

## 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
Expanded Learning Opportunities Grant Plan	<a href="https://drive.google.com/file/d/1oa-GiltVTJtR_rWHETF62hR95GPqThRr/view">https://drive.google.com/file/d/1oa-GiltVTJtR_rWHETF62hR95GPqThRr/view</a>
Local Control Accountability Plan	<a href="https://www.c-vusd.org/cms/lib/CA02218491/Centricity/Domain/344/C-VUSD%20LCAP%202021-22.pdf">https://www.c-vusd.org/cms/lib/CA02218491/Centricity/Domain/344/C-VUSD%20LCAP%202021-22.pdf</a>
Learning Continuity and	<a href="https://www.c-vusd.org/cms/lib/CA02218491/Centricity/Domain/852/Learning%20Continuity%20and%20Attendance%20Plan%202020-21.pdf">https://www.c-vusd.org/cms/lib/CA02218491/Centricity/Domain/852/Learning%20Continuity%20and%20Attendance%20Plan%202020-21.pdf</a>

Plan Title	Where the Plan May Be Accessed
Attendance Plan	

## 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

\$17,026,942.00

Plan Section	Total Planned ESSER III Expenditures
Strategies for Continuous and Safe In-Person Learning	\$14,218,065.00
Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)	\$2,808,877.00
Use of Any Remaining Funds	\$0.00

### Total ESSER III funds included in this plan

\$17,026,942.00

## 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 LEA consulted with stakeholder groups throughout the 2020-21 school year to review and plan the LCAP/Annual Review and Analysis. All stakeholder engagement meetings and activities provided insight and direction for the LCAP Goals, Actions, and Services. All feedback was collected, analyzed, shared, and considered prior to the finalization of the LCAP. Stakeholder groups included: Parent Advisory Committee (PAC), employee associations, Special Education Local Plan Area (SELPA), PAC/DELAC, administrators, staff, and students. The District also held COVID-19 Task Force meetings to plan and implement strategies to address the COVID-19 pandemic. Regular updates were made at Board of Education meetings.

Stakeholder groups participated in surveys during the 2020-21 school year to assist in the District's response to the COVID-19 pandemic and in development of the Learning Continuity and Attendance Plan, the Expanded Learning Opportunities Grant Plan, and the Local Control and Accountability Plan.

The District has also held six virtual Townhall meetings that are open to all stakeholder groups. Attendance at the Townhall meetings tops 1000 participants.

During the 2021-22 school year, parents and staff were surveyed on District priorities in response to the COVID-19 Pandemic and use of COVID-19 relief funds. A community Townhall Meeting was held on October 10, 2021, to report the survey results and to solicit additional input from stakeholder groups. Over 100 parents and stakeholders attended the meeting. 2176 parent and community members responded to the survey and 645 staff members responded to the survey.

The ESSER III plan was an Action Item at the C-VUSD Board Meeting held on October 18, 2021.

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

Community and Parent input continued to identify the following areas of priority:

- Support safe school environments by upgrading and improving school facilities, particularly improved HVAC systems at the elementary schools
  - Repair and Replace HVAC systems was the top priority on both the Parent and Staff surveys.
- Extended Learning Opportunities including Summer School and after school tutoring
- Continue to expand academic intervention
- Continue to increase socio-emotional & counseling supports
- Implement a comprehensive Social Emotional Learning Plan
- Provide research-based programs to address learning loss
- Provide student access to Registered Nurses, Licensed Vocational Nurses, and other health care staff
- Additional school counseling support
- Additional mental health services
- Additional support for Special Education

- Primary grade Reading intervention
- Primary grade Math intervention
- College and Career Readiness programs and dedicated staff
- Offer parent education opportunities to support student growth and achievement
- Continue programs in place such as CTE, AVID, and enrichment coursework offerings
- Continue to provide technology and access to online platforms

## 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

\$14,218,065.00

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP Goal 3.4	HVAC Repair and Replacement	Repair and replace 25-year-old split units at all elementary school sites to ensure that all elementary classrooms have modern and MERV 13 HVAC units to ensure student safety and optimal environments for learning. Increasing and improving HVAC systems to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs. This will be done through repair, replacement, and upgrade projects to improve the indoor air	\$13,621,554.00

