

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
Expanded Learning Opportunities Grant Plan	This plan may be accessed on the District’s website: https://www.caruthers.k12.ca.us
Local Control and Accountability Plan	This plan may be accessed on the District’s website: https://www.caruthers.k12.ca.us

Summary of Planned ESSER III Expenditures

Below is a summary of the ESSER III funds received by the LEA and how the LEA intends to expend these funds in support of students.

Total ESSER III funds received by the LEA
\$5,252,629

Plan Section	Total Planned ESSER III
Strategies for Continuous and Safe In-Person Learning	\$4,202,104
Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)	\$1,050,525
Use of Any Remaining Funds	\$0

Total ESSER III funds included in this plan

\$5,252.629

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.

To address the impact of lost instructional time, the District will be continuing the expanded learning plan actions that were developed with community input during the 2020-21 school year. The following process was used to develop those actions:

The District engaged stakeholders throughout the 2020-21 school year to discuss alternatives for reopening schools and providing instructional supports and interventions.

After school started, the District sought input to inform the major portions of the District's instructional plan. Site administrators and school liaisons also reached out to families to encourage participation. Students and parents were asked to complete an online survey from September 7th through 11th regarding what the District was doing well to provide support services to pupils and families, and what might be improved. Copies of the survey questions were available by request at the school sites. All materials, surveys, communications, and presentations were provided in English and Spanish.

Formal meetings to gather concerns and present proposed actions were held during the winter and spring months. Stakeholder groups were asked to provide input regarding interventions and supports, including extended learning opportunities. During meetings with stakeholders, participants (migrant, ELD, homeless parents, board members, teachers, classified, and students) were asked to provide:

- Clarifying questions and/or comments;
- Input/suggestions for assessing and addressing learning loss;
- Supports for students who are struggling or have special needs;
- Supports for social and emotional well-being; and
- Access to technology.

The District's proposed actions to provide supports and accelerate learning for our neediest students was a primary topic at all meetings. Translation was provided orally at DELAC and ELAC meetings.

The following groups participated in surveys and/or feedback sessions, such as stakeholder input meetings:

District Administration/Principals Meeting – Ongoing through the school year.

Classified Bargaining Unit including all Classified Staff Stakeholder Input Meeting February 25, 2021
Certificated Bargaining Unit including teachers Stakeholder Input Meeting February 25, 2021
Community Stakeholder Input Meeting – Surveyed September 7-11, 2020, Spring, 2021, and met the week of February 23-26, 2021
Student Input Meeting – Surveyed September 7-11, 2020, Spring 2021
Parent Advisory Committee (PAC) Input Meeting -- February 18, 2021
District English Learner Advisory Committee (DELAC) Input Meeting February 18, 2021
The Public Comment period ran from May 19-26, 2021. A draft of the Expanded Learning Opportunities Plan (ELOP) was made available to stakeholders by request at the sites and on the school website. Comments could be provided to school site administrators for consideration. The ELOP submitted for CUSD Governing Board approval was posted on the District's website and a link included in the Board agenda, posted 72 hours prior to the meeting. Board Adoption – May 26, 2021. Submit to FCSS -- May 27, 2021.

Additionally, the District engaged in a new community engagement process to gather perspectives and insights of each of the Stakeholder groups in identifying the unique needs of our students, especially related to the effects of the COVID-19 pandemic, and to determine the most effective strategies and interventions to address these needs.
Proposed actions were shared with all families, including families that speak languages other than English, through school communications and SSC and ELAC committees on October 4, 2021.
The draft plan was presented and students' perspectives and insights solicited at the CHS ASB meeting on October 4-8, 2021.
Teachers and classified staff were invited to meet and provide suggestions on October 4, 2021, and were asked to solicit feedback from their bargaining unit membership.
School administrators, including principals, and district administrators, including the special education administrator, offered input during the Superintendent's cabinet meetings.
A community input period was held October 4-18, 2021, and Individuals or advocates representing the interests of low-income students, students with exceptional needs, English learners, homeless students, Foster Youth, migratory students, children who are incarcerated, and other underserved students were explicitly invited to attend and provide comments on the proposed actions.
A new public comment period was held from October 4-18, 2021.
A link to the draft plan was shared with the Fresno ACLU Chapter and the Education and Leadership Foundation, who were offered an opportunity to provide feedback. Very few students associated with tribes are served by the District; the percentage of students who identify as "American Indian or Alaska Native" is less than .6%.
The plan was presented to and approved by the Caruthers Unified School District Governing Board on October 25, 2021. It was submitted to the Fresno County Superintendent of Schools on October 26, 2021.

