ESSER III Expenditure Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Tracy Joint USD	Rob Pecot Associate Superintendent	rpecot@tusd.net 209-830-3230

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

For more information please see the Instructions.

Other LEA Plans Referenced in this Plan

Plan Title	Where the Plan May Be Accessed
Local Control Accountability Plan 2021-2024	https://www.tracy.k12.ca.us/departments/educational-services/lcp

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
21,400,738.00

Plan Section	Total Planned ESSER III
Strategies for Continuous and Safe In-Person Learning	364,000.00

Plan Section	Total Planned ESSER III
Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)	16,767,387.00
Use of Any Remaining Funds	4,269,351.00

Total ESSER III funds included in this plan

21,400,738.00

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.

TUSD used parent, student and staff (teachers, district/site administrators and classified employees) survey results gathered in the LCAP process from the Spring of 2021, as part of the stakeholder engagement process for the ESSER III Plan. All surveys were in English and Spanish as to gather input from families that speak a language other than English. In addition to the LCAP survey, in the Spring of 2021 TUSD consulted with TEA and CSEA Unions, TSMA Management, SELPA, the TUSD Director of Special Education, Title I Parent Advisory Committee, DELAC, and held three virtual LCAP Community Engagement Meetings in English with an interpreter present to solicit feedback for goals, actions and expenditures for the LCAP. When the LCAP was developed, TUSD also planned for the ESSER III funds, because of this all but one of the ESSER III actions are in the LCAP as specific actions.

After the LCAP was approved, the ESSER III template came out. In September of 2021 TUSD re-consulted with both CSEA and TEA Unions, the TUSD Special Education Director, and held a Community Engagement Night for all Community members where an interpreter was present for families who speak a language other than English. The Community Engagement Night was open to all community members including but not limited to students, staff - including teachers, site/district administrators and classified employees, TUSD families and the community. These additional consult opportunities in September were used to solicit input to address any new needs that may have arisen after the LCAP was approved in June of 2021.

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

Overall trends from stakeholder input in the area of strategies to address the academic impact of loss of instructional time include: Early literacy intervention, intervention and accelerated learning for all students who are at risk, social-emotional well being and mental health support for students. Input in the area of prevention and mitigation strategies to safely operate school for in-person learning include: Air and water filtration systems and proper cleaning and disinfecting of school sites. TUSD used stakeholder input along with a District needs assessment to create the ESSER III Expenditure Plan. TUSD also used actions from the LCAP to determine if there were additional needs that ESSER funding could support or enhance. All but one ESSER Expenditure is noted in the LCAP as its own action item.

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

364,000.00

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP, Goal 2, Action 2	Filtration	Purchase Merv 13 filters to improve the quality and cleanliness of the air in classrooms.	364,000.00

Addressing the Impact of Lost Instructional Time

A description of how the LEA will use funds to address the academic impact of lost instructional time.

Total ESSER III funds being used to address the academic impact of lost instructional time
16,767,387.00

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP, Goal 1, Action 41	Counselors	Increase the number of school counselors at high school and middle schools to provide direct support to students and families to increase college and career readiness.	2,349,816.00
LCAP, Goal 1, Action 28	Intervention-Literacy	Fully implement and sustain iREAD intervention program to support K-2 students in phonemic awareness to promote all students reading on grade level by 3rd grade. Provide Read 180 literacy intervention at middle schools.	284,000.00
LCAP, Goal 1, Action 26	Intervention-Paraprofessionals	Hire two full time intervention paraprofessionals to provide intervention and support at-risk students at each TUSD school site.	3,281,086.00
LCAP, Goal 1, Action 30	Intervention- Transportation	Provide bus transportation for students to attend after school intervention.	400,000.00
LCAP, Goal 1, Action 37	Multi Tiered Systems of Support (MTSS)	Hire one full time MTSS clerk in Educational Services and one MTSS clerk at each site to coordinate and track student data and progress.	1,601,811.00
LCAP, Goal 1, Action 10	Professional Development (PD)	Add two per diem paid professional development days for classified, certificated and management staff.	1,358,048.00
LCAP, Goal 1, Action 12	Teacher on Special Assignment (TOSA)	Hire four TOSA's to support all curricular areas in professional development.	1,162,350.00
LCAP, Goal 1, Action 15	STEM Support	Provide additional hands-on materials, enrichment curriculum and supplies to support STEM education and Girls Who Code afterschool enrichment. Provide STEM teacher-leaders at each site with an honorarium to support and lead STEM Education.	176,000.00
LCAP, Goal 1, Action 51	Library Allocations	Provide allocations to site libraries to increase the quality and quantity of books and library materials.	354,350.00.

