

ESSER III Expenditure Plan

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

For more information please see the Instructions.

Other LEA Plans Referenced in this Plan

Plan Title	Where the Plan May Be Accessed
Local Control Accountability Plan	https://www.centerusd.org/documents/About-Us/LCFFLCAP/21-22/Center-JUSD-2021-LCAP.pdf
Expanded Learning Opportunities Grant Plan	https://www.centerusd.org/documents/About-Us/LCFFLCAP/20-21/2021_FINAL%20Expanded_Learning_Opportunities_Grant_Plan_Center_Joint_Unified_School_District_20210521.pdf

Summary of Planned ESSER III Expenditures

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

Total ESSER III funds received by the LEA
11,006,153

Plan Section	Total Planned ESSER III
Strategies for Continuous and Safe In-Person Learning	2,561,800.00
Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)	2,201,231
Use of Any Remaining Funds	6,236,811

Total ESSER III funds included in this plan

11,006,153

Community Engagement

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

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

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

The entirety of this plan was influenced by stakeholder feedback and drafted through collaborative planning efforts. The district utilized multiple surveys throughout the 2020-21 school year to elicit feedback from families, students, staff, teachers, administrators, and community members. Most recently the 2021 LCAP survey generated input that encouraged many elements of the plan, such as a need for academic intervention and additional social/emotional support at all grade levels. Parent participation in Board Meetings has increased and those discussions and public comments also influenced the plan. Teachers and administrators have been surveyed and their feedback on student progress and student need has been of significant value in guiding the direction of the plan to mitigate learning loss. A draft of the plan was shared and discussed with various stakeholder groups including District Leadership Team, school site staff, District Advisory Council, District English Learner Advisory Council, School Site Councils and the District Budget Committee. Feedback from these meetings further influenced the direction of the ESSER III Plan.

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

Stakeholder input was gathered. The greatest concerns identified amongst stakeholders was pupil learning loss, lack of engagement, mental health, physical health and safety amid the ongoing challenges of the Covid pandemic. Most recently a District Budget Committee was formed representing all sites, all departments, the Student Family Support Services office, the SAFE office ensuring all student groups were represented. This committee reviewed the previously identified areas of concern and brought forth recommendations from all stakeholders to further address needs. The committee determined actions that met the requirements of the ESSER III funding, addressed needs identified through student data and aligned with the district plan for student success. From these collaborative efforts, the ESSER III plan was drafted and shared with stakeholders for additional feedback and input.

Actions and Expenditures to Address Student Needs

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

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

Strategies for Continuous and Safe In-Person Learning

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

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

2,561,800.00

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP, Goal 2, Action 4	Health Assistants; 4 positions (2022-23, 2023-24 school year)	Monitor COVID isolation rooms located at each school site. Administer COVID 19 surveillance testing, modified quarantine testing and test students and staff experiencing symptoms.	322,400.00
Not Applicable	Facilities Supervisor (2022-23, 2023-24 school year)	Maintaining districtwide HVAC to ensure air quality. Ordering and distributing PPEs such as masks, gloves, shields to ensure appropriate protection is utilized. Ordering and	239,400.00

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		distributing sanitation chemicals. Provide ongoing training to custodial staff on proper use of sanitizing chemicals. Installation and maintenance of plexiglass dividers throughout district.	
Not Applicable	HVAC (2022-23, 2023-24 school year)	Replacing the mini split systems with package units at North Country and at the 500 wing at CHS. These systems do not provide enough fresh air. In changing out the units we are increasing the percentage of fresh air to help change out the rooms so we are providing a safer learning environment for students and staff.	2,000,000.00

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

2,201,231

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP Goal 1, Action 2 and ELOGP	Secondary Math Intervention Teacher (0.10 @ CHS)	Smaller class sizes in math will accelerate progress to close learning gaps. By reducing the student-teacher ratio, this will allow for Tier 2 intervention support within the classroom. One math teacher teaching the lowest level math courses will reduce class sizes, expanding intervention. (2022-23, 2023-24 school year)	13,552.00
LCAP Goal 1, Action 2 and ELOGP	Elementary Intervention Teachers (8 positions, 2/site)	Intervention Teachers will accelerate academic progress to close learning gaps as part of the Tier 2 and Tier 3 Intervention Teams at all four elementary schools. Each elementary site has 2 Intervention teachers. These positions	1,805,400.00

