

# 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)	<a href="http://www.drycreek.k12.ca.us/LCAP">www.drycreek.k12.ca.us/LCAP</a>
Extended Learning Opportunities Grant (ELO)	<a href="http://www.drycreek.k12.ca.us/fiscalservices">www.drycreek.k12.ca.us/fiscalservices</a>
Learning Continuity and Attendance Plan	<a href="http://www.drycreek.k12.ca.us/LCAP">www.drycreek.k12.ca.us/LCAP</a>

## 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
7,912,446

Plan Section	Total Planned ESSER III
Strategies for Continuous and Safe In-Person Learning	2,129,713
Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)	4,214,611
Use of Any Remaining Funds	1,568,122

**Total ESSER III funds included in this plan**

7,912,446
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## 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.

Dry Creek Joint Elementary School District (DCJESD) has a fundamental belief that obtaining, incorporating, and implementing meaningful stakeholder engagement is vital to provide excellent educational services. Stakeholder engagement is an integral piece of the foundation of our strong partnership between families, community, students, and educators. Dry Creek has, and continues, to seek input from our community through our past and upcoming LCP, LCAP, and ELO development process. These efforts were refined and continued throughout the COVID-19 pandemic and now with the ESSER III Plan.

The ESSER III plan supports the Board of Trustee goals of:

1. Student achievement will improve as measured by increased proficiency levels on classroom, district, and state assessments, with the intent that all students will demonstrate at least one year’s growth
2. Maintain safe and orderly schools with a positive, engaging, and supportive climate
3. Recruit, train, develop, and retain highly qualified staff to build employee capacity and support high-level educational programs
4. Maintain fiscal responsibility and maximize available resources to support district priorities

5. Maintain, plan and build safe state of the art facilities to meet the needs of the district through a comprehensive Facilities Master Plan
6. Enhance and utilize technology to provide equitable access to digital learning in the classroom and support innovative programs

As part of the Local Continuity and Attendance Plan (LCP), Local Control and Accountability Plan (LCAP) and Extended Learning Opportunities (ELO) plans the District made significant efforts to solicit and involve stakeholders as described below.

As part of the ELO plan, the district used surveys sent out to parents/guardians and staff members. DCJESD has also collected data through meetings throughout the 2020-2021 school year as outlined below. Site administrators worked with their respective school staff and parent groups to elicit input and feedback. All of the data collected from parents, teachers, and school staff assists DCJESD in providing quality academic and social-emotional services and support for students in the 2021-2022 school year included in the ELO.

As part of the LCP the District put forth effort to solicit stakeholder feedback including: surveys, committee work, parent phone calls to reach out, (utilizing primary language interpreting to support families when appropriate), individual school newsletter messaging, and postcards that were sent to families that may not have internet connectivity. Surveys were sent to parents regarding their preferences for increased and improved services through our LCAP process and for the reopening of school. Use of interpreters and Language Line for optimal communication with families speaking languages other than English. DCJESD formed a re-opening committee to design plans for re-opening via Distance Learning, hybrid and full in-person models. Site administrators worked with their respective school staff to elicit input and feedback regarding the plans. Staff were surveyed in regard to Distance Learning, additional professional development supports needed and the reopening of school in a hybrid model. District administrators worked with teacher and specialist groups to elicit input and feedback. In addition, employee groups were consulted and met regularly throughout the spring and summer with District administration to stay abreast of the planning for reopening school.

Once plans were put in place to return to school via Distance Learning on August 10th, the students, staff, and families were included when feedback was elicited as to how additional English learner and counseling staff could be utilized to support students. Our community partners were included in and school sites invited our parents of English Learners to join in the ELAC meetings via electronic means, posting on their school websites and through hard copy postcards and phone calls using interpreters. All 9 ELACs were given the opportunity to review the LCP and provide feedback on programs, supports and services needed. Interpreters were provided for parents as needed. In addition, all nine (9) School Site Councils reviewed the plan and provided feedback on programs, supports and services needed. All parents at the school sites were invited to join the sessions in order to get as much feedback as possible. Given the closures, all meetings were held via Zoom sessions. In order to provide additional feedback, the LCP was posted on the District and school websites and staff, parents/guardians and community members were able to submit feedback via a Google Form.

