



ESSER III Expenditure Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Delano Union School District	Rosalina Rivera Superintendent	rrivera@duesd.org 661-721-5000

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	Located on the Delano Union School District Website - www.duesd.org or contact Rosa Montes, Assistant Superintendent, for a copy of the plan @ rmontes@duesd.org .
Learning Continuity and Attendance Plan	Located on the Delano Union School District Website - www.duesd.org or contact Rosa Montes, Assistant Superintendent, for a copy of the plan @ rmontes@duesd.org .
COVID-19 Prevention Plan	Located on the Delano Union School District Website - www.duesd.org or contact Rosa Montes, Assistant Superintendent for a copy of the plan @ rmontes@duesd.org

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

\$32,400,308

Plan Section	Total Planned ESSER III
Strategies for Continuous and Safe In-Person Learning	\$ 9,798,194
Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)	\$15,337,052
Use of Any Remaining Funds	\$ 7,265,062

Total ESSER III funds included in this plan

\$32,400,308

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 Delano Union School District values the input of all stakeholder groups for the completion of this plan. A strategic district team was formed to lead the development and ongoing analysis of the plan. The district team is comprised of the superintendent, four assistant superintendents, and the following directors: curriculum, data analysis, health, special education, safety, and student support services. The team attended trainings offered by the Kern County Superintendent of Schools office and actively participated in webinars offered by the California Department of Education. The team reviewed quantitative and qualitative data, stakeholder input and surveys, and recommendations by staff, students, and community partners to develop the action items.

Various stakeholder groups were consulted to provide input and recommendations on how to address students' academic, social, emotional, and mental health needs as a result of the COVID-19 pandemic. Stakeholder groups include: parents, teachers, students, administrators, principals, other school personnel, local bargaining units, and community members. All parents were invited to attend the stakeholder meeting at their school site. Stakeholder meetings were also held for special groups which included: Migrant, GATE, DELAC, DAC, Foster Youth, parents of students experiencing homelessness, and parents of students with exceptional needs.

All meetings were held virtually and translation was provided for Spanish speaking parents. The stakeholder meetings included a review of the background and purpose of the grant along with information regarding the plan requirements. However; the main focus of the stakeholder meetings was to provide stakeholders the opportunity for input. Stakeholders had the opportunity to ask questions and to have meaningful conversations with district staff as well as with one another regarding the specific needs of their children. District staff took careful notes of the conversations during these meetings which in part guided the creation of this plan. Additionally, surveys were sent to all district parents to ensure that they all have the opportunity to provide input even if they could not attend the stakeholder meetings. The surveys were created in English and Spanish to eliminate language barriers and parents were offered assistance to complete the surveys if needed. Students in grades 4-8 were also provided with a survey as well as all staff which includes certificated and classified employees. Via the Community Alliance group, the district was also able to collect surveys from community members. Special efforts were made by district and site staff to reach out to parents and guardians of English Learners, Foster Youth, students with exceptional needs, and at risk students for their contribution to this plan. The Delano Union School District evaluated its stakeholder opportunities and determined that civil rights groups, tribes, and advocates are neither present nor served by the LEA.

Based on the feedback provided by all stakeholder groups, the following is a summary of the feedback provided by specific stakeholder groups:

The GATE parent stakeholder group requested additional support staff during the school day to help with intervention during the school day and other functions such as additional supervision during breaks, lunches, and dismissal. They also voiced a need for additional mental health services for students. There was also a parent that voiced a need for additional health care and instructional aides for special student groups that need extra support. Parents were grateful for the mitigating measures in place such as plexiglass dividers in all classrooms, mask policy, and social distancing rules. They encouraged the district to continue the practices.

English Learner parents have requested that psychologists, social workers, or nurses offer mental health services for the students. Parents reported social anxiety by some of their children and would like to have continued support for the mental health needs of their children. They have also requested to have additional personnel to be vigilant of and enforce social distance rules and appropriate use of PPE.

