



**California Department of Education**

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August 2, 2021

The Honorable Ian Rosenblum  
Assistant Secretary for Elementary and Secondary Education  
U.S. Department of Education  
400 Maryland Avenue, SW  
Washington, DC 20202-6100

Dear Assistant Secretary Rosenblum:

RE: California State Plan for the American Rescue Plan Elementary and Secondary School Emergency Relief Fund

On behalf of the California State Board of Education (SBE) and the California Department of Education (CDE), under the American Rescue Plan Act of 2021, California respectfully submits the California State Plan for the American Rescue Plan Elementary and Secondary School Emergency Relief (ARP ESSER) Fund.

The CDE and the SBE collaborated with state and local health agencies and California stakeholders to draft a comprehensive state plan for the use of ARP ESSER funds. This California State Plan was drafted in May and June 2021, and was approved by the SBE on July 14, 2021.

The California State Plan will play a critical role in California's ongoing efforts to address the academic, social, emotional, and mental health needs of students, especially students who have been most impacted by the COVID-19 pandemic.

If additional information regarding this request is needed, please contact Joseph Saenz, Federal Policy Liaison, Government Affairs Division, by telephone at 916-591-6391 or by email at [jsaenz@cde.ca.gov](mailto:jsaenz@cde.ca.gov).

Sincerely,

*Tony Thurmond*

Tony Thurmond  
State Superintendent of Public Instruction  
California Department of Education

*Linda Darling-Hammond*

Linda Darling-Hammond  
President  
California State Board of Education

TT/LDH:sp

**California State Plan for the  
American Rescue Plan Elementary and Secondary School Emergency  
Relief Fund**



**U.S. Department of Education**

**Issued: April 21, 2021**

Draft for Public Comment

OMB Number: 1810-0754  
Expiration Date: October 31, 2021

**Paperwork Burden Statement** According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1810-0754. Public reporting burden for this collection of information is estimated to average 100 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit under Section 2001 of the American Rescue Plan Act of 2021 (ARP Act). If you have any comments concerning the accuracy of the time estimate, suggestions for improving this individual collection, or if you have comments or concerns regarding the status of your individual form, application or survey, please contact Britt Jung, Office of State and Grantee Relations, Office of Elementary and Secondary Education, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, DC 20202-6450, email: [SGR@ed.gov](mailto:SGR@ed.gov) directly.

## ***Introduction***

*The American Rescue Plan Elementary and Secondary School Emergency Relief (“ARP ESSER”) Fund, authorized under the American Rescue Plan (“ARP”) Act of 2021, provides nearly \$122 billion to States to support the Nation’s schools in safely reopening and sustaining safe operations of schools while meeting the academic, social, emotional, and mental health needs of students resulting from the coronavirus disease 2019 (“COVID-19”) pandemic. It is particularly important that ARP ESSER funding will enable States and local educational agencies (“LEAs”), and more directly schools, to support students who have been most severely impacted by the COVID-19 pandemic and are likely to have suffered the most because of longstanding inequities in our communities and schools that have been exacerbated by the COVID-19 pandemic.*

*The U.S. Department of Education (“Department”) is committed to working in partnership with States so that these unprecedented resources are quickly put to work to ensure students have sustained access to in-person instruction and that the resources are used to provide the effective support students need as they persist through and recover from the impacts of the COVID-19 pandemic. The thoughtful and timely use of these funds will have a lasting impact on our Nation’s schools and help to address the inequities in resources, services, and opportunities available to our students.*

*This template presents an opportunity for States to share their plans for the use of ARP ESSER funds with the public. The Department must approve a State educational agency’s (“SEA’s”) plan in order to make the State’s remaining ARP ESSER allocation available for use. Please note that the Department intends to issue ARP ESSER reporting requirements separately.*

## ***Instructions***

*Each SEA must provide descriptions and other information that address each requirement listed below. An SEA may use this template or another format as long as every item and element is addressed in the SEA’s response. Throughout this document, questions that refer to an SEA’s ARP ESSER funding are referencing the total allocation to be received by the SEA, including that which it allocates to its LEAs.*

*Each SEA must submit to the Department by **June 7, 2021**, either: (1) its ARP ESSER plan or (2) the State requirements that preclude submission of the plan by that date and a date by which it will be able to submit its complete ARP ESSER plan.*

*To submit the SEA’s plan, please email the plan to your Program Officer at [State].OESE@ed.gov (e.g., [Alabama.OESE@ed.gov](mailto:Alabama.OESE@ed.gov)).*

*In order to ensure transparency, the Department will post each plan on the Department’s website when it is received and will indicate each plan’s approval status.*

*This template also allows States to fulfill the requirement of the Coronavirus Response and Relief Supplemental Appropriations (“CRRSA”) Act ESSER II 6-month reporting requirement in section 313(f) of the CRRSA Act.*

## ***A. Describing the State’s Current Status and Needs***

*The Department recognizes the extraordinary efforts made by States, LEAs, and educators to support students during the COVID-19 pandemic. In this section, SEAs will describe the progress they have made, the priorities and student needs guiding their ARP ESSER funding decisions, and their current and projected operating status.*

### **Overview**

The California Department of Education (CDE) and State Board of Education (SBE) staff collaborated with state and local health agencies and California stakeholders, including those that represent all levels of school employees, parents, families, and youth groups, to draft a comprehensive state plan for the use of ARP ESSER funds, as required by the U.S. Department of Education (Department). This collaborative work provided the foundation for the significant decisions on how to allocate the ESSER State Level Activities funds, which were made by the Governor and the Legislature based on input from members of the Legislature and their communities. This California State Plan for ARP ESSER was drafted in May and June 2021 based on current data, policies, and information available at that time. Additional information about the CDE’s response to COVID-19 can be found on our website:

<https://www.cde.ca.gov/fq/cr/arpact.asp>.

The ARP ESSER funds and State Plan will play a critical role in California’s ongoing efforts to address the academic, social, emotional, and mental health needs of students, particularly for students who have been most impacted by the COVID-19 pandemic. Over the past few months, California has provided \$4.5 billion to LEAs to accelerate the safe return to in-person instruction and empower schools to immediately expand academic and integrated student supports, including over the summer. This plan will provide a strong foundation for ensuring ARP ESSER funds are able to meet the needs of our students and educators during this challenging time.

- 1. **Progress and Promising Practices:** Provide your assessment of the top 2-3 strategies that have been most effective in supporting the needs of students in your State during the COVID-19 pandemic, especially for students most impacted by the COVID-19 pandemic. Please include, if applicable, how your State will submit and encourage its LEAs to submit lessons learned and best practices to the Department’s [Safer Schools and Campuses Best Practices Clearinghouse](#) so that they can be shared with other States and LEAs.*

The CDE and SBE staff, working closely with the Governor’s Office and the California Department of Public Health (CDPH) through the Safe Schools for All Team, and with input from stakeholders, have identified the following three sets of strategies that have been most effective in supporting the needs of students in California during the COVID-19 pandemic, especially for students most impacted by the COVID-19 pandemic.

1. Guidance, resources, and flexibility provided to LEAs to support more effective distance learning
2. Expanded access to devices, broadband, and connectivity
3. Strategies to support the safe return to in-person instruction

Stakeholder input received through letters submitted in response to the Governor's 2021 budget proposals confirm the assessment that these have been the most effective three strategies in supporting the needs of students. These strategies are described in more detail in the sections that follow.

## **1 – Guidance, resources, and flexibility provided to LEAs to support more effective distance learning**

On March 13, 2020, Governor Gavin Newsom issued Executive Order N-26-20 regarding the physical closure of schools and LEAs in response to the COVID-19 pandemic. Both the State and CDE went into immediate action and shifted priorities to provide funding, direct support, and guidance to LEAs in making the move to distance learning.

Governor Newsom and the State Legislature moved quickly to provide \$5.3 billion in additional funding to LEAs through the 2020–21 State Budget to support students during distance learning. This funding, Learning Loss Mitigation Funds, was for LEA activities that directly support academic achievement and mitigate learning gaps related to COVID-19 school closures, including the provision of devices or connectivity to facilitate in-classroom and distance learning, and providing professional development opportunities to help teachers and parents support pupils in distance-learning contexts. In addition, LEAs were required to adopt a Learning Continuity and Attendance Plan that built upon California's foundation of local control by requiring input from local stakeholders on how the LEA would address student learning continuity during the COVID-19 crisis in the 2020–21 school year.

Additionally, Section 121 of Senate Bill (SB) 98, Education Finance: Education Omnibus Budget Trailer Bill (Chapter 24, Statutes of 2020) called for the development of draft distance learning curriculum and instructional guidance for mathematics, English language arts, and English language development to be adopted by the SBE by May 31, 2021. This initiative resulted in the Digital Learning Integration and Standards Guidance available at <https://www.cde.ca.gov/ci/cr/dl/dlintergstdsguidance.asp>. To support schools in the effective implementation of technology to support learning, the *California Digital Learning Integration and Standards Guidance* provides strategies to build educator and system capacity. The guide is based on foundational, research-based digital learning practices, including engaging in personal interaction, building classroom communities, supporting student mental health, promoting collaboration, incorporating authentic assessment, designing active learning activities, and cultivating student-centered opportunities to build agency.

The Legislature also took action to provide flexibility in the administration of assessments to support instruction. SB 98 allowed for the administration of the summative English learner proficiency assessment into the fall of 2020. Because the summative English Language Proficiency Assessment for California (ELPAC) is a gateway assessment for English learners to reclassification and access to a broader and more rigorous range of courses, providing this additional time for administration was a benefit for students. The initial English learner proficiency assessment window was extended by 45 days to allow LEAs to safely bring students onto campus for the

administration. With the added time, students were accurately assessed and provided the appropriate supports.

The SBE also provided flexibilities around assessment decisions under their authority. At the November 2020 meeting, the SBE acted to revise the Smarter Balanced Summative Blueprints to allow for a short test form. This action provided LEAs with a shorter assessment tool that was necessary and more appropriate for the 2020–21 school year. The CDE also worked to provide a remote administration option that allowed LEAs the ability to provide assessments using a secure browser in a virtual setting where viable.

These changes were made to underscore the importance of valid, reliable, and meaningful data on student learning. With this information, LEAs, schools, and teachers are better equipped to provide resources and supports where they are needed the most. California’s assessment plan, and the changes made to accommodate needed changes during the pandemic, provide parents, educators, and the public with information regarding the progress students are making.

Over the course of Spring 2020 to Spring 2021, the CDE engaged in a cross-divisional collaborative effort to support schools as they transitioned to distance learning and then back to hybrid or in-person instruction. Shortly after California’s stay-at-home order went into effect, the CDE published its first Distance Learning Considerations web page located at <https://www.cde.ca.gov/ci/cr/dl/dlconsiderations.asp>. That first web page was quickly organized into the Distance Learning web page we have today and serves as a key source of guidance and resources for teachers and families in K–12 schools regarding high-quality distance learning. The Distance Learning web page is organized into the following areas with guidance provided in each section: CDE Support (including guidance documents); Webinars; Local Resources (links to resources, tools, and programs); Content Resources (digital resources organized by content area); Virtual Schooling (online courses); and Language Support. The web page is available at <https://www.cde.ca.gov/ci/cr/dl/index.asp>.

The CDE has provided 36 webinars targeting various aspects of distance learning, including support circles and virtual town halls. Topics included, but were not limited to: Guidance on COVID-19 School Closures, Guidance on COVID-19 Federal Funding Flexibility, Safe Reopening of California Public Schools, Digital Divide Task Force-Sponsored Use of Technology, Distance Learning Series, Student Health and Safety, Nutrition, Supporting You Supporting Students, and Early Learning and Care COVID-19 Guidance (preschool) webinars. A comprehensive list of topics and archived webinars is located at <https://www.cde.ca.gov/ls/he/hn/covid19webinars.asp>. The webinars continue as the CDE assists LEAs with reopening for in-person instruction and maintaining operations in adherence to Centers for Disease Control and Prevention (CDC) and CDPH guidance.

## **2 – Expanded Access to Devices, Broadband, and Connectivity**

At the outset of the pandemic, LEAs reported via survey conducted by the CDE that close to one-fifth of California students lacked the resources to continue their education from home, due either to a lack of connectivity, a device, or both. Knowledge of this gap

in access led to the allocation of \$2.1 billion in California’s Learning Loss Mitigation funds for the purchase of devices, broadband, and connectivity to ensure that all students had appropriate and working tools to access remote learning. A condition of the receipt of these funds was a local planning process to determine how the funds would be spent.

California has also looked to one of our strongest assets—the technology industry—and state-level partnerships to provide access to broadband and connectivity to students throughout the state, with a particular focus on those without access or in broadband deserts. Governor Gavin Newsom, First Partner Jennifer Siebel Newsom, the SBE President, and the State Superintendent of Public Instruction joined forces with the Californians Dedicated to Education Foundation to form the Bridging the Digital Divide Fund (BDD). The BDD’s actions spurred outside donations in the tens of millions of dollars directly to communities and school districts throughout the state. BDD accomplished the following to support student and schools:

- The state provided digital devices and support to 405 LEAs across nearly all of California’s 58 counties through March 2021.
- \$18.4 million dollars were donated to California LEAs through March 2021 to assist with the purchase of devices and to secure broadband connectivity.
- 138 donors contributed to help bridge the digital divide in California.
- 75,274 computing devices were distributed to California LEAs.
- 101,306 hotspots (to enhance connectivity) were distributed to California LEAs.

Follow-up surveys were sent to all LEAs in July 2020, September 2020, and most recently in April 2021 to understand any remaining needs in the areas of devices and connectivity.

The CDE continues to conduct outreach around the need for equipment as well as digital literacy needs for students, educators, and their families. The Closing the Digital Divide web page, located at <https://www.cde.ca.gov/eo/in/digitaldivide.asp>, focuses on identifying needed resources and partnerships to support distance learning, including information on how LEAs can connect with purchasing programs and secure internet access, and how individuals and companies can donate to this effort.

### **3 – Guidance to LEAs to Support the Safe Return to In-Person Learning**

Ensuring all schools return to in-person instruction is a priority of Governor Newsom’s administration and the CDE. Accordingly, the Governor’s Office affirmed the importance of school staff by giving them first access to personal protective equipment (PPE), COVID-19 testing, and COVID-19 vaccines. This specifically included:

- The Governor’s Office of Emergency Services (CalOES) secured a three-month supply of PPE for all LEAs in the state and developed a master contract to support the quick procurement of additional supplies that schools would need to provide in-person instruction.
- In the launch of new testing capabilities, the California Health and Human Services Agency identified schools as primary testing sites.

- Teachers and educators were prioritized from the beginning and received direct access to testing through the state’s online system; they were designated as “first responders” and were given priority to vaccines.
- Creation of the Valencia Branch Lab (VBL) in Valencia, California, to support the rollout of a new testing center last fall that ultimately provided the test supplies and results at no cost to LEAs.

CDE has developed a web page specific to Coronavirus Response and School Reopening Guidance (<https://www.cde.ca.gov/ls/he/hn/coronavirus.asp>) and provided extensive guidance to LEAs—with input from key stakeholders—to support the safe return to in-person instruction. This support included efforts by the Reopening Schools Task Force in June 2020 that fostered a collaborative process for educators and stakeholders to lend their voices to strategies for supporting LEAs to return to in-person instruction. The result of this effort was the Stronger Together Guidebook located at <https://www.cde.ca.gov/ls/he/hn/documents/strongertogether.pdf>. The document is intended to be a guide for local discussion on reopening schools. It is not a “one-size-fits-all” document; rather, it is a document that honors the varied local contexts of each of our LEAs. The Guidebook was developed with the most current information known at the time and may be updated as new data becomes relevant. The Guidebook provides checklists, essential questions for consideration, and examples of best practices.

The CDE, CDPH, and the California Collaborative for Educational Excellence (CCEE) also developed a range of resources for LEAs on how to safely return to in-person instruction. These resources include:

- CDE’s Coronavirus Response and School Reopening Guidance: <https://www.cde.ca.gov/ls/he/hn/coronavirus.asp>
- The CCEE’s Health and Safety Guidebook: <https://ccee-ca.org/resources/professional-learning/new-health-and-safety-guidebook/>
- The CDPH’s State of California Safe Schools for All Hub: <https://schools.covid19.ca.gov/>

Collectively, these resources are intended to ensure that all students and staff have the opportunity for a safe return to in-person instruction, with robust academic, social, and emotional supports.

2. **Overall Priorities:** *Provide your assessment of the top 2-3 issues currently facing students and schools across your State as a result of or in response to the COVID-19 pandemic including, to the extent possible, data illustrating why these are the most critical and/or most widespread issues facing schools and students.*

The priorities listed below were established through analysis of stakeholder input, including input from the Governor’s Office and Legislature and public input from letters received regarding the State budget, legislative hearings, and conversations with stakeholders held during Town Hall meetings, and Superintendent Convenings, internal conversations with CDE and SBE staff, and data and information on the needs of California’s students and schools.



### **Priority 1 - Addressing mental health/trauma needs of students, families, staff**

In March 2020, stay-at-home orders and school closures were imposed to keep Californians, including students, safe during the pandemic. While these closures helped stop the spread of COVID-19, the transition also led to a troubling increase in mental health concerns for children and youth. According to the December 2020 report, “Roadmap for Resilience: The California Surgeon General’s Report on Adverse Childhood Experiences, Toxic Stress, and Health,” the COVID-19 pandemic response has contributed to an increase in the mental health issues children face. As the report notes, “For many children, the school is a bedrock of community belonging. The pandemic has not only disrupted children’s academic opportunities and connections with their peers and educators, it has also surfaced new and difficult experiences in the home: fear, anxiety, financial distress, food and housing insecurity, and countless other challenges. Economic uncertainty is associated with increases in harsh parenting, which increases risk for child abuse and neglect, and the loss of friends and family through illness and isolation can also increase the total dose of acute stress and adversity and reduce the dose of buffering supports available from caregivers, educators, and other adults.”

