

ESSER III Expenditure Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Ceres Unified School District	Dan Pangrazio, Assistant Superintendent, Business Services	dpangrazio@ceres.k12.ca.us 209-556-1500 EXT 1562

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
ESSER III Plan and Expenditures	www.ceres.k12.ca.us
Expanded Learning Opportunities Grant Plan	1503 Lawrence Street, Ceres, CA
Local Control Accountability Plan	www.ceres.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

\$24,584,975.00

Plan Section	Total Planned ESSER III Expenditures
Strategies for Continuous and Safe In-Person Learning	\$4,678,000.00
Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)	\$9,515,806.00
Use of Any Remaining Funds	\$10,391,169.00

Total ESSER III funds included in this plan

\$24,584,975.00

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.

Ceres Unified School District consulted meaningfully with stakeholders throughout the development of COVID relief dollar plans, including the development of this specific plan. Meetings were held with parent, student, staff, and community groups representative of all CUSD stakeholders. During those meetings many discussions were held and input and feedback was gathered to create this and other plans. All of these conversations were interrelated and overlapping, and none of them were mutually exclusive. Board members were also involved in the development, review and adoption of the ESSER III Plan. There are impacts and connections evident from ESSER III funding and plans to the LCAP and ELO plans, respectively, which can be seen by reviewing those plans in detail.

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

As stated above, input was gathered in the development of this plan and other overlapping and related plans that were all designed and/or modified to meet student and staff/District needs during and after the pandemic. Below is list of core input/feedback that directly influenced this specific plan. Not all of the below bullets are called out specifically in actions and expenditures in the following section, but if not, the input played some significant role in crafting what actions were necessary for the District to take. It is important to note that this planning attempts to encompass three years, 21-22 through 23-24.

- Tutoring is needed for students to recover lost learning time.
- Intervention during the school day needs to be more targeted and robust to accelerate learning.
- There needs to be a conservation of funds to address temporary declining enrollment due to the pandemic and smaller cohort sizes within the overall District enrollment.
- Ensure all PPE and cleaning supplies are secured for the coming years.
- Ensure that testing and possible vaccination costs that are necessary will be covered.
- Provide a 7th period for high school students for purposes of credit recovery.
- Provide additional Secondary school sections/courses for the retake of classes/credit recovery.
- Make a continued investment in robust internet coverage to address equity issues in this area.
- Complete HVAC upgrade projects to meet the required standards.
- Use funds to decrease class size if possible K-12.
- Improve and enhance Summer School offerings to accelerate student learning.
- Provide additional staffing and pay for salaries where necessary to maintain in-person instruction and current and new/enhanced programs and initiatives.
- Improve storage at some schools to ensure that there is sufficient room to store supplies and materials purchased during and throughout the pandemic.
- Hire, if needed, existing teachers/staff, retired teachers/staff and/or teacher's-in-training to support the needs of the District now and in future years. This may include in-person or virtual instruction/support needs.
- Support and fund mental health and social-emotional learning staff and initiatives/programs as/if needed.
- Purchase student supplies and materials to support in-person learning/instruction.
- Make building/facilities improvements as need related to ventilation and other needs that support safe and secure environments for in-person learning.
- Consider funding improvements to after school programs if necessary to accelerate student learning.
- Support athletics and extracurricular programs as necessary to ensure safe and productive participation which encourages attendance and school engagement.
- Provide Professional Development in the areas of academic and social emotional interventions.

*** Many other input items and actions exist in the other plans funded and/or impacted by state and/or federal COVID relief funds. The above items are only those that more directly impact the ESSER III plan specifically in some significant way. Not all of these actions will become expenditures for ESSER III based on how the next 3 years unfold.

Actions and Expenditures to Address Student Needs

The following is the LEA’s plan for using its ESSER III funds to meet students’ academic, social, emotional, and mental health needs, as well as how the LEA will address the opportunity gaps that existed before, and were exacerbated by, the COVID-19 pandemic. In developing the plan, the LEA has the flexibility to include actions described in existing plans, including the LCAP and/or Expanded Learning Opportunity (ELO) Grant Plan, to the extent that the action(s) address the requirements of the ESSER III Expenditure Plan.

