

CAPISTRANO UNIFIED SCHOOL DISTRICT  
**BOARD REPORT**

To: Board of Trustees

From: Gregory Merwin, Associate Superintendent, Education and Support Services  
Prepared by: Heidi Crowley, Administrator on Special Assignment, COVID Health and Safety  
Stacy Yogi, Executive Director, State and Federal Programs

Date: October 20, 2021

Board Item: Elementary and Secondary School Emergency Relief III Safe Return to In-Person Instruction and Continuity of Services Plan and Expenditure Plan

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### **HISTORY**

This is a compliance item for the already approved Elementary and Secondary School Emergency Relief (ESSER) budget. The Board approved the use of the ESSER III funding for the 2021-2022 and 2022-2023 school years in the Reopening of Schools 2.0 Final Plan for the 2021-2022 School Year at the May 19, 2021 Board meeting.

The California Department of Education (CDE) released the assurances for the Elementary and Secondary School Emergency Relief (ESSER) III funds, which were authorized by the American Rescue Plan Act. Local educational agencies (LEAs) that are eligible for ESSER III funds must complete the assurances.

Included in the assurances are the federal requirements to complete 2 plans:

1. Safe Return to In-Person Instruction Plan
2. Expenditure Plan

### **BACKGROUND INFORMATION**

The State Board of Education adopted required ESSER Safe Return to In-Person Instruction and Continuity of Services Plan and Expenditure Plan templates for districts to use.

**Safe Return to In-Person Instruction Plan** - The Safe Return to In-Person Instruction Plan must describe how the LEA will maintain the health and safety of its students and staff, inclusive of the policies adopted for each of the Centers for Disease Control and Prevention (CDC) safety recommendations. Additionally, the Safe Return Plan must describe how the LEA will ensure continuity of services, including, but not limited to, students' academic needs and the social, emotional, and mental health needs of its students and staff. Further, the Safe Return Plan must be publicly available within 30 days of completing the assurances.

The CDE notes that if an LEA developed a COVID-19 Safety Plan as required by the California Department of Public Health Guidance and Assembly Bill 86 prior to March 11, 2021, and the COVID-19 Safety Plan took into account public comment, the LEA may use that COVID-19 Safety Plan to meet the initial 30-day requirement. If the COVID-19 Safety Plan does not contain policies to address all the recommendations established by the CDC, then within 6 months of completing the assurances, the LEA must revise and post the revised plan incorporating the most recent recommendations from the CDC.

Any LEAs that do not have a COVID-19 Safety Plan that complies with the federal requirements must complete a Safe Return to In-Person Instruction Plan using the CDE provided template within 30 days of completing the assurances. All LEAs must regularly review and revise, as appropriate, the Safe Return Plan at least every 6 months until September 30, 2023.

**Expenditure Plan** - School districts that receive ESSER III funds are required to develop a plan for how they will use ESSER III funds to address students' academic, social, emotional, and mental health needs, as well as the opportunity gaps that existed before, and were exacerbated by the COVID-19 pandemic. The Expenditure Plan is to be submitted on a State Board of Education adopted template and the local governing board must adopt the plan at a public meeting on or before October 29, 2021. The template includes prompts for LEAs to describe how the funds will be used to implement prevention and mitigation strategies consistent with the most recent CDC guidance, how the 20 percent set aside for learning loss mitigation will be spent, and how the remaining 80 percent will be spent consistent with the allowable uses.

## **CURRENT CONSIDERATIONS**

**Safe Return to In-Person Instruction Plan-** Information includes the link to the District's COVID-19 Safety Plan, Food and Nutrition Services meal pick-up services, online tutoring services for students in grades 3-12, required assurances, and contact information for the Administrator on Special Assignment, COVID Health and Safety.

**Expenditure Plan-** Information includes the District's plan for strategies for continuous and safe in-person learning, addressing lost instructional time, and ensuring interventions are addressing student needs as well as a description of how the District consulted with community members in the development of the plan. Information also includes planned supplemental instruction and support, and an expenditure plan.

<b>Plan Section</b>	<b>Planned Expenditures</b>
<b>Strategies for Continuous and Safe In-Person Learning.</b> Actions include: <ul style="list-style-type: none"> <li>• Class size reduction (staffing ratios of 24:1 in K-3, 27:1 in grades 4-5; 30:1 in grades 6-8, additional 5.0 FTE for each high school for Math and English)</li> <li>• Para educators for elementary combination classes</li> <li>• 2 workdays (preservice) CUEA and CSEA &lt; 12 months</li> </ul>	\$28,230,300

<ul style="list-style-type: none"> <li>• Classified professional learning 1 hour per month</li> <li>• MTSS Specialists</li> <li>• Irvine Math Project and training- secondary</li> <li>• English and math intervention sections – middle school</li> <li>• Physical Education curriculum and equipment</li> <li>• Physical Education teacher additional assignment and mileage</li> <li>• Screencastify video creation software and Peardeck instructional content add on</li> <li>• Indirect costs</li> </ul>	
<b>Addressing Lost Instructional Time (a minimum of 20% of the ESSER III funding must be spent in this section).</b> Actions include: <ul style="list-style-type: none"> <li>• English and Math intervention sections – high school</li> <li>• English language development sections to reduce class size to 22:1</li> <li>• Professional learning (PLC, Solution Tree) and substitute teachers</li> <li>• Physical Education teachers and paraprofessionals</li> <li>• Site funding for school improvement</li> <li>• Social Emotional Learning training</li> <li>• No Place for Hate school membership</li> <li>• Access and Equity training</li> <li>• Cultural Proficiency resource books</li> <li>• Canvas features and support</li> <li>• Elementary library media technicians</li> <li>• Formative site licenses</li> <li>• Indirect costs</li> </ul>	\$7,057,575
<b>Use of Any Remaining Funds.</b>	\$0
<b>Total Funds to implement the Strategies</b>	<b>\$35,287,875</b>

### **FINANCIAL IMPLICATIONS**

It is projected that the District will receive \$35,287,875 from the ESSER III funding. No ESSER III funding has been expended to date, as it is projected to be spent in 2022-2023 and 2023-2024.

### **STAFF RECOMMENDATION**

Approval of the Safe Return to In-Person Instruction Plan and ESSER III Expenditure Plan.

**PREPARED BY:** Heidi Crowley, Administrator on Special Assignment, COVID Health and Safety  
 Stacy Yogi, Executive Director, State and Federal Programs

**APPROVED BY:** Gregory Merwin, Associate Superintendent, Education and Support Services

# **American Rescue Plan Act Elementary and Secondary School Relief Fund (ESSER III) Safe Return to In-Person Instruction Local Educational Agency Plan Template**

## **Background on ESSER**

The American Rescue Plan Act (ARP) signed into law on March 11, 2021, provided nearly \$122 billion for the Elementary and Secondary School Relief Fund (ESSER). ARP ESSER, also known as ESSER III, funds are provided to State educational agencies in the same proportion as each State received under Title I-A of the Elementary and Secondary Education Act (ESEA) in fiscal year (FY) 2020. The U.S. Department of Education (ED) published Interim Final Requirements (IFR) on April 22, 2021 requiring Local Educational Agencies (LEAs) receiving ESSER III funds to submit an LEA Plan for the Safe Return to In-Person Instruction and Continuity of Services. If an LEA had already developed a plan for safe return to in-person instruction and continuity of services prior to the enactment of ARP that meets the statutory requirements of section 2001(i) but did not address all of the requirements in the IFR, the LEA must revise and post its plan no later than six months after receiving its ESSER III funds. This applies even if an LEA has been operating full-time in-person instruction but does not apply to fully virtual schools and LEAs.

