

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.raisincity.k12.ca.us
Local Control and Accountability Plan	This plan may be accessed on the District’s website: https://www.raisincity.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
\$1,945,866

Plan Section	Total Planned ESSER III
Strategies for Continuous and Safe In-Person Learning	\$1,556,693
Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)	\$389,173
Use of Any Remaining Funds	\$0

Total ESSER III funds included in this plan

\$1,945,866

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:

A staff meeting was held to inform all classified and certificated personnel of the funds available for expanded learning opportunities for students.

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 meetings on August 4 and September 15, 2021.

The draft plan was presented, and students' perspectives and insights solicited August 16-20, 2021.

Teachers and classified staff were invited to meet and provide suggestions on August 10, 2021, and were asked to solicit feedback from their bargaining unit membership.

The school principal and District Superintendent offered input. The principal, who acts as the District's special education administrator, collaborated with the special education teacher to consider the needs of students with exceptional needs.

A community input meeting was held on August 5, 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 August 9-August 27, 2021 and September 29-October 6, 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. There is no American Indian tribe that has a significant student representation in the District as less than .5% of students identify as "American Indian or Alaska Native."

The plan was presented to and approved by the Raisin City Elementary School District Governing Board on October 11, 2021. It was submitted to the Fresno County Superintendent of Schools on October 14, 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, our parents, 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 entire community was in enthusiastic support of the proposal to replace eight portables, add two portables, and repair the roof system on the permanent building.

Certificated and classified staff were asked to provide the superintendent with written recommendations for inclusion in the ELO Plan. During a DELAC meeting, parents were also informed of the funding, available in the form of supplemental instruction to take place after school, in Saturday Academies, and Summer School with In-Person instruction. It was in this meeting that the mental health needs of students were discussed. Parents commented on the lack of motivation and confidence they witnessed in their children. They shared that, while they were

glad to have their children back in school, the children were stressed about being behind academically, and the difficulties in catching up. The subject of providing children with counseling came up, and as a result, it was recommended by parents to hire a full-time Mental Health Technician.

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

\$1,556,693

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
N/A	Facilities	<p>Replace 8 portables, add 2 portables and repair roof system on permanent building.</p> <p>This purchase of new portables is necessary and allowable under the uses listed in the Esser III ARP Congressional Act because it is replacing portable buildings that have terrible ventilation, HVAC units that have never been replaced over 30 years. Replacing these portables will allow the District to meet the CDC's guidelines for social distancing and maintaining air quality that will prevent the spread of COVID-19. The new portable units will have</p>	1,056,693

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		state-of-the art HVAC units that will result in improved indoor air quality for both students and staff. Social distancing will be improved because the entire 960 square feet in each new portable will be available for use which has not been the case of some of the existing portables because of their poor condition.	
N/A	Safe Interior Spaces	<p>The District needs to repair the roofing system on its permanent classroom wings to assure that the roof system is up-to-standard and prevents air leaks and unfiltered air intrusion also ensures that the air conditioning system is functioning properly. This will make certain that filtering, purification, and other air cleaning, fans, control systems are providing students recirculated air free from viruses and that does not exacerbate air quality issues that might make it difficult for sensitive students or staff to be safe indoors. Replacing these roofs will allow the District to meet the CDC's guidelines for social distancing by providing adequate classroom space and maintaining air quality that will prevent the spread of COVID-19.</p> <p>The purchase is reasonable because multiple bids will be obtained and the lowest bid selected by the Board of Trustees. The purchase is necessary because the current system is damaged and allows water intrusion into many classrooms. Repairing the area on the roof will cost an estimated 50% of the estimated cost of a new system and will provide a 10-year warranty in case of future damage. The project described above does not fall within the disallowed items of cost described in subsection 200.420-475.</p>	500,000

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

\$389,173

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
ELO, Action 1 "Extending instructional learning time "/LCAP Goal 1, Action 11	Extending Instructional Learning Time	<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 and will connect with the LCAP. ESSER III dollars will be used to build upon the intervention and supports in the ELO and LCAP by providing a rigorous summer tutoring program each summer. Credentialed teachers will provide intensive instruction/intervention to small groups of students (eight or fewer). The primary focus of the summer instruction will be on English language arts and mathematics, but may also include instruction in additional core content areas.</p> <p>This will add instructional time to address the academic impact of the pandemic. Raisin City ESD will use ESSER III funds to build upon the summer session action to both accelerate and recover learning.</p>	150,000
ELO, Action 2 "Accelerating Progress to Close Learning Gaps through the Implementation, Expansion, or Enhancement of Learning Supports"/LCAP Goal 1, Action 11	Accelerating Progress to Close Learning Gaps through the Implementation, Expansion, or Enhancement of Learning Supports	<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, and will connect with the LCAP. ESSER III dollars will be used to build upon the intervention and supports in the ELO and LCAP by providing after school tutoring/ intervention to identified students during the regular school year. Tutoring will be provided to small groups of students (1-8) and will focus on ELA and math.</p> <p>This will add instructional supports to address the academic impact of the pandemic.</p>	129,173

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
ELO Action 7 "Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs"/LCAP Goal 1, Action 11, Action 5	Professional Learning	<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, and will connect with the LCAP. ESSER III dollars will be used to build upon the intervention and supports in the ELO and LCAP by increasing services to students, professional development training for teachers and all expanded learning staff</p> <p>Training and professional development will be provided to teaching and support staff, especially in the areas of accelerated learning strategies and effectively addressing learning gaps, including training in facilitating high-quality, engaging learning opportunities for all students, and in the areas of equity and social emotional learning in order to provide increased strategic supports based on the needs of students caused by the loss of instructional time and the peer social interactions during the pandemic.</p>	40,000
ELO, Action 3 "Integrated Student Supports to Address Other Barriers to Learning"/LCAP Goal 1, Action 11	Integrated Student Supports to Address Other Barriers to Learning	<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, and will connect with the LCAP. ESSER III dollars will be used to build upon the intervention and supports in the ELO and LCAP by providing integrated supports to students in grades TK-2 with educational tutors (paraprofessionals). Educational tutors will work in classrooms providing supports for students, including, but not limited to, small group instruction and one-on-one student support in ELA, math, and additional content areas.</p> <p>These additional instructional supports will address the lost instructional time and resulting negative academic impacts of the pandemic.</p>	70,000

Use of Any Remaining Funds

A description of the how the LEA will use any remaining ESSER III funds, as applicable.

Total ESSER III funds being used to implement additional actions

\$0

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

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 Safe Interior Spaces	<p>Progress will be monitored using the Raisin City Elementary SD 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>	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>RCESD 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> <p>The Raisin City ESD 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>Extending Instructional Learning Time</p>	<p>Progress will be monitored using the RCESD 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>RCESD 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 Raisin City ESD 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>Accelerating Progress to Close Learning Gaps through the Implementation, Expansion, or Enhancement of Learning Supports</p>	<p>Progress will be monitored using the RCESD 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>RCESD 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</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 Raisin City ESD 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>	
Professional Learning	<p>Progress will be monitored using the RCESD 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>RCESD 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</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)

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
	<p>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 Raisin City ESD 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>Integrated Student Supports to Address Other Barriers to Learning</p>	<p>Progress will be monitored using the RCESD 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</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>actions are addressing the needs of our students.</p> <p>RCESD 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 Raisin City ESD 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

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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