For specific requirements, please refer to the Actions and Expenditures to Address Student Needs section of the Instructions.

Strategies for Continuous and Safe In-Person Learning

A description of how the LEA will use funds to continuously and safely operate schools for in-person learning in a way that reduces or prevents the spread of the COVID-19 virus.

Total ESSER III funds being used to implement strategies for continuous and safe in-person learning

\$4,678,000.00			
Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
N/A	Purchases of PPE, cleaning supplies, testing and vaccination supplies.	Purchases of PPE, cleaning supplies, testing and vaccination supplies as needed to comply with guidance and mandates. The District will continue to make such purchases to ensure that guidance and mandates are met and in-person instruction can continue.	\$2,178,000.00
N/A	Complete HVAC and other facility projects as needed.	HVAC projects, facility improvements for safe and secure school district environments.	\$2,500,000.00

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		These projects may include HVAC and ventilation projects, building storage at school sites to hold materials and supplies purchased with ESSER III and other COVID relief funds. Other district facility projects may also be completed to improve the safety and condition of buildings and environments.	

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

\$9,515,806

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
N/A	Offer 7 th Period credit recovery courses at district high schools.	Additional courses offered after the regular school day affording students the opportunity to make up credits for courses that they either failed during the pandemic or received a grade that harmed their GPA.	\$150,000.00
N/A	Hire additional Site Intervention Teachers to support recovery of learning loss.	One additional intervention teacher hired for each elementary school in order to provide increased and improved academic interventions for students in need.	\$3,577,806.00
N/A	Intervention Paraprofessionals hired to support student learning acceleration (this includes supply purchases).	Intervention Paraprofessionals may be hired to support intervention efforts with individual and small groups of students. Some supply purchases will be made to implement these intervention activities and lessons.	\$93,000.00
N/A	Improve and enhance Summer School and after	Summer school will expand to serve more students and offer more programs to meet their needs. Incentives	\$3,150,000.00

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
	school programs and offerings.	offered to teaching staff to encourage more experienced teachers to work over the summer. Investments made to ensure summer school can be held at both high schools.	
N/A	Staff Professional Development	Staff Professional Development will be held to enhance and improve instruction and the acceleration of learning. This will also support intervention for students in need, including social emotional learning.	\$45,000.00
N/A	Construct internet towers to improve connectivity for students to complete assignments and engage at home in digital intervention to recover learning loss and accelerate learning.	Constructing internet towers across the district will allow students safe and secure access to reliable and robust internet. Funds set aside in ESSER III will get the construction started and the hope and belief is that state and federal infrastructure/broadband monies will allow the full project to be completed in the next decade. This would ensure equity in the area of access to digital tools and digital learning.	\$1,500,000.00
N/A	Provide tutoring services from outside organization.	1 on 1 tutoring provided by outside entity to support students in need. Students can take advantage of tailored tutoring throughout the school year.	\$1,000,000.00

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

\$10,391,169.00

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
N/A	Increase General Fund by designating funds for decline in enrollment at TK-6 and/or lost ADA.	<p>We are experiencing and projecting a continued loss of enrollment in the 2021-2022 school year and beyond as the ADA hold harmless will no longer be available after this year.</p> <p>ESSER III will help the district's fiscal stability over the next few years, depending on the size of the deficit and the amount of funding we will be projected to receive.</p> <p>We understand that we will eventually need to be able to operate within our projected formula funding. As a result, we will continuously monitor and consider long-term plans to bring revenue and spending into alignment.</p> <p>We continue to consider whether it is better to maintain these current staffing ratios using ESSER funds or to reduce spending in some areas and supplement the regular program on a short-term basis through expenditures that will have a more substantive impact.</p>	\$6,000,804.00
N/A	Increase General Fund by designating funds for decline in enrollment at 7-12 th grade and/or lost ADA.	<p>We are experiencing and projecting a continued loss of enrollment in the 2021-2022 school year and beyond as the ADA hold harmless will no longer be available after this year.</p> <p>ESSER III will help the district's fiscal stability over the next few years, depending on the size of the deficit and the amount of funding we will be projected to receive.</p> <p>We understand that we will eventually need to be able to operate within our projected formula funding. As a result, we will continuously monitor and consider long-term plans to bring revenue and spending into alignment.</p>	\$3,161,365.00

