California Department of Education
July 2021

ESSER III Expenditure Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
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School districts, county offices of education, or charter schools, collectively known as LEAs, that receive Elementary and Secondary School Emergency Relief (ESSER) funds under the American Rescue Plan Act, referred to as ESSER III funds, are required to develop a plan for how they will use their ESSER III funds. In the plan, an LEA must explain how it intends to use its ESSER III funds to address students' academic, social, emotional, and mental health needs, as well as any opportunity gaps that existed before, and were worsened by, the COVID-19 pandemic. An LEA may also use its ESSER III funds in other ways, as detailed in the Fiscal Requirements section of the Instructions. In developing the plan, the LEA has flexibility to include community input and/or actions included in other planning documents, such as the Local Control and Accountability Plan (LCAP), provided that the input and actions are relevant to the LEA's Plan to support students.

For more information please see the Instructions.

Other LEA Plans Referenced in this Plan

Plan Title	Where the Plan May Be Accessed
Learning Continuity and Attendance Plan	https://www.stocktonusd.net/cms/lib/CA01902791/Centricity/Domain/160/2021_LCAP_merged_Stockton_Unified_School_District_Overview%20for%20Parents.pdf **Pages 75 - 110**
Local Control Accountability Plan (LCAP)	https://www.stocktonusd.net/cms/lib/CA01902791/Centricity/Domain/160/2021_LCAP_merged_Stockton_Unified_School_District_Overview%20for%20Parents.pdf
Expanded Learning Opportunities (ELO) Grant	https://stocktonusdnet-my.sharepoint.com/:b:/g/personal/rbvillasenor_stocktonusd_net/EQS3thUkYcNJhBkYRb5PAVMBfxC-FB7MSUB8tMYX1OjHWw?e=MLpxYF

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

$156,422,544

Plan Section	Total Planned ESSER III Expenditures
Strategies for Continuous and Safe In-Person Learning	$102,405,767
Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)	$40,000,000
Use of Any Remaining Funds	$14,016,777

Total ESSER III funds included in this plan

$156,422,544

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.

LCAP data collected via virtual meetings and surveys, Expanded Learning Opportunity meetings were hosted virtually the week of 5/10/21 that included a feedback survey, for parents, administrators, specialists, and instructional coaches.

The initial plan was shaped by community input through surveys, and community meetings. Input for the annual LCAP that was provided from January through May 2021 provided general themes of what was needed in the Stockton Unified School District. Newer input data was taken from a community wide survey at the end of the 2020-2021 school year in June. This survey provides prompts designed around the structure of the Expanded Learning Opportunities (ELO) Grant. Once the ESSER III guidelines and template were announced and distributed, the initial pieces of the plan were built around expanding existing actions that were present in the LCAP and ELO plans to reach more students and provide greater services. Mental Health and Social Emotional Learning were emerging themes that were addressed through counselor positions, mental health therapists, professional development, and various on-line programs. Many of these actions were able to be funded across the whole district with the ESSER III funds. Site principals provided site-based needs to address the student needs and the updates to their buildings to provide improved safety and functionality for in-person learning during the pandemic. Another community-wide survey was distributed in the fall 2021 via our social media platform and additional revisits to our community groups were done via zoom and in-person to gather additional input. This survey gathered input from community members, parents, and district classified and certificated personnel. The additional insight of the immediate needs of our stakeholders provided a clearer focus on the actions and services that were needed. As a result, additional guidance was provided in the decision-making and revisions were made to the actions planned. In the area of academic needs, more than 61% of our stakeholders commented on the need for additional instructional support, additional support staff, and additional extracurricular and enrichment opportunities. In the area of social-emotional learning and health & safety, more than 58% of our stakeholders commented on the need for positive incentives, additional security measures for safer schools, additional staff, and to increase campus safety. Additionally, more than 66% of our stakeholders commented on the need for new, expanded, or renovated facilities and to improve our learning spaces.

