

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 and Accountability Plan (LCAP)	https://www.wpusd.org/our-district/accountability/school-district-plans
Expanded Learning Opportunities (ELO) Grant Plan	https://www.wpusd.org/our-district/accountability/school-district-plans

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
\$5,055,265

Plan Section	Total Planned ESSER III
Strategies for Continuous and Safe In-Person Learning	\$3,985,874
Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)	\$1,069,391
Use of Any Remaining Funds	

Total ESSER III funds included in this plan

\$5,055,265

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.

Part of our success as a district can be directly tied to our belief that all community partners – staff, parents, students, and community members – have valuable insights to contribute. We believe actively seeking out multiple perspectives broadens our understanding of the issues at hand and makes our approach to student achievement more thorough and more thoughtful than it would otherwise be. Combining and refining our ideas always result in a better plan for our students. Therefore, we ensure frequent and varied opportunities for our community partners to provide feedback.

LCAP Committee Meetings – November 9, 2020; January 25, 2021; April 26, 2021; May 17, 2021; September 16, 2021

The LCAP Committee, consisting of representatives from classified and certificated administration and classified and certificated associations, met (virtually) to discuss how to best utilize all state/federal funds (i.e. - including COVID funds) to support the district’s most at-risk students during and after the COVID-19 pandemic. Up to October 2021, adjustments were made to budget allocations and to educational programs based on feedback gathered from members of this committee.

District Advisory Committee (DAC) – September 2, 2020; March 15, 2021; May 25, 2021; September 29, 2021

One of our parent groups, the District Advisory Committee (DAC), was asked for input regarding the programs they would like to implement to address the impact of the COVID-19 pandemic on their children; this included two brainstorming sessions about how to best use the state/federal funds allocated specifically for COVID mitigation.

District English Learner Advisory Committee (DELAC) – September 8, 2020; March 22, 2021; May 27, 2021; October 6, 2021

The second of our parent groups, the District English Learner Advisory Committee (DELAC), was also asked for input regarding the actions they would like to implement to address the impact of the COVID-19 pandemic on their children; this included two brainstorming sessions about how to best use the state/federal funds specifically allocated to help mitigate the impacts of the pandemic. All communications during these committee meetings are in Spanish, and our parent/school/community liaisons play a significant role in ensuring high turnout and an accepting, conversational atmosphere at these committee meetings.

Admin PLC Meetings – September 4, 2020; September 11, 2020; September 18, 2020; September 25, 2020; October 9, 2020; October 16, 2020; October 30, 2020; November 13, 2020; January 22, 2021; April 30, 2021; May 14, 2021; May 28, 2021; September 9, 2021; September 23, 2021

The school site administration met (virtually) with district administration during frequent Admin PLC meetings to provide input about how to best use the state/federal funds allocated to the district to help mitigate the impacts of the pandemic. Site administrator input was reflective of input they solicited from staff, students, and parents at their respective school sites.

WPUSD reached out to various community advocacy groups, as needed.

Additionally, we surveyed classified staff, certificated staff, and parents throughout the 2020-2021 year to solicit feedback on a variety of topics, from summer program options to teacher professional development offerings.

SELPA Consultation - May 20, 2021

Opportunity for public input was offered when the ESSER III Expenditure Plan was presented, and voted upon, at the October 19, 2021 Board of Trustees meeting.

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

DAC/DELAC

Our two parent groups, the District Advisory Committee (DAC) and the District English Learner Advisory Committee (DELAC), continue to be valued voices for our district. We have developed a strong working relationship over the last five-to-six years, which has increased participation on both committees. Both committees know that their purpose is to help support our struggling students, and they fully embrace

that role. Both prior to the COVID-19 pandemic and during the COVID-19 pandemic, our parent groups expressed a desire to keep many of our existing programs in place. Due to the impact of the pandemic, they also advocated for an increase in funding in some areas.

Our parent groups strongly support our parent/school/community liaisons, the AVID program, after school tutoring programs, in-school intervention programs, and our summer programs. As funds allow, they would like to see increases in all of these programs going forward.

The members of our parent committees also talked about how the COVID-19 pandemic has highlighted student mental health as an area of concern. Parents are worried about how to best support their children as we return to “normal.” Multiple parents detailed the changes in personality they witnessed in their own children during the pandemic. Therefore, DAC/DELAC would like to see a significant increase in mental health support for students going forward. Parents also expressed concern for children that are falling behind due to the pandemic, particularly young children (struggling to read) and high schoolers (no longer on track to graduate). Our parents would also like more support with accessing technology from home and the return of our Continuing Education classes for parents (ESL, GED Prep).