The IFR and ARP statute, along with other helpful resources, are located here:

- April 2021 IFR: <https://www.govinfo.gov/content/pkg/FR-2021-04-22/pdf/2021-08359.pdf>
- ARP Act text: <https://www.congress.gov/117/bills/hr1319/BILLS-117hr1319enr.pdf>
- Centers for Disease Control and Prevention (CDC) COVID-19 School Operation Guidance: [https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/operation-strategy.html#anchor\\_1616080023247](https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/operation-strategy.html#anchor_1616080023247)
- ED COVID-19 Handbook Volume I: <https://www2.ed.gov/documents/coronavirus/reopening.pdf>
- ED COVID-19 Handbook Volume II: <https://www2.ed.gov/documents/coronavirus/reopening-2.pdf>
- ESEA Evidence-Based Guidance: <https://oese.ed.gov/files/2020/07/guidanceeuseseeinvestment.pdf>
- ED FAQs for ESSER and Governor's Emergency Education Relief (GEER): [https://oese.ed.gov/files/2021/05/ESSER.GEER\\_FAQs\\_5.26.21\\_745AM\\_FINALb0cd6833f6f46e03ba2d97d30aff953260028045f9ef3b18ea602db4b32b1d99.pdf](https://oese.ed.gov/files/2021/05/ESSER.GEER_FAQs_5.26.21_745AM_FINALb0cd6833f6f46e03ba2d97d30aff953260028045f9ef3b18ea602db4b32b1d99.pdf)

## **Purpose of the Template**

The IFR issued by ED outlines several requirements for all LEAs that receive ESSER III funds, including that LEAs have in place a plan for ensuring safety during in-person instruction (either in-progress or planned) as well as ensuring continuity of services should the LEA or one or more of its schools be required to close temporarily for COVID-19-related public health reasons in the future. LEAs who had a plan in place by March 11, 2021, which incorporated opportunity for public comment and was posted publicly have six months from the date their ESSER III Assurances were completed to update and revise the plans to meet those requirements. Examples of previous plans that may be allowable would be a completed Cal/OSHA or Assembly Bill 86 plan, as long as it meets the requirements previously stated. LEAs which did not have a statutorily compliant plan in place as of March 11, 2021, must create and post this plan within 30 days of completing their ESSER III Assurances.

If you have questions as to which category applies to your LEA, please contact [EmergencyServices@cde.ca.gov](mailto:EmergencyServices@cde.ca.gov). Plans are required for all LEAs, regardless of operating status, unless an LEA is fully virtual with no physical location. All plans must be reviewed, and, as appropriate, revised, at least every six months to incorporate new or revised CDC guidance and other changed factors.

This template has been created to assist LEAs in the creation of these plans and to ensure all required elements are met. The following requirements and assurances pertain to both the statutory requirements and the IFR published by ED. LEAs may provide any additional information they believe are helpful in assessing their plan. If you have any questions, please contact [EmergencyServices@cde.ca.gov](mailto:EmergencyServices@cde.ca.gov).

## LEA Plan for Safe Return to In-Person Instruction and Continuity of Services

LEA Name:

Capistrano Unified School District

Option for ensuring safe in-person instruction and continuity of services:  
has developed a plan

1. Please choose one:

- ☐ The LEA had a plan, 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 IFR; or

**NOTE: If your LEA already has a compliant plan as of March 11, 2021, and has assured such by checking the box above, then you may skip questions 2-4 and complete the Assurance and Contact sections.**

- ☒ The LEA has amended/created a plan compliant with the IFR using this template and has posted/will post it within 30 days of completing the ESSER III Assurances.

**NOTE: If checking the box above that you are using this template to meet the 30 day plan requirements, you must respond to each question in the template.**

Please note whether the LEA has a compliant plan and include a link to the plan, or acknowledge that the LEA is submitting a new plan and will post it within 30 days of receiving funds.

[https://capousd-ca.schoolloop.com/pf4/cms2/view\\_page?d=x&group\\_id=1514016268908&vdid=i10b2j45axcz](https://capousd-ca.schoolloop.com/pf4/cms2/view_page?d=x&group_id=1514016268908&vdid=i10b2j45axcz)

2. The LEA will maintain the health and safety of students, educators, and other school and LEA staff, and the extent to which it has adopted policies, and a description of any such policies, on each of the CDC's safety recommendations, including: universal and correct wearing of masks; modifying facilities to allow for physical distancing; handwashing and respiratory etiquette; cleaning and maintaining healthy facilities, including improving ventilation; contact tracing in combination with isolation and quarantine, in collaboration with the State, local, territorial, or Tribal health departments; diagnostic and screening testing; efforts to provide vaccinations to school communities; appropriate accommodations for children with disabilities with respect to health and safety policies; and coordination with State and local health officials.

Describe how the LEA will maintain, or continue to maintain, health and safety policies and procedures. Include a description of any adopted policies and procedures regarding the CDC's safety recommendations (or available LEA website links to such policies). Include descriptions of appropriate accommodations adopted and coordination efforts conducted with outside State and local health officials. Please include or describe current public health conditions, applicable State and local rules and restrictions, and other contemporaneous information that informs your decision-making process.

See COVID-19 Safety Plan

3. The LEA will ensure continuity of services, including but not limited to services to address students' academic needs and students' and staff social, emotional, mental health and other needs, which may include student health and foodservices.

Describe how the LEA will ensure continuity of services in case isolation, quarantine, or future school closures are required, including how the LEA will meet the needs of students with disabilities and English learners.

The District, per CDPH guidelines, has implemented modified quarantine protocols to keep students in school. The foundational principle of this guidance is that all students must have access to safe and full in-person instruction and to as much instructional time as possible. In California, the surest path to safe and full in-person instruction at the onset of the school year, as well as minimizing missed school days on an ongoing basis, is a strong emphasis on the following: vaccination for all eligible individuals to get COVID-19 rates down throughout the community; universal masking in schools, which enables no minimum physical distancing, allowing all students access to full in-person learning, and more targeted quarantine practices, keeping students in school; and access to a robust COVID-19 testing program as an available additional safety layer. Recent evidence indicates that in-person instruction can occur safely without minimum physical distancing requirements when other mitigation strategies (e.g., masking) are fully implemented. This is consistent with CDC K-12 School Guidance.

In response to the increase in anxiety and depression among students across the nation, CUSD is making a commitment to increase the social-emotional, behavior, and academic support for students. This focused approach to organizing and providing support called Multi-tiered System of Supports, also known as MTSS, defines a system which includes tiered supports in the areas of social-emotional, behavior, and academics to ensure that every learner can be successful. Professional Learning Communities (PLC) plays a foundational role where staff work in collaborative teams and use data to determine levels of support for students (Tier 1 = support for all students; Tier 2 = support for some of our students who require additional help; and Tier 3 = support for a few of our students who need even more help to be successful).

Food and Nutrition Services is providing 5-day meal pick-up packages at the Central Kitchen weekly on Tuesdays for all online learners and students in quarantine and is also open to all students 18 years and younger.

Continuity of services for students with disabilities is commensurate of general education students, with the addition of the "Remote/Distance Learning Plans for Instruction and Services during Emergency Conditions", which Ed Specialists developed on each student's IEP. These Plans address the needs of students with disabilities in case isolation, quarantine, or future school closures are required.

A focus on increasing translation and interpretation services to increase engagement with parents and guardians of students who are learning English is in progress. New activities include an additional bilingual staff member being added to the Communications office and a pilot messaging (texting) program in multiple languages is being implemented at select schools.

It is anticipated that a free online tutoring service will be available for all students in grades 3-12 beginning in November, 2021.

4. The LEA sought public comments in the development of its plan and took those comments into account in the development of its plan.

Describe the LEA's policy or practice that provided the public with an opportunity to provide comments and feedback and the collection process. Describe how any feedback was incorporated into the development of the plan.

A variety of stakeholders (including employee associations and parent groups) were involved in focus group sessions, Reopening planning teams and action labs. Feedback was gathered and incorporated into the plan. The plan was presented at the October 20, 2021 Board meeting for community input.