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

The revised ESSER III Expenditure Plan actions are the result of a collaboration between several groups, including District employees, community members, secondary students, our Parent Advisory Committee (PAC), and our District English Learner Advisory Committee (DELAC), to build a plan that best supports all students in the response to a global pandemic. Keeping school sites open and safe for in-person learning, along with thoughtfully addressing losses in instruction, were at the forefront of all discussions and decisions. The perspectives and insights of community members in identifying the unique needs of the District, especially related to the effects of the

COVID-19 pandemic contributed to determining the most effective strategies and interventions to address these needs through the programs and services the LEA implements with its ESSER III funds.

The following outlines input gathered from various groups that impacted this ESSER III Plan:

- Students, teachers, and parents all supported the idea of outdoor learning pavilions where classes could be held outdoors under a shaded structure, as well as updating all school site facilities across the district to have safe learning environments. There was strong support for the construction of outdoor learning pavilions, so that educators and school staff can utilize them with students to further learning experiences. This was supported by all community input groups.
- Teachers, classified school staff, administrators, DELAC members, PAC members, and the community members expressed support of the continuance of the expanded learning plan to support students to accelerate learning and provide additional supports through the summer programs and regular school year before-, after-, and in-school intervention programs.
- Members of the DELAC and PAC committees support the Family Liaisons to support improved communication between school and home, and to enhance families' participation in school activities and decision-making.
- All stakeholders supported continuing the activities from the Expanded Learning Opportunities Grant Plan through the 2023-24 school year.
- The continuation of a more robust summer session from the Expanded Learning Opportunities Plan was another area members of the DELAC and PAC committees supported.

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

\$4,202,104

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
N/A	Facilities: <ul style="list-style-type: none"> • Outdoor Learning Centers • Storage Facility • Intervention Building • All-weather track • CES Kitchen Modernization • CES Wings 1&2 • Additional classrooms 	<p>The District needs to install outdoor learning centers at three of our school sites: Caruthers Elementary School, Caruthers High School and MARC Continuation School. We are requiring our sites to maintain socially distanced learning for the safety of our staff and students. These outdoor learning centers allow for that and provide a sheltered place for our students to have fresh air throughout the day. Because of our small multi-purpose room at all three sites, we will be able to provide more social distancing by utilizing the outdoor learning centers for serving breakfast and lunch. The purchase is reasonable because multiple bids were obtained and the lowest bid will be recommended for approval by the Board of Trustees. The purchase is necessary because we don't have covered meeting spaces at the high school and continuation school to ensure spatially distanced learning. The purchase for the elementary is necessary because the site does not have covered outdoor spaces for the younger students who are not able to obtain the Covid-19 vaccine. The project described above does not fall within the disallowed items of cost described in subsection 200.420-475. The purchase of the outdoor learning centers is permissible as an improvement to existing campuses as stated in the allowance capital expenses under the Congressional ARP Act.</p> <p>The District needs to install a storage facility for the accumulated PPE, classroom supplies and furniture and equipment that had to be removed from classrooms because of social distancing. We are requiring our sites to maintain socially distanced learning for the safety of our staff and students. We are removing furniture and equipment that cramp the classroom and restrict space for movement. We have purchased and been provided ample PPE but have no place to store it as it is being consumed by our staff and students. Because it is our intent to continue to maintain social distancing after the pandemic is over, we will continue</p>	4,202,104

