

# ESSER III Expenditure Plan

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

For more information please see the Instructions.

## Other LEA Plans Referenced in this Plan

Plan Title	Where the Plan May Be Accessed
2021-22 Nevada County Superintendent of Schools Sites Safe Re-Opening Plan 9.10.21	The plan is located on the Nevada County Superintendent of Schools website, front page under COVID-19 link: <a href="https://nevco.org/wp-content/uploads/2021/09/NCSOS-Reopening-Document-2021-22-updated-Sept-10-2021.pdf">https://nevco.org/wp-content/uploads/2021/09/NCSOS-Reopening-Document-2021-22-updated-Sept-10-2021.pdf</a>
2021-22 Nevada County Superintendent of Schools Local Control and Accountability Plan	The plan is located on the Nevada County Superintendent of Schools website, under About tab and under Accountability link: <a href="https://nevco.org/wp-content/uploads/2021/10/NCSoS-2021-22-LCAP.Final-003.pdf">https://nevco.org/wp-content/uploads/2021/10/NCSoS-2021-22-LCAP.Final-003.pdf</a>
2021 Nevada County Superintendent of Schools Expanded Learning Opportunity Plan	The plan is located on the Nevada County Superintendent of Schools website, under Accountability link: <a href="https://nevco.org/wp-content/uploads/2021/10/NCSOS-21-22-Expanded-Learning-Opportunities-Grant-Plan.pdf">https://nevco.org/wp-content/uploads/2021/10/NCSOS-21-22-Expanded-Learning-Opportunities-Grant-Plan.pdf</a>
2021 Nevada County Superintendent of Schools Learning Continuity Plan	The plan is located on the Nevada County Superintendent of Schools website, under About tab and under Accountability link: <a href="https://nevco.org/wp-content/uploads/2021/09/NCSoS.2020_Learning_Continuity_and_Attendance_Plan_Nevada_County_Office_of_Education_20200918.pdf">https://nevco.org/wp-content/uploads/2021/09/NCSoS.2020_Learning_Continuity_and_Attendance_Plan_Nevada_County_Office_of_Education_20200918.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

\$2,434,813

Plan Section	Total Planned ESSER III
Strategies for Continuous and Safe In-Person Learning	\$115,139
Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)	\$1,074,738
Use of Any Remaining Funds	\$1,244,936

### Total ESSER III funds included in this plan

\$2,434,813

## Community Engagement

An LEA's decisions about how to use its ESSER III funds will directly impact the students, families, and the local community. The following is a description of how the LEA meaningfully consulted with its community members in determining the prevention and mitigation strategies, strategies to address the academic impact of lost instructional time, and any other strategies or activities to be implemented by the LEA. In developing the plan, the LEA has flexibility to include input received from community members during the development of other LEA Plans, such as the LCAP, provided that the input is relevant to the development of the LEA's ESSER III Expenditure Plan.

For specific requirements, including a list of the community members that an LEA is required to consult with, please see the Community Engagement section of the Instructions.

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

The Nevada County Superintendent of Schools (NCSoS) makes every effort to meaningfully engage and consult with our community partners to gather input for accountability plans that directly impact the academic, social, emotional and mental health needs of students, as well as opportunity gaps that existed before, and were exacerbated by, the COVID-19 pandemic of our students. NCSoS connected with the following stakeholder groups to discuss how the LEA should prioritize recovery efforts specifically in the areas of safe in-person learning, lost instructional time, and other pandemic impacts:

Earle Jamieson Educational Options advisory group included teachers, classified and certificated staff, administrator, a student representative, parents and community members. Meetings were conducted regularly and members could attend via Zoom or by phone. Dates included 8/26/20, 9/30/20, 10/26/20, 1/27/21, 3/24/21, 4/28/21, 5/26/21, and 9/15/21; all Zoom. This school does not have a certificated or classified bargaining unit.

