

	Purpose	Presenter	Time
5. Yvette Brown			
B. Call the Meeting to Order		Sarah Richardson Baker	1 m
C. CSCE Verse and Goals		Sarah Richardson Baker	3 m
Please reference Agenda for CSCE Verse and Goals			
D. II. Agenda Approval	Vote	Sarah Richardson Baker	1 m
II. Consent Agenda			6:07 PM
Board to approve Consent Agenda			
A. Approve Minutes - Board Meeting - Monday, October 4th, 2021	Approve Minutes	Sarah Richardson Baker	1 m
B. August - October 2021 Check Register	Vote	Adrienne Barnes	1 m
III. Approve Consent Agenda			6:09 PM
A. Approve Consent Agenda	Vote	Sarah Richardson Baker	1 m
IV. Board Committee Updates			6:10 PM
A. Governance Committee	FYI	Sarah Richardson Baker	1 m
B. ED Support & Evaluation Committee	FYI	Ida Oberman	2 m
C. Development Committee	FYI	Sarah Richardson Baker	5 m

	Purpose	Presenter	Time
D. Academic Excellence Committee	FYI	Sarah Richardson Baker	2 m
E. Finance Committee	FYI	Adrienne Barnes	2 m

V. Governance**6:22 PM**

A. Resolution of Findings under AB 361	Vote	Adrienne Barnes	1 m
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The Board of Trustees of Community School for Creative Education, in regards to AB 361, has reconsidered the circumstances of the State of Emergency and makes this finding that the State of Emergency continues to directly impact the ability of members as well as the community to meet safely in person. Therefore, let it be resolved that meetings for the next 30 days forward from the date of this Resolution, for the Community School for Creative Education Board of Trustees and its committees, will continue to take place exclusively via teleconference.

B. Declaration of Need (DON) AB 361	Vote	Ida Oberman	2 m
C. By Laws Update	Vote	Sarah Richardson Baker	5 m
D. CSCE Facilities Job Description	Discuss	Ida Oberman	2 m
E. 2111 Facilities Lease Negotiations	Discuss	Ida Oberman	10 m
F. Ad Hoc Facilities Committee Update	Discuss	Velia Navarro	5 m
G. 2021-22 Employee Handbook Update	Vote	Adrienne Barnes	5 m
H. CSCE Local Indicators for CA Dashboard 2021	Vote	Ida Oberman	5 m
I. CSCE Facilities Goals	Discuss	Ida Oberman	2 m
J. CSCE Media Guidelines	Vote	Ida Oberman	2 m
K. Live Scan of Board Members	Discuss	Adrienne Barnes	2 m

	Purpose	Presenter	Time
L. Public Hearing: Educator Effectiveness Funds Local Plan	Discuss	Adrienne Barnes	5 m
M. ESSER III Expenditure Plan	Vote	Adrienne Barnes	5 m
N. COVID-19 Safety Plan/Prevention Plan update	Vote	Adrienne Barnes	5 m
O. Deputy Director Report	Discuss	Adrienne Barnes	5 m
P. Executive Director Report	Discuss	Ida Oberman	5 m

VI. Other Business

Monday December 13, 2021

Monday, January 10, 2022

Monday, February 7, 2022

Monday, March 7, 2022

Monday, April 18, 2022

Monday, May 9, 2022

Saturday, June 18th, 2022, 9am – 12pm Board Retreat

VII. Closing Items

7:28 PM

A. Adjourn Meeting	Vote	Sarah Richardson Baker	1 m
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REASONABLE LIMITATIONS MAY BE PLACED ON PUBLIC TESTIMONY The Governing Board’s presiding officer reserves the right to impose reasonable time limits on public testimony to ensure that the agenda is completed.

REASONABLE ACCOMMODATION WILL BE PROVIDED FOR ANY INDIVIDUAL WITH A DISABILITY Pursuant to the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, any individual with a disability who requires reasonable accommodation to attend or participate in this meeting of the Governing Board may request assistance by contacting Community School for Creative Education, 2111 International Boulevard, Oakland CA 94606 510 686 4131.

FOR MORE INFORMATION For more information concerning this agenda or for materials relating to this meeting, please contact Community School for Creative Education, 2111 International Blvd., Oakland CA 94606, tel: 510 686 4131; em: info@communityschoolforcreativeeducation.org. For copies of this agenda and for agendas and minutes of prior meetings, visit our website (www.communityschoolforcreativeeducation.org).

Coversheet

Approve Minutes - Board Meeting - Monday, October 4th, 2021

Section: II. Consent Agenda
Item: A. Approve Minutes - Board Meeting - Monday, October 4th,
2021
Purpose: Approve Minutes
Submitted by:
Related Material:
Minutes for CSCE Board Meeting - Monday, October 4th, 2021 on October 4, 2021

Objective and 5 BIG GOALS

CSCE annual objective is reaching 80% proficiency in ELA and Math for all student groups grades 3-8 measured by NWEA MAP.