In addition, the LEA provides the following assurances:

- x The LEA has made (in the case of statutorily compliant plans) or will make (in the case of new plans) its plan publicly available no later than 30 days after receiving its ARP ESSER allocation.
  - o Please insert link to the plan:

[https://capousd-ca.schoolloop.com/pf4/cms2/view\\_page?d=x&group\\_id=1514016268908&vdid=i10b2j45axcz](https://capousd-ca.schoolloop.com/pf4/cms2/view_page?d=x&group_id=1514016268908&vdid=i10b2j45axcz)

- ☒ The LEA sought public comment in the development of its plan and took those public comments into account in the development of its plan.
- ☒ The LEA will periodically review and, as appropriate revise its plan, at least every six months.
- ☒ The LEA will seek public comment in determining whether to revise its plan and, if it determines revisions are necessary, on the revisions it makes to the plan.
- ☒ If the LEA revises its plan, it will ensure its revised plan addresses each of the aspects of safety currently recommended by the Centers for Disease Control(CDC), or if the CDC has revised its guidance, the updated safety recommendations at the time the LEA is revising its plan.
- ☒ The LEA has created its plan in an understandable and uniform format.
- ☒ The LEA's plan is, to the extent practicable, written in a language that parent can understand, or if not practicable, orally translated.
- ☒ The LEA will, upon request by a parent who is an individual with a disability, provide the plan in an alternative format accessible to that parent.

The following person or persons is/are the appropriate contact person for any questions or concerns about the aforementioned plan.

Please list name(s), title(s), address, county, and contact information for the person or persons responsible for developing, submitting, and amending the LEA plan.

Heidi Crowley, Administrator on Special Assignment, COVID-19 33122 Valle Road, San Juan Capistrano, CA 92675  
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# COVID-19 Safety Plan

2021-2022 School Year



October 2021

This is a fluid working document that may be  
adjusted as conditions and/or guidance changes

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# A Message from Superintendent Vital Brulte



Dear CUSD Families and Staff,

While the events of the 2020-2021 school year were endlessly changing, one thing remained constant within Capistrano Unified School District (CUSD) — our unwavering commitment to student success. We are excited to open the 2021-2022 school year and ensure a continuity of services to all students through a daily, traditional in-person learning model. Each school year is an opportunity for a new beginning, and this upcoming year is no exception. Students who wish to remain in a fully remote learning setting may enroll in [Capistrano Home/Virtual School](#) (K-8), or [California Preparatory Academy](#) (9-12).

In support of a strong academic and social emotional learning environment for the 2021-22 school year, and because of state and federal COVID funds, we have hired over 300 more teachers, speech pathologists, psychologists, counselors, and classified staff this summer. We have also worked to reduce class sizes, increase electives, bring credentialed physical education teachers to elementary students, purchase 35,000 new Chromebooks, and continue a strong investment in professional development for our certificated and classified staff.

We want our community to know that we are committed to providing a safe and healthy learning environment for all students and staff. We will continue to monitor and receive guidance from state and local agencies and public health officials to ensure student and staff safety. For updated CUSD Positive COVID-19 cases, [visit our dashboard](#).

We are grateful for your partnership and support. Thank you for your patience as we continue to work to follow guidelines provided to us by the California Department of Public Health (CDPH).

*Sincerely, Kirsten Vital Brulte, Superintendent*

## Welcome Back to School!

### Screening at Home

- Families will screen students each day for signs of fever or illness. Any student with a fever of 100.4 F or higher should not go to a school site. Absences related to personal illness, quarantine, and COVID-19 illness or symptoms will be excused.
- Parents should refer to the Student Symptom Decision Tree (Page 8) to determine the low and high-risk symptoms their child is exhibiting. The Student Symptom Decision Tree will guide parents in the next steps to take and whether or not the student may attend school. The student should be fever free, without the use of fever reducing medication, for 24 hours prior to the return to school.
- Staff members are required to self-screen. If staff members are experiencing COVID-like symptoms (See Page 6), they should stay home and contact their principal.
- Anyone who has been diagnosed as COVID-19 positive within the past 14 days should notify their principal or supervisor.

### Arriving at School

- PK-12 students and staff members are required to wear facial coverings indoors, with exemptions per [CDPH face mask guidance](#) (See Page 5 for Accommodations for facial coverings for students).
- **Adults in K-12 school settings are required to mask when sharing indoor spaces with students.** Teachers and administrators may be seen on campus without masks if they are vaccinated and not sharing an indoor space with students.
- After arrival, students who show symptoms will go to the office and be sent home as per normal school protocol.
- There are no physical distancing requirements indoors or outdoors.
- Parents and visitors will have limited access to the school campus (See Page 15).
- School sites will have signage to remind students about hand washing to prevent spreading germs.
- Additional hand washing stations and supplies will continue to be available.

## Vaccinations

*In accordance with the California Department of Public Health's (CDPH) Guidance for Vaccinations*

- COVID-19 vaccinations are not required
- CDPH strongly recommends COVID-19 vaccinations for all eligible people in California, including teachers, staff, students, and adults sharing homes with members in PK-12 communities
- Vaccinated staff and students are required to wear facial coverings indoors at school sites and on school buses (regardless of vaccination status)
- People are considered fully vaccinated for COVID-19: two weeks after the second dose (Pfizer-BioNTech or Moderna) or two weeks after a single dose vaccine (Johnson and Johnson [J&J]/Janssen)

The following items are available at each school based upon student and staff need

- Cloth Mask — Child
- Cloth Mask — Adult
- Disposable Mask — Child
- Disposable Mask — Adult
- Face Shields with a drape on the bottom edge for those who qualify for a mask exemption



## Face Coverings and Personal Protective Equipment (PPE)

*In accordance with the California Department of Public Health's (CDPH) Guidance for Face Coverings*

**Students will be provided with as many clean and sanitary face coverings as they need every day. Masks must fit snugly over the mouth and nose and be made with two or more layers of fabric.**

**Students must always utilize face coverings indoors:**

- While in the classroom
- In indoor hallways and restrooms
- While sitting at indoor lunch tables before and after eating lunch
- While in the office
- While on the bus



**Please ask your school administrators or your supervisor for assistance if you have any questions about face coverings.**

Personal Protective Equipment (PPE) will be provided to staff and students, but it is highly encouraged for students to bring their own face coverings

- Personal, protective, face coverings will be allowed in compliance with dress code policies
- Gaiters are allowed if 2-ply, dual layer. Bandanas are not allowed
- Masks or coverings with exhalation valves are not allowed
- Teachers and identified staff members will receive a reusable face shield
- Gloves are not recommended for use by students or staff, with the exception of those conducting cleaning, first aid, or food service

For more school opening and safety information, [Click Here](#)

## Other Safety Considerations

- Staff members have completed mandated COVID-19 on-line trainings
- Campuses will follow guidelines developed by the CDPH for cleaning, disinfection, and ventilation of school campuses
- Common touch surfaces will be cleaned regularly (e.g. counter tops, door handles, restrooms, student desks, student chairs)
- Staff and students will be expected to wash/sanitize their hands regularly
- Students will be encouraged to bring personal/refillable water bottles
- Drinking fountains and hand dryers will remain turned off at the start of school
- Water bottle filler stations will be on

### Additional information about facial coverings and face shields

- Facial coverings are required indoors at all times for students and staff and may only be removed for indoor meals, snacks, a drink of water (may quickly and partially remove their mask to drink water before immediately putting the mask back on), or when it needs to be replaced.
- Teachers may be seen on campus without masks if they are vaccinated and not sharing an indoor space with students.
- For staff and visitors at the District Office, masks are required for unvaccinated individuals, and recommended for fully vaccinated individuals.
- Face shields with drapes may be used by teachers and other staff for specific lessons, programs, or services, as per CDPH guidelines.

### Accommodations for facial coverings for students

- Accommodations will be determined through the Student Success Team (SST), 504 or Individualized Education Plan (IEP) process. Parents or guardians should work with the site principal or assistant principal to discuss 504 and IEP accommodations. An IEP meeting will be scheduled within ten days to discuss potential mask accommodations with the required team members. ***All students are required to wear face coverings indoors at schools following the most current CDPH guidance.*** Online learning options may be available through [Capistrano Home/Virtual School \(K-8\)](#) and [California Preparatory Academy \(9-12\)](#).
- The Board approved plan requires students ages 2 and up to wear masks indoors to meet the standard of care for all students and staff.
- Persons with a medical condition, mental health condition, or disability that prevents wearing a mask as well as persons who are hearing impaired are exempt from mask requirements. Assessing for exemption due to a medical condition, mental health condition, disability that prevents wearing a mask, or hearing impairment is a medical determination and therefore must be made by a physician, nurse practitioner, or other licensed medical professional practicing under the license of a physician. Self-attestation and parental attestation for mask exemptions due to the aforementioned conditions do not constitute medical determinations, as per [CDPH Guidance on Face Coverings](#)
- Persons exempted from wearing a face covering due to a medical condition, must wear a non-restrictive alternative, such as a face shield with a drape on the bottom edge, as long as their condition permits it, as per [CDPH K-12 Guidance](#)

### Student plan for not wearing facial coverings

- Administrators will counsel a student on the importance of using and wearing a mask while indoors.
- A disposable mask will be provided if the student does not have one.
- Administrators will differentiate between a mask that slips below the nose or is loose, and a student who refuses to wear a mask.
- Students who refuse to wear a mask indoors will be marked unexcused and sent home for the remainder of the day.
- **Elementary and Middle School:** Students will receive three warnings and then will be provided an alternative placement to Capistrano Virtual K-8.
- **High School:** Students will receive three warnings and then will be placed on a behavior contract and counseling on an alternative program.