California’s stakeholders recognized the importance of addressing these challenges throughout the state budget process. Over 100 stakeholders expressed their support for budget priorities that address the mental health and trauma needs of students, families, and staff. This priority was broadly supported by school districts and LEAs, nonprofits and community groups, and labor partners.

The California System of Support, one of the central components of California’s accountability and continuous improvement system, is designed to help LEAs and their schools meet the needs of each student they serve, with a focus on building local capacity to sustain improvement and to effectively address disparities in opportunities and outcomes. In January 2021, the California System of Support sent an informal survey to Geographic Lead Agencies to help understand the needs of the field. The Geographic Leads reported that supporting the social emotional well-being and mental health of students was one of the most pressing needs facing California’s schools. LEAs indicated that addressing a lack of mental health practitioners, counselors, and school nurses on-site to address student, family, and school staff needs was their top priority. Key partners in the work of the California System of Support are the 58 County Offices of Education that provide support and assistance for LEAs to address identified student performance issues.

### **Priority 2 - Addressing accelerated learning needs**

School closures during the 2019–20 and 2020–21 school years resulted in a disruption in each aspect of the instructional core: learning environment, teachers, students, and standards-based instruction. As a result, there may be gaps in learning that could impact a student’s mastery of standards taught during the 2021–22 school year. Vulnerable and historically underrepresented students, English learners, and students with disabilities have likely experienced an even greater impact. Although the state has made historic investments to help ensure that students had access to high-

quality grade-level instruction, teachers and support staff may need to provide additional support on prior year content.

California's 2021–22 budget package contains funding for a variety of options to accelerate learning for students over the next year. Over 250 stakeholders expressed support for accelerated learning priorities such as expanded learning time, high-dose tutoring, and summer enrichment. This priority has widespread support from school districts and LEAs, nonprofits and community groups, and labor partners.

California is joining other states in focusing on high expectations for all students, including providing additional learning opportunities. A review of state learning acceleration plans produced by the Council of Chief State School Officers and the National Governors Association provides a preliminary analysis of state plans for accelerating student learning. Through accelerating learning, teachers will be able to scaffold instruction by providing “just in time” support so that students can access and master grade-level content standards. The New Teacher Project (TNP) has released a report providing additional key guidance regarding learning acceleration that supports the CDE's approach to focus on accelerated learning to address the impacts from COVID-19 physical school closures and varied outcomes from remote learning. Through addressing accelerated learning needs, California will be able to reinforce the use of the formative assessment process utilizing evidence-based practices for grade-level standards-based instruction and teaching within the zone of proximal development.

### **Priority 3 - The safe return of all students in-person, full-time at the beginning of the 2021–22 school year.**

Over the course of the Spring of 2021, more and more schools and districts began the move back toward full-time in-person instruction in California. Data collected and reported through the School Reopening and Summer Instruction Dashboard show that from February to May, more than 650 LEAs began offering in-person instruction, bringing the total number of LEAs offering in-person instruction by May 13, 2021, to 929 LEAs.

Providing in-person learning opportunities was possible due to the health and safety resources provided by the State and the effective strategies employed by district and school staff and school communities. These efforts include widespread distribution of the vaccine, mask-wearing, and physical and social distancing. California's infection rates are now some of the lowest in the nation, and counties that were previously hot spots for the disease a few months ago, such as Los Angeles County, are now low enough for students, staff, and teachers to return to school in-person full-time.

With the success of efforts to curb the public health crisis, California's schools are better prepared for the Fall of 2021. Of the 85–90 percent of districts who completed the latest School Reopening and Summer Instruction Dashboard reporting, over 99 percent are planning to return to full-time in-person instruction when school begins after the summer break.

Supporting LEAs in these efforts is and must continue to be a top priority for California so that plans to return full-time will be realized in the fall. The California State budget and federal funds have been leveraged to provide for the needs of LEAs so they can effectively make plans in areas such as health and safety, reengagement of students, wraparound supports for the whole child, and acceleration of learning.

Prioritizing investment in the safe return of all students for in-person full-time instruction in the Fall of 2021 was a key message from stakeholders during the budget process. Over 90 stakeholders from a variety of groups representing school districts and LEAs, nonprofits and community groups, and labor partners expressed support for this priority.

3. ***Identifying Needs of Underserved Students:*** Describe your State’s 2-3 highest priority academic, social, emotional, and/or mental health needs for the remainder of the 2020-2021 school year (if applicable) and for the 2021-2022 school year related to the impact of the COVID-19 pandemic on each of the following student groups:

- i. *Students from low-income families,*
- ii. *Students from each racial or ethnic group (e.g., identifying disparities and focusing on underserved student groups by race or ethnicity),*
- iii. *Gender (e.g., identifying disparities and focusing on underserved student groups by gender),*
- iv. *English learners,*
- v. *Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act (“IDEA”)),*
- vi. *Students experiencing homelessness,*
- vii. *Children and youth in foster care,*
- viii. *Migratory students, and*
- ix. *Other groups disproportionately impacted by the pandemic that have been identified by the SEA (e.g., youth involved in the criminal justice system, students who have missed the most in-person instruction during the 2019-2020 and 2020-2021 school years, students who did not consistently participate in remote instruction when offered during school building closures, and LGBTQ+ students).*

*To the extent possible, this description should include data on indicators such as estimates of the academic impact of lost instructional time,<sup>1</sup> chronic absenteeism, student engagement, and social-emotional well-being.*

The CDE is planning to collect end-of-year LEA data later this year, in August 2021, due to extended assessment windows, local school schedules, and an effort to collect accurate data at the local level. Data validation, reconciling, and aggregation will follow until the SEA’s public release of quality data sets for LEAs, researchers and, eventually, the public, in December 2021.

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<sup>1</sup> For the purposes of the plan, “academic impact of lost instructional time” refers to “learning loss” experienced by students as a result of the COVID-19 pandemic, as referenced in the ARP Act and the CRRSA Act.

Table A1 outlines the highest priority needs for each student group based on stakeholder feedback. The pandemic has exacerbated pre-pandemic equity and opportunity gaps for some of our at-risk students. The needs for support and services for all student groups increased due to COVID-19.

**Table A1**

<b>Student group</b>	<b>Highest priority needs</b>
Students from low-income families	<p>Despite historic investments from the state, the needs that were present pre-pandemic are still present today (<a href="https://www.cde.ca.gov/eo/in/">https://www.cde.ca.gov/eo/in/</a>). These needs include:</p> <ul style="list-style-type: none"> <li>• Closing the digital divide</li> <li>• Chronic absenteeism</li> <li>• Mental health and trauma</li> <li>• Closing the achievement and opportunity gaps</li> <li>• Cost-effective child care for low-income families</li> </ul>
Students from each racial or ethnic background used by the State for reporting purposes—please add a row for each racial or ethnic group (e.g., identifying disparities and focusing on underserved student groups by race/ethnicity)	<p>The needs of students of color include:</p> <ul style="list-style-type: none"> <li>• Nutrition services to address food insecurities</li> <li>• Academic supports to address learning acceleration</li> <li>• Increased social and emotional support and wraparound services for students who may be facing additional hardships during the pandemic</li> <li>• Formative assessments, observations, and local data to determine instructional levels</li> <li>• Access to reliable technology, including devices, broadband, and connectivity</li> </ul>
Students by gender—please add a row for each gender (e.g., identifying disparities and focusing on underserved student groups by gender)	<p>The current end-of-year data will disaggregate this information by gender. This information will be available in Fall 2021.</p>

<b>Student group</b>	<b>Highest priority needs</b>
English learners	<p>The needs of English learners include:</p> <ul style="list-style-type: none"> <li>• Designated and integrated English language development (ELD) for all English learners during distance learning and the transition back to in-person instruction.</li> <li>• Increased social and emotional support and wraparound services for immigrant students who may be facing additional hardships during the pandemic.</li> <li>• Formative assessments, observations, and local data to determine instructional levels for all typologies of students who are English learners (students with interrupted education, long-term English learners, newcomers, English learners with disabilities, etc.)</li> <li>• Access to reliable technology, including devices, broadband, and connectivity</li> <li>• Development and support of English Learner Advisory Councils at school sites and the District English Learner Advisory Councils at the LEA level in order to promote and encourage parent and family participation.</li> </ul>
Children with disabilities	<p>The needs of students with disabilities include:</p> <ul style="list-style-type: none"> <li>• Targeted support to meet learning goals potentially delayed by COVID-19</li> <li>• Appropriate services that continue to support Individualized Education Program Plans, including a robust system of assessment and progress monitoring</li> </ul>
Students experiencing homelessness	<p>The needs of homeless students include:</p> <ul style="list-style-type: none"> <li>• Academic, social and emotional programs, and mental health supports</li> <li>• Outreach to identify families experiencing homelessness and ensuring families self-identify as experiencing homelessness in order to connect them with additional resources</li> <li>• Ensuring student attendance and academic learning engagement in an effort to support learning acceleration.</li> <li>• Access to stable housing and stable food sources for families</li> </ul>

<b>Student group</b>	<b>Highest priority needs</b>
Children and youth in foster care	<p>The needs of students in foster care include:</p> <ul style="list-style-type: none"> <li>• Intentional, scheduled communication to reengage them in school</li> <li>• Targeted interventions to address learning acceleration</li> <li>• Community partnerships and collaborations to re-evaluate policies and strategies for youth in care</li> </ul>
Migratory students	<p>The needs of migratory students include:</p> <ul style="list-style-type: none"> <li>• More professional learning opportunities for teachers to review data to identify specific gaps in knowledge and skills</li> <li>• Greater coordination with districts to ensure migratory student needs are being met</li> <li>• Designated and integrated ELD for all migratory English learners during distance learning and the transition back to in-person instruction</li> <li>• An increase in the number of case managers and/or counselors to advise migratory students who are at risk of failing or dropping out</li> <li>• Connection of students to services, such as credit accrual services, that address their academic and nonacademic needs and monitor student achievement</li> <li>• Face masks, gloves, and cleaning supplies</li> <li>• Reliable internet connectivity and devices</li> <li>• Support for homelessness and food insecurity</li> </ul>
Other groups of students identified by the State (e.g., youth involved in the criminal justice system, students who have missed the most in-person instruction during the 2019–20 and 2020–21 school years, students who did not consistently participate in remote instruction when offered during school building closures, LGBTQ+ students)	<p>The needs of youth involved in the criminal justice system include:</p> <ul style="list-style-type: none"> <li>• Access to a variety of learning platforms, include online, in-person, or hybrid models</li> <li>• Reliable digital devices and connectivity</li> <li>• Restorative justice and mental health supports to address bullying and stigmatization related to racial and ethnic subgroups and gender identification</li> </ul> <p>California’s LGBTQIA students face many challenges including lack of self-worth, bullying, and isolation, which COVID-19 exacerbated.</p>

- 4. Understanding the Impact of the COVID-19 Pandemic: Describe how the SEA will support its LEAs in identifying the extent of the impact of the COVID-19 pandemic on student learning and student well-being, including identifying the groups of students most impacted by the pandemic. Where possible, please identify the data sources the SEA will suggest its LEAs use in thoughtfully diagnosing areas of need, including data on the academic, social, emotional, and mental health impacts of lost instructional time.*

Identifying needs and impacts is not new; this is already embedded in the way California does business. Stakeholder engagement is foundational to how the state understands the impact of changes such as the pandemic. For over a decade, California has used an approach that provides LEAs and their communities with the tools to have important conversations that inform the identification of need, opportunity gaps, and areas for improvement. This process is guided by the Local Control and Accountability Plan (LCAP) and its related requirements and process. The LCAP is a tool for LEAs to set goals, plan actions, and leverage resources to meet those goals to improve student outcomes.

Completing the LCAP is an annual process that requires LEAs to engage their local stakeholders in annual planning to evaluate their progress within eight state priority areas encompassing all of California's statutorily required metrics (county offices of education [COEs] have 10 state priorities). These priorities focus on conditions of learning, family and student engagement, and student outcomes. Analysis of available data and stakeholder engagement is critical to appropriately allocating the resources that are provided to the LEAs. LEAs document the results of this planning process in the LCAP using the template adopted by the SBE. Accordingly, the LCAP is a critical data collection tool as school districts engage their communities to assess student needs. LEAs must still adopt their annual LCAP to guide the use of resources in the 2021–22 school year, based on current data and information. Engaging families and community, LEAs gather timely and useful data about the pressing needs of their students. The LCAP is due July 1, 2021.

The other pieces of California's accountability system are all complements to the process of local planning. One element is the California School Dashboard, which contains data related to the state priorities and was created to provide parents and educators with access to that data that is a starting place for understanding the needs of districts, schools, and student groups. Despite the impacts of the COVID-19 pandemic on assessment and data collection, CDE has continued to use the Dashboard as the location for all valid and reliable data to allow the public to better diagnose needs and understand the impact of distance learning on students. LEAs should utilize available data disaggregated by student group and input from community members to identify student needs and ensure that services provided with ARP ESSER III funds address those needs.

California, in partnership with its LEAs and stakeholders, has worked to refine the supports needed to do this work effectively. While there is always room for improvement, it is on this foundation that California worked to provide LEAs with the tools necessary to understand the impact of the COVID-19 pandemic on student

learning and well-being. One such support was developed in August of 2020; the CDE produced a document to guide districts on collection of assessment data to assess their students' needs and assets. The document, *Guidance on Diagnostic and Formative Assessments*, can be found at <https://www.cde.ca.gov/ls/he/hn/guidanceonassessments.asp>. This document will be a key resource for educators as schools return to in-person instruction.

Valid, reliable, and meaningful data on student learning will help direct these and other resources and supports to where they are needed most. To that end, since the beginning of the pandemic, California has strategized to develop an assessment plan that would provide data to parents, educators, and the public regarding the progress of students, including the provision of interim assessment tools through the Smarter Balanced Assessment Consortium and the use of other nationally developed diagnostic tests aligned to state standards. California continued to provide the Smarter Balanced Summative Assessments and the California Alternate Assessments (CAA) for English Language Arts and mathematics as well as the California Science Test (CAST), the CAA for science, and the ELPAC to all English learners. Where administration of the state summative was not a viable option, the SBE approved the use of other diagnostic and interim assessments that are aligned with California Standards and provide results that can be reported to parent/guardians, educators, and the public. This assessment will be used alongside other metrics to identify student needs and direct resources.

5. ***School Operating Status:*** *It is essential to have data on how students are learning in order to support the goals of access and equity, especially for student groups that have been disproportionately impacted by the COVID-19 pandemic. Describe the current status of data collection on operational status and mode of instruction of all schools in your State. This description must include:*
- i. *A description of to what extent, and how frequently, the State collects now and will collect in the future data for all schools in your State on:*
    - a. *Mode of instruction: The number of schools in your State that are offering fully remote or online-only instruction; both remote/online and in-person instruction (hybrid model); and/or full-time in-person instruction;*
    - b. *Enrollment: Student enrollment for all students and disaggregated for each of the student groups described in A.3.i-viii for each mode of instruction; and*
    - c. *Attendance: Student attendance for all students and disaggregated for each of the student groups described in A.3.i-viii for each mode of instruction.*

On January 14, 2021, the CDPH issued a public health directive requiring all school districts, charter schools, and private schools to report on their instructional status—in-person, hybrid, or distance learning only—every second and fourth Monday of each month. That data was reported for the first time on January 22, 2021.

The information requested from school districts, charter schools, and private schools on their instructional status has been modified over time. A more granular level of data was



required by Assembly Bill (AB) 86, approved by the Legislature and the Governor on March 5, 2021. Importantly, LEAs were required to submit data, at the school-level, on the number of students who were participating in each mode of instruction through the 2021–22 school year.

These data are available to the public through maps on the Safe Schools for All Hub website set up by CDPH. The website contains all COVID-19-related information collected by CDPH and is located at <https://schools.covid19.ca.gov/>.

Throughout late Winter 2020 and into Spring 2021, the incentives and supports provided by the State for reopening school for in-person instruction resulted in a substantial increase in the number of districts offering some in-person instruction. At the end of January, about 240 of approximately 1,100 school districts were offering some in-person instruction in at least some of their schools. Over the course of the next few months, that number increased to nearly 930 districts reporting they were offering some in-person instruction by mid-May.

Looking at school-level information by instructional status, as of the late May for the 2020–21 school year:

- Full time in person instruction: 2,300 schools reporting
- Hybrid: 3,138 schools reporting
- Distance learning only: 2,135 schools reporting

ii. *The data described in A.5.i.a. and b. using the template in Appendix A (and to the extent available, the data described in A.5.i.c.) for the most recent time period available. Please note that this data can be submitted separately within 14 calendar days after a State submits this plan. The SEA must also make this data publicly available on its website as soon as possible but no later than June 21, 2021, and regularly provide updated available information on its website. The Department will periodically review data listed in A.5.i on SEA websites.*

The CDE made the data publicly available on June 21, 2021. This information is available at <https://www.cde.ca.gov/fq/cr/arpact.asp>. The data is also included in Appendix A of this Plan.

iii. *To the extent available, a description of the planned operational status and mode of instruction for the State and its LEAs for Summer 2021 and for the 2021-2022 school year.*

LEAs are currently being asked through the biweekly survey to provide information on summer offerings, including if they are offering summer programs to all students or just a subset. They are also being asked to include enrollment numbers for each offering. Based on information collected to date, LEAs representing 85–90 percent of all districts report that they overwhelmingly plan to offer a summer program (89 percent to 11 percent). Information regarding which LEAs throughout the State are offering a summer

program as well as the kind of services being offered is available through a database provided on the California Safe Schools for all Hub, located at <https://maps.schools.covid19.ca.gov/public-summer.html>. Information regarding the types of summer services being offered is highlighted below:

- Learning acceleration: 72 percent of LEAs reported they will provide learning acceleration to students. Learning acceleration includes offering additional learning opportunities, summer classes or high-dose tutoring that provide academic instruction and curriculum aligned to California's learning standards.
- Targeted intervention: 87 percent of LEAs reported they will provide targeted interventions. Targeted interventions include programs that provide specific supports and services for English learners, students with disabilities, homeless students, foster youth, and other at-risk learners.
- Enrichment: 73 percent of LEAs reported they would be offering enrichment opportunities. Enrichment opportunities include programs designed to give students the opportunity to try new things and explore and develop interests outside of the classroom.
- Mental health services: 73 percent of LEAs reported they will be offering mental health services. Mental health services include offerings that support the mental health and social and emotional well-being of students, such as counseling and social services.
- Wellness services: 82 percent of LEAs reported they will be providing wellness services to students. Wellness services include offerings that support the overall well-being of students, including access to health care services, social services, responses to trauma, and enrichment opportunities.