To achieve this school-wide objective over the next two years, the CSCE has FIVE BIG GOALS

Goal #1: Develop Waldorf-inspired, Common Core-aligned and equity-focused curriculum;

Goal #2: Test and document Waldorf-inspired, Common Core-aligned practices as measured in student and adult learning outcomes;

Goal #3: Maintain a well-operated school environment in Operations, HR and Budget;

Goal #4: Maintain effective community outreach (including parents, community partners, policy and research community); and

Goal #5: Launch long-term fundraising strategy for scale-up with financial stability

Directors Present

A. Prentiss (remote), G. Pang (remote), L. Morones (remote), S. Richardson Baker (remote)

Directors Absent

G. Lowe, M. Candido, V. Navarro

Guests Present

A. Barnes (remote), I. Oberman (remote), K. Palmore (remote), R. Alcantar (remote)

I. Opening Items

A. Record Attendance

B. Call the Meeting to Order

A. Prentiss called a meeting of the board of directors of Community School for Creative Education to order on Monday Oct 4, 2021 at 6:55 PM.

C. CSCE Verse and Goals

D. II. Agenda Approval

S. Richardson Baker made a motion to Amend Agenda.

L. Morones seconded the motion.

Striking all of Section 3 - Committee Updates; Section 4 Item J & K

The board **VOTED** unanimously to approve the motion.

Roll Call

A. Prentiss	Aye
V. Navarro	Absent
M. Candido	Absent
G. Pang	Aye
L. Morones	Aye
S. Richardson Baker	Aye
G. Lowe	Absent

II. Consent Agenda

A. Approve Minutes - Board Meeting - Thursday, September 2nd, 2021

S. Richardson Baker made a motion to approve the minutes from CSCE Board Meeting - Thursday, September 2nd on 09-02-21.

G. Pang seconded the motion.

Approving Item A only because July - September check registers were not included

The board **VOTED** unanimously to approve the motion.

Roll Call

S. Richardson Baker	Aye
A. Prentiss	Aye
G. Pang	Aye
V. Navarro	Absent
G. Lowe	Absent
M. Candido	Absent
L. Morones	Aye

B. July 2021 Check Register

C. August 2021 Check Register

D. September 2021 Check Register

III. Governance

A. Election New Board Chair

L. Morones made a motion to Approve New Board Chair.

G. Pang seconded the motion.

The board **VOTED** unanimously to approve the motion.

Roll Call

G. Pang	Aye
A. Prentiss	Aye
G. Lowe	Absent
S. Richardson Baker	Abstain
L. Morones	Aye
V. Navarro	Absent
M. Candido	Absent

B. Election New Board Vice Chair

L. Morones made a motion to Approve election of New Vice Chair.

G. Pang seconded the motion.

The board **VOTED** unanimously to approve the motion.

Roll Call

M. Candido	Absent
L. Morones	Aye
A. Prentiss	Abstain
G. Lowe	Absent
S. Richardson Baker	Aye
V. Navarro	Absent

Roll Call

G. Pang Aye

C. Findings under AB 361

S. Richardson Baker made a motion to Approve findings under AB 361.

G. Pang seconded the motion.

The board **VOTED** unanimously to approve the motion.

Roll Call

A. Prentiss Aye
G. Pang Aye
G. Lowe Absent
S. Richardson Baker Aye
V. Navarro Absent
L. Morones Aye
M. Candido Absent

D. 2111 Facilities Lease

E. Ad Hoc Facilities Committee

S. Richardson Baker made a motion to Approve creating Ad Hoc Facilities Committee.

G. Pang seconded the motion.

The board **VOTED** unanimously to approve the motion.

Roll Call

G. Lowe Absent
V. Navarro Absent
M. Candido Absent
G. Pang Aye
S. Richardson Baker Aye
L. Morones Aye
A. Prentiss Aye

F. CSCE COVID Vaccine Policy

Item was taken off Agenda.

G. CSCE COVID Leave Policy Extension

G. Pang made a motion to Approve Admin to address CSCE COVID Leave Policy Extension.

L. Morones seconded the motion.

The board **VOTED** unanimously to approve the motion.

Roll Call

M. Candido Absent
G. Lowe Absent
V. Navarro Absent
A. Prentiss Aye
S. Richardson Baker Aye
L. Morones Aye
G. Pang Aye

H. Consolidated Application for Federal Funding

S. Richardson Baker made a motion to Approve Consolidated Application for Federal Funding.

G. Pang seconded the motion.

The board **VOTED** unanimously to approve the motion.

Roll Call

V. Navarro	Absent
G. Pang	Aye
M. Candido	Absent
G. Lowe	Absent
L. Morones	Aye
A. Prentiss	Aye
S. Richardson Baker	Aye

I. Live Scan of Board Members

J. Deputy Director Report

K. Executive Director Report

IV. Closing Items

A. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 7:43 PM.

Respectfully Submitted,

S. Richardson Baker

S. Richardson Baker made a motion to Adjourn.

G. Pang seconded the motion.

The board **VOTED** unanimously to approve the motion.

