

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
2021-22 Local Control and Accountability Plan (LCAP)	https://jurupausd.org/our-district/edserv/accountability/LCFFandLCAP/Pages/default.aspx
Expanded Learning Opportunities Grant (ELO) Plan	https://jurupausd.org/our-district/edserv/accountability/LCFFandLCAP/Pages/default.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
\$41,422,455

Plan Section	Total Planned ESSER III
Strategies for Continuous and Safe In-Person Learning	\$16,371,566
Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)	\$9,199,300
Use of Any Remaining Funds	\$15,851,589

Total ESSER III funds included in this plan

\$41,422,455

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.

To build upon the past input received from stakeholders on the Expanded Learning Opportunity Grant and Local Control and Accountability Plan during the Spring 2021, a specific ESSER III survey was provided to all students, staff, families and publicly posted for the community to provide input on prevention and mitigation strategies, strategies to address the academic impact of lost instructional time, and other strategies to be implemented by Jurupa USD. Stakeholder input was intentionally sought from families who represent students who are: low-income, English learners, Foster Youth, experiencing Homelessness, experiencing disabilities, and migratory. The survey provided 318 respondents, 954 input on ranked potential actions, and 327 open narrative comments, and respondents represented parent/family, teacher, staff, administrator, community members, and those representing the interests of children with disabilities, English language learners, children experiencing homelessness, children in foster care, migrant students, children who are incarcerated, and other underserved students. Furthermore, during the development of the ESSER III Expenditure plan, consultation was made with specific stakeholders, including District Advisory Council (September 9, 2021), District English Language Advisory Council (August 25, 2021), both collective bargaining units: NEA-Jurupa (July 22, 2021 and July 28, 2021) and CSEA (July 21, 2021 & August 17, 2021), Special Education Administrators (August 23, 2021), and School Administrators during the Principals Council meeting (August 24, 2021). An LEA must engage

in meaningful consultation with Tribes and Civil Rights organizations to the extent they are present or serve in the LEA, and at this time, these two stakeholder groups are not applicable for Jurupa Unified.

Furthermore, actions that are noted as aligned to our 2021-22 Local Control and Accountability Plan (LCAP) or Expanded Learning Opportunity Grant (ELO-G) plan were informed initially throughout the COVID-19 pandemic through efforts to safely engage in meaningful consultation with stakeholders. The District Advisory Committee (DAC) and District English Language Advisory Committee (DELAC) served as active parent advisory committees in the engagement and development of the LCAP. During the 2020-21 school year, every meeting was offered virtually and included annual update information regarding LCAP program implementation, review of LCAP goals and actions, and input into planning for the 2021-22 school year. DAC dates: September 9, 2020 (combined DAC/DELAC); November 19, 2020; April 8, 2021; May 12, 2021 (combined DAC/DELAC to review LCAP and seek input); and June 2, 2021. Other DELAC Dates: August 18, 2020; September 16, 2020; October 28, 2020; December 16, 2020; April 7, 2021; July 9, 2021. The Superintendent and/or administrative designee attend the DAC/DELAC meetings and answer questions at that time. Our district's three LCAP surveys specific to parents/community, students, teachers, and staff in English and Spanish were administered online. Survey data was disaggregated by gender, ethnicity, English learner (EL), foster youth (FY), low income (LI) and by site. The surveys were designed to ask our stakeholders for their input and understanding of our district goals, whether our plan supports positive student outcomes in the district, and included open-ended responses that inform the draft LCAP plan for 2021-22. To encourage completion of the surveys, we incorporated many communication strategies, i.e., automated calling, email and text messages, use of social media, and web-based information. Our surveys are our primary tool to garnish formal open-ended responses from our stakeholders and provide a broad as well as private opportunity to give their input into our LCAP goals and actions. Each school was encouraged to request that teachers, staff, Principals, parents and students take their respective LCAP surveys. Again, specific actions in the ESSER III Expenditure Plan are expansions of numerous actions with the 2021-22 LCAP and ELO Grant plans.

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

The district's consultations yielded many suggestions that we are addressing in the ESSER III Expenditure Plan, including expanding, enhancing and extending goals and actions from our Local Control and Accountability Plan (LCAP) and Expanded Learning Opportunity (ELO) grant plan. Specifically, the following areas were influenced by community input:

LCAP Goals that are expanded, enhanced, and extended:

- Health Care Aides (#3 highest requested safety action by stakeholder input)
- Furniture for Classrooms (#5 highest requested safety action by stakeholder input)
- Facility Improvements (#1 highest requested safety action by stakeholder input)
- Software (#4 highest requested student learning action by stakeholder input)
- Multi-Tiered System of Supports (#1 highest requested student need action by stakeholder input)
- Parent Involvement and Community Outreach (#2 highest requested student need action by stakeholder input)
- Instructional Materials (#5 highest requested student learning action by stakeholder input)

