

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
LCAP	www.djuhsd.org
Federal Addendum	www.djuhsd.org
Expanded Learning Opportunities Grant Plan	www.djuhsd.org
School Opening & Safety Plan	www.djuhsd.org

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

\$15,058,697

Plan Section	Total Planned ESSER III
Strategies for Continuous and Safe In-Person Learning	\$10,103,700
Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)	\$3,011,740
Use of Any Remaining Funds	\$1,943,257

Total ESSER III funds included in this plan

\$15,058,697

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 Delano Joint Union High School District (DJUHSD) conducted stakeholder meetings in the spring of 2021 and fall of 2021 in determining the prevention and mitigation strategies, strategies to address the academic impact of lost instructional time, and any other actions that may be necessary in developing the ESSER III Expenditure Plan. These meetings were held with parents, parent advisories, students, teachers, other staff, the Director of Special Education, the SELPA, the Homeless and Foster Youth Liaison, and school and district administrators. School Site Council from each of our school sites were also consulted during this time.

The DJUHSD presented ESSER III funding and allowable activities during a public board meeting on June 24, 2021 to seek input in determining prevention and mitigation strategies, strategies to address the academic impact of lost instructional time, and any other activities in developing the ESSER III Expenditure Plan.

A meeting was also held with the Alliance Against Family Violence and Sexual Assault (AAFVSA) shelter Supervisor and Case Manager on 8/26/2021.

The English Learner Parent advisory was presented with the draft of the ESSER III Expenditure Plan for review and input on September 28, 2021.

The DJUHSD classified and certificated collective bargaining units reviewed the draft of the ESSER III Expenditure Plan on September 28th and 29th, 2021 and concurred with the actions outlined in the plan.

The ESSER III Expenditure Plan was approved by the governing board on October 12, 2021.

The DJUHSD presented ESSER III Expenditure Plan spending during an educational partner meeting on August 3, 2023 to seek additional input in determining additional prevention and mitigation strategies, strategies to address the academic impact of lost instructional time, and any other activities in updating the ESSER III Expenditure Plan.

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

The DJUHSD facilitated community engagement sessions with students, families, and the local community to obtain meaningful input on prevention and mitigation strategies, strategies to address the academic impact of lost instructional time, and any other strategies that may be deemed necessary in providing continuity of services for our students. A summary of how the development of the plan was influenced by community input is outlined below.

The AAFVSA staff was pleased to be informed of the services available through ESSER and Title I funding for our homeless youth. In addition, they sought confirmation of allowability (through ESSER funding) for short-term, temporary housing (e.g. a few days in a motel) when such emergency housing is the only reasonable option for COVID-safe temporary housing and when necessary to enable the homeless child or youth to attend school and participate fully in school activities. The staff also communicated that socks and pajamas are essential items needed for the youth at the shelter.

Input from administrators and Director of Facilities was instrumental in identifying prevention and mitigation strategies; needed PPE and sanitation supplies; projects to improve indoor air quality; determine staffing needs to mitigate the spread of disease: adding class size reduction teachers and sections to improve student learning and to reduce the spread of infection; and other activities to maintain the operation of and continuity of services for our students. In, addition, school site administrators indicated a need for temporary health support staff to assist with COVID-19 testing and contact tracing as well as additional assistance in contacting parents of possible exposed pupils. Classified staff indicated the need for an additional technology staff due to increased technology for student learning. Students and parents concurred with the actions for addressing the academic, social, emotional, and mental health needs.

Consultation with the SELPA reaffirmed actions for students with exceptional needs were targeted in improving the academic achievement and college and career readiness for this subgroup. Teacher and other staff stakeholder meetings were held with all school sites. Teachers and other staff concurred with all the actions in the LCAP.

The mental health support staff recommended implementation of additional researched-based practices and curriculum in providing our students with the necessary social, emotional, and mental health services. This staff also recommended the continued use of My Grief Journey and purchasing ONEder curriculum for group and/or individual counseling.

The parent and parent advisory stakeholder meetings were held via phone meetings and Zoom sessions. District level parent advisories were held with our DELAC, the Special Education Parent Advisory, and Parent Advisory Committee (PAC). Parents concurred with the planned expenditures to address continuous and safe in-person learning and the impact of lost instructional time.