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		<p>to have to store tables and other furniture/equipment for at a minimum, the foreseeable future. The purchase is reasonable because we are going out to bid for the lowest cost provider of a metal storage facility. The purchase is necessary because, as a small rural district, there are no available storage buildings to rent or buy in our community. We are several miles away from a larger urban area and driving back and forth is impractical and inefficient. The project described above does not fall within the disallowed items of cost described in subsection 200.420-475. The purchase is allowable under the ESSER II Congressional Act.</p> <p>As a result of the pandemic, students experienced losses in learning and exacerbated social-emotional traumas. These needs were expressed in feedback from parents, teachers, and students themselves, and in the academic assessment data from the end of the 2020-21 school year. The Intervention Building will provide space for an estimated 200 students to receive social, emotional, disciplinary and academic counseling throughout the day. It is more cost effective to build one larger building than to put in several portables which we don't have the space on campus to do. This space will allow for social distancing that we are requiring our sites for the safety of our staff and students.</p> <p>All-weather Track at the high school campus to spread students out in a more socially distanced manner for outdoor physical education activities on a track that can be used year-round. The pandemic has caused breathing issues for more of our students and staff, and increased the need for preventative efforts for those who have allergies or other respiratory issues causing them to be immunocompromised and more susceptible to the COVID-19 virus. The track will also be available for use of the nearby elementary school during the teaching day because there is no other facility of this kind in the small rural community. Students will have</p>	

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		<p>access to more outdoor activities in which they are able to maintain proper social distancing, even during the rainy season when the dirt track always floods.</p> <p>CES Kitchen modernization project will add ventilation and additional space for social distancing while working and serving students and provide easily cleanable work spaces.</p> <p>CES Wings 1 & 2 will replace ventilation systems and provide additional classroom and office space for social distancing.</p> <p>Additional portable classrooms to house a growing student population while still providing for social distancing. The new portables will have state-of-the art HVAC units that will result in improved indoor air quality for both students and staff.</p>	

Addressing the Impact of Lost Instructional Time

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

Total ESSER III funds being used to address the academic impact of lost instructional time

\$1,050,525

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
ELO/LCAP, Goal 1, Action 8	Summer Program for Learning Recovery and Acceleration, K-8	The ESSER III funds will be used to extend actions from the Expanded Learning Opportunities Grant Plan beyond 2022 and through 2024, and will connect with the LCAP, to continue a robust summer session program for K-8 grades students. This will add instructional time to address the academic impact of the pandemic. Caruthers USD will use	\$200,525

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		<p>ESSER III funds to build upon the summer session action to both accelerate and recover learning.</p> <p>The program will be conducted over a three weeks' period, for four-and-a-half hours per day. The instruction foci will be on ELA, Math, and ELD support and acceleration, with integrated enrichment. In order to enhance students' engagement and provide more individual attention, class sizes will be small, planned at a 15-to-1 students/teacher ratio. Students will receive additional support from paraprofessionals to further provide more individual attention. JDA program will be conducted for qualifying 7-8 graders. The Reading Lab will also be offered for K-3 students who need that additional support. All safety precautions will be in place.</p>	
ELO/LCAP, Goal 1, Action 8	High School Summer Program for Learning Recovery and Acceleration	<p>The ESSER III funds will be used to extend actions from the Expanded Learning Opportunities Grant Plan beyond 2022 and through 2024, and will connect with the LCAP, to continue a more robust summer session program for high school students. This will add instructional time to address the academic impact of the pandemic. Caruthers USD will use ESSER III funds to build upon the summer session action to both accelerate and recover learning.</p> <p>High school credit recovery will support students who lost credits or did not pass classes due to the pandemic to get back on track to graduate with their cohort. The instruction foci will be on Math and English/ELD, with the possibility of science and social studies. In order to increase or improve college eligibility, there will be the opportunity to earn additional credits for students on-track. The Summer Bridge program will be offered to 8th grade students transitioning to 9th grade and who lost 12-18 months of in-class participation due to the pandemic and are re-learning the practices of class participation.</p>	\$100,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
<p>ELO, Action 2 "Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports"</p>	<p>Regular School Year: Learning Recovery and Acceleration</p>	<p>The ESSER III funds will be used to expand additional supports for students by extending the actions in the Expanded Learning Opportunities Grant Plan through 2024, to continue a robust learning recovery and acceleration plan during the school year. ESSER III dollars will be used to provide teachers with additional time for instructional planning to meet learning loss, including review of individual and group assessment data and review of prior grade level's standards. Planning will include how to scaffold instruction to support learning recovery of missed standards, concepts, and skills. The District will provide teachers with professional development in social-emotional learning and addressing students' mental health needs. Students will receive one-on-one support as needed, for ELA in K-3, and math in K-4.</p> <p>Additionally, an Intervention Teacher who will provide learning recovery supports, and an extra 4th grade teacher to meet the needs of students who have transitioned from the primary to upper grades and need extra attention for learning acceleration, will be added at Caruthers Elementary School.</p>	<p>\$750,000</p>
<p>LCAP, Goal 1, Action 2</p>	<p>Professional Support and Coaching</p>	<p>The ESSER III funds will be used to add to the professional development being provided by the LCAP. ESSER III dollars will be used to provide an Instructional Coach at Caruthers High in order to support teachers in providing increased strategic supports based on the needs of students caused by the loss of instructional time.</p> <p>Visible Learning, a book written by John Hattie, outlines research that highlights the idea that educators who work collaboratively positively impact students' learning. Collective teacher efficacy has a mean effect size of 1.57, which makes it the top action schools can take to improve student achievement. Caruthers USD will build educator efficacy by continuing coaching supports and services</p>	<p>\$0</p>