- All employees and families should report any incident of COVID-19 symptoms, close contact exposure, or positive testing results to site administration.
- A member of the school site administrative team will communicate with the COVID-19 Response Team and report the case.
- A Team member will contact the employee, parent or community member.
- Positive cases of COVID-19 on a campus or District facility will be reported to the Orange County Health Care Agency.
- The school community will be notified via email of a COVID-19 case that was infectious on the campus or facility. The notification will not name the person positive for the coronavirus but will give information regarding the date of the incident and whether a person is at low-risk or a close contact. If you or your child is a close contact, you will be notified.
- The District may adopt the necessary COVID-19 testing cadences for students and staff supported by the State.
- The CUSD Positive COVID-19 Case Dashboard reflects cases of individuals who were presumed to be infectious while on a school campus.

## At-Home COVID-19 Testing

Over the counter, at-home testing with immediate results (not read by a lab) are not allowed for evaluation of an individual's COVID-19 status unless the kits are provided free by your school site for families of students who are: 1) in-home quarantining and would like to return after Day 7; and for students who are in modified quarantine (two tests per week, for two weeks). The test results will be read by Ambry Genetics. Test results must be read by a professional or laboratory to be considered a COVID-19 positive case. Students who test positive with an at home test without lab results, should stay home and follow up with a rapid or PCR test that is read by a professional or laboratory. Only after receiving the formal test results should the parent then notify the school of the positive COVID test. If the test result is negative and the student is asymptomatic, the student can return to school.

## Quarantine and Independent Study

If you are notified that you are required to quarantine due to COVID-19, please work with your school site office staff to obtain an Independent Study Contract for the length of quarantine. Your child's absences during quarantine will be excused and they will receive work from their teacher(s) via Canvas.



HEADACHE



TEMPERATURE



COUGH



SORE THROAT

## COVID-19 Symptoms

- Fever 100.4 or higher in the last 24 hours
- Cough
- Shortness of breath or difficulty breathing
- Chills/unexplained fatigue
- Muscle or body aches
- Headaches
- Sore throat
- Congestion or runny nose
- Nausea or vomiting
- Diarrhea
- New loss of taste or smell

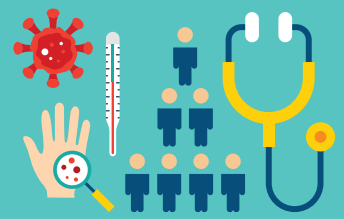


## DEFINITIONS

**CLOSE CONTACT:** A close contact is considered being within six feet or less for a period of 15 minutes or more during a 24-hour period regardless of masking.

**ISOLATION:** Isolation will occur for COVID-19 positive individuals and symptomatic close contacts.

**QUARANTINE:** Quarantine will occur for asymptomatic close contacts.



## STAFF CLOSE CONTACTS

Last updated 8/16/21

### Close contact Asymptomatic UNVACCINATED

- Quarantine for 10 days from exposure. Staff now qualifies for shortened quarantine.
- Negative test on day 6; Return to work on day 8
- No school extracurricular activities for 14 days
- Not applicable to volunteers
- Self-monitor for symptoms\* for 10 days from exposure date.
- Recommended test after **Day 5**.
- If positive test, contact trace for additional exposure starting 2 days prior to symptom onset.

**POSITIVE CASE**  
Full at-home isolation for  
10 days from symptom start  
or positive test regardless of  
positive case's vaccination  
or mask-wearing status.

### Close contact Asymptomatic VACCINATED

- No quarantine unless symptoms\* develop.
- If symptoms develop, quarantine and get tested for COVID-19.
- Recommend test after **Day 5**.
- If positive, isolate for 10 days from test date or symptom onset (if symptomatic).
- If positive test, contact trace for additional exposure starting 2 days prior to symptom onset.

If a close contact has symptoms, the individual should see their healthcare provider. If symptoms improve and they get a negative test OR they stay home at least 10 days from symptoms onset, they can resume activities.

\*Close contact is defined as within 6 feet for 15 cumulative minutes within a 24-hour period of someone with a confirmed case of COVID-19.

## School Guidance For Staff

Conditions		Vaccinated	Unvaccinated
INFECTED	Tested positive	Isolate for 10 days	Isolate for 10 days
	Symptomatic	Isolate for 10 days	Isolate for 10 days
EXPOSED	Symptomatic	Isolate for 10 days unless tested negative	Isolate for 10 days
	Asymptomatic	No quarantine Recommend testing between day 3-5	Shortened quarantine Negative test on day 6; Return to work on day 8 No school extracurricular activities for 14 days Not applicable to volunteers

## Staff Symptom Decision Tree

### High-risk: red flag symptoms\*

- Fever ( $\geq 100.4^{\circ}\text{F}$ )**
- Difficulty breathing**
- Loss of taste/smell**
- New onset cough**
- Fatigue/muscle or body aches**

### Low-risk: general symptoms

- Congestion/runny nose
- Nausea/vomiting/diarrhea
- Sore throat
- Headache

**! Risk levels vary for children**  
See Student Symptom Decision Tree

\*If vaccinated, refer to <https://www.cdc.gov/vaccines/covid-19/info-by-product/clinical-considerations.html>

### Close contact to COVID-19 positive person?

Close contact: Within 6 ft for > 15 minutes cumulative (regardless of mask)

**YES**

**Return to work or school after 10 days from last exposure, unless symptoms develop. Continue symptom monitoring through 14 days after last exposure. If symptoms develop obtain a PCR test.**

**NO**

1 low risk symptom

Off work for 24 hours after symptom resolution (without fever-reducing medications)

$\geq 2$  low risk symptoms

\*OR\*

1 high risk symptom

See below

1 Health care provider confirms alternative diagnosis for symptoms

Off work for 24 hours without fever and improved symptoms

2 COVID-19\* **Positive**

Off work minimum of 10 days \*\* (since onset of symptoms, improved symptoms, and no fever in 24 hrs without fever reducing medication)

3 COVID-19\* **Negative**

Low risk symptoms

Off work for 24 hours without fever and improved symptoms

4 COVID-19\* **Negative** and no alternative diagnosis from a health care provider

High risk symptoms

Off work minimum of 10 days \*\* (since onset of symptoms, improved symptoms, and no fever in 24 hrs without fever reducing medication)

5 Not provider visit or test

**! Recommendations similar for students**  
See Student Symptom Decision Tree

\*PCR or Rapid Antigen, not antibody

\*\*May need staff to be off for up to 20 days.

Updated 03-11-21



# Student Symptom Decision Tree

## Exposure to a COVID-19 positive person?

within 6 ft of a COVID + or clinically compatible person for >15 min in a 24 hr period, regardless of masking, and occurring in any location (indoor or outdoor)

**NO**

► **1 low risk symptom**



Send home



Return to school 24 hrs after symptom resolution (without fever reducing medication).

► **≥2 low risk symptoms OR 1 high risk symptom**



Send home



Evaluation by health care provider

**1**

Health care provider confirms alternative diagnosis for symptoms. A health care provider's note must be on file. Certified SARS-CoV-2 PCR or Antigen Test not needed



Return to school after 24 hrs without fever and symptoms improving

**2**

Negative certified SARS-CoV-2 PCR or Antigen Test



Return to school after 24 hrs without fever and symptoms improving

**3**

Positive certified SARS-CoV-2 PCR or Antigen Test  
**OR**  
No provider visit or test



Return to school after 10 days since symptom onset and 24 hrs with no fever without the use of fever-reducing medications and other symptoms of COVID improving. Quarantine close contacts of confirmed cases. Contact HCA if questions.

