

ESSER III Expenditure Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
San Luis Obispo County Office of Education	Dr. James Brescia, Superintendent	[Insert Email and Phone here]

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	Link to SLOCOE LCAP
[Insert plan name here]	[Insert description of where the plan may be accessed here]

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

\$5,641,222

Plan Section	Total Planned ESSER III Expenditures
Strategies for Continuous and Safe In-Person Learning	\$ 1,413,000
Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)	\$ 2,200,000
Use of Any Remaining Funds	\$ 2,028,222

Total ESSER III funds included in this plan

\$5,641,222

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.

Much of the input for the ESSER III plan was derived during Stakeholder Engagement efforts related to the SLOCOE and Grizzly Youth Academy LCAP development process. The San Luis Obispo County Office of Education evaluated its community engagement and determined that Civil Rights Groups and Tribal Advocates are not actively present or served by our schools. During this process, updated information was provided regarding the goals, the metric data, and the budget information connected to the progress of the goals. Examples include,

- SLOCOE Staff and Onsite Agency Representatives - This group includes, teachers, support staff, school administration, Probation and County Behavioral Health support staff. Presentations and opportunities to provide program feedback are made throughout the school year.
- SLOCOE staff and onsite agency representatives were surveyed using the PBIS School Climate Survey. Also, in Spring 2021, SLOCOE staff participated in an employee engagement survey.
- Juvenile Justice Commission (JJC) - The JJC is mandated by the California Welfare and Institutions Code (WIC) 225 and made up of 7 to 14 citizens living in the county. Commissioners are appointed by the Presiding Judge of the Superior Court of San Luis

Obispo County with concurrence from the Juvenile Court Judge and serve a term of 4 years. JJC has been informed of the LCAP and Continuity Plan processes and as well as the LCAP goals progress. The Commission meets monthly and SLOCOE is on each month's agenda. Official LCAP information is reported at least quarterly, and there is opportunity for questions and feedback.

- Student Programs and Services (SPS) Leadership Team - This team consists of all managers, as well as teacher and classified representatives, who work for the SPS Department. Feedback regarding needs and services are secured at least quarterly.
- Juvenile Services Advisory Committee - This committee is made up of managers and representatives from Probation, Behavioral Health, Superior Court, County Office of Education, District Attorney's Office, Court Appointed Special Advocates (CASA), Public Defenders, Attorneys, Foster and Homeless Youth Services, local law enforcement, and the Juvenile Court. LCAP updates have been provided and input has been requested at the regularly scheduled meetings.
- Alternative Education Operations Committee (AEOC) - This team is made up of representatives from the districts in the county, SLOCOE personnel, Probation and SELPA and Special Education representatives. Regular updates are provided and input is requested at the quarterly meetings.
- Advisory Committee - The existing School Site Council (SSC) is used as the LCAP Parent Advisory Committee. This committee also represents the English learner population and acts as the District English Learner Advisory Committee (DELAC). The composition of the SSC includes elected members parents, teachers, students, staff, and agency partners as well as school administration. The LCAP information is regularly presented at the five SSC meetings.
- Students - The student voice is heard throughout the year. Ongoing data is collected by site staff and administration using surveys like the PBIS School Climate Survey.
- Bargaining units - California Teachers Association (CTA) and California School Employees Association (CSEA) were notified of meetings where they could provide input and support the development of the LCAP. The presidents of both associations were personally contacted prior to the Public Hearing.
- Differentiated Assistance Team - This team is made up of administration, teachers, classified staff, Education Support Services staff, community stakeholders and staff from the Kern County Superintendent of Schools. The team developed initiatives to address areas of need as identified by the California School Dashboard. This team has regularly consulted with administration regarding needed changes in the LCAP to address the identified areas of need.
- County Board of Education receives regular updates on LCAP progress and goals. On April 2, 2021, a survey was emailed, in both English and Spanish, to all of the above stakeholders to solicit feedback as to the LCAP goals and actions including the seven supplemental instruction and support strategies that will be implemented to address learning loss.
- A specific survey related to the core elements of the ESSER III expenditure plan was distributed to a broad group of community members in the fall of 2022. A Spanish version was available using an embedded link in the English version of the survey.
- A public hearing for the LCAP was held on June 17, 2021. It was approved by the Board of Trustees on June 24, 2021.