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP, Goal 1, Action 52	Library Hours	Increase the library technician hours to increase access students have to reading materials and literacy support.	497,688.00
LCAP, Goal 1, Action 53	Teacher Librarians	Hire six teacher librarians to support literacy, technology and research.	1,631,339.00
N/A	Teacher Librarian Tuition	Pay for the tuition of teacher librarian candidates seeking credentials, to increase the number of teacher librarians in the District.	60,000.00
LCAP, Gaol 1 Action 44	College & Career-Student Academy Program Enhancement	Increase awareness and expand programs and academic pathways including but not limited to: CTE, Ag, IB, AP, PAM, VPA, GATE, STEM, Medical and Health	300,000.00
LCAP, Goal 1, Action 48	Technology Plan	Replace computers for students as the computers age out.	2,500,000.00
LCAP, Goal 1, Action 48	Wifi Hotspots	Provide Wi-Fi hotspots to students to they can access the internet and curriculum from home.	810,899.00

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

4,269,351.00

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP, Goal 2, Action 4	Truancy Coordinator	Hire a Truancy Coordinator to track and support student attendance.	188,514.00
LCAP, Goal 2, Action 17	Mental Health Counseling	Increase mental health services to five days a week at all sites.	1,590,220.00

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP, Goal 2, Action 18	Mental Health- Challenge Program	Provide the Challenge Program for incoming high school students to address mental health needs as students return to in-person learning.	118,400.00
LCAP, Goal 2, Action 5	Community Family Service Advisor	Hire a Community Family Service Advisor to support at-risk students and provide school and community resources to students and families.	257,258.00
LCAP, Goal 2 Action 12	Parent Education-College Bound & PIQE	Provide parent education opportunities on graduation and UC/CSU requirements including programs such as: College Bound, PIQE and College Next.	724,000.00
LCAP, Goal 1 Action 49	Technology Support	Hire five additional ISET technicians to support students and staff with technology needs.	1,133,701.00
LCAP, Goal 1, Action 50	Technolgy Support	Hire one ISET Coordinator to support students and staff with technology needs.	257,258.00

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
Counselors	The annual LCAP survey will be given to students, staff and parents, which includes a question asking if counselors at their site help to improve student academic and social-emotional well-being at school.	Annually (February)
Truancy Coordinator	TUSD will monitor the student attendance rate annually to see if interventions provided by the Truancy Coordinator had a positive impact on student attendance. TUSD will also monitor the	SARB monthly, Student Attendance Rate annually (May)

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
	number of students being referred to the School Attendance Review Board (SARB) to see if there was a decline.	
Professional Development (PD)	Staff development surveys will be administered to participants after each PD session asking about the effectiveness of the trainings provided by contractors and TOSA's. The LCAP survey will also ask staff questions in regards to the effectiveness of the professional development offered to support student outcomes.	LCAP survey annually (February), PD survey after each PD session
Teacher on Special Assignment (TOSA)	Staff development surveys will be administered to participants after each PD session asking about the effectiveness of the trainings provided by the TOSA's. The LCAP survey will also ask staff questions in regards to the effectiveness of the professional development offered to support student outcomes.	LCAP survey annually (February), PD survey after each PD session
College & Career -Student Academy Enhancements	TUSD will evaluate CTE completion rate and the number of students enrolled in specialized programs using data from Aeries and CALPADS.	Annually (May)
STEM Support	TUSD will include questions on the staff, student and parent LCAP surveys regarding the implementation of STEM across TUSD.	Annually (February)
Library Allocation	TUSD will include questions on the LCAP survey regarding the effect of increasing library hours, book allocations and having teacher librarians.	Annually (February)
Library Hours	TUSD will include questions on the LCAP survey regarding the effect of increasing library hours, book allocations and having teacher librarians.	Annually (February)
Teacher Librarians	TUSD will include questions on the LCAP survey regarding the effect of increasing library hours, book allocations and having teacher librarians.	Annually (February)