The Budget for 2021–22 also continues the bimonthly reporting through the remainder the 2021–22 school year and asks LEAs to provide the following information:

- The number of pupils enrolled by schoolsite and school district.
- The number of school employees who work onsite at a school by schoolsite.
- The number of pupils who have opted into independent study, including.
- The expanded learning opportunities provided to pupils.
- How the school is addressing the mental health and wellness needs of pupils.
- The supports and interventions the school is using to address the academic needs of pupils.
- The enrichment opportunities provided to pupils.
- The safety protocols the school is using to ensure the health and safety of pupils and staff.
- As well as any additional information requested.

### ***B. Safely Reopening Schools and Sustaining their Safe Operations***

*The Department recognizes that safely reopening schools and sustaining their safe operations to maximize in-person instruction is essential for student learning and student*

well-being, and especially for being able to address the educational inequities that have been worsened by the COVID-19 pandemic. In this section, SEAs will describe how they will support their LEAs in this vital area.

1. **Support for LEAs:** Describe how the SEA will support its LEAs in safely returning to in-person instruction and sustaining the safe operation of schools. This description must include:
  - i. How the SEA will support its LEAs implementing, to the greatest extent practicable, prevention and mitigation policies in line with the most up-to-date 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;

Complete the table below, adding rows as necessary, or provide a narrative description.

**Table B1.**

Mitigation strategy	SEA response
Universal and correct wearing of masks	Throughout the pandemic, CDE and state partners supported LEAs in implementing prevention and mitigation policies according to CDC guidance by allocating and coordinating the distribution of PPE, hand sanitizer, and touchless thermometers to all California schools, including private schools. If LEAs or private schools need to obtain additional PPE, they can procure it directly through the Department of General Services (DGS) Master Agreement or obtain it for free through the Salesforce portal maintained by Cal OES and CDPH by requesting PPE through their COE. The Master Agreement is available at <a href="https://www.dgs.ca.gov/PD/Services/Page-Content/Procurement-Division-Services-List-Folder/Find-Masks-Respirator-and-Surgical-on-Statewide-Contracts">https://www.dgs.ca.gov/PD/Services/Page-Content/Procurement-Division-Services-List-Folder/Find-Masks-Respirator-and-Surgical-on-Statewide-Contracts</a> . CDE connects LEAs to all CDPH resources through various links provided on their COVID-19 Response web page. LEAs can learn about current K–12 School Reopening Guidance on face masking as well as fact sheets, Q&A resources on proper face shields, and additional resources links when they hyperlink from the CDE website to the Safe Schools for All Hub Web page <a href="https://schools.covid19.ca.gov/">https://schools.covid19.ca.gov/</a> . LEAs also have the option to submit a technical assistance request, through the Safe Schools for All School Hub website’s technical assistance Portal, where specific questions regarding face mask requirements can be submitted and responded to by subject matter experts (SMEs) within 2-3 days. The Safe Schools for All School Hub also provides direct links to where LEAs can find information to purchase PPE equipment (as described above).

<b>Mitigation strategy</b>	<b>SEA response</b>
Physical distancing (e.g., including use of cohorts/podding)	<p>CDE supports CDPH’s K–12 Guidance, which provides physical distancing criteria for arrival, departures for classroom and non-classroom spaces and is located at <a href="https://www.cdph.ca.gov/Programs/CID/DCDC/Pages/COVID-19/COVID19-K12-Schools-InPerson-Instruction.aspx">https://www.cdph.ca.gov/Programs/CID/DCDC/Pages/COVID-19/COVID19-K12-Schools-InPerson-Instruction.aspx</a>. LEAs are encouraged to visit the Safe Schools for All School Hub where additional information is provided on creating cohorts and stable groups developed by CDE partner the CCEE as well as a CDPH two-minute video tutorial on stable grouping strategies for elementary schools. LEAs also have the option to submit technical assistance request, through the Safe Schools for All School Hub website’s technical assistance portal, where specific questions regarding physical distancing can be submitted and responded to by SMEs within two to three days. A nine-part, interactive webinar series was offered for LEA school administrators from February to May 2021 through a collaborative effort with CDPH’s Virtual Training Academy. Two of the webinars offered were on stable groups (one of the two was specific just to middle and high schools). All webinars are recorded and available to view at any time on the School Hub.</p>
Handwashing and respiratory etiquette	<p>The K–12 Guidance promotes healthy hygiene practices such as handwashing, how students should wipe their noses, and how to use effective types of hand sanitizers. LEAs also have the option to submit a technical assistance request, through the Safe Schools for All School Hub website’s technical assistance portal, where questions regarding health and safety questions can be submitted and responded to by SMEs within two to three days. A nine-part, interactive webinar series was offered for LEA school administrators from February to May 2021, provided through a collaborative effort with CDPH’s Virtual Training Academy. One of the webinars offered was on disinfection. All webinars are recorded and available to view at any time on the School Hub.</p>

<b>Mitigation strategy</b>	<b>SEA response</b>
Cleaning and maintaining healthy facilities, including improving ventilation	<p>The American Society of Heating, Refrigerating, and Air Conditioning Engineers guidance provides recommendations for classroom ventilation and is located at <a href="https://www.ashrae.org/technical-resources/reopening-of-schools-and-universities">https://www.ashrae.org/technical-resources/reopening-of-schools-and-universities</a>. A nine-part, interactive webinar series was offered for LEA school administrators from February to May 2021, provided through a collaborative effort with CDPH's Virtual Training Academy. One of the webinars offered was on ventilation (recording posted on School Hub). CDPH Research Scientists on air quality management presented and answered questions on ventilation and other indoor air quality (IAQ) control strategies during the webinar. Currently, the Safe Schools for All School Hub offers school administrators ventilation improvement resources and is awaiting the finalization to share Ventilation and Filtration Guidance developed by the Indoor Air Quality Section of the Environmental Health Laboratory Branch of CDPH. LEAs also have the option to submit a technical assistance request, through the Safe Schools for All School Hub website's technical assistance portal, where specific questions regarding ventilation can be submitted and responded to by SMEs within two to three days. Recently, as state funding (AB 86) was allocated to LEAs to utilize for COVID-response purposes, CDE collaborated with CDPH and the California Division of the State Architect in order to provide instructions to school administrators on the process to request prioritization in submitting heating, ventilation, and air conditioning (HVAC); ventilation; and other school facility upgrades and improvements. As the process involved with a request requires a full understanding of project review requirements and special budgeting to ensure for extra funds that should be allotted for code compliance work and plan review fees, CDE determined that this information should be provided to school administrators and superintendents as quickly as possible.</p>

<b>Mitigation strategy</b>	<b>SEA response</b>
<p>Contact tracing in combination with isolation and quarantine, in collaboration with the State, local, territorial, or Tribal health departments</p>	<p>AB 86 codified COVID-19 reporting and public health requirements for public and private schools, providing clear direction on how positive test results should be handled locally. The Safe Schools for All Team provides a broad range of training, resources, and information to access local support with contact tracing. The CDPH Virtual Training Academy provides a regular, two-day webinar training for local LEA “school liaisons” that are identified by their local school as lead for contact tracing and collaboration with their local health department (LHD) contact tracing team. LEA school liaisons have access to the “School Liaison Toolkit” (English and Spanish version), developed by CDPH, that provides background information on their role, a decision-tree, key terms information, and a communications tool to track and utilize important contacts and communication chains between their school, LHD, and CDPH. Additionally, the Virtual Training Academy conducted a one-hour webinar entitled “Exposure Management in Schools” with SMEs from the CDPH Contact Tracing Team as well as panelists that presented and answered questions around outbreak management. This webinar is recorded and posted on the School Hub. The Safe Schools for All technical assistance portal is another tool that school administrators can use to submit contact tracing questions to CDPH SMEs. Additionally, CDPH is conducting a coordinated effort with outbreak management staff in order to offer regular “Town Hall” meetings for school administrators to join and learn about best practices, peer sharing, and the ability to “ask the experts” for the purposes of having an open dialogue and way to continually improve contact tracing and outbreak management efforts across all LEAs. LEAs also have the opportunity to attend a weekly, interactive webinar with the Safe Schools for All Team Lead, Dr. Naomi Bardach, where LHD School Specialists and their contact team staff can receive current information and ask questions in real time.</p>

<b>Mitigation strategy</b>	<b>SEA response</b>
Diagnostic and screening testing	<p>The State Safe Schools for All supported LEAs to implement diagnostic and screening testing by connecting schools to the Valencia Branch Laboratory. The state lab offers free polymerase chain reaction (PCR) testing to K–12 schools. CDE has also promoted antigen testing through the BinaxNow program. LEAs can access diagnostic testing and resources through the CDPH Testing Task Force web page for schools. This page allows LEAs to download resources and tools on how to access testing services through the State’s Valencia Lab; follow recommended testing cadences for schools; testing plans; assistance with testing partnerships; and a Frequently Asked Questions resource. The Safe Schools for All also provides the technical assistance portal where LEAs and LHDs can submit and receive a response from testing SMEs. During the CDPH weekly, interactive webinars with LHD School Specialists, State leaders have been invited to also provide specific information on diagnostic and screening tests. They will continue to be invited as more questions arise amongst participants as well as Safe Schools for All staff fielding incoming questions during these webinars to testing experts, with a response provided through email communication.</p>
Efforts to provide vaccinations to educators, other staff, and students, if eligible	<p>AB 86 provided vaccine prioritization for education sector staff under Tier 1B of the CDPH’s Vaccine Allocation Guidelines for COVID-19 Vaccine. California <i>Education Code (EC)</i> Section 32092(c) provided that, “of the first doses of the COVID-19 vaccines available to the state, 10 percent shall be offered to childcare and K–12 education sector staff.” All Californians age twelve and older now have access to receive a COVID-19 vaccination if they want one. The Hub prominently features information on vaccinations for students, including how to schedule, minor consent, and how LEAs can apply to become a provider to disseminate vaccines and/or partner with pharmacies and other organizations to hold “pop-up” COVID-19 vaccination events. The Safe Schools for All Team just launched a secondary site to the School Hub that is targeted toward parents. On that site, parents can understand more about the vaccines for their age twelve and older student and other safety information as schools reopen for in-person instruction. LEAs may also submit questions on vaccination issues to the technical assistance portal that is responded to by a vaccination SME from CDPH.</p>

Mitigation strategy	SEA response
<p>Appropriate accommodations for children with disabilities with respect to the health and safety policies</p>	<p>Reopening of schools has been governed by the evolving CDPH K–12 frameworks over the past year. However, certain flexibilities or accommodations have been created to ensure children with disabilities receive the free, appropriate public education to which they are entitled. One example is the CDPH’s guidance (dated September 4, 2020, and updated March 22, 2021) and accompanying frequently asked questions (FAQ) (dated September 4, 2020) permitting the provision of in-person, targeted, specialized support and services in stable cohorts when a school is able to satisfy all of the conditions detailed in CDPH’s guidance related to cohorts. The guidance is located at <a href="https://www.cdph.ca.gov/Programs/CID/DCDC/Pages/COVID-19/small-groups-child-youth.aspx">https://www.cdph.ca.gov/Programs/CID/DCDC/Pages/COVID-19/small-groups-child-youth.aspx</a> and the FAQs are at <a href="https://files.covid19.ca.gov/pdf/guidance-schools-cohort-FAQ.pdf">https://files.covid19.ca.gov/pdf/guidance-schools-cohort-FAQ.pdf</a>.</p> <p>Additionally, certain exemptions to face coverings apply to students with disabilities. CDPH guidance on face coverings, along with allowable exemptions, were summarized in a February 11, 2021, notice here: <a href="https://www.cde.ca.gov/sp/se/lr/om021121.asp">https://www.cde.ca.gov/sp/se/lr/om021121.asp</a></p> <p>As a condition of receiving In-Person Instruction (IPI) Grants, LEAs must offer in-person instruction as defined in AB 86. This includes first serving all pupils who are individuals with exceptional needs, if consistent with each pupil’s individualized education program, as well as prioritized pupil groups, at the maximum practical capacity needed to maintain health and safety pursuant to the LEA’s COVID-19 safety plan.</p>

- ii. *Any Statewide plans, policies, estimated timelines, and specific milestones related to reopening and operation of school facilities, including any mechanisms the SEA will use to track, monitor, or enforce their implementation;*

Governor Newsom and the California Legislature provided \$6.6 billion during the 2020–21 school year, including \$2 billion for IPI grants, on March 5, 2021. In implementing AB 86, CDE allocated IPI grant funding to COEs, school districts, and classroom-based charter schools based on a proportionate share of each LEA’s Local Control Funding Formula (LCFF) entitlement.

IPI grants incentivized LEAs to return to in-person instruction by April 1, 2021, by providing funding that LEAs could use for any purpose consistent with providing in-person instruction for any pupil participating in in-person instruction, including, but not limited to, COVID-19 testing, cleaning and disinfection, PPE, ventilation and other



schoolsite upgrades necessary for health and safety, salaries for certificated or classified employees providing in-person instruction or services, and social and mental health support services provided in conjunction with in-person instruction.

As a condition of receiving IPI grants, LEAs were required to offer in-person instruction as defined in AB 86. This includes first serving all pupils who are individuals with exceptional needs, if consistent with each pupil’s individualized education program, as well as prioritized pupil groups, at the maximum practical capacity needed to maintain health and safety pursuant to the LEA’s COVID-19 safety plan. “Prioritized pupil groups” as defined in AB 86 include pupils at-risk for abuse, neglect, or exploitation; homeless pupils; foster youth; English learners; pupils without access to a computing device, software, and high-speed internet necessary to participation in online instruction, as determined by the LEA; and disengaged pupils.

By June 1, 2021, all LEAs eligible for IPI grants were required to certify their offering of in-person instruction as defined by AB 86. This certification will be enforced during the LEA’s annual audit.

The Initial data collection closed on June 7:

- Valid LEA Certification Form responses = 1,678 (85%)
- Missing responses = 305

The CDE opened an amendment window, June 15–23:

- Missing responses collected = 206 out of 305
- Missing responses remaining = 86
- Final response rate = 95.63%

Status	Original Window	With Amendment Window	Change
Submitted	1,678	1,884	206
Not Submitted	305	86	-219
Not Eligible	305	318*	13
Total Count	2,288	2,288	0

\*318 not eligible includes the 305 Non-Classroom-Based charters, 4 charters that operated this year but do not get an IPI grant, and 9 charters that did not operate this year and do not get an IPI grant and will be omitted from final published files.

AB 86 further established a biweekly data collection requirement for all LEAs (not just those that received IPI grants) beginning March 15, 2021, for every school district, County Office of Education, charter school, and private school maintaining any grades K–12, inclusive, to notify the CDPH of the number of pupils participating in full in-person instruction, hybrid learning, or distance learning. This data is tracked and monitored in interactive school reopening maps on the Hub website at <https://schools.covid19.ca.gov/>.

Further, for the 2021–22 school year, the shared intent of the Governor, the Legislature, and the public is that all schools and students will return to full-time in-person instruction. However, the State Budget provided an option for parents who may still be hesitant to send their students back to school for in-person instruction or for children who may be medically fragile. LEAs are required to provide students with an independent study option. Legislation includes a series of improvements to the state’s existing independent study programs. Additionally, legislation approved that implements the State Budget included updated questions to the biweekly data collection that has LEAs report on the number of students who are participating in independent study; how the LEA is meeting the required daily or weekly synchronous minutes; and what they are doing to encourage students in independent study to transition to in-person instruction.

- iii. *To what extent the SEA and its LEAs consult with Federal, State, and local health officials. This description should include, if available, whether the SEA and its LEAs have received support for screening testing from their State or local health department based on funding awarded by the CDC; and*

As California’s Governor, Gavin Newsom, launched the Safe Schools for All Initiative in December 2020, an inter-departmental planning team was formed that included leaders from CDE, SBE, CDPH, CalOSHA, DGS, the California Division of State Architects, and the CDPH Testing Task Force. This collaboration allowed for the ability to coordinate efforts between the needs of LEAs and the integral work of all other planning team department representatives.

Throughout the Spring, CDPH leadership hosted biweekly meetings with a complete focus on the needs of the LEAs and to serve as a sounding board for additional K–12 guidance.

The ongoing partnership with the CDPH Testing Task Force has led to a robust school-based testing program, launched in December 2020, with a focus on PCR testing, and then adding in a substantial antigen program, piloted January through March 2021 and then firmly established in April 2021. The substantial funds from the CDC for school-based testing has substantially increased interest in school-based testing in the state and supported the return to full in-person instruction in schools. The CDE and SBE have partnered with CDPH to disseminate information about the testing programs and support high-needs schools in accessing the resources throughout the state.

- iv. *Any guidance, professional learning, and technical assistance opportunities the SEA will make available to its LEAs.*

As a critical partner to reach LEA school administrators, CDPH offered a Safe Schools for All training webinar series from February to May on priority safety areas and needs that were integral in helping schools return to in-person instruction. All webinars were recorded and posted on the Safe Schools for All website for easy accessibility. Additionally, the Safe Schools for All technical assistance portal has received over 560 inquiries thus far that have been responded to by SMEs across topic areas that include health and safety, contact tracing, cohort/stable groups, testing, ventilation, vaccination, and reporting. School administrators can stay current on all state guidance and legislation, policies, tools, and resources related to the safe reopening of schools by visiting the Safe Schools for All School Hub. CDPH continuously works with CDE and SBE to share appropriate and timely resource and guidance updates that should also be shared through their website and other communication channels as well.