Expanded Learning Opportunities grant goals that are expanded, enhanced, and extended:

- Bilingual Tutors (#2 highest requested student learning action by stakeholder input)
- Paper.co (#1 highest requested student learning action by stakeholder input)
- Extending Instructional Time (#5 highest requested student learning action by stakeholder input)

New goals and actions:

- Expand district Nurses (#4 highest requested safety action by stakeholder input)
- Expand Custodial Staff (#2 highest requested safety action by stakeholder input)
- Continue the option of virtual learning (#4 highest requested student need action by stakeholder input)
- Replacement of Teacher laptops (#3 highest requested student learning by stakeholder input)
- Expand staff to support continuity of services for existing departments with increased demand due to COVID-19 (#5 highest requested student need action by stakeholder input)
- Providing nutritionally adequate meals to all students and support needed supplies and infrastructure for food distribution
- Providing new hire incentives to assist in hiring for vacant positions

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

\$16,371,566

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP, Goal 2, Action 10	Health Care Aides	<p>Expand the support of Health Clerk Aides at each school site to address barriers to learning and to serve as an integrated student support to address other barriers to learning.</p> <ul style="list-style-type: none"> The use of ESSER III funds allows for additional hours to be provided by Health Care Aides beyond the 3 hours funded through LCAP Goal 2, Action 10. 	\$613,686
N/A	Nurse	Expand the support of Nurses districtwide to address barriers to learning and to serve as an integrated student support to address other barriers to learning.	\$294,393
LCAP, Goal 2, Action 2	Furniture for Classrooms	<p>To support the ability to continuously and safely operate schools, each classroom will receive flexible student furniture to allow for ease of distancing and cleaning.</p> <ul style="list-style-type: none"> The use of ESSER III funds will allow for additional classrooms at additional school sites to receive furniture beyond what is funded through LCAP Goal 2, Action 2. 	\$10,585,387
LCAP, Goal 2, Action 1	Facility Improvements	<p>To support the ability to continuously and safely operate schools, facility improvements will be made at certain school sites, including addition of shade structures to allow for outdoor learning spaces and outdoor areas for students to eat breakfast and lunch.</p> <ul style="list-style-type: none"> The use of ESSER III funds will allow for additional school sites to facility upgrades beyond what is funded through LCAP Goal 2, Action 1. 	\$4,500,000
N/A	Custodial Staff	Expand the support of Custodians at high school sites to support the ability to continuously and safely operate schools.	\$378,100

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

\$9,199,300

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
ELO, Goal 2	Paraprofessional Support	<p>Small group learning supports will be expanded and provided through an increase in paraprofessional support.</p> <ul style="list-style-type: none"> In addition to expanding paraprofessional support we are implementing in our Expanded Learning Opportunity grant plan, we are able to extend the length of time these supports will be provided with ESSER III. Evidence-based intervention: Effect size 0.47 (Small Group Learning). Source: J. Hattie (December 2017) visiblelearningplus.com 	\$315,769
ELO, Goal 2	Paper.co	<p>Contract with Paper.co to provide students with unlimited extra help on demand through homework help, writing feedback, and study support, while also providing teachers & administrators insight into learning gaps and where support is needed.</p> <ul style="list-style-type: none"> -In addition to providing Paper.co for individual tutor supports for students that we are implementing in our Expanded Learning Opportunity grant plan, we are able to extend the length of time this service will be provided with ESSER III. Evidence-based intervention: Effect size 0.42 (Technology in Writing). Source: J. Hattie (December 2017) visiblelearningplus.com 	\$385,380
LCAP, Goal 1, Action 21	Secondary Intervention Teachers	Provide supports for credit deficient students to complete graduation or grade promotion requirements and to increase	\$436,185

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		<p>or improve students' college eligibility through increased intervention teacher allocation at high school sites.</p> <ul style="list-style-type: none"> In addition to the staffing allocation to support secondary intervention we are implementing in our LCAP, we are providing additional partial FTE (full time equivalent) secondary intervention teachers with ESSER III. Evidence-based intervention: Effect size 0.60 (Direct Instruction). Source: J. Hattie (December 2017) visiblelearningplus.com 	
ELO, Goal 1 & 5	Extending Instructional Time	<p>Extending instructional learning time through:</p> <ul style="list-style-type: none"> Learning Engages All Possibilities (LEAP) will offer all K - 8 students opportunities to attend 2- and 4-week courses built around social-emotional wellness offerings by certificated staff at each of our elementary and middle school sites Extended learning opportunities (ELO) will be provided to students weekly for a majority of the school year at each school site. Expanding Saturday School opportunities at each school site to provide extended instruction learning time. Expand high school summer school course offerings by approximately 3x In addition to extending instructional learning time we are implementing in our Expanded Learning Opportunity grant plan, we are able to extend the length of time these supports will be provided with ESSER III. Evidence-based intervention: Effect size 0.68 (Acceleration Programs). Source: J. Hattie (December 2017) visiblelearningplus.com 	\$5,061,966

