

ESSER III Expenditure Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Summerville Union High School District	Michael S. Merrill Superintendent	mmerrill@summbears.net (209) 928-3498

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

For more information please see the Instructions.

Other LEA Plans Referenced in this Plan

Plan Title	Where the Plan May Be Accessed
Local Control Accountability Plan (LCAP)	www.summbears.net/district/local-control/
Safe Reopening Plan Summerville	www.summbears.net/district/required-notice/
Extended Learning Opportunities Plan (ELO)	www.summbears.net/district/required-notice/

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
\$303,607

Plan Section	Total Planned ESSER III
Strategies for Continuous and Safe In-Person Learning	\$242,885.00
Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)	\$60,722.00
Use of Any Remaining Funds	\$0

Total ESSER III funds included in this plan

\$303,607

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.

Summerville Union High School District has made many attempts to gather input from our community to create a plan that will serve the needs of all of our students in the district.

The Summerville and Connections Academy School Board Meetings occur twice per month giving our community the opportunity to interact with our board members, staff and administration on agendized and non-agendized topics. Our community has discussed not only our Local Control Accountability Plan (LCAP), our Local Control Funding Formula (LCFF) and our Learning Continuity Plan in addition to our ESSER III Plan as we look to close gaps in students' learning continuity.

We have implemented a standing budget committee which consists of a board member, administration, union representatives from each of our local unions, parent input and student input. This group met prior to budget building in June of 2021 but continues to provide feedback for the spending of new state and federal monies.

The administration has met with our Associated Student Body (ASB) to gather input to best serve the needs of our student population. Student input was very helpful as we heard about not just academic needs, but student needs around their social-emotional learning including depression, anxiety, the uncertainty of what to expect, sense of loss, and suicidal ideation among others.

Leadership Team Meetings, Professional Learning Community (PLC) meetings, Staff Meetings and our Buy-Back days this fall have been focused on gathering input to support the professional development needs of our staff, measuring student performance to determine where they are performing and how best to move their achievement forward to mitigate learning loss. The staff is using Renaissance Learning, CAASPP Interim Assessments and benchmark assessments in addition to teacher-made assessments to gather this important data to move us forward. The assessment and mitigation of learning loss continues to be an ongoing process with our staff.

School Site Council has been a great advisory group of students, parents, staff, and administration. They are a key group of people that meet monthly and seek answers and provide necessary input as we look to increase student achievement, sense of belonging and support for an all-around school experience. These monthly meetings provide necessary conversation and thoughtful suggestions to create opportunities to support our students and their program needs.

Creative Arts Support Team (CAST) is our Connections Visual and Performing Arts Academy advisory team that meets monthly to provide input and support for our students and their programs. These parents are movers and shakers in our community. Many of these students in the academy come from out of the district, so the parent input we receive is great to implement as it represents a great perspective of the county at large.

Additionally, we have a larger group of individuals that meet at the School Attendance and Review Board (SARB) level that includes key players from many community agencies. While developing the ESSER III plan, Summerville Union High School District also sought input from individuals or agencies representing the interests of Tribal Youth, Homeless and Foster Youth, youth who are low-income, youth who are incarcerated, students with disabilities, students of color, and students who are English Learners. Input was also received from community organizations and partners such as the Yes Partnership and the Amador-Tuolumne Community Action Agency (ATCAA). This outreach occurred during the time period of September 8-September 17, 2021. A survey for written responses was created and distributed during a meeting of the Student Attendance Review Board Members, which represent a number of agencies working with youth in the community, and with follow up emails as well as direct outreach to other community agencies and representatives through email and phone calls. During our outreach efforts, we did not receive input from representatives of Civil Rights Organizations or Migratory Students. Summerville Union High School District evaluated its community engagement opportunities and determined that (Civil Rights Groups/ Migratory Students) are neither present nor served by the LEA.

Our Counseling staff meets with the School Psychologist and our Grade Level Coordinators as a group at least once a month to discuss student needs and how best to serve the students under school-based counseling formats. As needed, our school-based counselors reach out to families and Behavioral Health in Tuolumne County to provide additional supports as needed.

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

The focus of the feedback from student, staff and community member groups continues to point to the specific need for additional mental health support as we have more students struggling with a variety of issues surrounding isolation, lack of connection, suicidal ideation and not knowing what the world is going to look like or how safe we are during this pandemic.