Finally, CDE and CDPH are using funding from AB 86 to convene and support a statewide Collaborative across all 58 California counties. The Collaborative was established in May 2021 and is funded through the end of 2021–22 school year. This effort funds local partnerships in each county between county offices of education and local public health departments. These partnerships are funded to provide ongoing technical assistance to the schools, including a focus on masks, vaccinations, testing, ventilation, and other safety mitigation efforts. These collaborative partners also convene every two weeks with the state partners for ongoing technical assistance from state SMEs and opportunities to share lessons learned about safe schools.

In tandem with the IPI Grant funding, the State provides comprehensive school-specific public health guidance and COVID-19 resources to LEAs via the State of California Safe Schools For All Hub located at <https://schools.covid19.ca.gov/>. This site provides guidance on mask wearing, physical distancing, handwashing and respiratory etiquette, and cleaning and maintenance practices. School leaders and local health departments/jurisdictions can request technical assistance on the Hub, and school staff and parents can report concerns for potential state intervention and enforcement.

The CDE is working across program offices and divisions and with LEAs, stakeholders, and other state agency partners to provide targeted assistance to LEAs focused on developing LEAs' capacities to plan and spend state and federal funding strategically in a manner that will enable them to "Do Now and Build Toward..." a more equitable educational system that will close achievement and opportunity gaps for all of their students. This targeted assistance will focus on sharing best practices of blending and braiding COVID-19 Emergency Relief Funds with General and Federal funds. Research from entities like Education Research Strategies, the Annenberg Institute, and Results for America and guidance from the Department will inform this guidance and training.

2. ***Safe Return to In-Person Instruction and Continuity of Services Plans:*** Describe how the SEA will ensure that its LEAs that receive ARP ESSER funds meet the requirements in section 2001(i) of the ARP Act and the requirements relating to the ARP ESSER funds

published in the Federal Register and available at <https://oese.ed.gov/offices/american-rescue-plan/american-rescue-plan-elementary-and-secondary-school-emergency-relief/> (ARP ESSER requirements) to either: (a) within 30 days of receipt of the funds, develop and make publicly available on the LEA's website a plan for the safe return to in-person instruction and continuity of services, or (b) have developed and made publicly available on the LEA's website such a plan that meets statutory requirements before the enactment of the ARP Act, including:

- i. *How the SEA will ensure that each LEA plan includes, or will be modified to include, the extent to which it has adopted policies and a description of any such policies on each of the strategies listed in table B1;*

In order to support LEAs in meeting the requirements in Section 2001(i) of the ARP Act and the requirements relating to the ARP ESSER funds published in the Federal Register, the CDE has created a Safe Return to In-Person Instruction and Continuity of Services Plan Template, which can be found at <https://www.cde.ca.gov/fg/cr/arpact.asp>.

Every LEA that completes the Assurances for ARP ESSER funding is required to submit this template to CDE within 30 days of accepting funds. CDE is collecting the data on when each LEA submitted the Assurances and therefore has information as to when each plan is due. The template requires LEAs to describe the extent to which it has adopted policies and a description of any such policies on each of the strategies listed in table B1.

- ii. *How the SEA will ensure that each LEA plan describes how it will ensure continuity of services including but not limited to services to address the students' academic needs, and students' and staff social, emotional, mental health, and other needs, which may include student health and food services;*

The template includes a required field for LEAs to describe how they will ensure continuity of services, including but not limited to services to address student academic needs and student and staff social, emotional, mental health, and other needs, which may include student health and food services.

- iii. *How the SEA will ensure that the LEA periodically reviews, no less frequently than every six months for the duration of the ARP ESSER grant period (i.e., through September 30, 2023),<sup>2</sup> and revises as appropriate, its plan, and how the SEA will ensure that the LEA seeks public input, and takes such input into account on (1) whether revisions are necessary and, if so, (2) the revisions to the plan; and*

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<sup>2</sup> ARP ESSER funds are subject to the Tydings amendment in section 421(b) of the General Education Provisions Act, 20 U.S.C. 1225(b), and are therefore available to SEAs and LEAs for obligation through September 30, 2024. Review and revisions of these plans, if necessary, are not required during the Tydings period.

The Safe Return to In-Person Instruction and Continuity of Service Plan template requires each LEA to indicate whether it will be using the CDE-provided template to create a compliant plan or had a plan in place as of March 11, 2021, that is already compliant with the ARP statute and will review and, as appropriate, revise it every six months to take into consideration the additional requirements of the Federal Register. If the LEA indicates that it did not have a previous plan, then it must complete the template in its entirety.

If the LEA had a plan previously in place, then it is directed to go straight to completing the assurances section, where the LEA assures that the LEA has a compliant plan (including listing the web page link to the plan), that the LEA sought public comment into the development of its plan, that it will review and revise its plan as appropriate every six months, and will seek public comment when it reviews, and if appropriate, revises its plan. Additionally, the LEA is required to use the template when revising its plan. When the LEA revises its plan, as appropriate, it must assure that it uses the CDE-provided template. The template allows for the CDE to review LEAs to ensure that they are meeting all of the most up-to-date CDC guidance. Even if an LEA has a plan already in place, it still must complete the relevant portions of the template and submit it to the CDE.

LEAs must describe the LEA's policy or practice that provided the public with an opportunity to provide comments and feedback, as well as the collection process the LEA used. Furthermore, it asks for a description as to how any feedback was incorporated into the development of the plan. When an LEA creates a new plan or revises its plan, it must provide the description on public comment.

To ensure periodic review no less frequently than every six months, the ARP ESSER quarterly expenditure reports will include an additional field that will assist the CDE with monitoring the updates of LEA plans. LEAs will indicate when the plan was last revised and note when the six-month window to update the plan occurs. The LEA is required to complete this field and will not be able to submit the expenditure report if this field is left blank. The CDE will send periodic notices to LEAs reminding them of the requirement to update their plans.

- iv. *Describe, to the extent the SEA collects it, information about LEA implementation, to the greatest extent practicable, of each element of the most up-to-date CDC guidance listed in table B1 and its LEAs' needs for support and technical assistance to implement strategies consistent, to the greatest extent practicable, with relevant CDC guidance.*

The template requires that LEAs provide a description of any adopted policies and procedures regarding the CDC's safety recommendations (or available LEA website links to such policies). This includes descriptions of appropriate accommodations adopted and coordination efforts conducted with outside State and local health officials. LEAs must include or describe current public health conditions, applicable State and local rules and restrictions, and other contemporaneous information that informs their decision-making process.

### ***C. Planning for the Use and Coordination of ARP ESSER Funds***

*The Department recognizes that seeking input from diverse stakeholders is essential to developing plans for the use of ARP ESSER funds that are responsive to the needs of students, families, and educators. In this section, SEAs will describe their plans for consultation and for coordinating the use of ARP ESSER funds with other resources to meet the needs of students.*

1. ***SEA Consultation:*** *Consistent with the ARP ESSER requirements, describe how the SEA engaged in meaningful consultation with stakeholders, and incorporated input into its plan, including, but not limited to:*
  - i. *students;*
  - ii. *families;*
  - iii. *Tribes (if applicable);*
  - iv. *civil rights organizations (including disability rights organizations);*
  - v. *school and district administrators (including special education administrators);*
  - vi. *superintendents;*
  - vii. *charter school leaders (if applicable);*
  - viii. *teachers, principals, school leaders, other educators, school staff, and their unions; and*
  - ix. *stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children and youth in foster care, migratory students, children who are incarcerated, and other underserved students.*

*The description must include how the SEA provided the public the opportunity to provide input in the development of the plan, a summary of the input (including any letters of support), and how the SEA took such input into account.*

Throughout the Spring of 2021, California has been engaged with stakeholders on the use of state resources to support schools and students. Following the enactment of ARP, California's State Legislature and Governor Newsom's administration began work to allocate the ARP ESSER funding for its intended purposes and to support state investments in serving California's students.

Our stakeholders play a key role in the budget process by communicating directly with legislators and the administration and participating in the committee process. They have communicated about the critical needs facing California's schools, students, and staff and provided feedback on the proposals under consideration to address those needs. Throughout the Spring of 2021, over 200 letters were received related to California's education budget. These letters represented the views and priorities of approximately 1,000 organizations involved with students and schools in California. While the letters provided feedback on several issues, three areas of support stood out related to the priorities of the federal government for the ARP ESSER funding. These three priority areas are reflected in Section A of this plan and are as follows:

- Addressing the mental health and trauma needs of students, families, and staff

- Supporting accelerating learning
- The safe return of all students for full in-person instruction in the Fall of 2021

In addition to the budget process, additional opportunities for stakeholders to provide feedback on the development of the plan were conducted. On June 11, 2021, CDE provided stakeholders with a draft of the LEA's ESSER III Expenditure Plan template for review. On June 21, 2021, the CDE hosted two statewide webinars to solicit feedback related to the proposed template and instructions for the ESSER III Expenditure Plan. The first webinar solicited input from LEAs and the public at large and had 572 attendees, while the second webinar solicited input from advocates representing the interests of students who are English learners and their families, homeless students, foster youth, migratory students, children who are incarcerated, and other underserved students and had 15 attendees. Feedback ranged from suggestions to clarify language and layout for ease of understanding, a desire to simplify the template, and requests for additions to the template. CDE considered all feedback and further refined the template before it was made available for local use. The final template is located at <https://www.cde.ca.gov/fq/cr/arpact.asp>.

On June 29, 2021, CDE and SBE convened the California Practitioners Advisory Group (CPAG), which serves as the Title I Committee of Practitioners for California. At the public meeting, CPAG was provided with a draft of the ARP ESSER State Plan, and a presentation that walked the members through each prompt in the template. In addition to hearing feedback from the members, the public was able to testify about the plan during public comment. Where appropriate, feedback from the CPAG members and the public has been added to the sections addressed in their comments.

Finally, the SBE processes were used to share and gather feedback on the plan. In June, the SBE posted an Information Memorandum to provide background on the ARP ESSER State Plan and prepare stakeholders to review the draft. At the July 14, 2021 meeting of the SBE, the draft was presented for feedback from the members. Members of the public had the opportunity to provide input both in writing and through public comment for the board to consider as part of their discussion.

California worked to ensure that all required stakeholders were provided information regarding the draft of the plan and the venues to provide feedback. CDE communicated with program-specific constituents and encouraged participation and feedback in the process. Additionally, California shared information regarding the CPAG and SBE meetings with a broader group than might typically monitor those venues to ensure awareness. Finally, CDE used standing opportunities, such as the California Homeless Coordinating and Finance Council, to share information about the plan and encourage participation in the feedback process.

Notably, these are not the last opportunities for stakeholders to provide input into State priorities on the use of ARP ESSER funds. California leaders will continue to engage with stakeholders on an ongoing basis in planning efforts around the use of federal relief aid and in efforts to disseminate the impact of these investments.

2. Coordinating Funds: Describe to what extent the SEA has and will coordinate Federal COVID-19 pandemic funding and other Federal funding. This description must include:
- i. How the SEA and its LEAs 1) are using or have used prior to the submission of this plan and 2) plan to use following submission of this plan, Federal COVID-19 funding under the Coronavirus Aid, Relief, and Economic Security (“CARES”) Act and the CRRSA Act to support a safe return to and safely maximize in-person instruction, sustain these operations safely, and address the disproportionate impact of the COVID-19 pandemic on individual student groups (including students from low-income families, children with disabilities, English learners, racial or ethnic minorities, students experiencing homelessness, children and youth in foster care, and migratory students);

*Complete the table below or provide a narrative description.*



**Table C1.**

Funding source	Prior/current SEA and LEA uses (including funding amounts, if applicable)	Planned SEA and LEA uses (including funding amounts, if applicable)
ESSER I (CARES Act)	<p>\$112,231,000 was allocated to increase rates for specific meals served during the pandemic. Eligible LEAs received an increased rate of \$0.75 for breakfasts and lunches served during statewide closures from March 13, 2020, through August 2020. The CDE began issuing rate increase payments in December 2020.</p> <p>\$45,000,000 was awarded, on a competitive basis, for grants to LEAs, including COEs, to support and expand existing community schools. Community schools that provide integrated pupil supports, community partnerships, and expanded learning opportunities will help address the trauma and loss of learning that have resulted from the COVID-19 crisis.</p> <p>\$6,000,000 for University of California Office of the President Subject Matter Programs to support learning acceleration in mathematics, science, and English and language arts through existing California Subject Matter Projects.</p> <p>\$1,500,000 for state administration.</p>	<p><i>The SEA has allocated all available funds.</i></p>
Governor's Emergency Education Relief Fund (GEER I) (CARES Act)	<p>\$355,227,000 (California's entire GEER I allocation) was awarded to LEAs based on special education count, pupils age three to twenty-two by district of service.</p> <p>The GEER I Fund (along with other state and federal funds) shall be used for activities that directly support academic achievement and learning acceleration related to COVID-19 school closures.</p> <p>The GEER I Funding was packaged with \$4,439,844,000 in federal Coronavirus Relief Fund (CRF) and \$539,926,000 in state general fund for this purpose.</p>	<p><i>The SEA has allocated all available funds.</i></p>

Funding source	Prior/current SEA and LEA uses (including funding amounts, if applicable)	Planned SEA and LEA uses (including funding amounts, if applicable)
CRF (CARES Act)	<p>\$4,439,844,000 in federal CRF was awarded to LEAs based three different formulas, including one based on share of students with exceptional needs, one based on LEA share of specified individuals including low-income students, homeless students, and foster youth, and one based on share of overall school funding.</p> <p>The CRF (along with other state and federal funds) shall be used for activities that directly support academic achievement and learning acceleration related to COVID-19 school closures.</p> <p>The CRF was packaged with \$355,227,000 in GEER I (California’s entire allocation) and \$539,926,000 in state general fund for this purpose.</p>	<p><i>The SEA has allocated all available funds.</i></p>
ESSER II (CRRSA Act)	<p><i>Funds not yet disbursed</i></p>	<p>\$670,963,000 (California’s entire ESSER II SEA Reserve) will be combined with GEER II, ESSER III SEA Reserve and State General Fund dollars to fund \$4.6 billion in Expanded Learning Opportunity (ELO) grants. ELO grants will be used as part of a learning recovery program that includes accelerated learning, additional instructional time, integrated pupil supports to address other barriers to learning, and more activities.</p>

Funding source	Prior/current SEA and LEA uses (including funding amounts, if applicable)	Planned SEA and LEA uses (including funding amounts, if applicable)
GEER II (CRRSA Act)	<i>Funds not yet disbursed</i>	\$153,966,000 (California’s entire GEER II share) will be combined with ESSER II SEA Reserve, ESSER III SEA Reserve, and State General Fund dollars to fund \$4.6 billion in Expanded Learning Opportunity (ELO) grants. ELO grants will be used as part of a learning recovery program that includes accelerated learning, additional instructional time, integrated pupil supports to address other barriers to learning, and more activities.

- ii. *To what extent ESSER I and ESSER II funds have been awarded to LEAs and, if funds have not yet been made available to LEAs, when they will be. In addition, please provide any available information on the total dollar amounts of ESSER I and ESSER II funds that have been obligated but not expended by the SEA and its LEAs, including whether the SEA is able to track LEA obligations.*

The entire amount of the ESSER I mandatory subgrant (\$1,482,575,509) has been awarded to LEAs in California, though not all funds have been disbursed pursuant to federal cash management requirements (\$769,172,959 remaining). The entire ESSER I set-aside has been disbursed as described above in Table C1.

The entire amount of the ESSER II mandatory subgrant (\$6,038,670,479) has been awarded to LEAs in California, though not all funds have been disbursed pursuant to federal cash management requirements (\$5,342,480,847 remaining). The entire ESSER II set-aside will be used as described above in Table C1. Funds will be awarded to LEAs later this year.

- iii. *In supporting LEAs as they plan for the safe return to and continuity of in-person instruction and for meeting the academic, social, emotional, and mental health needs of students resulting from the COVID-19 pandemic, the extent to which the SEA is also using other Federal funding sources including but not limited to under the Elementary and Secondary Education Act of 1965 (“ESEA”), IDEA, Workforce Innovation and Opportunity Act (“WIOA”), funding for child nutrition services, and McKinney-Vento Homeless Assistance Act, and the funds to support the needs of students experiencing homelessness provided by section 2001(b)(1) of the ARP Act.<sup>3</sup>*

Schools and their food service staff have been on the front lines of providing meals since the first day of the nationwide pandemic, serving meals in their community to ensure students and children in care have access to healthy meals: curbside pick-up, grab-and-go, bus stop deliveries, and even home delivery. The CDE has been providing guidance, TA, resources, and regular Town Hall convenings to support schools and student access to meals.

In addition to the \$122,231,000 in CARES funds to provide eligible LEAs an increased rate of \$0.75 for breakfasts and lunches served during statewide closures from March 13, 2020, through August 2020, California appropriated an additional \$80,000,000 in Proposition 98 funding. Examples of allowable costs used for the funds that schools have shared include:

- Pay for more staff (more shifts more sites, overtime pay)
- Equipment for contactless meal service
- PPE supplies
- Enhanced cleaning services
- Food costs (increase in food costs and different foods needed)

The CDE’s Homeless Education Team has provided written guidance related to the blended use of Title I, Part A authorized activities; Educational for Homeless Children and Youth (EHCY) program fund allowances; and the additional ARP Homeless I authorized activities. On May 20, 2021, a statewide webinar and module provided information to LEAs related to the blending and authorized use of ARP ESSER funds (<https://www.cde.ca.gov/sp/hs/cy/index.asp>). Additional guidance and webinars will be hosted by the CDE Homeless Education team throughout the ARP ESSER spending period.

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<sup>3</sup> Please note that the needs of students experiencing homelessness must be addressed (along with the other groups disproportionately impacted by the COVID-19 pandemic) through the use of the ARP ESSER SEA reservations and the required LEA reservation for the academic impact of lost instructional time; the funding provided to support the needs of students experiencing homelessness by section 2001(b)(1) of the ARP Act is in addition to the supports and services provided with ARP ESSER funds.