**YES**

(within 6 feet for >15 min in a 24 hr period, regardless of masking)

► **Vaccinated or Documented COVID within 90-days**

**1**

Any symptoms\*  
\*≥2 low-risk or high-risk symptom



• Isolation for 10 days regardless of test results  
• Get tested  
• Get care

**2**

No Symptoms



• No quarantine  
• No required testing\*\*  
• Continue to monitor for symptoms through day 14

\*\*CDC recommends testing between day 3-5

► **Unvaccinated**

**1**

Face covering (well-fitting and used correctly) on BOTH infected and exposed person

**Modified quarantine:**

**1**

No symptoms



• May attend school in person  
• Must wear a mask indoors AND outdoors  
• Tests 2 x per week for the first 10 days at least 3 days apart  
• No participation in extracurricular activities at school, including sports, and activities within the community setting for 14 days following last exposure. The exposed student may participate in all required instructional components of the school day, except activities where a mask cannot be worn.  
\* If no test, home from school for 10 days

**2**

Symptoms\* develop  
\*≥2 low-risk or high-risk symptom



• Isolation for 10 days regardless of test results  
• Get tested  
• Get care

**2**

No face covering on EITHER infected or exposed person



• Isolation for 10 days regardless of test results  
• Get tested  
• Get care

**1**

Symptoms\*  
\*≥2 low-risk or high-risk symptom



• Isolation for 10 days regardless of test results  
• Get tested  
• Get care

**2**

No symptoms



**Home quarantine:**  
• May return to school after day 7 with a negative COVID test obtained after day 5 after last exposure  
• If no test, home from school for 10 days  
• Upon return to school, masking indoors and outdoors for 14 days  
• No participation in extracurricular activities at school, including sports, and activities within the community setting for 14 days following last exposure. The exposed student may participate in all required instructional components of the school day, except activities where a mask cannot be worn.

## Low-risk: general symptoms



Fever (≥100.4°F)



Congestion/runny nose



Nausea/vomiting/diarrhea



Sore throat



Headache



Fatigue/muscle or body aches

## High-risk: red flag symptoms



Cough



Difficulty breathing



Loss of taste/smell

**Modified Quarantine: Per CDPH guidelines, preschool students are not eligible for the modified or shortened quarantine which is only available for grades TK-12.**



This care pathway was designed to assist school personnel and is not intended to replace the clinician's judgment or establish a protocol for all patients with a particular condition. Diagnosis and treatment should be under the close supervision of a qualified health care provider, including school nurses. This guidance is based on current evidence and best data at the time of publication. Updates are provided to reflect changes in knowledge about the impact of the disease on children and adolescents (08-31-2021).

# Facilities Cleaning & Sanitation Protocols



**T**he safety of employees and students at CUSD is the first priority. Schools have been completely cleaned and disinfected as needed, and CUSD will continue to adhere to all necessary safety precautions. In addition to the deep cleaning of the office and school before employees and students return, the cleaning steps outlined below will be followed:

## CLEANING

Physical removal of soil (dirt and debris) from surfaces which can include the use of water and detergent.

## SANITIZATION

Treating a surface to effectively reduce microorganisms of public health significance. Cleaning before sanitizing is always recommended when time permits.

## DISINFECTING

Destroy or inactivate microorganisms, including bacteria and viruses on surfaces.

### Sanitize The Following At Least Daily

- Desks and chairs
- Keyboards, phones, headsets, copy machines
- Door handles
- Handrails
- Restroom surfaces and sink handles
- Light switches
- Public interface/Interaction areas
- Lunch tables
- Kitchens and food preparation areas

### Sanitize The Following Weekly

- Elevators
- Bike racks

### Hand Washing

Hand washing is strongly encouraged as one of the most effective ways to prevent the spread of any biological pathogen, including COVID-19.

- Wash hands thoroughly with soap and water for at least 20 seconds and thoroughly dry hands

Hand washing stations are being deployed to supplement existing facilities, especially where food is eaten and in common areas. Types of hand washing stations:

- Self-contained system – foot pump operated water and soap hand washing stations
- Hand sanitizer dispensers - touchless

### Outdoor Play Structures and Equipment

Students must wash or sanitize their hands before and after using any outdoor play structures or equipment.

### Reusable Water Bottles Encouraged

- All outdoor drinking fountains have been turned off to reduce sharing
- Water bottle filler stations will be on
- Students should provide their own reusable water bottles

### Indoor Air Quality

Indoor air quality is essential to providing a safe and comfortable environment for schools and offices. Proper temperature and humidity levels can help slow down the reproduction of viruses and bacteria. CUSD is ensuring proper preventive maintenance is being performed on all HVAC units and is changing filters on a regular basis and providing adequate air filters:

- The Center for Disease Control recommends increasing air filtration as high as possible (target MERV 13) without diminishing air flow and enforcing the existing or revised indoor air quality plan.
- The District has replaced all air filtration systems with MERV 13 air filters. The District does not want individuals purchasing or donating air filters for classrooms. The addition of adding a HEPA unit that is not appropriately sized for the classroom will not provide any added benefit. The District has detailed criteria for adding filter units to specific classrooms that do not have adequate ventilation. These filters are for the specific needs of a classroom that requires additional ventilation because existing systems cannot provide the recommended ventilation.
- HVAC crews cleaned HVAC equipment and adjusting ventilation settings and run times to 5:30am-4:30pm Monday - Friday. Per CDPH guidance ventilation is critical as it introduces fresh outside air, filters recycled inside air and can aid in diluting the viral load in the occupied space. To verify air flow, custodians have been directed to place a string on supply grills as a visual indicator inside classrooms.

**NOTE:** Ventilation is different from comfort cooling. Ventilation, or fan mode, needs to remain on during all occupied periods. To aid in ventilation, doors and windows may be opened if outside conditions allow. Rubber doorstops have been provided to sites to use to help prop doors open. Doors and windows should not remain open when outside air temperatures exceed 85 or there is poor outside air quality.

## Elementary and Secondary Meal Service

- All students can eat both breakfast and lunch for free on campus. Snacks will be available for purchase. Students will use their student ID# to ensure program integrity and allow for access to their meal account.
- All 100% virtual learners and community children can pick up free 5-day meal kits, including breakfast and lunch, at the Food and Nutrition Service Office, 32972 Calle Perfecto, San Juan Capistrano, on Tuesdays between 8AM-9AM starting 8/17/2021.



## College and Career Advantage (CCA)

- College and Career Advantage (CCA) is a joint partnership of CUSD and Laguna Beach USD, formed to provide high-quality Career Technical Education (CTE) to K-12 grade students throughout South Orange County.
- Instruction will include project work and hands-on based learning. Students will meet the required competencies outlined in the Career Training Plan for each course and the California CTE Model Curriculum Standards.
- CCA teachers are industry experts and will utilize innovative approaches to provide job shadowing opportunities, guest speakers (meet-a-pro), virtual field trips and skills training. Masks are required indoors for all students and instructors.
- Following District safety guidance, students will have an opportunity to return to high-quality labs using industry-specific equipment and supplies to strengthen job-related skills.
- Many CTE courses are honors-weighted and 100% of CCA courses meet UC A-G requirements. Approximately 40 courses are articulated with local community colleges allowing students to earn both college and high school credit.

### Information on CCA

## Mental Health and Social Emotional Learning

Supporting students' social emotional wellness is a priority for District and school staff. On-campus school counselors will provide self-paced lessons for students district-wide. The core competencies include emotion regulation, empathy, skills for learning, social justice, and bully prevention. Since parents and guardians play such an important role in the lives of students, various webinars and other resources will be offered for students and families who may be experiencing anxieties or stresses through these challenging times.



