



Central Union School District

Lemoore, CA

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
CUSD Local Control and Accountability Plan 2021	CUSD Website: http://www.central.k12.ca.us/UserFiles/Servers/Server_4550549/File/LCAP/CUSD-LCAP 2021-22.pdf
Expanded Learning Opportunities Grant Plan 2021	CUSD Website: http://www.central.k12.ca.us/UserFiles/Servers/Server_4550549/File/Curriculum/2021_Expanded_Learning_Opportunities_Grant_Plan_20210518.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

2,745,801

Plan Section	Total Planned ESSER III
Strategies for Continuous and Safe In-Person Learning	100,000
Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)	1,672,010
Use of Any Remaining Funds	973,791

Total ESSER III funds included in this plan

2,745,801

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.

The district utilized community input gathered during in the development of the 2021-22 LCAP and the ELO in conjunction with additional input sought for the ESSER III plan to achieve meaningful consultation. The district’s process to consult with groups includes consultation through meetings with a variety of committees/stakeholder groups, as well as, Local Surveys for Parents/Guardians, Staff (Classified and Certificated), and students. A variety of modes are used to provide notification of opportunities including email, mail, phone calls, and Parent Square.

STUDENTS

Students K-8 participate in a survey each year to provide input, concerns and recommendations on the district’s programs and services. Students representing all schools and all of the district’s student groups participate in this survey.

FAMILIES

The district seeks to engage all families in meaningful consultation. For families that speak a language other than English, translation is provided as need for meetings, engagement opportunities, notifications, agendas and the local survey.

DISTRICT ADVISORY COMMITTEE (DAC) - The district maintains a District Advisory Committee that meets regularly throughout the year, providing input into the district's programs and services for students. The committee includes site administrators and parent representatives. Members come from (and therefore represent) each school site, all grade levels, all socioeconomic levels and ethnicities. The committee includes parents representing English Learners, children with disabilities, homeless, foster youth, migratory students, and other underserved children. Therefore, the members of our DAC fully consider the perspectives and insights of each of the required community members in identifying the strengths and needs of the district, especially as they relate to the COVID10 pandemic, utilizing those perspectives and insights as they give input and make recommendations.

DISTRICT ENGLISH LEARNER ADVISORY COMMITTEE (DELAC)

The District English Learner Advisory Committee (DELAC) is comprised of a majority of parents of students who are English Learners. DELAC meets regularly throughout the school year. The committee focuses on the unique needs of students who are English Learners across the district. Regardless of the specific plan or funding sources, DELAC gives input and recommendations on programs, services and actions to meet the needs of English Learners (academic and social-emotional). DELAC members represent the district's different sites, grade levels, all socioeconomic levels and ethnicities, families of English Learners, students with disabilities, migrant, and foster or homeless. Members consider the perspectives and insights as they make recommendations on programs, services and actions.

INDIAN EDUCATION COUNSEL (IEC)

The district participates in the Indian Education Counsel (IEC) on the Santa Rosa Rancheria (SRR). Members of the counsel include SRR employees, parents, and a district employee from both Lemoore High School District and Central Union. The members represent and consider the perspectives and insights of the Santa Rosa Rancheria community and the Native American student group. The focus of this counsel is the success and unique needs of Native American Students. The members of this review district data comparing the progress of the Native American student to the All Students group. They give input and make recommendations to address those unique needs through the programs, services, and actions, the district implements.

PARENT/GUARDIAN LOCAL SURVEY

Parents/Guardians from all sites participate in an online survey each year in which they voice their opinions or concerns and make recommendations on the district's programs and services. Translated surveys are available for families who speak a language other than English. Devices are available at each site for parents to take the survey or paper copies are available if needed. Parents/families received ESSER III Funds background information and appropriate uses. They were asked to provide guidance on how the district should prioritize the use of these funds through a survey provided digitally through Parent Square.

TEACHERS, OTHER EDUCATORS, SCHOOL STAFF, LOCAL BARGAINING UNITS

Teachers, other educators, and school staff participate in an online Local Survey annually to provide input and make recommendations. Meetings are scheduled to provide information and gather additional perspectives and insights from the Bargaining Units. District Staff (Teachers, Other Educators, School Staff, Bargaining Unit Members) received ESSER III Funds background information and appropriate uses. They were asked to provide guidance on how the district should prioritize the use of these funds through a survey provided digitally through Parent Square.