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		work collaboratively with the team of English Learner Teachers, Title I Teachers and Special Education Teachers to enhance the breadth of experience to support student learning and mitigate learning loss. Intervention Teachers assess students, identify needs and provide supports primarily through a push-in model with pull-out as needed. (2022-23, 2023-24 school year)	
LCAP Goal 1, Action 2 and ELOGP	Elementary Instructional Specialists (5 positions)	Instructional Specialists will further support students in the primary grades who are returning to campuses following school closures or quarantine and those who are transitioning from independent study to in-person school or are attending in person school for the first time. (2022-23, 2023-24 school year)	380,700.00

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

6,236,811

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP Goal 2, Action 6	Elementary Specialists: PE, Music, other (8 positions, 2 per elementary site)	Specialists enhance the educational experience and strengthen school connections by expanding opportunities for students and removing barriers that inhibit their participation in experiences outside of the classroom. Music specialists, physical education specialists and other specialists provide additional varied opportunities for students to try new things, discover talents and create a	1,570,600.00

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		deeper connection with school, thus positively impacting academic achievement. (2022-23, 2023-24 school year)	
Not Applicable	Teacher on Special Assignment	Teacher on Assignment to support district teachers with digital technology/teaching/learning (2022-23, 2023-24 school year)	234,100.00
Not Applicable	Increase Office Assistant hours in Student & Family Support Services office	Increase office assistant hours at the Student Family Support Services office to meet the growing needs exacerbated by the Covid-19 pandemic. (2022-23, 2023-24 school year)	92,800.00
LCAP Goal 2, Action 1	Student and Family Support Assistant (2 positions)	Student and Family Support Assistants are part of the Re-engagement team. The team identifies students in need as those meeting the definition of chronically absent and through school site referrals or family referrals. The Reengagement Team works with families to remove barriers and support student reengagement with school. (2022-23, 2023-24 school year)	266,900.00
LCAP Goal 2, Action 1	Principal on Special Assignment	Principal on Special Assignment will lead the Reengagement Team consisting of 1 administrator and 2 Student/Family Support Assistants to support K-12 students and families. The team identifies students in need as those meeting the definition of chronically absent and through school site referrals or family referrals. The Reengagement Team works with families to remove barriers and support student reengagement with school. (2022-23, 2023-24 school year)	312,700.00
LCAP Goal 1, Action 2 and ELOGP	Secondary English Teachers (1 @CHS, 2@ WCR)	Smaller class sizes in English will accelerate progress to close learning gaps. By reducing the student-teacher ratio, this will allow for Tier 2 intervention support within the classroom. Two teachers at Riles Middle School and one English teacher at Center High will reduce class sizes, expanding intervention supports. (2022-23, 2023-24 school year)	493,100.00

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP Goal 1, Action 2 and ELOGP	Secondary Math Intervention Teacher (0.90 @ CHS)	Smaller class sizes in math will accelerate progress to close learning gaps. By reducing the student-teacher ratio, this will allow for Tier 2 intervention support within the classroom. One math teacher teaching the lowest level math courses will reduce class sizes, expanding intervention. (2022-23, 2023-24 school year)	127,748.00
Not Applicable	Independent Study Teachers (3 full time positions, 1 half time position)	Independent Studies provide alternative education options for families. For students and families not comfortable returning to in-person learning, Independent Study is a viable alternative. For those students who excelled at distance learning, Independent Studies provides a learning option that is similar. (2022-23, 2023-24 school year)	761,200.00
ELOGP	Extended Summer Learning	<p>We are providing Tier 1, 2 and 3 support through extended instructional learning time offered as summer sessions for students in preschool through grade 12 during the summer of 2023 and 2024. The priority is meeting the needs of our most at-risk groups including, those identified in need of supports and interventions, pupils with disabilities, youth in foster care, homeless youth, English language learners, pupils from low-income families, pupils without access to a computing device, software, and high-speed internet necessary to participate in online instruction, disengaged pupils, credit-deficient high school pupils, pupils at risk of dropping out, pupils with failing grades, and pupils identified as needing social and mental health supports.</p> <p>Students will be assessed to identify learning gaps and measure progress using iReady Math, oral reading fluency, DRDP, iReady Reading and report card grades. High School credit deficiency will be identified through transcripts and semester report cards. High school enrichment courses will be offered to mitigate learning loss in VAPA, music, choir, drama.</p> <p>Extended Summer Learning gives us an additional opportunity to cast a wide net that will help us identify</p>	1,184,763.00