#### ***D. Maximizing State-Level Funds to Support Students***

*The Department recognizes that States have an extraordinary opportunity to address the disproportionate impact of the COVID-19 pandemic on underserved students through the ARP Act's required State set-asides to address the academic impact of lost instructional time, provide summer learning and enrichment programs, and provide comprehensive afterschool programs. In this section, SEAs will describe their evidence-based strategies for these resources.*

1. ***Academic Impact of Lost Instructional Time:*** *Describe how the SEA will use the funds it reserves under section 2001(f)(1) of the ARP Act (totaling not less than 5 percent of the State's total allocation of ARP ESSER funds) on evidence-based interventions to address the academic impact of lost instructional time by supporting the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs, and ensure that such interventions respond to students' academic, social, emotional, and mental health needs. The description must include:*
  - i. *A description of the evidence-based interventions (e.g., providing intensive or high-dosage tutoring, accelerating learning) the SEA has selected, and the extent to which the SEA will evaluate the impact of those interventions on an ongoing basis to understand if they are working;*

In addition to funding provided for the ELO grants in March 2021, the State Budget for 2021–22 made significant investments in student supports, including expanded learning opportunities. The budget included \$3 billion to expand and strengthen community schools so schools can become stable hubs that support a wide spectrum of student needs. The investment ensures that the students have the supports they need to learn and thrive, including integrated health, mental health, and social services, alongside with high-quality, supportive instruction through expanded learning time, such as tutoring. The funding for the California Community Partnership Act is targeted at communities with high levels of poverty, and grantees may provide the following support services:

- Health and wellness services, including physical examinations, immunizations, hearing and visions screening, and a variety of mental health services.
- Training for teachers, early educators, and school personnel in the detection of mental health problems, the impact of trauma and toxic stress, trauma-informed care and education, building resiliency, and helping pupils and families heal.
- Outreach, risk assessment, and education for pupils and families.
- Youth-focused substance use disorder prevention and treatment programs that are culturally and gender competent, trauma informed, and evidence-based.
- Family support and parenting education, including child abuse prevention and parenting programs such as home visits or, when in-person home visits are not possible, virtually conducted home visits.
- Academic support services, including tutoring, mentoring, employment, and community service internships, and in-service training for teachers and administrators.

- Counseling, including family counseling, peer-to-peer counseling, and suicide prevention.
- Services and counseling for children who experience violence, toxic stress, or adverse childhood experiences in their communities.
- Nutrition services to reduce food insecurity.
- Youth development services, including tutoring, mentoring, career development, and job placement.

Additionally, \$1.1 billion in ongoing funding was provided to increase the number of adults providing direct services to students. The funding will increase the grants that are part of the Local Control Funding Formula that provides additional funding to LEAs that have high concentrations (over 55 percent) of low-income students, English learners, and foster youth. The LEAs that received the funds will be required to demonstrate how they increased the number of school staff on their campuses, including teachers, counselors, nurses, paraprofessionals, and other support staff.

Research over the last several decades shows that high-quality afterschool and summer learning programs have demonstrated a range of positive academic and well-being outcomes, including improved math and language arts achievement, improved student engagement and school attendance, stronger social-emotional skills, reduction of risky behaviors (e.g., dropout, behavior problems, drug and alcohol use, and juvenile crime), and improved physical fitness and nutrition. Access to expanded learning programs alone does not result in positive student outcomes; evidence-based practice illustrates that program quality and regular attendance are essential components.

Additionally, in 2014, informed by the research that showed program quality is an essential component, the CDE adopted Quality Standards for Expanded Learning Programs that are required by all programs. These standards were developed and based on both the robust research about the elements of high-quality programs and the science of learning and development. Specifically, California's Quality Standards crosswalk with Vandell's research (2013) that identifies the following characteristics of a quality program that align with the protective factor research and contribute to positive youth development: foster positive relationships between program participants and staff; build positive relationships among program participants; offer a blend of academic and developmental skill-building activities; program high levels of student engagement; maintain an orientation toward mastery of knowledge and skills; and provide appropriate levels of structure as well as opportunities for autonomy and choice. The California Quality Expanded Learning standards also crosswalk with Science of Learning and Development (SoLD) elements including: Safe and Supportive, Skill Building, Healthy Choices and Behaviors, Active and Engaged Learning, and Youth Voice and Leadership. The SoLD findings exemplify the importance of settings and relationships for learning and development. Research by the American Institutes for Research (AIR) highlights that: "The SoLD work emphasizes many of the same elements that we know are central to high-quality afterschool programs: supportive relationships that foster motivation and competence, opportunities for social and emotional learning, cultural competence and responsiveness, equity, connections to family and community, and identity-safe environments."

In addition to the quality standards, CDE requires that programs provide both academic and enrichment components. Most often, the academic programming includes tutoring and homework assistance, both of which are key strategies to accelerate student learning, especially for chronically absent students and those at risk of retention.

In order to address COVID-related learning acceleration and social-emotional/mental health needs, CDE's existing infrastructure and governance, including program administration, oversight, and reporting, reinforce and map to evidence-based practices and will support expansion of these programs to support additional summer learning opportunities and school-year enrichment. High-quality expanded learning programs will be used to provide safe spaces and connections to reduce the trauma caused by the pandemic, accelerate learning, and reduce the learning gaps between what students from low-income families and their peers from middle- and upper-income families experience during out-of-school hours. Students who participate regularly in federally and state-funded afterschool and summer programs in California can gain 90 to 115 additional days of learning time, which translates to a 50 percent increase, or more, above the average 180-day school calendar. The CDE's guidance and messaging promotes strong partnership and shared learning goals between the school day and expanded learning programming so these additional learning hours and opportunities can be significantly greater than the sum of the individual parts.

To evaluate the impact of expanded learning programs across the state, funded programs will submit data to the established evaluation system in California by submitting a student's identification number along with their expanded learning program attendance and school day attendance and expanding the current process to include additional data. As part of this evaluation process, the CDE will match other data measures collected by the State with the student's identification number to further identify areas of impact. Following data analysis, CDE will write a biennial report that is submitted to the California Legislature. This report compares students who participate in expanded learning programs versus students of a similar demographic, at the same school, who did not participate.

- ii. *How the evidence-based interventions will specifically address the disproportionate impact of COVID-19 on certain groups of students, including each of the student groups listed in question A.3.i.-viii. When possible, please indicate which data sources the SEA will use to determine the impact of lost instructional time; and*

COVID-19 and related physical school closures affected all students both academically and emotionally, but there was a disproportionate impact on students in particular student groups, including English learners and low-income students. By design and programmatic requirements, California's publicly funded expanded learning programs prioritize these more vulnerable student groups. On average, schools with expanded learning programs have over 75 percent of their students eligible for Free or Reduced Price Meals (FRPM) and more than double the percentage of English learners than schools without programs. Expanded learning programs and, more specifically, recipients of ELO funding, can use the funds for:

1. Extending instructional learning time in addition to what's required by increasing the number of instructional days or minutes and providing summer school or intersession programs based on students' needs;
2. Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports including, but not limited to, tutoring, learning recovery programs, and/or educator training programs;
3. Pupil supports to address barriers to learning such as the provision of health services, counseling, mental health service, access to school meals, programs to address pupil trauma, or referrals for support for family or pupil needs;
4. Creation of community learning hubs that provide pupils with access to technology, high-speed internet, or other academic supports;
5. Supports for credit-deficient pupils to complete graduation or grade promotion requirements and to increase or improve pupils' college eligibility;
6. Training for school staff on strategies, including trauma-informed practices, to engage pupils and families in addressing pupils' social-emotional and academic needs.

The examples of supports listed above are specifically aimed at the student subgroups identified in Table A1.

Additionally, state law requires that publicly funded programs prioritize homeless and foster youth for enrollment in expanded learning programs.

The funding noted above that is being provided is targeted at students who were likely impacted more by the pandemic than other students and at LEAs with higher concentrations of these students. Specifically,

- Funding for the California Community Schools Partnership Act will be prioritized for entities that meet the following:
  - Serve students in schools where at least 80 percent of the students are low-income, English learners, or foster youth.
  - Demonstrate a need for expanded access to integrated services, including those disproportionately impacted by the COVID-19 pandemic.
  - Commit to providing trauma-informed health, mental health, and social services for pupils within a multitiered system of support at or near the schoolsite and partner with other schools, school districts, county agencies, or nongovernmental organizations.
  - Commit to providing early care and education services for children from birth to five years of age, inclusive, through one or more LEAs or community-based organizations.
  - Identify a cooperating agency collaboration process, including cosignatories, a mechanism for sharing governance, and for integrating or redirecting existing resources and other school support services.
- Funding provided to increase LCFF will only be received by those LEAs where at least 55 percent of their students are low-income, English learners, or foster



youth, and they must demonstrate how they are increasing the number of staff to support students with those funds.

- iii. *The extent to which the SEA will use funds it reserves to identify and engage 1) students who have missed the most in-person instruction during the 2019-2020 and 2020-2021 school years; and 2) students who did not consistently participate in remote instruction when offered during school building closures.*

As noted above, California has already made significant investments to support the academic and health and wellness needs of its students with funding provided for Learning Loss Mitigation in June 2020 and the additional funding provided in March 2021 for the return to In-Person Instruction Grants and the funding for Expanded Learning Opportunities. The funding noted above for the 2021–22 school for expanded learning and community schools and increased funding for school staff are also intended to support the full return to school of students and provide additional resources to schools with the flexibility to address the wide range of needs of their students who were impacted during the 2019–20 and 2020–21 school years. By increasing staff support at all levels (academic and social emotional learning), LEAs will be better equipped to assess and respond to student needs.

One area that the SEA is using funds is to support students who are experiencing homelessness and foster youth and those who have been chronically absent. In addition to the state law priorities for homeless and foster youth that included expanded learning programs, these programs have created locally prioritized systems of enrollment for serving students in most need, such as students that have been chronically absent, students that have not engaged in remote instruction, and other indicators to promote reconnection with the school community. During distance learning, some districts have relied on their expanded learning partners to find and re-engage families that they could not reach remotely.

**2. Evidence-Based Summer Learning and Enrichment Programs:** *Describe how the SEA will use the funds it reserves under section 2001(f)(2) of the ARP Act (totaling not less than 1 percent of the State’s total allocation of ARP ESSER funds) for evidence-based summer learning and enrichment programs, including those that begin in Summer 2021, and ensure such programs respond to students’ academic, social, emotional, and mental health needs. The description must include:*

- i. *A description of the evidence-based programs that address the academic, social, emotional, and mental health needs of students (e.g., providing intensive or high-dosage tutoring, accelerating learning) the SEA has selected, and the extent to which the SEA will evaluate the impact of those programs;*

In addition to the ELO grants and the funding noted above, initial funding of \$1.8 billion, increasing to \$5 billion after five years, was included in the state budget to implement

expanded-day, full-year instruction and enrichment for all elementary school students, with a particular focus on LEAs with the highest concentrations of low-income students, English learners, and foster youth that will receive higher funding rates. These programs must offer an educational element that includes tutoring and homework assistance and a supplemental element including Science, Technology, Engineering, and Math (STEM); fine arts; career technical education; recreation; and physical fitness.

An essential aspect of the CDE's expanded learning time investment includes increased access to high-quality summer learning programs. Research by the RAND Corporation has shown that summer learning programs can positively impact literacy, math, and social emotional outcomes and is available at <https://www.rand.org/topics/summer-learning.html>. Programs are most effective when students experience them for more than one summer and program duration is four weeks or more. California has intentionally provided funding and guidance to promote programs over multiple summers and targeting students that have been most adversely affected by the pandemic.

As mentioned above, the SoLD findings exemplify the importance of settings and relationships for learning and development. Additionally, regular participation in expanded learning programs impact learning time. These elements are in alignment with California's Quality Standards and are a foundational element for summer programming. Summer learning provides opportunities for students to maintain positive relationships throughout the summer and acceleration of learning through hands-on engagement to prepare for the upcoming school year.

- ii. *How the evidence-based programs will specifically address the disproportionate impact of COVID-19 on certain groups of students, including each of the student groups listed in question A.3. i.--viii. When possible, please indicate which data sources the SEA will use to identify students most in need of summer learning and enrichment programs; and*

The funding to increase expanded learning opportunities will be phased in over five years with the investments in the early years of implementation targeted at low-income students, English learners, and foster youth. LEAs must commit to offering expanded learning to at least 50 percent of these students in grades kindergarten through six that, combined with classroom-based instruction, is for at least nine hours a day. Additionally, they must offer these students at least nine hours a day for at least 30 nonschool days during intersessional periods.

The negative effects of school closures and COVID-19 impacted all students both academically and emotionally, but particular student groups including English learners, low-income students, and others were disproportionately impacted. By design, programmatic requirements for California's publicly funded expanded learning programs prioritize these more vulnerable student groups that were disproportionately impacted by COVID-19. On average, schools with expanded learning programs have over 75 percent of their students eligible for FRPM and more than double the percentage of

English learners than schools without programs. Additionally, state law requires that publicly funded programs prioritize homeless and foster youth for enrollment in expanded learning programs.

- iii. *The extent to which the SEA will use funds it reserves to identify and engage 1) students who have missed the most in-person instruction during the 2019-2020 and 2020-2021 school years; and 2) students who did not consistently participate in remote instruction when offered during school building closures.*

As noted above, California has already made significant investments in supporting the academic and health and wellness needs of its students with funding provided for Learning Loss Mitigation in June 2020 and the additional funding provided in March 2021 for the return to In-Person Instruction Grants and the funding for Expanded Learning Opportunities. The funding noted above for the 2021–22 school year for expanded learning and community schools and increased funding for school staff are also intended to support the full return to school of students and provide additional resources to schools with the flexibility to address the wide range of needs of their students who were impacted during the 2019–20 and 2020–21 school years. By increasing staff support at all levels (academic and social emotional learning), LEAs will be better equipped to assess and respond to student needs.

Additionally, the 2021–22 budget included \$30 million in one-time funding for the Foster Youth Services (FYS) Coordinating Program to provide targeted interventions and supports focusing on reengagement, learning recovery, and social and emotional needs of students in foster care.

The SEA is using funds to support students who are experiencing homelessness and foster youth and those who have been chronically absent. In addition to the state law priorities for homeless and foster youth, expanded learning programs have created locally prioritized systems of enrollment for serving students in most need, such as students that have been chronically absent, students that have not engaged in remote instruction, and other indicators to promote reconnection with the school community. During distance learning, some districts have relied on their expanded learning partners to find and re-engage families that they could not reach remotely.

3. ***Evidence-Based Comprehensive Afterschool Programs:*** *Describe how the SEA will use the funds it reserves under section 2001(f)(3) of the ARP Act (totaling not less than 1 percent of the State’s total allocation of ARP ESSER funds) for evidence-based comprehensive afterschool programs (including, for example, before-school programming), and ensure such programs respond to students’ academic, social, emotional, and mental health needs. The description must include:*

- i. *A description of the evidence-based programs (e.g., including partnerships with community-based organizations) the SEA has selected, and the extent to which the SEA will evaluate the impact of those programs;*

In addition to the ELO grants and as noted above, initial funding of \$1.8 billion, increasing to \$5 billion after five years, was included in the state budget to implement expanded-day, full-year instruction and enrichment for all elementary school students, with a particular focus on LEAs with the highest concentrations of low-income students, English learners, and foster youth that will receive higher funding rates. These programs must offer an educational element that includes tutoring and homework assistance and a supplemental element including STEM, fine arts, career technical education, recreation and physical fitness.

Further, the funding to expand community schools is a proven model to address the academic and health and wellness needs not only of students but their families as well.

Services include:

- Health and wellness services, including physical examinations, immunizations, hearing and visions screening, and a variety of mental health services.
- Training for teachers, early educators, and school personnel in the detection of mental health problems, the impact of trauma and toxic stress, trauma-informed care and education, building resiliency, and helping pupils and families heal.
- Outreach, risk assessment, and education for pupils and families.
- Youth-focused substance use disorder prevention and treatment programs that are culturally and gender competent, trauma-informed, and evidence-based.
- Family support and parenting education, including child abuse prevention and parenting programs, such as home visits or, when in-person home visits are not possible, virtually conducted home visits.
- Academic support services, including tutoring, mentoring, employment, and community service internships, and in-service training for teachers and administrators.
- Counseling, including family counseling, peer-to-peer counseling, and suicide prevention.
- Services and counseling for children who experience violence, toxic stress, or adverse childhood experiences in their communities.
- Nutrition services to reduce food insecurity.
- Youth development services, including tutoring, mentoring, career development, and job placement.

The CDE promotes partnership and collaboration between LEAs and community-based organizations or municipal agencies to operate high-quality expanded learning programs. The establishment of community partners is a decision under local control. The lead agency for the grant or program is responsible for documenting the establishment of a community partnership and identifying the member organizations that comprise the partnership. The CDE encourages a “student-centered” approach to promote equitable health and wellness outcomes for whole children, whole families, and whole communities.

Expanded learning programs are a critical partner to help California respond to crises and ultimately build supportive environments. Staff care for and nurture youth in their programs, provide positive relationships, safe and supportive environments, and

engaging activities. This is what students need most in times of stress, and this foundation provides critical supports to students and their families and communities during these unprecedented times.

In addition to robust afterschool and summer programs, expanded learning time is one of the four pillars of community schools. Research (available at <https://learningpolicyinstitute.org/product/community-schools-effective-school-improvement-report>) has shown that community schools can improve academics and well-being outcomes and reduce disparities for students in poverty. The CDE oversees the Community Schools Partnership program and has significantly expanded the program to meet the challenges and needs for the pandemic.

- ii. *How the evidence-based programs will specifically address the disproportionate impact of COVID-19 on certain groups of students, including each of the student groups listed in question A.3.i.-viii. When possible, please indicate which data sources the SEA will use to identify students most in need of comprehensive afterschool programming; and*

The funding to increase expanded learning opportunities, including funding through afterschool programs, will be phased in over five years with the investments in the early years of implementation targeted at low-income students, English learners, and foster youth. LEAs must commit to offering expanded learning to at least 50 percent of these students in grades kindergarten through six that combined with classroom-based instruction is for at least nine hours a day. Additionally, they must offer these students at least nine hours a day for at least 30 non-school days during intersessional periods.