ADMIN PLC

Our administrative team has expressed concern about the lasting impacts of the COVID-19 pandemic on our students. They want to ensure we have ample intervention supports in place going forward, which include an increase in high school credit recovery options and an expansion of enrollment at our continuation high school. They hope to see an increase in support staff available to help with interventions, including personnel who can organize and create systems to help monitor student progress. The elementary team values i-Ready, Illuminate, and EduClimber as tools that can help identify and target student needs.

Our administrative team continues to highlight a need to invest in technology, both in equipment/infrastructure and in training for teachers. They express a desire to sustain the 1:1 device initiative we implemented during the COVID-19 pandemic.

Lastly, our administrative team would like to continue our work on improving math instruction, Youth Development, and AVID.

LCAP COMMITTEE

One of the LCAP Committee's greatest areas of focus is improving the district's performance on all elements of the College and Career Indicator (CCI) on the California School Dashboard. These recurring discussions about college and career readiness often address our achievement gaps and our desire to provide equitable access for all students; they also acknowledge that college and career readiness is a systemwide, K-12 concern. Another area of emphasis has been developing ways to improve our math scores.

In addition to concentrating on college/career readiness and math instruction, the LCAP Committee has also brought instructional technology and MTSS to the forefront. In an effort to ensure LCAP Supplemental funds have as much impact as possible, the committee has also recommended moving some expenditures (i.e. - SRO, partial salaries of some Educational Services staff) to general fund to free up additional supplemental funds for the categories mentioned above.

Aspects of the ESSER III Expenditure Plan that were directly influenced by specific community partner input:

- increasing/enhancing K-12 summer programs
- increasing afterschool tutoring support
- increasing opportunities for high school credit recovery
- expanding our continuation high school program
- maintaining our 1:1 student technology initiative
- providing internet access for families of independent study students and quarantined students (Hotspots)

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

\$3,985,874

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
	HVAC Pipe Replacement @ TBMS -- Approved by CDE	TBMS' HVAC system was malfunctioning. Portions of the system needed to be replaced in order to provide its learning spaces with adequate air filtration, reducing the risk of COVID-19 infection.	\$1,807,143
	HVAC Repairs @ TBMS	TBMS' HVAC system was malfunctioning. Portions of the system needed to be repaired in order to provide its learning	\$214,929

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		spaces with adequate air filtration, reducing the risk of COVID-19 infection.	
	COVID Testing - Student Athletics & Employee Surveillance	All student athletes and coaches will have access to free COVID-19 testing. Additionally, per CDPH and California guidelines, all unvaccinated employees will be tested at least once per week to help prevent the spread of COVID-19 on campuses.	\$438,525
	Classified Staffing - COVID-19 activities	Due to increased workload due to the mandatory protocols for quarantining students who are exposed to COVID-19 at school, classified office staff are working above and beyond their normal hours. Additionally, expanding lunch periods, to more safely distance students, has resulted in a demand for additional campus supervision time.	\$37,020
	Backup Data Storage -- Approved by CDE	In order to provide all students access to technology, either while on campus, attending our long-term independent study program, or quarantining at home, additional data storage is needed to accommodate the data that has resulted from increased technology use.	\$88,041
	Permanent Drinking Water Filtration Project	Our regular school water fountains were a potential source of COVID transmission and have are no longer in service. Therefore, we are installing water bottle filtration fountains at all school sites, district-wide.	\$111,785
LCAP: Goal 1, Action 7 & ELO Grant Plan: "Community Learning Hubs"	Expanding/Improving Wifi/Internet	In addition to technology expenditures outlined in the LCAP and the ELO Grant Plan, ESSER III funds will be allocated to install new point-to-point access at Lincoln High School to allow for better quality educational technology experiences for students, both on campus and virtually. Live streaming classes during COVID overwhelmed the wireless connectivity previously in place at LHS, which directly impacted student learning.	\$21,154
LCAP: Goal 1, Action 7 & ELO Grant Plan: "Community Learning Hubs"	Expanding/Improving Wifi/Internet	In addition to technology expenditures outlined in the LCAP and the ELO Grant Plan, ESSER III funds will be allocated to install additional internet equipment to accommodate increased enrollment at ATLAS Learning Academy (long-term independent study school)	\$12,846

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP: Goal 1, Action 7 & ELO Grant Plan: "Community Learning Hubs"	Internet Content Monitoring and Filtering Service	In addition to technology expenditures outlined in the LCAP and the ELO Grant Plan, ESSER III funds will be allocated to improve our internet content monitoring and filtering service. With an increase in teachers' use of technology as a learning tool, we must upgrade our internet monitoring service to keep up with the increased internet traffic. With students directly accessing technology more frequently, it is important to monitor and protect the content our students can access.	\$207,309
LCAP: Goal 1, Action 7 & ELO Grant Plan: "Community Learning Hubs"	Purchase of additional Chromebooks	In addition to technology expenditures outlined in the LCAP and the ELO Grant Plan, ESSER III funds will be allocated to sustaining the district's 1:1 technology initiative over time (\$330,000/yr over 3 years).	\$1,047,122

