

ESSER III Expenditure Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Fullerton Joint Union High School District	Dr. Steve McLaughlin Superintendent	smclaughlin@fjuhsd.org 714-870-2801

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

For more information please see the Instructions.

Other LEA Plans Referenced in this Plan

Plan Title	Where the Plan May Be Accessed
Expanded Learning Opportunities (ELO) Grant Plan	District website. https://www.fjuhsd.org/cms/lib/CA02000098/Centricity/ModuleInstance/16/Expanded%20Learning%20Opportunities%20Grant%20Plan.pdf
Local Control Accountability Plan (LCAP)	District website. https://www.fjuhsd.org/site/default.aspx?PageType=3&DomainID=4&ModuleInstanceID=16&ViewID=6446EE88-D30C-497E-9316-3F8874B3E108&RenderLoc=0&FlexDataID=22506&PageID=1
Learning Continuity Plan (LCP)	District website. https://www.fjuhsd.org/site/handlers/filedownload.ashx?moduleinstanceid=9099&dataid=13561&fileName=LCP%20Master%20Draft%20for%20Board%20and%20OCDE%209-28%2011.43%20am.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

\$18,582,674

Plan Section	Total Planned ESSER III
Strategies for Continuous and Safe In-Person Learning	\$7,417,797
Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)	\$10,056,739
Use of Any Remaining Funds	\$1,108,138

Total ESSER III funds included in this plan

\$18,582,674

Community Engagement

An LEA's decisions about how to use its ESSER III funds will directly impact the students, families, and the local community. The following is a description of how the LEA meaningfully consulted with its community members in determining the prevention and mitigation strategies, strategies to address the academic impact of lost instructional time, and any other strategies or activities to be implemented by the LEA. In developing the plan, the LEA has flexibility to include input received from community members during the development of other LEA Plans, such as the LCAP, provided that the input is relevant to the development of the LEA's ESSER III Expenditure Plan.

For specific requirements, including a list of the community members that an LEA is required to consult with, please see the Community Engagement section of the Instructions.

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

The District worked with school leadership teams to form a District Advisory Committee (DAC) for the 2021/22 school year. DAC members included representative teams from each District school consisting of students, parents/families, including families that speak languages other than English, administrators, including special education administrators, teachers, local bargaining unit members, including certificated and classified staff members, and community members. Tribes and Civil rights organizations were not present/served in the District and were, therefore not included in DAC. Included within the DAC, were the Director of Educational services who serves as the District liaison for

students experiencing homelessness, who are in the foster care system, migratory students, and students identified as English learners. As such, the Director of Educational Services provides advocacy for these identified students. District leadership utilized data that informed the development of the 2020/21 Local Control Accountability Plan (LCAP) and the Learning Continuity Plan (LCP) to identify the academic, social, emotional, and mental health needs of students and to continuously and safely operate schools for in-person learning utilizing ESSER III funds. Two meetings were held to present both the Expanded Learning Opportunities (ELO) plan and the proposed ESSER III Expenditure Plan (9/14/21 and 9/22/21) to committee members. DAC members were also provided with a survey wherein they could propose actions and services to meet student and staff needs through the ESSER III Plan.

The initial development of the ESSER III Expenditure Plan included a presentation of the ELO Grant plan to DAC members because it addresses similar, approved usages for federal and state funding related to the Covid pandemic. The ELO plan directs funding that temporarily supports actions and services designed to mitigate learning loss and other educational losses due to the pandemic for only one to two years. The District proposed to the DAC an ESSER III Expenditure plan where, in essence, the ELO plan would be extended for a full three years; noting that a three-year plan would address educational losses and needed support for students who were freshmen last year all the way through their senior year of high school. The ESSER III plan would also include some proposed expenditures that were not allowable under the ELO plan: additional guidance support, increased interpreting services, grant administrative support, a Title IX Coordinator, facilities enhancements for safe and healthy learning, and technology, including Chromebooks.

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

Survey results identified dozens of suggested actions and services. Most were already included in the proposed ESSER III plan. For example, several survey responses indicated the desire for more tutoring services. The proposed ESSER III plan includes increased tutoring both in-person and outside of the normal school day/week. However, other survey responses indicated the desire for actions and services that were not included in the initial ESSER III proposed plan. These have been incorporated into the final draft. These actions and services include: Parent learning modules to provide an overview of tutoring and social and emotional support that is offered along with optional zoom meetings for questions, a parent/ student hotline for IT troubleshooting for weekends and evenings, an on-line basic financial understanding module to summer school for all students, and career-based learning experiences offered after school, weekends, and summer.

