

# 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
Learning Continuity and Attendance Plan (LCP)	<a href="https://www.fcusd.org/cms/lib/CA01001934/Centricity/Domain/627/2020%20Learning%20Continuity%20and%20Attendance%20Plan.pdf">https://www.fcusd.org/cms/lib/CA01001934/Centricity/Domain/627/2020%20Learning%20Continuity%20and%20Attendance%20Plan.pdf</a>
Local Control Accountability Plan (LCAP)	<a href="https://www.fcusd.org/cms/lib/CA01001934/Centricity/Domain/627/2021-2024%208-30-21updated%20LCAP.pdf">https://www.fcusd.org/cms/lib/CA01001934/Centricity/Domain/627/2021-2024%208-30-21updated%20LCAP.pdf</a>
Expanded Learning Opportunities (ELO) Grant	<a href="https://www.fcusd.org/cms/lib/CA01001934/Centricity/Domain/627/2021%20Expanded%20Learning%20Opportunities-ELO%20Plan.pdf">https://www.fcusd.org/cms/lib/CA01001934/Centricity/Domain/627/2021%20Expanded%20Learning%20Opportunities-ELO%20Plan.pdf</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

\$23,351,995

Plan Section	Total Planned ESSER III
Strategies for Continuous and Safe In-Person Learning	\$13,028,274
Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)	\$4,670,391
Use of Any Remaining Funds	\$800,000

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

\$18,498,665

## 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.

Folsom Cordova Unified School District (FCUSD) has placed a high priority on meaningful community engagement. These efforts were refined and improved through the Local Control and Accountability Plan (LCAP) development process. The District's community engagement has been further enhanced during the pandemic as the District sought the input and feedback on the Distance Learning Model beginning in the early spring of 2020 and continuing through the development of the Learning Continuity and Attendance Plan, the 2021-2022 LCAP, and now the ESSER III Plan.

Combined school and District-level efforts have been conducted including virtual engagement sessions with groups and surveys which provided valuable perspectives and information from students, parents, staff, and the community. Parent Summits, previously facilitated in person, were held virtually with a focus on affinity groups (Hispanic Black, Special Education, and Asian and Pacific Islander) from underserved communities. There were specific efforts taken to ensure important constituencies were heard representing students with special needs, English learners, foster youth, Title school populations, and students who identify as Black/African American.

Community engagement and feedback were used to monitor existing programs and services as well as guide future planning efforts. The alignment of priority interests and needs has been continuously analyzed. All plans informed the development of subsequent plans.

To obtain input on the use of ESSER III funds surveys using ThoughtExchange and DAC were developed and made available to students, staff, parents, and the community.

The survey was structured with three open-ended prompts.

What services to support student learning do we want to:

- Maintain
- Increase and improve
- Add and/or develop

The annual and ongoing engagement of the community is a key to the plan development process. FCUSD places great importance on plans to be informed by the voices of students, families, staff, and community members. During the physical restrictions due to COVID, all stakeholder engagements were conducted virtually, using video conferencing meetings, virtual presentations and surveys emailed to stakeholders for feedback. The engagement during this process was foundational to the 2021-22 LCAP and subsequent plans as many of the priorities and recommendations raised during that process translated directly or supported community engagement input. A review of all comments and input was analyzed and the themes that emerged from the community input were communicated and included in subsequent plans. A comprehensive information and communication strategy was implemented to inform stakeholders of the purpose of the ESSER funds, the value of their continued input, and how to access the survey.

Acronyms:

FCLA - Folsom Cordova Leadership Association

ELAC - English Learner Advisory Committee

DELAC - District English Language Advisory Council

LCAP - Local Control Accountability Plan

SSC - School Site Council

SCC - Superintendents Communication Committee/District Advisory Committee (DAC)

CAC - Community Advisory Committee

CAC - Curriculum Advisory Committee

EAC - Equity Advisory Committee

SHAC - School Health Advisory Committee

SAB - Student Advisory Board

SCOE - Sacramento County Office of Education

Timeline of stakeholder engagement by group:

February/March 2021 - DELAC

March 2021 - Superintendent's Communication Committee (DAC)

March 2021 - SSC and ELACs  
March 2021 - Parent Summits (Stakeholder Affinity Groups - Hispanic/Latino, Black, Asian, Special Education)  
March 2021 - Management and FCLA (Principals and Administrators)  
March 2021 - SAB  
March 2021 - CAC (SELPA Administrator, staff, parents, and community members)  
April 2021 - FCEA (Teachers and other Certificated staff)/CSEA (Classified employees)  
September 2021 - DELAC/DAC

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

Community engagement feedback was analyzed to align with the State Priorities. Major themes, and the strong preferences emphasized by various educational partners are included:

##### Priority 1: Basic Services

Maintain positions that serve students to support technological use, SEL, and supports for becoming college and career ready upon graduation.