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		<p>provided to both teachers and administrators. Their work together will focus on actions to accelerate learning while simultaneously scaffolding students who need extra supports.</p>	
N/A	Academic Enrichment Activities	<p>The ESSER III funds will be used to provide academic enrichment activities, including field trips, to students who were not able to experience such activities due to school closures and loss of family income due to the pandemic. Because of COVID-19 and the associated effects, our students were not only missing in-person instruction, but also enrichment activities that would normally take place, but were not allowed due to travel restrictions even after they returned to school. Also, many of the families in our District lost income due to the pandemic, and were limited in family travel and enrichment activities.</p> <p>Our low-income students and English Learners often struggle in making connections between what they may read in English, social studies, or science classes, and their real lives, because of they have had limited opportunities to experience enrichment activities away from school.</p> <p>“Enrichment activities... can boost student academic achievement, academic attainment, and social behaviors (such as reduced drug use and pregnancy), increase disadvantaged student’s cultural capital, improve students’ critical thinking, and increase social tolerance” (The Enrichment Gap: The Educational Inequity That Nobody Talks About, Center for Reinventing Public Education, November, 2018). We expect improved academic and social-emotional outcomes as a result of this action.</p> <p>https://www.edsurge.com/news/2020-10-14-the-enrichment-gap-is-widening-students-social-emotional-development-is-at-risk--1c711526-a565-4ce9-b136-286fd953f063</p> <p>https://www.crpe.org/thelens/enrichment-gap-educational-inequity-nobody-talks-about</p>	\$0

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP, Goal 2, Action 1	Increase Family Engagement	The ESSER III funds will be used to extend actions from the LCAP, to add additional staff to support outreach, communication, and engagement of families, activities that were severely restricted due to the pandemic. Even though the District reached out to engage families virtually, participation was not as robust as in-person. Some restrictions still remain, and the additional Family Liaison will help the District to re-engage and provide services and support to at-risk students, including Foster Youth and homeless students.	\$0

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

\$0

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

Ensuring Interventions are Addressing Student Needs

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

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
Facilities	<p>Progress will be monitored using the Caruthers USD ESSER III Expenditure Plan Monitoring Instrument (Appendix 1).</p> <p>At the end of each monitoring period, implementation progress will be described and evaluated in order to determine if any adjustments are needed to ensure the planned actions are addressing the needs of our students.</p> <p>CUSD will monitor students' attendance, absenteeism, and feelings of safety and school connectedness using a variety of metrics, including CALPADS data, district-collected data, and survey data, and will provide necessary health, safety, and social-emotional supports and scaffolds based on data. This monitoring will provide the District with the information needed to identify and address individual student health, safety, and social-emotional needs during the regular school year and summer sessions.</p> <p>The District will also use the annual FIT (Facilities Inspection Tool) to assess that the facilities designated in this plan are safe and in good repair.</p>	Progress will be monitored three times each year: Beginning of year, mid-year, and end-of-year.

