

ESSER III Expenditure Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Vallejo City Unified School District	Cheri Summers Assistant Superintendent, Teaching and Learning	csummers@vcusd.org 707-556-8921 ext. 50004

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
2021-2022 VCUSD Local Control Accountability Plan	https://drive.google.com/file/d/1n_flwYYfiEACSzWbUSBYdvLMXo7cUu5B/view?usp=sharing
VCUSD Expanded Learning Opportunities Grant Plan	https://drive.google.com/file/d/1MTy0gcxGRaGooKBjgq7HpG4KN1upN8M3/view?usp=sharing

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
\$29,273,355.00

Plan Section	Total Planned ESSER III
Strategies for Continuous and Safe In-Person Learning	\$3,978,465
Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)	\$19,888,023
Use of Any Remaining Funds	\$5,406,867

Total ESSER III funds included in this plan

\$29,273,355

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.

During the 2020-2021 school year 42 virtual meetings were held in order to gather feedback from a broad range of stakeholder groups. These virtual meetings included Community Town Hall meetings, District English Learner Advisory Committee meetings, meetings held for specific groups of Vallejo City Unified School District (VCUSD) staff, meetings held at each school site, and meetings held for student focus groups. These meetings occurred beginning in the late fall 2020 and concluded in late April 2021. The Community Town Hall Meetings held on March 9, 2021 and March 15, 2021 were events open to any community members including those involved in civil rights organizations, Tribes or advocacy groups. In all the meetings included consultation with students, families (including families that speak languages other than English), school and district administrators including Special Education administrators, teachers, principals, other school leaders, support staff, local bargaining units, and community members including those advocating for the interests of under-served students. During these meetings participants contributed feedback on student needs aligned to addressing student safety, mental health, and learning loss. Additional information about these meetings can be referenced in the 2021-22 VCUSD Local Control Accountability Plan (LCAP) and the VCUSD Expanded Learning Opportunities (ELO) Grant Plan.

In March 2021 parallel surveys were developed and administered to gather feedback from parents and staff. The surveys were designed to gather input on effective strategies to promote academic success, parent engagement, and safe, engaging school environments. In August-September 2021 a survey was widely distributed via the District's established technology based communication application utilized by a broad range of stakeholders to solicit feedback once more aligned to student needs to ensure that information gathered the previous year was still relevant and to further elicit feedback on addressing lost instructional time and safe in-person learning environments.

Feedback from all stakeholder meetings was compiled into one master document to facilitate the identification of trends. The data from the surveys was used as a second data point to identify trends.

A preliminary budget for use of ESSER III funds was presented to the Governing Board in a VCUSD Special Governing Board Study Session with opportunities for public comment on Thursday, September 23, 2021. The Vallejo City Unified School District ESSER III Expenditure Plan was presented to the Governing Board in a regularly scheduled Governing Board meeting for information on Wednesday, October 6, 2021. The Plan was brought before the Governing Board for approval on October 20, 2021.

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

Deliberate attention was given to ensure voices of all stakeholder groups were heard. VCUSD staff consulted with parents, community members, students, school personnel, and local bargaining units. The impact of these meetings and surveys was the compilation of a robust set of feedback and data gathered from diverse groups of stakeholders. The feedback provided by stakeholders provided valuable insights and recommendations for the use of ESSER III funds. This section contains a description of the ESSER III Expenditure Plan actions that were influenced by stakeholder input.

Section: Strategies for Continuous and Safe In-Person Learning

Based on stakeholder input the following actions have been included: Additional Health Technicians, Additional Custodial Staff, Relocation of Student/Community Health Center, Enhanced Resources for COVID-19 Contact Tracing and Testing, and Additional School Based Support Staff.

Section: Addressing the Impact of Lost Instructional Time

Based on stakeholder input the following actions have been included: Extended Instructional Day, Teacher Collaboration, Extended Instructional School Year, Student Access to Technology, Student Enrichment Programs, and High Dosage Tutoring.

Section: Use of Remaining Funds

Based on stakeholder input the following actions have been included: Virtual Academy Teachers, Virtual Academy Support Staff, and Additional Academic Support Providers.

