

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
Expanded Learning Opportunities Grant	https://www.cusd.com/Downloads/ELO%20Final.pdf
Local Control Accountability Plan	Clovis Unified Website, https://www.cusd.com/LCAP.aspx

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

\$55,215,086

Plan Section	Total Planned ESSER III Expenditures
Strategies for Continuous and Safe In-Person Learning	\$37,144,500
Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)	\$13,139,586
Use of Any Remaining Funds	\$ 4,931,000

Total ESSER III funds included in this plan

\$55,215,086

Community Engagement

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

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

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

Parents, teachers, students, staff, and community members were involved in the development of the ESSER III Expenditure Plan. The ESSER III Plan was developed in conjunction with the 2021-2022 school year's Local Control Accountability Plan (LCAP) and Expanded Learning Opportunity (ELO) Grant Plan. During processing, over 100 district-wide stakeholder engagement meetings were held. Informational meetings were offered in multiple languages, in person, and virtually in January and April 2021. In addition, students and parents were surveyed in the Spring of 2021 to gather identifying strengths and areas of improvement for all three plans. These surveys thoroughly covered individual school site and districtwide topics such as engagement, instruction, school connectedness, technology access, and differentiated assistance for foster and homeless youth. The data was reviewed at both

district and site levels. Comments were organized and processed with input from school site leaders, school site staff members, and parents to identify actions, services and budget for all COVID relief funds, including ESSER III.

During the April 20, 2021 District English Learning and Advisory Committee meeting a needs assessment for the 2021-22 school year was discussed. Committee members were provided with tools to submit input related to after school programs and the Local Control Accountability Plan (LCAP). An interactive LCAP has been created and stored on the District webpage. All documents, including forms to submit comments, are available in English and Spanish. This information contributed to the actions and services included in LCAP, ELO, and ESSER III Expenditure Plan.

As a part of the District's Title VI Native American Indian Program a parent survey was conducted from February 15 through March 3, 2021. The survey was an opportunity to receive suggestions for parent trainings, ways to get parents more involved in the school system, how to prepare students for college or career planning, and student needs. The survey results were compiled with all other data collected and contributed to the actions/services of the LCAP, ELO, and ESSER III Plans.

To ensure we are collaborating with external agencies representative of our entire student population, additional outreach is conducted through our Student Services and School Attendance, Special Education, and Supplemental Services teams. The teams collaborate with the following groups on an ongoing basis: (1) Fresno-Madera Continuum of Care Committee – A group that includes all agencies that work with homeless in Madera and Fresno Counties; (2) Fresno County Foster Youth Services Executive Committee – A group that includes all Fresno County Foster Youth Educational Liaisons and Fresno County Department of Social Services Educational Liaisons; (3) Clovis Unified Foster Youth Advisory Committee – A group that includes representatives from Clovis Unified Group Homes, Foster Parents, Social Workers, Transition Coordinators, CASA Advocates and SSSA; (4) Fresno County Education Transition Services Sub-Committee – A group that includes representatives from all Fresno County School Districts, Juvenile Probation, Juvenile Justice Educational Center, and Violet Heintz; (5) Exceptional Parents Unlimited; (6) Jakara Movement; and (7) Marjaree Mason Center.

It was important to the Board and District Administration to also gather feedback from our employees who worked on the front lines when bringing students back onto campus for the first time during the 2020-21 school year. The District organized a committee comprised of representatives from all District employee groups and all school areas in the District: teachers, principals, special education administrators, school site support staff, district office business support, operations employees, and district administrators. The Committee's first meeting was held on March 10, 2021. There was a series of five meetings, with a final recommendation made on April 28, 2021. This committee worked together to provide input and discuss a proposal of eligible expenditures. A list of over 150 items was developed. Each lead presented information on the items and provided projected costs. After gathering feedback from others in their employee groups and from their site's community, the committee prioritized the list. Input from this committee contributed to development of the ESSER III expenditure plan.

A form aimed to gather questions and concerns from our community regarding the 2021-22 school year was and continues to be available on the District website. Comments and questions submitted here were used to help with communication to our community and to provide input towards the development of expenditure plans related to COVID relief funds. <https://www.cusd.com/2021-22SchoolYear.aspx>. The District's Return to Campus webpage is reviewed weekly by key staff members. Updates are consistently made to address the everchanging guidelines set forth by the Fresno County and California Department of Public Health and the Governor's office. It is important to note that all information on the District's website can be automatically translated into one hundred different languages.

The Plan will be available on the District website for public comment, beginning on October 13, 2021. The Board will take Action on the ESSER III Expenditure Plan during the October 20th, 2021 Board of Director's meeting.

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

As is noted in the previous section, expansive stakeholder engagement was and continues to be conducted to gather feedback through multiple stakeholder meetings, community surveys, and online form submittals. The input was used to develop plans related to the one-time COVID relief dollars the District has and is projected to receive.

