



ESSER III Expenditure Plan

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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 (ELO) Grant Plan	5/26/2021 Board Meeting Action Item 6. Expanded Learning Opportunities Grant Plan, link: https://simbli.eboardsolutions.com/SB_Meetings/ViewMeeting.aspx?S=36030438&MID=6494
Local Control and Accountability Plan (LCAP)	9/8/2021 Board Meeting Action Item 5. Approval of Revisions to the Adopted Santa Rosa City Schools LCAP, link: https://simbli.eboardsolutions.com/SB_Meetings/ViewMeeting.aspx?S=36030438&MID=8144

Plan Title	Where the Plan May Be Accessed
COVID-19 Safety Student & Family Handbook	9/22/2021 Board Meeting Action Item 5. Updated COVID Handbook, link: https://simbli.eboardsolutions.com/SB_Meetings/ViewMeeting.aspx?S=36030438&MID=8319

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

22,273,750

Plan Section	Total Planned ESSER III
Strategies for Continuous and Safe In-Person Learning	8,530,000
Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)	13,286,250
Use of Any Remaining Funds	457,500

Total ESSER III funds included in this plan

22,273,750

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.

Santa Rosa City Schools is committed to ensuring that the community is provided opportunities to engage in meaningful feedback. School and district staff, students, families, and members of the public were provided multiple opportunities to offer input into the ESSER III plan draft. Efforts included the following: Two (2) Community Forums, one conducted in English and the other in Spanish; a Google Form in English and Spanish to gather feedback in writing; Public Comment during the October 13, 2021 Board Meeting, and input from the Budget Advisory Committee on October 21, 2021.

As this is a living document, additional input will continue to be sought with labor groups, parent advisory groups, and student groups.

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

During the two (2) Community Forums, there was a combined attendance of 90 people, to include panelists and attendees. Information was presented on the requirements of the plan, and a question and answer period was provided, both in writing and live comment. The Google Form yielded 70 responses from individuals. Overall feedback reinforced several areas outlined in the draft plan, and also provided additional context to new additions to the plan.

