DRAFT

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
2021-2022 LCAP	https://tinyurl.com/2021-22-Central-USD-LCAP
2021-2022 ELO Grant Plan	https://tinyurl.com/CentralUSD-ELO-Grant-Plan

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

$40,236,711

Plan Section	Total Planned ESSER III
Strategies for Continuous and Safe In-Person Learning	16,019,121
Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)	24,217,590
Use of Any Remaining Funds	0

Total ESSER III funds included in this plan

$40,236,711

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.

Central USD utilized multiple means for encouraging meaningful community engagement with families, students, and the local community. Specifically, the district asked all required community members to help the district identify the unique needs of the community, especially related to the effects of the COVID-19 pandemic. The district solicited the community engagement via live virtual meetings, targeted surveys

(September 27-October 5, 2021), email communications, Parent Square communications, student roundtable discussions October 11-15, 2021, and previewing community meetings via an informational item at the September 14, 2021 board meeting.

When students were consulted, they indicated that of all possible uses of the funds, they felt that returning to safe in-person learning (more health staff, more social distancing, frequently sanitizing, PPE, etc.) was most important to them followed by increased mental health and behavior supports. Their third choice for use of funding indicated that they wanted to see safety updates for facilities (update, renovate and improve health safety and security). When asked to prioritize how to address unfinished learning, the students told us that they needed help getting ready to graduate, after-school programs, and technology (devices, software, hotspots & support). Input from underserved students indicated the same priorities of getting help preparing for graduation, help through after-school programs, and technology. Student roundtable meetings were hosted by acting Superintendent Davis. The format was conversational questions and answers, culminating in an 'exit ticket' asking the students to indicate their thoughts about how to prioritize the spending of ESSER III funds. Students at the roundtable discussions supported the same trends as noted in the survey, increased security/safety at school, robust after-school programs, extra help on assignments (study hall) at various times to allow students in extracurricular activities to attend, more staff to help in classrooms, primary language support when needed, and help from teachers to ensure they graduate on time.

Community meetings were hosted on Zoom by Area Administrators on September 13, 2021, September 16, 2021 (a.m. & p.m), and September 21, 2021 (a.m. & p.m.) Comments noted during community meetings indicated that participants overwhelmingly requested sites for rapid testing for the COVID-19 identification. The meeting yielded input via the 'chat' function as well as input via polling. Chat input from the 5 meetings clearly indicated the community clearly felt the need for a rapid testing team and additional health services/staff. When the community was polled, the most popular choice for use of the funding was to support after-school programs and adding health services/staff. Other comments most frequently mentioned partnering with outside agencies, purchase software to perform testing more efficiently, purchase additional supplies to support the rapid testing team, hire more PE teachers, contract with additional translation services, and provide equity between campuses.

Survey results from community members indicated that of all the funding choices that most thought that safe in-person learning, academic support, and interventions, closely followed by mental health and behavioral supports. When asked to prioritize how to address unfinished learning, community members said that they thought the funding should be used for after-school programs, technology, and college-career readiness. Central USD solicited survey input advocacy and service groups that support our students and families: Education and Leadership Foundation, United We Lead Foundation, Bitwise, Healtnet, Equus Works, Centro la Familia, Mexican Consulate, Jakara Movement, Success Together K-12, FCOE Parent Component, Centro Binacional para el Desarrollo Indigena Oaxaqueño. advocacy and service groups surveyed indicated that of all the funding choices that most thought that safe in-person learning, academic support, and interventions, closely followed by mental health and behavioral supports (in line with the community input at large) but when asked to prioritize how to address unfinished learning, the advocacy groups prioritized after-school programs, summer learning, and then college-career readiness. Survey results from families that speak a language other than English indicated most thought that safe in-person learning followed by a response to COVID 19 (earmark funds to prepare for a potential spike, custodians, sanitization, etc.), academic support/interventions, and finally, mental health/behavioral support. When asked to prioritize actions to address unfinished learning, families that speak a language other than English thought that the best way to help students was to implement after-school programs, support college-career readiness, and technology. Other items most frequently mentioned by most community members were: allowing for hybrid or distance learning when students are out of school, lowering class size or hiring additional staff, and expanding the testing/contact tracing teams.