The Migrant Education Program parents requested that the district continue to provide appropriate PPE to students and staff. One member discussed an observation when dropping off their child at school. The parent stated that they noticed many students arrive to school without a mask. Those students were met at the front gate of the school by school personnel and were provided with a new mask for their use throughout the day. The parent wanted the district to continue to provide the school sites with sufficient masks to last the entire school year

All stakeholder groups, including teachers, principal, other administrators, classified staff, community members, students, and bargaining units emphasized the importance of expanding the district's technology for students both in and out of the classrooms. They would like the students to keep devices at home to help with homework, while still providing devices for them at school. They requested better access to WIFI so that they have uninterrupted access to online learning when needed during short term independent study and remote learning. Stakeholder surveys indicate a high interest in having the district connect families to programs/supports for physical health such as COVID-19 testing and access to Personal Protective Equipment. There was also very high interest in having the district provide materials, programs, and resources that address learning loss.

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

The Delano Union School District places high value on the input of all stakeholder groups. As a result of all the stakeholder meetings with various groups, and a thorough review of all surveys received, the district has utilized the information to guide the creation of action items within this plan.

Parents vocalized the need for mental health support for students on-going support throughout the entire year. As a result, the district will redirect funding to ensure that social workers and marriage family therapist are available to make student connections to offer support and emotional reassurance. Both parents and school personnel, such as teachers, administrators, and classified discussed the need to continue to increase and improve technology in our district. As a result, the district will continue to allocate funding for software, devices, and infrastructure so that students and staff have access to all their technology needs. Additionally, the district will purchase additional devices for both students and teachers so that they are able to keep the current technology set up at home and have additional devices at school to eliminate students and staff having to carry the devices to and from school. This will facilitate homework completion and will additionally have students prepared in the event of a need to shift to distance learning instruction once again. Stakeholder groups vocalized a need to continue to provide appropriate PPE to staff and students. Funds have been allocated to continue to purchase PPE as a mitigating measure against the COVID-19 pandemic. Stakeholder surveys also indicated a need to provide students with materials/resources to address learning loss as a result of the pandemic. The district will provide research based materials/resources to all students to address learning loss.

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

\$9,798,194

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP, Goal 1, Action 4	Grade Span Adjustment	<p>In a continued effort to mitigate learning loss and accommodate social distancing in the classrooms, the district will provide additional teachers as needed to reduce class sizes in Kinder in order to increase opportunities for specialized and differentiated instruction. Smaller class sizes will provide additional opportunities for social distancing within the classroom and will assist in keeping the schools open for in-person instruction. Classes with high concentrations of English learners, Long Term English Learners and Newcomers will receive priority for grade span adjustment. The ESSER funds supplement LCAP funds and will allow the district to hire additional teachers to reduce classes to accommodate social distancing and provide smaller groups of students to help mitigate learning loss.</p> <p>Priority 1, 4 EL Roadmap Principle 3(B)</p>	\$1,912,422
LCAP, Goal 2, Action 2 & COVID Prevention Plan	Maintaining Safe Operations	<p>The district will supply all school sites and district office buildings with the necessary equipment to maintain a safe and secure environment. Personal Protective Equipment will be purchased and made readily available for staff and students to ensure their safety and well-being. The additional funds will supplement this LCAP action to provide a stipend for staff to assist with COVID related duties including food distribution and disinfecting of classrooms and equipment.</p> <p>Priority 6 EL Roadmap Principle 3 (B)</p>	\$4,000,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
COVID 19 Prevention Plan	School Facility Repairs	The District will perform school facility repairs and improvements to enable schools to reduce the risk of virus transmission and exposure to environmental health hazards, and to support student health needs, including HVAC upgrades or replacements, GPS ionization units, etc. In an effort to reduce COVID-19 transmission and exposure, improvements to heating, ventilation, and air conditioning will take place including maintenance, repairs, and upgrades. These funds will supplement this action by providing additional funding to provide more facility improvements that will support student health needs over multiple years.	\$3,885,772

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

\$15,337.052

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
N/A	Mitigating Learning Loss	The district will employ Vice Principals of Learning to mitigate learning loss by monitoring classroom instruction, organizing the implementation of appropriate research-based interventions, analyzing student assessment results and guiding progress monitoring, providing professional development opportunities for teachers and staff, refining pacing guides and assessments, and guiding data discussions in each subject and grade-level.	\$1,068,248