Nevada County Superintendent of Schools advisory group are members from various programs of the county office who have significant insight into what prevention and mitigation strategies might be pursued in our programs to keep students and staff safe, as well as how these various COVID-19 prevention and mitigation strategies impact the instructional practices, student learning and day-to-day school experiences. The members included the administrators from the Early Childhood Education program and the Special Education Consortium program, the county office's School Safety Director, Educational Services Associate Superintendent, Chief Business Official, SELPA Director, Educational Liaison for Indian Education services, Nisenan Tribes Advocate, Educational Liaison for Foster Youth services, the Student Support Program Coordinator for Homeless Youth, and Program Coordinator for Partners Family Resource Centers. The meeting date was 9/30/21, held via Zoom.

The SELPA Director brought together an advisory group representing the community of special education that included Certificated and Classified Union leadership representatives, President of the Community Advisory Council, a designated instructional service staff member, a parent representative, community representatives from the Alta Regional Facility, the Special Education Principal, the NCSoS Chief Business Official, a local Cherokee tribe advocate and the Associate Superintendent of Educational Services. Those meetings were held on 4/28/21 and 5/6/21 and 9/30/21. Meetings were conducted via zoom, in-person and/or phone.

Spring of of 2020-21 school year, NCSoS received a \$100,000 grant to participate in the CalHOPE Student Support Project funded by the CA Mental Health Services Authority (CalMHSA). As part of the project we formed a Social Emotional Learning Community of Practice lead team who facilitated trainings to LEA leads monthly from April through June, 2021. This lead team consisted of members from the Educational Services staff (TOSAs, Director of Curriculum & Instruction and Accountability, Program Coordinators for the Homeless and Foster Youth and Indian Education, local LEA school counselors and psychologists. The project team was key in moving this work forward into the next school year to support teachers, students and families in Social Emotional Learning needs. Meetings were held monthly via zoom and/or phone.

The Safe Return to In-Person Instruction and Re-Opening Plan is a plan that has been revised and updated by our School Safety Director who has provided multiple meetings throughout the 2020-21 school year on our programs with staff, administration, and county office personnel. She meets regularly (usually weekly) with the County Office Superintendent, LEA Superintendents and Charter Directors, the local Public Health Director, the County Office Health Educator/Nurse, and other state and local agencies, shares the updates from CDC and updates our plan and site templates as required. Meetings are held regularly (often twice a week) between our County Superintendent and the LEA Superintendents and Charter Directors where COVID-19 protocols and practices, county professional development offerings supporting mitigating learning loss, Social Emotional Learning strategies, Independent Studies and many other topics were discussed and members provided input on all these and more in the development of our ESSER III plan but also for their own plan development.

NCSoS met with four local charter schools, of whom we are the authorizing agency, to engage in the opportunity to participate in the development of the expenditure plan and provide input. The meeting was held via Zoom on September 17 at 3:00 pm.

The NCSoS evaluated its stakeholder engagement opportunities and determined that Civil Rights Groups are neither present nor served by the LEA.

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

Based on input from the various community advisory groups, the input that influenced the actions and services are listed below; along with group acknowledgement to continue some actions and services referenced from previous plans.

Actions from the Expanded Learning Opportunity to be continued and included in the ESSER III plan:

- a) after school programs to support the academic and social/emotional needs of the special education students,
- b) professional development for educators to address accelerated learning strategies, learning gaps and mental well-being,
- c) development of a professional learning community (PLC) for para-educators to provide high quality training in support of developing consistency in instructional practices that supports high quality instruction, and
- d) providing para-educator support in classrooms to accelerate student learning and mitigate learning loss.

The Advisory group from Earle Jamieson Educational Options remained firm that the actions in the Local Control and Accountability Plan (LCAP) targeting behavior, social and emotional supports and academic interventions be implemented along with the other areas that focus on student engagement, such as arts education promoting the well-being of the entire student and ensuring that services for the needs of all students, including unduplicated students and students with unique needs are met. These actions are all funded with other resources and are therefore, not included in this plan.

