

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
San Joaquin County Office of Education 2021-2022 Local Control Accountability Plan	San Joaquin County Office of Education Webpage: https://www.sjcoe.org/lcap/2021-22/LCAP%20budget,%20update,%2021-24%20final%20for%20board.pdf
San Joaquin County Office of Education Expanded Learning Opportunities Grant Plan	Contact the San Joaquin County Office of Education at (209) 468-9193 for a copy of the plan.

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
\$7,859,462

Plan Section	Total Planned ESSER III
Strategies for Continuous and Safe In-Person Learning	\$1,440,347
Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)	\$3,060,124
Use of Any Remaining Funds	\$3,358,991

Total ESSER III funds included in this plan

\$7,859,462

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 overall process used to engage all stakeholders in developing the ESSER III Grant Plan is built upon the feedback and needs assessment information generated from the Local Control and Accountability Plan (LCAP) process and Expanded Learning Opportunities (ELO) plan development. A majority of the LCAP is focused on closing the achievement gap for students, supporting their social/emotional growth and enhancing the student assessment/diagnostic programs. To ensure that the ESSER III grant plan was developed with parents, teachers, and school staff, the San Joaquin County Office of Education (SJCOE) held a series of additional feedback discussions and planning sessions with each stakeholder group.

From the initial brainstorming and needs assessment conversations there were follow up informational meetings conducted at the site level with staff, students, and families to further help solidify the plan. Engaging stakeholders also included gathering feedback from our Mental Health Clinicians, Truancy Specialists, Special Education staff, Student Services staff, Nutrition Specialists, Technology team, Site Administrators, and Site Counselors. This occurred through on-line meetings, emails, phone calls and in person meetings. Through these efforts, participants had valuable input in developing the ESSER III plan. SJCOE also met with union representatives to gather their input.

SJCOE also engaged with members of the English Learner Advisory Committee (ELAC) and School Site Council (SSC) to provide feedback that helped develop the plan.

Consulting ELAC and SSC provided the insight and perspective of individuals or advocates representing the interests of English Learners. Staff also engaged specifically with individuals that represent the interests of students experiencing homelessness, foster youth and individuals that represent the interests of our children who are incarcerated, students with disabilities and other underserved students.

The Special Education Program also used electronic communication via email and text messages has been and will continue to be utilized as a method of communication with parents and guardians to inform them of the expanded learning program. In addition to the group emails and texts, an individual letter will be mailed to each family with the student's expanded learning hours, location, and teacher name. Along with this letter, a copy of the student's individual learning loss plan will be included for parent feedback and consent.

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

Feedback from all groups focused on prioritizing the health and safety of students and staff. All groups highlighted the need to ensure that schools have the resources needed to provide in-person learning for students and continuity of learning throughout the school year. This feedback is directly connected with prevention and mitigation strategies to continuously and safely operate schools for in-person learning, which is one of the ESSER III strategies. Specifically, SJCOE will create a comprehensive student COVID testing process so that students can access modified quarantine options, and safely maximize their time for in-person learning.

Families focused on the need to reengage students, specifically they mentioned the success of our family outreach and requested that schools continue to create site based strategies for reengagement. This feedback is connected to our student reengagement action and our continued focus on student outreach and reengagement strategies.

Teachers and administrators highlighted the need to focus on continuing to build new strategies to address the academic impact of lost instructional time through the implementation of evidence-based interventions, which is connected to the ESSER action that will create additional instructional time throughout the school year for students including, summer learning or summer enrichment, extended day, comprehensive after school programs, and extended school year programs.

Feedback from our English learner representatives also focused on the need to offer additional instructional time after school and during summer. Individuals from our represented student groups for foster youth and homeless highlighted the need to continue providing access to technology, which is reflected in the ESSER action to provide technology hubs and provide students with internet access, devices, copy/printer/scanners, and access to online credit recovery curriculum. These hubs and devices can be accessed during school hours, after school, and on Saturdays so students and families can access the resources at any time. Representatives from our incarcerated community also focused on the accessibility of technology so that they can access credit recovery and college credit bearing courses. Our students highlighted the need to offer after school activities, reengagement opportunities that align to their interests, which requires site based collaboration and coordination. This feedback is connected to our resources to support the unique needs of our students. These funds will allow sites to develop programs specific to their students' unique needs and interests.