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
	<p>The Caruthers USD ESSER III Monitoring Instrument will be a Google Sheet that contains both qualitative and quantitative data, with each specific action outlined on a row on the tool. There will be three columns for each action per year, where data will be entered and kept. This will capture the progress being made on each action over the course of time. Items related to the metrics cited above, with others that may be later identified, will contain quantitative data with percentages of students who are on or above grade level. Other items such as training for school staff will contain qualitative data with updates on progress of each action being documented three times per year.</p>	
<p>Summer Program for Learning Recovery and Acceleration, K-8</p>	<p>Progress will be monitored using the CUSD ESSER III Expenditure Plan Monitoring Instrument (Appendix 1).</p> <p>At the end of each monitoring period, implementation progress will be described and evaluated in order to determine if any adjustments are needed to ensure the planned actions are addressing the needs of our students.</p> <p>CUSD will monitor students' academic achievement and progress using a variety of metrics, including iReady and Smarter Balanced assessments, and will provide necessary instructional supports and scaffolds based on data. This monitoring will provide the District with the information needed to identify and address individual student learning needs during the regular school year and summer sessions. Documentation related to numbers of</p>	<p>Progress will be monitored three times each year: Beginning of year (pre-assessment), mid-year (on-going assessment), and end-of-year (post-assessment)</p>

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
	<p>students recovering credits, completing graduation requirements, and meeting college and career readiness standards will also be among the data examined to determine 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.</p> <p>The Caruthers USD ESSER III Monitoring Instrument will be a Google Sheet that contains both qualitative and quantitative data, with each specific action outlined on a row on the tool. There will be three columns for each action per year, where data will be entered and kept. This will capture the progress being made on each action over the course of time. Items related to the metrics cited above, with others that may be later identified, will contain quantitative data with percentages of students who are on or above grade level. Other items such as training for school staff will contain qualitative data with updates on progress of each action being documented three times per year.</p>	
<p>High School Summer Program for Learning Recovery and Acceleration</p>	<p>Progress will be monitored using the CUSD ESSER III Expenditure Plan Monitoring Instrument (Appendix 1).</p> <p>At the end of each monitoring period, implementation progress will be described and evaluated in order to determine if any adjustments are needed to ensure the planned actions are addressing the needs of our students.</p>	<p>Progress will be monitored three times each year: Beginning of year (pre-assessment), mid-year (on-going assessment), and end-of-year (post-assessment)</p>

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
	<p>CUSD will monitor students' academic achievement and progress using a variety of metrics, including iReady and Smarter Balanced assessments, and will provide necessary instructional supports and scaffolds based on data. This monitoring will provide the District with the information needed to identify and address individual student learning needs during the regular school year and summer sessions. Documentation related to numbers of students recovering credits, completing graduation requirements, and meeting college and career readiness standards will also be among the data examined to determine 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.</p> <p>The Caruthers USD ESSER III Monitoring Instrument will be a Google Sheet that contains both qualitative and quantitative data, with each specific action outlined on a row on the tool. There will be three columns for each action per year, where data will be entered and kept. This will capture the progress being made on each action over the course of time. Items related to the metrics cited above, with others that may be later identified, will contain quantitative data with percentages of students who are on or above grade level. Other items such as training for school staff will contain qualitative data with updates on progress of each action being documented three times per year.</p>	