##### Priority 2: Implementation to State Standards

Specialized faculty positions to support Title 1 schools and students, such as academic coaches, and to provide ongoing professional development. Administrators, teachers, and parents felt strongly about this.

##### Priority 3: Parent Involvement

Parents and guardians continued to request that FCUSD offer more English Second Language (ESL) classes at elementary school sites for parents who want to develop and increase English language skills. Provide training for parents in SEL and ways to support their students.

##### Priority 4: Student Achievement

Increased Intervention support for students and one-on-one support is requested by the instructional staff along with the parent and student community. This includes a focus on Math and Science support in secondary, with an increased focus on A-G subjects to help keep students on a graduation track that will expand post-secondary opportunities.

##### Priority 5: Student Engagement

Mental health supports for students are needed, especially due to the trauma and challenges brought on by the effects of the pandemic. A strong need to diversify curriculum and instruction to better reflect the students the district serves, including more culturally representational readings, videos, pictures, and books. This was also strongly requested by the instructional staff, student advisory board, school site councils and the parent community.

##### Priority 6: School Climate

A need to address student wellness, especially as students return to campus after being socially isolated during the pandemic. Increased diversity training and hiring of staff to better reflect the student population. This information was highlighted in the CalSchools survey of parents, teachers and students.

#### Priority 7: Course Access

The increase in technology use and programs can continue to be useful as students transition back to full time in-person learning. Some of the features and flexibility allowed for better access to course content and interaction. Students may need extra tutoring and support as they transition back to in-person learning, with the help of counselors. In addition to academic support, staff needs to be trained on best practices for behavior management with positive practices that move away from punitive measures.

#### Priority 8: Student Outcomes

A strong desire for Intervention teachers and time, so students needing extra support and resources can have individualized assistance.