As part of the LCAP the District sought engagement from our parent advisory groups which included representation from Title I, (serving low-income students), Foster Youth, and District English Language Advisory Committee (DELAC), serving English learners. Three meetings were held throughout the process (November, February, and May) in which parents, teachers and administrators reviewed the eight state priority areas. Each group identified areas of interest related to the eight priorities and offered specific input prior to the development of the LCAP. All members had the opportunity to review goals, metrics, indicators, and outcomes. This team also reviewed the draft of the final LCAP document before it was presented to the Board of Trustees. In addition, the district sought engagement from all ten School Site Councils and English Language Advisory Committees (ELAC) during the months of February, March, April, and May. Through a workshop at each school

site, all members had the opportunity to review goals, metrics, indicators, and outcomes. Feedback was collected in written form. Site Councils included teachers, administrators, students (middle school) and parents. ELACs included teachers, parents, and administration.

The District sought engagement from the local bargaining units by providing them with an overview of the eight state priorities and the draft LCAP. Consultation was held in May 2021. The LEA sought engagement from the District leadership team through analysis of current actions/services and suggestions for future years out. Feedback was collected in written form. The LEA utilized a District level working group to revisit each goal with the intent to verify and update each action and service based on what has occurred thus far in the school year. We reviewed metric results that were available at this time in order to better respond to the intended outcomes. This working group included the Assistant Superintendent of Educational Services, the Director of Special Education, Director of Student Services and Community Engagement, Director of Instruction and Professional Learning, Program Specialist, and the Teacher on Assignment team. The District sought engagement from staff, parents and the community through a survey document sent via school newsletters and email. Feedback was given in written electronic form. The District sought engagement from staff members through a workshop at each school site. Feedback was collected in written form. The Superintendent notified the public of the opportunity to comment regarding actions and expenditures proposed in the LCAP by posting the LCAP on the District's website on May 27, 2021, prior to a public hearing scheduled on June 3, 2021 when the LCAP will be reviewed by the Board of Trustees. The Board asked to hear public comments on the LCAP and budget. The Board was approved the LCAP and then the budget at the June 17, 2021 meeting.

In addition to the in-person meetings (by Zoom during COVID), DCJESD seeks input via an annual student, parent and staff survey. The survey captures information needed to align our continued efforts to support students.

DELAC & LCAP Committee Meetings: November 18, 2020 and January 27, 2021

May 13, 2021 - Draft LCAP was presented and staff requested input and feedback from the Committee. Questions from the committee were recorded, answers were given in verbal and written form. Copies of the questions and answers were given to the Board of Trustees for review at the June 3, 2021 Public Hearing

Consultation with bargaining groups: May 2021

LCAP parent and staff survey administration March 1 - March 12, 2021

Student survey administration February 25 - March 12, 2021

Consultation with Placer County Special Education Local Plan Area (SELPA) May 21, 2021

The Technology department surveyed qualifying Free and Reduced Meal families on July 8, 2021 to determine if the family lacked internet access at home. This survey was used to purchase internet hotspots for those families who needed internet connection at home and is included in the proposed expenditures.

The community, organizations, and employees had multiple opportunities at public board meetings to make comments on proposed ESSER III expenditures during the LCAP and Budget public hearing on June 3, 2021, and consideration of the LCAP and Budget adoption on June 17, 2021. Further on July 29, 2021 the Board of Trustees received a State Budget update and on September 2, 2021 the 20-21 Unaudited Actuals and updated 21-22 Budget Projection was presented providing additional opportunities for additional comments on proposed ESSER III expenditures.

Additionally, in September 2021 every school site council consisting of parents, teachers, students (middle school), and administrators reviewed the proposed ESSER III plan and had an opportunity to provide input and feedback. This feedback shaped Dry Creek's expenditure plan and confirmed the strategies for safe in-person learning.

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

As discussed above, the input and feedback for the District's planning process was wide-ranging and included multiple stakeholders. The feedback from our staff, parents, students, and community stakeholders have been instrumental in the planning and decision-making process.

The information below denotes the priority themes resulting from the LCP, LCAP and the ESSER III Plan input. Stakeholder influence on the ESSER III Plan is evidenced by the direct alignment of the District's actions with the needs and interests identified by students, parents, staff, labor leaders, community partners, and the Board of Trustees.

