



# COTATI-ROHNERT PARK

## UNIFIED SCHOOL DISTRICT

*Learning for a Lifetime – Committed to the Future*

### ESSER III Expenditure Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Cotati-Rohnert Park Unified School District	Dr. Mayra Perez Superintendent	mayra_perez@crpusd.org 707-792-4722

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
CRPUSD LCAP 2021- 2022	The plan can be found on our district website at this link: <a href="https://p19cdn4static.sharpschool.com/UserFiles/Servers/Server_485312/File/Our%20District/Local%20Control%20Funding%20%E2%80%93%20LCFF%20and%20LCAP/2021-2022/CRPUSD%20All%20LCAP%20DOCS%202021-2022.pdf">https://p19cdn4static.sharpschool.com/UserFiles/Servers/Server_485312/File/Our%20District/Local%20Control%20Funding%20%E2%80%93%20LCFF%20and%20LCAP/2021-2022/CRPUSD%20All%20LCAP%20DOCS%202021-2022.pdf</a>

Plan Title	Where the Plan May Be Accessed
CRPUSD Expanded Learning Opportunity Grant Plan (ELO)	The plan can be found on our district website at this link: <a href="https://p19cdn4static.sharpschool.com/UserFiles/Servers/Server_485312/File/Our%20District/Board%20Trustees/2020-2021%20Board%20Meetings/May/May%2018,%202021/9B%20Cover%20Sheet%20-%20Expanded%20Learning%20Opportunity%20Grant%20FULL.pdf">https://p19cdn4static.sharpschool.com/UserFiles/Servers/Server_485312/File/Our%20District/Board%20Trustees/2020-2021%20Board%20Meetings/May/May%2018,%202021/9B%20Cover%20Sheet%20-%20Expanded%20Learning%20Opportunity%20Grant%20FULL.pdf</a>

## 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

\$5,034,262

Plan Section	Total Planned ESSER III
Strategies for Continuous and Safe In-Person Learning	2,000,000
Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)	1,634,262
Use of Any Remaining Funds	1,400,000

### Total ESSER III funds included in this plan

5,034,262

## 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.

**Student engagement:** In order to gather student input for the LCAP and ESSER planning, we used Google Meet to visit one class at eight different schools in the district to conduct student interviews. We ensured our Title I schools were well represented in the site visits. The following schools participated in the classroom student interviews in the Spring of 2021: El Camino High School, John Reed Elementary School, Rancho Cotate High School, Richard Crane Elementary School, Technology High School, Technology Middle School, Thomas Page Academy, and University Elementary School. Each class was asked a series of ten questions, and students used Padlet to record their responses. Each interview took approximately an hour or one class period. Approximately one hundred and sixty students took part in the classroom interviews.

**Parent Engagement:** the district conducted several surveys throughout the year to identify the needs expressed by parents. The Parent Advisory Council, which consists of parent representatives from all sites, has met regularly with the Superintendent and the Assistant Superintendent to receive updates, have a forum for questions and provide feedback. On June 7, 2021 the PAC reviewed the "reader friendly" version of the LCAP to provide input. Much of our ESSER plan is aligned to our LCAP goals. They reviewed the use of ELO funds as well and provided input. The DELAC reviewed the LCAP goals at the May meeting and the ESSER plan specifically in October of 2021.

**Labor Partners Engagement:** We have held regular Meet and Confer meetings with RPCEA and shared the LCAP Goals and ELO plans with labor leadership. Our ESSER plan is closely aligned to our LCAP and ELO plan.

**Curriculum Committee Survey:** To gain insight into our Curriculum and Professional Development needs, the Curriculum Committee teachers designed a survey that was open for all teachers to participate.

**Site Leadership Engagement:** We met with site leadership and shared with the the "reader friendly" version of the LCAP to provide input.

**SELPA Engagement:** we met on May 5, 2021 with the SCOE SELPA lead assigned to CRPUSD: Nikarre Redcoff, and reviewed the areas on the LCAP as they pertain to SPED needs and services.

A public hearing for the LCAP was held in June of 2021. COVID related topics and instructional topics addressed in the ESSER plan are addressed regularly at Board meetings.

The input received for the planning of our ELO plan was used to address many aspects of our ESSER planning. The following input meetings took place for ELO planning:

Cotati-Rohnert Park Unified School District (CRPUSD) informed and held meetings to engage our district Stakeholders, including the ELO Grant Planning team: (4/21/2021 and 4/27/2021), the Parent Advisory Committee (5/3/2021), DELAC (4/21/2021), Labor Group Leaders for Certificated and Classified Staff (4/27/2021), and Site Administrators (4/22/2021) in the development of this Expanded Learning Opportunities (ELO) Grant Plan.