## 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

\$13,028,274

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
ELO Expenditure Plan Action 1	Expanded Learning	Extending Instructional Learning Time in addition to what is required for the school year by providing summer school and	3,000,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		<p>taking any other action that increases the amount of instructional time or services provided to students based on their learning needs.</p> <ul style="list-style-type: none"> <li>• Summer school services and curriculum materials for Summer 2021</li> <li>• Expanded Learning Opportunity for after school; ASES and Student Care programs</li> </ul> <p>Expanded learning will be provided through 2024 with ESSER III funds.</p>	
ELO, LCAP	Learning Supports	<p>Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports including, but not limited to, any of the following:</p> <ul style="list-style-type: none"> <li>• In order to continue expanded educational offerings throughout the district, the Innovations Academy will open as a new, standalone, K-12 school, offering a traditional education in a virtual environment, during the 2021/2022 school year</li> <li>• LETRS® (Language Essentials for Teachers of Reading and Spelling) - flexible literacy professional learning solution for PreK–5 educators. LETRS provides teachers with the research, depth of knowledge, and skills to make a significant improvement in the literacy and language development of every student - Year 1 &amp; 2</li> </ul> <p>ESSER III funds support the full implementation of LETRS to ensure that a broader scope of training is provided to teachers across the district. It allows FCUSD to provide more teachers with the training.</p>	3,500,000
LCP – Actions to Address Pupil Learning Loss; Expanded	Social Emotional Learning	Integrated student supports to address other barriers to learning, such as the provision of counseling or mental health services, or programs to address student trauma and	1,000,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
Learning Opportunities Grant Plan		social-emotional learning, or referrals for support for family or student needs. <ul style="list-style-type: none"> <li>• Second Step Curriculum</li> <li>• Learning platforms</li> <li>• SEL Mindfulness Space</li> <li>• Responsive Classroom training</li> </ul>	
LCP – Actions Related to the Distance Learning Program, LCAP	Technology	Technology support for equipment and resources as a result of crisis response. <ul style="list-style-type: none"> <li>• Provide students with access to technology, high-speed internet, and other academic supports.</li> <li>• Purchasing of internet hotspots to ensure access for all students to digital learning materials and resources beyond the school day</li> <li>• Technical personnel will be acquired to optimally respond to the significant increase in instructional technology use, equipment, and expanding technology infrastructure.</li> <li>• Chromebooks will continue to be acquired and supported</li> <li>• Other technology Infrastructure</li> </ul>	3,528,274
LCP, ELO, LCAP	Professional Development	Training for school staff on strategies, including trauma-informed practices, to engage students and families in addressing students’ social-emotional health needs and academic needs. <ul style="list-style-type: none"> <li>• Provide professional development on ELD curriculum</li> <li>• Provide training in RTI, Differentiated Instruction, and PLCs</li> <li>• Provide training on Cultural Responsiveness</li> <li>• Disrupting inequities in the learning system including the topics of equity leadership, equity literacy, implicit bias, antiracist education, restorative practices, and culturally and linguistically responsive practices.</li> </ul>	1,000,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		<ul style="list-style-type: none"> <li>• Focused training to promote, develop, and implement rigorous, standards-aligned high-quality arts instruction and address the learning needs of our students.</li> <li>• Additional day (s) for Professional Development for staff</li> </ul>	
LCAP, Goal 2 and Goal 3	Education Equity	<p>Ensure Education Equity through Culturally and Linguistically Responsive Teaching school environments in order to leverage and utilize the cultural learning tools that students bring to the classroom</p> <ul style="list-style-type: none"> <li>• Classified, certificated, and material resources will be acquired to provide additional equity coaching and consultation support to school sites, resources to facilitate culturally and linguistically responsive practice implementation, expand opportunities for student equity leadership, and support the implementation of targeted and universal equity programs. This includes funds for adding diverse materials for school libraries.</li> <li>• Provide approaches targeted to increase student connectedness and engagement and to increase student achievement by closing opportunity/achievement gaps, as well as a sense of connectedness.</li> </ul>	150,000
LCP- LCP – Actions Related to the Distance Learning Program, Actions to Address Pupil Learning Loss, ELO and LCAP, Goals 1 - 4	English Learner Services	<p>Additional academic services for students; Classified, certificated, staff will be acquired to provide targeted academic and social-emotional supports within the school day, outside the school day, and programs to support multilingual and EL families.</p> <p>This will result in higher reclassification rates, lower LTEL population, inclusive practices for students identified as dually identified, accelerated access to the core curriculum for refugees and newcomers, supplementary primary</p>	150,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		<p>language, and comparative successful outcomes with same-age peers</p> <ul style="list-style-type: none"> <li>• Diagnostic, progress monitoring, and benchmark assessments of student learning.</li> <li>• Bilingual Instructional Assistant for classroom student support</li> <li>• State Seal of Biliteracy and language supports</li> </ul>	
LCP – Actions Related to In-Person Instructional Offerings	Health and Safety	<p>Certificated and classified staff and material resources will be acquired to provide expanded health services, mitigate the spread of COVID, support student wellness, provide COVID testing and contact tracing, coordinate school health services, and monitor the increased complexities of the student movement, gathering, and management on school campuses.</p> <ul style="list-style-type: none"> <li>• Health providers in every school. Additionally, there will be a continuation and expansion of Local Continuity and Attendance Plan (LCP) actions such as MERV 13 for better HVAC filters, water bottle filling stations, air purifiers, enhanced ventilation systems in schools and buses, COVID-related signage, and personal protective equipment (PPE)</li> </ul>	300,000
LCP – Actions Related to In-Person Instructional Offerings	School Operations	<p>Certificated and classified staff and material resources will be acquired resulting in enhanced independent study and home hospital programs, expanded school and classroom culturally relevant library collections, and increased K-1 classroom reading services.</p> <ul style="list-style-type: none"> <li>• FCUSD will augment school supply budgets needed for operational and programmatic start-up of in-person learning</li> </ul>	100,000
LCP – Actions to Address Pupil Learning Loss, LCAP – Goal 3 and 4	Credit Recovery	<p>Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility.</p>	150,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		<ul style="list-style-type: none"> <li>Summer School services for high school students needing credit recovery</li> <li>Credit Recovery virtual courses in Fall and Winter</li> </ul>	
LCP – Actions to Address Pupil Learning Loss, LCAP – Goal 3 and 4	Multi-Tiered System of Supports (MTSS)	<p>Certificated and classified staff and material resources will be acquired to provide additional support to school sites in the implementation of MTSS, direct tier 2 and 3 support to students, and coaching and consultation to teachers, site administrators, and staff on social-emotional learning, and behavioral health.</p> <ul style="list-style-type: none"> <li>This will result in deeper and more consistent implementation of MTSS services and increased capacity of staff to provide services to the highest need students</li> </ul>	150,000