The District analyzed patterns or trends among the stakeholder responses in relation to greatest needs when considering any changes or additions to the action or services in each goal area. Information gathered from these meetings was reviewed and utilized in the development of the District LCAP and other plans. Parents and staff had multiple opportunities for engagement and consultation via School Site Councils (SSC), English Language Advisory Committee (ELAC), the District Parent Advisory group, staff meetings, and District-wide surveys. Below represents the main topics discussed among the stakeholder groups. Overall, the feedback received indicated stakeholders feel each action and service should still be a priority, with increased supports and services for implementation.

#### Site Council/ELAC/LCAP Committee:

- Continue Summer program supports
- Increase Mental Health services
- Increase Counselor supports
- Continue or increase EL supports and Staff
- Offer parent education and engagement opportunities and in a variety of ways
- SEL supports
- Professional Learning for staff

#### Staff:

- Targeted and increase summer program supports
- Increase Mental Health services
- Increase Counseling Services
- Increase SEL supports
- Professional Learning for SEL, EL, serving diverse students and general areas
- Continue or increase EL supports and staff
- Offer parent education and engagement opportunities

Themes throughout the feedback were identified and included: maintaining class size ratios, maintaining planning time, maintaining reduction of combo classes, increased mental health and social-emotional learning services and professional learning, increased staffing and professional learning to provide support for English learner (EL) and at-risk students, professional learning in regard to the cultural diversity of the students we serve, targeted/focused interventions to extend learning time, increased technology integration and access, and meaningful parent engagement and education opportunities.

The themes of the School Site Council feedback from September 2021 were consistent with other plans including reduced class size, additional student supports such as social-emotional and mental health supports, extended learning time, access to technology, and supporting cleaning and HVAC replacement.

## Actions and Expenditures to Address Student Needs

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

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

## Strategies for Continuous and Safe In-Person Learning

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

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

2,637,367

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP 4.02, LCP Distance Learning	Class Size	For 21-22 class size targets reduced in grades 4-8 to 28:1 to address the impact of lost instructional time and to increase physical distancing. Expenditures are reported in “Addressing the Impact of Lost Instructional Time”.	0

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP 1.04	Licensed Vocational Nurses (LVN)	Increase LVN staffing to assist responses to COVID-19 including contact tracing, isolation, and quarantine tracking.	627,334
LCP In-Person Offering	Operational preparedness	Increase staffing and materials for cleaning, repairs of buildings, costs associated with quarantines, leaves, testing, and improvement of visitor systems	331,793
LCP In-Person Offering	School operations and supports	Provide schools with additional funds to address their unique needs to increase capacity to maintain operations and continuity of services.	102,986
LCAP 4.04, LCAP In-Person Offering	Improve indoor air quality	Additional replacement of HVAC systems to improve indoor air quality	1,067,601

## 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

3,529,898

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP 4.02, LCP Distance Learning	Class Size grades 4-8	Class size targets in 21-22 have been further reduced in grades 4-8 to 28:1 to provide for greater small group and individualized instructional opportunities for students and to increase physical distancing	623,235
LCAP 1.01, 1.03, 1.07, 1.09, 3.03, LCP Distance Learning Program, Additional Actions ELO plan to provide supplemental instruction and support	Academic Supports	Accelerating progress to close learning gaps through the implementation, expansion or enhancement of learning supports including: Supporting professional learning and students in the classroom, DCJESD will extend in the length one additional Teacher on Assignment (TOA) position and provide professional development.	994,482

