



ESSER III Expenditure Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Corcoran Joint Unified School District	Dr. Guadalupe Solis Interim Superintendent	drsolis@corcoranunified.com (559) 992-8888

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
Local Control and Accountability Plan	https://tb2cdn.schoolwebmasters.com/accnt_277311/site_292030/Documents/LCAP-Plan-2021-2022.pdf
Expanded Learning Opportunity Plan	https://tb2cdn.schoolwebmasters.com/accnt_277311/site_292030/Documents/Expanded-Learning-Opportunities-Grant-Plan.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

12,481,549

Plan Section	Total Planned ESSER III
Strategies for Continuous and Safe In-Person Learning	2,318,244
Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)	2,515,721
Use of Any Remaining Funds	7,647,584

Total ESSER III funds included in this plan

12,481,549

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.

Parents/Families/Community Members

Parents play an integral part of our District community. Their participation and consultation in determining the districts' programs and services for students is pivotal. Parents are asked to join committees throughout the year, and if that is not a possibility, the District provides surveys as a means to gather valuable input from parents, families and community members. The LCAP Parent/Community Survey was utilized to help represent perspectives and insights in identifying the strategies or activities to be implemented in this ESSER III Expenditure Plan. In addition, the Parent/Community Grant Survey used for the Expanded Learning Opportunity Grant was also reviewed to assist with the planning. ThoughtExchange was used to send out a final survey to all Parents/Families/Community Members. It was posted for two weeks: September 3-September 17, 2021 as an opportunity to voice priorities for our students.

LSAC

The district maintains a Local Stakeholder Advisory Committee (LSAC) that provides input into the districts' programs and services for students. The district's LSAC meet regularly throughout the school year. Each school site council elected a parent for the district LSAC from their School Site Councils. The Superintendent, Director of Categorical Programs, Director of Educational Services, Chief Business Officer, and principals also attended these meetings. The purpose of the LSAC is to engage parents in the LCAP review and planning process, to elicit their input into the district's programs and services for students, and to provide them with the opportunity to voice priorities for their students. Members are active participants in the district's comprehensive strategic planning since they are informed about the district's programs and services beyond programs and services in the LCAP. Parents who are members in the LSAC are representatives of their school sites. They represent the interest of children with disabilities, English learners, homeless students, foster youth, migratory students, children who are incarcerated, and other underserved students. In addition, they represent the perspectives and insights in identifying the unique needs of the District, especially as it relates to the effects of the COVID-19 pandemic. These recommendations allow the district to select the most effective strategies and interventions to address the needs of our students through programs and services the District implements using funds that include ESSER III.

DELAC

The District English Language Advisory Committee or DELAC consists of parents of students who are English learners and representatives from each school site's English Language Advisory Committee (ELAC). The DELAC meets regularly to advise district officials on English learner programs and services with the overall goal of helping English learners attain English proficiency and achieve academic success. Members of the DELAC are representatives of their school sites. They represent the interest of children with disabilities, English learners, homeless students, foster youth, migratory students, children who are incarcerated, and other underserved students. In addition, they represent the perspectives and insights in identifying the unique needs of the District, especially as it relates to the effects of the COVID-19 pandemic. These recommendations allow the district to select the most effective strategies and interventions to address the needs of our students through programs and services the District implements using funds that include ESSER III. On 8/02/2021, a meeting was held to provide the DELAC the opportunity to comment and address the needs of our students using the ESSER III funds.

Teachers and Other Educators

Teachers and other Educators are members of the Local Stakeholder Advisory Committee (LSAC) that provides input into the districts' programs and services for students. The district's LSAC meet regularly throughout the school year to provide input into the district's programs and services for students, and to provide them with the opportunity to voice priorities for their students. Members are active participants in the district's comprehensive strategic planning since they are informed about the district's programs and services beyond programs and services in the LCAP. ESSER III Surveys were also utilized to gather input from teachers and other educators. Feedback from these surveys provided input into the services and programs needed to address the needs of students using ESSER III funds. ThoughtExchange was used to send out a final survey to all Staff Members. It was posted for two weeks: September 3-September 17, 2021 as an opportunity to voice priorities for our students.