All stakeholders believed the current LCAP goals were still valid and could be supplemented by ESSER III resources. Additional, other needs could be served as well. Based on this information and data derived from the ESSER III survey it was determined that current goals and many actions and services from the existing LCAPs are applicable and will be supplemented by ESSER III resources ESSER as described in the expenditure plan.

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

The results of LCAP and ESSER III data collection indicated the following: -the need for a rigorous academic experience that is relevant (life skills), hands-on, rigorous, engaging, and designed to meet the unique needs of students enrolled in SLOCOE programs. This influence created the actions related academic interventions and support for traditionally underserved student groups like English Learners and Foster Youth. The feedback regarding the need to provide social emotional supports and mental health services for students and staff led to the inclusion of actions related to social, emotional, and mental health support. The need to ensure a safe environment related to COVID-19 mitigation is reflected in actions related to reducing the spread of COVID and improvement in indoor air quality. The need to address the many transitions students experience by increased instruction around life skills, increased instruction around college and career readiness and career technical education resulted in the inclusion of enriched offerings, the expansion of transportation services, and a liaison between SLOCOE schools and home districts.

Community feedback, suspension, attendance, and chronic absenteeism rates indicate that students would benefit from enriched Career Technical Education offerings leading directly to employment opportunities in our region. These programs require equipment and technology upgrades in order to bring them to fruition. Additionally, many of the employment positions needed to deliver SLOCOE's programs require unique certification or training. As a result, local data and feedback supports investment in recruitment and retention efforts that may serve as models for other agencies on our county and region. Finally, in order to provide the safe school environments stakeholders desired, significant upgrades are needed to the facilities and infrastructure that directly and indirectly support student services.

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

\$1,413,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
Goal 2, Action #5	HVAC replacement and upgrade of equipment and control systems	Schools with poor air quality and with facilities in poor condition, complicate efforts to reopen schools in ways that make them equally safe and all students and staff are protected from virus transmission (EdSource). Heating, ventilation and air-conditioning (HVAC) systems are used to maintain indoor air temperature and humidity at healthy and comfortable levels. A well-maintained and operated system can reduce the spread of COVID-19 in indoor spaces by increasing the rate of air change, reducing air recirculation and increasing the amount of outdoor air coming in. As a result, students and staff face a greater risk of contracting COVID. As we move into the 2021-2022 school year, ventilation and the age of some educational facilities continue to be a top concern for the San Luis Obispo community. Improving ventilation, configurations, and infrastructure are important COVID-19 prevention strategies that can reduce the number of virus particles in the air. Along with other preventive strategies, including wearing a well-fitting, multilayered mask, bringing fresh outdoor air into a building helps keep virus particles from concentrating inside. Inspecting, testing, maintaining, repairing, replacing, and upgrading projects to improve the indoor air quality in school and school district support facilities, including HVAC systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.	\$900,000
	Custodial equipment	There will be instances where not all students, staff, or community members will be fully vaccinated. In these circumstances, CDC guidelines recommend layered strategies for preventing the spread of COVID-19. Among these are, universal indoor mask use, handwashing, and cleaning and disinfecting, and purchasing supplies to enable operation of schools and school support facilities to reduce risk of virus transmission and exposure to environmental health hazards and support student health needs. Examples include vacuums	\$ 60,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		with HEPA filters, floor extractors for disinfecting, foggers, and air cleaners.	
	Touch-free water dispensers	With the Centers for Disease Control calling for the replacement of high-touch, communal fixtures, such as water fountains, to reduce the spread of COVID-19, SLOCOE will replace numerous communal water fountains and jug dispensers in all district-wide schools with refillable water stations. This will reduce the risk of virus transmission and exposure to environmental health hazards and support student health needs.	\$ 28,000
	Outdoor Learning	Despite actions to improve in-door air quality and reducing opportunities to spread COVID-19, there are times when social distancing will prove insufficient. Creating permanent and temporary outdoor classrooms and other schoolground improvements to provide safe, healthy, and engaging learning environments is a necessary component of SLOCOE's safe in-person instruction plan. Additionally, access to nature, exposure to natural light and increased oxygen levels promotes mental health and social emotional learning.	\$120,000
	Mitigation and Safety Plan Revision	According to California's COVID-19 handbook, school districts should revisit, update, and develop procedures and systems to improve the preparedness and response efforts of LEAs. SLOCOE staff will to the greatest extent practicable, implement policies in line with guidance from the Centers for Disease Control and Prevention for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff.	\$55,000
	Reduce Airborne Spread of COVID-19	CDC guidelines call for additional mitigation efforts in communal environment where social distancing is limited. The construction of plexiglass barriers limits the spread of disease while maintaining clear site lines and supervision of students and staff. Additional facility modifications, repairs, improvements, and supplies may be necessary to enable operation of schools and school support facilities to reduce risk	\$65,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		of virus transmission and exposure to environmental health hazards and support student health needs.	
	Decrease Pollutants and Bacteria in the Work Environment	High traffic, carpeted areas frequently record higher levels of indoor air pollutants and germs than solid surfaces. (MakeSpace) Replacing aging carpets with new materials easier to clean and designed to reduce molds and bacteria reduce the risk of virus transmission and exposure to environmental health hazards, and support the health needs of students and staff.	\$185,000