Other community input received (not all input was included in the plan due to the criteria of allowable uses of the funds):

- a) ongoing need for expenditures on technology; classroom technology and devices for teachers, connectivity and devices for all students, and technology for the county office to continue to provide professional development, webinars, trainings, etc.,
- b) using prevention and mitigation strategies to continuously and safely operate schools for in-person learning. This included expenditures on addressing facility needs such as ensuring proper ventilation, sanitizing of educational materials, providing, plexiglass barriers, signage, furniture needs, etc.,
- c) Social Emotional Learning (SEL) education that provides a wide-range of support from trainings to bringing in experts in the field to provide professional development.
- d) after school enrichment programs
- e) assisted technology and programs for student with unique needs
- f) sanitizing machines for classroom materials
- g) staff needing additional support in how to implement some of trauma-based training into direct strategies in the classroom
- h) technology and training to support data tracking attendance county wide

- i) locally designed native American curriculum implemented into afterschool programs
- j) allowance of space on campuses for LGBTQ populations to congregate
- k) Suicide prevention supports
- l) suggestion to consult with local community college on mentorship program to support students
- m) funds to support the summer bridge and bootcamp program to include ALL student groups
- n) tutoring
- o) providing WRAP (Wellness Recovery Action Plan) for students at Family Resource Centers for students to increase hopefulness and maintain well-being during times of stress.

## **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**

\$115,139

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
N/A	Sanitation	Purchase a ZONO sanitizing machine for classroom materials, purchase additional cleaning supplies and air filters for classrooms, contract with an outside agency to provide commercially sanitized mop heads (both wet and dry) and increase custodial time to mitigate the spread of COVID-19.	\$86,152
Safe Re-Opening Plan for NCSoS Plan, Aug. 2021	PPE and Testing Supplies	Purchase PPE and testing supplies as needed to support safe in-person learning	\$28,987

## 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

\$1,074,738

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
ELO Expenditure Plan, Action #1	Expanded Instructional Learning Time	Create an afterschool program to support the academic and social emotional needs of our severely disabled student population. Evidence-based interventions will include using Social Skills Training (a collection of practices that utilize a behavioral approach to teaching age-appropriate skills and competencies including communication, problem-solving, decision-making, self-management and peer relations), using evidence-based intervention programs such as N2Y, EdMark, ALEKS, Lexia and others for core academic intervention and skill building strategies. This action was not implemented in the 20-21 school year due to lack of staffing and we bring this action forward for future years through this plan.	\$237,600

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCP, "Actions to Address Learning Loss"	Goalbook Licenses	The Goalbook Intervention Tools will empower teachers to transform instruction so that ALL students succeed. This evidence-based program uses pedagogical research and intuitive technology in an online tool for educators that directly impact the learning of students. "Goalbook Pathways" uses UDL and differentiated instruction along with providing resources and assessments for designing and delivering standards-based intervention plans for small and large group instruction. "Goalbook Toolkit" supports IEP development and implementation resources for creating baselines, specially designed instruction and measuring progress against the IEP goals. This action continues from last year's LCP as supplemental intervention; designed to support all students, especially unduplicated students and students with unique needs.	\$83,614
N/A	Independent Study Program	Add additional staffing of both classified and certificated personnel to support the Independent Study experience, which would include but is not limited to, encourage engagement, monitor progress, maintain instructional services, parental outreach, etc.	\$43,200
N/A	Tutoring/Intervention Supports	Provide students with additional instructional support; in one-on-one and/or small group settings, specifically in ELA and Math. Intervention-based programs used will include but are not limited to: iTUTOR, Podcast Toolkit, Flipped Math, Learning A-Z, Reading Eggs, and more.	\$710,324