Special Education also ensured that parents were included in the development of the plan via surveys, the IEP process, and individual learning loss plan development. Parents were surveyed on their interest in attending an in-person expanded learning program. Via the IEP

process, the expanded learning program was shared and discussed. Prior to participation in the expanded learning program, parents will participate in the development of an individual learning loss plan for their child and provide feedback and consent to the plan which will be placed in the student’s special education file/record. Teachers and instructional assistants were surveyed on preferred dates and hours of the expanded learning program for Summer 2022 given the opportunity to apply for expanded learning program job opportunities. Teachers and instructional assistants were provided the proposed plan and asked for feedback and recommendations to the plan. Recommendations and amendments were made as needed.

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

\$1,889,420

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
N/A	Student COVID Testing Process	Create a comprehensive student COVID testing process so that students can access modified quarantine options, and safely maximize their time for in-person learning.	\$485,000
#17	Health Services	The addition of one full time school nurse to support the provision of specialized health care services. Self-Screening Database for Staff and Students	\$61,772

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
#9	Personal Protective Equipment	Obtaining additional PPE such as gloves, masks, and face shields in order to limit the spread of germs and viruses throughout all students and staff.	\$29,575
#2	Employee Covid Testing	On August 11, the CDPH issued a public health order pertaining to schools; schools must verify the vaccination status of all employees in the school system, or the employees must test once a week.. This process must be in place by October 15th. SJCOE is using Crush The Curve for testing. Unvaccinated employees who are working will test every week on tuesday.	\$864,000

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

\$3,060,123

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP Goal #2, Action #8 ELO Plan, Action #1	Additional Instructional Time	Provide students additional opportunities to take classes during summer sessions, extended sessions during the school year (weeks traditionally off for students), and Saturday sessions to access the school site to complete assignments, get additional one-on-one support and complete credit recovery projects. Extended learning time will also include a before and after school option based on student need with additional enrichment opportunities. This supplements the ELO plan by being able to provide opportunities to make up lost instructional time for more than one year. The ESSER III funds ensure that students will	\$500,771

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		have the opportunity to make up lost instructional time until 2023.	
New Action	YouthBuild Program	Provide additional instructional time for students enrolled in the YouthBuild program. YouthBuild San Joaquin is a combination of on-the-job training, support toward obtaining a high school diploma or GED, and community service which provides participants with a challenging and rewarding experience. YouthBuild San Joaquin is an affiliate of YouthBuild USA, a network of programs dedicated to the empowerment of at promise individuals through education, skills development, and leadership opportunities. The pandemic closed down the construction partners which prohibited students from completing their Youth Build program, which impacted their academic achievement. Attendance was affected and contributed to students not completing training and achieving desired skills and standards. Additional time allows them to resume and complete training and education.	\$575,650
#2	Extended Learning Loss Program	<p>Extending instructional learning time via our 62-hour expanded learning program during the summer for specialized academic instruction with embedded related services in accordance with the student’s individual IEP, to include, but not limited to, speech & language, behavior intervention, occupational therapy, physical therapy, mental health counseling, and adaptive physical education (APE) services.</p> <p>The addition of supplemental instructional assistants to support the expanded learning program in the area of specialized academic instruction as well as support students with increased challenging behaviors as they return to school.</p>	\$1,095,143
#14	Learning Supports	Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports	\$0

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
#14	Supplemental Instruction	Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college and career readiness.	\$0
#3	Accelerated Learning	Modules were created to support the districts in synchronous and asynchronous instruction as well as to accelerate learning for all students. Math & English Coordinators working directly to implement the priority standards that will accelerate learning to make up for the learning loss that students have experienced. ELA/ELD direct support using accelerated learning modules which were developed specifically with the needs of English Learners in mind.	\$888,560