The student groups have been the most vocal and have included the following items:

Chromebooks vs iPads: Chromebooks are preferred by most students. There are the few classes in primarily our academy arts classes that use iPads for certain apps. They would be fine with a class set of iPads if that was needed. Additionally, a couple of students noted that iPads are helpful in math for Get More Math applications. Students reported that iPads can lag causing lost time. Students pointed out the use of Chromebooks in English would be more appropriate for typing essays. Students noted that the macs used in photography have a more extensive app access.

Suggested that whatever is used that classrooms provide charging stations instead of penalties for not having the device charged.

Courses: Several courses were suggested for future years. Computer science/coding is an area that seems to be up and coming for employment in the future and students have an interest in this course. Life Skills/Business is a course or series of lessons that can be spread over the four years at Summerville to incorporate more learning on taxes, apartment rentals, job applications and cover letters—basically a revamping of some of the topics that are covered in Senior Seminar, but may also be covered in more depth through other classes such as Economics in the senior year. Introductory lessons in these areas could also be a part of the keyboarding class with the 10-year plan in the freshman year. Home Economics is a course that students would like in order to learn skills such as cooking, sewing, budgeting, and completing scholarship and college applications. It was suggested that this could be a part of the Life Skills/ Business thread listed above.

Attendance: Student attendance was lagging at about 91-92% prior to COVID, but is now around 92-93%. We are always shooting for 95% or better as our funding is tied directly to this number. Of course this depends on whether the state looks to do a “hold-harmless ADA” as they have for the last two years. We are not looking at perfect attendance awards, as we are telling students to not come to school if they are not well (COVID response). Students mentioned ways to increase attendance such as: providing a rally by the administration showing the importance of attending school regularly. Educate students with the facts of what is lost when a student doesn’t show up to school. They suggested staff show the benefit of regular attendance vs. punishing students for poor attendance. The further recommended enforcing attendance to participate in all co-curricular activities.

Learning Loss Mitigation: Loss of learning due to the school closure in response to COVID is an area that we will all need to focus on, as many students have lost out on instructional time despite our being in school during the pandemic. Classes were shortened and support may have been more limited due to less time in class. Students mentioned a variety of ways to support struggling learners which included: more access to some of the support classes in place now such as Language Arts Development and math support. We discussed the math option for the summer session to help students that are invited to remediate their skills in order to be better prepared to move on to the next math course in the sequence. Discussion suggested we expand opportunities to access the summer school program for not just credit recovery, but support in ELA, math or science courses. Again, it was recommended it would be best if based on an invitation basis to really support those students that need the extra time and remediation. An August Ramp-Up opportunity could be done as a 2-3 week session with our teachers working to support the struggling learners specifically in math and ELA. Additionally, students were suggesting more tutorial opportunities for students in science and history maybe even during the lunch period or early evenings if possible. Students suggested staff

create more targeted math support classes so that there are not so many different levels in math support classes. Other support structures discussed by our students included a more proactive educational approach to the vaping, drug and tobacco issues students are experiencing. They would like to see some way to have these discussed every year in some format in one class or another. Freshman: Health class, Sophomore: PE, Junior: PE, and Senior: Senior Seminar/Home Economics/Economics were recommended. Some students have shared their level of addiction and don't respond as well to disciplinary interventions, but may better respond to educational components. Students suggested that our counselors could run group support sessions after school with a requirement (when caught vaping) or voluntary sign-up of 4 sessions to address addiction and the dangers of tobacco/vape. They felt this would do a better job of providing students with a healthy balance between education and support. The focus students feel needs to be more on support right now than on discipline for the addiction some are experiencing.