Roll Call

M. Candido	Absent
V. Navarro	Absent
G. Lowe	Absent
A. Prentiss	Aye
L. Morones	Aye
G. Pang	Aye
S. Richardson Baker	Aye

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Coversheet

August - October 2021 Check Register

Section: II. Consent Agenda
Item: B. August - October 2021 Check Register
Purpose: Vote
Submitted by:
Related Material: CSCE Check Register August - October.pdf

9126 Cash in Bank(s) - Beneficial State Bank Ending Balance: \$576,006.57**Transaction Type: Bill Payment**

Date	Ref No.	Payee	Payment	Type	Account
08/15/2021	200005	Abe Doctolero	1,175.00	Bill Payment	9500 Accounts Payable (A/P)
08/15/2021	200006	Amazon Capital Services, Inc.	1.00	Bill Payment	9500 Accounts Payable (A/P)
08/15/2021	200007	Amazon Capital Services, Inc.	11.06	Bill Payment	9500 Accounts Payable (A/P)
08/15/2021	200008	Adriana San Millan School Psychology & Sped Ed Services	24,174.00	Bill Payment	9500 Accounts Payable (A/P)
08/15/2021	200009	Alameda County Office of Education	354.00	Bill Payment	9500 Accounts Payable (A/P)
08/15/2021	200010	Amazon Capital Services, Inc.	8,224.10	Bill Payment	9500 Accounts Payable (A/P)
08/15/2021	200011	Ascend Rehab Services Inc.	1,314.50	Bill Payment	9500 Accounts Payable (A/P)
08/15/2021	200012	BoardOnTrack Inc.	6,000.00	Bill Payment	9500 Accounts Payable (A/P)
08/15/2021	200013	CharterSafe	18,896.00	Bill Payment	9500 Accounts Payable (A/P)
08/15/2021	200014	CIT	2,466.32	Bill Payment	9500 Accounts Payable (A/P)
08/15/2021	200015	Donald Landers	90.00	Bill Payment	9500 Accounts Payable (A/P)
08/15/2021	200016	Diane Goettlicher	2,316.14	Bill Payment	9500 Accounts Payable (A/P)
08/15/2021	200017	Fiona Keaney	486.00	Bill Payment	9500 Accounts Payable (A/P)
08/15/2021	200018	Law Offices of Young, Minney & Corr, LLP	104.65	Bill Payment	9500 Accounts Payable (A/P)
08/15/2021	200019	Mercurius	2,909.47	Bill Payment	9500 Accounts Payable (A/P)
08/15/2021	200020	Mills School of Education	26,778.00	Bill Payment	9500 Accounts Payable (A/P)
08/15/2021	200021	Only By The Numbers LLC	0	Bill Payment	9500 Accounts Payable (A/P)
08/15/2021	200022	PowerSchool Group LLC	3,778.31	Bill Payment	9500 Accounts Payable (A/P)
08/15/2021	200023	Revolution Foods, Inc.	1,639.06	Bill Payment	9500 Accounts Payable (A/P)
08/15/2021	200024	Silvia Guzman	840.00	Bill Payment	9500 Accounts Payable (A/P)
08/15/2021	200025	Sonitrol	1,323.00	Bill Payment	9500 Accounts Payable (A/P)
08/15/2021	200026	Teachers On Reserve	14,135.65	Bill Payment	9500 Accounts Payable (A/P)
08/15/2021	200027	The Stepping Stones Group	13,680.00	Bill Payment	9500 Accounts Payable (A/P)
08/15/2021	200028	Townsend & Styer Maintenance Co	6,753.75	Bill Payment	9500 Accounts Payable (A/P)

08/15/2021	200029	West Contra Costa Public Education Fund FBO Roundtable	2,100.00	Bill Payment	9500 Accounts Payable (A/P)
08/25/2021	200033	Hennessy Jimenez	93.00	Bill Payment	9500 Accounts Payable (A/P)
08/25/2021	200034	Kimberly Palmore	218.02	Bill Payment	9500 Accounts Payable (A/P)
08/25/2021	200035	Amy Gaerlan	100.00	Bill Payment	9500 Accounts Payable (A/P)
08/27/2021	200036	Only By The Numbers LLC	9,000.00	Bill Payment	9500 Accounts Payable (A/P)
08/30/2021	200037	Ascend Rehab Services Inc.	15,694.75	Bill Payment	9500 Accounts Payable (A/P)
08/30/2021	200038	ATTITUDINAL HEALING CONNECTION INC	12,740.00	Bill Payment	9500 Accounts Payable (A/P)
08/30/2021	200039	Carlie Magner, MFT	300.00	Bill Payment	9500 Accounts Payable (A/P)
08/30/2021	200040	East Bay Municipal Utility District	380.41	Bill Payment	9500 Accounts Payable (A/P)
08/30/2021	200041	Fiona Keaney	1,870.00	Bill Payment	9500 Accounts Payable (A/P)
08/30/2021	200042	Human Rights Campaign Foundation	987.50	Bill Payment	9500 Accounts Payable (A/P)
08/30/2021	200043	Instruction Partners (FKA D2D)	19,241.50	Bill Payment	9500 Accounts Payable (A/P)
08/30/2021	200044	Laura Flaxman	2,312.50	Bill Payment	9500 Accounts Payable (A/P)
08/30/2021	200045	Oakland Enrolls	8,000.00	Bill Payment	9500 Accounts Payable (A/P)
08/30/2021	200046	Townsend & Styer Maintenance Co	8,625.50	Bill Payment	9500 Accounts Payable (A/P)
08/30/2021	200047	Xobee Networks	108.00	Bill Payment	9500 Accounts Payable (A/P)
08/30/2021	200048	Alameda County Office of Education	2,984.34	Bill Payment	9500 Accounts Payable (A/P)
08/30/2021	200049	Alameda County Office of Education	8,099.46	Bill Payment	9500 Accounts Payable (A/P)
09/01/2021	200050	Mary Holt	243.00	Bill Payment	9500 Accounts Payable (A/P)
09/08/2021	200051	Amazon Capital Services, Inc.	2,804.70	Bill Payment	9500 Accounts Payable (A/P)
09/21/2021	200052	Adrienne Barnes	5,966.22	Bill Payment	9500 Accounts Payable (A/P)
09/21/2021	200053	Alameda County Office of Education	630.00	Bill Payment	9500 Accounts Payable (A/P)
09/21/2021	200054	Amazon Capital Services, Inc.	996.54	Bill Payment	9500 Accounts Payable (A/P)
09/21/2021	200055	Amazon Capital Services, Inc.	195.47	Bill Payment	9500 Accounts Payable (A/P)
09/21/2021	200056	Anayaxy Barraza	218.61	Bill Payment	9500 Accounts Payable (A/P)
09/21/2021	200057	ATTITUDINAL HEALING CONNECTION INC	49,140.00	Bill Payment	9500 Accounts Payable (A/P)