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

\$2,909,918

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
N/A	Staff Professional Development	Provide training for staff, teachers and families to help students and families reengage with school through focusing on both the academic and social emotional needs of students and staff.	\$250,000
N/A	Additional Support for Students	Additional time for Mental Health Clinicians, Counselors, Campus Connections Technicians, administrative staff and teachers to provide additional academic, social, emotional, and mental health support for students	\$100,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
New	Resources to support the Unique Needs of Student Groups	Activities, resources, and opportunities to support the unique needs of our low income students, ELs, racial and ethnic minority students. This may include site based and program specific strategies.	\$150,000
#12	Staff Training	Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs to include Crisis Prevention Intervention Training (CPI) and Mindfulness training. CPI supports proactive behavior intervention and implementing reactive behavior emergency procedures in a safe manner. Mindfulness training supports students and teachers in implementing strategies to assist with self-regulation and improved focus to improve educational and social-emotional outcomes.	\$40,000
#15	Strategic facility improvements	Incorporating cubicles within the classrooms for self-calming areas, independent learning spaces, and academic workstations for addressing any other barriers to learning loss. Additional cubby walls and classroom furniture to allow for increased student/staff separation, minimize sharing of classroom furniture and reduce spread of COVID-19 virus	\$100,000
#12	Mental Health & Social Behaviors	Integrated student supports to address other barriers to learning including individual and group mental health counseling services embedded into the expanded learning program and available to all students to support their social emotional well-being. The addition of one full-time Board-Certified Behavior Analyst (BCBA) to support the behavior needs of students who are returning to in-person instruction.	\$122,970
#16	Fiscal Stabilization-General Fund Support	Will be used to stabilize from the impact of declining enrollment within SJCOE. Allows us time so we do not have to make hasty layoff decisions. Also allows us time to re-engage our students.	\$1,059,386

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP, Goal #2, Action #9 ELO, Area #2	Access to Technology	Provide technology hubs and students with internet access, devices, copy/printer/scanners, and access to online credit recovery curriculum. These hubs and devices can be accessed during school hours, after school, and on Saturdays so students and families can access the resources at any time. This strategy supplements the LCAP and ELO strategies by creating more access for students and families and expanding the technology support to students during school and while on quarantine. This action supplements the LCAP goal and action by allowing enough devices for students to take devices home and have access to devices at school.	\$657,562
ELO, Area #3	Student Reengagement team	Provide student centered reengagement strategies by creating a student Reengagement team, which will work across sites and with families. They will utilize the SJCOE MTSS framework to coordinate Tier 1, 2 and 3 resources and interventions, and expand SJCOE's Career Technical Opportunities for students. This strategy supplements the ELO strategy by being able to provide the action for longer than one year.	\$430,000
#4	Equity, Inclusion and Access	<p>We know from experience and recent studies show that the pandemic inequitably impacted students, particularly impacting those who have been traditionally underserved. (Education in a Pandemic: The Disparate Impacts of COVID-19 on America's Students https://www2.ed.gov/about/offices/list/ocr/docs/20210608-impacts-of-covid19.pdf)</p> <p>To address the gaps that existed before, which were widened by the pandemic, the SJCOE created a Director II of Equity, Inclusion and Access. This person will support the COE and the Districts we serve in their work to ensure sustainability of change initiatives regarding equity, access, and culturally and linguistically responsive learning and work environments.</p>	\$449,073

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
<p>Student Reengagement Team, Resources to support the Unique Needs of Student Groups, Staff Professional Development</p>	<p>Each quarter teams across SJCOE will evaluate metrics relevant to each action. The administrative team will first analyze the actions and relevant metrics. Then the administrators will reflect on the actions and metrics with their school teams and community members. Administrators will also take the reflection to SSC and ELAC. The purpose of reflecting on the actions across a wide variety of groups will ensure that diverse perspectives monitor the progress of the actions and plan.</p> <p>Metrics include: Student attendance Student graduation rates Course completion Students in danger of failing data Student progress on formative and summative academic assessments</p>	<p>Quarterly</p> <p>At each quarter, administrators will analyze data relevant to each action. After administration analyzes the data, each school site team and program will analyze data together to evaluate effectiveness and implementation of each action.</p>
<p>Student COVID Testing Process</p>	<p>Each quarter teams across SJCOE will evaluate metrics relevant to each action. The administrative team will first analyze the actions and relevant metrics. Then the administrators will reflect on the actions and metrics with their school teams and community members. Administrators will also take the reflection to SSC and ELAC. The purpose of reflecting on</p>	<p>Quarterly</p> <p>At each quarter, administration will analyze data relevant to each action. After administration analyzes data, each school site team and program will analyze data together to evaluate effectiveness and implementation of each action.</p>