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
<p>Regular School Year: Learning Recovery and Acceleration</p>	<p>Progress will be monitored using the CUSD ESSER III Expenditure Plan Monitoring Instrument (Appendix 1).</p> <p>At the end of each monitoring period, implementation progress will be described and evaluated in order to determine if any adjustments are needed to ensure the planned actions are addressing the needs of our students.</p> <p>CUSD will monitor students' academic achievement and progress using a variety of metrics, including iReady and Smarter Balanced assessments, and will provide necessary instructional supports and scaffolds based on data. This monitoring will provide the District with the information needed to identify and address individual student learning needs during the regular school year and summer sessions. Documentation related to numbers of students recovering credits, completing graduation requirements, and meeting college and career readiness standards will also be among the data examined to determine 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.</p> <p>The Caruthers USD ESSER III Monitoring Instrument will be a Google Sheet that contains both qualitative and quantitative data, with each specific action outlined on a row on the tool. There will be three columns for each action per year, where data will be entered and kept. This will capture the progress being made on each</p>	<p>Progress will be monitored three times each year: Beginning of year (pre-assessment), mid-year (on-going assessment), and end-of-year (post-assessment)</p>

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
	<p>action over the course of time. Items related to the metrics cited above, with others that may be later identified, will contain quantitative data with percentages of students who are on or above grade level. Other items such as training for school staff will contain qualitative data with updates on progress of each action being documented three times per year.</p>	
<p>Professional Support and Coaching</p>	<p>Progress will be monitored using the CUSD ESSER III Expenditure Plan Monitoring Instrument (Appendix 1).</p> <p>At the end of each monitoring period, implementation progress will be described and evaluated in order to determine if any adjustments are needed to ensure the planned actions are addressing the needs of our students.</p> <p>CUSD will monitor students' academic achievement and progress using a variety of metrics, including Smarter Balanced assessments, and will provide necessary instructional supports and scaffolds based on data. This monitoring will provide the District with the information needed to identify and address individual student learning needs during the regular school year and summer sessions. Documentation related to numbers of students recovering credits, completing graduation requirements, and meeting college and career readiness standards will also be among the data examined to determine that the actions and expenditures in the plan are addressing the identified academic, social, emotional, and mental health needs of its</p>	<p>Progress will be monitored three times each year: Beginning of year (pre-assessment), mid-year (on-going assessment), and end-of-year (post-assessment)</p>

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
	<p>students, and particularly those students most impacted by the COVID–19 pandemic.</p> <p>The Caruthers USD ESSER III Monitoring Instrument will be a Google Sheet that contains both qualitative and quantitative data, with each specific action outlined on a row on the tool. There will be three columns for each action per year, where data will be entered and kept. This will capture the progress being made on each action over the course of time. Items related to the metrics cited above, with others that may be later identified, will contain quantitative data with percentages of students who are on or above grade level. Other items such as training for school staff will contain qualitative data with updates on progress of each action being documented three times per year.</p>	
<p>Academic Enrichment Activities</p>	<p>Progress will be monitored using the CUSD ESSER III Expenditure Plan Monitoring Instrument (Appendix 1).</p> <p>At the end of each monitoring period, implementation progress will be described and evaluated in order to determine if any adjustments are needed to ensure the planned actions are addressing the needs of our students.</p> <p>CUSD will monitor students' academic achievement and progress using a variety of metrics, including iReady and Smarter Balanced assessments, students' attendance, absenteeism, and feelings of safety and school connectedness using a variety of metrics, including CALPADS data, district-collected data,</p>	<p>Progress will be monitored three times each year: Beginning of year (pre-assessment), mid-year (on-going assessment), and end-of-year (post-assessment)</p>

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
	<p>and survey data, and will provide necessary instructional, health, safety, and social-emotional supports and scaffolds based on data. This monitoring will provide the District with the information needed to identify and address individual student learning needs during the regular school year and summer sessions. Documentation from these metrics will be examined to determine 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.</p> <p>The Caruthers USD ESSER III Monitoring Instrument will be a Google Sheet that contains both qualitative and quantitative data, with each specific action outlined on a row on the tool. There will be three columns for each action per year, where data will be entered and kept. This will capture the progress being made on each action over the course of time. Items related to the metrics cited above, with others that may be later identified, will contain quantitative data with percentages of students who are on or above grade level. Other items such as training for school staff will contain qualitative data with updates on progress of each action being documented three times per year.</p>	
<p>Increase Family Engagement</p>	<p>Progress will be monitored using the Caruthers USD ESSER III Expenditure Plan Monitoring Instrument (Appendix 1).</p> <p>At the end of each monitoring period, implementation progress will be described and</p>	<p>Progress will be monitored three times each year: Beginning of year (pre-assessment), mid-year (on-going assessment), and end-of-year (post-assessment)</p>