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

\$1,069,391

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
ELO Grant Plan: "Extended Learning Time"	K-12 Summer Programs	In addition to summer school expenditures outlined the ELO Grant Plan, ESSER III funds will be allocated to cover expenses related to summer programs, including enhancement pay and transportation	\$72,106
LCAP: Goal 1, Action 9	Credit recovery	In addition to credit recovery options outlined in the LCAP, ESSER III funds will fund an additional 0.2 FTE to offer increased credit recovery options to comprehensive high school students.	\$20,625

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP Goal 1, Action 9 & ELO Grant Plan: "Supports for Credit Deficient Students"	Additional 1.0 FTE (Continuation High School)	In addition to staff funded by the LCAP and the ELO Grant plan, ESSER III funds will add a teacher at our continuation high school (Phoenix High) to expand access to programs. We need to serve more credit deficient high school students who are at-risk of not graduating due to the impacts of COVID-19.	\$80,385
	Certificated stipends to support students in quarantine	Certificated stipends to provide short-term independent study as an option for all quarantined students. Providing timely instructional support to quarantined students should significantly reduce lost instructional time.	\$700,700
ELO Grant Plan: "Community Learning Hubs"	Hotspots	In addition to technology expenditures outlined in the ELO Grant Plan, ESSER III funds will be allocated to provide internet access to families who need it, particularly those who opted to attend ATLAS Learning Academy (our long-term independent study school) and those on quarantine.	\$60,983
ELO Grant Plan: "Additional Academic Services"	Instructional Support Provider (ISP) - ATLAS Learning Academy	In addition to instructional staff expenditures outlined in the ELO Grant Plan, ESSER III funds will be used to add Instructional Support Providers to ATLAS Learning Academy (our long-term independent study school) to ensure students learning remotely are provided the individualized support needed to be academically successful.	\$68,751
ELO Grant Plan: "Additional Academic Services"	Additional 0.4 FTE (3 prep buyouts) for ATLAS Learning Academy	In addition to instructional staff expenditures outlined in the ELO Grant Plan, ESSER III funds will add more class sections to ATLAS Learning Academy (our long-term independent study school) to ensure greater access to the program.	\$65,841

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

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

Ensuring Interventions are Addressing Student Needs

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

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
K-12 Summer Programs	<p>Students who participate in summer school are administered an end-of-program survey. Future changes to the program are based on the results of the survey.</p> <p>Additionally, we have all students who have participated in summer school identified as a subgroup in Illuminate (our MTSS monitoring software). This allows us to run reports that can specifically isolate these students and determine if participating in summer programs have had a positive impact on academics and/or social-emotional health.</p>	<p>Student progress will be monitored at the end each grading window, respectively. (Elementary students are on a trimester calendar, and secondary students are on a semester calendar.)</p> <p>Student progress will also be monitored when standardized test scores are released.</p>
Expanding comprehensive high school credit recovery options	High school counselors regularly monitor student grades and progress toward graduation. In June 2021, a data analysis of D's and F's showed an increase in failing grades due to the COVID-19 pandemic; therefore, we increased the amount of credit recovery sections for	<p>High school counselors monitor student grades every semester.</p> <p>The CyberHigh intervention teacher monitors student work completion in credit recovery classes daily.</p>

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
	<p>students. Going forward, the amount of sections we offer will be based upon student need.</p> <p>The CyberHigh intervention teacher works with students daily and monitors their completion of the online credit recovery classes. The intervention teacher is in regular contact with her students' academic counselors.</p>	
Expanding enrollment at Phoenix High School (continuation)	<p>In June 2021, a data analysis of students who were not on track to graduate (due to credit deficiencies and in spite of AB 104) indicated a significant need to expand our continuation high school program. We had a waitlist of approximately 50 students. Expanding the program reduced our waitlist by half.</p> <p>Expanding enrollment allowed us to open our continuation high school program to younger students (grade 10 and early grade 11), which increases their chances of graduating within 4 years. The hope is that this proactive approach will increase our 4-year graduation rate over time.</p>	High school counselors monitor graduation progress every semester. A district-wide spreadsheet is regularly maintained that contains a list of students we are monitoring as potential transfers to our continuation high school. Students are prioritized for transfer based on need and circumstance.
Providing academic support to students in quarantine	Due to present CDPH guidelines and the impact of the delta variant on in-person learning, a high number of students have had to quarantine at home for extended periods of time. To ensure seamless instruction, all teachers are providing equivalent and meaningful coursework for their quarantined students while continuing to support their in-person students. This increased work demand has caused teachers to work beyond their contract day. Every certificated teacher will receive a standard	<p>Student work is monitored on the first day back from quarantine.</p> <p>Student work completion is calculated and recorded in our SIS using short-term independent study guidelines.</p>