The additional comments and themes that emerged from the stakeholder input has also been relevant and meaningful to guide SUSD in development of this plan. Other ESSER III themes below:

Tutoring

Intervention / aides

Library/books

AVID

Para / more staff / subs / aides

Bilingual / DLI support

Additional training for classified and certificated employees

Additional opportunities for growth

Student incentives

Additional workshops

Update / Improve learning facilities

PD, Professional Development

Technology

Additional materials / resources

Academic supports

Parent supports / community liaisons / workshops

Field trips

Mental health / COVID testing vaccine / clinicians

Facility repairs / improvements

District Hotline

Counseling / counselors

Outdoor learning spaces

Additional Nurses / Health Aides

Sensory equipment

Special Ed support

Art, Music, STEM

English Learner Services

Educational Equity

Food / clothing closets / homelessness

Campus cameras and alarms

Student Safety

Social Emotional Supports and Positive engagement

College / Career

Extracurricular activities / Sports

SUSD will continue stakeholder engagement as this plan is reviewed and revised to better meet the needs of students.

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

$102,405,767

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
Learning Continuity Plan (LCP) IPI-5	Instructional Supplies	Individual instructional supplies to limit the number of individuals using shared objects and ensure students have the materials they need to be fully engaged in the learning process. This action is expanded to include additional resources such as: ● Instructional resources will be used to enhance the educational experience of students participating in in-person, virtual, home hospital, extended day and independent school programs. ● Provide staff with the resources necessary to address the unique needs of their students.	$1,282,000
N/A	Facility Improvements	● Provide school facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student and staff health needs.	$50,004,380

		● Support the inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditions systems, filtering, purification, and other air cleaning, fans, control system, and window and door repair and replacement. ● Ensure all classrooms are equipped to support the learning needs of students in varying subject areas.	
N/A	English Language Learner Services	Classified and certificated staff will be acquired and equipped to provide targeted academic and social emotional support within the school day, outside the school day and programs to support multilingual and EL families. ● This will result in higher reclassification rates, lower LTEL population, inclusive practices for students identified as dually identified, accelerated access to core curriculum for refugees and newcomers, supplementary primary language, and comparative successful outcomes with same-age peers. ● This will result in improved program efficiency and effectiveness for EL home to school connections and communication.	$3,000,000
LCP IPI-1, 2 & 7	Health and Safety	● Expands strategies to include certificated and classified staff, contracted health providers and material resources to provide expanded health services, mitigate the spread of COVID-19, support student wellness, provide COVID testing and contact tracing, coordinated school health services, and monitor the increased complexities of student movement, gathering and management on school campuses.	$7,100,000

		• Additionally, there will be a continuation and expansion of Local Continuity and Attendance Plan actions for HVAC filters, air purifiers, enhanced ventilation, systems in schools and buses, COVID-related signage, and personal protective equipment (PPE). Increased health and cleanliness protocols aligned with providing transportation for students. • Develop strategies and implement public health policies and protocols 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, staff and community.	
LCP AA-11	Professional Development Learning	Training will be expanded to include a focus on elements of high-quality instruction as it relates to VAPA, Arts and CTE programs targeting the following: • Disrupting inequities in the learning system including the topics of equity leadership, equity literacy, implicit bias, antiracist education, restorative practices, and culturally and linguistically responsive practices. • Focused training to promote, develop, and implement rigorous, standard-aligned high-quality instruction and address the learning needs of our students.	$5,444,387
LCP DLP- 1, 2 & 7	Technology	• Chromebooks, infrastructure, and hotspots will continue to be acquired and supported for connectivity. These actions have been expanded to include: • The purchase educational technology (including hardware, software, and connectivity) for students served by the LEA that aids in regular and	$1,000,000