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP Goal 3.18	School Nurses	C-VUSD will expand its staffing in health services as a strategy to facilitate the continuous and safe operation of in-person learning to reduce and prevent the spread of COVID-19 in accordance with health department guidelines. District health services will also focus on areas of student wellness including physical health and mental health.	\$169,585.00
LCAP Goal 3.18	Licensed Vocational Nurses	C-VUSD will expand its staffing in health services as a strategy to facilitate the continuous and safe operation of in-person learning to reduce and prevent the spread of COVID-19 in accordance with health department guidelines. District health services will also focus on areas of student wellness including physical health and mental health.	\$285,506.00
LCAP Goal 3.18	Health Services Coordinator	C-VUSD will expand its staffing in health services as a strategy to facilitate the continuous and safe operation of in-person learning to reduce and prevent the spread of COVID-19 in accordance with health department guidelines. District health services will also focus on areas of student wellness including physical health and mental health.	\$141,420.00

## 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

\$2,808,877.00

<b>Plan Alignment (if applicable)</b>	<b>Action Title</b>	<b>Action Description</b>	<b>Planned ESSER III Funded Expenditures</b>
LCAP Goal 2.20, 2.27, 3.6  LCP Actions Related to Pupil Learning Loss  ELO Grant Plan Domain 2	Summer School	Provide an expanded summer school program. The amount of summer school sites will be increased, as well as an increase in the number of classes offered, and this will add instructional time to address the academic impact of the pandemic. Summer School will address the social-emotional needs of students, accelerate learning, and address learning loss.	\$438,070.00
LCAP Goal 3.4, 3.7, 3.18  ELO Grant Plan Domain 3, 8	Mental Health Services	The District will provide dedicated mental health staffing to create a school-wide program of engagement for all students that fosters innovative, positive environments within and outside of the classroom to connect students to school and learning. District Social Workers will be employed to assist students LEA-wide	\$133,624.00
LCAP Goal 1.2, 1.8, 2.11, 3.7  ELO Grant Plan Domain 3, 8	Counseling Support	The District will provide additional counseling support for elementary school students and high need student populations. This will increased services, including mental health and wellness counseling for elementary age students to include early intervention programs with an emphasis on targeted student groups	\$295,635.00
LCP Actions Related to Pupil Learning Loss  ELO Grant Plan Domain 6	Special Education	The District will provide additional staffing through the addition of a third Program Specialist. The Program Specialists will support the appropriate placement of students and integration, inclusion, and mainstreaming activities in consultation with site administrators, special education staff, and school nurses. The Program Specialists will continue to focus on learning loss and academic achievement. The Program Specialist will also focus on career development and oversee the secondary Workability Program.	\$176,883.00

<b>Plan Alignment (if applicable)</b>	<b>Action Title</b>	<b>Action Description</b>	<b>Planned ESSER III Funded Expenditures</b>
LCAP Goal 2.9, 2.17, 2.20  LCP Actions Related to Pupil Learning Loss  ELO Grant Plan Domain 7	Intervention Staffing	Class size reduction to address learning loss at the primary grade levels to facilitate Tier 1 intervention and to provide Math intervention teachers at the primary levels.	\$747,617.00
LCAP Goal 2.9, 2.20, 2.21, 3.6  LCP Actions Related to Pupil Learning Loss  ELO Grant Plan Domain 2, 7, 8	After School Tutoring/Extended Library Hours	The District will provide after-school tutoring and extended Library hours at all schools for students to address learning loss needs. After school tutoring sessions will be offered at each site and students targeted for interventions will be expected to attend to accelerate learning progress. Grouping will be flexible.	\$168,976.00
LCAP Goal 1.3, 1.4, 1.6, 1.9, 1.13, 1.15, 3.9, 3.16  ELO Grant Plan Domain 5	College and Career Readiness	The District identified a need to provide additional parent educational opportunities and information on preparation for life after high school. The District will continue its comprehensive K-12 college and career readiness platform that enables self-discovery, career exploration, academic planning, and college preparation for millions of students around the globe to increase student completion of "a-g" course requirements and career pathways. The District will hire a teacher on special assignment to provide intensive, targeted support for high need students and families.	\$178,554.00
LCAP Goal 2.6, 2.14, 2.20	Reading Intervention	Implement a comprehensive reading intervention program including Lindamood-Bell, Read 180, and other programs. All kindergarten, first grade,	\$190,098.00