## What do I do if my child is experiencing COVID-19 symptoms while at home?

If your child is experiencing COVID-19 symptoms, please keep him/her home and contact your child's health care provider. Please contact your school to report the absence; a COVID-19 related absence is excused. If someone in your household tested positive for COVID-19 and is currently under quarantine or self-isolation, your child should follow the guidelines from the Orange County Health Care Agency (OCHCA) on how long to remain at home and when to return to school.

## What happens if a student demonstrates COVID-19 symptoms while at school?

If a student becomes ill during the school day, the following steps will be taken:

- Student will be taken to an isolation area where temperature and symptoms will be evaluated; student will remain in the isolation area until they are picked up by a parent or guardian.
- The school site will work with the family to follow the Center for Disease Control Home Isolation Guidelines, as recommended by the California Department of Public Health.

## What happens if a positive COVID-19 case occurs at a school site?

For any positive COVID-19 case the following protocol will be applied, in accordance with state and local laws and regulations. School administrators will notify the District Office designee with the following information:

- Name of person confirmed
- If known, date of potential exposure
- Date of test
- Last date on CUSD campus
- Names of individuals who had physical contact with an a COVID-19 positive person or spent 15 minutes or more within six feet of distance without a face covering

The District Office designee will coordinate a response with OCHCA. After receiving direction from OCHCA, the District designee will only notify students, staff, and families who have been potentially exposed to COVID-19 and provide health recommendations and guidance from OCHCA.

The classroom or impacted areas will receive extensive cleaning and sanitation following District Maintenance & Operations guidelines.

## How are others notified they were in contact with an individual who tested positive for COVID-19?

The District works with OCHCA to determine close contacts and low risk contacts. Individuals identified by OCHCA are contacted via an email that outlines specifics regarding how long the individual must quarantine, steps to mitigate contracting the coronavirus, and list symptoms associated with the virus.

All HIPPA notifications and guidelines for privacy are always followed.





As we await updated Outdoor and Indoor Youth and Recreational Adult Sports and Visual and Performing Arts (VAPA) guidance from the California Department of Public Health ([CDPH](#)), the [CDPH COVID-19 Public Health Guidance for K-12 Schools in California, 2021-22 School Year](#) document, along with previous guidance during the California Tiered System, will guide CUSD's policies as it relates to athletics/VAPA and COVID-19 guidelines.

## Athlete / Performer / Spectator Guidelines

*Applies to all extracurricular activities that are operated or supervised by schools, and all activities that occur on a school site, whether they occur during school hours, including, but not limited to, sports, band, chorus, and clubs.*

### MASKS

#### Outdoor (Optional)

- Masks are optional outdoors for all in K-12 school settings.
- Students may remove face coverings while outdoors.
- Employees may remove face coverings outside; it is recommended that individuals not fully vaccinated should wear a face covering when they are within 6 feet of others.

#### Indoor (Required)

- Adults in K-12 school settings are required to wear face coverings when sharing indoor spaces with students.
- Face coverings are required for all athletes and performers indoors.
- The only exception in the CDPH guidelines is for activities where the American Academy of Pediatrics has determined that masks may present a choking hazard. In CUSD, that exception applies to students who participate in wrestling and CIF cheer. These athletes may unmask with at least weekly PCR testing or antigen testing of all individuals, including those who are fully vaccinated.
- Options for the playing of musical instruments that cannot be done with a face covering (e.g., wind instruments) or when wearing a mask during play poses a choking hazard, at least one of the following is required:
  - Conduct outdoors
  - Use modified face coverings and bell coverings when playing wind and brass instruments, and maintain 6 feet of physical distancing
  - Perform at least weekly PCR testing or antigen testing of all individuals, including those who are fully vaccinated

### PHYSICAL DISTANCING

#### Outdoor

- No physical distancing requirements.

#### Indoor

- No physical distancing requirements. (mask/face coverings required for adults and students not engaged in athletic practice, conditioning, or competition)

### SPECTATORS / MEDIA

#### Outdoor

- Masks are optional. *Note: For outdoor events with 10,000 or more people, it is recommended that attendees confirm proof of vaccination or negative COVID-19 status to attend.*

#### Indoor

- Masks are required. *Note: For indoor events with 5,000 or more people, attendees must confirm proof of vaccination or negative COVID-19 status to attend.*

# Athletics and Extracurricular / Other Guidelines

## Snack Bar/Food

- Maximize physical distancing as much as possible while eating (especially indoors).

## Transportation

- CUSD will provide transportation. Masks are required to be worn by students and adults while inside the vehicle.

## Cleaning of Equipment

- In general, cleaning once a day is usually enough to remove potential viruses that may be on surfaces sufficiently.
- Use of electrostatic sprayers and/or disinfectant spray bottles/wipes are permissible.
- At the conclusion of a practice/contest, focus on disinfecting the following areas:

- Weight room/Locker room/Shared equipment (balls, sleds, etc.).

## Locker Rooms

- Locker rooms are available for use. Masks required—no limitations (other than facility capacity) on the number of teams/individuals in the locker room at the same time.

## Water/Sports Bottles

- All students must bring their own water bottle. Water bottles must not be shared.
- Hydration stations (water coolers, water cows, water troughs, water fountains, etc.) should be utilized only for re-filling personal water bottles.

# Athletics and Extracurricular Quarantine Guidelines

	Vaccinated	Unvaccinated
COVID-19 Positive	10-day isolation	10-day isolation
Close Contact <i>*Both parties wearing a mask</i>	No quarantine	14-day quarantine
Close Contact <i>*Both parties and/or infected individual not wearing a mask</i>	No quarantine	14-day quarantine

*\*Please note: Depending on the individual case, students may return to the indoor classroom setting prior to athletics*

# Visitors, Volunteers and Vendors



## Phase 2: Campus Visitors/Volunteers Protocols: October 4, 2021 - January 14, 2022 [visitcapo.school](http://visitcapo.school)

*These protocols do not supercede or replace guidance for Athletic and Extracurricular Activities*

	Physical Distancing Required (6 feet)	Masks Required	Proof of COVID-19 Vaccination or Negative COVID-19 Test*	COVID-19 Symptom Free Attestation Required	Campus Access
School Events Visitors (Outdoors Only)	Yes	No	No	Yes	Outdoor Spaces Only (Permitted Outdoor Events)**
School Events Visitors (Indoors)	Not Permitted at This Time				
School Business Visitors (Indoors)	No	Yes	No	Yes	<ul style="list-style-type: none"> <li>• Front office business</li> <li>• Meetings with school personnel</li> <li>• Scheduled IEP/504 Meeting</li> <li>• Parent committee (PTA, ELAC)***</li> </ul>
Volunteers (Outdoors)	Yes	No	Yes	Yes	Outdoor Spaces Only
Volunteers Non- Classroom Spaces (Indoors)	Yes	Yes	Yes	Yes	Spaces with no students or spaces such as the library where there is 6 feet of distance and minimal interaction (with Principal Permission)****
Volunteers Classroom Spaces (Indoors)	Not Permitted at This Time				

\*Results must be from a test conducted within 7 days of the visit and be presented prior to entering campus

\*\*Visitors will be asked to enter campus through a gate or at a time that does not place visitors in close contact with students

\*\*\*Recommended after school, but if during the school day, must be held in location/space removed from students

\*\*\*\*Examples: Library, Book Fair, Teacher Workroom, Front Office, MPR

## Requirements for All Visitors and Volunteers

- Adults in K-12 school settings are required to mask when sharing indoor spaces with students.

### **Campus Visitors (Events & School Business)**

- COVID-19 Symptom Free Attestations. By entering a school campus, all visitors are attesting to the following:
  - “I am not experiencing any of the following symptoms associated with COVID-19: temperature of 100.4 (feeling feverish) or with chills, cough, shortness of breath or difficulty breathing, fatigue, muscle or body aches, headache, new loss of taste or smell, sore throat, congestion or runny nose, nausea or vomiting, or diarrhea.”
  - “In the past two weeks, I have not had close contact with a person who has been diagnosed with COVID-19? This could include a person that has been tested for COVID-19 (because of possible infection) and is waiting for test results.”

### **Volunteers (Tier II)**

Tier II volunteers cannot have unsupervised contact with students. In order to become a Tier II volunteer, please read the Volunteer handbook below and contact your local school. Tier II volunteers are checked against the state's sex offender registry.