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		Priority 2, 4 EL Roadmap Principles 2 & 3	
LCAP, Goal 1, Actions 6, 7, 8	Academic Coaches	<p>The district will fund academic coaches to focus on assisting daily literacy, math, and science instruction, provide modeling, and professional development to new and experienced teachers. They will give priority of services to schools with the highest needs based on local assessment data and unduplicated pupil need. By providing in-house professional development opportunities, interaction with outside vendors will be eliminated. This is a mitigating measure to prevent the spread of the COVID-19 virus. These additional funds will supplement the LCAP funds to provide extra time for teachers and coaches to meet after contract hours, including Saturday professional development opportunities over multiple years.</p> <p>Priority 2, 4 EL Roadmap Principles 2 & 3</p>	\$2,251,032
LCAP, Goal1, Action 9	Student Intervention Academies	<p>The district will offer evidence based after school, Saturday, summer, and/or winter/spring academies for intervention/enrichment, with outreach specifically targeting: English learners, low-income, students with disabilities, migrant, students experiencing homelessness, students of color and children in foster care. A supervisor will be responsible for ensuring recruitment and attendance of targeted students during the after school student intervention and enrichment program. All academies will be in a virtual format to provide the needed interventions while continuing to minimize the spread of the COVID-19 virus. These additional funds will supplement the LCAP goal by providing additional funding for the purchase of research based programs/resources to help mitigate learning loss and extend the intervention academies through the next two academic school years.</p> <p>Priority 4</p>	\$1,000,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		EL Roadmap Principle 2	
Learning Continuity and Attendance Plan, Distance Learning Program, Pupil Learning Loss Strategies	Independent Study	This additional funding will supplement this action by providing a stipend to employees to assist with independent study for students who are quarantined at home due to exposure or a positive COVID test result. EL Roadmap Principle 2, 3(B)	\$1,000,000
Learning Continuity and Attendance Plan, In-Person Learning, Action 9	Temporary Academic Support Personnel	The district will hire temporary academic support personnel to help support students as they return to in-person instruction from independent study instruction. The academic support personnel will help students meet any instructional gaps. This action is intended to meet the needs of students in response to the COVID-19 pandemic. Students will be able to receive support for multiple years as a result of this additional funding. EL Roadmap Principle, 2, 3(B)	\$1,300,000
LCAP, Goal 3, Actions 4, 5, 6	Supplemental Instructional Materials	The district will provide evidence based supplemental instructional materials to mitigate learning loss. Materials will include access to STEAM instruction, AVID instruction/strategies, and the IXL and Renaissance platforms. Action will specifically target: English learners, low-income, students with disabilities, migrant, students experiencing homelessness, students of color and children in foster care. These funds will supplement this LCAP goal by providing these resources for multiple years rather than just for this school year. Priority 4 EL Roadmap Principle 2	\$1,200,000
LCAP, Goal 1, Action 5	Instructional Program Support	The district will provide instructional aides for all Kindergarten classes and all Special Education classes. Instructional aides will provide support for tiered interventions during the instructional day. These funds will supplement this LCAP goal by providing intervention	\$2,250,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		<p>opportunities during the school day so that students will be able to remain in small cohorts to prevent the spread of the COVID-19 virus. This additional funding will support this action for multiple school years.</p> <p>Priority 1, 2, 4 EL Roadmap Principle 3</p>	
LCAP, Goal 2, Action 3	School Safety/Mitigating Learning Loss	<p>The district will employ and train vice principals at each school site to oversee overall school safety, implement MTSS, and be responsible for creating a positive learning environment where students feel safe and connected to their school. The vice principals will also oversee attendance and discipline to ensure positive student engagement. Other duties will include providing additional services such as; assist with contact tracing, social emotional learning, independent study, adherence by students and staff to social distancing and masking policies, increased connection and outreach to families of unduplicated students. In addition, the district will employ vice principals of learning to assist with mitigating learning loss and assist with students on independent study. All of these mitigating efforts will allow our schools to remain open and offer in-person instruction. The additional funds will supplement this LCAP action by providing additional resources to increase family outreach, monitor students on independent study, and continue to provide contact tracing.</p> <p>Priority 5, 6 EL Roadmap Principle 3 (B)</p>	\$5,267,772