Addressing the Impact of Lost Instructional Time

A description of how the LEA will use funds to address the academic impact of lost instructional time.

Total ESSER III funds being used to address the academic impact of lost instructional time

\$2,200,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
Goal 2, Actions #2 and #3	Social, Emotional, and Mental Health Support	As noted in the ED COVID-19 Handbook, meeting the social and emotional needs of students must be foundational to efforts to improve academic outcomes for students. The teaching of social and emotional skills can be woven into classroom configurations, how teachers design instruction and the kinds of learning opportunities they provide to students. These opportunities are heavily dependent on the configurations of learning environments. SLOCOE will provide curriculum, professional development, coaching, and personnel to meet the social, emotional, and mental health needs of students and staff who suffered trauma and instructional loss during school closures and the pandemic beyond that provided in the Local Control and Accountability Plan (LCAP) and other strategic documents already in place.	\$750,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
	Academic Interventions	Consistent with research on the effectiveness of Multiple-tiered Systems of Support (MTSS) SLOCOE will work with teachers and staff to develop Tier II and Tier III services including but not limited to providing curriculum, professional development, coaching, and personnel to meet the academic needs of students who suffered trauma and instructional loss during school closures and the pandemic.	\$400,000
Goal 1, Action #3	English Learner and Students with Disabilities Support	COVID-19 continues to exacerbate opportunity and learning gaps for our English Learners and students with disabilities. Students are struggling to access online resources, participate in virtual classrooms, and connect meaningfully with teachers and peers. Students with disabilities carry the additional burden of accessing needed specialized instruction and related services and supports that were provided in person before the pandemic. As the COVID-19 pandemic continues, the education field is producing a growing body of useful and evidenced based resources to support student learning-loss and well-being. SLOCOE will provide curriculum, professional development, coaching and personnel to meet the integrated and designated English language development and academic needs of English Learners who suffered trauma and instructional loss during school closures and the pandemic beyond that provided in the Local Control and Accountability Plan (LCAP) and other strategic documents already in place.	\$300,000
Goal 3, Action #2	Foster Youth Support	COVID-19 continues to exacerbate opportunity and learning gaps for our Foster Youth. Students are struggling to access online resources, participate in virtual classrooms, and connect meaningfully with teachers and peers. SLOCOE will provide curriculum, professional development, coaching, and personnel to meet the language and academic needs of English Learners who suffered trauma and instructional loss during school closures and the pandemic beyond that provided in the Local Control and Accountability Plan (LCAP) and other strategic documents already in place.	\$200,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
	Instructional and Social Liaison	SLOCOE's schools are populated by students who are transferring from a local educational agency (LEA). Frequently the students remain a limited time before transferring back to their home district. Different personnel, varied student information systems, and limited personnel may result in a disjointed and inefficient transition into and following enrollment. This hampers educational success for students who are already facing many challenges. In order to improve academic success, graduation rates, and college readiness SLOCOE will develop systems and provide personnel to serve as a liaison and case manager for students moving between LEAs and SLOCOE schools.	\$350,000
Goal 2, Action #4	Student Engagement and Improved Attendance	Since SLOCOE students frequently live in the boundaries of their home district, they rely on some form of motorized transportation to get to school. Very few city or county forms of public transportation are available. Local data demonstrates that many SLOCOE students fail to attend school on a regular basis due to lack of personal transportation necessitating SLOCOE provided transportation. SLOCOE will expand transportation options and services to and from school and during the school day for core instructional support and enrichment experiences designed to increase socialization, workforce development, and engagement.	\$200,000