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCP Actions Related to Pupil Learning Loss  ELO Grant Plan Domain 7, 8		and Specialized Academic Instruction (SAI) teachers will be trained in Lindamood-Bell and the program will be used as Tier 1 and Tier 2 academic intervention and support at all elementary schools. Secondary Intervention teachers will be trained in Read 180. Additional programs will be used as appropriate.	
LCAP Goal 1.6, 1.9, 1.14, 1.16, 2.5, 2.12, 2.15, 2.20, 2.28, 3.3, 3.14  LCP Actions Related to Pupil Learning Loss  ELO Grant Plan Domain 2, 6, 8	Equity, Assessment, and Program Evaluation	The District will hire a Director of Equity, Assessment, and Program Evaluation. The Director will direct and coordinate teachers and administrators in developing schoolwide instructional goals, objectives and assessment instruments, and systems of monitoring the implementation of District and site programs with a focus on equity and meeting the diverse needs of all students. The Director will also assess and analyze student and program needs including developing internal capacity to design and implement District and site level systems to evaluate the effectiveness of programs, curriculum, and instructional trends and practices.	\$223,225.00
LCAP Goal 3.2, 3.4, 3.8, 3.18  ELO Grant Plan Domain 2, 7, 8	Student Services and Mental Health Services	The District will reinstate the Director of Student Services. The Director will monitor and supervise health services, restorative practices, and attendance intervention at the K-12 schools in conjunction with staff to ensure inclusiveness, effectiveness, and appropriateness of student placement and support. The Director will also oversee and coordinate the District's mental health services including counseling support, district social workers, and health services staff.	\$256,195.00

## 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**

\$0.00

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
N/A	N/A	N/A	\$0.00

## 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
HVAC Repair and Replacement	The District will create a project plan in conjunction with the project architect, construction manager, and District staff. These groups will hold weekly status meetings and will track and monitor each phase of the construction process.	Continuously: <ul style="list-style-type: none"><li>Weekly Project Management Meetings</li><li>Progress updates monthly to the Board of Education through project completion</li></ul>
School Nurses	The District will expand its staffing in health services as a strategy to facilitate the continuous and safe operation of in-person learning to reduce and prevent the spread of COVID-19 in accordance with health department guidelines. District health services will also focus on areas of student wellness including physical health and mental health. District staff will monitor the effectiveness of staff using quantitative and qualitative measures.	Quarterly: <ul style="list-style-type: none"><li>Student health office referrals</li><li>Student absence due to illness</li></ul> Monthly: <ul style="list-style-type: none"><li>Health Services meetings</li></ul> Bi-weekly <ul style="list-style-type: none"><li>COVID-19 cases</li><li>Days lost to quarantine</li></ul>

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
Licensed Vocational Nurses	The District will expand its staffing in health services as a strategy to facilitate the continuous and safe operation of in-person learning to reduce and prevent the spread of COVID-19 in accordance with health department guidelines. District health services will also focus on areas of student wellness including physical health and mental health. District staff will monitor the effectiveness of staff using quantitative and qualitative measures.	Quarterly: <ul style="list-style-type: none"> <li>• Student health office referrals</li> <li>• Student absence due to illness</li> </ul> Monthly: <ul style="list-style-type: none"> <li>• Health Services meetings</li> </ul> Bi-weekly: <ul style="list-style-type: none"> <li>• COVID-19 cases</li> <li>• Days lost to quarantine</li> </ul>
Health Services Coordinator	The District will expand its staffing in health services as a strategy to facilitate continuous and safe operation of in-person learning to reduce and prevent the spread of COVID-19 in accordance with health department guidelines. District health services will also focus on areas of student wellness including physical health and mental health. District staff will monitor the effectiveness of staff using quantitative and qualitative measures.	Yearly: <ul style="list-style-type: none"> <li>• Physical Fitness Test results</li> <li>• California Healthy Kids Survey</li> <li>• Devereaux assessment</li> </ul> Quarterly: <ul style="list-style-type: none"> <li>• Student health office referrals</li> <li>• Student absence due to illness</li> </ul> Monthly: <ul style="list-style-type: none"> <li>• Health Services meetings</li> </ul> Bi-weekly: <ul style="list-style-type: none"> <li>• COVID-19 cases</li> <li>• Days lost to quarantine</li> <li>• Student COV-19 Vaccinations</li> <li>• COVID-19 tests administered</li> </ul>
Summer School	Site and District staff will review and analyze data sets including benchmark data, grades, attendance, state assessments, and participation in school programs. District staff will gather data	Yearly/Summer: <ul style="list-style-type: none"> <li>• Benchmark tests</li> <li>• State Assessments</li> </ul>

