

ESSER III Expenditure Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
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School districts, county offices of education, or charter schools, collectively known as LEAs, that receive Elementary and Secondary School Emergency Relief (ESSER) funds under the American Rescue Plan Act, referred to as ESSER III funds, are required to develop a plan for how they will use their ESSER III funds. In the plan, an LEA must explain how it intends to use its ESSER III funds to address students’ academic, social, emotional, and mental health needs, as well as any opportunity gaps that existed before, and were worsened by, the COVID-19 pandemic. An LEA may also use its ESSER III funds in other ways, as detailed in the Fiscal Requirements section of the Instructions. In developing the plan, the LEA has flexibility to include community input and/or actions included in other planning documents, such as the Local Control and Accountability Plan (LCAP), provided that the input and actions are relevant to the LEA’s Plan to support students.

For more information please see the Instructions.

Other LEA Plans Referenced in this Plan

Plan Title	Where the Plan May Be Accessed
Expanded Learning Opportunities Grant	The Chico Unified School District's Expanded Learning Opportunities Grant is located on our website at http://www.chicousd.org/documents/Local%20Control%20Accountability%20Plan/2020-21/ELO%20Grant%20CUSD%20Board%20Approved%205.19.21.pdf
Local Control Accountability Plan (LCAP)	http://www.chicousd.org/documents/Educational%20Services/LCAP/2021/2021-22-LCAP-Final-Final.pdf

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
\$22,626,449

Plan Section	Total Planned ESSER III
Strategies for Continuous and Safe In-Person Learning	\$17,384,063
Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)	\$5,242,386
Use of Any Remaining Funds	0

Total ESSER III funds included in this plan

22,626,449.00

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.

Chico Unified School District (CUSD) has made community engagement a priority in our planning efforts to create a Multi-Tiered System of Supports (MTSS) in order to meet the needs of all our students with a focus on our targeted student groups as per the California Department of Education (CDE) Dashboard. The National Center on Intensive Intervention (2020) put out a literature review titled, "What Does the Literature Say? Research and Journal Articles Focused on Intensive Intervention and Data-Based Individualization" that supports the benefits of the MTSS framework.

In order to ensure our services are inclusive of all students, CUSD has done the following during 2021 to elicit feedback and collaboration to meaningfully inform our Local Control and Accountability Plan (LCAP) and associated plans, such as ESSER III, that nest in our LCAP. Our 2021-22 LCAP has been restructured to include California's eight priorities as well as our previous five goals within an MTSS framework which focuses on academic learning, social-emotional learning, and behavioral learning.

The following are the collaborative outreach practices that specifically informed our ESSER III plan which fits within our MTSS-based LCAP: a.) two community LCAP collaborative meetings that were advertised publicly via multiple means of communication including phone calls, emails, and push notifications to CUSD families; b.) elementary student meetings which were conducted on sites; c.) secondary student meetings were conducted at the sites; d.) a meeting specifically for black, indigenous, and people of color (BIPOC) input that was advertised publicly via multiple means of communication including phone calls, emails, and push notifications to CUSD families and via site and district websites; e.) A meeting for feedback from parents of students with disabilities that was advertised publicly via multiple means of communication including phone calls, emails, and push notifications to CUSD families and via site and district websites; f.) a meeting for parents of foster youth that was advertised publicly via multiple means of communication including phone calls, emails, and push notifications to CUSD families; g.) a District English Learner Advisory Committee (DELAC); h.) twice weekly CUSD Educational Services Team meetings to review data, assess and reflect on practices, and accordingly scale programs and student services.

Additionally, our Chico Unified Board of Trustees had three discussions surrounding this work at the following board meetings: March 3, 2021, April 7, 2021, and April 21, 2021. The Board of Trustees has approved all expenditures listed in this plan.

Note: all aforementioned meeting dates and associated feedback from each of these meetings and surveys are on our district website LCAP page for public view.

A draft of this ESSER III Plan was shared on our CUSD website the week of October 4, 2021 for parent/guardian input. A webinar is scheduled on Monday, October 18, 2021 to share the plan with our community. Below is specific input we have received so far:

From one CUSD Parent/Guardian:

*Are the summer school programs going to happen again?

*The after school program needs more funding as many parents need that for work and there are waiting lists and more kids needs after school care.

*I would like to see more outdoor field trips for children and less money going to spending on technology/having them sit and look at iPads.

*Is there funding set aside for people of color to receive diverse books in the classrooms? More books representing Asian people, indigenous Native American people, black people and people with disabilities or neurodivergent people.

*Do we have funding to pay to have Native American people or black or Asian people come in to classrooms/schools and share about their culture/life or simply read books etc. to bring in more diversity?