Staff surveys were sent to all administrators (including special education administrators), teachers, classified staff, Central Unified Teacher's Association (CUTA), California School Employees Association (CSEA). Classified staff felt that ESSER III funds should be used for mental health/behavioral support, response to COVID 19, and to support safe in-person learning. When asked to give input about how to address unfinished learning, classified staff indicated that they thought after-school programs, technology, and summer learning were most important. Other comments included rapid testing teams, and hiring staff to expand the contact tracing team. Certificated staff responded to the survey that they thought safe in-person learning was most important, followed by academic support/interventions, and finally mental health/behavioral support. When certificated staff prioritized unfinished learning, they indicated they felt that after-school programs were most important followed by summer learning and technology. Open-ended response results from certificated staff most frequently mentioned smaller class size or hiring additional staff to support in classrooms and on campus.

While posted on the district's website for comment, community members observed that*******

Central USD's ESSER III Plan was board-approved on October 26, 2021.

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

Input from community members, teachers, classified staff, students, and the Central USD community is reflected in the ESSER III Expenditure Plan in multiple ways.
1. Return to safe in-person learning and response to COVID -19 is reflected in the action of creating a rapid testing team and the Granville Teague Community Resource Center, in the facilities action (sanitizing, maintenance, and safety), increased health and transportation staffing, and the additional student liaisons at secondary school.
2. Interest in graduation support and preparation for college-career is reflected in the action to support credit deficient students, additional academic services, community learning hubs, and extended learning time.
3. The action of adding additional academic services also includes a provision to add staffing as data-based needs are diagnosed. Independent study reflects the concern for meeting learning goals during quarantine as well as safe in-person learning.
4. The action for extended learning encompasses after-school programs, intercession (winter, summer), and Saturday school. The request for supported technology is addressed in community hubs and educational technology (devices, software, and hot spots). Mental health and behavioral supports are represented in integrated student support to address other barriers to learning.

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

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
N/A	Rapid Testing Center - COVID 19 Testing	Central USD will create and maintain a rapid testing center housed at the Granville Teague Community Resource Center. Testing will be provided for staff and students by appointment. This action will allow access to COVID -19 status promptly and enable staff and students to quarantine if necessary or return to school/class as soon as possible.	4,705,265
LCAP Goal 3 Action 1	Facilities	LCAP funds ongoing facility maintenance and repairs, ESSER III funds will be used to promote a positive, safe school climate by enhancing routine maintenance and maintaining clean and safe facilities and school sites. Extra funding to pay for deep cleaning, sanitizing, and PPE materials will provide a safe and healthy educational experience for students and staff. In addition, the district will use these funds to reduce the risk of virus transmission and exposure to health hazards	9,233,167
LCAP Goal 2 Action 5	Health Staff	LCAP funds basic health services for Central USD. To meet the increasing needs of health services due to the COVID-19 pandemic and in pursuit of continuous safe in-person learning, Central USD will use ESSER III funds to hire additional health staff to meet the need. This increase will include four Licensed Vocational Nurses (LVN) and one Registered Nurse (RN) as well as contact tracing team members.	1,366,552

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP Goal 2 Action 3	Transportation	LCAP funds baseline transportation costs including bus drivers to adequately cover all bus routes. To allow more social distancing and decrease time on enclosed buses, Central USD will use ESSER III funds hire five additional bus driver positions.	316,303
N/A	Student Liaisons	Central USD will add 3 student liaisons for secondary lunch supervision. The liaisons will monitor students to ensure compliance with social distancing and mask-wearing preventative measures to promote student safety and good health.	397,834