09/21/2021	200058	CharterSafe	4,908.00	Bill Payment	9500 Accounts Payable (A/P)
09/21/2021	200059	CIT	1,466.73	Bill Payment	9500 Accounts Payable (A/P)
09/21/2021	200060	Curtis Lin	1,630.98	Bill Payment	9500 Accounts Payable (A/P)
09/21/2021	200061	EMS Linq Inc	670.00	Bill Payment	9500 Accounts Payable (A/P)
09/21/2021	200062	Hemini Pandya	60.00	Bill Payment	9500 Accounts Payable (A/P)
09/21/2021	200063	Laura Flaxman	2,250.00	Bill Payment	9500 Accounts Payable (A/P)
09/21/2021	200064	Law Offices of Young, Minney & Corr, LLP	2,360.27	Bill Payment	9500 Accounts Payable (A/P)
09/21/2021	200065	Law Offices of Young, Minney & Corr, LLP	60.00	Bill Payment	9500 Accounts Payable (A/P)
09/21/2021	200066	Mary Holt	318.00	Bill Payment	9500 Accounts Payable (A/P)
09/21/2021	200067	Only By The Numbers LLC	4,500.00	Bill Payment	9500 Accounts Payable (A/P)
09/21/2021	200068	R & S Overhead Garage Door, Inc.	289.00	Bill Payment	9500 Accounts Payable (A/P)
09/21/2021	200069	Revolution Foods, Inc.	16,347.25	Bill Payment	9500 Accounts Payable (A/P)
09/21/2021	200070	Silvia Guzman	360.00	Bill Payment	9500 Accounts Payable (A/P)
09/21/2021	200071	Swing Education Inc	24,253.00	Bill Payment	9500 Accounts Payable (A/P)
09/21/2021	200072	Teachers On Reserve	324.00	Bill Payment	9500 Accounts Payable (A/P)
09/21/2021	200073	Townsend & Styer Maintenance Co	7,620.00	Bill Payment	9500 Accounts Payable (A/P)
09/21/2021	200074	Waste Management	2,530.23	Bill Payment	9500 Accounts Payable (A/P)
09/21/2021	200075	Waste Management	1,128.30	Bill Payment	9500 Accounts Payable (A/P)
09/29/2021	200076	Amazon Capital Services, Inc.	309.90	Bill Payment	9500 Accounts Payable (A/P)
09/29/2021	200077	Ascend Rehab Services Inc.	2,301.50	Bill Payment	9500 Accounts Payable (A/P)
09/29/2021	200078	Fiona Keaney	1,635.00	Bill Payment	9500 Accounts Payable (A/P)
09/29/2021	200079	Malik Stills	420.00	Bill Payment	9500 Accounts Payable (A/P)
09/29/2021	200080	Mary Holt	300.00	Bill Payment	9500 Accounts Payable (A/P)
09/29/2021	200081	Mercurius	112.17	Bill Payment	9500 Accounts Payable (A/P)
09/29/2021	200082	Miramontes Electric	575.00	Bill Payment	9500 Accounts Payable (A/P)
09/29/2021	200083	Oakland Unified School District	0	Bill Payment	9500 Accounts Payable (A/P)