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

\$2,028,222

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
	Recruitment and Retention	Move than 40% of teachers and administrators leave the profession in the first five years. (Perda 2013) This coupled with normal retirement rates is creating a national educator shortage. San Luis Obispo is not immune to this phenomenon. Employee pipelines, mentoring, professional development and the availability of affordable housing are evidenced based strategies for improving recruitment and retention. SLOCOE will reduce attrition rates and improve outcomes for students by creating systems to recruit and retain staff in hard to fill positions and work locations.	\$400,000
Goal 3, Action #3	Career Technical Education: Staff, Curriculum, and Equipment	Stakeholders identified a need to provide teaching and learning that is more equitable, more flexible, more diverse in its delivery and more focused on competencies in order to meet an anticipated surge in demand for CTE programs that prepare youth and adults with the skills and credentials needed in the post-pandemic workforce. SLOCOE will increase college and career readiness and student success by creating, outfitting, and staffing Career Technical Education pathways aligning with programs in feeder LEAs, and are of interest to students in SLOCOE schools. Examples might include early learning certification, cyber security, visual and performing arts, and manufacturing.	\$500,000
Goal 3, Action #3	Career Technical Education: Infrastructure	Many CTE pathways require specialized spaces in order to mirror the work environment students will enter. SLOCOE will provide infrastructure and facilities necessary to offer CTE pathways. Other activities that are necessary to maintain operations, continuity of services and to recruit and retain personnel, including hard to fill positions.	\$500,000
	Access to Web-based Instruction and Materials	The ESSER III funds will be used to expand on the technology support provided by the LCAP. LCAP funds are used to support student use of technology within the school setting as well as provide devices for students to use at home. ESSER III dollars will be used to build upon the technology supports provided in the LCAP by working with community partners on a long-term plan to ensure all students have broadband access	\$628,222

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		within their homes to support the impact of the COVID-19 pandemic in terms of student learning and access. Specifically, SLOCOE will provide hotspots, cabling, Internet service, and replace aging technology equipment for classrooms and buildings that provide the infrastructure needed to provide service to LEAs and students across the County.	

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
Portable Classrooms, HVAC Replacement, Equipment, Flooring and Other Safety Measures	SLOCOE will monitor student health and safety through ongoing assessment of each campus, classroom, and building in order to ensure new ventilation systems operate properly, provide acceptable indoor air quality for the current occupancy level for each space, and prevent the spread of communicable disease. This monitoring will provide SLOCOE with the information needed to address critical building related environmental health issues thus allowing students and staff are able to work and learn in a safe environment. Metrics related to updates of the safety plan will be determined as part of the revision process.	SLOCOE will complete an evaluation of each campus and classroom ventilation on an annual basis.
Refillable Water Stations	SLOCOE will monitor the consumption of clean, healthy water and the eliminate the risk	SLOCOE will track the number of bottles filled no less than once a quarter and will complete an evaluation of the use of the