*If we want to tend to the hearts of children of color or children with differences they need to see representation in the classroom.

*From two CUSD Parents/Guardians:

"Thank you for sharing the ESSER plan for parent and community review. I understand and agree with all of the priorities identified, however I think that the exclusion of preschoolers and families with young children is an unfortunate oversight. I believe the ESSER funds provide an ideal opportunity for districts to develop and solidify their plans and actions to engage with young children during the period of greatest brain development, and identify opportunities for early intervention while developmental windows are open and receptive. I would suggest activities such as universal outreach to families with young children, TK and K transition opportunities, home visits (perhaps this is available through your TCM?) and events that link young families to their elementary school before their children are of age, such as family resource rooms."

*From two CUSD Parents/Guardians:

"We appreciate you sharing the ESSER plan for parent and community review. We understand and agree with all of the priorities identified, however we believe that the exclusion of preschoolers and families with young children is an unfortunate oversight. We believe the ESSER funds provide an ideal opportunity for districts to target and support children 0-5 who are all apart of Chico Unified School District. The children in this community will attend state preschool programs on school campuses and TK programs that will be a requirement of school districts to provide moving forward for all 4 and 5 year olds. We would suggest TK and K transition opportunities, mental and emotional health supports and an additional counselor that would support children 0-5 at local preschools. Our community is in tremendous need of social and emotional supports for all of our children. A family resource center on school campuses could also support the counselors at all levels and provide a space for transition opportunities to take place."

*From one CUSD Parent/Guardian:

"I hope you are doing well! Thank you so much for gathering community input for the ESSER III Expenditure Plan. I agree with the Actions to address student needs and believe that there should also be an Action for expanding Transitional Kindergarten (TK) programs. Early childhood is a profoundly important time for growing social and emotional skills. TK has shown to have numerous benefits, not just educational ones. Please consider including an expansion of the TK program into the ESSER III Expenditure Plan. Thank you so much for you time and consideration."

*From one CUSD Parent/Guardian:

"It would be great to see money well spent on programs that teach our kids a second language and other life skills that will intellectually prepare them to compete in the real world. It would be great to spend our tax money on getting back to the basics of Academic education."

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

The following are key takeaways from various stakeholder groups that have informed our ESSER III plan specifically.

A return to in-person learning is highly valued by parents and students. In order to resume in-person learning, it was necessary to reduce class sizes in various elementary and secondary classrooms to both meet the social distancing requirements and focus more acutely on student learning recovery. The district is using ESSER III funds to reduce class sizes and purchase additional classroom workstations and school campus seating to accommodate social distancing. Additionally, CUSD is using ESSER III funds to put a new 1.0 intervention teacher at each elementary site for two years as learning loss is a stakeholder concern. The addition of intervention teachers within the MTSS framework is backed by a scholarly article titled, "Response to Intervention: Preventing and Remediating Academic Difficulties" (Fletcher, Vaughn, 2015). CUSD offered a series of summer academies for any student who was interested in attending. Summer learning is a researched-based practice justified in the scholarly article, "The Effectiveness of Summer School in Closing Achievement Gaps" (REL 2018). These academies were focused on academics and social-emotional learning (SEL). In order to support teachers and staff members in this work, CUSD is using ESSER III to fund teacher professional development (PD) related to the mitigation of learning loss and response to intervention (RTI) and Multi-Tiered System of Supports (MTSS) in addition to educational technology.

While in-person instruction has resumed, the community recognizes that updated technology continues to be a critical element in maintaining continuity of learning. The community wants to see equity in access to learning, and putting a device in the hands of every student is crucial through 1:1 Chromebooks for students. Additionally, many families need support with internet access. The same educational technology hardware and software that allowed our district to go completely online in the early stages of the COVID-19 Pandemic, is now necessary to follow COVID-19 requirements put in place to keep our students and community members safe. Students, if necessary, may toggle back and forth seamlessly from in-person learning and distance learning as they follow COVID-19 quarantine protocols. This increase in technology use has necessitated network upgrades, hardware and software purchases, additional CUSD IT support, and associated training and support for staff, students, and parents. CUSD is thankful for the opportunity to use ESSER funds to make these purchases that are outlined in more detail in the Planned ESSER III Expenditures sections below.