09/29/2021	200084	Swing Education Inc	5,410.00	Bill Payment	9500 Accounts Payable (A/P)
09/29/2021	200085	Teachers On Reserve	3,084.00	Bill Payment	9500 Accounts Payable (A/P)
09/29/2021	200086	Xobee Networks	216.00	Bill Payment	9500 Accounts Payable (A/P)
09/30/2021	200087	Oakland Unified School District	19,813.50	Bill Payment	9500 Accounts Payable (A/P)
10/09/2021	200088	Ascend Rehab Services Inc.	1,368.00	Bill Payment	9500 Accounts Payable (A/P)
10/09/2021	200089	Adriana San Millan School Psychology & Sped Ed Services	885.00	Bill Payment	9500 Accounts Payable (A/P)
10/09/2021	200090	Amazon Capital Services, Inc.	403.77	Bill Payment	9500 Accounts Payable (A/P)
10/09/2021	200091	Blaisdells	44.08	Bill Payment	9500 Accounts Payable (A/P)
10/09/2021	200092	Blaisdells	231.44	Bill Payment	9500 Accounts Payable (A/P)
10/09/2021	200093	CIT	1,259.49	Bill Payment	9500 Accounts Payable (A/P)
10/09/2021	200094	Curtis Lin	123.87	Bill Payment	9500 Accounts Payable (A/P)
10/09/2021	200095	Music is eXtraordinary	1,460.00	Bill Payment	9500 Accounts Payable (A/P)
10/09/2021	200096	School Food and Wellness Group LLC	10,000.00	Bill Payment	9500 Accounts Payable (A/P)
10/09/2021	200097	Swing Education Inc	1,430.00	Bill Payment	9500 Accounts Payable (A/P)
10/12/2021	200098	Adriana San Millan School Psychology & Sped Ed Services	295.00	Bill Payment	9500 Accounts Payable (A/P)
10/12/2021	200099	Alameda County Community Food Bank	40.28	Bill Payment	9500 Accounts Payable (A/P)
10/12/2021	200100	Amazon Capital Services, Inc.	2,091.82	Bill Payment	9500 Accounts Payable (A/P)
10/12/2021	200101	Calculus Roundtable	7,500.00	Bill Payment	9500 Accounts Payable (A/P)
10/12/2021	200102	Dunia Saleh	550.00	Bill Payment	9500 Accounts Payable (A/P)
10/12/2021	200103	Only By The Numbers LLC	4,500.00	Bill Payment	9500 Accounts Payable (A/P)
10/12/2021	200104	ParentSquare Inc.	3,000.00	Bill Payment	9500 Accounts Payable (A/P)
10/12/2021	200105	Silvia Guzman	340.00	Bill Payment	9500 Accounts Payable (A/P)
10/12/2021	200106	Sonitrol	1,323.00	Bill Payment	9500 Accounts Payable (A/P)
10/12/2021	200107	Swing Education Inc	6,360.00	Bill Payment	9500 Accounts Payable (A/P)
10/12/2021	200108	Teachers On Reserve	1,740.00	Bill Payment	9500 Accounts Payable (A/P)
10/12/2021	200109	Townsend & Styer Maintenance Co	8,070.00	Bill Payment	9500 Accounts Payable (A/P)

10/12/2021	200110	Waste Management	3,268.89	Bill Payment	9500 Accounts Payable (A/P)
10/12/2021	200111	Xobee Networks	108.00	Bill Payment	9500 Accounts Payable (A/P)
10/15/2021	200112	Adrienne Barnes	1,821.25	Bill Payment	9500 Accounts Payable (A/P)
10/15/2021	200113	Ida Oberman	2,414.54	Bill Payment	9500 Accounts Payable (A/P)
10/18/2021	200117	Ascend Rehab Services Inc.	3,810.50	Bill Payment	9500 Accounts Payable (A/P)
10/18/2021	200120	Bryson Benjamin	1,193.75	Bill Payment	9500 Accounts Payable (A/P)
10/18/2021	200122	CharterSafe	4,908.00	Bill Payment	9500 Accounts Payable (A/P)
10/18/2021	200123	East Bay Municipal Utility District	920.94	Bill Payment	9500 Accounts Payable (A/P)
10/18/2021	200124	Hemini Pandya	30.00	Bill Payment	9500 Accounts Payable (A/P)
10/18/2021	200127	Law Offices of Young, Minney & Corr, LLP	2,297.57	Bill Payment	9500 Accounts Payable (A/P)
10/18/2021	200129	LPG Live Scan	740.00	Bill Payment	9500 Accounts Payable (A/P)
10/18/2021	200130	M*** B****	577.50	Bill Payment	9500 Accounts Payable (A/P)
10/18/2021	200132	OnSolve	310.50	Bill Payment	9500 Accounts Payable (A/P)
10/18/2021	200133	Revolution Foods, Inc.	12,247.05	Bill Payment	9500 Accounts Payable (A/P)
10/25/2021	200114	Alameda County Office of Education	7,286.68	Bill Payment	9500 Accounts Payable (A/P)
10/25/2021	200115	Amazon Capital Services, Inc.	1,068.98	Bill Payment	9500 Accounts Payable (A/P)
10/25/2021	200116	Art of Robert Liu-Trujillo	150.00	Bill Payment	9500 Accounts Payable (A/P)
10/25/2021	200118	AT&T	5,086.74	Bill Payment	9500 Accounts Payable (A/P)
10/25/2021	200119	ATTITUDINAL HEALING CONNECTION INC	12,740.00	Bill Payment	9500 Accounts Payable (A/P)
10/25/2021	200121	Card Service Center	2,510.56	Bill Payment	9500 Accounts Payable (A/P)
10/25/2021	200125	Ida Oberman	45.00	Bill Payment	9500 Accounts Payable (A/P)
10/25/2021	200126	Laura Flaxman	2,843.75	Bill Payment	9500 Accounts Payable (A/P)
10/25/2021	200128	Learning A-Z	157.33	Bill Payment	9500 Accounts Payable (A/P)
10/25/2021	200131	Norman A. Ospina Q	175.00	Bill Payment	9500 Accounts Payable (A/P)
10/25/2021	200134	Swing Education Inc	1,200.00	Bill Payment	9500 Accounts Payable (A/P)
10/25/2021	200135	Teachers On Reserve	685.04	Bill Payment	9500 Accounts Payable (A/P)