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
	from stakeholder groups using surveys and feedback forms.	<ul style="list-style-type: none"> <li>• Summer Program pre and post assessment data</li> <li>• Participation</li> </ul>
Social Workers	Site and District staff will review and analyze the number of referrals for both social emotional, behavioral, and academic reasons. Review of counseling notes and feedback from stakeholder groups using surveys and feedback forms. District staff will report on the pre and post implementation data.	<p>Yearly:</p> <ul style="list-style-type: none"> <li>• Deveraux Assessment</li> </ul> <p>Quarterly:</p> <ul style="list-style-type: none"> <li>• Referral data (internal)</li> <li>• Referrals (outside agency)</li> <li>• Review of intervention data</li> <li>• Social Emotional Task Force meetings</li> </ul> <p>Monthly:</p> <ul style="list-style-type: none"> <li>• Mental Health Services meetings</li> </ul> <p>Bi-weekly</p> <ul style="list-style-type: none"> <li>• Student follow-up appointments</li> </ul>
Counseling support	Site and District staff will review and analyze the number of referrals for both social emotional, behavioral, and academic reasons. Review of counseling notes and feedback from stakeholder groups using surveys and feedback forms. District staff will report on the pre and post implementation data.	<p>Quarterly:</p> <ul style="list-style-type: none"> <li>• Student contacts</li> <li>• Referral data</li> <li>• Review of intervention data</li> <li>• Social Emotional Task Force meetings</li> </ul> <p>Monthly:</p> <ul style="list-style-type: none"> <li>• Mental Health Services meetings</li> <li>• Bi-weekly</li> <li>• Student follow-up appointments</li> </ul>
Special Education	Site and District staff will review and analyze the number of assessment referrals, progress toward IEP goals, overall academic achievement of SPED students, and the number of secondary SPED students engaged in career development opportunities, including internships and externships. Review of counseling notes and feedback from stakeholder groups using surveys and feedback forms. District staff will report on the pre and post implementation data.	<p>Yearly:</p> <ul style="list-style-type: none"> <li>• Disproportionality data</li> </ul> <p>Quarterly:</p> <ul style="list-style-type: none"> <li>• Career development contacts</li> <li>• Progress toward IEP goals</li> </ul> <p>Monthly</p> <ul style="list-style-type: none"> <li>• Due process filings</li> <li>• Compensatory education services</li> <li>• Referrals for special education assessments</li> </ul>