## 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

\$4,670,391

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCP – Actions to Address Pupil Learning Loss	Expanded Learning and Enrichment	This action takes an existing instructional focus provided in expanded learning and augments it to provide enrichment-centered learning that includes social-emotional, visual and performing arts, and experiential learning. Supports for students who require learning recovery were described in the Pupil Learning Loss section.	\$4,670,391

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		<p>Certificated and classified staff will provide comprehensive learning and intervention opportunities for PreK-12 grade students.</p> <ul style="list-style-type: none"> <li>• These experiential learning programs will include academic support, social-emotional learning, enrichment, career exploration, VAPA, STEAM, credit recovery, and transition support (ES to MS, MS to HS).</li> <li>• Enhanced after-school opportunities will support, supplement, and expand existing opportunities for before and after school services to students in support of learning recovery and re-engagement in the school community.</li> </ul>	

## 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

800,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCP – Actions Related to In-Person Instructional Offerings, LCAP Goal 1, ELO	Facilities	<p>Provide safe and secure egress and ingress that support set points of entry to ensure campus safety.</p> <ul style="list-style-type: none"> <li>• Facility- fences, gates,</li> <li>• Outdoor facility for the classroom setting</li> <li>• Safe outdoor gathering space for students, staff, and community</li> </ul>	500,000

<b>Plan Alignment (if applicable)</b>	<b>Action Title</b>	<b>Action Description</b>	<b>Planned ESSER III Funded Expenditures</b>
LCP – Actions Related to In-Person Instructional Offerings, LCAP Goal 1, ELO	Staffing	Staff added due to the impacts of COVID <ul style="list-style-type: none"> <li>• Short staffing- Substitute costs and overtime pay, extra duties</li> <li>• Independent Study</li> </ul>	150,000
LCAP Goal 2, ELO, and LCP Pupil Engagement and Outreach	Family and Community Engagement	Home and outreach to the community <ul style="list-style-type: none"> <li>• Certificated and classified staff, and material resources will be acquired to provide support for training and meetings, targeted social-emotional and academic support for family education workshops, build capacity for family community liaisons, and expand services for newcomer and refugee students and families.</li> <li>• These services will increase parental capacity to actively engage in their children’s education and support deeper school-home partnerships.</li> </ul>	50,000
LCAP, Goal 1 and 3	Instruction	Instructional Materials and Support <ul style="list-style-type: none"> <li>• Replace lost or missing materials</li> <li>• Provide access to support staff</li> </ul>	50,000
LCAP, Goal 1 and 4	Transportation	Support attendance and Expanded learning	50,000

## 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
Expanded Learning and Enrichment/Learning Supports/Instruction/Credit Recovery/MTSS	<p>Folsom Cordova Unified School District will progress monitor the extent to which actions are implemented across the district and in each school.</p> <p>Measures may include:</p> <ul style="list-style-type: none"> <li>a. Descriptive documentation of new/expanded programs (including contracted programs) and services</li> <li>b. Student participation in expanded learning programs and intensity of services</li> <li>c. The extent to which additional staff are hired and trained to support efforts (#/% hired, #/% trained)</li> </ul>	<ul style="list-style-type: none"> <li>a. Annually</li> <li>b. Annually</li> <li>c. Annually</li> </ul>
Family and Community Engagement	<p>Folsom Cordova Unified School District will progress monitor the extent to which actions are implemented across the district and in each school.</p> <p>Measures may include:</p> <ul style="list-style-type: none"> <li>a. Description of new/expanded services and supports</li> <li>b. Parent participation in trainings/workshops.</li> <li>c. Staff participation in training</li> <li>d. Parent Survey</li> <li>e. Extent to which additional staff are hired and trained to support efforts (#/% hired, #/% trained)</li> </ul>	<ul style="list-style-type: none"> <li>a. Annually</li> <li>b. Annually</li> <li>c. Annually</li> <li>d. Annually</li> <li>e. Annually</li> </ul>
Social Emotional Learning/Education Equity	<p>Folsom Cordova Unified School District will progress monitor the extent to which actions are implemented across the district and in each school. Measures may include:</p> <ul style="list-style-type: none"> <li>a. Anonymous reports of sensitive situations</li> <li>b. Description of new/expanded health services</li> <li>c. Student Climate Survey</li> </ul>	<ul style="list-style-type: none"> <li>a. Annually</li> <li>b. Annually</li> <li>c. Annually</li> <li>d. Annually</li> </ul>