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		students in need of social/emotional supports that we may not yet be aware of. Staff referrals, ERMHS recommendations and re-engagement efforts at each school site will be key to identify student needs and provide appropriate supports and services. (2022-23, 2023-24 school year)	
LCAP Goal 1, Action 2 and ELOGP	Social Workers (4 positions; 3@elementary, 1@CHS)	Social workers address other barriers to learning by expanding Tier 2 and Tier 3 Social/Emotional supports. These positions provide social/emotional supports through classroom push-in, small group counseling and individual counseling. (2022-23, 2023-24 school year)	728,400.00
LCAP Goal 1, Action 2	Elementary Counselor (1 position)	Counselor allows us to address other barriers to learning by expanding Tier 2 and Tier 3 social/emotional supports at all elementary school sites (2022-23, 2023-24 school year)	235,800.00
LCAP Goal 1, Action 2	Intervention Counselor (1 position @CHS)	Intervention Counselor at Center High School to address the increased needs of academic intervention as a result of distance learning, school closures and quarantines due to the COVID-19 pandemic. (2022-23, 2023-24 school year)	228,700.00

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
Student and Family Support Assistant (2 positions): SAFE RE-Engagement Team	Progress will be monitored using attendance data and anecdotal logs which document outreach, needs identified, supports provided/offered and progress.	Attendance records monitored daily. Independent Study attendance monitored weekly. Chronic Absenteeism monitored every 2-3 weeks. Logs updated daily.

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
<p>Secondary English Teachers (1 @CHS, 2@ WCR)</p>	<p>English/Language Arts progress monitored using iReady and CAASPP data.</p> <p>Course grades monitored using D and F lists, progress reports, quarter and semester report card grades, transcripts</p> <p>5Labs data system monitors student attendance, discipline, grades, iReady assessments</p> <p>Discipline monitored through SWIS data</p>	<p>iReady: 3x/year CAASPP: annually for 7th, 8th and 11th graders D&F Lists are monitored throughout the Progress Reports: 4x/year Quarter Report Cards: 2x/year Semester Report Cards: 2x/year Transcripts: 2x/year</p> <p>5Labs data and SWIS data monitored locally as needed</p>
<p>Secondary Math Intervention Teacher (1@ CHS)</p>	<p>Mathematics progress monitored using iReady and CAASPP data</p> <p>Course grades monitored using D and F lists, progress reports, quarter and semester report card grades, transcripts</p> <p>5Labs data system monitors student attendance, discipline, grades, iReady assessments</p> <p>Discipline monitored through SWIS data</p>	<p>iReady: 3x/year CAASPP: annually for 7th, 8th and 11th graders D&F Lists are monitored throughout the year Progress Reports: 4x/year Quarter Report Cards: 2x/year Semester Report Cards: 2x/year Transcripts: 2x/year</p> <p>5Labs data and SWIS data monitored locally as needed</p>
<p>Elementary Intervention Teachers (8 positions, 2/site)</p>	<p>English/Language Arts progress monitored using iReady, Oral Reading Fluency, Student Success Plans and Smart Goals</p> <p>Mathematics progress monitored using iReady, Student Success Plans and Smart Goals</p>	<p>iReady 3x/year CAASPP: annually Oral Reading Fluency: 6x/year Trimester Report Cards: 3x/year Student Success Plans 7 Smart Goals: frequency dependent upon individual needs</p> <p>5Labs data and SWIS data monitored locally as needed</p>

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
	<p>5Labs data system monitors student attendance, discipline, grades, iReady assessments</p> <p>Discipline monitored through SWIS data</p> <p>Grades monitored using trimester report cards</p>	
<p>Social Workers (4 positions; 3@elementary, 1@CHS)</p>	<p>Panorama SEL Student Survey</p> <p>Social Workers maintain case logs that report the frequency of services provided such as group counseling, individual counseling, push in SEL and 51/50 referrals. Confidential caseload notes monitor individual student needs, services, supports and next steps.</p> <p>Social Workers log services provided over the course of a month in a Comprehensive Log maintained and monitored by the Curriculum and Instruction Department.</p>	<p>Panorama SEL Student Survey: Spring 2022</p> <p>Case Logs and Notes are updates as services are provided</p> <p>Comprehensive Log updated monthly</p>
<p>Elementary Counselor (1 position)</p>	<p>Panorama SEL Student Survey</p> <p>Counselor maintains case logs that report the frequency of services provided such as group counseling and individual counseling. Confidential caseload notes monitor individual student needs, services, supports and next steps.</p>	<p>Panorama SEL Student Survey: Spring 2022</p> <p>Case Logs and Notes are updates as services are provided</p>
<p>Independent Study Teachers (3 full time positions, 1 half time position)</p>	<p>Progress on student course completion monitored through Edgenuity reports</p>	<p>Edgenuity reports: K-8 monitored daily through student meetings, 9-12 monitored weekly through student meetings</p>