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

\$3,978,465

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
ELO Grant Plan Strategy #3 Integrated student supports to address other barriers to learning	Additional Health Technicians	Add 2.0 FTE Health Technicians through June 2024 to the current Student Health staff to support student health needs, COVID-19 contact tracing, COVID-19 testing, and other health needs that may arise related to the pandemic. This action will supplement the integrated student support services described in the ELO Grant Plan to include integrated health services in addition to mental health, social emotional, and family support services.	\$320,000
N/A	Human Resources Support Staff	Add 1.0 FTE secretary IV to the Human Resources staff through June 2024 to support COVID-19 related duties, including COVID-19 case reporting, COVID-19 contact tracing and other needs that may arise due to the pandemic.	\$180,000
LCAP Action 2.5.a. Facilities Improvements	Additional Custodial Staff	Add 3.0 FTE custodial staff through June 2024 to assist with the cleaning, sanitation, and disinfection of student learning spaces to support continuous in-person learning. This action will supplement provision of clean facilities in light of the increased need during COVID-19 with additional staffing.	\$518,465

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP Action 2.5.a. Facilities Improvements	Relocation of Student/Community Health Clinic	Relocate the former Widenmann Health Clinic to a location more accessible to VCUSD students and families to support student health and wellness. This action supplements the planned facilities improvements with the inclusion of a relocation project in order to support current health needs.	\$300,000
N/A	Enhanced Resources for COVID-19 Contact Tracing and Testing	Engage professional vendors and current staff with an expertise in COVID-19 contact tracing and testing to perform these duties as currently required, and as anticipated based on changes to state requirements. This action provides relief for instructional and other support staff from performing these services and supports continuous and safe in-person learning.	\$2,320,000
LCAP Action 2.3.a. Campus Safety	Additional School Based Support Staff	Increase the supervisory staff at school campuses in order to ensure that safety protocols are being followed. This action supplements current campus safety personnel through the provision of other temporary support staff, including the expanded use of staff previously used to provide lunch time supervision at the elementary schools, to ensure campus safety during the pandemic.	\$90,000
LCAP Action 2.5.a. Facilities Improvements	Enhanced Hydration Stations	Add or enhance hydration stations on school campuses and district facilities to ensure that students and staff have access to a safe source of drinking water while on campus. This action supplements the planned facilities improvements with the inclusion of enhanced hydration stations needed due to safety issues associated with other sources of water for students on campus, mainly water fountains.	\$250,000

Addressing the Impact of Lost Instructional Time

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

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

\$19,888,023

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
ELO Grant Plan Strategy #1 Extended Learning Time	Extended Instructional Day	Extend the instructional day for all students by approximately 30 minutes for school years 2022-2023 and 2023-2024. This action is subject to negotiation with bargaining unit. This action will supplement the funding for the extended instructional day included in the ELO Grant Plan.	\$7,514,000
LCAP 3.6.d. Professional Learning for Teaching and Learning	Teacher Collaboration	Provide all teachers with an additional 30 minutes each week through June 2024 to engage in professional learning through teacher collaboration in order to increase teacher effectiveness in accelerating student learning. This action is subject to negotiation with bargaining unit. This action would supplement professional learning for all teachers by providing an additional 30 minutes per week in addition to what is currently included for all teachers in the LCAP.	\$2,160,000
LCAP 3.8. College and Career Readiness	College and/or Career Readiness Curriculum	Purchase a curriculum that supports the development of 10 year college and/or career success plans for all middle and high school students. These plans will be supported and monitored by instructional, counseling, and support staff to ensure success. This action supplements trades preparation, short term career training, advanced placement support, career readiness supports, and High School CTE/ Academy Pathways included in the LCAP.	\$120,988
LCAP 2.14.b. Districtwide Attendance and Chronic Absence Supports	Attendance Support Staff	Add 2.0 FTE staff members through June 2024 to provide support to chronically absent students through direct outreach to students and their parents/guardians. These staff members will work in collaboration with site based Student Care Teams in order to increase attendance for target students. This action supplements efforts at the school site to provide support for chronic absentee students.	\$360,000
ELO Grant Plan Strategy #1 Extended Instructional Learning Time	Extended Instructional School Year	Extend the school year for targeted student groups most impacted by lost instructional time through the provision of summer and intersession learning programs through summer of 2024. This action supplements extended school	\$2,000,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		year time for targeted students included in the ELO Grant Plan.	
LCAP 3.2.a. and 3.2.c. 21st Century Technology Environments	Student Access to Technology	Purchase devices and peripheral equipment, along with updating infrastructure, to ensure student connectivity to technology based learning opportunities at home and at school. This action will supplement the technology program by providing for upgrades of technology infrastructure on an expedited schedule and ensuring that funds will be available to replace outdated technology devices in the 2023-2024 school year.	\$1,500,000
LCAP 3.3.a. Site-based Curriculum Enrichment Programs	Student Enrichment Programs	Engage vendors with expertise in career technical education, science, engineering, arts, technology, and mathematics through June 2024 in order to provide students with engaging learning experiences aligned to and in support of the core learning program. These vendor services will occur during the student day and will be carefully coordinated with classroom instructional schedules in order to reduce class size during targeted parts of the instructional day. This action will supplement the level current level of enrichment programs available to students through the LCAP and provide funds through the 2023-2024 school year.	\$1,750,000
ELO Grant Strategy #2 Accelerated Learning LCAP 3.11.b. Site-based Math and English Language Arts Interventions	High Dosage Tutoring	Engage vendors through June 2024 to provide students most impacted by lost instructional time with high dosage tutoring during and/or after the regular instructional day in the areas of English Language Arts, mathematics, and English Language Development. This action will supplement efforts in the referenced plans to provide targeted students with services through June 2024.	\$4,483,035