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
	of communal surface and cross-contamination.	refillable water stations at each campus on bi-yearly bases.
Interventions, CTE Offerings, Outdoor Learning Opportunities, Curriculum & Supports for English Learners, Students with Disabilities, and Foster Youth, and Outdoor Learning Opportunities	SLOCOE will monitor identified students' progress through formative assessment, student engagement, and credits earned in order to ensure that students are making progress towards their academic goals. Teachers will use diagnostic, formative, and summative assessments to monitor student learning, feedback, and to plan for future instruction. The Student Study Team (SST) process will be utilized when students are not responding to in class interventions. The data gathered will be examined during PLCs and at site level leadership team meetings in order to determine students' needs for tiered supports in identified areas. SLOCOE expects to see at least 5% improvement suspension rates, chronic absenteeism, and college and career indicators.	Progress will be monitored every 4-6 weeks thereafter and supplemental support will be added or modified based on data analysis.
Broadband and Access to Web-based Instruction and Materials	SLOCOE will monitor student access to broadband connection at home through the collection of survey data that identifies if students have access to high-speed internet at home and if the use of technology at home supports the development of 21st century skills and college and career readiness.	Board use will be monitored at least once per quarter and compared to archival data. Site staff will monitor student engagement and the availability of access on an ongoing basis.
Recruitment and Retention	SLOCOE will monitor length of recruitment, attrition rates, and the number of vacant assignments on an ongoing basis. The impact of culture and innovative recruitment efforts will be monitored through the existing on-boarding process used at SLOCOE.	Attrition rates will be monitored annually. On-boarding data and length of vacancies will be monitored as they occur.
Student Engagement, Case Management, and Social	SLCOE will measure and monitor student social and emotional competencies through the use of student surveys, office discipline	Student attendance and behavior data will be updated at least once per quarter. Data reflected on the California School

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
Emotional and Mental Health Support	referrals (ODRs), daily attendance, chronic absenteeism, and suspension rates. Reengagement processes will be utilized when students are not responding to in-class behavioral supports, are absent from school, or are missing Web-based instruction and assignments. The data gathered will be examined during PLCs and at site level leadership team meetings in order to determine students' needs for tiered supports in identified areas.	Dashboard is collected annually and is analyzed in an ongoing manner.

ESSER III Expenditure Plan Instructions

Introduction

School districts, county offices of education (COEs), or charter schools, collectively known as local educational agencies (LEAs), that receive Elementary and Secondary School Emergency Relief (ESSER) funds under the American Rescue Plan (ARP) Act, referred to as ESSER III funds, are required to develop a plan for how they will use ESSER III funds to, at a minimum, address students' academic, social, emotional, and mental health needs, as well as the opportunity gaps that existed before, and were exacerbated by, the COVID-19 pandemic.

The plan must be adopted by the local governing board or body of the LEA at a public meeting on or before October 29, 2021 and must be submitted for review and approval within five days of adoption. A school district must submit its ESSER III Expenditure Plan to its COE for review and approval; a COE must submit its plan to the California Department of Education for review and approval. A charter school must submit its plan to its chartering authority for review and to the COE of the county in which the charter school operates for review and approval.

In addition, consistent with the requirements of the ARP, Volume 86, *Federal Register*, page 21201, April 22, 2021, the ESSER III Expenditure Plan must be:

- Written in an understandable and uniform format;
- Written in a language that parents can understand, to the extent practicable;
 - If it is not practicable to provide written translations to a parent with limited English proficiency, the plan must be orally translated for parents
- Provided in an alternative format to a parent who is an individual with a disability as defined by the Americans with Disabilities Act, upon request; and
- Be made publicly available on the LEA's website.

For additional information regarding ESSER III funding please see the ARP Act Funding web page at <https://www.cde.ca.gov/fg/cr/arpact.asp>.