Additional meeting where input was obtained to address Safe In-Person Learning, Impact of Lost Instructional Time, and other issues related to a response to COVID:

DELAC 2021-22

Met 10/13 6pm

Virtual Learning Academy Info and Input Sessions:

7/12/21 - Spanish, 7/13/21 - Spanish, 7/14/21 - English

Wellness Survey

Sent to all staff 9/17/21

Admin Week

8/3/21: breakout group to discuss parent engagement and use of ESSER funds.

Parent Engagement Survey

Sent to parents in Fall of 2021.

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

**Student engagement:** When asked to choose one thing they would change about their school if they could, almost everyone replied that they wanted to return to school and stop distance learning.

Student voice was at the forefront of our ESSER planning. Ensuring a safe and meaningful return to in-person and a rigorous and supportive virtual option has been our highest priority. We will review the Universal screener data and the Youth Truth survey to garner additional student input and make modifications to our plan as needed.

**Parent Engagement:** PAC and DELAC both requested additional support for the social emotional needs of students, requested additional academic supports in light of the potential learning loss during Distance Learning and requested more support for English Learners. Additionally, parents expressed the need for more support in accessing digital information such as parent information and grades. Parents indicated a need for more social interactions between students. This plan addresses the need for MTSS, learning loss mitigation and Social Emotional and Wellness supports.

Labor Partners Engagement: Feedback included a request for smaller teacher to student ratio, mitigations for combo classes, increased support for English Learners and and increase in Social Emotional Supports for students. This plan budgets and plans for class size reduction, the current educational staff labor shortage presents a large impediment.

Site Leadership Engagement expressed the following needs:

a)Additional Elementary Counselors to support general education students and PBIS supports. This is addressed in the plan with increased supports.

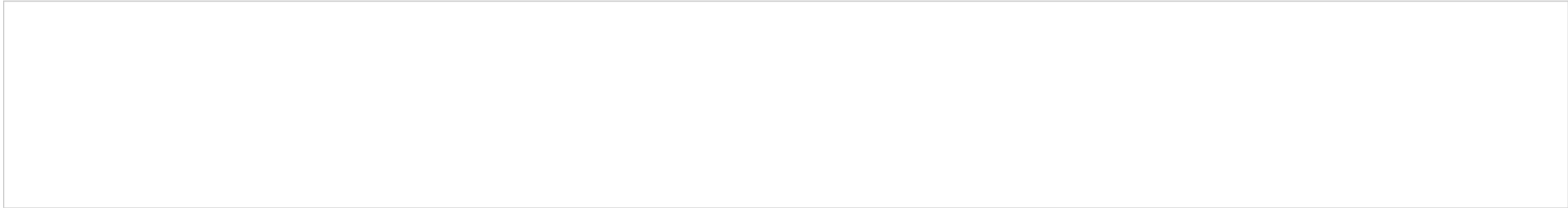
b)Teaching and Learning conditions: All sites are looking at having multiple combo classes, additional FTE to reduce class sizes and eliminate combo classes. This is addressed in this plan with a budget for additional staffing.

c)Support for struggling students: funds to pay teachers to do before or after school tutoring for students struggling in Math. This is addressed in this plan through both centralized staff supports and the onsite supports for learning loss.

d)Professional Development: Teacher professional development for math instruction and embedded EL instruction to support math instruction. Continual teacher professional development for PLC process. Math trainings that target how to embed the math practices into math instruction. Provide teachers with curriculum technology support with possible TOSA or ed tech position. One to One is new for our district and supporting the integration of tech in curriculum would be beneficial. Go Math Training for Middle School Teachers and release time. A Data Coach to support student monitoring. Provide AVID training for all secondary teachers. This is addressed in this plan through the Curriculum Specialist who are providing leadership for the ELA/ELD adoption, identification and support with supplemental instructional materials as well as with Math articulation and assessment support.

e) Parent Engagement: Hire Bilingual community liaisons. Have a Parent Institute. Provide Parent Engagement PD to site Admin. This plan addresses this need with the plan for bilingual community liaisons and the Parent Engagement Committee.