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		<p>DCJESD supports our Title I and English Learner students with English Language and Reading Resource Teachers. This support will be extended in length and to our non-Title 1 school sites and support our Newcomer English learners and help provide Tier 2 and 3 support for all students. The support staff will have an integral role in the MTSS system at these school sites.</p> <p>Expansion of paraprofessionals to support the Multi-Tiered Systems of Support (MTSS). These instructional assistants will provide both academic and social-emotional support.</p> <p>Expansion of tutoring services and supports.</p>	
<p>LCAP all of Goal 2 LCP Mental Health and Social and Emotional Well Being</p>	<p>Integrated student supports to address other barriers to learning</p>	<p>Supports for student social and emotional health have increased by:</p> <p>A Social Worker has been added and will be extended in length to help support families in need outside of school, and address truancy issues and barriers to school attendance in order to ensure academic achievement. The social worker assists the district with crisis counseling and grief response as well as be a tiered support for social-emotional learning. The social worker acts as the district Foster Youth District Liaison and focuses support on foster, homeless, and low socio-economically disadvantaged youth.</p> <p>An additional Counselor has been added to further support and strengthens our social-emotional learning</p> <p>School Psychologist - An additional school psychologist has been added and will be extended in length to address growing social-emotional needs as well as assess student needs and learning gaps.</p> <p>An Assistant Principal has been added serving 2 schools supporting the instructional programs and providing additional social-emotional learning, instructional leadership and adding another adult on campus.</p> <p>A Program Specialist has been hired to strengthen and support our students with disabilities. This position has the added benefit of providing specific activities and reducing meeting burdens on other staff.</p>	<p>2,427,966</p>



Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		<p>Exist to Intervene - A program for at-risk middle school students will be extended in length providing weekly group sessions through an interactive learning model. The target group of students receive support in building strong relationships, leadership development, goal setting, and accountability. The goal is students will become more self-directed learners and more independent with life skills.</p> <p>Wellness Together - The expanded partnership with Wellness Together will be extended in length providing site-based school mental health therapists for all ten sites and the number of therapy hours, classroom presentations, staff training, crisis counseling, and parent support is increasing to address escalating mental health needs.</p>	
ELO Plan to provide supplemental instruction and support	Before & After School Interventions	<p>In grades 6-8 before and/or after school interventions will be provided in 21-22 by District staff in primarily core academic subjects. In addition, the District will extend in length its partnership with the Boys and Girls Club of Greater Sacramento to provide structured activities and a Power Hour. The program will serve 50 students in grades 6-8. Students will engage in a mandatory 1-hour academic support session and then in a variety of activities including sports/fitness, character and leadership, arts, health, and life skills sessions.</p>	168,928

## 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

1,728,675

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCP Distance Learning Program	Virtual Learning	To continue to offer families and students a choice in virtual learning a Coordinator and Secretary will be extended in length.	211,012
LCAP 1.05 LCP In-Person Offering, Distance Learning Program	Technology	Additional purchases of technological devices, software, and hot spots to improve student access to learning to support in-person and virtual learning. These purchases will allow more accessibility for students and increased student learning opportunities.	1,091,977
LCAP 4.06	Program supports	Indirect costs for the above actions based on the federally approved cost plan for California schools	265,133

## 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
Class Size	Fiscal Services and Human Resources will monitor class size averages for grades 4-8	Monthly (first year only)
Academic Supports Virtual Learning	<ul style="list-style-type: none"> <li>a. Fiscal Services and Human Resources will progress monitor the extent to which staff are hired</li> <li>b. Educational Services will progress monitor the number of students served</li> <li>c. Dry Creek Connections Academy and Educational Services will monitor students participating in Virtual Learning and will implement and document tiered re-engagement</li> </ul>	<ul style="list-style-type: none"> <li>a. Quarterly</li> <li>b. Annually</li> <li>c. Weekly</li> <li>d. Annually</li> </ul>

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
	d. Schools and Educational Services will progress monitor the Pre, Post scores on District assessments	
Operational preparedness School Operations and Supports Technology Program supports	a. Fiscal Services will lead the progress monitoring of the extent to which funds are expended compared to projections b. Communications in concert with other departments will progress monitor the COVID dashboard c. Technology will monitor the use of newly implemented software, hot spots, and equipment.	a. Semi-annually b. Weekly c. Quarterly
Integrated student supports to address other barriers to learning Licensed Vocational Nurse	a. Fiscal Services and Human Resources will progress monitor the extent to which staff are hired b. Fiscal Services will lead the progress monitoring of the extent to which funds are expended c. Educational Services will lead the progress monitoring of the number of students served	a. Semi-annually b. Semi-annually c. Annually
Before and After School Interventions	a. Educational Services and applicable schools will progress monitor the extent to which actions are implemented and the number of students served in the Exist to Intervene and Boys & Girls Club programs b. Educational Services and applicable schools will progress monitor the attendance, grades, and discipline of students served in the Boys & Girls Club program	a. Semi-annually b. Tri-annually
Improve Indoor Air Quality	Facilities, Maintenance, Operations and Transportation will progress monitor the installation of HVAC system(s)	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](mailto:EDReliefFunds@cde.ca.gov).*