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

Fiscal Requirements

- The LEA must use at least 20 percent (20%) of its ESSER III apportionment for expenditures related to addressing the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs.
 - For purposes of this requirement, "evidence-based interventions" include practices or programs that have evidence to show that they are effective at producing results and improving outcomes when implemented. This kind of evidence has generally been produced through formal studies and research. There are four tiers, or levels, of evidence:

- **Tier 1 – Strong Evidence:** the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented randomized control experimental studies.
 - **Tier 2 – Moderate Evidence:** the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented quasi-experimental studies.
 - **Tier 3 – Promising Evidence:** the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented correlational studies (with statistical controls for selection bias).
 - **Tier 4 – Demonstrates a Rationale:** practices that have a well-defined logic model or theory of action, are supported by research, and have some effort underway by a State Educational Agency, LEA, or outside research organization to determine their effectiveness.
- For additional information please see the Evidence-Based Interventions Under the ESSA web page at <https://www.cde.ca.gov/re/es/evidence.asp>.
- The LEA must use the remaining ESSER III funds consistent with section 2001(e)(2) of the ARP Act, including for:
 - Any activity authorized by the Elementary and Secondary Education Act (ESEA) of 1965;
 - Any activity authorized by the Individuals with Disabilities Education Act (IDEA);
 - Any activity authorized by the Adult Education and Family Literacy Act;
 - Any activity authorized by the Carl D. Perkins Career and Technical Education Act of 2006;
 - Coordination of preparedness and response efforts of LEAs with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to COVID-19;
 - Activities to address the unique needs of low-income students, students with disabilities, English learners, racial and ethnic minorities, homeless students, and foster youth, including how outreach and service delivery will meet the needs of each population;
 - Developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs;
 - Training and professional development for staff of the LEA on sanitation and minimizing the spread of infectious diseases;
 - Purchasing supplies to sanitize and clean the facilities of an LEA, including buildings operated by such agency;
 - Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under IDEA, and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements;

- Purchasing education technology (including hardware, software, and connectivity) for students who are served by the LEA that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment;
- Providing mental health services and supports, including through the implementation of evidence-based full-service community schools;
- Planning and implementing activities related to summer learning and supplemental after school programs, including providing classroom instruction or online learning during the summer months and addressing the needs of underserved students;
- Addressing learning loss among students, including underserved students, by:
 - Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiated instruction,
 - Implementing evidence-based activities to meet the comprehensive needs of students,
 - Providing information and assistance to parents and families of how they can effectively support students, including in a distance learning environment, and
 - Tracking student attendance and improving student engagement in distance education;

Note: A definition of “underserved students” is provided in the Community Engagement section of the instructions.

- School facility repairs and improvements to enable operation of schools to reduce risks of virus transmission and exposure to environmental health hazards, and to support student health needs;
- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and nonmechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door replacement;
- Developing strategies and implementing public health protocols including, to the greatest extent practicable, policies in line with guidance from the Centers for Disease Control and Prevention (CDC) for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff;
- Other activities that are necessary to maintain the operation of and continuity of services in LEAs and continuing to employ existing staff of the LEA.

Other LEA Plans Referenced in this Plan

In developing the plan, the LEA has flexibility to include community input and/or actions included in other planning documents, such as the Local Control and Accountability Plan (LCAP) and/or the Expanded Learning Opportunities (ELO) Grant Plan, provided that the input and/or actions address the requirements of the ESSER III Expenditure Plan.

An LEA that chooses to utilize community input and/or actions from other planning documents must provide the name of the plan(s) referenced by the LEA and a description of where the plan(s) may be accessed by the public (such as a link to a web page or the street address of where the plan(s) are available) in the table. The LEA may add or delete rows from the table as necessary.

An LEA that chooses not to utilize community input and/or actions from other planning documents may provide a response of “Not Applicable” in the table.

Summary of Expenditures

The Summary of Expenditures table provides an overview of the ESSER III funding received by the LEA and how the LEA plans to use its ESSER III funds to support the strategies and interventions being implemented by the LEA.

Instructions

For the ‘Total ESSER III funds received by the LEA,’ provide the total amount of ESSER III funds received by the LEA.