School Site Council input was sought at meetings through the winter and spring and again into this fall. Discussions include concerns regarding learning loss due to school closure in March of 2020 and distance learning from March 13, 2020 through mid-October of 2020. Site council members suggested class size reduction in core subject areas to mitigate learning loss. The council agreed that continuing to offer Language Arts Development and Math Support classes was critical. Further, the third tier of Response to Intervention (RTI) was discussed. This could occur in the Learning Center. The vision shared was that General Education teachers push into the Learning Center to work with small groups needing specific skill reteaching or support. It was also recommended that in-person math courses be offered during summer school as well as a possible "ramp up" late summer session. One council member recommended creating a class that, "prepares students for life." Several council members agreed that a revised version of the Senior Seminar course would be the best way to implement this need. CTE classes were another topic of discussion. Site Council noted that the community wants to see continued growth in the area of CTE courses that prepare students for careers after graduation. Student mental health needs were discussed. The council felt more support through crisis counselors was a critical need. The council discussed attendance. It was recommended that the focus be on strategies to improved attendance. Recommendations included weekly attendance rate updates, educating students and parents on the correlation between regular attendance and student success, creating engaging lessons that encourage attendance and educating families about how ADA impacts our budget. One council member expressed concern about the performance gap between the Summerville High students and the Connections academy students. No suggestions for how to address this were made at this time, but this remains an area of focus for the future.

The Connections Advisory Board input shared the above concerns and included a recommendation to seek input from a broader range of community members which was done through the SARB outreach.

Staff, PLC, and Leadership Team Meetings input included discussion about learning loss mitigation. Teachers need time for curriculum review to prioritize key standards to ensure students will find success at the next level. Continued use of Math Support and Language Arts Development classes to supplement learning was discussed. Recommendations were made to reduce the number of students in core classes as well as in support classes to address learning loss. Benchmark assessments were discussed as a tool for identifying learning loss. Continued support of building CTE pathways was discussed. The team recognized that due to the size of the student population, focusing on pathways that stakeholders supported would be important. Staff discussed the concept of reducing the 3-year PE graduation requirement to the two-year state requirement. Senior Seminar and what the course covers was a topic of discussion. Concerns regarding whether the course should continue to be a graduation requirement were voiced and discussed. Suggestions to discontinue the course and suggestions to modify the course were made. One of the staff's greatest concerns was that of student mental health. The emotional impact of COVID-19

has been staggering and teachers are seeing unprecedented numbers of students struggling with depression, anxiety, and suicidal ideation. Increased counseling services and parent forums for dealing with students struggling with mental health issues were recommended. Professional development for teachers in this area was recommended as well. Further, the staff provided input regarding the type of technology they would prefer students have for use in their classrooms. Some departments prefer iPads for students, many recommended Chromebooks. Teachers felt that the school closure in March created a mindset among parents and students that school attendance is not important. Staff discussed strategies to improve attendance. Recommendations included rewards for good attendance as well as educating parents and students about the importance of regular attendance. PLC discussions noted a need to increase student buy-in on standardized tests.

Student Survey Results: 77% of students felt they had adequate access to mental health services, but 52% said they would like to see more. Students identified a variety of mental health issues they face, with depression and anxiety being the most common. 82% feel there is a trustworthy adult they can go to on campus, and 92% feel safe on campus. Only 50% felt their "voice" matters on campus. 52% were satisfied or very satisfied with the instruction received from teachers and 75% felt teachers effectively communicate with them. Roughly 70% felt their math, science and English classes helped prepare them for state testing. The most common "other" responses were regarding a desire for more career preparation and life skills courses.

Parent/Staff Survey Results: 67% of those surveyed wanted more mental health services for students. 90% said their students have a trustworthy adult to go to and feel safe on campus. 75% were satisfied with the education offered at Summerville/Connections. 67% feel Math is preparing their students for state testing, 77% in science, and 87% in English.

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

\$242,885.00

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
NA	PPE	The district will provided additional masks, plexiglass shields, face shields, Tyvek coveralls for cleaning staff, to provide for educationally safe environments for students and staff alike.	\$25,000.00
NA	Added Cleaning	The district is committed to provide the necessary overtime, extra hours, outside services and supplies to ensure disinfection is completed on a regular basis. Students and staff need to be able to come into clean, sanitized spaces that are ready for learning.	\$35,000.00
NA	Testing	Administrative and Office staff will work to perform regular testing of students and staff as required by CDPH. Athletes are tested at least one time per week with a PCR test or twice weekly with a rapid test 72 hours prior to any competition. Unvaccinated staff are required to test at least weekly starting October 15, 2021. Office staff are keeping spreadsheets for all student tests being performed and quarantine protocols are followed through the office spreadsheets if modified quarantine is not successful.	\$30,000.00
LCAP 2021-2023 Goal 1-Action 1; ELO Plan	Staffing	Hiring of additional office staff as well as using paraprofessional time is needed to continue operations, including contact tracing, assistance in the office to allow for social distancing, and communications with classroom teachers, parents and the district office. Hiring an additional Mental Health Crisis Counselor to work with students experiencing anxiety, depression, a variety of issues surrounding isolation, lack of connection, suicidal ideation and not knowing what the world is going to look like or how safe we are during this pandemic.	\$57,885.00
NA	Student Devices	The district has purchased additional iPads, Chromebooks, cords, chargers, Meraki/Google Licenses to provided for 1:1 student use and in the event we have to do remote learning	\$85,000.00