## Fiscal Requirements

- The LEA must use at least 20 percent (20%) of its ESSER III apportionment for expenditures related to addressing the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs.
  - For purposes of this requirement, "evidence-based interventions" include practices or programs that have **evidence** to show that they are effective at producing results and improving outcomes when implemented. This kind of evidence has generally been produced through formal studies and research. There are four tiers, or levels, of evidence:

- **Tier 1 – Strong Evidence:** the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented randomized control experimental studies.
  - **Tier 2 – Moderate Evidence:** the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented quasi-experimental studies.
  - **Tier 3 – Promising Evidence:** the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented correlational studies (with statistical controls for selection bias).
  - **Tier 4 – Demonstrates a Rationale:** practices that have a well-defined logic model or theory of action, are supported by research, and have some effort underway by a State Educational Agency, LEA, or outside research organization to determine their effectiveness.
- **For additional information please see the Evidence-Based Interventions Under the ESSA web page at <https://www.cde.ca.gov/re/es/evidence.asp>.**
- The LEA must use the remaining ESSER III funds consistent with section 2001(e)(2) of the ARP Act, including for:
  - Any activity authorized by the Elementary and Secondary Education Act (ESEA) of 1965;
  - Any activity authorized by the Individuals with Disabilities Education Act (IDEA);
  - Any activity authorized by the Adult Education and Family Literacy Act;
  - Any activity authorized by the Carl D. Perkins Career and Technical Education Act of 2006;
  - Coordination of preparedness and response efforts of LEAs with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to COVID-19;
  - Activities to address the unique needs of low-income students, students with disabilities, English learners, racial and ethnic minorities, homeless students, and foster youth, including how outreach and service delivery will meet the needs of each population;
  - Developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs;
  - Training and professional development for staff of the LEA on sanitation and minimizing the spread of infectious diseases;
  - Purchasing supplies to sanitize and clean the facilities of an LEA, including buildings operated by such agency;
  - Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under IDEA, and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements;
  - Purchasing education technology (including hardware, software, and connectivity) for students who are served by the LEA that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment;
  - Providing mental health services and supports, including through the implementation of evidence-based full-service community schools;
  - Planning and implementing activities related to summer learning and supplemental after school programs, including providing classroom instruction or online learning during the summer months and addressing the needs of underserved students;

- Addressing learning loss among students, including underserved students, by:
  - Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiated instruction,
  - Implementing evidence-based activities to meet the comprehensive needs of students,
  - Providing information and assistance to parents and families of how they can effectively support students, including in a distance learning environment, and
  - Tracking student attendance and improving student engagement in distance education;

**Note:** A definition of “underserved students” is provided in the Community Engagement section of the instructions.

- School facility repairs and improvements to enable operation of schools to reduce risks of virus transmission and exposure to environmental health hazards, and to support student health needs;
- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and nonmechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door replacement;
- Developing strategies and implementing public health protocols including, to the greatest extent practicable, policies in line with guidance from the Centers for Disease Control and Prevention (CDC) for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff;
- Other activities that are necessary to maintain the operation of and continuity of services in LEAs and continuing to employ existing staff of the LEA.

### **Other LEA Plans Referenced in this Plan**

In developing the plan, the LEA has flexibility to include community input and/or actions included in other planning documents, such as the Local Control and Accountability Plan (LCAP) and/or the Expanded Learning Opportunities (ELO) Grant Plan, provided that the input and/or actions address the requirements of the ESSER III Expenditure Plan.

An LEA that chooses to utilize community input and/or actions from other planning documents must provide the name of the plan(s) referenced by the LEA and a description of where the plan(s) may be accessed by the public (such as a link to a web page or the street address of where the plan(s) are available) in the table. The LEA may add or delete rows from the table as necessary.

An LEA that chooses not to utilize community input and/or actions from other planning documents may provide a response of “Not Applicable” in the table.