LCAP consultation with the Teachers Association and California School Employees association (CSEA) was conducted via e-mail communication and phone conferences. Both unions were consulted on the proposed strategies outlined in this plan. The Teachers Association and CSEA concurred with the actions outlined for the ESSER III Expenditure Plan.

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

\$10,103,700

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
N/A	Short Term Nurse	Provide temporary nurse to support students with health needs, COVID testing, and health assessments.	\$175,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
N/A	Short Term Health Service Aides	Assist nurse in providing support to students with health needs, COVID testing and health assessments.	\$208,383
N/A	Cesar Chaves High School HVAC modifications	The DJUHSD will repair and improve school facilities HVAC systems to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, improve indoor air quality, and to support student health needs. This includes installing new HVAC package units, Replacing Chillers, replacing HVAC energy management system (EMS) controls and install new air handlers on gyms. Replace evaporative cooling and convert to air conditioning.	\$6,237,469
N/A	Delano High School HVAC modifications	The DJUHSD will repair and improve school facilities HVAC systems to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, improve indoor air quality, and to support student health needs. This includes installing new HVAC package units, Replacing Chillers, replacing HVAC energy management system (EMS) controls. Replace evaporative cooling and convert to air conditioning.	\$2,232,848
N/A	Delano High School Window modernization	The DJUHSD will allocate resources to repair, replace, and upgrade areas to improve the indoor air quality in school facilities and create more space for students to maintain appropriate social distancing. This includes replacing single pane windows improving R-Value and HVAC efficiency for better air quality	\$750,000
N/A	Delano Roof Replacement	The DJUHSD will allocate resources to repair, replace, and upgrade areas to improve the indoor air quality in school facilities and create more space for students to maintain appropriate social distancing. This includes replacing and repairing classroom roofs	\$500,000

Addressing the Impact of Lost Instructional Time

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

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

\$3,011,740

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
N/A	Additional Instructional Aides	Provide additional instructional aides in general education courses to address learning loss.	\$233,950
LCAP Goal 1 Action 5 and Goal 3 Action 4	Expanded Learning	The DJUHSD will provide expanded learning time to address learning loss; provide additional credit recovery opportunities for pupils that are deficient in credits; and implement the necessary support to address learning gaps as a result of COVID-19 school closures. These services and strategies include, but are not limited to: a. Offering summer school learning opportunities b. Providing additional afterschool and Saturday tutorials and credit recovery sessions c. Providing one-on-one tutorial for foster and homeless youth and small group tutorial for English learners and students with disabilities	\$825,109
LCAP Goal 3 Action 2	Mental Health Services	The DJUHSD will provide the necessary mental health services and supports for pupils and staff affected as a result of COVID-19. These strategies include, but are not limited to: a. Purchase ONEder Social-Emotional Learning Curriculum to conduct individual and group sessions that include strategies such as decision-making, developing self-management, and healthy relationships. b. Continue to provide social, emotional, and mental health education with the My Grief Journey Group curriculum. c. District psychologist to assess and support student mental health.	\$284,560

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
N/A	Comprehensive Afterschool Programs	The DJUHSD will built after-school scholastic gaming programs to improve student engagement while addressing both chronic absenteeism and student mental health. The program strategies include, but is not limited to: a. Costs for additional staffing and/or additional compensation for existing staff to sustain program. b. Curriculum and learning materials specific to scholastic gaming program. c. Purchase educational technology (including hardware, software, and connectivity).	\$1,668,121

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

\$1,943,257

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP Goal 3 Action 6	Student Services	The DJUHSD will provide student support services to include, but are not limited to: a. Funding a Director of Student Services to track student attendance, increase student engagement, and coordinate health and support services for students affected by COVID-19, trauma and violence, bullying, and harassment and prevention of suicide. b. Providing extra duty time for classified and certificated staff to provide support services for students that include, but are not limited to, tracking student attendance, assisting with contact tracing and contacting parents, and conducting	\$805,919