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
	<p>stipend in anticipation of the beyond-contract work required to support quarantined students over the course of the school year.</p> <p>Every time a student is quarantined, the student's teacher(s) monitors the assigned work and provides feedback on work completed. Assessing the work completed allows the teacher(s) to determine what (if any) academic interventions are needed upon return to school.</p>	
Expanding enrollment at ATLAS Learning Academy	<p>In order to provide a safe, virtual learning environment for students/families who are at high-risk of COVID complications or students who found online learning advantageous during school closures, we expanded our long-term independent study program to meet the needs of these students/families. The program enrollment has doubled from pre-COVID enrollment numbers and has primary grade students for the first time.</p> <p>ATLAS teachers conduct weekly check-ins with families, and students have to meet a particular threshold of work completion to stay in the program. Students who do not meet the work threshold are provided with additional supports to help ensure they can continue to access the program.</p>	Weekly
HVAC Installation/Repairs at Twelve Bridges Middle School	In order to provide a safe learning environment for all students and staff at Twelve Bridges Middle School, the HVAC system was upgraded and repaired to provide proper air circulation and air filtration. The HVAC system will be monitored on a yearly basis, when Twelve Bridges Middle School undergoes its annual	Yearly

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
	facilities inspection. Any additional repairs/adjustments needed will be documented using the State of California's Facility Inspection Tool (FIT).	
Technology equipment and infrastructure purchases, installations, and upgrades	The COVID-19 pandemic has created a greater need for technology and access to technology to support learning across the district. In addition to purchasing equipment like Chromebooks and hotspots, increased internet bandwidth and internet stability have played a key role in enhancing our students' access to instructional tools and resources. Purchased equipment will be monitored/maintained using the Technology Department's inventory system. Software purchases will be monitored via Escape, our district's purchasing system. Any installation/upgrades of equipment will be monitored by our Technology Department and project completion statuses will be continually be updated.	Monthly
COVID Testing	<p>Following CDPH guidelines, Western Placer Unified School District must provide free COVID surveillance testing to unvaccinated employees. Additionally, WPUSD understands that our community needs additional support with COVID testing. So, we have also set up free COVID testing for all students and staff who have been exposed to COVID-19 at school or at work, respectively; this additional testing allows students and staff to remain at school on "modified quarantine" instead of being sent home for 10 days. The more our students and staff can be learning and teaching in-person, the better.</p> <p>Established testing locations will be available across the district throughout the week. The</p>	Weekly

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
	<p>surveillance testing site will track staff members who must be tested. In conjunction with this, payroll will track required staff testing numbers weekly. All other COVID testing locations will maintain a log of students and/or staff who are tested. Results of all COVID tests will be shared with our Assistant Superintendent of Personnel Services and our district's COVID Coordinator.</p>	
<p>Classified Staffing - COVID-19 activities</p>	<p>The COVID-19 has significantly increased the work load of all Western Placer Unified School District staff. Monitoring and tracking COVID cases and student quarantines is necessary but time-consuming work. Additionally, adjustments to school schedules have taken place (i.e. - longer lunch periods to increase social distancing) and additional academic interventions have been put in place that have also increased the demand for work.</p> <p>At the same time work demands are increasing across the district, WPUSD is struggling to find applicants to fill open positions. To meet the needs of our students, classified staff have been completing additional tasks, both within and outside of their typical job duties, above and beyond their contracted work time.</p> <p>Additional compensation for classified staff will be monitored by both site administrators and through the Payroll and Business Departments on a monthly basis (following our pay periods).</p>	<p>Monthly</p>
<p>Permanent Drinking Water Filtration Project</p>	<p>Regular drinking fountains are a potential source of COVID-19 transmission. To provide a safe way for students to have regular access to</p>	<p>Yearly</p>

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
	<p>water, water bottle fill stations have been added at school sites across the district. These stations also have advanced filtration that guarantee safe drinking water for our students.</p> <p>The water bottle fill stations will be monitored on a yearly basis, when each school site undergoes its annual facilities inspection. Any additional repairs/adjustments needed will be documented using the State of California's Facility Inspection Tool (FIT).</p>	

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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