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

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
ELO Grant Strategy 1 & LCAP Goal 1 Action 4	Extended Learning Time	The LCAP and ELO grant provides funding for extended learning to address unfinished learning due to the pandemic. The district will use ESSER III funds to build upon existing services and provide instruction before school starts, during Thanksgiving break, winter break, and spring breaks, as needed, as well as for 4-6 weeks of the summer session to students needing extended support in literacy, numeracy, and English Language acquisition. Intersession will include credit-recovery for high school students in danger of not meeting graduation requirements, students below grade level in English Language Arts and Mathematics, and	1,850,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		students needing additional time for achievement of goals based on Individualized Education Plans	
ELO Grant Strategy 2 & LCAP Goal 1 Action 4 ,Goal 2 Action 7	Accelerating Progress to Close Learning Gaps	The LCAP and ELO grant provides funding to accelerate progress to close learning gaps due to interrupted schooling during the pandemic. The district will use ESSER III funds to build upon existing services and provide additional funds to all schools based on the number of unduplicated students to implement specific activities that expand and accelerate learning. Site expenditures are expected to principally focus on underserved students to close learning gaps. Expenditures may include additional support personnel, intervention teachers, literacy and math resources, and site-level training needed to implement school plans effectively. Central USD will enhance tutoring by providing online services for students 24/7 to allow all students access to fully qualified teachers of all core subject areas. In addition, tutoring services will make available online writing labs to allow students access to feedback on individual writing assignments.	2,260,000
ELO Grant Strategy 3 & LCAP Goal 2 Action 5, Goal 3 Action 3	Integrated Student Supports to Address Other Barriers to Learning	The LCAP and ELO grant provides funding for integrated student support to address other barriers to learning that were exacerbated by the pandemic. The district will allocate funds to all schools based on the number of unduplicated students to implement specific activities that support wellness and remove identified barriers to learning. Site expenditures are expected to principally focus on low-income pupils, ELs, Foster Youth, Students with Disabilities, and other subgroups identified to close learning gaps. Expenditures may include additional support personnel, behavior intervention teachers, SEL/Behavior resources, and site-level training needed to implement school plans effectively. Central USD will support Expanded Learning Programs (ELPs), formerly called After School Programs, to include all elementary school sites. Increase access to ELPs at existing schools based on the needs of identified students. The district will continue SEL and Behavior	4,673,587

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		Support through Central's SAFE Team and Behavior Response Team that can identify, model, and support in-class intervention as well as develop and provide Tier 3 services for identified students. The district will continue implementation of Intensive Opportunity Support at elementary and middle school to restore behavior and reset students on the path towards graduation, college, and/or career preparation.	
ELO Grant Strategy 4 & LCAP Goal 2 Actions 1 & 2	Community Learning Hubs/Educational Technology	The LCAP and ELO grant provides funding for community hubs and technology for staff, community, and students to ensure educational equity during the pandemic. The district will use ESSER III funds to ensure that the hubs can serve community needs and continue the implementation and support of community learning hubs in each of the three areas of Central Unified to provide expanded services such as career counseling, tutoring, mental health services, and parent training. Central USD will continue access to technology and the internet to allow students and families to stay connected to school resources beyond the school day.	2,815,000
ELO Grant Strategy 5 & LCAP Goal 1 Action 8, Goal 2 Action 1	Graduation Rate/College Career Readiness	The LCAP and ELO grant provides funding to support college career readiness and assist credit deficient students that may have fallen behind as a result of the pandemic. The district will use ESSER III funds to build upon existing services and add college& career teachers as well as provide additional funds to all schools based on the number of unduplicated students to implement specific activities that support success towards graduation and college/career readiness. Site expenditures are expected to principally focus on low-income pupils, ELs, Foster Youth, Students with Disabilities, and other subgroups that will benefit from supplemental services to meet graduation requirements. Expenditures by the sites may include additional counseling, resources, access to college and career learning, or any other support opportunities.	1,775,814