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
Intervention Staffing	Site and District staff will review and analyze data sets including benchmark data, grades, attendance, state assessments, and participation in school programs. District staff will gather data from stakeholder groups using surveys and feedback forms.	<p>Yearly:</p> <ul style="list-style-type: none"> <li>• State Assessments</li> <li>• Program pre and post assessment data</li> <li>• Survey data</li> </ul> <p>Quarterly</p> <ul style="list-style-type: none"> <li>• Benchmark assessments</li> <li>• Grades</li> <li>• Participation in Tier 1 and Tier 2 Intervention</li> <li>• Program pre and post assessment data</li> <li>• SST data</li> </ul>
After School Tutoring/Extended Library Hours	Site and District staff will review and analyze data sets including benchmark data, grades, attendance, state assessments, and participation in school programs. District staff will gather data from stakeholder groups using surveys and feedback forms.	<p>Yearly:</p> <ul style="list-style-type: none"> <li>• State Assessments</li> <li>• Program pre and post assessment data</li> <li>• Survey data</li> </ul> <p>Quarterly:</p> <ul style="list-style-type: none"> <li>• Benchmark assessments</li> <li>• Grades</li> <li>• Participation in Tier 1 and Tier 2 Intervention</li> <li>• Program pre and post assessment data</li> <li>• SST data</li> </ul>
College and Career Readiness	Site and District staff will review and analyze data sets including a-g completion rate data, grades, attendance, PSAT and SAT scores, state assessments, and FAFSA completion, and attendance at workshops, trainings, and events. District staff will gather data from stakeholder groups using surveys and feedback forms.	<p>Yearly:</p> <ul style="list-style-type: none"> <li>• Graduation rate</li> <li>• A-G completion</li> <li>• PSAT and SAT data</li> <li>• FAFSA completion</li> <li>• Clearinghouse/college attainment data</li> </ul> <p>Quarterly:</p> <ul style="list-style-type: none"> <li>• Parent Involvement/Participation</li> </ul>

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
		Monthly: <ul style="list-style-type: none"> <li>Counseling meetings</li> </ul>
Primary Reading Intervention	Site and District staff will review and analyze data sets including formative and summative assessments. Site and district staff will monitor the number of students receiving Tier 1 and Tier 2 intervention and will track the longitudinal progress of these groups to determine program effectiveness. District staff will gather data from stakeholder groups using surveys and feedback forms.	Yearly: <ul style="list-style-type: none"> <li>EOY Reading scores</li> </ul> Quarterly: <ul style="list-style-type: none"> <li>Reading assessments</li> <li>Student participation</li> <li>Participation in Tier 1 and Tier 2 intervention</li> <li>Standards based grades</li> <li>Parent meetings</li> </ul>
Equity, Assessment, and Program Evaluation	Site and District staff will review and analyze data sets including benchmark data, grades, attendance, state assessments, and participation in school programs. The District will review and analyze indicators that high need groups are accessing programs, mitigating learning loss, and attaining honors and advanced coursework. District staff will gather data from stakeholder groups using surveys and feedback forms.	Yearly: <ul style="list-style-type: none"> <li>Dashboard Data/Local Indicators</li> <li>State assessment data</li> <li>PSAT and SAT data</li> <li>Course selection</li> </ul> Quarterly: <ul style="list-style-type: none"> <li>Grades</li> <li>Benchmark assessments</li> <li>Participation in Tier 1 and Tier 2 intervention</li> <li>Program pre and post assessment data</li> <li>SST data</li> </ul> Monthly: <ul style="list-style-type: none"> <li>Principals meetings</li> <li>Counseling meetings</li> </ul>
Student Services and Mental Health Services Coordination	Site and District staff will review and analyze data sets including school attendance, the number of referrals for both social emotional, behavioral, and academic reasons. The District will also review and analyze the number of mental health services student contacts by school counselors, social work	Yearly: <ul style="list-style-type: none"> <li>California Healthy Kids Survey</li> <li>Devereaux assessment</li> <li>Dashboard Data/Local Indicators</li> </ul>

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
	interns, and District Social Workers. The District will review counseling notes and seek feedback from stakeholder groups using surveys and feedback forms. .	<p>Quarterly:</p> <ul style="list-style-type: none"> <li>• Student referrals</li> <li>• Attendance</li> <li>• Intervention/restorative Practices</li> <li>• SEL Task Forc</li> </ul> <p>Monthly:</p> <ul style="list-style-type: none"> <li>• Principals meetings</li> <li>• Counseling meetings</li> <li>• Mental Health Services Meetings</li> <li>• Health Services meetings</li> </ul> <p>Bi-weekly:</p> <ul style="list-style-type: none"> <li>• COVID-19 cases</li> <li>• Days lost to quarantine</li> <li>• Student COV-19 Vaccinations</li> <li>• COVID-19 tests administered</li> </ul>

# 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 ESSER III Expenditure Plan template and instructions, please contact [LCFF@cde.ca.gov](mailto:LCFF@cde.ca.gov). For all other questions related to ESSER III, 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.

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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