In the Total Planned ESSER III Expenditures column of the table, provide the amount of ESSER III funds being used to implement the actions identified in the applicable plan sections.

For the ‘Total ESSER III funds included in this plan,’ provide the total amount of ESSER III funds being used to implement actions in the plan.

Community Engagement

Purpose and Requirements

An LEA’s decisions about how to use its ESSER III funds will directly impact the students, families, and the local community, and thus the LEA’s plan must be tailored to the specific needs faced by students and schools. These community members will have significant insight into what prevention and mitigation strategies should be pursued to keep students and staff safe, as well as how the various COVID–19 prevention and mitigation strategies impact teaching, learning, and day-to-day school experiences.

An LEA must engage in meaningful consultation with the following community members, as applicable to the LEA:

- Students;
- Families, including families that speak languages other than English;
- School and district administrators, including special education administrators;

- Teachers, principals, school leaders, other educators, school staff, and local bargaining units, as applicable.

“Meaningful consultation” with the community includes considering the perspectives and insights of each of the required community members in identifying the unique needs of the LEA, especially related to the effects of the COVID-19 pandemic. Comprehensive strategic planning will utilize these perspectives and insights to determine the most effective strategies and interventions to address these needs through the programs and services the LEA implements with its ESSER III funds.

Additionally, an LEA must engage in meaningful consultation with the following groups to the extent that they are present or served in the LEA:

- Tribes;
- Civil rights organizations, including disability rights organizations (e.g. the American Association of People with Disabilities, the American Civil Liberties Union, National Association for the Advancement of Colored People, etc.); and
- Individuals or advocates representing the interests of children with disabilities, English learners, homeless students, foster youth, migratory students, children who are incarcerated, and other underserved students.
 - For purposes of this requirement “underserved students” include:
 - Students who are low-income;
 - Students who are English learners;
 - Students of color;
 - Students who are foster youth;
 - Homeless students;
 - Students with disabilities; and
 - Migratory students.

LEAs are also encouraged to engage with community partners, expanded learning providers, and other community organizations in developing the plan.

Information and resources that support effective community engagement may be found under *Resources* on the following web page of the CDE’s website: <https://www.cde.ca.gov/re/lc>.

Instructions

In responding to the following prompts, the LEA may reference or include input provided by community members during the development of existing plans, including the LCAP and/or the ELO Grant Plan, to the extent that the input is applicable to the requirements of the ESSER III Expenditure Plan. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broad understanding among the LEA's local community.

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

A sufficient response to this prompt will describe how the LEA sought to meaningfully consult with its required community members in the development of the plan, how the LEA promoted the opportunities for community engagement, and the opportunities that the LEA provided for input from the public at large into the development of the plan.

As noted above, a description of "meaningful consultation" with the community will include an explanation of how the LEA has considered the perspectives and insights of each of the required community members in identifying the unique needs of the LEA, especially related to the effects of the COVID-19 pandemic.

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

A sufficient response to this prompt will provide clear, specific information about how input from community members and the public at large was considered in the development of the LEA's plan for its use of ESSER III funds. This response must describe aspects of the ESSER III Expenditure Plan that were influenced by or developed in response to input from community members.

- For the purposes of this prompt, "aspects" may include:
 - Prevention and mitigation strategies to continuously and safely operate schools for in-person learning;
 - Strategies to address the academic impact of lost instructional time through implementation of evidence-based interventions (e.g. summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs);
 - Any other strategies or activities implemented with the LEA's ESSER III fund apportionment consistent with section 2001(e)(2) of the ARP Act; and
 - Progress monitoring to ensure interventions address the academic, social, emotional, and mental health needs for all students, especially those students disproportionately impacted by COVID-19

For additional information and guidance, please see the U.S. Department of Education's Roadmap to Reopening Safely and Meeting All Students' Needs Document, available here: <https://www2.ed.gov/documents/coronavirus/reopening-2.pdf>.