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

8,530,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
N/A	AB 130 ISP Teachers	Governor Gavin Newsom signed Assembly Bill (AB) 130 into law on July 9, 2021. This bill makes changes to independent study (IS). For the 2021–22 school year only, school districts are required to offer IS as an educational option (Education Code [EC] Section 51745). This is the associated expense of this AB 130 ISP teaching staff.	2,200,000
N/A	Acellus Curriculum	With the AB 130 IS, this is independent study technology to support teacher student connection focused on academics and the rigorous and meaningful learning.	375,000
N/A	Additional Teacher Prep	Provide teachers additional time to prepare in order to maintain continuous and safe in-person learning as well as for strategies to address the impact of lost instructional time due to the COVID-19 pandemic.	500,000
N/A	Livescan	Purchase the necessary items to be able to perform employee new hire mandatory background checks prior to final hiring. We currently outsource this at a premium cost and a slower turn around time. With performing this in house we will save money and time with being able to get results directly to us. This will be valuable time that will allow us to place new hires into their positions working, which is critical with the labor shortage and the demand for us to fill vacancies during this pandemic when it is crucial for us to have a full staff providing for our student needs.	15,000
N/A	Integrated HR System	Purchase the necessary Human Resources Software platforms to be able to perform employee action items needed to manage our personnel. We currently do all of this by hand or data entry on separate forms often finding errors through the manual transfer of this information. This integrated system will ensure this is accurate data efficiently transferred from decentralized locations to the central office. This will enable our staff to be performing for the students as needed without worry of interference or distraction from administrative items.	400,000
N/A	Increase Sub Rates	During this pandemic it is critical we have teachers for every classroom to ensure continuous and safe in-person learning but also to ensure no more lost instruction time occurs and	600,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		to make up for lost instructional time as a result of the COVID-19 pandemic. With the current teacher shortage is more and more challenging to provide substitutes to fill classrooms while teachers are out for any reason or to fill in for a vacancy teaching position. There currently is a limited supply of teacher substitutes and we are in competition with other districts for these subs as well. We must have competitive substitute pay rates to obtain the substitutes we need.	
COVID-19 Safety Student & Family Handbook	Maintain COVID Handbook	As a requirement of this funding we must have and maintain every six months a Safe Return to In-Person Instruction Local Educational Agency Plan.	75,000
Local Control and Accountability Plan (LCAP)	Classified Employee Tech Training	Provide technology training that enables staff to effectively use these tools in their work, with the goal of improved student engagement and achievement and continuous and safe in-person learning.	110,000
N/A	Hiring Fairs	In order to find staff to fill vacancies during a labor shortage we must utilize additional avenues to find the needed staff to support our students and maintain continuous and safe in-person learning and address the impacts of lost instructional time due to the COVID-19 pandemic.	30,000
Local Control and Accountability Plan (LCAP)	New Certificated Sped PD Days	To provide new teachers with training and technical information to access student IEPs. Provide behavioral professional development for students experiencing learning loss.	125,000
Local Control and Accountability Plan (LCAP)	New Certificated PD Day	Provide professional development to certificated staff on continuous and safe in-person learning. As well as to support instruction for addressing the impact of lost instructional time and best first instruction and supports for all students, reducing barriers to learning and increasing engagement to school.	225,000
N/A	Administrator Support Program	Provide Administrators a program to support them in administering schools for continuous and safe in-person learning and addressing the impact of lost instructional time.	100,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
COVID-19 Safety Student & Family Handbook	PPE as Needed	Personal protective equipment, commonly referred to as "PPE", is equipment, such as safety masks, to minimize exposure to the corona-virus during this COVID-19 pandemic. This will maintain our PPE supply for safety measures for our students and staff for continuous and safe in-person learning.	450,000
COVID-19 Safety Student & Family Handbook	COVID Staff Testing	This is in preparation for the ever changing environment around and during the COVID-19 pandemic and testing in areas where there is moderate to substantial community transmission of COVID-19 and at workplaces where employees are in close contact with each other or the public.	500,000
N/A	Technology: Replacement and upgrade of student and teacher technology devices	It is vital to have the necessary working technology for all students and staff to support student learning and the student teacher connection. This technology needs to be in proper working condition and repairs and maintenance are needed in order to do this.	1,175,000
COVID-19 Safety Student & Family Handbook	Facilities: CO2 Monitors	Using CO2 as an indicator of ventilation and to monitor the level of carbon dioxide in classrooms to minimize exposure to the corona-virus during this COVID-19 pandemic. This will monitor indoor air quality to know that conditions and ventilation are safe for our students and staff for continuous and safe in-person learning.	1,400,000
COVID-19 Safety Student & Family Handbook	Facilities: Water Bottle Fill Stations	Using water bottle filling stations to minimize exposure to the corona-virus during this COVID-19 pandemic. This will allow students and staff to access water with a safe distance and minimal exposure to germs for continuous and safe in-person learning.	250,000

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

13,286,250

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
Local Control and Accountability Plan (LCAP)	Professional Development	Provide professional development to staff to support instruction for addressing the impact of lost instructional time and best first instruction and supports for all students, reducing barriers to learning and increasing engagement to school.	1,000,000
Expanded Learning Opportunities (ELO) Grant Plan	Summer Programming	Provide summer programs with a variety of opportunities to support learning beyond the school year. Programs are designed to build and maintain academic skills while providing experiences that enrich students, preparing them as much as possible for the next level of their education while supporting their own holistic development.	3,000,000
Local Control and Accountability Plan (LCAP)	Learning/Credit Recovery	Due to the learning loss during the pandemic and challenge of distance learning, students have seen a drop in academic quality. They need extended and increase opportunities to recoup credits so they are ready for college and career.	900,000
Local Control and Accountability Plan (LCAP)	Project Wayfinder	Provides essential and necessary social and emotional learning supports, primarily through classroom based lessons and assessments that allow staff to gauge student well being and areas for extended intervention and support.	285,000
Local Control and Accountability Plan (LCAP)	District School Based Therapists	These positions work closely with MTSS teams, school counselors, and school psychologists to provide psychotherapy and social work services to students and families whose mental health needs impact their ability to progress academically.	4,675,250
N/A	Electronic Health Records	Provides HIPAA compliant clinical and medical tracking for student social and emotional data. Allows services to be eligible for Medical reimbursement.	231,000
Local Control and Accountability Plan (LCAP)	Classroom Sensory Tier 1 supports	For general education students who are having difficult time reintegrating into classroom learning, provides items and supplies for the classroom teacher to use for students to adapt and maintain learning.	162,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
Local Control and Accountability Plan (LCAP)	Newsela	Supports literacy and reading comprehension development through access to differentiated lexile articles in multiple languages providing students extended opportunities to engage with and develop reading comprehension skills.	528,000
Local Control and Accountability Plan (LCAP)	Academic Support: Math & ELA	Core subject learning has been heavily impacted by the pandemic and students need extended and enhanced learning opportunities in both math and English language arts to assure core academic skills are developed for future academic achievement.	1,005,000
Expanded Learning Opportunities (ELO) Grant Plan	After School Tutoring	Provide after school tutoring to students to address their need for extended and enhanced learning opportunities to assure core academic skills are developed for future academic achievement to address the impact of lost instructional time due to the COVID-19 pandemic.	1,500,000

