

ESSER III Expenditure Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
El Dorado County Office of Education	Kevin Monsma Deputy Superintendent, Educational Services	kmonsma@edcoe.org 530-295-2261

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
El Dorado County Office of Education LCAP 2021-24	https://dwscbcy9jc8hm.cloudfront.net/sites/468/comfy/cms/files/67051/files/original/El_Dorado_COE_LCAP_for_CDE_Review_Aug_27_2021.pdf
El Dorado County Office of Education Expanded Learning Opportunities Grant Plan	https://dwscbcy9jc8hm.cloudfront.net/sites/468/comfy/cms/files/67056/files/original/El_Dorado_County_ELO_Grant_App_%282%29.pdf
Charter Alternative Programs LCAP 2021-24	https://dwscbcy9jc8hm.cloudfront.net/sites/468/comfy/cms/files/67053/files/original/CAP_21-24_LCAP.pdf
Charter Community School Home Study Academy LCAP 2021-24	https://dwscbcy9jc8hm.cloudfront.net/sites/468/comfy/cms/files/67052/files/original/CHSA_21-24_LCAP_%28003%29.pdf
Rite of Passage Charter High School LCAP 2021-24	https://dwscbcy9jc8hm.cloudfront.net/sites/468/comfy/cms/files/67054/files/original/Rite_of_Passage_CHS_21-24_LCAP.pdf

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

\$2,711,422.00

Plan Section	Total Planned ESSER III
Strategies for Continuous and Safe In-Person Learning	\$475,574.00
Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)	\$933,141.00
Use of Any Remaining Funds	\$1,302,707.00

Total ESSER III funds included in this plan

\$2,711,422.00

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.

This ESSER III Expenditure Plan addresses the needs of students and staff across our organization which includes Special Education students/staff in regional programs as well as staff and students enrolled in Rite of Passage Charter High School, Charter Community School Home Study Academy, Charter Alternative Programs and Blue Ridge Court School. Most actions in this plan have been developed based on feedback received in the Spring and Summer of 2021 as the LCAPs and Expanded Learning Opportunity Grant Plans were developed. At that time we were aware of the ESSER III funds and considered them in the development of the other plans as we attempted to strategically address the needs of students and find ways to extend services through multiple years. This plan reflects the conversations that occurred with the following groups:

Students: Students were engaged in conversations for actions affecting Rite of Passage Charter High School, Charter Community School Home Study Academy, Charter Alternative Programs and Blue Ridge Court School via surveys administered in April/May 2021 and small group interviews in August and September of 2021.

Families: Blue Ridge Court School and Rite of Passage Charter High School both serve students in residential programs. Parents have been surveyed at Blue Ridge School in Spring/Summer 2021 and via ongoing conversations (the populations fluctuate greatly). At Rite of Passage, many parents are not the educational rights holders for students so conversations have occurred with the secure care staff at the sites (employees for the Rite of Passage Corporation who are responsible for the students during their enrollment in our school). This engagement happens during ongoing weekly meetings where future plans are discussed in terms of meeting the individual needs of students.

School/District Administrators: School administrators were highly involved in the development of actions in this plan as it involved reviewing goals and actions that they assisted with developing in their LCAPs. All programs had multiple meetings in September and October with school leaders/administrators to develop actions for this plan. Special Education administrators were significantly involved in the Expanded Learning Opportunities (ELO) Grant Plan as a significant portion of this plan was directed toward students with special needs. They were also included in conversations considering the extension of actions in the ELO grant plan for multiple years.

Teachers, principals (see School/District Administrators above), school leaders, other educators, classified staff, and local bargaining units were all included in conversations in Spring 2021 when LCAPs were developed and conversations about ESSER III plans were occurring. All have access to the opportunity for additional public comments to be considered and included in this plan as well.

Tribes: Engagement with our local tribes occurred in October (most recently with phone conversations on October 22, 2021). We have contact with leadership from the tribe at least every other week and appreciate having a collaborative relationship that resulted in specific actions being added to this plan and included in other plans as well (see below for specific influence.)

Civil Rights/Disability Rights Organizations: EDCOE evaluated its educational community engagement opportunities and determined that Civil Rights/Disability Rights Organizations are neither present nor served by the LEA.

Individuals/Advocates representing students with disabilities, English learners, homeless students, foster youth, children who are incarcerated, and other underserved students: EDCOE's foster and homeless youth liaisons have been engaged with the development of the LCAPs for our programs and with the prioritization of how the funds are spent. Since two of our programs involve incarcerated youth, we included secure care staff as well as the Juvenile Services Council who interacts regularly with Blue Ridge Court School.