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
ELO Grant Strategy 6 & LCAP Goal 1 Action 4	Additional Academic Services	The LCAP and ELO grant provides funding to provide additional academic services to address unfinished learning that may have occurred during distance learning or school closures. The district will use ESSER III funds to build upon existing services and academic experiences in math and literacy that will improve student learning and ultimately prepare them to reach the goals that they have for themselves by conducting a rigorous academic diagnostic and also identify historical growth trajectories of Central students to inform a more targeted approach to ongoing improvement efforts. The district will support access to assessments used for the identification and monitoring of academic progress K-12 in ELA and Mathematics. To further address the academic impact of lost instructional time, the district will routinely exam assessment data to determine learning gaps. If gaps are identified, the district will recruit and hire additional staff or support personnel to meet the needs.	2,835,170
ELO Grant Strategy 7 & LCAP Goal 1 Action 4-5	Professional Learning	The LCAP and ELO grant provides funding for staff development and professional learning for staff during distance learning. The district will use ESSER III funds to build upon existing services and provide additional funds to provide a robust professional development program for staff that supports strong Tier 1 instruction, differentiated support for on-grade level standards mastery (Tier 2), and how to address gaps in prerequisite skills brought on by the disruption of learning. The district will provide training for all staff that supports student wellness, safety, and equity, as well as continue to grow parent training at community learning hubs that address family literacy, home: school communication through technology, and college and career planning.	108,018
N/A	Independent Study	Central USD will implement the requirements of AB 130 through an updated and expanded independent study program. The program will entail short-term participation of 3-15 days and a long-term program of 15 or more days. Per	7,900,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		this action, teachers that have students on quarantine for issues related to COVID 19 will provide materials and components of the instructional program for students. The long-term quarantine will students receive synchronous and/or daily live integration in addition to their regular instruction program. Quarantine Independent Study Teacher. (Q-IST). The program will utilize independent study facilitators, that are certificated staff that ensure students have materials and curriculum needed, verify student work completion, and document the synchronous and daily live instruction.	

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
NA

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
Rapid Testing Site	1. Identification of the number of patients tested. 2. Staff & student attendance rates (COVID related)	1. Student tests entered in the student information system, staff tested are reported to the contact tracing team. Data is monitored and discussed weekly at Superintendent's Cabinet meeting. 2. Attendance rates are monitored and discussed weekly at Superintendent's Cabinet meeting.
Facilities	1. Increase frequency for cleaning and sanitizing sites (custodial records); 2. Increased favorable reports for positive climate and school safety on surveys.	1. Custodian records will be reviewed monthly basis to ensure completion. 2. Fall & Spring Survey 2021-2022
Health Staff Transportation Student Liaisons	1. Examination of COVID numbers for the district, student, and employee attendance records will be reviewed to evaluate staffing needs related to contact tracing, including needs for our Health Staff. 2. Bus load sizes, number of routes, and overall district COVID numbers. 3. Monitor student achievement and attendance rates to identify trend improvement due to a safer learning environment provided for students	1. Ongoing, health staff reviews overall COVID numbers at their monthly in-service meetings. 2. Ongoing loads sizes and staffing will be discussed weekly at staff meetings. 3. Attendance rates are monitored and discussed weekly at Superintendent's Cabinet meeting. Student achievement is encompassed in the Assessment Calendar (attached.)
Extended Learning Time Accelerating Progress to Close Learning Gaps Additional Academic Services Professional Learning	Central USD state & local assessments demonstrating increased academic progress.	See Attached Assessment Calendar
Integrated Student Supports to Address Other Barriers to Learning	Suspension/expulsion data, chronic absenteeism data.	January 2021 & June 2021

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
Community Learning Hubs & Educational Technology	Panorama Survey increase in Family Efficacy and Family Engagement rating	Spring 2021
Graduation Rate/College Career Readiness	1. Graduation Rate 2. A-G Completion Rate	1. 9-12th grade mid year & end of the year 'Coaches Forum' data 'on track to graduate' 2. 9-12th grade mid year & end of the year 'Coaches Forum' -A-G completion rate (D's & F's)
Independent Study	Written or computer based evidence of student engagement maintained that includes, but is not limited to, a grade book or summary document that lists assignments, assessments, and associated grades.	Monthly checks conducted by Area Administrators to ensure AB130 requirements for Independent Study are adhered to including review of written or computer-based evidence of student engagement.