Funding for the California Community Schools Partnership Act will be prioritized for entities that meet the following:

- Serve students in schools where at least 80 percent of the students are low-income, English learners, or foster youth.
- Demonstrate a need for expanded access to integrated services, including those disproportionately impacted by the COVID-19 pandemic.
- Commit to providing trauma-informed health, mental health, and social services for pupils within a multitiered system of support at or near the schoolsite and partner with other schools, school districts, county agencies, or nongovernmental organizations.
- Commit to providing early care and education services for children from birth to five years of age, inclusive, through one or more LEAs or community-based organizations.
- Identify a cooperating agency collaboration process, including cosignatories, a mechanism for sharing governance, and for integrating or redirecting existing resources and other school support services.

COVID-19 and the related physical school closures affected all students both academically and emotionally, but there was a disproportionate impact on students in particular student groups, including English learners and low-income students. By design and programmatic requirements, California's publicly funded expanded learning programs prioritize these more vulnerable student groups. On average, schools with expanded learning programs have over 75 percent of their students eligible for FRPM and more than double the percentage of English learners than schools without programs. Additionally, state law requires that publicly funded programs prioritize homeless and foster youth for enrollment in expanded learning programs.

- iii. *The extent to which the SEA will use funds it reserves to identify and engage 1) students who have missed the most in-person instruction during the 2019-2020 and 2020-2021 school years; and 2) students who did not consistently participate in remote instruction when offered during school building closures.*

As noted above, California has already made significant investments in support of the academic, health, and wellness needs of its students with funding provided for Learning Loss Mitigation in June 2020 and the additional funding provided in March 2021 for the return to In-Person Instruction Grants and the funding for Expanded Learning Opportunities. The funding noted above for the 2021–22 school year for expanded learning and community schools and increased funding for school staff are also intended to support the full return to in-person school of students and provide additional resources to schools with the flexibility to address the wide range of needs of students who were impacted during the 2019–20 and 2020–21 school years. By increasing staff support at all levels (academic and social-emotional learning), LEAs will be better equipped to assess and respond to student needs.

Expanded learning, including afterschool programs, currently prioritize homeless and foster youth students. These students have been greatly affected by the COVID-19 crisis. In addition to the state law priorities for homeless and foster youth, expanded learning programs have created locally prioritized systems of enrollment for serving students in most need, such as students that have been chronically absent, students that have not engaged in remote instruction, and other indicators to promote reconnection with the school community.

4. ***Emergency Needs:*** *If the SEA plans to reserve funds for emergency needs under section 2001(f)(4) of the ARP Act to address issues responding to the COVID-19 pandemic, describe the anticipated use of those funds, including the extent to which these funds will build SEA and LEA capacity to ensure students' and staff's health and safety; to meet students' academic, social, emotional, and mental health needs; and to use ARP ESSER funds to implement evidence-based interventions.*

California is not reserving funds for emergency needs. The funding provided for the variety of programs and supports for LEAs noted throughout Section D—ELO, community schools, funding for expanded learning and afterschool, increased funding

for LEAs with high concentration of low-income students, English learners, and foster youth—reflect the priority of the State to build the state and local capacity to ensure that the State is able to collectively meet the variety of needs that existed prior to the pandemic and were exacerbated by it.

### ***E. Supporting LEAs in Planning for and Meeting Students’ Needs***

*The Department recognizes that the safe return to in-person instruction must be accompanied by a focus on meeting students’ academic, social, emotional, and mental health needs, and by addressing the opportunity gaps that existed before – and were exacerbated by – the pandemic. In this section, SEAs will describe how they will support their LEAs in developing high-quality plans for LEAs’ use of ARP ESSER funds to achieve these objectives.*

**1. LEA Plans for the Use of ARP ESSER Funds:** *Describe what the SEA will require its LEAs to include in LEA plans consistent with the ARP ESSER requirements for the use of ARP ESSER funds, how the SEA will require such plans to be made available to the public, and the deadline by which the LEA must submit its ARP ESSER plan (which must be a reasonable timeline and should be within no later than after receiving its ARP ESSER allocation). The LEA plans must include, at a minimum:*

- i. The extent to which and how the funds will be used to implement 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;*
- ii. How the LEA will use the funds it reserves under section 2001(e)(1) of the ARP Act (totaling not less than 20 percent of the LEA’s total allocation of ARP ESSER 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;*
- iii. How the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act; and*
- iv. How the LEA will ensure that the interventions it implements, including but not limited to the interventions under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children and youth in foster care, and migratory students.*

The LEAs plan for implementing prevention and mitigation strategies in order to continuously and safely operate schools for in-person learning; to address the academic impact of lost instructional time; to spend any remaining ARP ESSER funds; and to ensure that the interventions it implements will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students

disproportionately impacted by the COVID-19 pandemic. LEAs should utilize available data disaggregated by student group and input from community members to identify student needs and ensure that services provided with ARP ESSER III funds address those needs.

LEAs will be required to provide:

- a) A description of the actions the LEA will implement using ARP ESSER 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. The LEA must also specify the amount of ARP ESSER funds that the LEA plans to expend to implement these actions.
- b) A description of the action(s) the LEA will implement using ARP ESSER 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. The LEA must also specify the amount of ARP ESSER funds that the LEA plans to expend to implement these actions.
- c) A description of the action(s) the LEA will implement using any remaining ARP ESSER funds consistent with Section 2001(e)(2) of the ARP Act, as referenced in the Fiscal Requirements section above. If an LEA has allocated its entire apportionment of ARP ESSER funds to strategies for continuous and safe in-person learning and/or to addressing the impact of lost instructional time, the LEA may indicate as such in an action description for this section. The LEA must also specify the amount of ARP ESSER funds that the LEA plans to expend to implement these actions.
- d) A description of how the LEA will ensure that the interventions it implements, including but not limited to the interventions implemented to address the academic impact of lost instructional time, 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.

To reduce duplication of effort and promote coherent planning, LEAs will be provided with the flexibility to reference or include action(s) described in existing plans to the extent that the action(s) address ARP ESSER requirements. When referencing or including action(s) in other plans, the LEA must specify the amount of ARP ESSER funds that it intends to use to implement the action(s) and these ARP ESSER funds must be in addition to any funding for those action(s) already included in the plans referenced by the LEA. Any existing plans referenced by the LEA will be required to be accessible and available to the public.

LEAs' ESSER III Expenditure Plans are due October 29, 2021, following adoption by the local governing board or body at a public meeting. California requested an extension



for the submission of our state plan due to the timing of the state budget process and the SBE's July meeting. The state and our stakeholders believe it is reasonable to also provide LEAs with additional time to develop their expenditure plans. While this additional time allows LEAs the ability to further develop their plan for using ESSER III funds, including consultation with stakeholders, the State will communicate that the extended deadline should not be viewed as a prohibition against spending funds until October 29, 2021. The purpose of ESSER III is to prevent, prepare for, and respond to the COVID-19 pandemic, and these funds enable LEAs to respond accordingly.

2. **LEA Consultation:** *Describe how the SEA will, in planning for the use of ARP ESSER funds, ensure that, consistent with the ARP ESSER requirements], its LEAs engage in meaningful consultation with stakeholders, including, but not limited to:*

- i. *students;*
- ii. *families;*
- iii. *school and district administrators (including special education administrators); and*
- iv. *teachers, principals, school leaders, other educators, school staff, and their unions.*

*The LEA must also engage in meaningful consultation with each of the following to the extent present in or served by the LEA:*

- i. *Tribes;*
- ii. *civil rights organizations (including disability rights organizations); and*
- iii. *stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children and youth in foster care, migratory students, children who are incarcerated, and other underserved students.*

*The description must also include how the SEA will ensure that LEAs provide the public the opportunity to provide input in the development of the LEA's plan for the use of ARP ESSER funds and take such input into account.*

Throughout the course of the COVID-19 pandemic, LEAs within California have been required to develop several LEA-level plans, all of which required LEAs to consult with students, parents and families, school and district administrators, teachers, principals, other school staff, and their unions. The CDE will provide training and guidance related to the requirement to engage in meaningful consultation with the required stakeholders to ensure that they have the opportunity to provide input in the development of the LEA's ESSER III Expenditure Plan.

LEAs will be required to include the following within their ESSER III Expenditure Plans:

1. A description of the LEA's efforts to engage its community to inform development of the ESSER III Expenditure Plan. LEAs will be required to provide:

- a. A description of the efforts made to meaningfully consult with the LEA's community in the development of the plan, including a description of the community engagement process used in the development of the LEA's plan for its use of ARP ESSER funds. The response must also address the LEA's efforts for meaningful consultation with all required community members, including students; families; school and district administrators (including special education administrators); teachers; principals; school leaders; other educators; school staff; local bargaining units, as applicable; Tribes; civil rights organizations (including disability rights organizations); 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 to the extent present or served in the LEA, as applicable to the LEA.
  - b. A description of the opportunities provided for public input in the development of the plan, including how the LEA promoted community engagement and the opportunities provided for public input in the development of the LEA's plan for its use of ARP ESSER funds.
  - c. A description of the how the development of the plan was influenced by community input, including providing clear, specific information about how input from community members was considered in the development of the LEA's plan for its use of ARP ESSER funds. The response must also describe aspects of the ESSER III Expenditure Plan that were influenced by or developed in response to input from community members.
3. *Describe how the SEA will support and monitor its LEAs in using ARP ESSER funds. The description must include:*
- i. *How the SEA will support and monitor its LEAs' implementation of evidence-based interventions that respond to students' academic, social, emotional, and mental health needs, such as through summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs – including the extent to which the SEA will collect evidence of the effectiveness of interventions employed;*

Funding provided for LEAs in 2020–21 and 2021–22 has been targeted at programs and services that have repeatedly been proven to improve outcomes for children and youth. This includings funding for: Learning Loss Mitigation that targets funding on support services for students; IPI grants that provided signifcant incentives and supports to return to in-person instruction; ELO funding that also provided resources for schools to meet the academic, health, and wellness needs of students; funding to expand access to afterschool and intercession programs for students to ensure students have the full day of supports and enrichment opportunities inside and outside the classroom that have been proven to improve outcomes; funding for community schools to also support the health and wellness needs of students, families, and communities; and

funding targeted at LEAs with high concentrations of low-income students, English learners, and foster youth to ensure additional caring adults are present on school campuses to support student needs.

In the ESSER III Expenditure Plan, LEAs will be required to ensure its interventions respond to the academic, social, emotional, and mental health needs of all students, and particularly those students most impacted by the COVID–19 pandemic. Further, they will be required to describe the actions and expenditures that address the identified academic, social, emotional, and mental health needs of its students, and particularly those students most impacted by the COVID–19 pandemic. Along with the descriptions, the template for this plan requires LEAs to describe how and when progress will be monitored to ensure interventions are addressing student needs.

Additionally, California made a significant investment in community schools, which have been proven to improve outcomes for students, families, and communities. LEAs that apply for grants for the California Community Schools Partnership funds will be prioritized based on several factors including the needs of their community and their commitment to provide health and wellness supports and partner with community based organizations. During the implementation period for the Expanded Learning Program, LEAs must target high-needs communities and offer expanded learning opportunities, including access to nine hours a day of in-class instruction and afterschool opportunities and intersession opportunities for at least 50 percent of their high-needs students.

Funding provided for LEAs in 2020–21 and 2021–22 has been targeted at programs and services that have repeatedly been proven to improve outcomes for children and youth. This includes funding for: Learning Loss Mitigation that targets funding on support services for students; IPI grants that provided significant incentives and supports to return to in-person instruction; ELO funding that also provided resources for schools to meet the academic, health, and wellness needs of students; funding to expand access to afterschool and intersession programs for students to ensure students have the full day of supports and enrichment opportunities inside and outside the classroom that have been proven to improve outcomes; funding for community schools to also support the health and wellness needs of students, families, and communities; and funding targeted at LEAs with high concentrations of low-income students, English learners, and foster youth to ensure additional caring adults are present on school campuses to support student needs.

In the ESSER III Expenditure Plan, LEAs will be required to ensure its interventions respond to the academic, social, emotional, and mental health needs of all students, and particularly those students most impacted by the COVID–19 pandemic. Further, they will be required to describe the actions and expenditures that address the identified academic, social, emotional, and mental health needs of its students, and particularly those students most impacted by the COVID–19 pandemic. Along with the descriptions, the template for this plan requires LEAs to describe how and when progress will be monitored to ensure interventions are addressing student needs.

Additionally, California made a significant investment in community schools, which have been proven to improve outcomes for students, families, and communities. LEAs that apply for grants for the California Community Schools Partnership funds will be prioritized based on several factors including the needs of their community and their commitment to provide health and wellness supports and partner with community based organizations. During the implementation period for the Expanded Learning Program, LEAs must target high-needs communities and offer expanded learning opportunities, including access to nine hours a day of in-class instruction and afterschool opportunities and intersession opportunities for at least 50 percent of their high-needs students.

- ii. *How the SEA will support and monitor its LEAs in specifically addressing the disproportionate impact of the COVID-19 pandemic on certain groups of students, including each of the student groups listed in question A.3.i.-viii; and*

In the ESSER III Expenditure Plan, each LEA will be required to ensure its interventions respond to the academic, social, emotional, and mental health needs of all students, and particularly those students most impacted by the COVID–19 pandemic. Further, they will be required to describe the actions and expenditures that address the identified academic, social, emotional, and mental health needs of its students, and particularly those students most impacted by the COVID–19 pandemic. The template includes a progress monitoring section that requires LEAs to describe how and when progress will be monitored for each action funded with ESSER III funds, including actions that support students most impacted by the COVID-19 pandemic.

California publishes the California School Dashboard and a variety of additional reports annually to provide information to parents, schools, and the public regarding the progress of California’s districts and schools across a variety of indicators disaggregated by student group. School and LEA Accountability Report Cards will also play a role in collecting reporting data. The Dashboard is available at <https://caschooldashboard.org/>.

The CDE has developed a comprehensive plan to provide guidance, oversight, and monitoring of the CARES Act, CRRSA Act, and ARP Act funds disbursed to LEAs including program guidance, technical assistance, reporting, and monitoring. More detail on the State’s monitoring and support for LEAs is provided in Section G.

- iii. *How the SEA will support and monitor its LEAs in using ARP ESSER funds to identify, reengage, and support students most likely to have experienced the impact of lost instructional time on student learning, such as:*
  - a. *Students who have missed the most in-person instruction during the 2019-2020 and 2020-2021 school years;*
  - b. *Students who did not consistently participate in remote instruction when offered during school building closures; and*
  - c. *Students most at-risk of dropping out of school.*

In the ESSER III Expenditure Plan, each LEA will be required to ensure its interventions respond to the academic, social, emotional, and mental health needs of all students, and particularly those students most impacted by the COVID–19 pandemic. Further, they will be required to provide the the actions and expenditures that address the identified academic, social, emotional, and mental health needs of its students, and particularly those students most impacted by the COVID–19 pandemic. The template includes a progress monitoring section that requires LEAs to describe how and when progress will be monitored for each action funded with ESSER III funds, including actions that support students who have experienced the impact of lost instructional time.

California publishes the California School Dashboard and a variety of additional reports annually to provide information to parents, schools and the public regarding the progress of California’s districts and schools across a variety of indicators disaggregated by student group. School and LEA Accountability Report Cards will also play a role in collecting reporting data. The Dashboard is available at <https://caschooldashboard.org/>.

The CDE has developed a comprehensive plan to provide guidance, oversight, and monitoring of the CARES Act, CRRSA Act, and ARP Act funds disbursed to LEAs including program guidance, technical assistance, reporting, and monitoring.

More detail on the State’s monitoring and support for LEAs is provided in Section G.

4. *Describe the extent to which the SEA will support its LEAs in implementing additional strategies for taking educational equity into account in expending ARP ESSER funds, including but not limited to:*
  - i. *Allocating funding both to schools and for districtwide activities based on student need, and*

For the mandatory subgrant for ARP ESSER, the CDE will be allocating funds to LEAs based on each LEA’s share of funds received under Title I, Part A as required under the ARP Act.

The California Legislature has allocated ESSER II and ESSER III SEA Reserve Funding toward ELO grants to LEAs. These grants are partly formulated through LEA homeless pupil enrollment.

*Implementing an equitable and inclusive return to in-person instruction. An inclusive return to in-person instruction includes, but is not limited to, establishing policies and practices that avoid the over-use of exclusionary discipline measures (including in- and out-of-school suspensions) and creating a positive and supportive learning environment for all students.*

California will continue to advocate that LEAs ensure that students most impacted by the pandemic are given the proper resources and support necessary for a return to in-person instruction and providing them with a positive learning environment. In addition to the ESSER III Expenditure Plan and required stakeholder engagement, the CDE requires that all LEAs who receive any mandatory subgrant ESSER funding provide quarterly reporting to how funds are being used. The CDE publishes this reporting on its website to give the public the data to show how funds are being spent in order to support the students who have been most impacted by the pandemic. The CDE also has and will continue to provide technical assistance and resources to help LEAs support all students.

The ESSER II and ESSER III SEA Reserve Funds being allocated to the ELO grants can be used for any of the following purposes: extending instructional learning time, accelerating progress to close learning gaps, integrated pupil supports, community learning hubs, supports for credit-deficient pupils, additional academic services, and training for school staff. LEAs are encouraged to engage, plan, and collaborate on program operation with community partners and expanded learning programs and leverage existing behavioral health partnerships and Medi-Cal billing options in the design and implementation of services.