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

\$7,417,797

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
ELO plan: supports to address other barriers to learning	Mental Health Specialists	Extend by two years and expand services of our Mental Health Clinicians who will provide direct mental health and social/emotional support to students and coordinate mental health resources for students who need additional support. They will provide supervision of trained interns at each District school, thereby expanding mental health services to all sites throughout each day of school.	\$1,599,144
ELO plan: access to technology, high-speed internet, and other academic supports	ViewSonic Interactive Learning Monitors	Purchase of additional interactive learning monitors that will allow for more interactive learning while also providing for more physical distancing in classroom settings.	\$1,700,000
ELO plan: supports to address other barriers to learning	Mental Health Administrative Support	Extend by two years and expand administrative staff support to social/emotional and mental health services to support the Director of Student Support Services.	\$93,653
N/A	Facilities Enhancements	Facilities Enhancements to ensure safe and healthy learning environments including HVAC and outdoor learning areas	\$4,025,000

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

\$10,056,739

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
ELO plan: close learning gaps through the implementation, expansion, or enhancement of learning supports	Teachers on Special Assignment (TOSA)	TOSA to provide professional learning and support to instructional staff to meet the learning needs of students in English, math, science, social science, English Learners, educational technology, visual and performing arts, world languages, agriculture, career technical education, and AVID. The District has TOSA for students with disabilities that are paid out of other funding sources. Funds will be used to increase funding for the TOSA position from two years to three years for existing TOSA positions: English, math, science, AVID, and ELD. Funds will be used to fund new TOSA for three years in the following subject areas: Social Science, Visual and Performing Arts, Agriculture, Career Technical Education, World Languages, and Educational Technology.	\$346,482
ELO plan: close learning gaps through the implementation, expansion, or enhancement of learning supports	Instructional Aides	Instructional Aides to provide additional support to students who have experienced learning loss or who have other needs within the school day and within classrooms. Funds will be used to extend provision of additional instructional aides in the ELO plan for up to two additional years.	\$1,232,084
ELO plan: close learning gaps through the implementation, expansion, or enhancement of learning supports and supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility	Tutoring (in-person)	Tutoring provided in-person through existing staff before, during, and after school. In-person tutoring through approved agencies after school where and if needed. Funds will be used to extend in-person tutoring offerings for up to two years beyond the provisions identified in the ELO plan.	\$299,672
ELO plan: close learning gaps through	Tutor.com	Virtual tutoring offered live throughout the day and night and on weekends with approved and vetted providers. Funds	\$90,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
the implementation, expansion, or enhancement of learning supports and supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility		will be used to provide for this new service to meet the needs of students outside of the normal school day/week. This service expands the provisions outlined in the ELO plan by two years.	
ELO plan: extending instructional learning time and supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility	Summer School	Summer school support to ensure continued support to students experiencing learning loss and the need for credit recovery as well as the addition of a voluntary online personal finance course and career exploration opportunities. Funds will extend summer offerings for up to two years beyond the provisions of the ELO plan.	\$400,000
ELO plan: close learning gaps through the implementation, expansion, or enhancement of learning supports	Chromebooks	Upgraded one-to-one learning devices for the next three years as each freshman class enters the District. ELO plan covered expenditures for one year. ESSER 3 funds will provide funding to upgrade for three additional years of Chromebook upgrades. Research indicates that one to one devices enhance learning where students take the devices home and professional learning for teachers focuses on the utilization of the devices as an additional resource for learning that can be tailored to individual student learning needs (Kilanowski, Matthew C., "Using 1:1 Computing Devices in a Classroom Setting" (2020). Culminating Projects in Teacher Development. 49. , p. 36)	\$7,500,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
ELO plan: Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility	Administrative Support for "at opportunity" students	Administrative staffing to support high needs student populations at La Vista and La Sierra High Schools. This is a new position specifically designed to address the needs of "at opportunity" students. ELO funding covers the first two years of the position. ESSER 3 funds will extend the funding for up to two additional years.	\$187,710
ELO plan: close learning gaps through the implementation, expansion, or enhancement of learning supports	Education Technology Coaches	Stipends to provide educational technology coaches at each District school to provide support to instructional staff on the most engaging, effective and efficient technologies for classroom instruction and learning. ELO funds provided Ed. Tech. coaches for up to two years at each school. ESSER 3 funds will extend the funding of the positions for up to two additional years.	\$791

