

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
Local Control Accountability Plan (LCAP)	www.sushd.net
Extended Learning Opportunities Grant plan (ELO)	www.suhsd.net

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
6190294

Plan Section	Total Planned ESSER III
Strategies for Continuous and Safe In-Person Learning	3636802
Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)	2020992
Use of Any Remaining Funds	532500

Total ESSER III funds included in this plan

6190294

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 Shasta Union High School District planned engagement opportunities with many different partner groups to consider each community group's diverse perspectives and insights. The conversations and consultations that occurred helped develop a more accurate representation of the unique needs of students in the SUHSD. Engagement efforts helped create a plan that is best designed to respond to the prolonged effects of the COVID-19 pandemic, especially considering those actions that will address the impact of the COVID-19 pandemic on foster youth, homeless students, students with disabilities, and students from culturally and linguistically diverse backgrounds.

The Shasta Union High School District connected with the following community groups to discuss how the LEA should prioritize recovery efforts specifically in the areas of safe in-person learning, lost instructional time, and other pandemic impacts:

- Students
- Families, including families of students with unique needs and those that come from cultural and socioeconomically different backgrounds
- School and district administrators, including special education administrators
- Teachers, administration, other school staff, and local bargaining units

- Tribal leadership and their representative, Native American parents
- Other interested parties in our community

Documentation related to these stakeholder engagement efforts can be found at <http://www.suhsd.net>.

The specific areas addressed by the ESSER III funding (safe in-person learning, lost instructional time, and other pandemic impacts) were also discussed outside of the development of the LCAP. Shasta Union High School District personnel engaged in meaningful consultation with families and staff through surveys and in-person meetings. Shasta Union High School District administration and program directors (including special education administrators) were consulted to identify needs, review funding sources, and develop plans for the various COVID relief funding sources (CARES Act, CRRSA Act, and ARP Act). Specifically, expanded learning providers and expanded learning service recipients (school site administration, staff, and students/families) were involved in planning how the allocation of ESSER III funds can best address their needs for safe in-person learning and lost instructional time. Planning and prioritizing consultation was also conducted with Shasta County Office of Education's Youth Support Services department, specializing in supporting foster and homeless youth.

Shasta Union High School District administration worked closely with Shasta County Office of Education personnel as they centralized efforts to engage with local area American Indian tribes as part of our American Indian Advisory Council meetings. These meetings were held with leadership and other representatives from the Pit River Tribe, Redding Rancheria, the Wintu Tribe of Northern California, and the Winnemem Wintu Tribe. In addition to the tribal leadership and representatives, the Advisory includes community partners and service providers that work with Native Students. These groups included the Gateway Indian Education Program, the Fall River Indian Education Program, the Shasta Union High School District Indian Education Program, the LIFE Center (Local Indians for Education) based in Shasta Lake, the United Way, and the Health and Human Services Agency of Shasta County.

In addition to these instances of specific outreach to the community members mandated by statute, the Shasta Union High School District also provided opportunities for general public input in both the School Site Council Meetings held on various dates throughout the spring and fall 2021 at each of the schools in the District, the regularly scheduled Board Meeting on October 12, 2021, and stakeholder specific meetings held in the fall of 2021.

Community engagement opportunities were promoted through standard LEA communication channels, both internally to Shasta Union High School District personnel and externally to Shasta Union High School District students, families, and community members. These channels included email correspondence, parent communication, newsletters, and public posting of meeting agendas in compliance with the Brown Act.

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

All stakeholder feedback was considered and was a strong driver in developing ESSER III actions/ services. The following is a general compilation of LCAP and ESSER-specific responses gathered from community input. Parent feedback indicated they would like to see more resources for extracurricular and co-curricular programs. Support for additional student services was also expressed; examples included more tutoring options and instructional aid support in various forms to help specific student groups such as ELD, Native American, and special education. Parents appreciated the Advanced Placement courses and would like to see more support for those students. If their student failed a class, parents indicated they would like both summer school and credit recovery during the school day to be available. Respondents also indicated they would like to see more efforts into helping students connect to the school. Feedback from the parents of English Learners (ELs) focused on more direct communication (phone calls, written notes). Our survey data and engagement meetings indicated that our EL, Native American, and low-income families were twice as likely to have inadequate internet service as other students.