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP, Goal 1, Action 14 & 22	Software	<p>Software licenses, such as Panorama, Alludo, Screencastify, Zoom, etc, will be purchased to accelerate progress to close learning gaps through the implementation, expansion, and enhancement of learning supports</p> <ul style="list-style-type: none"> In addition to the software to we are implementing in our LCAP, we are providing additional software and length of time the software will remain available with ESSER III. -Evidence-based intervention: Effect size 0.48 (Intelligent Tutoring Systems). Source: J. Hattie (December 2017) visiblelearningplus.com 	\$3,000,000

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

\$15,851,589

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP, Goal 2, Action 4	Multi-Tiered System of Supports	To support return of students to in-person learning, engagement of students while in school, and to reduce chronic absenteeism, the following actions will be added: Coordinator of Pupil Services, Elementary Assistant Principals at five elementary schools, Teachers on Special Assignments (TSA) to serve as support to 10 elementary schools, an additional activity supervisor at each school site, and collaborating with outside agency on strategic planning around equity data analysis.	\$5,028,357

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		<ul style="list-style-type: none"> In addition to MTSS actions to support inclusive practices in our LCAP, the use of ESSER III will allow for additional staff to support in-person learning, engagement of students, reduce chronic absenteeism, and to develop a roadmap for purposefully including equity as a lens for strategic planning. 	
LCAP, Goal 3, Action 6	Parent Involvement and Community Outreach (PICO)	<p>To support parent, student, and community outreach and referral for services, the PICO department will be expanded to include: two additional Outreach Workers, two Behavioral Health Therapist I, seven Behavioral Health PEER Specialists for secondary school sites, seventeen Behavioral Health associates for elementary school sites, one Mental Health Clinician, and an administrative secretary.</p> <ul style="list-style-type: none"> In addition to mental health services that are provided utilizing community partnerships and interns in our LCAP, the use of ESSER III will allow for additional staff to provide mental health services at each school site. 	\$3,960,848
N/A	Virtual Learning	To provide a distance learning option for students and families who choose to continue to receive instruction in an online setting.	\$830,403
N/A	Centralized Support Services	Personnel will be increased to ensure continuity of services of the following departments: Language Services, Education Technology, Special Education, Education Services, Business Services	\$1,731,981
LCAP, Goal 1, Action 4	Instructional Materials	<p>Textbook adoption in Science and History-Social Science will serve to impact classroom learning and provide access for students to the California State Standards.</p> <ul style="list-style-type: none"> In addition to providing supplemental standards-aligned instructional materials as found in our LCAP, the use of ESSER III will allow for an earlier textbook adoption of relevant, standards-aligned curriculum in Science and History-Social Science. 	\$800,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
N/A	Technology Devices	Teacher laptops will be replaced based on an upgrade cycle to ensure access to software and other instructional supports.	\$1,000,000
N/A	Nutrition Program	Provide nutritionally adequate meals to all students and support needed supplies and infrastructure to support food distribution for students.	\$2,000,000
N/A	New Hire Incentive	New Hire Incentive will be provided in certain vacancy positions to assist the district in hiring necessary staff.	500,000

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
Health Care Aides	Number of students seen/supported by Health Clerk as recorded in Student Information System	Monthly
Nurse	Caseload of Nurses as reported through Student Information System	Trimester
Furniture for Classrooms	Student and Teacher survey measuring the perception of providing flexible seating options	Annually
Facility Improvements	Number of students able to eat outside and utilize outdoor spaces compared to previously.	Annually
Custodial Staff	Number of substitute Custodians required compared to previous custodial staffing allocation	Annually

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
Paraprofessional Support	Cohort data for students served in small group as measured by NWEA assessments and/or ELPAC assessments	Trimester
Paper.co	Frequency of students accessing tutoring and essay supports by school site	Monthly
Secondary Intervention Teachers	Number of credits earned in credit recovery courses by students with the additional secondary intervention teachers.	Semester
Extending Instructional Time	Pre- and post-survey of students, parents and staff regarding effectiveness of the extended instructional time opportunities	First and Last Day of Program Offering
Software	Student and teacher perception data on how software impacted student learning.	Annually
Multi-Tiered System of Supports	Chronic Absenteeism Report	Monthly
Parent Involvement and Community Outreach	Number of students supported as recorded in Student Information System	Semester
Virtual Learning	Enrollment of students in program and number of credits earned for students in high school	Semester
Centralized Support Services	Description of work performed on time and effort reporting	Semi-Annually
Instructional Materials	Number of textbooks ordered for use in courses	Annually
Technology Devices	Record of replacement of devices	Beginning of year vs end of year
Nurtrition Program	Number of students served by school lunch program	Annually
New Hire Incentive	Number of staff hired as a result of receiving the new hire incentive	Annually

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
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