- Individuals wanting to be a Volunteer (Tier II) must follow the CUSD [process for Volunteers](#) and complete the [Request to Volunteer Form](#)
- Volunteers choose either to:
  - Provide [proof of vaccination as defined by the CDPH](#) or
  - Commit to providing a negative COVID-19 test on the day of the campus visit
- For volunteers who have chosen to provide a negative COVID-19 test, they will utilize the [OC CARE for COVID Program](#) testing service (free of charge), and present their negative results on the day of their visit
  - Results must be from a test conducted within 7 days of the visit and be presented prior to entering campus
- COVID-19 Symptom Free Attestations. By entering a school campus, all visitors are attesting to the following:
  - “I am not experiencing any of the following symptoms associated with COVID-19: temperature of 100.4 (feeling feverish) or with chills, cough, shortness of breath or difficulty breathing, fatigue, muscle or body aches, headache, new loss of taste or smell, sore throat, congestion or runny nose, nausea or vomiting, or diarrhea.”
  - “In the past two weeks, I have not had close contact with a person who has been diagnosed with COVID-19? This could include a person that has been tested for COVID-19 (because of possible infection) and is waiting for test results.”

#### References:

- [CDPH: COVID-19 Public Health Guidance for K-12 Schools in California, 2021-22 School Year](#)
- [CDPH: Vaccine Verification for Workers in Schools](#)
- [CDPH: Updated Testing Guidance](#)
- [CDPH: Vaccine Verification for Workers in Schools](#)



[K-12 Schools Guidance 2021-2022 Questions and Answers](#)

[CA Coronavirus \(COVID-19\) Response](#)

[COVID-19 Public Health Guidance for K-12 Schools in California, 2021-22 School Year](#)

[California Department of Public Health Industry Guidance: Schools and School Based Programs](#)

[Orange County Health Care Agency COVID-19 Resource Directory](#)

[California Department of Education \(CDE\) Stronger together: A Guidebook for the reopening for California's Public Schools](#)

[Orange County Department of Education \(OCDE\) Orange County Together – A Guide to Safely Reopening Schools in the COVID-19 era](#)

[How to Talk with Children about COVID-19: A Parent Resource](#)

# ESSER III Expenditure Plan

26 of 4

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Capistrano Unified School District	Kirsten M. Vital Brulte Superintendent	superintendent@capousd.org 949-234-9203

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.

EXHIBIT IS REVISED

## Other LEA Plans Referenced in this Plan

Plan Title	Where the Plan May Be Accessed
Local Control and Accountability Plan (LCAP)	<a href="https://capousd-ca.schoolloop.com/pf4/cms2/view_page?d=x&amp;group_id=1514016268895&amp;vdid=i6w10b16q1opu1hu">https://capousd-ca.schoolloop.com/pf4/cms2/view_page?d=x&amp;group_id=1514016268895&amp;vdid=i6w10b16q1opu1hu</a>

## Summary of Planned ESSER III Expenditures

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

### Total ESSER III funds received by the LEA

\$35,287,875

Plan Section	Total Planned ESSER III
Strategies for Continuous and Safe In-Person Learning	\$28,230,300
Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)	\$7,057,575
Use of Any Remaining Funds	\$0

<b>Total ESSER III funds included in this plan</b>
\$35,287,875

### 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.

School site and District Office staff including teachers (including bargaining unit members), administrators and classified (including bargaining unit members) were represented on 11 Action Lab Teams: Communications, Online School, School Schedules, Specialized Programs (including staff representing programs for English learners, homeless, foster, and migrant students), Special Education, Professional Learning, Staffing, Facilities, Fiscal, Technology, and Transportation. Parent groups (Parent Student Teacher Association (PTSA), District English Learner Advisory Committee (DELAC) and the Special Education Community Advisory Committee (CAC) (includes parents of students with disabilities and Special Education Administrators) were engaged in focus group discussions regarding priorities. Staff engaged the Native American Parent Committee (including local tribe members) regarding programs and supports. Elementary and secondary focus group input meetings with administrators were held to gather feedback on actions to support students. All 11th and 12th grade high school students were surveyed in the spring semester of 2021 regarding their feedback on their educational experiences and how to improve it. All staff were invited to participate in a survey in the spring semester of 2021 about educational programs, health and safety, and technology.

All of the input gathered was reviewed by the Classified Certificated Administrators in Partnership for Excellence (CAPE) team (including certificated and classified bargaining unit leadership) which led to the comprehensive reopening plan.

Note: Staff are not aware of civil rights organizations present in the District regarding engaging this group.

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

A variety of community input influenced the development of the plan including support for class size reduction, professional learning training for classified employees, Physical Education teachers and staff to increase collaboration time for teachers, assistance in combination classes, and more intervention programs.

## 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 show 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

\$28,230,300

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP Goal 3	Class Size Reduction	staffing ratios of 24:1 in K-3, 27:1 in grades 4-5; 30:1 in grades 6-8; additional 5.0 FTE for each high school for math and English; This staff is supplemental to the standard negotiated staffing ratio of 28.5 in K, 31.5 in grades 1-5, 32.5 in grades 6-8, and 34.5 in grades 9-12 and action in the LCAP Goal 3, Action 1.	\$15,760,000



Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP Goal 1	Paraeducators	Paraeducators for elementary combination classes and TK This staff is supplemental to the paraeducators stated in the LCAP, Goal 1, Action 8.	\$942,549
	Preservice work days	2 workdays (preservice) CUEA and CSEA < 12 months	\$2,575,000
LCAP Goal 1	Classified professional learning	Classified professional learning 1 hour per month This training is supplemental to the professional learning stated in LCAP Goal 1, Action 20.	\$360,000
LCAP Goal 1	MTSS Specialists	MTSS Specialists -1 per school These staff are supplemental to the teachers stated in LCAP Goal 1, Action 8.	\$5,300,000
	Secondary training	Irvine Math Project and training- secondary	\$47,906
LCAP Goal 1	Intervention sections – middle school	English and math intervention sections – middle school Interventions include preview and review, ELA and math iReady My Path lessons to target gap skills These sections are supplemental to the intervention sections stated in LCAP Goal 1, Action 23.	\$1,560,000
	Physical Education	Physical Education curriculum, equipment, teacher additional assignment and mileage	\$93,400
	Technology software	Screencastify video creation software and Peardeck instructional content add on	\$115,000
	Indirect Costs	Approved rate of 5.23%; Indirect costs to support staffing and administration required to implement the actions included in the ESSER III plan.	\$1,476,445

## 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**

30

\$2,057,575

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
	Intervention sections – high school	English and math intervention sections – high school Interventions include preview and review, ELA and math iReady My Path lessons to target gap skills	\$1,440,000
LCAP Goal 1	Supplemental ELD sections	English language development sections to reduce class size to 22:1 These sections are supplemental to the ELD sections stated in LCAP Goal 1, Action 5.	\$176,000
LCAP Goal 1	Professional learning and PLC	Professional learning (PLC, Solution Tree, MS PLC Mentor, secondary PLC content team days), resource books, and substitute teachers These actions are supplemental to the PLC actions stated in LCAP Goal 1, Action 7.	\$1,180,560
LCAP Goal 1	Physical Education teachers and paraprofessionals	Physical Education teachers and paraprofessionals These staff are supplemental to the teachers and paraprofessionals stated in LCAP Goal 1, Action 8.	\$2,025,000
	Site funding for school improvement	Site funding for school improvement (eg. substitutes and teacher additional assignment hours for teacher collaboration, ELA and math intervention programs such as Amplify intervention and leveled literacy intervention, and additional professional learning)	\$510,000
	SEL training	SEL training	\$294,420
LCAP Goal 3	No Place for Hate school membership	No Place for Hate school membership This action is supplemental to the action stated in LCAP Goal 3, Action 4.	\$75,000