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
Teacher Librarian Tuition	TUSD will monitor how many Teacher Librarians completed the coursework and received their Teacher Librarian Credential.	Annually (March)
Community Family Service Advisor	TUSD will monitor the number of families served by the Community Family Service Advisor.	Three times a year (September, February & May)
Filtration	TUSD will include a question on the LCAP survey regarding climate and safety, including facility conditions.	Annually (February)
Intervention-Literacy	MTSS Clerks will assist Principals in tracking student data, including student growth reports from iRead and Read 180. This data will be reviewed and monitored to measure student progress 3 times a year. Students will take FastBridge Assessments 3 times a year in the area of Math and ELA. Students receiving intervention will be monitored for growth over the year using the assessments.	Three times a year (September, February & May)
Intervention-Paraprofessionals	MTSS Clerks will assist Principals in tracking student data, including student growth reports from iRead and Read 180. This data will be reviewed and monitored to measure student progress 3 times a year. Students will take FastBridge Assessments 3 times a year in the area of Math and ELA. Students receiving intervention from intervention paraprofessionals will be monitored for growth over the year using the assessments.	Three times a year (September, February & May)
Intervention Transportation	TUSD will monitor the number of students using the intervention bus.	Three times a year (September, February & May)
Multi Tiered Systems of Support (MTSS)	MTSS Clerks will assist Principals in tracking student data, including student growth reports from iRead and Read 180. This data will be reviewed and monitored to measure student progress 3 times a year. Students will take FastBridge Assessments 3 times a year in the	Three times a year (September, February & May)

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
	area of Math and ELA. Students receiving intervention from intervention will be monitored for growth over the year using the assessments.	
Mental Health Counseling	All students will take a social-emotional well being survey, (mySAEBRS), 3 times a year. Results of students who receive mental health services will be monitored for progress.	Three times a year (September, February & May)
Mental Health-Challenge Program	All students will take a social emotional well being survey, (mySAEBRS), 3 times a year. Results of students that participated in the Challenge Program will be monitored for progress.	Three times a year (September, February & May)
Technology Support	TUSD will include questions on the LCAP survey for students, parents and staff regarding access to technology, internet and technology support.	Three times a year (September, February & May)
Technology Support	TUSD will include questions on the LCAP survey for students, parents and staff regarding access to technology, internet and technology support.	Annually (February)
Technology Plan	TUSD will include questions on the LCAP survey for students, parents and staff regarding access to technology, internet and technology support.	Annually (February)
Wifi Hotspot	TUSD will include questions on the LCAP survey for students, parents and staff regarding access to technology, internet and technology support.	Annually (February)
Parent Education- College Bound & PIQE	TUSD will use LCAP survey data from parents to monitor the effectiveness of parent education events including College Bound and PIQE. Sign in sheets will also be monitored for parent participation.	Annually (February)

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;

  o 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.

  o 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.

  o **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:

  o Any activity authorized by the Elementary and Secondary Education Act (ESEA) of 1965;

  o Any activity authorized by the Individuals with Disabilities Education Act (IDEA);

  o Any activity authorized by the Adult Education and Family Literacy Act;

  o Any activity authorized by the Carl D. Perkins Career and Technical Education Act of 2006;

  o 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;

  o 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;

  o Developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs;

  o Training and professional development for staff of the LEA on sanitation and minimizing the spread of infectious diseases;

  o Purchasing supplies to sanitize and clean the facilities of an LEA, including buildings operated by such agency;

  o 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;

  o 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;

  o Providing mental health services and supports, including through the implementation of evidence-based full-service community schools;

  o 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;

- o 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.

- o 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;
- o 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;
- o 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;
- o 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.
  - o 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.).

California Department of Education
June 2021