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

Educational Services 2021-2022 Assessment Dates

== Updated: August 13, 2021 ==

Kindergarten Benchmarks[i]

Teachers will use ESGI Assessments from REA	Beginning of Year	BM#2	End of Year
	Aug 16 – Sept 24	Jan 10 - 28	May 2 - 25

Diagnostic Tests

9th Grade
Math Diagnostics Aug 23 – Sept 3

Fountas & Pinnell (TK – Grade 2)

Grade Level(s)	Beginning of Year	Mid-Year	End of Year
1st and 2nd Grades	Due Oct 8	February 25th	May 27
Kindergarten	If ready, assess		
TK	If Student is ready, conduct F&P Assessment		

Placement Tests

Math - Grades 6 & 8
March 7 – 26

STAR (Standardized Test for the Assessment of Reading) (Required Grades 3-6 & EL Students all grades)

Grade Level(s)	Beginning of Year	Mid-Year	End of Year
Grs 3-6 & All EL	Aug 16 – Sept 11	Nov 30 – Dec 15	May 16 – May 27

Benchmarks (iReady Grs. 1-8)	Admin #1	Admin #2	Admin #3
Grades 1 - 8	Aug 23 – Sept 3	Nov 29 – Dec 10	May 23 – June 3
High School (NWEA-MAP)	TBD	Nov 29 – Dec 10	May 23 – June 3 GRs 9-10

EL Reclassification Windows

Sept 13 – Sept 30	January 10 - 28

Panorama Surveys – Parents, Staff, & Students (5, 7, 9, 11)

Oct 4 – 22 (Students Only)	March 1 – 21 (All Groups)

ELPAC (English Language Proficiency Assessments for California)

Initial Assessments	(Aug 11 - Oct 22 for students enrolled on Aug 11) **then Ongoing**
New students identified by the Home Language surevy who may be EL	30 Days from enrollment
Summative Assessments for 2020 - 2021	**Feb 1, 2022 – May 27, 2022**
All active EL Students need to take the Summative Assessment each year	Online Administration

PFT (Physical Fitness Test) (Grades 5, 7, 9)

Fitnessgram Administration 2/1 - 5/13/2022	Extended Data Entry Window 5/16 - 5/27/2022

CAASPP (California Assessments of Student Performance and Progress)

SCIENCE: CAST (California Science Test)

Grades 5, 8, HS Grade 11 & 12	5/9 - 5/27

CAA for Science PTs

CAA for Science Performance Tasks (PTs)

4 Embedded PTs: Sept - June

CAA ELA and Math

California Alternate Assessment

Grades 3-8,11	5/2 – 6/3

Smarter Balanced Assessment Consortium (SBAC) Tests for ELA and Math

Grade Levels	Assessment Window
Grades 3-8	May 9 – May 27
Grade 11	May 9 – May 27
Grade 11 AP Students	May 16 – May 27

- Students take tests in English Language Arts (ELA) and Mathematics
- Students will test online (on their Chromebooks)
- This year's tests include a computer adaptive portion and a performance task for each subject area.

i iReady Assesmments will also be available for use by TK/K teachers; the use of iReady for TK/K students is OPTIONAL

Teachers of students in Grades 3-11 will have access to SBAC Interim Assessments including ICAs, IAB, and FIABs in ELA and Math. Use of these assessment is strongly encouraged