Another expressed need from our stakeholder groups is additional student counseling services related to student mental health. Parents of students with disabilities called in a specific need for increased communication between teachers, counselors, and families as we support students with disabilities. Parents of foster and homeless youth, in addition to our new CUSD Foster and Homeless Student Liaison and student targeted case managers, expressed a need for additional counseling services with time to build trusting relationships. Families from this same group recognized the benefits of current student supports from targeted case managers (TCMs) and after-school programs, and they want to see even more of it. Due to this feedback, CUSD is using ESSER III funding to add a full-time CUSD Homeless and Foster Youth Liaison mentioned above and 17 additional counselors to focus on mental health district-wide. Extra duty hours for TCMs to further support students is available through ESSER III funding as well. The benefits of social-emotional learning (SEL) are backed by research and detailed in the article titled, "Promoting the Social and Emotional Learning of Millions of School Children" (Weissburg, 2019).

At the October 6, 2021 CUSD Board Workshop, the CUSD Educational Services Team shared a presentation about "Systems of Student Support in Chico Unified & Learning Recovery." During this presentation, several staff members being funded from ESSER funds shared about their jobs and the benefits they are seeing for students. Examples of this feedback from staff members were the following:

Jen Denzel, Reading Intervention Teacher - "I can now guarantee that every 1st and 2nd grader at Shasta will receive the reading support he or she needs."

Ronnie Cockrell, Chico High School Welding Teacher - "The block schedule at Chico High School is amazing. I can't imagine not having it."

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

\$17,384,063

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
N/A	Classroom furniture to support social distancing	Desks, chairs, and tables necessary to maintain social distancing requirements	\$175,000
N/A	Class-size Reduction (Elementary)	Class-size Reduction (Elementary)	\$1,100,000
N/A	Elementary Counselors	Elementary counselors for two years	\$800,000
ELO Section 2	Elementary Intervention Teacher	1.0 FTE Intervention Teacher all elementary sites for two years	\$1,250,000
ELO Section 3	Mental Health Counselors	Additional Counselors - Support Mental Health	\$400,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
ELO Section 3	Extra Assignment Pay for Counselors and Targeted Case Managers	Extra assignment pay for wellness counselors and targeted case managers to increase student support	\$75,000
N/A	Purchase student Chromebooks	1:1 Chromebooks for students in K-12 - purchase 11,100	\$3,552,000
ELO Section 2	Class Size Reduction - High School	Class Size Reduction - High School	\$1,250,000
N/A	Additional furniture for secondary social distancing	Additional Secondary and Elementary Furniture (only if related to spacing/social distancing)	\$500,000
N/A	Supplemental Digital Curriculum	Curriculum necessary to support instruction digitally	\$250,000
N/A	Professional Development - implementing SEL supports for students	Professional development for instructors to implement social emotional learning for students	\$100,000
N/A	Homeless / Foster Youth Liaison	Hire full-time CUSD Homeless/Foster Youth Liaison	\$200,000
N/A	School Site Supervision	Classified staffing to cover school-site supervision	\$300,000
N/A	Wellness Counselor on each secondary site	Add an additional wellness counselor to each secondary site for the purpose of mental health counseling only	\$520,000
N/A	HVAC Supplies	Air and Climate Quality - HVAC, Climate Control, Filters, etc. (CDE Preapproval required)	\$3,000,000
N/A	Campus water bottle fillers	Bottle water filling stations (all schools)	\$500,000
N/A	Picnic tables and outdoor equipment	Picnic tables and outdoor equipment to ensure COVID-19 social distancing guidelines	\$194,777
N/A	Ed Tech Software (Google for Ed, KAMI, Zoom)	Software necessary for more student engagement while teaching online during distance learning	\$200,000
N/A	iPads with Covers	iPads for instruction in special education where Chromebooks wouldn't be as effective	\$142,000
N/A	IT Chromebook Support Positions	Additional tech support for staff and students during online learning (1.5 positions)	\$150,000
N/A	Laptops for Classified Staff	Purchase laptops for additional classified staff hired to support COVID-19 protocols	\$85,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
N/A	Network Access Controller (NAC)	The shift to digital learning required a network system upgrade to accommodate new devices	\$150,000
N/A	Networking Switch Upgrade	The shift to digital learning required a network system upgrade to accommodate new devices	\$1,000,000
N/A	Re-cable Sites	The shift to digital learning required a network system upgrade to accommodate new devices	\$500,000
N/A	School Site Radios & Repeaters	In order to accommodate social distancing, students are more spread out on campuses before school, after school, during lunches, and at breaks. Upgraded radios and repeaters were necessary to expand the use of radios for student supervision and safety.	\$250,000
N/A	Security Event and Information Management tool (SEIM)	Additional network security to protect students during the increase in online-learning	\$320,000
N/A	Securly (24)	Additional network security to protect students during the increase in online-learning	\$60,000
N/A	Vmware NSX SD-WAN	Additional network security to protect students during the increase in online-learning	\$360,000