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		parental involvement activities to improve student engagement.	
Expanded Learning Opportunities Plan page 6	Strategies to Address Unique Needs of Students	The DJUHSD will implement activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.	\$70,000
Expanded Learning Opportunities Plan page 6 & School Opening & Safety Plan page 3	Maintain Operations and Continuity of Services - Staff	The DJUHSD will conduct other activities that are necessary to maintain the operation of and continuity of services in our district and continue to employ existing staff of the local educational agency to include, but not limited to: a. Fund reassigned staff as a result of closed programs. b. Maintain instructional staff at schools with declining enrollment c. Pay substitute costs incurred as a result of COVID-19 quarantine d. Provide for the increased substitute pay to ensure continuity of services for all students.	\$1,067,338

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
Sanitized Facilities	The DJUHSD will adhere to California Department of Health guidance on maintaining	Daily

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
	a safe in-person educational environment. Buses, rooms and surfaces will be cleaned and sanitized daily. The custodial staff and bus drivers maintain daily logs of all classrooms and buses that are cleaned and sanitized.	
Preparedness and Response Procedures	The DJUHSD will maintain logs of all staff and students who are provided safety procedures and protocols as well as records of all procedures that are implemented to provide our students with a safe in-person school environment. Additionally, site administration provides weekly updates on COVID-19 to the school community via Blackboard Connect calls and/or SMORE Newsletter to ensure our school community stays safe and informed about the latest CDPH and CDC guidance, procedures, and protocols.	Daily
School Facility Repairs & Facility Projects	The district will maintain a log of identified facility repairs and projects to include materials purchased, cost of labor, and benefit to student health needs. A monthly log of replaced COVID-19 filters and HVAC maintenance will be kept for all serviced district facilities.	Monthly
Protocols and Procedures	<p>The DJUHSD will maintain a count of students and staff participating in COVID-19 testing and contact tracing.</p> <p>All non-vaccinated employees are enrolled in weekly testing program using Valencia Branch Laboratories. Confirmed cases, close contacts, testing program, and vaccination statuses are monitored by the Human Resource Office using COVID-19 Investigation Form. Weekly COVID-19 testing is available for students on modified quarantine and students participating in indoor athletics/extracurricular activities where a mask poses a choking hazard. Monitoring and</p>	<p>Daily</p> <p>Weekly</p>

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
	<p>progress is completed by district nurses, site administration, and Director of Student Services.</p> <p>Site administration and health care staff will supervise contact tracing within the school community. Student and employee privacy will be maintained in compliance with FERPA and HIPPA. Contact tracing will be monitored weekly by the Director of Student Services.</p>	
Parent Communications	<p>Parent communication is essential in mitigating the spread of COVID-19 and improving the academic, social, emotional, and mental health of all pupils. The impact of this action will be measured by the number of notices, texts, social media alerts, site based website updates, and/or voice messages provided to parents on updated protocols and procedures in ensuring safe in-person instruction for our students. Additional tools/programs that will be used to measure outreach to parents include SMORE Newsletters, site based calls by COVID Taskforce, blackboard connect alerts, Aeries Parent Portal, site/district website, and site social media platforms.</p>	Weekly
Professional Development	<p>Professional development is strategically selected to close the achievement gap for pupils whose academic achievement and social, emotional and mental health was impacted as a result of COVID-19. These strategies are specifically targeted for English learners, students with disabilities, racial and ethnic subgroups, pupils performing below grade level, and socioeconomically disadvantaged students.</p>	Daily & Weekly

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
	<p>The effectiveness of Explicit Direct Instruction (EDI) and ELD strategies will be monitored through the use of daily formative assessments to measure mastery of content and English learner progress towards English proficiency.</p> <p>Academic growth via Thinking Maps strategies will be monitored on a weekly basis by implementing reflective, flexible, and developmental methods for students to demonstrate mastery of writing skills. Teachers are able to measure mastery of these skills by reviewing the thinking maps in conjunction with the writing assessments.</p>	
High Quality Assessments	<p>Student academic progress will be monitored through the use of selected high-quality assessments such as Renaissance, Go-Formative, IXL, Listenwise, and local formative and summative assessments administered via the Illuminate Data System.</p> <p>IXL is used on a weekly basis to analyze skill development for pupils participating in interventions during the day and afterschool and Saturday tutorials.</p> <p>Data from refined and modified local assessments is evaluated during the bi-weekly late starts to monitor and improve student academic achievement.</p>	Weekly & Bi-weekly
Assessments and curriculum on Canvas	The DJUHSD will provide access to assessments and daily lessons via Canvas online platform for quarantined pupils to monitor student academic progress. Progress for this	Weekly Bi-Quarterly & Quarterly

