In schools that are utilizing ESSER3 funds to support tutoring, early attendance measures of after school programs/extended school General screening assessments will lead to individualized intervention for all students including those with disabilities andgifted students. The induction mentoring program reflective exercises used by co-teachers of students with disabilities and English Language Learners. These practices help lessen disproportionate impact with students with disabilities and English Language Learners.


doing something this year (for which any of your district's evidence-based initiatives that are not listed. Note: Your district’s ESSER III regulations require that the stakeholder groups below be meaningfully consulted in the development of the plans. These groups have been identified by the Federal Regulation (Step 4.2 and Tab 6, budget) 

If you have not yet consulted with this group in planning for use of ESSER III funds, when and how do you plan to get their input?

Students

Parents

School and District administrators, including special education administrators

School boards

Teachers

Unions representing educators and school staff

Including representatives of parents, students, families in a language they understand, either translated in writing or orally, as well as in an accessible format for those with disabilities.

Talent Development and Staffing

Academic support staff, including academic coaches, interventionists, student teaching residencies, paraprofessionals (students learning in-home/native language) and associated professional development Acceleration academies (during school year vacations) and summer learning opportunities.

For this strategy/Intervention please the disproportionate impact of COVID-19 on underserved student subgroups (each major racial and ethnic group, students from low-income families, students with disabilities, English learners, gender, migrant students, students experiencing homelessness and students in foster care)? If yes, please explain which group(s) are being served, what impact is being measured, and continuity of services (Step 4.4) 

The induction mentoring program reflective exercises used by co-teachers of students with disabilities and English Language Learners. These practices help lessen disproportionate impact with students with disabilities and English Language Learners.

What data will you use to measure progress?

Student programs and outcomes data

Professional development for staff on culturally responsive teaching and ELL practices will provide support for these disproportionate impacts with students with disabilities and English Language Learners. These practices help lessen disproportionate impact with students with disabilities and English Language Learners.

Is this strategy/Intervention using the disproportionate impact of COVID-19 on underserved student subgroups and major racial and ethnic groups, families in a language they understand, either translated in writing or orally, as well as in an accessible format for those with disabilities.

The induction mentoring program reflective exercises used by co-teachers of students with disabilities and English Language Learners. These practices help lessen disproportionate impact with students with disabilities and English Language Learners.

What data will you use to measure progress?

Tutoring programs directly supports our students with disabilities and ELL students, who may be disproportionately impacted by learning loss.

Student programs and outcomes data

Professional development for staff on culturally responsive teaching and ELL practices will provide support for these disproportionate impacts with students with disabilities and English Language Learners. These practices help lessen disproportionate impact with students with disabilities and English Language Learners.

What data will you use to measure progress?

Student programs and outcomes data

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What data will you use to measure progress?

Student programs and outcomes data

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Student programs and outcomes data

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What data will you use to measure progress?
We do not have a current policy. We have promoted and supported coordination with state and local health officials. Appropriate accommodations for children with disabilities. Yes. Select. Select. Select. No. Yes. Yes. Yes. Yes. Contact tracing, isolation, quarantine in collaboration with... The test and stay protocol will impact the practices related to this. We are modifying facilities to allow for physical distancing (e.g., use of outdoor learning environments). Diagnostic and screening testing. Cleaning and maintaining healthy facilities, including handwashing and respiratory etiquette. Check with Kim G. We will participate in the test and stay protocol. We will update the plan and website to reflect this upon implementation. We are creating a positive and supportive learning environment for all students.

### Equitable Use of ESSER III Funds

**How is your district taking educational equity into account when planning for expending your ESSER III funds?**

- 1) Allocating funds both to schools and district-wide activities based on student needs.
- 2) Implementing an equitable and inclusive return to in-person learning by, for example, avoiding over-use of exclusionary discipline and creating a positive and supportive learning environment for all students.

**For example:**
- We are using funds to respond to individual school needs and collective districtwide needs. We have identified funds for Early Language Learners, Special Education, Early Childhood, Culturally Responsive Practice (EDI), and Behavioral Health (SEL and Mental Health) programs and populations. We have direct instruction of SEL as part of the health curriculum. Individual funds have allocated funds both to schools and districtwide activities based on student needs, and to respond to individual school needs and collective districtwide needs. We have allocated funds to our Early Language Learners, Special Education, Early Childhood, Culturally Responsive Practice (EDI), and Behavioral Health (SEL and Mental Health) programs and populations. We have direct instruction of SEL as part of the health curriculum. Individual funds have allocated funds both to schools and districtwide activities based on student needs, and to respond to individual school needs and collective districtwide needs.

**Step 4.3 of 4.4**

**CDE School Safety Recommendations**

This information will come from your District Reopening Plan as well as any supplemental/modified protocols for your district.

<table>
<thead>
<tr>
<th>CDE Recommendation</th>
<th>Yes</th>
<th>No</th>
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<tbody>
<tr>
<td>1) Personalized and blended learning</td>
<td>Yes</td>
<td>Yes</td>
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<tr>
<td>2) Making facilities safe for physical distancing (e.g., use of physical distancing)</td>
<td>Yes</td>
<td>Yes</td>
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<tr>
<td>3) Reopening and maintaining healthy facilities, including disinfecting and sterilizing</td>
<td>Yes</td>
<td>Yes</td>
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<td>4) Contact tracing, isolation, quarantine with health departments</td>
<td>Yes</td>
<td>Yes</td>
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<tr>
<td>5) Diagnostic and screening testing</td>
<td>Yes</td>
<td>No</td>
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<td>6) Reopening schools in phases</td>
<td>Yes</td>
<td>No</td>
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<tr>
<td>7) Contact tracing, isolation, quarantine with health departments</td>
<td>Yes</td>
<td>Yes</td>
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<tr>
<td>8) Coordination with state and local health officials</td>
<td>Select</td>
<td>Yes</td>
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</tbody>
</table>