Addressing the Impact of Lost Instructional Time

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

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

5,242,386

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
ELO Section 2	Tutoring and Intervention	Tutoring / Intervention for three years in grades K-12	\$2,877,386

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
ELO Section 1	Elementary Summer Academic and SEL Enrichment Academies	Elementary (K- 5) summer academies in social-emotional learning (SEL), academic, enrichment opportunities	\$750,000
ELO Section 1	Secondary Summer Academic and SEL Enrichment Academies	Secondary (6-12) summer academies-SEL, academic, enrichment opportunities	\$525,000
ELO Section 3	After-School Enrichment	ASP funding to replace after-school program enrichment	\$500,000
ELO Section 6	EduCLIMBER Data Aggregator	Purchase EduCLIMBER data aggregator system necessary to identify student academic, social-emotional, and behavioral needs.	\$110,000
ELO Section 3	Extra-curricular activities	Extra-curricular activities to promote SEL	\$250,000
N/A	Kelvin	Kelvin platform for tracking student SEL data	\$30,000
N/A	Teacher professional development for CUSD Summer Academies	Professional development to prepare teachers for student CUSD Summer Academies	\$100,000
N/A	Ongoing teacher professional development - mitigating learning loss	Ongoing teacher professional development to support teachers in mitigating learning loss	\$100,000

Use of Any Remaining Funds

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

Total ESSER III funds being used to implement additional actions

0

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

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
Reduce elementary and secondary class sizes; hire intervention teachers and provide tutoring; hold elementary and secondary summer academies; hold after-school academic and SEL support groups and activities	Attendance rates and chronic absenteeism for all classes and after-school programs	Daily, monthly, annual
Purchase supplemental digital curriculum, educational technology software for instructional use, intervention curriculum	CUSD Educational Services Team review of site feedback on software and curriculum effectiveness based on benchmark assessments.	Annual

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
Purchase and train staff on EduCLIMBER and Kelvin platforms	Data analysis at site and district levels, Kelvin reports	weekly, monthly respectively
Purchase additional classroom furniture and outdoor equipment to accommodate social distancing	Covid-19 Testing, tracking, and quarantining records with associated Parent Square notifications; seating charts necessary for contact tracing; Twice weekly Educational Services meetings which review adherence to state and local Covid-19 guidelines.	Daily, twice weekly respectively
Hire additional counselors K-12 to support mental health and provide extra duty pay for counselors and targeted case managers to meet the needs of more students	Student data entered by counselors and targeted case managers in the Aeries student information system, site-based counseling support website inquiries, professional development and collaboration records for counselors	Daily, weekly, monthly, annually
Purchase Special Education Curriculum	District Director of Student Special Services will collaborate with SPED programs to evaluate curriculum use	Biannually
Purchase 11,1000 Chromebooks	Student Chromebook checkouts by site will ensure 1:1 Chromebooks for all students.	Annually
Appoint a 1.0 FTE Homeless and Foster Youth Liaison	Aeries monitoring of students receiving services; students' grades in Aeries; Kelvin checkpoint feedback from homeless and foster students. Monitored by the CUSD Homeless and Foster Youth Liaison and the CUSD Educational Services Team	Weekly
Purchase HVAC equipment and supplies to mitigate the spread of COVID-19	Site installation inspection records and installation schedules by CUSD Maintenance and Operations	Monthly
Purchase additional busses to accommodate COVID-19 social distancing guidelines	Numbers of students served and seating plans monitored by CUSD Maintenance and Operations: Transportation	Monthly
After-School Program funding and extra-curricular activities for students	Student attendance records	Daily

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
Professional Development (PD) for staff	Staff professional development logs and registrations	Annually
Purchase Whisper Rooms to create additional private counseling space	Inventory and maintenance of Whisper Rooms	Annually
Network Upgrades	CUSD IT Services network reviews	Monthly, Annually

ESSER III Expenditure Plan Instructions

Introduction

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

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

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

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

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

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

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

Fiscal Requirements

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

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

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

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

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

Other LEA Plans Referenced in this Plan

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

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

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

Summary of Expenditures

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

Instructions

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

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

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

Community Engagement

Purpose and Requirements

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

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

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

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

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

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

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

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

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

Instructions

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

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

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

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

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

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

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

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

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

Planned Actions and Expenditures

Purpose and Requirements

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

Instructions

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

Strategies for Continuous and Safe In-Person Learning

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

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

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

Addressing the Impact of Lost Instructional Time

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

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

Use of Any Remaining Funds

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

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

Ensuring Interventions are Addressing Student Needs

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

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

Complete the table as follows:

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

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