Programs to support student social, emotional learning and enhanced communication between school and home are also listed as interventions parents and other stakeholders would like to see implemented.

In the expenditure plan that follows, we have included many supports, interventions, and resources directly derived from our school community's feedback.

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

3636802

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP, Goal 3,11	Health Services	Add additional School Nurse and Health Clerk to assist with COVID-19 pandemic related issues, including testing, monitoring, contact tracing and other health related issues	120000
LCAP, Goal 3,14	Maintenance and Custodial	Increase maintenance and custodial budget; this includes additional hours and supplies to help maintain a more hygienic school setting through out the school day	150000
NA	HVAC Up Grade	Upgrade HVAC systems to improve air quality and air filtration capacity	805000
NA	Food Service Expansion	Provide additional areas and supports to expedite food access to students, this includes more point of sale locations, updating equipment and expanding food dispensing options	150000
NA	Additional periods to reduce class sizes	Offer 6/5 period assignments to teachers for class size reduction	571802
NA	Substitutes	Hire additional substitutes to help back fill the need in all aspects of the school setting: classified and certificated	100000
NA	Independent Study	Provide personnel to help monitor and manage independent study needs for students on quarantine	150000
NA	Attendance Interventions	Provide funds and personnel to help with interventions strategies to support positive attendance and student engagement	40000
NA	Outdoor covered spaces	Create outdoor covered areas that can double as eating areas and outdoor classrooms	750000
NA	COVID Safety	Cover the cost of COVID testing and related expenses to maintain a safe school learning environment for students and staff	500000
NA	IT Infrastructure	Improve and update IT infrastructure including adding and running additional fiber and adding WIFI access points	300000

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

2020992

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP, Goal 1,7	Standards Aligned Curriculum	Provide standards aligned curriculum, including the purchase of supplemental materials to provide additional support and expansion of students academic knowledge	50000
LCAP, Goal 1,8	One to One Devices	Purchase, maintain, and repair Chromebooks for all students	50000
LCAP, Goal 1,9	CTE Course Offerings	Offer a full complement of CTE courses to meet the need and interests of a broad range of student interests; this includes increasing access to students by modifying transportation routes to increase the number of pick-up and drop off points for CTE students	50000
LCAP, Goal 1,10	Dual Enrollment Offerings	Work with Shasta College and other higher education entities to maximize dual enrollment opportunities to ensure continuity of learning and access to college-level curriculum for students	75000
LCAP, Goal 1,11	Advanced Placement	Offer a variety of advanced placement courses and offset costs associated with smaller class sizes (class sizes less than 15)	198000
LCAP, Goal 1,12	Devices for Staff	Provide teaching staff with online tools for independent and in-person learning	50000
LCAP, Goal 1,13	WIFI	Equip buses with WIFI	30000
LCAP, Goal 1,14	Maintain Credentialed Staff	Recruit and maintain appropriately credentialed staff through Associate Superintendent of HR	30000
LCAP, Goal 2,3	Support labs	Offer additional success labs to keep students on track and passing core classes	189796
LCAP, Goal 2,4 and 2,7; ELO 1,4	Credit and Grade Recovery/ on Track with A-G	Offer credit and grade recovery classes during the school day, after school, and on Saturdays. Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students college eligibility	206444

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP, Goal 2,5	English and Math Labs	English and math labs for students who are not at grade level	310928
LCAP, Goal 2,6; ELO 1,1	Summer School	Summer school for students to recover failed classes or recover grades to stay A-G eligible. Transportation, food, and academic counseling will be provided	300000
LCAP, Goal 2,8	Tutoring	Increase the number of days peer tutoring is available before or after school, this includes adding more staff supervision. Expand peer tutoring options for students and scholarship support for peer tutors. Add other tutoring options including online	50000
LCAP, Goal 3,2	Success Academies	Offer Student Success Academy to parents and families multiple times during the school year	24000
LCAP, Goal 3,3	Foster Youth Liaison	Provide additional support to the foster youth liaisons at each campus and at the district office	10000
ELO 1, 3	Community Learning Hubs	Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports including learning recovery materials and educator training	50000
ELO 1, 5	Academic Services	Additional academic services for students such as diagnostic testing and assessment platforms: Achieve 3000,DnA, etc.	150000
NA	AP Exams	Remove barriers to student taking AP exams by subsidizing the cost of AP exams and supplemental materials	121824
NA	Flexible Schedule	Implement a flexible schedule option two days per week. A tier 1 support that all students can benefit from academically, socially, and emotionally. Includes training for staff and software to manage weekly student scheduling during flex periods.	50000
NA	Academic Saturday School	Offer academic Saturday school to help students get structured support from teachers and maintain passing grades	25000