### **Summary of Expenditures**

The Summary of Expenditures table provides an overview of the ESSER III funding received by the LEA and how the LEA plans to use its ESSER III funds to support the strategies and interventions being implemented by the LEA.

### **Instructions**

For the ‘Total ESSER III funds received by the LEA,’ provide the total amount of ESSER III funds received by the LEA.

In the Total Planned ESSER III Expenditures column of the table, provide the amount of ESSER III funds being used to implement the actions identified in the applicable plan sections.

For the ‘Total ESSER III funds included in this plan,’ provide the total amount of ESSER III funds being used to implement actions in the plan.

## **Community Engagement**

### **Purpose and Requirements**

An LEA’s decisions about how to use its ESSER III funds will directly impact the students, families, and the local community, and thus the LEA’s plan must be tailored to the specific needs faced by students and schools. These community members will have significant insight into what prevention and mitigation strategies should be pursued to keep students and staff safe, as well as how the various COVID–19 prevention and mitigation strategies impact teaching, learning, and day-to-day school experiences.

An LEA must engage in meaningful consultation with the following community members, as applicable to the LEA:

- Students;
- Families, including families that speak languages other than English;
- School and district administrators, including special education administrators;
- Teachers, principals, school leaders, other educators, school staff, and local bargaining units, as applicable.

“Meaningful consultation” with the community includes considering the perspectives and insights of each of the required community members in identifying the unique needs of the LEA, especially related to the effects of the COVID-19 pandemic. Comprehensive strategic planning will utilize these perspectives and insights to determine the most effective strategies and interventions to address these needs through the programs and services the LEA implements with its ESSER III funds.

Additionally, an LEA must engage in meaningful consultation with the following groups to the extent that they are present or served in the LEA:

- Tribes;
- Civil rights organizations, including disability rights organizations (e.g. the American Association of People with Disabilities, the American Civil Liberties Union, National Association for the Advancement of Colored People, etc.); and
- Individuals or advocates representing the interests of children with disabilities, English learners, homeless students, foster youth, migratory students, children who are incarcerated, and other underserved students.
  - For purposes of this requirement “underserved students” include:
    - Students who are low-income;



- Students who are English learners;
- Students of color;
- Students who are foster youth;
- Homeless students;
- Students with disabilities; and
- Migratory students.

LEAs are also encouraged to engage with community partners, expanded learning providers, and other community organizations in developing the plan.

Information and resources that support effective community engagement may be found under *Resources* on the following web page of the CDE’s website: <https://www.cde.ca.gov/re/lc>.

### **Instructions**

In responding to the following prompts, the LEA may reference or include input provided by community members during the development of existing plans, including the LCAP and/or the ELO Grant Plan, to the extent that the input is applicable to the requirements of the ESSER III Expenditure Plan. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broad understanding among the LEA’s local community.

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

A sufficient response to this prompt will describe how the LEA sought to meaningfully consult with its required community members in the development of the plan, how the LEA promoted the opportunities for community engagement, and the opportunities that the LEA provided for input from the public at large into the development of the plan.

As noted above, a description of “meaningful consultation” with the community will include an explanation of how the LEA has considered the perspectives and insights of each of the required community members in identifying the unique needs of the LEA, especially related to the effects of the COVID-19 pandemic.

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

A sufficient response to this prompt will provide clear, specific information about how input from community members and the public at large was considered in the development of the LEA’s plan for its use of ESSER III funds. This response must describe aspects of the ESSER III Expenditure Plan that were influenced by or developed in response to input from community members.

- For the purposes of this prompt, “aspects” may include:
  - Prevention and mitigation strategies to continuously and safely operate schools for in-person learning;

- Strategies to address the academic impact of lost instructional time through implementation of evidence-based interventions (e.g. summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs);
- Any other strategies or activities implemented with the LEA’s ESSER III fund apportionment consistent with section 2001(e)(2) of the ARP Act; and
- Progress monitoring to ensure interventions address the academic, social, emotional, and mental health needs for all students, especially those students disproportionately impacted by COVID-19

For additional information and guidance, please see the U.S. Department of Education’s Roadmap to Reopening Safely and Meeting All Students’ Needs Document, available here: <https://www2.ed.gov/documents/coronavirus/reopening-2.pdf>.