## 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

\$1,244,936

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
N/A	School Attendance Review Teams (SART)	Implementation of best practices for successful school site attendance meetings. CA Association of Supervisors of Child Welfare and Attendance will conduct training for school site teams on best practices for reducing chronic absenteeism through partnering with families to identify and address the specific barriers to attendance and approach solutions through a restorative lens. These teams will also be tracking school attendance patterns.	\$3,240
N/A	Educational Technology	Purchase various technology equipment, devices and software to increase student access to technology, provide collaboration and communication between students and staff, improve quality of delivery of professional development and build capacity within the organization. With the onset of COVID-19, use of technology and online education is a vital part of teaching and learning. Technology helps teachers improve their lesson plans and advances their competencies, facilitates personalized learning, increases student engagement and helps students build essential 21st-century skills. This action includes the purchase of devices for students, including Chromebooks and connectivity including hot spots and wifi connections.	\$172,800
N/A	Social Emotional Learning	Provide teachers with support to deepen their knowledge and understanding of SEL and implement best practices in the classroom to improve overall student well-being. Support for this project includes SEL resource materials and curriculum, implementation of four (4) SEL Community of Practice workshops which focuses on best practice strategies for teachers to take away with them and use in the classroom immediately. This action includes costs for substitutes, staff time and stipends for teachers to attend SEL and UDL trainings.	\$531,812
N/A	Summer Arts Institute	Plan a Summer Arts Institute to support integration of arts education as an instrument to improve school engagement and academic performance and a means of fostering social-emotional development.	\$10,800



Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
N/A	Mental Health Supports	Provide additional mental health supports to address stress, anxiety, behavioral issues, academic performance, dis-engagement from school, and social and emotional needs of students by hiring counselors and/or add additional time to current counselor contracts.	\$210,600
N/A	Assessments	Purchase iReady assessment tool to monitor and track student academic performance. It is a benchmark assessment tool that pinpoints student strengths and areas of growth allowing teachers and intervention specialists to target support where it is most needed.	\$72,144
N/A	Family Resource Centers (FRC)	Provide staffing and program support for three (3) FRCs to include tutoring, emotional support services, and parenting education classes. Provide Wellness Recovery Action Plan (WRAP) services directly to students to increase hopefulness and maintain well-being, especially in times of stress. This evidence-based program, recognized by the Substance Abuse and Mental Health Services Association (SAMHSA) is designed to help children and youth cope with challenging times and difficult feelings and create a plan to stay healthy.	\$243,540

## 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
Sanitation	<ul style="list-style-type: none"> <li>Zono machine will be installed by Spring of 2022</li> </ul>	<ul style="list-style-type: none"> <li>Cleaning supplies inventoried monthly</li> <li>Custodial schedule will be monitored monthly</li> </ul>

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
	<ul style="list-style-type: none"> <li>• Cleaning supplies will be inventoried by site administration</li> <li>• Custodial schedules will be monitored for effectiveness and sufficiency</li> </ul>	
PPE and Testing Supplies	<ul style="list-style-type: none"> <li>• PPE will be inventoried and replaced as necessary</li> <li>• Testing materials will be inventoried and utilized as needed by trained staff members</li> </ul>	<ul style="list-style-type: none"> <li>• PPE inventoried bi-weekly</li> <li>• Testing materials inventoried as used</li> </ul>
Expanded Instructional Learning Time	<p>Progress of student performance will be monitored using various assessment tools imbedded in the intervention programs used, such as:</p> <ul style="list-style-type: none"> <li>• N2Y (the program empowers positive student outcomes with a Total Solution designed to help learners with special needs master the CA state standards and synchronizes the entire IEP team with automated daily data to streamline reporting, maintain compliance, and inform decisions)</li> <li>• Lexia (helping students read, write and speak with confidence)</li> <li>• EdMark Reading Program (helps students who need an alternative or supplement to phonics learn to read using of a carefully sequenced, highly repetitive word recognition method combined with errorless learning, and ensures success to students of all ages who have not yet mastered beginning reading.</li> </ul>	Student performance will be monitored weekly. Program decisions and instructional delivery will be adjusted based upon this data.
Goalbook Licenses		