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

532500

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP, Goal 3,8	Mental Health Services	Contract with a private vendor to provide additional mental health counseling for students	60000
LCAP, Goal 3,9	School Psychologist	Add an additional School Psychologist to assist with social and emotional learning	125000
LCAP, Goal 3,12	Intramural Activities	Increase the number of intramural activities at lunch on comprehensive sites to improve campus climate	10000
LCAP, Goal 3,15	Attendance Incentives	Increase attendance incentives and interventions for at promise students	7500
LCAP, Goal 3,16	Mentoring for Students	Contract with outside mentoring program to give students additional SEL support	72000
LCAP, Goal 3,17	Restorative Justice	Enhance restorative justice process at each school site to keep student in class or on campus in lieu of out of school suspension	8000
NA	RTI/ MTSS	Provide training on RTI and MTSS strategies for staff	100000
NA	Parent Liaison	Parent liaison to help with outreach and support for EL, Native American, and other student groups that may need additional help accessing school resources and supports	150000

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
Reading Level Assessment for all 9th and 10th Grade Students	All students will take a reading assessment at the beginning, mid, and end of the school year. Reading scores will be used to determine which interventions are best suited to support student learning. This data will be available to teachers, counselors, and parents through Aeries. Placement for labs and other support classes will, in part, be based on the reading skills of the student at the mid-year checkpoint for pre-registration purposes.	Progress will be monitored 3 times per year. Beginning, Mid and end of year.
Credit/ Grade Recovery	Supervising teachers will monitor on a regular basis online learning continuity On the Edgenuity Online Learning Platform by checking student progress and communicating with parents and counselors if the student is not on pace to complete a course in a timely manner. This applies to credit recovery classes, summer school, and anytime school.	Student progress monitoring will occur at least every 4-5 weeks through progress reports and quarter grades. Every effort will be made to increase frequency of monitoring to the extent possible.
Independent Study	Students that are out of school on independent study (long term or short term (14 days or less)) will be monitored by a supervising teacher. The supervising teacher will be responsible for communicating with the regular teachers (for short-term independent study), collecting work, and communicating with the student and family about assignments and steps needed to successfully complete assigned work while out of school.	Supervising teachers will maintain an audit file and monitor that all work is completed on the prescribed timelines. For short-term independent study, monitoring will start with the first day of notification of independent study and go through the completion of the audit file, which should be less than three weeks. This will be an ongoing process; students will go in and out of the independent study program at various times during the school year.
Flexible Schedule Implementation	Students will be assigned to specific intervention options by teachers or other staff. Students not assigned by staff will have the option to self-select from a menu of options.	The Kelvin Pulse survey is administered five times per year. Additionally, grades, including the D and F rates, will be monitored at each deficiency and grading period.

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
	Student academic and social-emotional indicators as measured by the Kelvin survey will be used to monitor the effectiveness of the flexible scheduling intervention.	
Student Success Academy	The number of parents participating in each of the academies will be a significant measure in the effectiveness of the intervention.	Surveys at the end of each academy (Summer, Fall, and Spring) will be conducted to measure effectiveness
Mental Health Counseling	Increase the number of days mental health counseling is on-site at school to 5 days per week. The frequency of and the number of referrals will be monitored (no names of students). Anonymous feedback will be used to measure the effectiveness of the service.	Surveys will be offered 4 times per year (quarterly)
Pulse Checks of School Climate using Kelvin	Students will complete a "pulse" survey four times per year to measure schoolwide student perceptions in the following areas: Positive Affect, Social Awareness, Discipline, Self Management, Relationships, and Instructional environment. Results from the pulse checks will be used by schools to address areas of concern on a more frequent basis.	Pulse checks with occur in September, November, January, March and May
Facility Maintenance	SUHSD will monitor student health and safety through walk-throughs and assessments of each campus and classroom. This includes Monthly change out of filters and other steps as needed to ensure critical environmental health issues are addressed promptly.	Walk through inspections will be conducted every 6-8 weeks. Facilities will be modified or updated based on results.

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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