (Fulton)	Sports Coach Volleyball	\$250 stipend + benefits	01-023-2989-1115	2021/2022 school year
1.6	ELMI, Adam (Fulton)	Sports Coach Basketball	\$250 stipend + benefits	01-023-2989-1115	2021/2022 school year
1.7	NGUYEN, Bobby (Fulton)	Sports Coach Basketball	\$250 stipend + benefits	01-023-2989-1115	2021/2022 school year
1.8	VIVAR, Rolando (Fulton)	Sports Coach Basketball	\$250 stipend + benefits	01-023-2989-1115	2021/2022 school year
1.9	VOSOUGH, Charles (Fulton)	Sports Coach Soccer	\$250 stipend + benefits	01-023-2989-1115	2021/2022 school year
1.10	VIVAR, Rolando (Fulton)	Sports Coach Soccer	\$250 stipend + benefits	01-023-2989-1115	2021/2022 school year
1.11	HOELKER, Christine (Fulton)	Sports Coach Track	\$250 stipend + benefits	01-023-2989-1115	2021/2022 school year
1.12	ELMI, Adam (Fulton)	Sports Coach Track	\$250 stipend + benefits	01-023-2989-1115	2021/2022 school year
1.13	VOSOUGH, Charles (Fulton)	Sports Coach Track	\$250 stipend + benefits	01-023-2989-1115	2021/2022 school year
1.14	VIVAR, Rolando (Fulton)	Sports Coach Track	\$250 stipend + benefits	01-023-2989-1115	2021/2022 school year
1.15	PARKER, Robin (Talbert) NGUYEN, Kim (Masuda)	PAL Advisor	\$1,000 stipend	01-267-9962-1115	2021/2022 school year
1.16	GERSI, Bridgette (Courreges) HOPKINS, Jennifer (Cox) KURTZ, Heather (Fulton) LINDSEY, Kaitlyn (Gisler) WADHWANI, Sara (Masuda) BLANCHARD, Kelly (Newland) LIPMAN, Hannah (Oka) SUMMERHAYS, Jill (Plavan) JOHNSON, Jannette (Talbert) VANVOY, Allison/HOM, Becca (Tamura)	REVISED Art Coordinator	\$1,000 stipend per school site	014070075-1115	2021/2022 school year

1.0 **APPROVAL OF ADDITIONAL DUTY REQUESTS, continued**

1.17	BURCH, Joanna COSTIGAN, Kimberly HERTZBERG, Page KITAHARA, Amanda NGUYEN, Kim RIGDON, Stephanie (Ed Services)	REVISED TOSAs	\$2,000 stipend each	01-045-5775-1115	2021/2022 school year
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2.0 **CONFERENCE/WORKSHOP ATTENDANCE**

	<u>NAME</u>	<u>ATTENDING</u>	<u>LOCATION</u>	<u>COST</u>	<u>BUDGET</u>	<u>DATE</u>
2.1	COLEMAN, Kelly GHARIOS, Malia JOHNSTON, Terry LIM, Frieda WOO-HTAY, Linda (Ed Services)	CMC South 62 <sup>nd</sup> Annual Math Conference	Palm Springs, CA	Actual & Necessary	01-005-5775-5210	November 5-6, 2021
2.2	HO, Cathy TODD, Kelly (Fulton)	FIRST Tech Challenge	Costa Mesa, CA	Actual & Necessary	01-500-2975-5210	2021-2022 Season
2.3	BALLESTEROS, Julie DIECIDUE, Lisa (Oka)	National Blue Ribbon Schools U.S. Department of Education	Washington D.C.	Actual & Necessary	01-271-9275-5210	November 3-7, 2021