**Planned Actions and Expenditures**

**Purpose and Requirements**

As noted in the Introduction, an LEA receiving ESSER III funds is required to develop a plan to use its ESSER III funds to, at a minimum, address students’ academic, social, emotional, and mental health needs, as well as the opportunity gaps that existed before, and were exacerbated by, the COVID-19 pandemic.

**Instructions**

An LEA has the flexibility to include actions described in existing plans, including the LCAP and/or ELO Grant Plan, to the extent that the action(s) address the requirements of the ESSER III Expenditure Plan. When including action(s) from other plans, the LEA must describe how the action(s) included in the ESSER III Expenditure Plan supplement the work described in the plan being referenced. The LEA must specify the amount of ESSER III funds that it intends to use to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA. Descriptions of actions provided should include sufficient detail yet be sufficiently succinct to promote a broad understanding among the LEA’s local community.

**Strategies for Continuous and Safe In-Person Learning**

Provide the total amount of funds being used to implement actions related to Continuous and Safe In-Person Learning, then complete the table as follows:

- If the action(s) are included in another plan, identify the plan and provide the applicable goal and/or action number from the plan. If the action(s) are not included in another plan, write “N/A”.
- Provide a short title for the action(s).
- Provide a description of the action(s) the LEA will implement using ESSER III funds for prevention and mitigation strategies that are, to the greatest extent practicable, in line with the most recent CDC guidance, in order to continuously and safely operate schools for in-person learning.

- Specify the amount of ESSER III funds the LEA plans to expend to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA.

### **Addressing the Impact of Lost Instructional Time**

As a reminder, the LEA must use not less than 20 percent of its ESSER III funds to address the academic impact of lost instructional time. Provide the total amount of funds being used to implement actions related to addressing the impact of lost instructional time, then complete the table as follows:

- If the action(s) are included in another plan, identify the plan and provide the applicable goal and/or action number from the plan. If the action(s) are not included in another plan, write “N/A”.
- Provide a short title for the action(s).
- Provide a description of the action(s) the LEA will implement using ESSER III funds to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs.
- Specify the amount of ESSER III funds the LEA plans to expend to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA.

### **Use of Any Remaining Funds**

After completing the Strategies for Continuous and Safe In-Person Learning and the Addressing the Impact of Lost Instructional Time portions of the plan, the LEA may use any remaining ESSER III funds to implement additional actions to address students’ academic, social, emotional, and mental health needs, as well as to address opportunity gaps, consistent with the allowable uses identified above in the Fiscal Requirements section of the Instructions. LEAs choosing to use ESSER III funds in this manner must provide the total amount of funds being used to implement actions with any remaining ESSER III funds, then complete the table as follows:

- If the action(s) are included in another plan, identify the plan and provide the applicable goal and/or action number from the plan. If the action(s) are not included in another plan, write “N/A”.
- Provide a short title for the action(s).
- Provide a description of any additional action(s) the LEA will implement to address students’ academic, social, emotional, and mental health needs, as well as to address opportunity gaps, consistent with the allowable uses identified above in the Fiscal Requirements section of the Instructions. If an LEA has allocated its entire apportionment of ESSER III funds to strategies for continuous and safe in-person learning and/or to addressing the impact of lost instructional time, the LEA may indicate that it is not implementing additional actions.
- Specify the amount of ESSER III funds the LEA plans to expend to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA. If the LEA it is not implementing additional actions the LEA must indicate “\$0”.

### **Ensuring Interventions are Addressing Student Needs**

The LEA is required to ensure its interventions will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students most impacted by the COVID–19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.

The LEA may group actions together based on how the LEA plans to monitor the actions' progress. For example, if an LEA plans to monitor the progress of two actions in the same way and with the same frequency, the LEA may list both actions within the same row of the table. Each action included in the ESSER III Expenditure Plan must be addressed within the table, either individually or as part of a group of actions.

Complete the table as follows:

- Provide the action title(s) of the actions being measured.
- Provide a description of how the LEA will monitor progress of the action(s) to ensure that they are addressing the needs of students.
- Specify how frequently progress will be monitored (e.g. daily, weekly, monthly, every 6 weeks, etc.).

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