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Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP Goal 3	Access and Equity training	10-day Access and Equity certification training through the Center for Culturally Proficient Educational Practice This action is supplemental to the action stated in LCAP Goal 3, Action 4.	\$28,500
LCAP Goal 3	Cultural Proficiency resource books	Cultural Proficiency resource books (Opening Doors, Cultural Proficiency Manual for School Leaders) This action is supplemental to the action stated in LCAP Goal 3, Action 4.	\$6,400
LCAP Goal 2	Canvas	Canvas features and support This action is supplemental to the action stated in LCAP Goal 2, Action 10.	\$375,000
LCAP Goal 1	Elementary library media technicians	Elementary library media technicians Additional elementary library media technicians for library media resource support. These staff are supplemental to the library media technicians stated in LCAP Goal 1, Action 12.	\$352,623
	Formative site licenses	Formative site licenses - secondary	\$224,961
	Indirect Costs	Approved rate of 5.23%; Indirect costs to support staffing and administration required to implement the actions included in the ESSER III plan.	\$369,111

## 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**

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

## Ensuring Interventions are Addressing Student Needs

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

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
Class Size Reduction, Paraeducators, MTSS Specialists, Elementary library media technicians, Intervention sections- middle and high school, Preservice work days, Classified professional learning, Professional learning and PLC, Site funding for school improvement, Secondary training	iReady Math- Percentages moving within Tiers I, II, III DIBELS/Amplify- Percentages moving from Intensive and Strategic to Proficient Teacher teams review Common Formative Assessment data Smarter Balanced Assessment CA Healthy Kids Survey Regular Assistant Superintendent monitoring of school site programs and implementation D and F rates	iReady, DIBELS/Amplify and CFAs- 2-3 weeks for progress monitoring; intervention cycles DIBELS/Amplify: Universal assessment 3 times a year (Beginning, Middle, End of Year) Smarter Balanced Assessment- Annually CHKS-Annually Assistant Superintendent monitoring every 2-4 weeks D and F rates quarterly
Physical Education, Physical Education teachers and paraprofessionals	Physical Fitness Test- Healthy Fitness Zone Administrator feedback and coaching	Physical Fitness Test- Annually Administrator feedback and coaching- monthly
Technology software, Canvas, Formative site licenses	Administrator review of Canvas Classroom criteria	Annually
Supplemental ELD sections	Reclassification rates and ELPAC scores	Annually



Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
SEL training, No Place for Hate school membership, Access and Equity training, Cultural Proficiency resource books	Cultural Proficiency Plan metrics	Annually Chronic absenteeism quarterly

# ESSER III Expenditure Plan Instructions

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## Introduction

School districts, county offices of education (COEs), or charter schools, collectively known as local educational agencies (LEAs), that receive Elementary and Secondary School Emergency Relief (ESSER) funds under the American Rescue Plan (ARP) Act, referred to as ESSER III funds, are required to develop a plan for how they will use ESSER III funds to, at a minimum, address students' academic, social, emotional, and mental health needs, as well as the opportunity gaps that existed before, and were exacerbated by, the COVID-19 pandemic.

The plan must be adopted by the local governing board or body of the LEA at a public meeting on or before October 29, 2021 and must be submitted for review and approval within five days of adoption. A school district must submit its ESSER III Expenditure Plan to its COE for review and approval; a COE must submit its plan to the California Department of Education for review and approval. A charter school must submit its plan to its chartering authority for review and to the COE of the county in which the charter school operates for review and approval.

In addition, consistent with the requirements of the ARP, Volume 86, *Federal Register*, page 21201, April 22, 2021, the ESSER III Expenditure Plan must be:

- Written in an understandable and uniform format;
- Written in a language that parents can understand, to the extent practicable;
  - If it is not practicable to provide written translations to a parent with limited English proficiency, the plan must be orally translated for parents
- Provided in an alternative format to a parent who is an individual with a disability as defined by the Americans with Disabilities Act, upon request; and
- Be made publicly available on the LEA's website.

For additional information regarding ESSER III funding please see the ARP Act Funding web page at <https://www.cde.ca.gov/fg/cr/arpact.asp>.

For technical assistance related to the completion of the ESSER III Expenditure Plan, please contact [EDReliefFunds@cde.ca.gov](mailto:EDReliefFunds@cde.ca.gov).

## Fiscal Requirements

- The LEA must use at least 20 percent (20%) of its ESSER III apportionment for expenditures related to addressing the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs.
  - For purposes of this requirement, "evidence-based interventions" include practices or programs that have **evidence** to show that they are effective at producing results and improving outcomes when implemented. This kind of evidence has generally been produced through formal studies and research. There are four tiers, or levels, of evidence:

- **Tier 1 – Strong Evidence:** the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented randomized control experimental studies.
- **Tier 2 – Moderate Evidence:** the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented quasi-experimental studies.
- **Tier 3 – Promising Evidence:** the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented correlational studies (with statistical controls for selection bias).
- **Tier 4 – Demonstrates a Rationale:** practices that have a well-defined logic model or theory of action, are supported by research, and have some effort underway by a State Educational Agency, LEA, or outside research organization to determine their effectiveness.
- **For additional information please see the Evidence-Based Interventions Under the ESSA web page at <https://www.cde.ca.gov/re/es/evidence.asp>.**
  - The LEA must use the remaining ESSER III funds consistent with section 2001(e)(2) of the ARP Act, including for:
    - Any activity authorized by the Elementary and Secondary Education Act (ESEA) of 1965;
    - Any activity authorized by the Individuals with Disabilities Education Act (IDEA);
    - Any activity authorized by the Adult Education and Family Literacy Act;
    - Any activity authorized by the Carl D. Perkins Career and Technical Education Act of 2006;
    - Coordination of preparedness and response efforts of LEAs with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to COVID-19;
    - Activities to address the unique needs of low-income students, students with disabilities, English learners, racial and ethnic minorities, homeless students, and foster youth, including how outreach and service delivery will meet the needs of each population;
    - Developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs;
    - Training and professional development for staff of the LEA on sanitation and minimizing the spread of infectious diseases;
    - Purchasing supplies to sanitize and clean the facilities of an LEA, including buildings operated by such agency;
    - Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under IDEA, and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements;
    - Purchasing education technology (including hardware, software, and connectivity) for students who are served by the LEA that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment;
    - Providing mental health services and supports, including through the implementation of evidence-based full-service community schools;
    - Planning and implementing activities related to summer learning and supplemental after school programs, including providing classroom instruction or online learning during the summer months and addressing the needs of underserved students;

- Addressing learning loss among students, including underserved students, by:
  - Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiated instruction,
  - Implementing evidence-based activities to meet the comprehensive needs of students,
  - Providing information and assistance to parents and families of how they can effectively support students, including in a distance learning environment, and
  - Tracking student attendance and improving student engagement in distance education;

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

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

### **Other LEA Plans Referenced in this Plan**

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

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

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

### **Summary of Expenditures**

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

### **Instructions**

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

37 of 41 In the Total Planned ESSER III Expenditures column of the table, provide the amount of ESSER III funds being used to implement the actions identified in the applicable plan sections.

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

## **Community Engagement**

### **Purpose and Requirements**

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

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

- Students;
- Families, including families that speak languages other than English;
- School and district administrators, including special education administrators;
- Teachers, principals, school leaders, other educators, school staff, and local bargaining units, as applicable.

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

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

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

- Students who are English learners;
- Students of color;
- Students who are foster youth;
- Homeless students;
- Students with disabilities; and
- Migratory students.

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

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

### Instructions

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

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

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

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

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

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

- For the purposes of this prompt, "aspects" may include:
  - Prevention and mitigation strategies to continuously and safely operate schools for in-person learning;



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

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

## **Planned Actions and Expenditures**

### **Purpose and Requirements**

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

### **Instructions**

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

### **Strategies for Continuous and Safe In-Person Learning**

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

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

- Specify the amount of ESSER III funds the LEA plans to expend to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA.

### **Addressing the Impact of Lost Instructional Time**

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

- If the action(s) are included in another plan, identify the plan and provide the applicable goal and/or action number from the plan. If the action(s) are not included in another plan, write "N/A".
- Provide a short title for the action(s).
- Provide a description of the action(s) the LEA will implement using ESSER III funds to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs.
- Specify the amount of ESSER III funds the LEA plans to expend to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA.

### **Use of Any Remaining Funds**

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

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

### **Ensuring Interventions are Addressing Student Needs**



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

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

Complete the table as follows:

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

California Department of Education  
June 2021

EXHIBIT 19 - REVISED