

ESSER III Expenditure Plan

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

For more information please see the Instructions.

Other LEA Plans Referenced in this Plan

Plan Title	Where the Plan May Be Accessed
LCAP-2021-2022	https://collegeschooldistrict.org/wp-content/uploads/2021/10/updated-10_1_2021CESD-2021-LCAP.pdf

Summary of Planned ESSER III Expenditures

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

Total ESSER III funds received by the LEA

\$406,309

Plan Section	Total Planned ESSER III Expenditures
Strategies for Continuous and Safe In-Person Learning	\$0
Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)	\$406,309
Use of Any Remaining Funds	\$0

Total ESSER III funds included in this plan

\$406,309

Community Engagement

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

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

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

The district administration team met to discuss both current year and next year's priorities on 3/10/2021. During this meeting the admin team discussed LEA goals and various actions that might be taken to accomplish these goals. These discussions were

informed by the following factors: discussions with teachers, classroom observations, daily professional experiences, professional judgment, and student achievement data.

The district conducted a focus group with all teachers including certificated staff local bargaining unit members on 3/15/2021. During the focus group a facilitator reviewed: the LCFF, the LCAP's purpose, the eight state priorities, the district's current LCAP including the district's goals, metric data, and key actions. Once the review was complete the focus group was broken into small groups. Each group was tasked with identifying traits that they want students to acquire, and actions that the district could take that would assist students in developing these traits. The groups then wrote the student traits and supporting actions on digital posters. These posters were then shared out with the rest of the group. After the focus group meeting the traits and actions on the posters were then aggregated and used to modify the district's goals as well as identify new and continued actions for the LCAP. The results can be found in the 2nd response section of this stakeholder engagement section of the LCAP. An identical focus group process was used for the classified staff, student and parent / community stakeholder groups. These meetings were held on the following dates all non-certificated staff including classified staff local bargaining unit members on 3/15/2021, student stakeholder group on 3/15/2021, and with the parent / community stakeholder group on 3/15/2021. The district sent a parent survey to all households on 5/4/2021. The district evaluated its stakeholder engagement opportunities and determined that civil rights groups and advocates are neither present nor served by the LEA. Tribal members were involved in the parent surveys and invited to attend all parent advisory meetings.

The district's Parent Advisory Committee met on 4/19/2021 and 5/10/2021. The committee consists of parents of low income students, English learners, and students with special needs. During these meetings the committee discussed the LEA goals and various actions that might be taken to accomplish these goals and gave priority to various actions. IBNR met on 3/26/2021 with the SELPA to receive technical support for special education actions in the LCAP and other plans for the coming school year.

The DELAC met on 4/19/2021 and 5/10/2021. During these meetings the DELAC reviewed the posed goals for the coming year as well as actions needed to achieve these goals. The DELAC provided input regarding focus for the coming year.

A group of certificated staff, classified staff, parents, and students served as the primary group used to conduct the Annual Update. This group consisted of parents, certificated and classified bargaining unit members, administrators, and students. This committee met on 3/22/2021 to review the progress made on the previous LCAP and LCP. The committee was tasked with determining the percentage of each action that had been completed along with creating a brief narrative describing the progress made on each action. To facilitate the process the committee was briefed on the state purposes and guidelines for LCFF and LCAP, as well as the district's current year LCAP. Participants were given a very brief overview of the metrics that are used to measure LCAP progress.

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

CESD values the significant role that all stakeholders played in contributing to the development of this LCAP. The process used for stakeholder engagement is reflective of CESD's commitment to all members of the school community. The input of stakeholders was essential in the review of data and especially in soliciting ideas regarding the future direction of the district including goals and actions for the LCAP as well as which metrics to focus on for measuring success. The following traits and actions were cited repeatedly by multiple stakeholder groups signaling the importance attached to these and the desire to see these reflected in the LCAP: College / Career Ready, Communicators (Active listener, articulate speaker), Critical Thinker (Analytical, Independent), Academically Proficient (Reading, Writing, Math), Technologically Proficient

The community input led directly to the actions in this plan, specifically:

- Staff all intervention teaching assignments with appropriately assigned, and fully credentialed teachers in all subject areas, and appropriate to the students they are teaching to support the academic intervention of Tier 2 and Tier 3 students.
- Staff 1.66 instructional support positions to support the LEA's unduplicated students with additional small group and one on one instruction to mitigate learning loss that occurred as a result of the COVID pandemic. This includes a 1.0 FTE instructional aide for the RTI program.

Actions and Expenditures to Address Student Needs

The following is the LEA's plan for using its ESSER III funds to meet students' academic, social, emotional, and mental health needs, as well as how the LEA will address the opportunity gaps that existed before, and were exacerbated by, the COVID-19 pandemic. In developing the plan, the LEA has the flexibility to include actions described in existing plans, including the LCAP and/or Expanded Learning Opportunity (ELO) Grant Plan, to the extent that the action(s) address the requirements of the ESSER III Expenditure Plan.

For specific requirements, please refer to the Actions and Expenditures to Address Student Needs section of the Instructions.

Strategies for Continuous and Safe In-Person Learning

A description of how the LEA will use funds to continuously and safely operate schools for in-person learning in a way that reduces or prevents the spread of the COVID-19 virus.

Total ESSER III funds being used to implement strategies for continuous and safe in-person learning

\$0

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
N/A	N/A	N/A	\$0

Addressing the Impact of Lost Instructional Time

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

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

\$406,309

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP-02.01	Intervention classrooms or positions	Staff all intervention teaching assignments with appropriately assigned, and fully credentialed teachers in all subject areas, and appropriate to the students they are teaching to support the academic intervention of Tier 2 and Tier 3 students. This action will pay for .40 FTE while the district's S&C funds will pay for an additional 1.1 FTE. (7/1/2021 – 6/30/2023)	\$172,247
LCAP-02.02	Instructional support positions	Staff 1.66 instructional support positions to support the LEA's unduplicated students with additional small group and one on one instruction to mitigate learning loss that occurred as a result of the COVID pandemic. This includes a 1.0 FTE instructional aide for the RTI program. (7/1/2021 – 6/30/2023)	\$234,062

Use of Any Remaining Funds

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

Total ESSER III funds being used to implement additional actions

\$0

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
N/A	N/A	N/A	\$0

Ensuring Interventions are Addressing Student Needs

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

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
Intervention classrooms or position	Staffing of the intervention teachers will be reported as part of the LCAP Annual Update. Unduplicated student achievement on CAASSP will be reported and compared to pre-pandemic trendlines as well as to non-unduplicated students.	Annually
Instructional support positions	Staffing of the instructional support positions will be reported as part of the LCAP Annual Update. Unduplicated student achievement on CAASSP will be reported and compared to pre-pandemic trendlines as well as to non-unduplicated students.	Annually