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
Intervention Counselor (1 position @CHS)	<p>Counselor monitors attendance data</p> <p>Course grades monitored using D and F lists, progress reports, quarter and semester report card grades, 4 year plan and transcripts</p>	<p>Attendance monitored monthly</p> <p>D&F Lists are monitored throughout the year</p> <p>Progress Reports: 4x/year</p> <p>Quarter Report Cards: 2x/year</p> <p>Semester Report Cards: 2x/year</p> <p>Transcripts: 2x/year</p>
Principal on Special Assignment: SAFE Re-Engagement Team	<p>Progress will be monitored using attendance data and anecdotal logs which document outreach, needs identified, supports provided/offered and progress.</p>	<p>Attendance records monitored daily. Independent Study attendance monitored weekly. Chronic Absenteeism monitored every 2-3 weeks. Logs updated daily.</p>
Elementary Instructional Specialists (5 positions)	<p>English/Language Arts progress monitored using iReady, Oral Reading Fluency, Student Success Plans and Smart Goals</p> <p>Mathematics progress monitored using iReady, Student Success Plans and Smart Goals</p> <p>5Labs data system monitors student attendance, discipline, grades, iReady assessments</p> <p>Discipline monitored through SWIS data</p> <p>Grades monitored using trimester report cards</p>	<p>iReady 3x/year</p> <p>CAASPP: annually</p> <p>Oral Reading Fluency: 6x/year</p> <p>Trimester Report Cards: 3x/year</p> <p>Student Success Plans 7 Smart Goals: frequency dependent upon individual needs</p> <p>5Labs data and SWIS data monitored locally as needed</p>
Elementary Specialists: PE, Music, other (8 positions, 2 per elementary site)	<p>Attendance and discipline monitored using data collected through SWIS and 5Labs</p> <p>With engagement and regular attendance, academics improve as measured by iReady, CAASPP, Oral Reading Fluency, Student Success Plans and Smart Goals</p>	<p>SWIS data monitored locally as needed</p> <p>Attendance data monitored daily</p> <p>iReady 3x/year</p> <p>CAASPP: annually</p> <p>Oral Reading Fluency: 6x/year</p> <p>Trimester Report Cards: 3x/year</p> <p>Student Success Plans 7 Smart Goals: frequency dependent upon individual needs</p>

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
Teacher on Special Assignment	When given appropriate technology and curricular supports, lessons are more effective which means increased student achievement as measured by iReady, CAASPP, Oral Reading Fluency, Student Success Plans and Smart Goals, Progress Reports, Trimester/Quarter/Semester Report Cards, Transcripts	iReady 3x/year CAASPP: annually Oral Reading Fluency: 6x/year Progress Reports: 4x/year Trimester Report Cards: 3x/year Quarter Report Cards: 2x/year Semester Report Cards: 2x/year Transcripts: 2x/year Student Success Plans 7 Smart Goals: frequency dependent upon individual needs
Increase Office Assistant hours in Student & Family Support Services office	Services tracked and monitored through SFSS office identifying student needs, services offered/provided, who provided service, progress made and next steps. Attendance tracked for students experiencing homelessness, identifying barriers and tracking supports provided	Services log updated and reviewed as services are provided or added Attendance tracker monitored monthly
Extended Summer Learning	Academic achievement monitored through iReady Summer Learning Diagnostic Course completion monitored through Edgenuity reports Credits earned through Summer Learning monitored through transcripts Student participation monitored through attendance records	iReady administered at the beginning and end of Summer Learning Session Progress monitored daily through Edgenuity reports Transcripts reviewed at the beginning and end of Summer Learning Session Attendance records monitored daily
Health Assistants	Use of the isolation room is recorded in a daily log. Positive Covid tests and quarantine numbers are collected and reported.	Lead Health Assistant reports to Director of Curriculum and Instruction daily. Isolation room log updated daily. District website updated daily with positive cases and numbers in quarantine.
Facilities Supervisor	The effectiveness of all HVACs is monitored by Facilities and Maintenance staff and measured using the Pelican system which monitors CO2	All items monitored quarterly

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
	<p>levels and airflow. School Dude is used to track inventory of PPEs and alert school sites and the district when supply is low. This ensures stock is consistently maintained. Waxie University is used to train custodial staff. The Facilities Supervisor monitors individual progress through Waxie. Implementation of Covid protocols is monitored by school site admin and district facilities staff.</p>	
HVAC	<p>The effectiveness of all new HVAC systems at North Country and Center High is monitored by Facilities and Maintenance staff and measured using the Pelican system.</p>	Monitored quarterly

ESSER III Expenditure Plan Instructions

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.

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.

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/lc>.

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.).

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