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

\$7,265,062

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
Learning Continuity and Attendance Plan - Support for Pupils with Unique Needs	Special Education Transportation	The district is providing door to door transportation to all students in the moderate/severe program. The students began instruction in March of 2021. These additional funds will enable the district to continue to provide door to door transportation and will assist with vehicle maintenance and inspection to ensure that all transportation vehicles are safe. The additional funds will also provide an opportunity for the district to add additional bus routes and provide smaller number of students on each bus to prevent the potential spread of COVID-19 during the transportation of students.	\$3,000,000
LCAP, Goal 2, Action 7	Mental Health/Social Emotional Learning	The district will enhance and address the mental health needs of students by continuing to employ 8 social workers, a psychologist, and a marriage and family therapist to provide Tier 3 support for behavior intervention. This team will focus on assisting with the implementation of social emotional learning in the classrooms. The team will prioritize services to unduplicated pupils. This additional funding will allow the district to provide on-site services to the students will eliminate the need for the parents to seek help through other agencies and therefore mitigate the exposure to others and minimize the threat of spreading of the COVID-19 virus. Students will also receive the services instantly they will be carefully monitored. Priorities 5, 6 EL Roadmap Principle 1 (C)	\$2,265,062
LCAP, Goal 3, Action 5	Technology	The district will enhance the current technology programs and will purchase hotspots, Chromebooks, cameras, headphones, platforms, software, etc. and offer professional development to teachers. Services will be principally directed to ensure that unduplicated pupils have full access to all technology. These funds will supplement this LCAP	\$2,000,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		action by providing adding additional Chromebooks and hotspots to replace the current ones that are no longer working. This will allow for all students to continue to have access to a device and connectivity both at home and at school. Priority 7 EL Roadmap Principles 3(B) and 4(C)	

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
Academic Coaches	Progress will be monitored through classroom observations by site and district administration to check for the successful implementation of research-based teaching strategies that focus on mitigating learning loss. In addition, site leadership will also review ongoing local assessment results to evaluate the efficacy of instructional strategies.	Progress will be monitored on a bi-weekly basis.
Student Intervention Academies	Student academic progress will be monitored during intervention academies with the use of a pre and post assessments that are aligned to the instructional goals for each session. Based on these assessment results, additional intervention opportunities will be provided to students who show the need for ongoing	Pre and post tests will be given during fall, winter, and summer academies. For Saturday academy sessions, pre and post tests will be provided at the beginning and end of each session.

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
	support at the conclusion of each academy session.	
Mitigating Learning Loss-VPs of Learning	Progress will be monitored by evaluating student improvement through reviewing local assessment results, student grades, classroom instruction for the implementation of effective instructional practices, and student participation during intervention academies and tutoring.	Assessment results will be reviewed on a bi-weekly basis. Student grades will be monitored every four weeks, and classroom instruction will be monitored on a weekly basis.
Temporary Academic Support Personnel	Progress will be monitored by student participation in high-dose tutoring as well as student academic progress in the form of a pre and post test for each three-week tutorial session.	Pre and post tests will be administered at the beginning and end of each three-week high dose tutoring session.
Instructional Program Support	Progress will be monitored by student results on the Emerging Literacy Battery (ELB).	Progress will be monitored on a quarterly basis.
Independent Study	Progress will be monitored by the consistent submission of appropriately completed coursework accompanied by daily live interactions with certificated staff.	Progress will be monitored daily for an approximate duration of 10 days.
Supplemental Instructional Materials	Progress regarding the use and implementation of supplemental technology programs IXL and Renaissance will be monitored through the evaluation of student performance data on ongoing standards-aligned assessments. The implementation of AVID strategies will be monitored through classroom observations by site administrators as well as the evaluation of student binders, notes, and quarter grades.	Progress will be monitored each quarter.

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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