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
	action will also be monitored during the reported grade mark periods.	
Class Size Reduction, Instructional Support, and Expanded Learning	Student progress for this action is evaluated using data from local formative and summative assessments, Illuminate Data Management System, and Go-Formative to measure student progress for pupils in class size reduction sections, interventions, summer school, and course sections where paraprofessionals provide supplemental instructional support. Progress will also be monitored via evaluation of quarter and semester grades.	Bi-weekly Quarter Semester
Supplemental Instructional Materials	The DJUHSD will use evidence-based supplemental materials that include Renaissance Reading and Mathematics, IXL, Listenwise, and Reading Horizons to measure student academic progress for pupils participating in interventions, afterschool programs, class size reduction sections, paraprofessional assisted instruction, and in classes where supplemental instructional materials are utilized.	Quarterly
Mental Health Services	The DJUHSD mental health staff will assess the social, emotional, and mental health utilizing ONEder curriculum pre- and post tests.	Semester
Mental Health Services	The DJUHSD mental health staff will conduct individual and group sessions for social, emotional, and mental health. The weekly sign in sheets will be used to monitor student participation and progress.	Weekly
Mental Health Services	School Psychologists and Intervention Counselors will monitor progress of the My Grief Journey via weekly meetings with students and completion of the weekly assignments.	Weekly
Technology	Improved student outcomes will be monitored via Canvas participation logs, subject	Weekly and quarterly

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
	assessment progress, and quarter and semester progress reports. Parents and students will also have access to ongoing grade and assignment updates via Aeries Parent portal on a regular basis.	
Parental Involvement	Parental involvement will be monitored via rosters of parents participating in workshops.	Quarterly
Homeless Youth Services	The homeless youth outreach person will maintain documentation of the number of pupils who receive services and monitor academic progress via grade checks. Students identified for academic support will be referred to the counselor and learning director for assignment of one-on-one tutorial. The Homeless-Youth Liaison attends monthly network meetings and provides regular updates regarding services for homeless youth. DJUHSD ensures that homeless students have equitable access to all school activities and resources.	Monthly
Student Services	The Director of Student Services (DSS) will monitor student attendance rates via Aeries analytics to ensure students are provided the necessary services for academic, social, emotional, and mental progress. Additionally, the DSS will aide in facilitating district-wide multi-tiered systems of support to address mental health, student safety, and health services. Universal as well as individual campus interventions will be reviewed, recommended, and monitored throughout the year by the Director of Student Services as well as site administration.	Weekly
Increased Independent Study Offerings	The district will maintain a log of all pupils attending independent study and monitor their academic progress via weekly attendance, completed assignments, and performance on formative and summative assessments.	Weekly

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
Strategies to Address Unique Needs	<p>The DJUHSD will use multiple measures to identify and address the unique needs of low-income students, pupils with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth. The district utilizes local formative and summative assessment data; quarter and semester grades; student surveys (academic, homeless, social, emotional, and mental health); self-reporting; and monitors student attendance and discipline to identify and address the needs of our students. A log of services will be maintained for each student provided services.</p> <p>Online tutorials, expansion of weekend tutorials, and additional staffing has been included to further address the unique needs of our students during this pandemic. Weekly monitoring will be completed throughout year to measure progress by evaluating completion of tutorials, attendance, and grade progress.</p>	Daily/Weekly/Quarterly
Maintain Operations and Continuity of Services	The DJUHSD will monitor this action by evaluating reports (i.e. attendance rosters, grade progress reports) on the number of staff providing continuity of services and the approximate number of students who benefit from the continuity of service.	Daily

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/fq/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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