The information below reflects the priority themes for the Expanded Learning Opportunity Grant Plan, Local Control Accountability Plan, and the ESSER III Expenditure Plan derived from stakeholder input. If an action on this Plan are aligned to a previously approved plan, the plan and action are noted accordingly.

The two most common themes from all stakeholders were to (1) improve cleaning and sanitation to mitigate the spread of COVID-19; (2) provide technology devices and the infrastructure to support the increased devices to avoid interruption in student learning when a student or staff member contract COVID or are required to quarantine. This is addressed in the ESSER III Plan. To be successful in implementing the two most common requests, additional staffing was needed. This need has also been addressed within the ESSER III Expenditure Plan. Parents and students were interested in expanding access to resources to assist with mitigating learning loss and is addressed in the Expanded Learning Opportunity Grant. The ESSER III funds allow us to increase access and plan for these resources to be available for at least one additional school year.

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

\$37,144,500			
Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP, Goal 2, Action 8	Increased Access to Technology	<p>The LCAP funds needs for students specially identified as free/reduced eligible, foster youth, or an English Learner. During distance learning in 2020, CUSD learned that many students did not have access to technology at home. The ESSER III dollars will expand on the action identified in the first column and enable us to provide resources to a larger group of students. Resources to provide students with adequate technology needs, which will include:</p> <ul style="list-style-type: none"> • Student devices • Hot spots • Network improvements • Technology to enhance the after-school learning experience in after school programs 	\$9,540,500
N/A	Outdoor Learning and Meal Service	Purchase shade structures and tables to create outdoor spaces for learning and meals to mitigate the spread of COVID-19.	\$5,500,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
N/A	Facility Needs	<p>Resources to respond to facility needs generated by the pandemic, related to providing a safe learning environment for students. Items include:</p> <ul style="list-style-type: none"> • HVAC upgrades district wide • Merv 17 rated HEPA filter units are being delivered to every classroom, multi-purpose rooms, and gyms throughout the District • New/Updated custodial cleaning equipment • Student furniture to allow for social distancing • Providing sinks and appropriate toileting for changing areas for germ infection control • Refillable water stations 	\$11,594,100
N/A	Staffing Needs	<p>Address staffing needs created by the pandemic, including, but not limited to:</p> <ul style="list-style-type: none"> • Additional Nurses and LVNs to help with symptomatic students, COVID testing and contact tracing. • New temporary position titled COVID Assistant to help sites with COVID testing and contact tracing • Custodial staff to allow for enhanced cleaning. • Staff for Summer Meal Program. • Support staff to manage COVID relief dollars, increased staffing, and impact related to COVID exposure and quarantine guidelines. • Staff time to build a COVID dashboard to ensure transparency with the community. • Risk Manager to oversee COVID reporting to outside entities and to ensure employees are up to date on COVID safety protocols. 	\$10,509,900

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		<ul style="list-style-type: none"> • Technology staff to prepare and maintain influx of devices for student use. • Additional time and casual labor to assist Registrars with new Independent Study requirements. 	

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

\$13,139,586

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
ELO	Close Learning Gaps	<p>The ELO provided for additional services for the 2020-21 school year. The ESSER III funds will allow the District to enhance, expand, and extend services to close learning gaps created from the pandemic.</p> <ul style="list-style-type: none"> • Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports • Education technology programs providing diagnostics of student learning gaps and student specific interventions • Increased access to AVID program 	\$3,276,500

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
ELO	Extending Instructional Learning Time	<p>The ELO provided for additional services for the 2020-21 school year. The ESSER III funds will allow the District to enhance, expand, and provide the following extensions to the normal school day/year beyond the current school year.</p> <ul style="list-style-type: none"> • Expand and Extend Learning Opportunities • Provide 24-hour tutoring services through Tutor.com • Expand teacher stipends for after school reading and math intervention • Expansion of summer school program for all grade levels 	\$3,034,200
ELO	Additional academic services for students	<ul style="list-style-type: none"> • The ELO provided for additional services for the 2020-21 school year. The ESSER III funds will allow the District to provide the additional teacher stipends for intervention and/or credit recovery programs at the secondary for an additional year. • New Independent Study laws require teachers to provide live interaction and synchronous instruction. The ESSER III funds will allow the District to fund stipends and hourly pay for teachers working beyond the regular school day to provide these services. 	\$4,104,486
ELO	Integrated student supports to address other barriers to learning	<p>The ELO provided for additional services for the 2020-21 school year. The ESSER III funds will allow the District to provide the following integrated student supports for an additional year.</p> <ul style="list-style-type: none"> • Provide additional school counselors for all grade levels 	\$2,724,400

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		<ul style="list-style-type: none"> Provide additional behavioral support 	

Use of Any Remaining Funds

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

Total ESSER III funds being used to implement additional actions

\$ 4,931,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
N/A	District-wide Technology Improvements	<ul style="list-style-type: none"> Staff Devices District-wide Network infrastructure improvements Software programs to assist staff with maintaining district operations. 	\$4,931,000

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
<ul style="list-style-type: none"> Increased Access to Technology 	<ul style="list-style-type: none"> Clovis USD will monitor device usage to ensure enough devices are available and that 	<ul style="list-style-type: none"> Monthly evaluation of device and hotspots usage.