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

457,500

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
N/A	Classroom Supplies	Providing the resources necessary to address the unique needs of students and staff during the COVID-19 pandemic and materials for after school and summer school programs, tutoring, mental health services and supports, and evidence-based interventions.	457,500

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
AB 130 ISP Teachers	Hiring appropriate ratio of AB 130 ISP teachers needed based on the number of students enrolled.	Weekly
Acellus Curriculum	Monitor: teacher access, course selections, student progress and grades.	Weekly
Additional Teacher Prep	Monitor of usage	Monthly
Livescan	Process and timeline of purchase, access, usage data	Monthly
Integrated HR System	Process and timeline of purchase, access, usage data	Monthly
Increase Sub Rates	Hiring data; substitute usage rates	Weekly
Maintain COVID Handbook	Update per any new or revised CDPH and/or county regulations	Monthly
Classified Employee Tech Training	Attendance data, employee usage	Quarterly
Hiring Fairs	Hiring data	Annually
New Certificated PD Day	Attendance data, training evaluation feedback, follow up with attendees on implementation	Annually
Administrator Support Program	Interest data, participation data, program evaluation feedback data	Quarterly
PPE as Needed	Supply data and usage data	Monthly
COVID Staff Testing	Review Temporary staff placements and systems of Weekly Mandatory and Voluntary COVID testing	Weekly

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
Technology: Replacement and upgrade of student and teacher technology devices	Timelines will be established on once projects are fully defined.	As Needed through implementation of project.
Facilities: CO2 Monitors	Installation and operability	As sites complete installation
Facilities: Water Bottle Fill Stations	Installation and operability	As sites complete installation
Professional Development	Professional development evaluations for whether or not the provided sessions impact teacher practice around student learning needs	Evaluations will be conducted with teachers after every PD session
Summer Programming	Review summer programs with quantitative feedback from students and families about their experiences and whether or not summer programming met their needs and quantitative feedback about the number of programs, amount of students that attended, and amount of socio-economically disadvantaged students served	At the end of each summer program - yearly
Learning/Credit Recovery	Review credit recovery data and total credits recovered by students	Quarterly
Project Wayfinder	Quantitative and qualitative survey information from both staff and students regarding efficacy and quality	Quarterly
District School Based Therapists	Monitor caseloads, student progress	Monthly
Electronic Health Records	Review of clinical and medical entries to insure proper notation for Medi-Cal billing	Monthly
Classroom Sensory Tier 1 supports	Site administrative feedback and Occupational Therapists and Behavioral intervention referrals	Quarterly
Newsela	Student assessment data	Weekly
Academic Support: Math & ELA	Academic formative and summative assessment student data will be compiled and analyzed	Quarterly
After School Tutoring	Qualitative and quantitative student and teacher feedback and data, along with grades and	Each semester and trimester

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
	academic achievement data will be compiled and analyzed	
Classroom Supplies	Monitor spending trends and fund balances	Annually

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.).

California Department of Education
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