Use of Any Remaining Funds

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

Total ESSER III funds being used to implement additional actions

\$1,108,138

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
ELO plan: supports for credit deficient students to complete graduation or grade promotion requirements and to	Guidance Technicians	Additional Guidance Technicians to provide additional guidance support, career exploration opportunities, and to coordinate parent learning in the technical, social, emotional, mental health , and academic supports that are available to their students.	\$561,918

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
increase or improve students' college eligibility			
ELO plan: supports to address other barriers to learning	Interpreting Services	Increased interpreting services utilizing outside agencies for school and District parent meetings, committees, and meetings requiring highly fluent interpretation/translation.	\$260,000
ELO plan: supports to address other barriers to learning	Budget Account Clerk	Accounting and reporting support for the increased number of federal and state grants related to student support. ESSER I, ESSER II, ESSER III, ELO, In-Person Instruction grant, CARES Act funds, various state grants, Perkins, and Title funds.	\$105,000
ELO plan: supports to address other barriers to learning	Title IX Coordinator	Administrative support to coordinate and direct investigations related to Title IX complaints	\$181,220

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
Mental Health Support (Mental Health Specialists and mental health administrative support staff)	Review of monthly service reports indicating number and frequency of students identified for social/emotional and mental health supports and the type of supports/resources by Director of Special Education/Designee. This includes Mental Health Specialists and mental health administrative support staff. Probationary and annual evaluations	Monthly service reports Probationary and annual evaluation schedule for classified and certificated staff.

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
Technology support (Chromebooks and ViewSonic devices)	Williams Settlement Reports Assistant Principal of Instruction and Operations (APIO) meeting reports	Quarterly Williams Settlement Reports Monthly APIO meetings
Facilities Enhancements	Facility Inspections monitored by Executive Director of Facilities and Construction	Quarterly Facilities Site Inspections
In-person tutoring	APIO report of number of students taking advantage of the services, the time of day in which the services have been utilized, and the subjects in which students are requesting tutoring support.	Monthly APIO meetings
Summer School	End of summer data review, specifically a reporting of the number of students taking advantage of the personal finance course and career exploration opportunities in addition to the normal end of summer data review that can report credit recovery by various demographics including: ethnicity, race, gender, English learners, low income families, students with disabilities, students experiencing homelessness, children in foster care and migratory students.	Annually
Teachers on Special Assignment (TOSA), Educational Technology Coaches, and Grants Budget Accountant	<p>The Director of Educational Services will conduct TOSA meetings and will meet individually with each TOSA to receive reports on progress toward shared goals and to provide direction and support for further goal attainment.</p> <p>Observations and evaluations as part of the annual teacher evaluation cycle.</p> <p>The Director of Educational Services will, with input from the Director of Technology, facilitate Education Technology Committee meetings to</p>	<p>Bi-monthly TOSA meetings and monthly one-on-one individual meetings.</p> <p>Annual evaluation cycle</p> <p>Monthly Ed. Tech, Committee meetings</p> <p>Monthly grant budget meetings</p>

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
	<p>collaboratively set goals and receive reports from each Ed Tech. Coach.</p> <p>The Director of Educational Services will, with input from the Director of Fiscal Services/Designee, facilitate meetings to review grant budgets, monitor expenditures to ensure that funds are being spent appropriately and that reporting deadlines are met</p>	
Guidance Technicians and Instructional Aides	The Principal/Designee will work with each site Guidance Technician and Instructional Aide to review the ESSER III plan as it pertains to the duties of each, set goals, and monitor progress, providing additional direction and support as needed.	Monthly meetings Probationary and annual evaluation schedule.
Administrators: La Vista/La Sierra Administrator for "at opportunity" student support and the Title IX Coordinator	<p>The Principal of La Sierra/La Vista High Schools will conduct periodic reviews with the Assistant Principal to review the ESSER III plan as it pertains to the Assistant Principal's duties, set goals, and monitor progress, providing additional direction and support as needed.</p> <p>The Executive Director of Administrative Services will conduct periodic reviews with the Title IX Coordinator to review the ESSER III plan as it pertains to the Title IX Coordinator's duties, set goals, and monitor progress, providing additional direction and support as needed.</p>	Weekly Administrative Team Meetings Weekly meetings
Outside Service Providers: Tutor.com and Interpreting Services	The Director of Educational Services will coordinate services and receive reports of the services provided through the Tutor.com administrative dashboard and through the Interpretation Services reports from the specific providers.	Monthly dashboard reviews of Tutor.com Monthly reports from Language Services and Continental Interpretation Services or other contracted providers

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