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		We continue to consider whether it is better to maintain these current staffing ratios using ESSER funds or to reduce spending in some areas and supplement the regular program on a short-term basis through expenditures that will have a more substantive impact.	
N/A	Indirect Costs	These are costs related to the administration expenses that are not charged directly to these funds. An example would be overhead costs associated with fiscal accounting, such as payroll accounting and accounts payable.	\$1,229,000.00

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
Monitoring district academic interventions, including Elementary intervention teachers and paraprofessionals hired using ESSER III funds	<ul style="list-style-type: none"> • Universal Screeners ELA and Math • Intervention teachers (K-6) use progress monitoring through FastBridge • PLC teams/MTSS/Intervention teachers evaluate data through FastBridge (district assessments) and/or classroom data • District MTSS Team monitors site interventions and reviews universal screener and other site data 	<ul style="list-style-type: none"> • Universal Screeners: 3 times per year for grades K-6; 2 times per year for grades 7-11 • PLC teams, site MTSS teams and site intervention teachers evaluate data approximately every 6 weeks • District MTSS Team meets with sites 3 times per year • Coordinator meets with intervention teachers monthly

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
	<ul style="list-style-type: none"> • Illuminate Education platform provides data at a variety of levels (classroom, grade level, site, district) • Coordinator of Assessment and Accountability meets with K-6 intervention teachers to review data, ensure fidelity, and provide training • Student intervention time tracking • At the secondary level, District and site MTSS teams review and monitor grade distribution data for students as a way to monitor credit accumulation, especially for students most impacted by COVID-19 	<ul style="list-style-type: none"> • Student intervention time tracking is completed 3 times per year • Grade distribution data is reviewed 4 times per year
<p>Monitoring district interventions in the areas of social emotional learning and mental health</p>	<ul style="list-style-type: none"> • SAEBRS (Social Academic Emotional Behavior Rating Scale) universal screener to identify social behaviors, emotional behaviors, and academic behaviors that need to be addressed via Tier 1, Tier 2 or Tier 3 Interventions • KSEP (Kindergarten Student Entrance Profile) administered to kindergarten students to measure academic and social emotional readiness skills • FastBridge is utilized by the District and site MTSS Teams to review and monitor student progress before, during and after SEL intervention • For students receiving Tier 2 or Tier 3 SEL interventions, service providers complete the Brief Behavior Rating Scale (BBR) 	<ul style="list-style-type: none"> • SAEBRS screener is administered 3 times per year for grades 1-11, kindergarten 2 times per year • KSEP is administered to all kindergarten students 1 time per year (September) • BBR is administered at the start of services, in the middle and at the end of services • The SIM is administered prior to the start of services, in the middle and at the end of services

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
	<p>which monitors the students' progress during intervention. The BBR provides data in the areas of aggression, anxiety, depression, emotional control, emotional well-being and self-esteem</p> <ul style="list-style-type: none"> • Direct observations of behavior by school psychologist • Student Intervention Matching Form (SIM) which identifies performance based needs or acquisition based needs using a rating scale. Teams are able to identify needs in the areas of anger/aggression, anxiety/depression, trauma, executive functioning and social skills 	
<p>Monitor the purchase and use of PPE, cleaning supplies, and testing and vaccination supplies</p>	<ul style="list-style-type: none"> • The Maintenance and Fiscal Services Departments will purchase the PPE, cleaning supplies, testing and vaccination supplies of the school district. • The Maintenance Department will monitor inventory of all of the above to ensure we have the needed supply in stock. 	<ul style="list-style-type: none"> • The Maintenance Department will monitor the purchase and usage rate of all named supplies on a weekly basis to ensure that there is no lag-time between exhausting supply and receiving new supplies.
<p>Monitor the construction and completion of facility improvements</p>	<ul style="list-style-type: none"> • The core facility improvement projects plans are internet towers, HVAC upgrades, and increased storage around the school district. • The Maintenance Department in collaboration with architects and construction firms will monitor the progress of the projects to ensure they are completed successfully, within budget and on time. 	<ul style="list-style-type: none"> • Construction projects are monitored daily to check progress and to ensure they are completed on time and within budget. • Two-week look back and look ahead meetings help the Maintenance Department, architects, and construction firms stay on timeline and make any adjustments that may be necessary.