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
	<p>evaluated in order to determine if any adjustments are needed to ensure the planned actions are addressing the needs of our students.</p> <p>CUSD will monitor students' attendance, absenteeism, and feelings of safety and school connectedness using a variety of metrics, including CALPADS data, district-collected data, and survey data, and will provide necessary health, safety, and social-emotional supports and scaffolds based on data. This monitoring will provide the District with the information needed to identify and address individual student health, safety, and social-emotional needs during the regular school year and summer sessions.</p> <p>Because we know that family and parent engagement impact student learning, documentation related to numbers of students making academic progress, recovering credits, completing graduation requirements, and meeting college and career readiness standards will also be among the data examined to determine 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.</p> <p>Parent Survey data, based on the state's self-reflection tool for family engagement, will also be examined to determine if these efforts are increasing families' positive perceptions of school/home partnerships and family engagement in decision-making.</p>	

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
	<p>The Caruthers USD ESSER III Monitoring Instrument will be a Google Sheet that contains both qualitative and quantitative data, with each specific action outlined on a row on the tool. There will be three columns for each action per year, where data will be entered and kept. This will capture the progress being made on each action over the course of time. Items related to the metrics cited above, with others that may be later identified, will contain quantitative data with percentages of students who are on or above grade level. Other items such as training for school staff will contain qualitative data with updates on progress of each action being documented three times per year.</p>	

ESSER III Expenditure Plan Instructions

Introduction

School districts, county offices of education (COEs), or charter schools, collectively known as local educational agencies (LEAs), that receive Elementary and Secondary School Emergency Relief (ESSER) funds under the American Rescue Plan (ARP) Act, referred to as ESSER III funds, are required to develop a plan for how they will use ESSER III funds to, at a minimum, address students' academic, social, emotional, and mental health needs, as well as the opportunity gaps that existed before, and were exacerbated by, the COVID-19 pandemic.

The plan must be adopted by the local governing board or body of the LEA at a public meeting on or before October 29, 2021 and must be submitted for review and approval within five days of adoption. A school district must submit its ESSER III Expenditure Plan to its COE for review and approval; a COE must submit its plan to the California Department of Education for review and approval. A charter school must submit its plan to its chartering authority for review and to the COE of the county in which the charter school operates for review and approval.

In addition, consistent with the requirements of the ARP, Volume 86, *Federal Register*, page 21201, April 22, 2021, the ESSER III Expenditure Plan must be:

- Written in an understandable and uniform format;
- Written in a language that parents can understand, to the extent practicable;
 - If it is not practicable to provide written translations to a parent with limited English proficiency, the plan must be orally translated for parents
- Provided in an alternative format to a parent who is an individual with a disability as defined by the Americans with Disabilities Act, upon request; and
- Be made publicly available on the LEA's website.

For additional information regarding ESSER III funding please see the ARP Act Funding web page at

<https://www.cde.ca.gov/fg/cr/arpact.asp>.

For technical assistance related to the completion of the ESSER III Expenditure Plan, please contact EDReliefFunds@cde.ca.gov.

Fiscal Requirements

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

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

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

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

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

Other LEA Plans Referenced in this Plan

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

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

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

Summary of Expenditures

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

Instructions

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

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

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

Community Engagement

Purpose and Requirements

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

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

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

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

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

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

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

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

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

Instructions

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

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

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

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

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

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

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

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

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

Planned Actions and Expenditures

Purpose and Requirements

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

Instructions

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

Strategies for Continuous and Safe In-Person Learning

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

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

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

Addressing the Impact of Lost Instructional Time

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

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

Use of Any Remaining Funds

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

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

Ensuring Interventions are Addressing Student Needs

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

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

Complete the table as follows:

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

California Department of Education

June 2021