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
	<p>the actions across a wide variety of groups will ensure that diverse perspectives monitor the progress of the actions and plan.</p> <p>Metrics include: Number of students tested Number of days students were able to remain learning in person Credits earned</p>	
Access to Technology	<p>Each quarter teams across SJCOE will evaluate metrics relevant to each action. The administrative team will first analyze the actions and relevant metrics. Then the administrators will reflect on the actions and metrics with their school teams and community members. Administrators will also take the reflection to SSC and ELAC. The purpose of reflecting on the actions across a wide variety of groups will ensure that diverse perspectives monitor the progress of the actions and plan.</p> <p>Metrics include: Number of students with access to technology Number of credits earned in credit recovery opportunities</p>	<p>Quarterly</p> <p>At each quarter, administration will analyze data relevant to each action. After administration analyzes data, each school site team and program will analyze data together to evaluate effectiveness and implementation of each action.</p>
Student Progress Reports	Progress monitoring will occur via student goals and objectives	Quarterly progress reports and review of annual goals
YouthBuild Program	<p>Each quarter teams across SJCOE will evaluate metrics relevant to each action. The administrative team will first analyze the actions and relevant metrics. Then the administrators will reflect on the actions and metrics with their school teams and community members. Administrators will also take the reflection to SSC and ELAC. The purpose of reflecting on</p>	<p>Quarterly</p> <p>At each quarter, administration will analyze data relevant to each action. After administration analyzes data, each school site team and program will analyze data together to evaluate effectiveness and implementation of each action.</p>

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
	<p>the actions across a wide variety of groups will ensure that diverse perspectives monitor the progress of the actions and plan.</p> <p>Metrics include: Students enrolled in CTE YouthBuild program Student attendance</p>	
Employee Covid Testing	Unvaccinated staff will test weekly (every Tuesday). We will track who is required to be tested and ensure that staff who are not vaccinated are tested. This is a public health order, we are required to do this. California is committed to safe, in person learning and this process will help to keep classrooms open.	<p>Weekly</p> <p>Once a week SJCOE will run a report in the Crush The Curve database that will show who was tested and who wasn't.</p>
Equity, Inclusion, and Access	The San Joaquin County Office of Education (SJCOE) is beginning an equity initiative to ensure that we provide learning environments that are free of biases and are spaces where we respect and celebrate the beautiful diversity of our students. It is important that all students are honored and have their academic and social emotional needs addressed and that members of the SJCOE community participate in the process as the goals and outcomes of this initiative touch our organization as a whole. Dr. Almitra Berry from AL Consulting will mentor and guide our Director II of Equity, Inclusion, and Access in this work. The first phase is to include an Equity Leadership Team, Administrative Council, and additional leaders within SJCOE. Teachers will be offered a voluntary asynchronous Diversity, Equity, and Inclusion course. A pre and post internal audit regarding equity perceptions will guide our work. By the end of the 2021-22 school year,	<p>Biannually</p> <p>The audit survey will be given in November of 2021 and again in May of 2022. AL Consulting meets at a minimum with all leaders monthly while guiding the work of goal creation. The asynchronous class will be offered once in the 2021-22 school year.</p>