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
Monitor 7 th Period recovery courses	<ul style="list-style-type: none"> • High school administrators and district office administrators will review data on the credits earned and grades of students taking 7th period recovery courses. • Site level and district MTSS teams will assess the overall effectiveness by reviewing student data, specifically, credits and grades earned. 	<ul style="list-style-type: none"> • High school administrators will require reporting from course teachers on a monthly basis. This reporting will show how students are learning and performing in class. • School site and district MTSS teams will review credit reports at the start and conclusion of each semester in addition to progress report time.
Monitor the effectiveness of enhanced summer school programs	<ul style="list-style-type: none"> • Above description of specific assessments form the foundation of how summer school programs are monitored. • Site and district administration will review grades and credits earned, as well as pre and post-assessment results of students to determine the success of new/improved programs. • At-risk students group results will monitored with a specific focus on learning rates during summer school. 	<ul style="list-style-type: none"> • Pre and post summer school assessments will be utilized. • Formative assessments will also be used regularly in classrooms to monitor progress.
Monitor the use of funds increasing General Fund to protect the district temporarily against effects of declined enrollment/lost ADA TK-12	<ul style="list-style-type: none"> • The use of funds to increase the General Fund as needed will be monitored by reviewing regular reports on the district's revenue and expenditures as well as related enrollment and ADA analysis. • Related budget revisions and projection will also produce key reports and analysis. • The actual 22-23 enrollment and ADA levels will ultimately determine whether or not the district will experience declined or 	<ul style="list-style-type: none"> • District office administration will monitor enrollment and ADA monthly as is the norm annually. This allows administration to track enrollment and ADA trends, and also to project them. • Reports from Fiscal Services allow district administration to make determinations at budget revisions the extent of impact declined/lost ADA is having in any given year. These

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
	<p>declining enrollment either for a short time, or for potentially years into the future.</p>	<p>reports are most helpful every 3 months or so.</p>
<p>Monitor staff development opportunities</p>	<ul style="list-style-type: none"> • Staff development sessions will be monitored based on the type of post assessment or survey conducted. This may also include observation of the outcome of learned teaching strategies for example. • School site and district administration will monitor results of assessments, surveys, work products, and observations. 	<ul style="list-style-type: none"> • Frequency of monitoring will depend on the type of staff development and the type of learning that is meant to be the outcome of particular sessions. • If surveys are conducted – that would be after each session. • A review of work products would be at a determined time when they are scheduled to be completed. • Classroom observation will occur on a schedule developed after the staff development.
<p>Monitor the use of outside tutoring services</p>	<ul style="list-style-type: none"> • Club Z will monitor the learning progress of students who take advantage of outside tutoring funded by the school district. • The school district will request information as permitted in contract to determine the success of the tutoring program. • The district will conduct surveys of students and families to gather their feedback regarding the tutoring services. 	<ul style="list-style-type: none"> • Club Z will implement their own internal schedule for monitoring the progress of students. • The school district will request release of any data permitted by contract on a twice a year basis. • The school district will analyze survey data and consider implications within two months of the completed survey.
<p>Monitor Expenditure of Indirect Costs</p>	<ul style="list-style-type: none"> • Fiscal Services will review reports to ensure indirect costs are charged appropriately to ESSER III funds. • The CFO will review reports from staff to ensure this is being monitored. 	<ul style="list-style-type: none"> • Weekly reviews of indirect costs and the ESSER III expenditures will be conducted at a minimum.

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 ESSER III Expenditure Plan template and instructions, please contact LCFF@cde.ca.gov. For all other questions related to ESSER III, 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