Principals/Other School Leaders, Special Education Administrators, and District Administrators

All Principals, special education administrator, and district administrators are members of the PAC (Superintendent's Advisory Cabinet). Both groups meet regularly throughout the year to review data pertaining to various student groups (children with disabilities, English learners, homeless students, foster youth, migratory students, children who are incarcerated, and other underserved students) and then provide input

and updates on the district's programs and services for our students. The PAC identifies the unique needs of the District, especially as it relates to the COVID-19 pandemic. Recommendations are made at the meetings by site leaders and administration on selecting the most effective strategies and interventions to address the needs of students through services implemented using various funds, including ESSER III. Other school leaders are given the opportunity to provide recommendations to the district by participating in the District surveys administered at different times throughout the year (LCAP, Expanded Learning Opportunity, ESSER III Expenditure Plan). The most recent survey was sent to all Staff and made available September 3-17, 2021 as an opportunity to voice priorities for our students.

Local Bargaining Units

The district had a consulting session with the certificated and classified collective bargaining units for the Expanded Learning Opportunity Funds. At that time, the ESSER III funds were also discussed. Both groups have provided ongoing input into the district's services and programs at the Local Stakeholders Advisory Committee (LSAC) meetings, as well. The date of this meeting was April 30, 2021.

Pupils

Pupils in Grades 6-8 were asked to participate in online surveys where they were able to make recommendations on what types of programs or services they wanted to see provided. All underserved students had the opportunity to participate in these surveys. Pupils in grades 3-12 participated in the LCAP Student Survey, while pupils in grades 6-12 also participated in the ESSER III Expenditure Plan ThoughtExchange Survey. The dates of the ESSER III Expenditure Plan survey were September 3-September 17, 2021.

Opportunities for Public Comment

The tentative ESSER III use of funds presentation was presented and discussed at a regularly scheduled board meeting on June 8, 2021. The draft ESSER III Expenditure plan was presented on October 12, 2021. A public comment period is provided during each meeting for any member of the public to provide feedback or input into the ESSER III plan.

Translation Services

Spanish interpretation was provided for all meetings attended by parents, families, or community members. Spanish translations were provided for all communications such as surveys, plans, and documents provided to parents and families in regards to this ESSER III Expenditure plan and all plans listed within.

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

The information below denotes the priority themes that resulted from the LCAP, ESSER Expenditure Plan surveys, and meetings with local bargaining units held to gather input for the Expanded Learning Opportunity (ELO) grant, which overlaps with the ESSER III allowable expenditures. Stakeholder influence on the ESSER III Expenditure Plan is evidenced by the direct alignment of the district's actions with the needs and interests identified by students, parents/families/community members, teachers, staff, principals, special education administrators, local bargaining unit leaders, Advisory Committees, and the Board of Trustees.

PARENTS/FAMILIES/COMMUNITY MEMBERS

Parents/Community Members made the following recommendations which are contained within the actions in the ESSER III plan: Prevention and mitigation strategies to continuously and safely operate schools for in-person learning:

- Preventative measures against COVID-19 such as cleaning and sanitation, additional PPE, sanitizer
- Implementation of CDC and Health Department recommendations to ensure student and staff safety against COVID-19

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 after school programs, or extended school year programs):

- After school tutoring
- Summer school
- Extra support for students
- More help in math
- Additional school psychologists to support SEL and mental health

Any other strategies or activities implemented with the LEA's ESSER III fund apportionment consistent with section 2001(e)(2) of the ARP Act:

- Supporting parents by increasing communication and providing outreach regarding available resources at the school sites to support students who may have social and emotional needs, mental health, or academic needs.

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:

- Identification of students for after school support, summer school, or intervention supports
- Monitoring of student progress throughout the period of intervention to ensure support system is effective and meeting the needs of the students

STUDENTS

Students made the following recommendations which are contained within the actions in the ESSER III plan:

Prevention and mitigation strategies to continuously and safely operate schools for in-person learning:

- Reinforcing sanitation practices
- Providing clean facilities
- More hand sanitizer and cleaning supplies

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 after school programs, or extended school year programs):

- More programs to help provide assistance and to help those who have fallen behind
- Tutors
- Help to improve learning
- Extra time to help learn certain material
- After school program

Any other strategies or activities implemented with the LEA's ESSER III fund apportionment consistent with section 2001(e)(2) of the ARP Act:

- Mental health supports

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:

- Faster identification of students who need help and supports whether it be mental health, academic, or emotional

- Encouraging through time together
- Help "us" understand progress

LSAC/DELAC (ADVISORY COMMITTEES)

The LSAC and DELAC made the following recommendations which are contained within the actions in the ESSER III plan:

Prevention and mitigation strategies to continuously and safely operate schools for in-person learning:

- Follow CDC and CDPH guidelines for a safe in-person instruction of students
- Continue to provide adequate PPE, sanitizer, fogging, and purchasing of materials for cleaning and sanitation of surfaces.