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
	equity goals for each department will be created for the 2022-23 and 2023-24 schools years.	
Accelerated learning	Each month, the Mathematics and Language/Literacy teams meet to evaluate the professional learning needs for the districts that they serve. Adjustments to PL sessions are made based on feedback from districts (site and district leaders); as well as, the formative assessment data that is collected from classroom coaching sessions. Metrics include: Workshops evaluations, Formative assessments, Classroom observations/walkthroughs, Coaching Feedback	Monthly (or at the conclusion of each professional learning or coaching series) E.S. Staff will review and evaluate workshops evaluations, formative assessments, classroom observations/walkthroughs, and coaching feedback to determine the effectiveness of each professional learning session and make adjustments as needed.
Fiscal Stabilization-General Fund Support	Due to declining enrollment, SJCOE will receive a reduction in revenue which can lead to lay-offs. Fiscal stabilization will be used to help to soften that blow and allow more time for our programs to re-engage their students. Enrollment numbers will be reviewed monthly and strategies on how to re-engage students and the community will be discussed.	Quarterly Enrollment numbers will be sent to Business monthly and will be reviewed and discussed during each reporting period.
Health services, Behavior services, Mental Health and social behaviors, Staff training	Training for school staff on strategies to engage students and families in addressing students' increased physical health, behavioral health, social-emotional health and academic needs and additional services will be provided to support return to in person instruction. Interventions to include Crisis Prevention Intervention Training (CPI), Daily student and staff health screener and Mindfulness training, behavior monitoring and supports. CPI supports proactive behavior intervention and implementing reactive behavior emergency procedures in a safe manner. Mindfulness training supports students and teachers in implementing strategies to assist with self-regulation and improved focus to improve	Monthly Trainings offered with assessment data. Daily staff and student health screener and monitoring

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
	<p>educational and social-emotional outcomes. Staff teams will develop monthly training schedules evaluate metrics relevant to each action. Teams will reflect on the actions and metrics with their school teams.</p>	
<p>PPE, Strategic facility Improvements</p>	<p>Obtaining additional PPE such as gloves, masks, and face shields in order to limit the spread of germs and viruses throughout all students and staff. Additional cubby walls and classroom furniture to allow for increased student/staff separation, minimize sharing of classroom furniture and reduce spread of COVID-19 virus. Incorporating cubicles within the classrooms for self-calming areas, independent learning spaces, and academic workstations for addressing any other barriers to learning loss. Staff teams will develop monthly training schedules evaluate metrics relevant to each action. Teams will reflect on the actions and metrics with their school teams</p>	<p>Daily</p> <p>Use of equipment used in classrooms with ongoing monitoring and modification as needed</p>
<p>Extended Learning Loss, Learning supports, supplemental instruction</p>	<p>Extending instructional learning time via our 62 hour expanded learning program during the summer for specialized academic instruction with embedded related services in accordance with the student’s individual IEP, to include, but not limited to, speech & language, behavior intervention, occupational therapy, physical therapy, mental health counseling, and adaptive physical education (APE) services. Expanded learning program offered summer 2021 and 2022. Data is collected on goals and objectives ongoing for students in special ed program. In addition to daily and weekly data, quarterly progress reports are developed for each student in order to monitor progress and provide parent with an updated progress report. Services for the expanded learning program will be offered</p>	<p>Daily and weekly data Quarterly progress reporting Annual IEP review</p>

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
	based on each individual student progress toward the IEP goals, as well as the analysis of data that documents student regression experienced during the in person closure.	

ESSER III Expenditure Plan Instructions

Introduction

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

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

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

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

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

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

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

Fiscal Requirements

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

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

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

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

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

Other LEA Plans Referenced in this Plan

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

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

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

Summary of Expenditures

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

Instructions

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

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

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

Community Engagement

Purpose and Requirements

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

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

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

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

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

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

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

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

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

Instructions

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

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

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

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

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

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

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

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

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

Planned Actions and Expenditures

Purpose and Requirements

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

Instructions

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

Strategies for Continuous and Safe In-Person Learning

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

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

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

Addressing the Impact of Lost Instructional Time

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

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

Use of Any Remaining Funds

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

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

Ensuring Interventions are Addressing Student Needs

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

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

Complete the table as follows:

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

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