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		students will be able to continue to access teachers Google Classroom accounts for independent study work.	
NA	Staff Devices	The district has provided computers, printers, ChromeCast, Apple TV, TVs, WhiteBoards, WiFi, for all teachers to be able to interact with their students through Google Classroom, Zoom and our school email system.	\$10,000.00

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

\$60,722.00

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP 2021-2023 Goal 2- Action 8 and 9; ELO Plan	Staffing	The district has hired additional Paraprofessional staff and/or teachers for in-class support, Saturday School instructional support, After School Tutoring, and support for our English Language Development and Math Support classes. At least 20% of the total award amount will be used to address student learning loss.	\$40,722.00
NA	Late Bus	The district is committed to providing a Late Bus route Monday - Thursday to allow students to stay for tutoring sessions and extra help by teachers.	\$10,000.00
LCAP 2021-2023 Goal 1 - Action 2, Goal 3 - Action 4; ELO Plan	Professional Development	The district remains committed to providing Professional Development in ongoing Next Generation Science Standards (NGSS) training for Science Teachers, San	\$5,000.00

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		Joaquin County Office of Education Math Support for implementing Math Standards and increasing students' math achievement. Ongoing training through staff meetings, buy-back days and PLC meetings on gathering data on student learning loss and effective strategies to mitigate learning loss.	
LCAP 2021-2023 Goal 1 - Action 4, Goal 3 - Action 1, 7, and 8	Software	The district has purchased a variety of software programs including Kuta Math, Nearpod License, zoom site-wide license, screening app from San Joaquin County for all staff to support formative and summative assessments.	\$5,000.00

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

0

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

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
PPE	<p>Progress will be monitored by tracking the number of on-campus case exposure.</p> <p>The goal is to have 0% of the COVID positive cases due to on-campus case exposure.</p>	Monitoring is done daily through office staff case management.
Added Cleaning	<p>The district will track the number of extra or overtime hours spent cleaning and sanitizing our facilities. This will include payments to outside services for our campuses.</p> <p>The district goal is to have 0% COVID cases on campus.</p>	Monitoring will be done on a monthly reporting basis based on accumulated hours and invoices.
Testing	<p>Administration in combination with TCSOS nursing staff will test students and staff and input all data into our spreadsheets to track the results.</p> <p>The district goal is to reduce to possibility of community transmission on campus to as close to 0% as possible. All testing will be done on a weekly basis. 100% of athletes will be tested at least weekly. 100% of staff that are required to be tested will be done at least weekly.</p>	Monitoring will be done on a monthly reporting basis despite the testing being done on a weekly basis.
Staffing	<p>Extra staff hires in the office will support contact tracing and input of testing data into spreadsheets.</p> <p>The district goal for this action is to have all contact tracing done within the school day we become aware of the positive case. The spreadsheets created by the office staff are shared with Public Health on the same day.</p>	Monitoring of this action is to be done on a daily basis to account for the success of each process.