10/25/2021	200136	VSP	489.75	Bill Payment	9500 Accounts Payable (A/P)
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Coversheet

ESSER III Expenditure Plan

Section:	V. Governance
Item:	M. ESSER III Expenditure Plan
Purpose:	Vote
Submitted by:	
Related Material:	esseriixpenditureplan.pdf

California Department of Education
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ESSER III Expenditure Plan

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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
N/A	N/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

\$ 638,353.00

Plan Section	Total Planned ESSER III Expenditures
Strategies for Continuous and Safe In-Person Learning	\$ 252,000.00
Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)	\$ 127,671.00
Use of Any Remaining Funds	\$ 258,682.00

Total ESSER III funds included in this plan

\$ 638,353.00

Community Engagement

An LEA's decisions about how to use its ESSER III funds will directly impact the students, families, and the local community. The following is a description of how the LEA meaningfully consulted with its community members in determining the prevention and mitigation strategies, strategies to address the academic impact of lost instructional time, and any other strategies or activities to be implemented by the LEA. In developing the plan, the LEA has flexibility to include input received from community members during the development of other LEA Plans, such as the LCAP, provided that the input is relevant to the development of the LEA's ESSER III Expenditure Plan.

For specific requirements, including a list of the community members that an LEA is required to consult with, please see the Community Engagement section of the Instructions.

A description of the efforts made by the LEA to meaningfully consult with its required community members and the opportunities provided by the LEA for public input in the development of the plan.

CSCE held multiple community chats on to engage the community on plans and needs for CSCE's students, including our most vulnerable populations

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

Our parents, teachers, and staff submit input that optimizes our plans. Teachers suggested a stronger communication plan, leading to cell phones with hot spots for key staff to use to ensure student safety and to ensure continuous learning in the event of an emergency or school closure.

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

\$ 250,000.00

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
N/A	COVID Staffing	COVID Liaison, COVID tracking/quarantine management and testing staff.	\$225,000.00
N/A	Communication	Purchase & maintain communication system for teachers and key staff	\$25,000.00

Addressing the Impact of Lost Instructional Time

A description of how the LEA will use funds to address the academic impact of lost instructional time.

Total ESSER III funds being used to address the academic impact of lost instructional time

\$ 127,671.00

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
N/A	Summer School	Summer School (planning, instructional time & enrichment time)	\$ 127,671.00

Use of Any Remaining Funds

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

Total ESSER III funds being used to implement additional actions

\$ 260,682.00

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
N/A	Instructional Aides & Teaching Specialists	Additional staff for push-in and pull-out services, behavior modifications, supervision, and instructional needs.	\$ 260,682.00

Ensuring Interventions are Addressing Student Needs

The LEA is required to ensure its interventions will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students most impacted by the COVID–19 pandemic. The following is the LEA’s plan for ensuring that the actions and expenditures in the plan are addressing the identified academic, social, emotional, and mental health needs of its students, and particularly those students most impacted by the COVID–19 pandemic.

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
Summer School	Benchmark tests	Testing at the end and beginning of each academic year
Additional Staffing	Staff & Family Surveys	Twice annually
COVID Monitoring	Compliance with Federal, State, and Local mandates	Ongoing

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 ESSER III Expenditure Plan template and instructions, please contact LCFF@cde.ca.gov. For all other questions related to ESSER III, please contact EDReliefFunds@cde.ca.gov.

Fiscal Requirements

- The LEA must use at least 20 percent (20%) of its ESSER III apportionment for expenditures related to addressing the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs.

- For purposes of this requirement, “evidence-based interventions” include practices or programs that have evidence to show that they are effective at producing results and improving outcomes when implemented. This kind of evidence has generally been produced through formal studies and research. There are four tiers, or levels, of evidence:
 - **Tier 1 – Strong Evidence:** the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented randomized control experimental studies.
 - **Tier 2 – Moderate Evidence:** the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented quasi-experimental studies.
 - **Tier 3 – Promising Evidence:** the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented correlational studies (with statistical controls for selection bias).
 - **Tier 4 – Demonstrates a Rationale:** practices that have a well-defined logic model or theory of action, are supported by research, and have some effort underway by a State Educational Agency, LEA, or outside research organization to determine their effectiveness.
- For additional information please see the Evidence-Based Interventions Under the ESSA web page at <https://www.cde.ca.gov/re/es/evidence.asp>.
- The LEA must use the remaining ESSER III funds consistent with section 2001(e)(2) of the ARP Act, including for:
 - Any activity authorized by the Elementary and Secondary Education Act (ESEA) of 1965;
 - Any activity authorized by the Individuals with Disabilities Education Act (IDEA);
 - Any activity authorized by the Adult Education and Family Literacy Act;
 - Any activity authorized by the Carl D. Perkins Career and Technical Education Act of 2006;
 - Coordination of preparedness and response efforts of LEAs with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to COVID-19;
 - Activities to address the unique needs of low-income students, students with disabilities, English learners, racial and ethnic minorities, homeless students, and foster youth, including how outreach and service delivery will meet the needs of each population;
 - Developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs;
 - Training and professional development for staff of the LEA on sanitation and minimizing the spread of infectious diseases;
 - Purchasing supplies to sanitize and clean the facilities of an LEA, including buildings operated by such agency;
 - Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under