		substantive educational interactions between students and their classroom teachers, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment. ● Technical personnel will be acquired to optimally respond to the significant increase in instructional technology use, equipment and expanding technology infrastructure. ● Virtual science labs, digital language, literacy and math programs will enhance in-classroom instruction.	
LCAP 1.24	Career Technical Education Pathways Access	Increase the CTE program offerings with new, expanded and renovated facilities for increased enrollment, participation and expansion of certifications available to students, focused on increasing students' meeting college and career readiness upon graduation from high school.	$9,000,000
LCAP 1.27	Engineering Career Pathways and STEM Resources and Support	Engineering Career Pathways, STEM programs, project resources, professional development, STEM coordinator, and increased or improved access to hands-on learning experiences for students	$575,000
N/A	Campus Safety Monitors/Assistants	Increasing funding for campus safety monitors at the Tk-12 levels.	$1,500,000
N/A	Human Resources Recruitment	Expand the Human Resources Department to include support to recruit and retain high quality personnel.	$1,000,000
LCAP 3.8	Student Athletic Program	Resources to ensure that students are provided with increased or improved access to athletic experiences and programs.	$2,000,000
LCAP 3.10	Visual and Performing Arts (VAPA)	Material resources will be acquired resulting in updates to the District's Performing Arts Centers, instrumental PPE, additional equipment and materials to reduce the need for sharing and close contact, contracting with outside	$2,500,000

		vendors to expand VAPA programming, particularly in elementary schools, and monies to support District-wide arts discipline collaboration time.	
N/A	Education Services	Increase department support and leadership to manage and monitor the adherence and application of one-time dollars being distributed for COVID-19 and learning loss resources.	$1,000,000
N/A	Increase campus wide safety	Repair and/or install fencing and other infrastructure to secure sites and provide safer facilities for students. This provides the site the ability to better monitor campus visitors, trace campus attendance and maintain the safety of all students and staff.	$7,000,000
LCAP 2.5	Multi-Tiered System of Support (MTSS)	Expanded services include certificated and classified management staff, and material resources to provide additional support to school sites in the implementation of MTSS, direct 2 and 3 support to students, evidence-based full-service to sites, and coaching and consultation to teachers, site administrators and staff on social emotional learning, and behavioral health. This will result in deeper and more consistent implementation of MTSS services and increased capacity of staff to provide services to the highest student need.	$10,000,000

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

$40,000,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures

N/A	Structured Activities that combine Social-Emotional Learning and Physical Activity	Establish partnerships to provide social-emotional focused education curriculum and resources to support staff and students throughout the day.	$12,000,000
LCAP 2.4	Positive Behavior Interventions and Support (PBIS)	PBIS services and support focused on increasing or improving student attendance, academic and social/emotional achievement through positive incentives.	$3,000,000
N/A	Increase Substitute Pool	Create opportunities to attract and retain a substitute pool. Create incentives and opportunities for SUSD staff to provide support.	$3,000,000
N/A	Special Education	Fund Special Education teachers and resources to support district programs for students with disabilities. Continue to develop partnerships to provide additional support.	$3,000,000
LCAP 1.6, 1.9 &1.17 LCP PLL-3 ELO Strategy 1	Expanded Learning	Certificated, classified and management staff will provide comprehensive summer learning and intersession opportunities for PreK-12 grade students. ● These experiential learning programs will include academic support, social-emotional learning, enrichment, career technical exploration, VAPA/ARTS, STEAM, AVID, credit recovery, and transition support from transitional grade levels (elementary to middle and middle to high school levels). ● Provide students with tutoring or intervention services for an additional time outside of the work day. ● Create online options for students continuing online learning for safety purposes. ● Partnering with the Curriculum and Instruction department to include professional development for teachers during intersession and summer	$19,000,000

| | | programs. Partnering with community agencies to provide enrichment activities during intersession and summer learning.

● Activities that are inclusive outreach and service delivery models for target populations to address the unique needs of low-income students, students with disabilities, English Learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth. | |

Use of Any Remaining Funds

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

Total ESSER III funds being used to implement additional actions

$14,016,777

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCP AA-7, AA-8 LCAP 1.8, 3.1	Assessments	Address learning loss among students, including low-income students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children in foster care within SUSD by - ● Administering and using high-quality assessments that are valid and reliable, to accurately assess	$6,250,000

		students' academic progress and assist educators in meeting students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. ● Implementing evidence-based activities to meet the comprehensive needs of students. ● Provide information and assistance to parents and families on how they can effectively support students, including in a distance learning platform. ● Tracking student attendance and improving student engagement in distance learning.	
AA-2	Food and Nutritional Services	Food and Nutritional Services: The LEA is continuing and expanding services to ensure all students are provided timely, readily available and high-quality food and nutritional services. ● This will include such things as updated staffing schedules, central kitchen modernization, technology software upgrades, and delivery support enhancements.	$2,344,233
N/A	Business Services	Other Business Services needs: ● The LEA is continuing to mitigate the past and current impacts of the pandemic include increased bussing capacity, adding print shop equipment to maintain the efficient production of needed COVID signage, and adding warehouse equipment that will result in increased efficiency and increased capacity of existing warehouse space to store additional PPE, and all COVID-19 supplies.	$5,422,544