SELPA Engagement: Reviewed actions and services to ensure SEP (Special Education Plan) identified needs:SEP Element 3, 3C ELA and 3C Math; SEP Element 14 A,B and C.; SEP Element 5 C, Element 4; and Least Restrictive Environment and Suspensions.are all included in LCAP actions and services of which many are incorporated in our ESSER plan. No new actions were identified as being needed



### 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

2,000,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP, Goal 1, Action 14	Virtual Academy Staff	Supplement the funding for (Year 3): Teacher FTEs 4.0. FTE. Admin FTE 1.0 Classified FTE 3.0 (1 for IT, 1 for Clerical, 1 for Paraprofessional) Edgenuity Licenses for VLA	200,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
ELO Grant, Strategy 3	Student, family and staff wellness	1 FTE - Assistant Director: Provide Leadership in development of social emotional supports and MTSS. (Year 2 and 3) Universal Screener	330,000
ELO Grant, Strategy 3 and LCAP Goal 4, Action 7	Community Liaisons	3 FTE's to provide increased support to families and increase access to support in Spanish to families and the community. (Year 2 and 3)	280,000
N/A	Mental Health Counseling - Contract	Increase mental health providers to support social emotional needs of students. (Year 2 and 3)	320,000
LCAP Goal 3, Action 10	MTSS District Wide Support	3 FTEs TOSA Specialists (Year 2 and 3): 1 FTE Behavior Specialist PD and Curriculum to support SEL, MTSS, Behavior supports and PBIS	870,000

## 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

1,634,262

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
ELO Action 2	Curriculum Support	2.5 FTEs for Curriculum Specialists to provided PD and support with learning loss mitigation, data analysis and instructional differentiated instruction. (Year 3)	345,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
ELO Action 2	Tutoring	Licenses for online tutoring for 1 year.	50,000
N/A for LEA Plan (Site SPSAs)	Onsite supports for Learning Loss	Before and after school academic/social emotional support. Facilitated play at school during recess.Additional programs to support student mastery of fluency and skills that support learning. Tool for common assessment across the district that breaks down the data. Professional development opportunities. Relevant activities to align purpose and belonging to school. Fulfilling promise of college to career role of schools.	603,610
ELO Action 3	Instructional Support	FTEs for Class size reduction (5 FTEs for 1 year)	635,652

## 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

1,400,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP Goal 1, Action 15	Educational Technology	Provide instructional technology to ensure that all classrooms are provided access to up to date technology.	1,000,000
LCAP Goal 1, Action 14	Virtual Academy	Technology and teacher stations	50,000
	COVID Response	FTEs for COVID response staff (5 FTEs for 1 year)	350,000



# Ensuring Interventions are Addressing Student Needs

The LEA is required to ensure its interventions will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students most impacted by the COVID–19 pandemic. The following is the LEA’s plan for ensuring that the actions and expenditures in the plan are addressing the identified academic, social, emotional, and mental health needs of its students, and particularly those students most impacted by the COVID–19 pandemic.

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
Virtual Academy Staffing	<p>Student work is assessed to determine that students participating in the Virtual Academy as a response to COVID and in compliance with AB130, have full access to curriculum that is standards based. Teachers and staff in the VLA will receive professional development to ensure that they can support student needs in this setting. This is monitored by weekly staff meeting with administration. Students in the VLA take the same district level and State required assessments which will serve to progress monitor.</p> <p>The VLA has a detailed plan for tiered re-engagement in the event students lapse in work completion and/or participation in their synchronous and live interactions with teachers and staff.</p>	<p>Tiered re-engagement plans are put in place upon 3 days of missed work completion and/ or participation in required sessions with staff.</p> <p>District assessments occur each trimester.</p> <p>Weekly staff meetings are in place to discuss student and staff needs.</p>
Student, family and staff wellness	<p>Expectations for student wellness are set forth in our LCAP in Goal 3. SPSAs are aligned to the LCAP.</p> <p>The following tools will be used:            Surveys for staff wellness.            A Universal Screener for students.            Youth Truth Survey</p>	<p>Surveys are conducted annually</p> <p>The Student Universal Screener will be conducted at least annually to identify needs. Regular results will be compared once a baseline is established in 2021-22 school year.</p> <p>Committee meetings occur at least 2 to 4 times a year.</p>