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
<ul style="list-style-type: none"> District-wide Technology Improvements 	<p>the infrastructure is enough to support the increased dependence on technology.</p> <ul style="list-style-type: none"> The technology department has developed an application to help monitor the number of devices checked out to students. Technology will work with hot spot vendor to monitor usage of hot spots. 	<ul style="list-style-type: none"> Quarterly evaluation of software program usage by site and district-wide to determine effectiveness.
<ul style="list-style-type: none"> Facility Needs Outdoor Learning and Meal Service 	<ul style="list-style-type: none"> Schedule has been developed to install shade structures throughout the District. Monitor student achievement and attendance rates to identify trend improvement due to a safer learning environment provided for students. Monitor numbers of meals served. Identified HVAC replacement/improvement schedule Replacement schedule for HVAC filters. Cleaning and sanitation schedules developed. HEPA filter units are being delivered to every classroom, multi-purpose rooms, and gym throughout the District. 	<ul style="list-style-type: none"> Monitor effectiveness of shade structures on a monthly basis. Daily, weekly, monthly schedules defined by the District and in accordance with the guidelines set forth by CDPH and FCDPH. Facilities in good repair as measured by the annual Facilities Inspection Tool (FIT). Rate of attendance and chronic absenteeism as measured by the California School Dashboard.
<p>Staffing Needs</p>	<ul style="list-style-type: none"> Open positions will be monitored through our Human Resources department and will be part of ongoing discussions during site and district level meetings. Internal tools monitoring vacant positions will be used. Internal reports will be used to evaluate the need and use of substitutes, extra time and overtime. Additional recruiting events to be added as needed. 	<ul style="list-style-type: none"> Ongoing Staffing will be discussed during weekly School Leadership and Instructional Services Divisions, and weekly Superintendent's Cabinet. Additional outreach event participation will be evaluated at the conclusion of each event. Overtime and extra-time submittals will be reviewed monthly and re-validated based on actual time worked. Daily, weekly, monthly schedules defined by the District and in accordance with the

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
	<ul style="list-style-type: none"> COVID Dashboard, student and employee attendance records will be reviewed to evaluate staffing needs related to contact tracing. This includes needs for our Health Services team, registrars, human resources, payroll, and other support services. Plant Operations staffing needs based on a time analysis of approved cleaning schedules. 	<p>guidelines set forth by CDPH and FCDPH.</p>
<ul style="list-style-type: none"> Close Learning Gaps Extending Instructional Learning Time Additional academic services for students Integrated student supports to address other barriers to learning 	<ul style="list-style-type: none"> CUSD Foundational Skills Pre-Assessment (TK-K) Developmental Reading Assessment DRA (TK-1) iReady ELA & Math Diagnostic Assessments are administered at grades 1-6 and for intervention grades 7-8 English Language Arts (ELA) Interim Assessments (Inspect and/or CAASPP grades 7-12) CUSD Writing Performance Tasks and/or CAASPP Performance Tasks will be administered at grades 7-12 CUSD Math Performance Tasks and/or CAASPP Performance Tasks will be administered grades 7-12 Math Benchmarks 7-12 (CAASPP Interim Comprehensive Assessments and/or Interim Assessment Blocks) English Language Development Interim Benchmark Assessments are administered at all grade levels (Benchmark K-6, INSIDE 7-8, and EDGE 9-12) Special Education Unique Learning Systems (ULS) Benchmark Assessments 	<ul style="list-style-type: none"> CUSD Foundational Skills Pre-Assessment (Fall) DRA (Fall, Winter, Spring) iReady (Fall, Winter, Spring) ELA Interim Secondary (Each Semester) Writing Performance Tasks <ul style="list-style-type: none"> K-6 Fall, Winter Spring 7-12 Each Semester Math Performance Tasks <ul style="list-style-type: none"> 1-6 Winter, Spring 7-12 Each Semester Math Benchmarks 7-12 (Fall Diagnostic and Each Semester) ELD Assessments (Fall, Winter, Spring) ULS (Quarterly)

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
	are administered to all students eligible for alternative assessments at all grade levels	

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 ESSER III Expenditure Plan template and instructions, please contact LCFF@cde.ca.gov. For all other questions related to ESSER III, 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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