#### ***F. Supporting the Educator Workforce***

*The Department recognizes the toll that the COVID-19 pandemic has taken on the Nation’s educators as well as students. In this section, SEAs will describe strategies for supporting and stabilizing the educator workforce and for making staffing decisions that will support students’ academic, social, emotional, and mental health needs.*

##### ***1. Supporting and Stabilizing the Educator Workforce:***

- i. *Describe the extent to which the State is facing shortages of educators, education administration personnel, and other school personnel involved in safely reopening schools, and the extent to which they vary by region/type of school district and/or groups of educators (e.g., special educators and related services personnel and paraprofessionals; bilingual or English as a second language educators; science, technology, engineering, and math (“STEM”) educators; career and technical education (“CTE”) educators; early childhood educators). Cite specific data on shortages and needs where available.*

*Complete the table below, changing or adding additional rows as needed, or provide a narrative description.*

**Table F1.**

<b>Area</b>	<b>Data on shortages and needs</b>	<b>Narrative description</b>
<p>Special educators and related service personnel and paraprofessionals</p>	<p>Total: 3,031            Special Education Limited Assignment Teaching Permit: 400            Provisional Internship Permit: 1,078            Short Term Staff Permit: 1,344            Variable Term Waivers: 209</p> <p>All data in this report is taken from the California Commission on Teacher Credentialing (CTC) Teacher Supply in California, 2019–20 Report to the Legislature as reviewed in the CTC's April 14, 2021 meeting agenda item 4A  <a href="https://www.ctc.ca.gov/docs/default-source/commission/agendas/2021-04/2021-04-4a.pdf?sfvrsn=81382bb1_6">https://www.ctc.ca.gov/docs/default-source/commission/agendas/2021-04/2021-04-4a.pdf?sfvrsn=81382bb1_6</a></p>	<p>California has reported a shortage of special education teachers to the Department for approximately the last 17 years. More information on special education teacher shortages reported to the Department is available at <a href="https://tsa.ed.gov/#/reports">https://tsa.ed.gov/#/reports</a>.</p>

Area	Data on shortages and needs	Narrative description
<p>Bilingual educators</p>	<p>The shortage of bilingual teachers has always been a gap area in California. Data from the CTC indicates that there were 700 new bilingual teacher authorizations in the 2015–16 school year and 945 new bilingual teacher authorizations in the 2018–19 school year. This represents a significant decrease from the pre-Proposition 227 era authorizations in 1994–95, when 1,800 new bilingual teacher authorizations were granted. Proposition 227 was a statewide voter initiative to establish English as the primary language, which led to a decrease in bilingual and multilingual programs.</p> <p>(Source: <a href="https://www.ctc.ca.gov/commis-sion/reports/data/other-teacher-supply-english-learner-authorizations">https://www.ctc.ca.gov/commis-sion/reports/data/other-teacher-supply-english-learner-authorizations</a>)</p> <p>Data shows that the CDE Multilingual Education web page was accessed an average of 741 times per month between January 2020 and March 2021, indicating interest in multilingual programs, resources, and guidance. <a href="https://www.cde.ca.gov/sp/el/er/multilingualedu.asp">https://www.cde.ca.gov/sp/el/er/multilingualedu.asp</a></p>	<p>The demand for bilingual teachers has been steadily growing since Proposition 58, also known as the California Education for a Global Economy (CA Ed.G.E.) Initiative, was approved by voters in 2016. The CA Ed.G.E. Initiative authorizes school districts and county offices of education to establish language acquisition programs for both native and non-native English speakers and requires school districts and county offices of education to solicit parent and community input in developing language acquisition programs. This initiative, coupled with the goals established in the Global California 2030 Initiative to increase bilingual teacher authorizations to 2,000 per year by 2029–30, mean that the need for bilingual teachers is increasing. At the same time, the number of new bilingual teachers has likely been negatively affected by the COVID-19 pandemic. To address the shortage of bilingual teachers, the CTC is in the final stages of upgrading the standards for bilingual teacher preparation programs to make them more relevant to today’s classroom. The legislature has also provided funds to LEAs to develop their workforce to produce more bilingual teachers.</p>



<p>English as a second language educators</p>	<p>In California, teachers assigned to provide ELD and instruction in subject matter courses for English learners must have the appropriate authorizations (20 United States Code (U.S.C.) Section 6826 [c]; <i>EC</i> sections 44253.1, 44253.2, 44253.3, 44253.4, 44253.5, 44253.10; <i>Castañeda v. Pickard</i> [5th Cir. 1981] 648 F.2d 989, 1012–1013).</p> <p>At the elementary level, most classroom teachers provide ELD to their students. However, at the secondary level, there is often a separate ELD teacher for designated ELD.</p> <p>According to the Learning Policy Institute report, <i>Sharpening the Divide: How California’s Teacher Shortages Expand Inequality</i> (<a href="https://files.eric.ed.gov/fulltext/ED610882.pdf">https://files.eric.ed.gov/fulltext/ED610882.pdf</a>), data are not available that would allow researchers to calculate the turnover rates for ELD teachers in California. However, the report states that national data show that ELD teachers have a higher turnover rate than other teachers. This report states that “the teacher supply continues to be insufficient to meet the demand for those positions for teachers as a whole.” This would indicate that the shortage of ELD teachers may be even more acute. According to DataQuest, during the 2020–21 school year, there were 1,062,290 English learners enrolled in California schools,</p>	<p>Each of the 1,062,651 English learners enrolled in California schools must be provided both designated and integrated ELD by a teacher authorized to teach English learners. Therefore, addressing the teacher shortage is critical to meeting the needs of English learners and meeting the requirements in 20 U.S.C. Section 6825 (c)(1)(A); California <i>EC</i> sections 305, 306, 310; 5 California Code of Regulations (CCR) sections 11300 [a] and [c], 11309; and <i>Castañeda v. Pickard</i> [5th Cir. 1981] 648 F.2d 989, 1006–1011.</p>
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Area	Data on shortages and needs	Narrative description
	kindergarten through grade twelve. <a href="https://dq.cde.ca.gov/dataquest/longtermel/ELAS.aspx?cde=00&amp;agglevel=State&amp;year=2020-21">https://dq.cde.ca.gov/dataquest/longtermel/ELAS.aspx?cde=00&amp;agglevel=State&amp;year=2020-21</a>	
STEM educators	According to the Student Research Foundation and the National Association of State Directors of Career Technical Educational Consortium, the areas where the shortage is especially acute: An 81% shortage of teachers of manufacturing skills. A 73% shortage of teachers in IT, along with STEM-based educators.	More information can be found in the Student and Research Foundation Report available at <a href="https://www.studentresearchfoundation.org/blog/coming-shortage-of-cte-teachers/">https://www.studentresearchfoundation.org/blog/coming-shortage-of-cte-teachers/</a> .
CTE educators	According to the Student Research Foundation and the National Association of State Directors of Career Technical Educational Consortium, the areas where the shortage is especially acute: An 81% shortage of teachers of manufacturing skills. A 73% shortage of teachers in IT.	More information can be found in the Student and Research Foundation Report available at <a href="https://www.studentresearchfoundation.org/blog/coming-shortage-of-cte-teachers/">https://www.studentresearchfoundation.org/blog/coming-shortage-of-cte-teachers/</a> .

Area	Data on shortages and needs	Narrative description
<p>Early childhood educators</p>	<p>California has long had a shortage of early childhood educators, largely driven by industry-wide low compensation for educators. According to the CTC, the number of Child Development Permits issued since 2015–16 has been steadily decreasing. Between 2019–20 and 2018–19, permits issued overall declined by 14.2%, or 944 overall. Since 2015–16, overall permits have declined by 21.9%. More information can be found in the CTC’s annual Teacher Supply in California report for 2019–20 available at <a href="https://www.ctc.ca.gov/docs/default-source/commission/reports/ts-2019-2020-annualrpt.pdf?sfvrsn=9c272bb1_2">https://www.ctc.ca.gov/docs/default-source/commission/reports/ts-2019-2020-annualrpt.pdf?sfvrsn=9c272bb1_2</a>.</p>	<p>The shortage of early childhood educators has been driven in significant part by low wages for this essential workforce. This shortage is especially acute as the need for early childhood educators has been increasing with the State’s recent years of expansion of State Preschool programs as well as a proposed expansion through Universal Transitional Kindergarten (TK).</p> <p>State reschool programs have staffing ratios of 1 teacher to 24 children and 1 adult for every 8 children. Teachers in State Preschool programs must possess a Child Development Associate Teacher Permit issued by the CTC.</p> <p>Teachers in TK must have a Bachelor’s degree and either a: Multiple Subject Teaching Credential, General Kindergarten-Primary Teaching Credential, General Elementary Teaching Credential, Standard Early Childhood Credential, Standard Elementary Credential, or Specialist Instruction Credential in Early Childhood Education (ECE). In addition to having a Bachelor’s degree and credential, TK teachers first assigned to a TK classroom after July 1, 2015, must have one of the following by August 1, 2021:</p>

Area	Data on shortages and needs	Narrative description
		<p>1) At least 24 units in ECE, or childhood development (CD), or both;</p> <p>2) As determined by the LEA employing the teacher, professional experience in a classroom setting with preschool-aged children that is comparable to the 24 units of education; or</p> <p>3) A Child Development Teacher Permit issued by the CTC.</p> <p>Teachers first assigned to a TK classroom on or before July 1, 2015, are required to have a teaching credential.</p>
School counselors	The CDE and the CTC are currently analyzing the first year of data and will provide an update as soon as it is published.	The CDE and the CTC signed a data-sharing memorandum of understanding (MOU), and the CTC developed a system that will accurately provide shortage data and information moving forward.
Social workers	The CDE and the CTC are currently analyzing the first year of data and will provide an update as soon as it is published.	The CDE and the CTC signed a data-sharing MOU, and the CTC developed a system that will accurately provide shortage data and information moving forward.
Nurses	The CDE and the CTC are currently analyzing the first year of data and will provide an update as soon as it is published.	The CDE and the CTC signed a data-sharing MOU, and the CTC developed a system that will accurately provide shortage data and information moving forward.
School psychologists	The CDE and the CTC are currently analyzing the first year of data and will provide an update as soon as it is published.	The CDE and CTC signed a data-sharing MOU, and the CTC developed a system that will accurately provide shortage data and information moving forward.

- ii. *Describe how the SEA will assist its LEAs in identifying the most urgent areas of shortages or potential shortages, with particular plans for individual LEAs facing the most significant needs (e.g., by avoiding layoffs, providing high-quality professional learning opportunities, and addressing the impact of stress or trauma on educators). Include a description of how other Federal COVID-19 funding (e.g., ESSER and GEER funds under the CARES Act and CRRSA Act) have already been used to avoid layoffs during the COVID-19 pandemic.*

As of March 31, 2021, LEAs have used approximately 40 percent of all ESSER I expenditures, which is approximately \$273,670,147, for activities that are necessary to maintain the operation and continuity of services in LEAs and continue to employ existing staff of the LEA.

California also made the decision to stabilize funding levels for LEAs throughout the pandemic to ensure that any changes in enrollment did not impact existing programs and staffing levels.

- iii. *Describe the actions the SEA will take to fill anticipated gaps in certified teachers for the start of the 2021-2022 school year and to what extent the SEA will further support its LEAs in expanding the educator pipeline and educator diversity while addressing the immediate needs of students disproportionately impacted by the pandemic (e.g., recruiting teaching candidates to provide high-dosage tutoring or implementing residencies for teacher candidates).*

- \$500 million one-time General Fund over five years for the Golden State Teacher grants, which would support a combined total of at least 25,000 grants for teacher credential candidates who commit to teach at a priority school, in designated shortage areas, for three years.
- \$350 million one-time Proposition 98 General Fund over five years to support teacher preparation residencies in designated shortage areas and other grow-your-own teacher credentialing programs.
- \$125 million one-time Proposition 98 General Fund over five years for the Classified School Employee Teacher Credentialing Program to support more than 5,000 classified school staff in becoming credentialed teachers, particularly in designated shortage areas.
- \$20 million one-time General Fund to provide a credential fee waiver in 2021–22 for individuals entering the K–12 educator workforce.
- \$15 million one-time Proposition 98 General Fund over three years to support 6,000 teachers in completing the coursework necessary to receive state certification to teach computer science.
- \$1.7 million one-time Proposition 98 General Fund to support the educator recruitment work of the Center on Teaching Careers.

- New pathways for prospective teachers to establish basic skills and subject matter competency through coursework and upgrades to existing examinations.
- \$100 million to train and increase the number of early childhood educators.

### **Retention and Training**

- \$1.5 billion one-time Proposition 98 General Fund over five years for the Educator Effectiveness Block Grant to provide LEAs with training resources for classified, certificated, and administrative school staff in specified high-need topics, including accelerated learning, re-engaging students, restorative practices, and implicit bias training.
- \$250 million one-time Proposition 98 General Fund over five years to incentivize 2,500 highly-qualified National Board Certified teachers to teach and mentor other instructional staff in high-poverty schools and award grants to teachers seeking to obtain National Board Certification.
- \$60 million one-time Proposition 98 General Fund for the Classified School Employee Summer Assistance Program, which provides matching funds for intersessional pay for classified employees that work less than 12 months per year.
- \$50 million one-time Proposition 98 General Fund for the California Collaborative for Educational Excellence to administer evidence-based professional development for educators that can support learning acceleration for California's diverse student population, particularly in mathematics, literacy, and language development.
- \$25 million one-time Proposition 98 General Fund over five years for the 21st Century California School Leadership Academy to provide high-quality professional learning for administrators and other school leaders.
- Additional one-time funds are also provided to increase educator training and resources in early math, reading, science instruction, computer science, dyslexia, anti-bias strategies, environmental literacy, open educational resources, ethnic studies, and LGBTQ+ cultural competency.

2. ***Staffing to Support Student Needs:*** Describe the extent to which the SEA has developed or will develop strategies and will support its LEAs in increasing student access to key support staff within school buildings, including school counselors, special education personnel, nurses, social workers, and psychologists (e.g., hiring additional personnel or freeing up these staff to focus on providing services to students).

As part of AB 86, the Expanded Learning Opportunities (ELO) Grant provided funding for a learning recovery program for at least the students included in one or more of the following groups: low-income students; English learners; foster youth; homeless students; students with disabilities; students at risk of abuse, neglect, or exploitation; disengaged students; and students who are below grade level, including, but not limited to, those who did not enroll in kindergarten in the 2020–21 school year; credit-deficient students; high school students at risk of not graduating; and other students identified by certificated staff. Further, it required LEAs to use at least 10 percent of the funding that is received based on LCFF entitlement to hire paraprofessionals to provide

supplemental instruction and support through the duration of the ELO program, with a priority for full-time paraprofessionals. The supplemental instruction and support provided by the paraprofessionals must be prioritized for English learners and students with disabilities. Funds expended to hire paraprofessionals count toward the LEAs' requirement to spend at least 85 percent of its apportionment to provide in-person services.

In addition to funding provided in AB 86 and the funding noted above to support the recruitment, retention, and support for teachers, as well as funding to significantly increase access to expanded learning opportunities, the 2021–22 State Budget provides funding that will immediately increase the number of support staff and services for students. This includes:

- \$2.8 billion to expand and strengthen community schools so they can become stable hubs that support a wide spectrum of student needs to ensure students have the supports they need to learn, including integrated health, mental health, and social services alongside high-quality, supportive instruction through expanded learning time, including tutoring. These funds are targeted at communities with high levels of poverty.
- \$1.1 billion ongoing funding to increase the numbers of adults providing direct services to students. The funding will increase the grants that are part of the Local Control Funding Formula that provide additional funding to LEAs that have high concentrations (over 55 percent) of low-income students, English learners, and foster youth. The LEAs that received the funds will be required to demonstrate how they increased the number of school staff on their campuses, including teachers, counselors, nurses, paraprofessionals, and other support staff.

### ***G. Monitoring and Measuring Progress***

*The Department recognizes that transparency on how ARP ESSER funds are used and their impact on the Nation's education system is a fundamental responsibility of Federal, State, and local government. In this section, SEAs will describe how they are building capacity at the SEA and LEA levels to ensure high-quality data collection and reporting and to safeguard funds for their intended purposes.*

1. ***Capacity for Data Collection and Reporting:*** *It is important for an SEA to continuously monitor progress and make adjustments to its strategies, as well as to support its LEAs in making adjustments to LEA strategies, based on impact. Describe how the SEA will ensure its capacity and the capacity of its LEAs to collect data on reporting requirements, including but not limited to the examples of reporting requirements described in the SEA's Grant Award Notification (listed in Appendix B). Describe the SEA's capacity and strategy to collect data from its LEAs (disaggregated by student group, where applicable), to the greatest extent practicable, including any steps the SEA will take to build its capacity in the future (which may include the use of ARP ESSER and*

*other Federal COVID-19 pandemic funds at the SEA and LEA levels), on issues that may include the following:*

- i. Student learning, including the academic impact of lost instructional time during the COVID-19 pandemic;*
- ii. Opportunity to learn measures (e.g., chronic absenteeism; student engagement; use of exclusionary discipline; access to and participation in advanced coursework; access to technology, including educator access to professional development on the effective use of technology; access to high-quality educators; access to school counselors, social workers, nurses, and school psychologists; and results from student, parent, and/or educator surveys);*
- iii. Fiscal data that is comparable across the State (e.g., per-pupil expenditures at the LEA and school levels);*
- iv. Jobs created and retained (by position type);*
- v. Participation in programs funded by ARP ESSER resources (e.g., summer and afterschool programs); and*
- vi. Other reporting requirements reasonably required by the Secretary (please refer to Appendix B of this template; final requirements will be issued separately).*

California publishes the California School Dashboard and a variety of additional reports annually to provide information to parents, schools, and the public regarding the progress of California's districts and schools across a variety of indicators disaggregated by student group. School and LEA Accountability Report Cards will also play a role in collecting reporting data. The Dashboard is available at <https://caschooldashboard.org/>.

This student-level data is collected and certified at specific points during the school year using the California Longitudinal Pupil Achievement Data System and annually through the local indicator reports on the California School Dashboard and per-pupil expenditure reports. While these systems are familiar to LEAs, California provides ongoing technical assistance to help improve the collection process and accuracy of data.