DISTRICT ADMINISTRATORS, SPECIAL EDUCATION ADMINISTRATORS, PRINCIPALS/SCHOOL LEADERS

The District Administrative Team (District Administrators, Special Education Administrator, Principals, and Assistant Principals) meets regularly throughout the school year. At these meetings, the Admin. Team conducts analysis of the district's student achievement data, school climate data and data showing the students' social emotional needs. Team members come from (and therefore represent) the different sites which comprise the district. They analyze the strengths and areas of need, consider the perspectives and insights of each of the required community groups, and the students (students who are low-income, English Learners, students of color, foster youth, homeless, students with disabilities, and migratory students) as they strategically plan for student success.

Members of the District Administrative Team participate in the annual Local Survey giving input and making recommendations on the programs, services and actions of the district. They also received ESSER III Funds background information and appropriate uses. They were asked to provide guidance on how the district should prioritize the use of these funds through a survey provided digitally through Parent Square. The Team met to analyze the data, priorities, and actions needed in the ESSER III Plan.

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

Community input shared through the Stakeholder Engagement Process including LCAP, ELO, and ESSER continue to have 3 consistent themes: (1) Student Learning Loss, (2) Safety for In-Person Learning, and (3) Social-Emotional concerns resulting from COVID19 pandemic. All three of these clear priorities are addressed within the ESSER III Plan.

FAMILIES/FAMILIES THAT SPEAK A LANGUAGE OTHER THAN ENGLISH

Families' identified the following priorities for ESSER III Plan (with 1 being the highest priority):

- 1-Supporting social emotional learning, counseling, mental health and wellness resources for students and staff (ESSER 3.1 and ESSER 3.2)
- 2-Implementing Key components of effective instruction in Reading, Language Arts, and Math (ESSER 2.2)
- 3-Providing additional learning opportunities during the school year (ESSER 2.1 and ESSER 2.3)
- 4-Making facility improvements and upgrades to HVAC (ESSER 1.1)

TEACHERS AND OTHER EDUCATORS

Teachers and Other Educators identified the following priorities for ESSER III Plan (with 1 being the highest priority):

- 1-Supporting social emotional learning, counseling, mental health and wellness resources for students and staff (ESSER 3.1 and ESSER 3.2)
 - 2-Delivering classroom interventions and individualized supports (ESSER 2.1 and ESSER 2.3)
- Teachers had 2 priorities tie for their third priority.
- 3-Implementing Key components of effective instruction in Reading, Language Arts, and Math (ESSER 2.2)
 - 3-Providing additional learning opportunities during the school year (ESSER 2.1 and ESSER 2.3)

SCHOOL STAFF

School Staff identified the following priorities for ESSER III Plan (with 1 being the highest priority):

- 1-Supporting social emotional learning, counseling, mental health and wellness resources for students and staff (ESSER 3.1 and ESSER 3.2)
 - 2-Providing additional learning opportunities during the school year (ESSER 2.1 and ESSER 2.3)
- School Staff had 2 priorities tie for their third priority.

- 3-Implementing Key components of effective instruction in Reading, Language Arts, and Math (ESSER 2.2)
- 3-Making facility improvements and upgrades to HVAC (ESSER 1.1)

DISTRICT ADMINISTRATORS, SPECIAL EDUCATION ADMINISTRATOR, PRINCIPALS/SCHOOL LEADERS

Administrators identified the following priorities for ESSER III Plan (with 1 being the highest priority):

- 1-Supporting social emotional learning, counseling, mental health and wellness resources for students and staff (ESSER 3.1 and ESSER 3.2)
 - 2-Delivering classroom interventions and individualized supports (ESSER 2.1 and ESSER 2.3)
 - 3-Implementing Key components of effective instruction in Reading, Language Arts, and Math (ESSER 2.2)
- Administrators had 2 priorities tie for their third priority.
- 4-Making facility improvements and upgrades to HVAC (ESSER 1.1)
 - 4-Developing Family Engagement options (ESSER 3.2)

STUDENTS

Student surveys indicated the ongoing need for actions addressing the social, emotional and mental health needs of students. (ESSER 3.1 and ESSER 3.2)

Students indicate the need for time - time in class, time with their teacher, time with other students. (ESSER 1.1, ESSER 3.1, and ESSER 3.2)

Student feedback also includes the need for engaging instructional opportunities (ESSER 2.2) and additional help (ESSER 2.1 and 2.3)

CONTINUOUS SAFE IN-PERSON LEARNING

Making facility improvements and upgrades to HVAC was overall the fifth priority, but in the top four for 75% of stakeholder groups.