IDEA, and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements;

- Purchasing education technology (including hardware, software, and connectivity) for students who are served by the LEA that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment;
- Providing mental health services and supports, including through the implementation of evidence-based full-service community schools;
- Planning and implementing activities related to summer learning and supplemental after school programs, including providing classroom instruction or online learning during the summer months and addressing the needs of underserved students;
- Addressing learning loss among students, including underserved students, by:
 - Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiated instruction,
 - Implementing evidence-based activities to meet the comprehensive needs of students,
 - Providing information and assistance to parents and families of how they can effectively support students, including in a distance learning environment, and
 - Tracking student attendance and improving student engagement in distance education;

Note: A definition of “underserved students” is provided in the Community Engagement section of the instructions.

- School facility repairs and improvements to enable operation of schools to reduce risks of virus transmission and exposure to environmental health hazards, and to support student health needs;
- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and nonmechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door replacement;
- Developing strategies and implementing public health protocols including, to the greatest extent practicable, policies in line with guidance from the Centers for Disease Control and Prevention (CDC) for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff;
- Other activities that are necessary to maintain the operation of and continuity of services in LEAs and continuing to employ existing staff of the LEA.

Other LEA Plans Referenced in this Plan

In developing the plan, the LEA has flexibility to include community input and/or actions included in other planning documents, such as the Local Control and Accountability Plan (LCAP) and/or the Expanded Learning Opportunities (ELO) Grant Plan, provided that the input and/or actions address the requirements of the ESSER III Expenditure Plan.

An LEA that chooses to utilize community input and/or actions from other planning documents must provide the name of the plan(s) referenced by the LEA and a description of where the plan(s) may be accessed by the public (such as a link to a web page or the street address of where the plan(s) are available) in the table. The LEA may add or delete rows from the table as necessary.

An LEA that chooses not to utilize community input and/or actions from other planning documents may provide a response of “Not Applicable” in the table.

Summary of Expenditures

The Summary of Expenditures table provides an overview of the ESSER III funding received by the LEA and how the LEA plans to use its ESSER III funds to support the strategies and interventions being implemented by the LEA.

Instructions

For the ‘Total ESSER III funds received by the LEA,’ provide the total amount of ESSER III funds received by the LEA.

In the Total Planned ESSER III Expenditures column of the table, provide the amount of ESSER III funds being used to implement the actions identified in the applicable plan sections.

For the ‘Total ESSER III funds included in this plan,’ provide the total amount of ESSER III funds being used to implement actions in the plan.

Community Engagement

Purpose and Requirements

An LEA’s decisions about how to use its ESSER III funds will directly impact the students, families, and the local community, and thus the LEA’s plan must be tailored to the specific needs faced by students and schools. These community members will have significant insight into what prevention and mitigation strategies should be pursued to keep students and staff safe, as well as how the various COVID–19 prevention and mitigation strategies impact teaching, learning, and day-to-day school experiences.

An LEA must engage in meaningful consultation with the following community members, as applicable to the LEA:

- Students;
- Families, including families that speak languages other than English;
- School and district administrators, including special education administrators;

- Teachers, principals, school leaders, other educators, school staff, and local bargaining units, as applicable.

“Meaningful consultation” with the community includes considering the perspectives and insights of each of the required community members in identifying the unique needs of the LEA, especially related to the effects of the COVID-19 pandemic. Comprehensive strategic planning will utilize these perspectives and insights to determine the most effective strategies and interventions to address these needs through the programs and services the LEA implements with its ESSER III funds.

Additionally, an LEA must engage in meaningful consultation with the following groups to the extent that they are present or served in the LEA:

- Tribes;
- Civil rights organizations, including disability rights organizations (e.g. the American Association of People with Disabilities, the American Civil Liberties Union, National Association for the Advancement of Colored People, etc.); and
- Individuals or advocates representing the interests of children with disabilities, English learners, homeless students, foster youth, migratory students, children who are incarcerated, and other underserved students.
 - For purposes of this requirement “underserved students” include:
 - Students who are low-income;
 - Students who are English learners;
 - Students of color;
 - Students who are foster youth;
 - Homeless students;
 - Students with disabilities; and
 - Migratory students.

LEAs are also encouraged to engage with community partners, expanded learning providers, and other community organizations in developing the plan.

Information and resources that support effective community engagement may be found under *Resources* on the following web page of the CDE’s website: <https://www.cde.ca.gov/re/lc>.

Instructions

In responding to the following prompts, the LEA may reference or include input provided by community members during the development of existing plans, including the LCAP and/or the ELO Grant Plan, to the extent that the input is applicable to the requirements of the ESSER III Expenditure Plan. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broad understanding among the LEA's local community.

A description of the efforts made by the LEA to meaningfully consult with its required community members and the opportunities provided by the LEA for public input in the development of the plan.

A sufficient response to this prompt will describe how the LEA sought to meaningfully consult with its required community members in the development of the plan, how the LEA promoted the opportunities for community engagement, and the opportunities that the LEA provided for input from the public at large into the development of the plan.