Using data collected from LEAs, CDE will report out on all available data to help inform both LEAs and the public on the impact of current strategies and progress on those strategies. This data includes the following, disaggregated by student group where applicable:

- Assessment results, including assessments other than California Assessment of Student Performance and Progress (CAASPP)
- Chronic absenteeism
- Suspension and expulsion
- Student access to appropriately credentialed and assigned teachers
- School staffing reports
- Results of school climate surveys
- Per-pupil expenditure data



In addition to CDE's reporting, California developed an aggregate-level data collection known as the School Reopening and Summer Instruction Status Dashboard to inform parents and the public about the current instructional status of each LEA and school plus data on summer instruction. This additional data collection and reporting structure will be in place through the 2021–22 school year. Like the CDE process, LEAs have access to technical assistance related to collecting and reporting this data via a help. This information is available at <https://schools.covid19.ca.gov/>.

- 2. **Monitoring and Internal Controls:** Describe how the SEA will implement appropriate fiscal monitoring of and internal controls for the ARP ESSER funds (e.g., by updating the SEA's plan for monitoring funds and internal controls under the CARES and CRRSA Acts; addressing potential sources of waste, fraud, and abuse; conducting random audits; or other tools). In this response, please describe the SEA's current capacity to monitor ARP ESSER; steps, if needed, to increase capacity; and any foreseeable gaps in capacity, including how the SEA will provide its LEAs with technical assistance in the anticipated areas of greatest need.*

The CDE has developed a comprehensive plan to provide guidance, oversight, and monitoring of the CARES Act, CRRSA Act, and ARP Act funds disbursed to LEAs, including program guidance, technical assistance, reporting, and monitoring.

## **Program Guidance**

To support the effective implementation of the CRF, ESSER I and II, ARP ESSER, and GEER funds, the CDE provides extensive guidance related to the coronavirus response on numerous web pages. Examples of the most significant web pages are as follows:

- Coronavirus Response and School Reopening Guidance web page: Provides extensive resources and guidance related to the Coronavirus response as it relates to education. <https://www.cde.ca.gov/ls/he/hn/coronavirus.asp>
- Federal Stimulus Funding web page: Provides information on the federal stimulus funding and related waivers. The web page provides detailed guidance related to reporting, allowability, allocations, frequently asked questions, audit information, capital expenditures, and updates on funding. <https://www.cde.ca.gov/fg/cr/index.asp>
- Federal Stimulus Quarterly Reporting Help page: Provides detailed technical assistance for LEAs to reference when reporting on funds. <https://www.cde.ca.gov/fg/cr/reportinghelp.asp>
- Fiscal Accountability Guidelines web page: Provides clarity regarding ongoing fundamental accountability requirements that remain in effect, including maintenance of internal controls, documentation of policy and procedure changes, fiscal accountability, expenditure compliance, and accurate accounting and reporting. <https://www.cde.ca.gov/ls/he/hn/fiscalacctguid.asp>
- Waivers and Flexibility web page: Provides guidance on waivers and flexibility related to the federal stimulus funding. <https://www.cde.ca.gov/re/es/covid19fundflex.asp>

- The CDE also works in close partnership with the CCEE and county offices of education to provide robust program guidance and technical assistance to LEAs. More information about this collaborative work conducted through the California System of Support is available at <https://www.cde.ca.gov/sp/sw/t1/csss.asp>.

The CDE updates its web pages on an ongoing basis to ensure LEAs have the most current information and guidance on the CARES Act, CRRSA Act, and ARP Act.

## **Technical Assistance**

### *Training and Stakeholder Presentations*

To date, the CDE has offered extensive virtual ESSER and GEER training and presentations on various platforms. The CDE plans to continue providing additional guidance and support to the LEAs through other training and presentations on CARES, CRRSA and ARP Act funds, including CRF, ESSER I and II, ARP ESSER, and GEER. Some examples of trainings and presentations for the LEAs include the following:

- Partnering with Brustein and Manasevit (a Washington DC law firm that specializes in education programs) to provide training to LEAs on the requirements of ESSER and GEER funds in addition to the Uniform Guidance Requirements on October 15, 2020, and October 22, 2020.
- California Association of School Business Officials webinars on November 4, 2020, and June 22, 2021, to provide and updates and guidance on the funds, including allocations, allowable uses, period of availability, and a question-and-answer opportunity.
- California County Superintendents Education Services Association presentation on May 24, 2021, to provide and updates and guidance on the funds, including allocations, allowable uses, period of availability, and a question-and-answer opportunity.
- Multiple presentations at quarterly Fiscal Crisis and Management Assistance Team meetings to provide and updates and guidance on the funds, including allocations, allowable uses, period of availability, and a question-and-answer opportunity.
- Presentations on CARES, CRRSA, and ARP Act reporting and other updates at external stakeholder meetings such as the State and Federal Programs Director Meeting and the County Office of Education External Services Subcommittee.
- Ongoing CARES, CRRSA, and ARP Act training scheduled twice a year (December and August) for LEAs selected for monitoring reviews.
- Ongoing collaboration with the Fiscal Crisis Management Assistance Team in LEA outreach and providing technical assistance to the LEAs.
- Continuous partnering with other professional organizations as opportunities arise.

### *Continuous LEA Support*

CDE provides vital guidance to LEAs through the Education Stimulus inbox ([EDReliefFunds@cde.ca.gov](mailto:EDReliefFunds@cde.ca.gov)) on such subjects as allowability of funds, reporting assistance, capital expenditure approval, and other information. Additionally, CDE

created a listserv to provide updates to LEAs regarding CARES, CRRSA, and ARP Act funds. Based on the questions that are submitted to the inbox, the CDE determines areas that CDE can provide additional guidance or technical assistance.

## **Reporting**

The CDE created a reporting portal that allows LEAs to easily report quarterly on the ESSER and GEER expenditures and percentages spent on each of the allowable activities required per the fiscal year 2020–21 Budget Act. The CDE uses the data collected in the portal to provide oversight, compliance, and evaluation for technical assistance where needed. CDE staff has reached out to hundreds of LEAs through email or phone in order to proactively provide technical assistance on allowable expenditures.

The CDE also uses the reports to monitor LEAs' timely use of the funds and ensure that LEAs meet expenditure deadlines as stated in law. For example, the CDE uses the reports to identify large balances of unspent funds. For identified LEAs with large unspent balances, the CDE reaches out to ensure that the LEAs have plans in place to expend the funds. The CDE works collaboratively with the Governor's staff to ensure that the reporting guidelines are met and the funds are used in accordance with the applicable statutes.

The CDE has an internal team that uses an internal process to check for the accuracy and completeness of information. The reported information will assist the CDE during monitoring reviews of the LEAs and the use of CARES, CRRSA, and ARP funds.

## **Accounting**

The California School Accounting Manual provides accounting policies and procedures and implementation guidance. Specifically, the ESSER and GEER funds are tracked at the local level using a unique identifier within the standardized account code structure (SACS). SACS provides guidance for LEAs in a statewide, uniform financial report format. By assigning a unique identifier in SACS for each of the CARES Act funding sources, each fund is separately accounted for. ESSER II and ESSER III have each been assigned a unique identifier; LEAs are required to account for and track the expenditure of each funding source separately.

### *Program Monitoring Reviews and Audits*

LEAs are selected each year for a Federal Program Monitoring (FPM) review using a risk-based approach. Additional information on the CDE's FPM process and the risk assessment can be found at <https://www.cde.ca.gov/ta/cr/>. The CDE is currently conducting CARES Act monitoring reviews, which include the ESSER and GEER funds, and is expanding that to include the CRRSA and ARP Act monitoring reviews. Specifically, the monitoring of the CARES, CRRSA, and ARP Act funds will be conducted in conjunction with the FPM process as follows:

- January 2021 through June 2021: 15 CARES Act monitoring reviews are being conducted, representing 20 percent of total ESSER I and GEER I funding allocated to LEAs

- September 2021 through June 2022: monitoring reviews of ESSER I and II, ARP ESSER, and GEER I will be conducted based on CDE's annual risk assessment process in accordance with federal requirements.

The CDE conducts the CARES Act monitoring reviews using a program instrument that contains the federal and state legal requirements for time and effort, internal controls, cash management, procurement, equipment and inventory management, and allowable costs of ESSER and GEER. The CDE is expanding the program instrument to include the monitoring of the CRRSA and ARP Act funds. The CDE's monitoring Tool (CMT) is used to facilitate the monitoring of the LEAs. The CMT is a web-based tool that was developed by CDE; additional information on the CMT can be found at <https://www.cde.ca.gov/ta/cr/>.

The conclusions drawn from the monitoring reviews are summarized on the monitoring instrument. If findings are identified during the review, LEAs receive a written notification of findings that includes a description of noncompliance along with recommendations and a timeframe to correct any identified findings or deficiencies. Monitoring staff also verbally discuss the monitoring findings and recommended corrective actions directly with each LEA. As part of the monitoring process, the CDE tracks the status of all monitoring findings and conducts follow-up as necessary. In conducting follow-up procedures, LEAs are required to provide supporting documentation of corrective actions taken. In addition, training and technical assistance is provided throughout the year to assist and educate LEAs on the allowable use of funds and CDE's monitoring process.

Furthermore, LEAs are subject to an annual independent audit conducted in accordance with Title 2, Code of Federal Regulations, Subpart F and California *EC*, Section 41020, which is submitted to the CDE for review.

## Appendix A: School Operating Status and Instructional Mode Data Template

Table 1

In the most recent time period available, how many schools in your State offered each mode of instruction or learning model described below? Each row should account for all schools in your State, so that, for each row, the sum of the numbers in the “offered to all students,” “offered to some students,” and “not offered” columns is equal to the number in the “all schools” column.

### Data Source

The data in Table 1 are based on self-reported aggregate-level data that county offices of education, school districts, and charter schools submitted in response to a health directive from the CDPH and AB 86 (Committee on Budget) that was approved by the Legislature and Governor in March 2021. The data reflected in Table 1 is from the May 2021 collection. Additional information about this data collection is available on the State of California Safe Schools for All Hub at <https://schools.covid19.ca.gov/>. **Note: This data includes only information self-reported by school districts.**

Table 1

Number of schools	School Type	All schools	Offered to all students	Offered to some students	Not offered
Remote or online only	Elementary	1,378	1,378	Not Applicable (NA)	NA
Remote or online only	Secondary	757	757	NA	NA
School sites open with both remote/online and in-person instruction (hybrid)	Elementary	4,218	4,218	NA	NA
School sites open with both remote/online and in-person instruction (hybrid)	Secondary	1,354	1,354	NA	NA

School sites open with full-time in-person instruction	Elementary	1,785	1,785	NA	NA
School sites open with full-time in-person instruction	Secondary	525	525	NA	NA

To the extent data are available, please complete the above table for 1) all schools in the State, and 2) separately for each instructional level (e.g., pre-kindergarten/elementary schools, middle schools, high schools).

**NOTE:** Secondary schools are where the highest grade taught include 9, 10, 11, 12, and Adult. Elementary schools are where the highest grade taught is 8, and begins with Kindergarten.

**Table 2**

In the most recent time period available, what was the enrollment and mode of instruction for the schools in your State?

**Data Source**

The data in Table 2 are based on students who were enrolled in a school that reported data on instructional mode included Table 1. These schools were then matched with data reported in California’s student-level data system, the California Longitudinal Pupil Achievement Data System, as of Census Day (first Wednesday in October), to produce the student group information for Table 2.

**Table 2**

Number of students	Total enrollment	Remote or online only	Both remote/online and in-person instruction (hybrid)	Full-time in-person instruction
Students from low-income families*	3,607,192	976,936	2,081,195	549,061
White, not Hispanic	1,295,790	250,277	678,341	367,172
Black or African American, not Hispanic	306,998	97,930	172,980	36,088
Hispanic, of any race	3,307,632	886,552	1,936,812	484,268

<b>Number of students</b>	<b>Total enrollment</b>	<b>Remote or online only</b>	<b>Both remote/online and in-person instruction (hybrid)</b>	<b>Full-time in-person instruction</b>
Asian, not Hispanic**	712,096	250,194	346,475	115,427
American Indian or Alaskan Native, not Hispanic	28,028	5,238	15,199	7,591
Native Hawaiian or Pacific Islander, not Hispanic	26,107	8,584	13,525	3,998
Two or more races, not Hispanic	245,392	59,666	132,817	52,909
Race/Ethnicity information not available	50,668	11,784	27,414	11,470
English learners	1,057,556	278,444	608,141	170,971
Children with disabilities	729,785	185,966	414,932	128,887
Students experiencing homelessness	182,856	52,028	101,588	29,240
Children and youth in foster care	31,426	7,944	18,006	5,476
Migratory students	46,530	9,371	29,028	8,131

**NOTE:** \* *Students from low-income families was computed using socioeconomically disadvantaged*

\*\* *Category of Asian includes Filipino*

## **Appendix B: Reporting Language Included in the Grant Award Notification (“GAN”)**

As described in the Grant Award Notification (“GAN”), the SEA will comply with, and ensure that its LEAs comply with, all reporting requirements at such time and in such manner and containing such information as the Secretary may reasonably require, including on matters such as:

- How the State is developing strategies and implementing public health protocols including, to the greatest extent practicable, policies and plans in line with the CDC guidance related to mitigating COVID-19 in schools;
- Overall plans and policies related to State support for return to in-person instruction and maximizing in-person instruction time, including how funds will support a return to and maximize in-person instruction time, and advance equity and inclusivity in participation in in-person instruction;
- Data on each school’s mode of instruction (fully in-person, hybrid, and fully remote) and conditions;
- SEA and LEA uses of funds to meet students’ social, emotional, and academic needs, including through summer enrichment programming and other evidence-based interventions, and how they advance equity for underserved students;
- SEA and LEA uses of funds to sustain and support access to early childhood education programs;
- Impacts and outcomes (disaggregated by student subgroup) through use of ARP ESSER funding (e.g., quantitative and qualitative results of ARP ESSER funding, including on personnel, student learning, and budgeting at the school and district level);
- Student data (disaggregated by student subgroup) related to how the COVID-19 pandemic has affected instruction and learning;
- Requirements under the Federal Financial Accountability Transparency Act (“FFATA”); and
- Additional reporting requirements as may be necessary to ensure accountability and transparency of ARP ESSER funds.



## Appendix C: Assurances

By signing this document, the SEA assures all of the following:

- The SEA will conduct all its operations so that no person shall be excluded from participation in, be denied the benefits of, or be subject to discrimination under the ARP ESSER program or activity based on race, color, national origin, which includes a person's limited English proficiency or English learner status and a person's actual or perceived shared ancestry or ethnic characteristics; sex; age; or disability. These non-discrimination obligations arise under Federal civil rights laws, including but not limited to Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments Act of 1972, section 504 of the Rehabilitation Act of 1973, and the Age Discrimination Act of 1975. In addition, the SEA must comply with all regulations, guidelines, and standards issued by the Department under any of these statutes;
- The SEA will comply with all ARP Act and other ARP ESSER requirements and all requirements of its Grant Award Notification, including but not limited to:
  - Complying with the maintenance of effort provision in section 2004(a)(1) of the ARP Act, absent a waiver by the Secretary pursuant to section 2004(a)(2) of the ARP Act; and
  - Complying with the maintenance of equity provisions in section 2004(b) of the ARP Act, and ensuring its LEAs comply with the maintenance of equity provision in section 2004(c) of the ARP Act (please note that the Department will provide additional guidance on maintenance of equity shortly);
- The SEA will allocate ARP ESSER funds to LEAs in an expedited and timely manner and, to the extent practicable, not later than 60 days after the SEA receives ARP ESSER funds (i.e., 60 days from the date the SEA receives each portion of its ARP ESSER funds). An SEA that is not able to allocate such funds within 60 days because it is not practicable (e.g., because of pre-existing State board approval requirements) will provide an explanation to the Department within 30 days of receiving each portion of its ARP ESSER funds (submitted via email to your Program Officer at [State].OESE@ed.gov (e.g., Alabama.OESE@ed.gov)), including a description of specific actions the SEA is taking to provide ARP ESSER funds to LEAs in an expedited and timely manner and the SEA's expected timeline for doing so;
- The SEA will implement evidence-based interventions as required under section 2001(f) of the ARP Act and ensure its LEAs implement evidence-based interventions, as required by section 2001(e)(1) of the ARP Act;
- The SEA will address the disproportionate impact of the COVID-19 pandemic on underserved students (i.e., students from low-income families, students from racial or ethnic groups (e.g., identifying disparities and focusing on underserved student groups by race or ethnicity), gender (e.g., identifying disparities and focusing on underserved student groups by gender), English learners, children with disabilities, students experiencing homelessness, children and youth in foster care, and migratory students), as required under section 2001(f) of the ARP Act, and ensure its LEAs address the disproportionate impact of the

COVID-19 pandemic on underserved students (i.e., students from low-income families, students from racial or ethnic groups, gender, English learners, children with disabilities, students experiencing homelessness, children and youth in foster care, and migratory students), as required by section 2001(e)(1) of the ARP Act; and

- The SEA will provide to the Department: (1) the URL(s) where the public can readily find data on school operating status and (2) the URL(s) for the SEA and/or LEA websites where the public can find the LEA plans for a) the safe return to in-person instruction and continuity of services required under section 2001(j) of the ARP Act, and b) use of ARP ESSER funds. SEAs should consider ensuring a standardized URL format in all cases (e.g., xxx.gov/COVIDplan).

## Appendix D

OMB Control No. 1894-0005 (Exp. 06/30/2023)

### NOTICE TO ALL APPLICANTS

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act ("GEPA") that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

#### **To Whom Does This Provision Apply?**

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

#### **What Does This Provision Require?**

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access to, or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

#### **What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?**

The following examples may help illustrate how an applicant may comply with Section 427.

(1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.

(2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.

(3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

(4) An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concerns of lesbian, gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBT students.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

#### **Estimated Burden Statement for GEPA Requirements**

**According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 3 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email [ICDocketMgr@ed.gov](mailto:ICDocketMgr@ed.gov) and reference the OMB Control Number 1894-0005.**