A sample of comments:

- Improving the cooling system (classified)
- More sanitizing areas (parent)
- High levels of filtration and improved air quality (parent)
- Safety and sanitation (parent)
- Safety of students and staff is a priority (parent)
- Updating heating and cooling (parent)

RESULTING IN:

ESSER 1.1 Implementing Health Protocols

ADDRESSING THE IMPACT OF LOST INSTRUCTIONAL TIME

Implementing Key components of effective instruction in Reading, Language Arts, and Math

Providing additional learning opportunities during the school year

Delivering classroom interventions and individualized supports

A sample of comments:

- Temporary Aide positions or extended hours to help with small group instruction with math similar to reading. (teacher)
- Hire more Instructional aides for small group (teacher)

- Hire paraprofessionals (teacher)
- I believe we need more staff (teacher)
- More support staff (teacher)
- I think additional support staff/instructional aides allows for more one on one support and small groups (teacher)
- Priority should be getting kids caught up (parent)
- Tutoring after school

RESULTING IN:

ESSER 2.1 iReady

ESSER 2.2 Professional Planning Preservice Days

ESSER 2.3 Temporary Additional Instructional Aides Hours

ANY REMAINING FUNDS

Supporting social emotional learning, counseling, mental health and wellness resources for students and staff was the number 1 priority overall, as well as, for each of the Stakeholder groups. Understanding that these needs must be addressed in order to successfully address the impact of lost instructional time, the District is committed to meeting those needs.

RESULTING IN:

ESSER 3.1 Social Emotional (SEL) Training

ESSER 3.2 School Mental Health Professional

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

100,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP 1.1	ESSER 1.1 Implementing Health Protocols	Action includes (1) Implementing strategies aligned to CDC and Kings County Department of Health guidance on things such as, but not limited to, PPE, sanitation, social distancing, and student cohorts. (2) The district will maintain Inspect, test, maintain, repair, and or upgrade the components of HVAC (heating, ventilation, and air conditioning) systems, as needed, to improve Indoor Air Quality.	100,000

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

1,672,010

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP 3.3 and ELO 1	ESSER 2.1 iReady	i-Ready is a comprehensive assessment and instruction program. Diagnostic data resulting from the adaptive assessment results in Personalized Instruction based on an individual student's specific needs. Differentiated instruction is provided through online lessons including tailored instruction and practice for each student to accelerate growth. In-the-moment resources are provided for teachers for further reteaching and individualization. Available to student during and beyond school days and hours.	457,800

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		(Research-based and evidence gathered meets criteria for ESSA Level 3: Promising Evidence with Favorable Effects.)	
LCAP 3.1	ESSER 2.2 Professional Planning Preservice Days	Three (3) Pre-Services Days 2022-23, 2023-24, and 2024-25. Training in cognitive planning and time for planning with colleagues and support focusing on the 4 questions of Professional Learning Communities (PLCs).	998,250
LCAP 3.6 Instructional Aides	ESSER 2.3 Temporary Additional Instructional Aide Hrs.	Action will temporarily provide for additional Instructional Aide hours to support acceleration and intervention of learning for students. Activities may include, but are not limited to, supervision and support of students independently engaged in online personalized lessons and adaptive diagnostic assessments, additional small group instruction necessary due to COVID cohort needs, and additional support needed with students returning from short-term IPS due to quarantine requirements.	215,960

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

973,791

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP 2.2 and 2.3	ESSER 3.1 Social Emotional (SEL) Training	All Staff (certificated, classified, and management) will have the opportunity to participate in Social Emotional (SEL) Training. Action comprised of 2 components: (1)informative half-day session exploring the importance of Social Emotional and Academic Learning strategies and building skills in classrooms and school sites to actively engage students and prepare them to be successful. Half-	640,971

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		day session is followed by 7 check-ins throughout the year to support staff and continue learning. (2) Self-paced online modules (12) available over 2 years for completion. Modules focus on both Social, Emotional, and Academic Learning as it relates to both themselves and students.	
LCAP 2.1, 2.2 and 2.3	ESSER 3.2 School Mental Health Professional	Hire a temporary School Mental Health Professional to provide additional SEL support during this time of higher than normal social, emotional, and behavioral needs. Services may include, but not limited, to SEL lessons, small groups, and family engagement.	332,820

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
ESSER 1.1 Implementing Health Protocols	<p>SUMMARY OF ACTION Action includes: (1) strategies aligned to CDC and Kings County Department of Health guidance. (2) Monitoring, maintenance, repair or upgrades to improve indoor air quality.</p> <p>HOW WILL PROGRESS BE MONITORED The district has regular facilities walk throughs to monitor and address concerns and work orders.</p>	<p>Walk throughs occur monthly.</p> <p>Facility Inspection Tool (FIT) is completed annually.</p>