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
Instructional Supplies		
Facility Improvements	Site visits, project management tracking	Site visits and project management tracking: Ongoing
English Language Learner Services	The Language Development Office will progress monitor the extent to which actions are implemented across SUSD and in each school. Measures may include: a. Classroom observations (frequency of ELD walkthroughs and quality of instruction) b. RFEP/LTEL monitoring and steering committee meetings. c. Instructional Survey d. Extent to which additional staff are hired and trained to support efforts (# hired and trained). e. % of expected money spent f. Department self-assessment or stakeholder satisfaction survey of ESSER services. g. EL Program Implementation and its relationship to academic, behavioral, and social/emotional student outcomes by student group	Ongoing / Annually
Health and Safety	Both the Student Support Services and Health Services Departments will progress monitor the extent to which actions are implemented across the district and in each school. Measures may include:	Ongoing / Annually

	a. COVID Dashboard b. Descriptive documentation of new/expanded health services c. Descriptive documentation of COVID mitigation, testing, contact tracing, management efforts d. Descriptive documentation of physical building infrastructure adjustments to mitigate COVID e. Extent to which additional staff are hired and trained to support efforts (#/% hired, #/% trained) f. % of expected money expended g. Department Self-Assessment or Stakeholder Satisfaction Survey of ESSER services	
Professional Development Learning	Curriculum & Instruction, Educational Services, Student Support and Health Services departments will progress monitor the extent to which actions are implemented across the district and in each school. Measures may include: a. # Family trainings conducted b. Staff participation in training c. Classroom Observations d. Teaching and Learning Survey e. Extent to which additional staff are hired and trained to support efforts (#/% hired, #/% trained) f. % of expected money expended g. Department Self-Assessment or Stakeholder Satisfaction Survey of ESSER services/supports h. Teaching and Learning Program Implementation and its relationship to academic, behavioral, and social/emotional student outcomes by student group	Ongoing / Annually
Technology	The Technology Department will progress monitor the extent to which actions are implemented across the district and in each school. Measures may include: a. Documentation of new/expanded services and supports b. Average student device age c. # Help desk ticket/call responses	Ongoing / Annually

	d. Extent to which additional staff are hired and trained to support efforts (#/% hired, #/% trained) e. % of expected $ expended f. Department Self-Assessment or Stakeholder Satisfaction Survey of ESSER services	
Career Technical Education Pathways Access	Increased CTE pathways available for students to select from. Increase enrollment and participation in CTE pathways. Increased number of students completing in CTE pathways. Increased number of dual enrollment course offerings.	Ongoing site visits and project management tracking
Engineering Career Pathways and STEM Resources and Support	Increased number of students participating in STEM activities. Increased number of students pursuing pathways related to STEM and Engineering career pathways. Increased science achievement scores, reflected in the California Dashboard.	Ongoing site visits and project management tracking
Student Athletic Program	Increased number of students participating in athletic events due to an increased number of activities for students to participate in.	Annually
Visual and Performing Arts (VAPA)	The Curriculum and Instruction Department will progress monitor the extent to which actions are implemented across the district and in each school. Measures may include: a. Descriptive documentation of new/expanded VAPA-Arts programs (including contracted programs), services, equipment b. # student participating in VAPA programs c. Extent to which additional staff are hired and trained to support efforts (# hired and trained) d. % of expected money spent e. Department self-assessment or stakeholder satisfaction survey of ESSER services	Annually