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 after school programs, or extended school year programs):

- After school programs
- Extra support in schools for students
- Summer school
- Math support and intervention
- Intervention programs during the school day
- Purchasing of intervention programs or services to supplement the curriculum

Any other strategies or activities implemented with the LEA's ESSER III fund apportionment consistent with section 2001(e)(2) of the ARP Act:

- Additional psychologist to support SEL and mental health
- Purchase of instructional materials and supplies so each student has their own items and there is no sharing
- Increased communication between the school and the parents in order to improve student grades and become knowledgeable about student progress

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:

- Monitor student progress and identify students in need of interventions to ensure the interventions assigned are effective and are addressing the social, emotional, mental health or academic needs of the students

TEACHERS, OTHER EDUCATORS, SCHOOL STAFF, LOCAL BARGAINING UNITS

Teachers, Other Educators, and their Unions made the following recommendations which are contained within the actions in the ESSER III plan:

Prevention and mitigation strategies to continuously and safely operate schools for in-person learning:

- School safety

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 after school programs, or extended school year programs):

- Tutoring or other one to one supports to students
- After school programs
- Summer school

- Additional academic supports for students
- Dedicated math intervention teacher

Any other strategies or activities implemented with the LEA's ESSER III fund apportionment consistent with section 2001(e)(2) of the ARP Act:

- Instructional materials for the classrooms
- Increase in home-school communication
- Physical resources for students
- Mental health supports for students

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:

- Monitor student progress in each intervention so that progress can be tracked and communicated to parties accordingly
- Assist parents in understanding resources/interventions available to students whether it is academic, social, emotional, or mental health using all means of communication and in their language

PRINCIPALS/OTHER SCHOOL LEADERS, SPECIAL EDUCATION ADMINISTRATORS AND DISTRICT ADMINISTRATORS

Principals/Other School Leaders, Special Education Administrators, and District Administrators made the following recommendations which are contained within the actions in the ESSER III plan:

Prevention and mitigation strategies to continuously and safely operate schools for in-person learning:

- Ensure that the Safe In-Person Plan is followed at the sites so that CDC and CDPH guidelines are followed
- Provide guidance at the sites on proper procedures related to the safe operation of schools

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 after school programs, or extended school year programs):

- Provide instructional supplies and materials to support evidence-based interventions
- Additional supports in math
- Coordinate the school's efforts to expand after school tutoring, summer school, and intervention programs to support the educational needs for all students especially those disproportionately impacted by COVID-19
- Provide evidence-based interventions during and outside school hours
- Ensure a variety of evidence-based intervention programs be utilized at every school site to address the unique needs of students

Any other strategies or activities implemented with the LEA's ESSER III fund apportionment consistent with section 2001(e)(2) of the ARP Act:

- Increase the communication between parents and the school regarding the resources and supports available for students who need social, emotional, mental health, and/or academic needs
- Provide support for students' social emotional well-being by expanding the amount of school psychologists

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:

- Monitor and track evidence-based interventions to ensure success and progress
- Provide tools to parents to support students at home and assist in making a home-school connection. Parents will have opportunity to monitor progress along with the school.

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

2,318,244

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
N/A	Sanitation and Minimizing the Spread of Infectious Diseases	The district will continue to mitigate the impact of the pandemic by providing the resources necessary to sanitize and clean all facilities operated by the LEA. Planned activities include, but are not limited to: <ul style="list-style-type: none">• PPE, fogging, cleaning solution, sanitizer• Staff to ensure sanitizing and cleaning of school and district facilities occur (i.e. Custodians)	2,318,244

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

2,515,721

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP Goal 1, Action 1.1; Expanded Learning Opportunity Strategy 1	Expanded Learning Opportunities	<p>The district will plan and implement activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.</p> <p>Planned activities include, but are not limited to: a) After school tutoring to supplement, and expand existing opportunities for before and after school services to students in support of learning recovery and re-engagement in the school community. b) Summer learning opportunities that will include academic support, social-emotional learning, enrichment, STEAM, music and art.</p>	1,173,900
LCAP Goal 1, Action 1.1; Expanded Learning Opportunity Strategy 2	Expansion of Learning Supports	<p>The district will plan and support evidence-based intervention programs/services for students to provide supplemental support of learning recovery and to address the needs of low-income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.</p> <p>Planned activities include, but are not limited to: a) Hiring intervention math teachers b) Training and professional development of personnel (teaching and support staff) c) Purchasing materials and equipment for the delivery of the intervention programs</p>	1,341,821