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
	<p>The Facility Inspection Tool (FIT) is completed during an annual inspection conducted by the District reporting any deficiencies.</p>	
<p>ESSER 2.1 iReady</p>	<p>SUMMARY OF ACTION Online adaptive diagnostic assessment with data resulting in lessons tailored to each student to accelerate learning. Teacher resources for additional reteaching and individualization are included.</p> <p>HOW WILL PROGRESS BE MONITORED iReady includes an adaptive diagnostic assessment and online lesson mastery Assessments. When mastery of standards/skills/concepts are not demonstrated, lessons are locked and the teacher is alerted to provide addition review and instruction for the student.</p> <p>Renaissance STAR Reading and Math assessments are administered Fall, Winter, and Spring as a district wide screener.</p>	<p>iReady Assessment Diagnostic Assessment - 3 times per year Lesson Mastery Assessments - Ongoing</p> <p>Renaissance STAR Reading and Math Administered: Fall, Winter, and Math</p>
<p>ESSER 2.2 Professional Planning Preservice Days</p>	<p>SUMMARY OF ACTION Three 'voluntary/non-mandatory' pre-service days (each year for 3 years) for cognitive planning for student learning focusing on the 4 questions of PLCs.</p> <p>HOW WILL PROGRESS BE MONITORED Teachers administer formative and common formative assessments in their classrooms. These measures will inform them on the impact of planning on student learning.</p>	<p>Formative and Common Formative Assessments are ongoing.</p> <p>Administrator observations and walk throughs are ongoing.</p> <p>Renaissance STAR Reading and Math Administered: Fall, Winter, and Math.</p>

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
	<p>Site Administrators are in classrooms on a regular bases. observations both in walk throughs and formal observations will indicate the level of implementation from the training and planning time as well as the impact on instruction and learning.</p> <p>Renaissance STAR Reading and Math assessments are administered Fall, Winter, and Spring district wide.</p>	
<p>ESSER 2.3 Temporary Additional Instructional Aide hrs.</p>	<p>SUMMARY OF ACTION Temporarily provide additional Instructional Aide hours to support acceleration and intervention of learning for students. Supporting students online independently, small group instruction, individual students, and students returning from quarantine.</p> <p>HOW WILL PROGRESS BE MONITORED Student progress in closing learning loss gaps will be monitored both in iReady and STAR Assessments.</p> <p>Student mastery of standards as measured by iReady's Diagnostic Assessment (adaptive), progress in concepts/lessons, and Lesson Mastery data will provide progress monitoring data.</p> <p>Renaissance STAR Reading and Math assessments are administered Fall, Winter, and Spring as a district wide screener demonstrating student progress.</p>	<p>iReady Concept/Lesson progress - Ongoing iReady Assessments Diagnostic Assessment - 3 times per year Lesson Mastery Assessments - Ongoing</p> <p>Renaissance STAR Reading and Math Administered: Fall, Winter, and Math</p>
<p>ESSER 3.1</p>	<p>SUMMARY OF ACTION</p>	<p>Referrals, Suspensions, Reduced Chronic Absenteeism, and Attendance are monitored on an ongoing basis at the site</p>

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
Social Emotional (SEL) Training	<p>Staff will participate in in-person Social Emotional (SEL) Training. Opportunity to complete non-mandatory/voluntary online SEL focused modules over the course 2 years.</p> <p>HOW WILL PROGRESS BE MONITORED Rate of Staff completion of modules. Reduced incidences of Referrals. Reduced Suspensions. Reduced Chronic Absenteeism Increased Attendance. SEL Student Screener</p>	<p>level with data being review among district wide administrators monthly.</p> <p>The SEL Student Screener is administered 3 times per year - Fall, Winter, and Spring.</p>
ESSER 3.2 School Mental Health Professional	<p>SUMMARY OF ACTION Hire School Mental Health Professional to address additional SEL needs and Parent Connection Management.</p> <p>HOW WILL PROGRESS BE MONITORED Reduced incidences of Referrals. Reduced Suspensions. Reduced Chronic Absenteeism Increased Attendance. SEL Student Screener</p>	<p>Referrals, Suspensions, Reduced Chronic Absenteeism, and Attendance are monitored on an ongoing basis at the site level with data being review among district wide administrators monthly.</p> <p>The SEL Student Screener is administered 3 times per year - Fall, Winter, and Spring.</p>

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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