

## ESSER III Expenditure Plan

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

## Other LEA Plans Referenced in this Plan

| Plan Title   | Where the Plan May Be Accessed |
|--|--------------------------------|
| 2021-2024 Local Control Accountability Plan          | Petalumacityschools.org        |
| 2020-2021 Expanded Learning Opportunities Grant Plan | Petalumacityschools.org        |
| 2020-2021 Learning Continuity and Attendance Plan    | Petalumacityschools.org        |
| 2020-2021 Covid-19 Prevention Plan                   | Petalumacityschools.org        |
| Covid-19 Safety Handbook                             | Petalumacityschools.org        |

# 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

4,209,104

| Plan Section   | Total Planned ESSER III Expenditures |
|--|--------------------------------------|
| Strategies for Continuous and Safe In-Person Learning                                    | 2,009,104                            |
| Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds) | 2,200,000                            |
| Use of Any Remaining Funds   | 0                                    |

## Total ESSER III funds included in this plan

4,209,104

# 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.

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.

Throughout the pandemic Petaluma City schools have used a variety of opportunities to reach out to the community, parents, families, and students to seek feedback and input on the needs of the community during this period. Efforts included various periods of surveys to district/school staff, parents and students. Petaluma City Schools have also conducted community outreach through communication provided through Parent Square as well as in-person meetings, and Board public comment opportunities.

Petaluma City Schools have also provided community and parent feedback opportunities through various committees and District support groups, District emails, surveys, Parent Square engagement, and other school site and staff engagement. Additional feedback has been obtained through staff meetings, principal and site administration feedback through parent and family inquiries, LCAP engagement and District negotiations. Parent Square was particularly useful during the pandemic when many modes of communication were difficult to implement. Parent Square communication allowed families to receive communication updates through new methods, such as text messages, emails, and a phone app. Petaluma City Schools also reached out to community organizations for meaningful consultation. These consultations with various groups are ongoing throughout the life of this plan.

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

The ESSER III expenditure plan was developed using the stakeholder feedback through the various plans listed above and various surveys such as the ELO and ESSER III Surveys. The expenditure plans and initiatives for all of the funding related to the emergency covid-19 funding for the pandemic was also used to help develop the ESSER III plan. During 2020-21, plans to address student needs and address the stakeholder input and community feedback were put into place and solidified through our Covid-19 Prevention Plan, Learning Continuity and Attendance Plan, and Expanded Learning Opportunities Grant plan. The ESSER III expenditure plan is a continuation of these plans which address both operational needs and learning supports necessary for the success of our students. The Covid-19 Prevention Plan and Learning Continuity and Attendance Plan addresses safety concerns and operational needs to provide in-person learning. The Expanded Learning Opportunities Grant plans directly provides supports to students through extended instructional time, accelerating progress to close learning gaps with learning supports, integrated student supports to address barriers to learning, technology access and other academic supports, supports for credit deficient students, additional academic services for students, and training/PD for staff on strategies to engage students and families who may need not only academic support but also social-emotional and mental health support.

## **Actions and Expenditures to Address Student Needs**

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

## **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**

2,009,104

| Plan Alignment (if applicable)  | Action Title            | Action Description  | Planned ESSER III Funded Expenditures |
|---|-------------------------|---|---------------------------------------|
| COVID-19 Prevention Plan, 2020-2021 Learning Continuity and Attendance Plan, Covid-19 Safety Handbook | Safe In-Person Learning | The LEA will maintain In-Person Learning and Safety through a variety of actions including securing safety supplies (i.e. PPEs, hand-sanitizers, K95 Masks and other protective equipment), covid-19 testing, vaccination information and campaigns, Trainings for staff, sanitation through safety protocols, masking, facility ventilation and HVAC upgrades and indoor air quality improvements, Covid-19 mitigation strategies, contact tracing, additional support equipment and supplies for student activities and athletics, increased staffing needs and third party partnerships to address these supports. | \$2,009,104                           |

**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**

2,200,000

| Plan Alignment (if applicable)           | Action Title   | Action Description   | Planned ESSER III Funded Expenditures |
|--|--|--|---------------------------------------|
| LCAP, Learning Continuity Plan, ELO Plan | Academic Supplemental Instruction and Support Strategies for Learning Loss | LEA will work on closing learning gaps through the implementation, expansion, or enhancement of learning supports by extending instructional learning time before and after school intervention and/or tutoring options. Data-Driven systems to identify learning and opportunity gaps. Integrated | \$2,200,000                           |

|  |  |   |  |
|--|--|---|--|
|  |  | <p>student supports to address other barriers to learning such as social emotional and mental health supports, upgrade and expansion of technology to provide students with not only updated devices but high-speed internet access, and other educational technology supports. Various Credit Recovery options for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility. Training/PD for district and school leaders and staff on instructional strategies and engagement for students and families in addressing students' social-emotional health and academic needs. To address these supports the LEA will increase staffing needs and/or third party partnerships.</p> |  |
|--|--|---|--|

## Use of Any Remaining Funds

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

### Total ESSER III funds being used to implement additional actions

N/A

## Ensuring Interventions are Addressing Student Needs

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

| Action Title(s)                    | How Progress will be Monitored  | Frequency of Progress Monitoring |
|------------------------------------|---|----------------------------------|
| Intervention and tutoring supports | Progress will be monitored through student participation, attendance, tutoring data usage and surveys broken down by subgroups to ensure equity and access. | Continuously                     |

|  |  |   |
|--|--|---|
| Data-Driven Systems  | Progress will be monitored through common assessment data, data reflection sessions, guidance alignment data with particular attention to equity and access for our underserved students.  | Progress monitoring will be conducted 4-5 times a year  |
| Credit Deficiencies  | Progress will be monitored through guidance alignment data and graduation rates, completion of credit recovery courses and grades. Particularly monitor the progress of our most underserved students i.e. students with IEPs, SED, multilingual learners                    | Progress monitoring will be conducted 3-4 times a year through guidance alignment process and yearly graduation data. |
| Professional Development   | Progress will be monitored through various participation in professional development activities and implementation related to the professional development i.e. MTSS, PBIS, Restorative Practice, Culturally Responsive systems, trauma informed teaching                    | TBD   |
| Integrated supports, Social Emotional and Mental Health Supports | Progress will be monitored through additional integrated student supports such as additional counselors, behavior teams, and mental health professionals and social workers who will have direct student contact to monitor and address students' social and emotional needs | TBD   |
| Educational Technology   | Progress will be monitored through feedback/surveys and district technology and computer literacy outreach which includes Wi-Fi access and state connectivity initiatives.   | Continuously  |