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		d) Extend the levels of staffing under the Expanded Learning Opportunity Grant (i.e. paraprofessionals) who support evidence-based intervention programs and address the learning gaps of students by working with them in small groups	

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

7,647,584

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
N/A	Maintaining Operations and Continuity of Services	Certificated school administrative salaries will result in an increased capacity to manage the pandemic caused complexities of school operations such as: <ul style="list-style-type: none"> • assist in front office management • outreach and increased communication with parents and families • coordinating of support for students and their needs • coordinating of personnel on campus due to elevated levels and/or shortages 	5,921,279
LCAP Goal 2, Action 2.3; Expanded Learning Opportunity Grant Strategy 3	Multi-Tiered System of Supports (MTSS)	Staff will be added to provide needed programmatic administration and evaluation as well as expanded school counseling services. Services provided will help improve program delivery and analysis of academic supports, Social Emotional Learning (SEL), mental health services, and counseling services.	764,960

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		Planned activities include: a) School Psychologist to support SEL and to enhance programmatic design and evaluation	
Expanded Learning Opportunity Grant, Strategy 2	Instructional Materials and Supplies	The district will provide students (including low-income students, students with disabilities, English learners, racial and ethnic minorities, homeless students, and foster youth) the necessary instructional supplies and materials needed for specialized lessons, enrichment, technology components, expanded learning opportunities, and to address the learning needs of students throughout the year.	180,000
N/A	Indirect Costs	LEA allowed Indirect Cost rate 6.26%	781,345

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
Sanitation and Minimizing the Spread of Infectious Diseases	Maintenance Operations and Transportation (MOT) Department will progress monitor the extent to which actions are implemented across the district and in each school. Measures may include: a. # PPE warehouse orders completed b. Monitor custodian schedules c. Student attendance	a. Quarterly b. Monthly c. Monthly

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
Expanded Learning Opportunities	School and District Leadership will progress monitor the extent to which actions are implemented across the district and in each school. Measures may include: a. Student participation in expanded learning program and intensity of services b. Student academic outcomes by learning program and by student group	a. After school tutoring-By trimester for the elementary schools, by semesters for the middle and high school b. Summer school-pre and post assessment
Expansion of Learning Supports	School and District Leadership will progress monitor the extent to which actions are implemented across the district and in each school. Measures may include: a. Student participation in intervention by program and intensity of services b. Student academic outcomes by learning program and by student group c. If professional development is delivered, survey to determine effectiveness of the training	a. Intervention Participation- Collect by trimester for the elementary schools, by semesters for the middle and high school b. Intervention Outcomes- Pre and post assessment by trimester for the elementary schools, by semesters for the middle and high school. c. Professional development-Administer survey immediately following the PD as an exit ticket
Multi-Tiered System of Supports (MTSS)	School and District Leadership will progress monitor the extent to which actions are implemented across the district and in each school. Measures may include: a. # of students served and intensity of services b. Student Climate Survey (LCAP)	a. Quarterly b. Annual
Instructional Materials and Supplies	School and District Leadership will progress monitor the extent to which actions are implemented across the district and in each school. Measures may include: a. Orders completed b. LCAP 6-12 Survey and LCAP Staff Survey (Sufficiency of materials/supplies portion)	a. Quarterly b. Annual
Maintaining Operations and Continuity of Services	District and site leadership will progress monitor the extent to which actions are implemented	a. Annual b. Quarterly

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
	<p>across the district and in each school. Measures may include:</p> <ul style="list-style-type: none"> a. LCAP Parent Survey (Climate portion) b. Messages sent to parents via Parentlink, ParentSquare, SeeSaw, or similar program used for communication with parents c. # students in intervention d. # of unfilled positions per site 	<ul style="list-style-type: none"> c. Trimester-Elementary, Semester-Secondary d. Monthly

ESSER III Expenditure Plan Instructions

Introduction

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

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

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

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

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

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

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

Fiscal Requirements

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

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

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

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

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

Other LEA Plans Referenced in this Plan

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

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

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

Summary of Expenditures

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

Instructions

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

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

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

Community Engagement

Purpose and Requirements

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

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

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

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

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

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

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

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

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

Instructions

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

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

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

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

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

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

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

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

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

Planned Actions and Expenditures

Purpose and Requirements

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

Instructions

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

Strategies for Continuous and Safe In-Person Learning

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

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

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

Addressing the Impact of Lost Instructional Time

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

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

Use of Any Remaining Funds

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

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

Ensuring Interventions are Addressing Student Needs

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

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

Complete the table as follows:

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

California Department of Education
June 2021