As noted above, a description of "meaningful consultation" with the community will include an explanation of how the LEA has considered the perspectives and insights of each of the required community members in identifying the unique needs of the LEA, especially related to the effects of the COVID-19 pandemic.

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

A sufficient response to this prompt will provide clear, specific information about how input from community members and the public at large was considered in the development of the LEA's plan for its use of ESSER III funds. This response must describe aspects of the ESSER III Expenditure Plan that were influenced by or developed in response to input from community members.

- For the purposes of this prompt, "aspects" may include:
 - Prevention and mitigation strategies to continuously and safely operate schools for in-person learning;
 - Strategies to address the academic impact of lost instructional time through implementation of evidence-based interventions (e.g. summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs);
 - Any other strategies or activities implemented with the LEA's ESSER III fund apportionment consistent with section 2001(e)(2) of the ARP Act; and
 - Progress monitoring to ensure interventions address the academic, social, emotional, and mental health needs for all students, especially those students disproportionately impacted by COVID-19

For additional information and guidance, please see the U.S. Department of Education's Roadmap to Reopening Safely and Meeting All Students' Needs Document, available here: <https://www2.ed.gov/documents/coronavirus/reopening-2.pdf>.

Planned Actions and Expenditures

Purpose and Requirements

As noted in the Introduction, an LEA receiving ESSER III funds is required to develop a plan to use its ESSER III funds to, at a minimum, address students' academic, social, emotional, and mental health needs, as well as the opportunity gaps that existed before, and were exacerbated by, the COVID-19 pandemic.

Instructions

An LEA has the flexibility to include actions described in existing plans, including the LCAP and/or ELO Grant Plan, to the extent that the action(s) address the requirements of the ESSER III Expenditure Plan. When including action(s) from other plans, the LEA must describe how the action(s) included in the ESSER III Expenditure Plan supplement the work described in the plan being referenced. The LEA must specify the amount of ESSER III funds that it intends to use to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA. Descriptions of actions provided should include sufficient detail yet be sufficiently succinct to promote a broad understanding among the LEA's local community.

Strategies for Continuous and Safe In-Person Learning

Provide the total amount of funds being used to implement actions related to Continuous and Safe In-Person Learning, then complete the table as follows:

- If the action(s) are included in another plan, identify the plan and provide the applicable goal and/or action number from the plan. If the action(s) are not included in another plan, write "N/A".
- Provide a short title for the action(s).
- Provide a description of the action(s) the LEA will implement using ESSER III funds for prevention and mitigation strategies that are, to the greatest extent practicable, in line with the most recent CDC guidance, in order to continuously and safely operate schools for in-person learning.
- Specify the amount of ESSER III funds the LEA plans to expend to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA.

Addressing the Impact of Lost Instructional Time

As a reminder, the LEA must use not less than 20 percent of its ESSER III funds to address the academic impact of lost instructional time. Provide the total amount of funds being used to implement actions related to addressing the impact of lost instructional time, then complete the table as follows:

- If the action(s) are included in another plan, identify the plan and provide the applicable goal and/or action number from the plan. If the action(s) are not included in another plan, write "N/A".

- Provide a short title for the action(s).
- Provide a description of the action(s) the LEA will implement using ESSER III funds to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs.
- Specify the amount of ESSER III funds the LEA plans to expend to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA.

Use of Any Remaining Funds

After completing the Strategies for Continuous and Safe In-Person Learning and the Addressing the Impact of Lost Instructional Time portions of the plan, the LEA may use any remaining ESSER III funds to implement additional actions to address students' academic, social, emotional, and mental health needs, as well as to address opportunity gaps, consistent with the allowable uses identified above in the Fiscal Requirements section of the Instructions. LEAs choosing to use ESSER III funds in this manner must provide the total amount of funds being used to implement actions with any remaining ESSER III funds, then complete the table as follows:

- If the action(s) are included in another plan, identify the plan and provide the applicable goal and/or action number from the plan. If the action(s) are not included in another plan, write "N/A".
- Provide a short title for the action(s).
- Provide a description of any additional action(s) the LEA will implement to address students' academic, social, emotional, and mental health needs, as well as to address opportunity gaps, consistent with the allowable uses identified above in the Fiscal Requirements section of the Instructions. If an LEA has allocated its entire apportionment of ESSER III funds to strategies for continuous and safe in-person learning and/or to addressing the impact of lost instructional time, the LEA may indicate that it is not implementing additional actions.
- Specify the amount of ESSER III funds the LEA plans to expend to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA. If the LEA it is not implementing additional actions the LEA must indicate "\$0".

Ensuring Interventions are Addressing Student Needs

The LEA is required to ensure its interventions will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students most impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.

The LEA may group actions together based on how the LEA plans to monitor the actions' progress. For example, if an LEA plans to monitor the progress of two actions in the same way and with the same frequency, the LEA may list both actions within the same row of the table. Each action included in the ESSER III Expenditure Plan must be addressed within the table, either individually or as part of a group of actions.

Complete the table as follows:

- Provide the action title(s) of the actions being measured.
- Provide a description of how the LEA will monitor progress of the action(s) to ensure that they are addressing the needs of students.
- Specify how frequently progress will be monitored (e.g. daily, weekly, monthly, every 6 weeks, etc.).

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