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
	<p>Family engagement survey Implementation rubrics LCAP Student Interviews California Healthy Kids Survey PBIS Tiered Fidelity Inventory</p> <p>Meetings are held where wellness is a regular topic, minutes and feedback from these meetings are used to measure progress in our initiatives: DELAC Wellness Committee Student Voice meetings LCAP Committee SEL Universal Screener Design Team</p>	<p>High Schools are implementing Student Voice meeting such as student senate on a monthly basis.</p> <p>Results from surveys and other evaluations such as implementation rubrics are presented to the Board and reviewed by committees and cabinet to make modifications to plans.</p>
Community Liaisons	<p>Expectations for Community Engagement are set forth in our LCAP in Goal 4. SPSAs are aligned to the LCAP.</p> <p>The following metrics will be used: Parent attendance at meetings. Availability of Spanish support at meetings. Parent engagement satisfaction surveys. Specific meetings for parent education on identified topics. Family engagement for student learning rubric</p>	<p>The Parent Engagement Committee will meet 4 times a year to evaluate the effectiveness of initiatives and identify additional needs as well as address barriers to implementation.</p>
Mental Health Counseling	<p>Expectations for student wellness are set forth in our LCAP in Goal 3. SPSAs are aligned to the LCAP.</p> <p>Universal Screener and other data will be used to identify students in need of support.</p>	<p>Results such as implementation rubrics, suspension data and expulsion data are reviewed by committees and cabinet to determine effectiveness of implementation and make modifications to plans.</p>

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
	<p>Metrics used:  Time between a request for mental health support and assignment to a mental health provider.  Referrals (mental health and discipline)  PBIS Tiered Fidelity Inventory  School-Wide Information System  Suspensions  Expulsions</p>	
MTSS District Wide Support	<p>Expectations for student academic achievement are set forth in Goals 1,2 and 5 of our LCAP, wellness expectations and SEL are set forth in our LCAP in Goal 3. SPSAs are aligned to the LCAP.</p> <p>Metrics used:  MTSS Implementation rubric.  Local Assessments  Referrals  PD offerings specific to SEL</p>	<p>MTSS committee will be established in 2021-22. Committee will review implementation rubric twice a year. Baseline to be established in Spring of 2022. Data are reviewed by cabinet to determine effectiveness of implementation, identify barriers and make modifications to plans.</p>
Curriculum Support	<p>Expectations for student academic achievement are set forth in Goals 1,2 and 5 of our LCAP.</p> <p>Metrics used:  Local Assessments  State Summative Assessments  Curriculum surveys</p>	<p>Curriculum committees review district curriculum and PD needs assessment twice a year. Data are reviewed by cabinet to determine effectiveness of implementation, identify barriers and make modifications to plans.</p>
Tutoring	<p>Expectations for student academic achievement are set forth in Goals 1,2 and 5 of our LCAP.</p> <p>Metrics used:  Local Assessments  State Summative Assessments  Data from Tutoring analytics for usage.</p>	<p>With the assistance of the Curriculum Specialists, Sites review use of Tutoring program 4 times a year to determine effectiveness of implementation, identify barriers and make modifications to implementation.</p>

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
Onsite Supports for Learning Loss	<p>Expectations for student academic achievement are set forth in Goals 1,2 and 5 of our LCAP. SPSAs are aligned to the LCAP.</p> <p>Sites identified needs and address these in their SPSAs. Monitoring of each is set forth in their SPSAs.</p> <p>Metrics can include:  Local Assessments  State Summative Assessments  MTSS Implementation rubric  Referrals (mental health and discipline)  PBIS Tiered Fidelity Inventory</p>	Annual evaluation of SPSAs is conducted by each School Site Council.
Instructional Support	<p>Expectations for student academic achievement are set forth in Goals 1,2 and 5 of our LCAP. SPSAs are aligned to the LCAP.</p> <p>Metrics can include:  Local Assessments  State Summative Assessments  MTSS Implementation rubric  Referrals (mental health and discipline)  PBIS Tiered Fidelity Inventory</p>	<p>Twice a year, the district will review the class sizes and determine additional needed FTEs to support smaller classes in identified classrooms.</p> <p>HR department will work to actively recruit high quality candidates.</p>
Educational Technology	The instructional technology department will work with sites to identify needed replacement due to breakage and usage. Technology usage has increased since distance learning and we are now a 1:1 device district. Needs have increased to materials, PD and support.	Annual evaluation of needs as conducted by the IT department.
COVID response	Response to COVID includes: Supporting with Short Term Independent Study Plans	The district COVID Task Force meets weekly to review metrics. Metrics are provided the Board on a regular basis.

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
	<p>Notifications to parents of exposures  Testing for COVID  Quarantine implementation and communication  Collecting vaccination cards</p> <p>Metrics used include:  Number of Short Term IS  Number of COVID notifications  Number of compliance documents collected  Response rate to schools in need of support.  Number of positive cases.  Number of tested students and staff</p>	

# ESSER III Expenditure Plan Instructions

## Introduction

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

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

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

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

For additional information regarding ESSER III funding please see the ARP Act Funding web page at

<https://www.cde.ca.gov/fg/cr/arpact.asp>.

*For technical assistance related to the completion of the ESSER III Expenditure Plan, please contact [EDReliefFunds@cde.ca.gov](mailto: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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