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

\$5,406,867

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
N/A	Classified Support Staff Stipends	Provide classified support staff with a \$2000 one time stipend for work done in the 2020-2021 school year in order to prepare for meeting students' academic, social, emotional and/or mental health needs. This work included providing support to site based administrators, preparing facilities for school re-opening, distribution and maintenance of technology, re-organization required for meal distribution, and other functions.	\$818,141
LCAP 3.7.a. Independent Study Academy	Virtual Academy Teachers	Provision of 15.0 FTE general education teachers and 4.0 FTE special education teachers in order to provide virtual learning to approximately 1,000 students. This action supplements the LCAP budget for virtual learning teachers and allowed for reduced disruption to staffing for in-person learning.	\$3,668,726
LCAP 3.7.a. Independent Study Academy	Virtual Academy Support Staff	Add 1.0 FTE vice principal, and 1.0 student registrar to support the existing staff at the Virtual Academy and Independent Study Academy. This staff will support the approximately 750 additional students that have been added since the 2020-2021 school year. This action supplements the current staffing for the programs provided in the LCAP.	\$380,000
LCAP 2.2.a. Academic Support Providers and 2.9 Student Mental Health and Trauma Informed Care	Additional Academic Support Providers	Add 4.0 additional academic support providers to the 3 largest schools, as well as one school without access to this staffing through June 2024 in order to assist in case managing students' academic, mental health, social emotional, and attendance needs. This action will supplement case management for students currently being funded in the LCAP by providing additional staff.	\$540,000

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
Additional Health Technicians Human Resources Support Staff Additional Custodial Staff Relocation of Student/Community Health Clinic Enhanced Resources for COVID-19 Contact Tracing and Testing Additional School Based Support Staff Enhanced Hydration Stations Classified Support Staff Stipends	VCUSD staff will monitor the number of new reported COVID-19 cases for District students and staff as well as the numbers of students and staff whose COVID-19 exposure can be traced to a VCUSD classroom, school or work place setting through contact tracing. Reporting of new COVID-19 cases is done by VCUSD staff. This data is reported to and maintained by the Human Resources Department.	Monitoring of COVID-19 cases is done daily.
Extended Instructional Day Teacher Collaboration College and/or Career Readiness Extended Instructional School Year Student Access to Technology Student Enrichment Programs Virtual Academy Teachers	VCUSD staff will monitor all students' academic progress through the administration of the ESGI assessment in grades TK and K, the NWEA MAP assessment in grades 1-12, and the CAASPP assessment in grades 3-12. These assessments will be administered at the school site level and data will be reported and stored in the District data management system. Data will be disaggregated by grade level and student group in order to provide needed support.	Progress monitoring will occur at the beginning, middle, and end of each school year.

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
Virtual Academy Support Staff Academic Support Providers		
High Dosage Tutoring	VCUSD staff will monitor the progress of students enrolled in high dosage tutoring using curriculum embedded assessments aligned to the tutoring program. Assessment data will be reported to and stored in the District data management system.	Progress monitoring will occur every 6 weeks.
Attendance Support Staff Academic Support Providers	VCUSD staff will monitor chronic absenteeism using the district's data management system. This system will provide site level staff with an updated list of chronically absent students each day.	Progress monitoring will occur monthly.

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.).

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