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
	<ul style="list-style-type: none"> <li>• A pre and post survey called the "UDL Progression Rubric" will be utilized which will highlight the UDL principles and checkpoints</li> <li>• Student progress is monitored through the inquiry cycle process where lessons are taught and data are collected on what students do and say. That data is then used to improve the next lesson.</li> </ul>	<ul style="list-style-type: none"> <li>• UDL Progression Rubric will administered Fall of 2021 and Spring of 2022.</li> <li>• Student performance in ongoing and continually monitored as students and teachers utilize the program</li> </ul>
Summer Arts Institute	A survey will be conducted by team leaders in the Community of Practice for SEL of effectiveness of the Institute which will include information about student engagement, SEL impact on students, effectiveness of lessons, activities, and more.	Survey will be conducted at the end of the Institute day and two months into the school year.
School Attendance Review Teams (SART)	Teams who attend the workshop will be surveyed on satisfaction of whether training met their needs to be able to track attendance and put into place shared best practices to be able to work with families and address specific barriers.	One month following the workshop, the survey will be sent to all participating members.
Educational Technology	<ul style="list-style-type: none"> <li>• Technology devices will be inventoried and monitored for usage, hardware support, network and communications, operating systems and applications in order to analyze performance and detect and alert about possible problems.</li> <li>• Professional development will be monitored through access to training opportunities.</li> </ul>	<ul style="list-style-type: none"> <li>• Monitoring of problems or incidents will occur as needs are identified. Inventory of devices and applications will occur regularly as purchased.</li> <li>• Professional Development will be monitored when training is provided and completed.</li> </ul>
Social Emotional Learning		

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
	<ul style="list-style-type: none"> <li>• Surveys after each of the the Community of Practice for SEL webinars are held will be conducted to receive feedback on satisfaction.</li> <li>• Sites will administer a pre- and post-SEL training survey to all staff.</li> <li>• Sites will provide evidence of each training including power-point presentations, agendas and sign-in sheets to the county office team via a shared Google Folder.</li> </ul>	<ul style="list-style-type: none"> <li>• SEL webinar surveys will be completed after each of the four webinars</li> <li>• Site training surveys will be completed after each of the trainings</li> <li>• Evidence of training and attendance of staff will be completed after each training</li> </ul>
Independent Study Program	The Independent Study team will meet to review students participating in this program; review work assignments, engagement of synchronous and/or asynchronous requirements, student performance including local benchmark assessment results and determine if tiered engagement needs to be put in place for students who are not meeting the requirements or meeting performance expectations.	The Independent Study team will meet weekly.
Tutoring/Intervention Supports	<ul style="list-style-type: none"> <li>• Student progress will be monitored through the use of various assessments including</li> <li>• iReady</li> <li>• Renaissance STAR</li> <li>• Basic Phonics Skills Tests (BPSTs)</li> <li>• San Diego "Quick Assessments"</li> <li>• local benchmark assessments and more.</li> <li>• Tutors will monitor progress through the one to one and small group work, making observations of students improving in skill level. Tutors will report observations during intervention team meetings.</li> </ul>	<ul style="list-style-type: none"> <li>• Depending on the assessment tool being used, most require a pre-test at the start of the year and then interim assessing (curriculum based assessments given more frequently such as every other unit completion; every six weeks for Renaissance Learning, for example) with an end of year test. Intervention teams will monitor student performance following assessment schedules, make decisions based on results of these assessments and adjust targeted support to meet the student needs.</li> <li>• Tutors will be assessing as lessons are provided.</li> </ul>

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
Mental Health Supports	Counselors will document and track the mental health supports being provided to students; monitor the number being served, the number of students being referred to outside agency supports, and type or category of service provided.	Counselors will provide a written report to administrators each semester to review and discuss effectiveness of services.
Assessments	Administrator will monitor the iReady Assessment tool and compare growth in student performance based on baseline scores and every subsequent score from the administration of this tool.	Monthly reports will be presented the school board.
Supporting Family Resource Centers (FRC)	FRC Coordinator will monitor the utilization of the Persimmony software tool to ensure data is collected on programs and services being provided at the centers. The monitoring of WRAP activities will be measured by an age-appropriate survey to document if the primary goals of the WRAP services were successfully met.	FRC Coordinator will report quarterly data from the Persimmony tool on the effectiveness of services being provided and share feedback from survey results from the public. For the WRAP activities, FRCs will use two age-appropriate surveys (ages 8-11 years and ages 12 and up) that will be administered following each WRAP activity.

# 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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