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
	<p>Mental Health Counseling has been increased to serve student needs.</p> <p>The district goal is have students seen by the counselors within 48 hours of their request.</p> <p>After-school tutoring, ELA and Math support classes and Saturday School are interventions to support learning loss.</p> <p>The district will looks to see student achievement increase by 10% due to the opportunity to access these support services.</p>	<p>Monitoring of the instructional support services will be done by teachers as often as grade reports are prepared. Teachers and administration will collaborate to make certain that students are aware of these services.</p>
Student Devices	<p>All students will have a 1:1 device assigned to them for use during the academic school year for independent study as well as regular classroom instruction.</p>	<p>Monitoring of this action is done by our Technology Media Services Coordinator on an annual basis. As student needs arise, they can ask for support from this person throughout the year.</p>
Staff Devices	<p>All staff will have the necessary devices to be able to interact with their students through Google Classroom, Zoom, and our school email system. The metric is meeting with each staff member to be certain they have the necessary devices to do their jobs.</p>	<p>Monitoring will be done on an annual basis.</p>
Late Bus	<p>Students will have access to a late bus Monday through Thursday each week to allow for after school instructional support from credentialed teachers.</p> <p>The Districts goal is to have teachers and administrators invite students to stay for additional support. The metric is to be able to serve at least 100 students receiving the support throughout the year. This may be repeat visits by the same student as well as single visits for support.</p>	<p>Monitoring will be done on a weekly basis as sign-in sheets are shared with administration and transportation specialist to track the number of riders.</p>

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
Professional Development	<p>Teachers were provided an opportunity for PD through the two buy-back days in the fall. The expected attendance was 100%, but the actual attendance was 96%.</p> <p>Training for core curriculum teachers is centered around 4 training days for each core department throughout the year. The District will track the number of trainings for each and the attendance of the intended staff.</p>	Monitoring will be done on an annual basis.
Software	<p>Software is purchased for use in a variety of school settings.</p> <p>The District has a goal of each teacher using at least one software program in addition to their regular curriculum. This may include Google Classroom, Zoom, Kuta Math, Nearpod, and Kami classroom management to name a few.</p>	Monitoring will be done on an ongoing basis as evidenced by student achievement and support.

ESSER III Expenditure Plan Instructions

Introduction

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

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

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

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

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

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

For technical assistance related to the completion of the ESSER III Expenditure Plan, please contact EDReliefFunds@cde.ca.gov.

Fiscal Requirements

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

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

- Addressing learning loss among students, including underserved students, by:
 - Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiated instruction,
 - Implementing evidence-based activities to meet the comprehensive needs of students,
 - Providing information and assistance to parents and families of how they can effectively support students, including in a distance learning environment, and
 - Tracking student attendance and improving student engagement in distance education;

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

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

Other LEA Plans Referenced in this Plan

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

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

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

Summary of Expenditures

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

Instructions

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

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

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

Community Engagement

Purpose and Requirements

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

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

- Students;
- Families, including families that speak languages other than English;
- School and district administrators, including special education administrators;
- Teachers, principals, school leaders, other educators, school staff, and local bargaining units, as applicable.

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

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

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

- Students who are English learners;
- Students of color;
- Students who are foster youth;
- Homeless students;
- Students with disabilities; and
- Migratory students.

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

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

Instructions

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

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

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

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

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

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

- For the purposes of this prompt, “aspects” may include:
 - Prevention and mitigation strategies to continuously and safely operate schools for in-person learning;

- Strategies to address the academic impact of lost instructional time through implementation of evidence-based interventions (e.g. summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs);
- Any other strategies or activities implemented with the LEA’s ESSER III fund apportionment consistent with section 2001(e)(2) of the ARP Act; and
- Progress monitoring to ensure interventions address the academic, social, emotional, and mental health needs for all students, especially those students disproportionately impacted by COVID-19

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

Planned Actions and Expenditures

Purpose and Requirements

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

Instructions

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

Strategies for Continuous and Safe In-Person Learning

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

- If the action(s) are included in another plan, identify the plan and provide the applicable goal and/or action number from the plan. If the action(s) are not included in another plan, write “N/A”.
- Provide a short title for the action(s).
- Provide a description of the action(s) the LEA will implement using ESSER III funds for prevention and mitigation strategies that are, to the greatest extent practicable, in line with the most recent CDC guidance, in order to continuously and safely operate schools for in-person learning.

- Specify the amount of ESSER III funds the LEA plans to expend to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA.

Addressing the Impact of Lost Instructional Time

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

- If the action(s) are included in another plan, identify the plan and provide the applicable goal and/or action number from the plan. If the action(s) are not included in another plan, write “N/A”.
- Provide a short title for the action(s).
- Provide a description of the action(s) the LEA will implement using ESSER III funds to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs.
- Specify the amount of ESSER III funds the LEA plans to expend to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA.

Use of Any Remaining Funds

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

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

Ensuring Interventions are Addressing Student Needs

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

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

Complete the table as follows:

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

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