Increase campus wide safety	Site visits, project management tracking	Site visits and project management tracking: Ongoing
Multi-Tiered System of Support (MTSS)	The Student Support Services Department will progress monitor the extent to which actions are implemented across the district and in each school. Measures may include: a. # of students served and intensity of services b. Descriptive documentation of new/expanded health services c. Student Climate Survey d. Student SEL Survey e. Extent to which additional staff are hired and trained to support efforts (# hired and trained) f. % of expected money spent g. Department self-assessment or stakeholder of ESSER services h. PBIS/MTSS program Implementation and its relationship to academic, behavioral, and social/emotional student outcomes by student group	Ongoing / Annually
Structured Activities that combine Social-Emotional Learning and Physical Activity	The Student Support Services Department will progress monitor the extent to which actions are implemented at sites across the district and in each school. Measures may include: a. Discipline and attendance rates b. Descriptive documentation of new/expanded services c. Student Climate Survey d. Extent to which additional staff are hired and trained to support efforts (# hired and trained) e. % of expected money spent f. Department self-assessment or stakeholder of ESSER services	Annually
Positive Behavior Interventions and Support (PBIS)	The Student Support Services Department will progress monitor the extent to which actions are implemented across the district and in each school.	Annually

	Measures may include:
	
	   a. Discipline and attendance rates
	   b. Descriptive documentation of new/expanded services
	   c. Student Climate Survey
	   d. Extent to which additional staff are hired and trained to support efforts (# hired and trained)
	   e. % of expected money spent
	   f. Department self-assessment or stakeholder of ESSER services	

Special Education	● Service minutes as identified in IEP ● IEP renewal/completion timeliness ● Progress monitor students working to meet their goals and objectives identified in their IEP ● Adherence IEP compliance, including, but not limited to state and federal compliance.	Annual

Expanded Learning	The Educational Services department will progress monitor the extent to which actions are implemented across the district and in each school.
	
	Measures may include:
	
	   a. Descriptive documentation of new/expanded programs (including contracted programs) and services
	   b. Student participation in expanded learning programs and intensity of services
	   c. Credit recovery
	   d. mastery of standards evidenced by iReady, Benchmark, CAASPP and Grade Reports
	   e. Credits earned
	   f. iReady
	   g. Student enrollment #'s,
		Semi-Annually

Assessments	The Special Education, Curriculum & Instruction, and Educational Services Departments will progress monitor the extent to which actions are implemented across the district and in each school. Measures may include: a. iReady, Benchmark, CAASPP, and Grade Reports b. Descriptive documentation of Special Education assessment practices and capacity c. Special education assessment test participation, eligibility determination, and timeliness d. IEP renewal/completion timeliness e. Extent to which additional staff are hired and trained to support efforts (#/% hired, #/% trained) f. % of expected $ expended g. Department Self-Assessment or Stakeholder Satisfaction Survey of ESSER services/supports	Ongoing
Business Services	The Business Services and Facilities Division will progress monitor the extent to which actions are implemented across the district and in each school. Measures may include: a. # students bussed, or # rides provided b. # or % of bus delays c. # printshop orders completed d. # PPE warehouse orders completed e. Extent to which additional staff are hired and trained to support efforts (# or % hired and trained) f. % of expected $ spent g. Department Self-Assessment or Stakeholder Satisfaction Survey of ESSER services/supports	Annually

ESSER III Expenditure Plan Instructions

Introduction

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

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

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

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

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

For technical assistance related to the 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.

- o 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.
  - o 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:
  - o Any activity authorized by the Elementary and Secondary Education Act (ESEA) of 1965;
  - o Any activity authorized by the Individuals with Disabilities Education Act (IDEA);
  - o Any activity authorized by the Adult Education and Family Literacy Act;
  - o Any activity authorized by the Carl D. Perkins Career and Technical Education Act of 2006;
  - o 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;
  - o 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;
  - o Developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs;
  - o Training and professional development for staff of the LEA on sanitation and minimizing the spread of infectious diseases;
  - o Purchasing supplies to sanitize and clean the facilities of an LEA, including buildings operated by such agency;
  - o 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;

o 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;

o Providing mental health services and supports, including through the implementation of evidence-based full-service community schools;

o 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;

o 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.

o 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;

o 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;

o 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;

o 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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