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
	d. The extent to which additional staff are hired and trained to support efforts (#/% hired, #/% trained)	
Technology	<p>Folsom Cordova Unified School District Technology Department will progress monitor the extent to which actions are implemented across the district and in each school. Measures may include:</p> <ul style="list-style-type: none"> <li>a. Documentation of new/expanded services and supports</li> <li>b. Avg student device age</li> <li>c. # Helpdesk ticket/call responses</li> <li>d. The extent to which additional staff are hired and trained to support efforts s (#/% hired, #/% trained)</li> </ul>	<ul style="list-style-type: none"> <li>a. Annually</li> <li>b. Annually</li> <li>c. Ongoing</li> <li>d. Annually</li> </ul>
Professional Development/Staffing	<p>Folsom Cordova Unified School District will progress monitor the extent to which actions are implemented across the district and in each school. Measures may include:</p> <ul style="list-style-type: none"> <li>a. Number of Professional development training conducted</li> <li>b. Staff participation in training</li> <li>c. Classroom Observations</li> <li>d. Participating Staff Survey</li> <li>e. The extent to which additional staff are hired and trained to support efforts (#/% hired, #/% trained)</li> </ul>	<ul style="list-style-type: none"> <li>a. Annually</li> <li>b. Annually</li> <li>c. Ongoing</li> <li>d. Annually</li> <li>e. Annually</li> </ul>
English Learner Services	<p>Folsom Cordova Unified School District will progress monitor the extent to which actions are implemented across the district and in each school. Measures may include:</p>	<ul style="list-style-type: none"> <li>a. Ongoing</li> <li>b. Annually</li> <li>c. Bi-monthly</li> <li>d. Annually</li> <li>e. Annually</li> </ul>

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
	<ul style="list-style-type: none"> <li>a. Classroom observations</li> <li>b. RFEP/LTEL monitoring</li> <li>c. Program Monitor Professional Learning participation</li> <li>d. Curriculum Specialist support feedback</li> <li>e. Parent engagement</li> <li>f. State Seal of Biliteracy former English Learners candidates</li> </ul>	f. Annually
Business Services/Facilities/School Operations/Transportation	<p>Folsom Cordova Unified School District Business Services, Facilities, and Transportation along with other departments that support school operations will progress monitor the extent to which actions are implemented across the district and in each school.</p> <p>Measures may include:</p> <ul style="list-style-type: none"> <li>a. Description of new/expanded services, equipment, and physical infrastructure</li> <li>b. # students served</li> </ul>	<ul style="list-style-type: none"> <li>a. Annually</li> <li>b. Annually</li> </ul>
Health and Safety	<p>Folsom Cordova Unified School District Health Services Department will progress monitor the extent to which actions are implemented across the district and in each school. Measures may include:</p> <ul style="list-style-type: none"> <li>a. COVID Dashboard</li> <li>b. List of new/expanded health services</li> <li>c. Report on COVID mitigation, testing, contact tracing, management efforts</li> <li>d. Description of physical building infrastructure adjustments to mitigate COVID</li> </ul>	<ul style="list-style-type: none"> <li>a. Weekly, as needed</li> <li>b. Annually</li> <li>c. Annually</li> <li>d. Annually, upon completion</li> <li>e. Annually</li> </ul>

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
	e. Extent to which additional staff are hired and trained to support efforts (#/% hired, #/% trained)	

# 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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