Planned Actions and Expenditures

Purpose and Requirements

As noted in the Introduction, an LEA receiving ESSER III funds is required to develop a plan to use its ESSER III funds to, at a minimum, address students' academic, social, emotional, and mental health needs, as well as the opportunity gaps that existed before, and were exacerbated by, the COVID-19 pandemic.

Instructions

An LEA has the flexibility to include actions described in existing plans, including the LCAP and/or ELO Grant Plan, to the extent that the action(s) address the requirements of the ESSER III Expenditure Plan. When including action(s) from other plans, the LEA must describe how the action(s) included in the ESSER III Expenditure Plan supplement the work described in the plan being referenced. The LEA must specify the amount of ESSER III funds that it intends to use to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA. Descriptions of actions provided should include sufficient detail yet be sufficiently succinct to promote a broad understanding among the LEA's local community.

Strategies for Continuous and Safe In-Person Learning

Provide the total amount of funds being used to implement actions related to Continuous and Safe In-Person Learning, then complete the table as follows:

- If the action(s) are included in another plan, identify the plan and provide the applicable goal and/or action number from the plan. If the action(s) are not included in another plan, write "N/A".
- Provide a short title for the action(s).
- Provide a description of the action(s) the LEA will implement using ESSER III funds for prevention and mitigation strategies that are, to the greatest extent practicable, in line with the most recent CDC guidance, in order to continuously and safely operate schools for in-person learning.
- Specify the amount of ESSER III funds the LEA plans to expend to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA.

Addressing the Impact of Lost Instructional Time

As a reminder, the LEA must use not less than 20 percent of its ESSER III funds to address the academic impact of lost instructional time. Provide the total amount of funds being used to implement actions related to addressing the impact of lost instructional time, then complete the table as follows:

- If the action(s) are included in another plan, identify the plan and provide the applicable goal and/or action number from the plan. If the action(s) are not included in another plan, write "N/A".

- Provide a short title for the action(s).
- Provide a description of the action(s) the LEA will implement using ESSER III funds to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs.
- Specify the amount of ESSER III funds the LEA plans to expend to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA.

Use of Any Remaining Funds

After completing the Strategies for Continuous and Safe In-Person Learning and the Addressing the Impact of Lost Instructional Time portions of the plan, the LEA may use any remaining ESSER III funds to implement additional actions to address students’ academic, social, emotional, and mental health needs, as well as to address opportunity gaps, consistent with the allowable uses identified above in the Fiscal Requirements section of the Instructions. LEAs choosing to use ESSER III funds in this manner must provide the total amount of funds being used to implement actions with any remaining ESSER III funds, then complete the table as follows:

- If the action(s) are included in another plan, identify the plan and provide the applicable goal and/or action number from the plan. If the action(s) are not included in another plan, write “N/A”.
- Provide a short title for the action(s).
- Provide a description of any additional action(s) the LEA will implement to address students’ academic, social, emotional, and mental health needs, as well as to address opportunity gaps, consistent with the allowable uses identified above in the Fiscal Requirements section of the Instructions. If an LEA has allocated its entire apportionment of ESSER III funds to strategies for continuous and safe in-person learning and/or to addressing the impact of lost instructional time, the LEA may indicate that it is not implementing additional actions.
- Specify the amount of ESSER III funds the LEA plans to expend to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA. If the LEA it is not implementing additional actions the LEA must indicate “\$0”.

Ensuring Interventions are Addressing Student Needs

The LEA is required to ensure its interventions will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students most impacted by the COVID–19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.

The LEA may group actions together based on how the LEA plans to monitor the actions’ progress. For example, if an LEA plans to monitor the progress of two actions in the same way and with the same frequency, the LEA may list both actions within the same row of the table. Each action included in the ESSER III Expenditure Plan must be addressed within the table, either individually or as part of a group of actions.

Complete the table as follows:

- Provide the action title(s) of the actions being measured.
- Provide a description of how the LEA will monitor progress of the action(s) to ensure that they are addressing the needs of students.
- Specify how frequently progress will be monitored (e.g. daily, weekly, monthly, every 6 weeks, etc.).

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