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

A number of actions in this plan were originally developed by the highly interactive LCAP process for Blue Ridge School, Charter Community School Home Study Academy, Charter Alternative Programs, and Rite of Passage Charter High School. All actions in this plan that are indicated to be aligned with LCAP goals from these programs were supported by educational community members to be extended beyond the year of the LCAP or timeline of the ELO Grant Plans. This includes:

1. The purchase of Math, ELA, History, and Science materials that align with the TNTP Learning Acceleration Training. The key elements of this training involve teachers being highly familiar with the state standards, supplementation of standards-aligned materials, and high quality assessment practices. For the LCAP, the majority of community members supported training in the standards and the purchase of NWEA. Some funds were set aside for purchase of supplemental materials with the hope that ESSER III funds would be able to fully support the purchase of the materials selected by the staff. This was able to occur and is included in this plan.
2. Training/Coaching with TNTP: Due to the amount of ESSER III funds available, community members supported enhancing professional development available to staff in the form of a coach from TNTP to oversee the work at the sites.
3. In School and After School Support for Charter Alternative Program and Charter Community School Home Study Academy: This extends the time that these services are offered beyond that identified in the Expanded Learning Opportunity Grant Plans (from 21/22 extended through 22/23 and 23/24). This was encouraged by community members to address acceleration of learning (learning loss).
4. Supplemental Instruction (addition of 1 teacher) at Blue Ridge Court School: This was discussed in Spring of 2021 but other actions were prioritized and placed in the LCAP with the funds available. With ESSER III funding now in place, this action can be implemented as the community had hoped.
5. Professional Development for Teachers at Rite of Passage Charter High School and Blue Ridge School: Both LCAPs have actions focused on PD addressing trauma informed practices. With ESSER III funds, these actions can be enhanced by providing one-on-one time with an expert - Ricky Robertson--previous plans were for webinars only.
6. Expanded Learning Summer of 2023 and 2024: This is an extension of the ELO grant plan to provide summer programming through 2022.
7. Enhanced reporting for iReady: Although Charter Alternative Programs has been using iReady for two years, with the enhanced reporting, teachers will be able to more efficiently identify the needs of students to adjust instruction accordingly. Parent surveys have indicated a need for more communication about student progress and this will address this specifically.

Other actions in the plan have been developed as safety protocols and processes have occurred as students returned to school:

1. In order for staff and students to be safely and efficiently supported through thorough quarantine and contact tracing processes, a nursing coordinator will be hired. Surveys have indicated that the safe return to school was mostly due to the thorough and efficient implementation of quarantines and cleaning practices. Community members support the need for staff to ensure that this happens.
2. HVAC and CO2 monitors: to ensure air quality (as mentioned above, tied to keeping the classrooms clean and safe) our maintenance department was highly engaged in the conversation around HVAC improvements and other monitoring to control air quality--this provides the clean environment expected by our community members.
3. Purchase of technology for online learning (in all programs) - parents, staff, and other community members are highly supportive of the opportunity for students to continue participating in school when they are home due to quarantine (whether they are ill or not).
4. All community members, including bargaining units, have expressed appreciation for efforts to keep employees of EDCOE working. With the increased cost of unemployment taxes, the use of ESSER III to address this will minimize the possibility of potential layoffs in the future.
5. Community Hubs: EDCOE Connects was highly supported by community organizations, district personnel across the county, and families across the county as well. With this new model, more families will benefit from interaction with community agencies and data will be tracked to ensure that student engagement in school will be impacted.

6. For several years multiple programs in our organization have been seeking a way to fund a transition specialist to assist with tracking the progress of our students as they leave our programs. With ESSER III funding, we have finally been able to support this need that has been requested from teachers, administrators, advocates for incarcerated students, and leadership.
7. Focus on Culture and Connections at Rite of Passage Charter High School: This action was directly influenced by input from our local tribe and supported by other members of our community. Many of our students come from other cultures and staff/students have been making efforts to recognize this within their studies. This action will directly support these efforts.
8. Floating substitute teachers: Community members have been hearing about substitute teacher shortages for over a year and are aware that multiple efforts have been made to address this: increasing the daily pay rate, paying for mileage, etc. This action will ensure that we have fully staffed programs so that instruction flows for students and this is supported by our community members.

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

\$475,574

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
NA	Nursing Coordinator	In order to track mandated COVID testing of employees and to manage quarantine status of classrooms in EDCOE programs, a Nursing Coordinator is being hired to manage	\$96,000.00

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		these two functions so that classrooms are safe for students and staff.	
NA	Purchase of technology for online learning	Purchase of technology to continue to support students who are working in online at home as part of quarantine protocols (continuity of learning)	\$150,000.00
NA	HVAC Improvements in Classrooms	Older HVAC systems will be replaced in classrooms throughout the organization to improve air quality and conditions for students - cost is \$15,000/classroom for unit/thermostat. To occur over the 21/22, 22/23, 23/24 school years.	\$177,277.00
NA	Addition of CO2 monitors to classroom thermostats	CO2 monitors have been identified as a need to improve the air quality in classrooms across the organization. The monitors will trigger alarms in the central office when air quality is declining and allow for tracking of air quality from a central location to improve the environment for students. Cost is \$500/classroom.	\$15,000.00
NA	Allowable Indirect	LEA Rate at 8.51%	\$37,297.00

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

\$933,141.00

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
Rite of Passage Charter High School LCAP Goal 1, Action #4	Purchase of Math and ELA Supplemental Materials	Purchase of supplemental Math and ELA materials that align with Learning Acceleration training with TNTP (The New Teacher Project) that is included in the LCAP	\$20,000.00

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
Rite of Passage Charter High School LCAP Goal 2, Action #4	Purchase of History and Science Supplemental Materials	Purchase of supplemental History and Science materials that align with Learning Acceleration training with TNTP (The New Teacher Project) that is included in the LCAP	\$20,000.00
Rite of Passage Charter High School LCAP Goal 1, Action #1	Training/Coaching with The New Teacher Project	Staff will receive learning acceleration training and a coach from TNTP will work with the teaching staff and site leadership throughout 21/22 to enhance TNTP training already in place in the LCAP	\$30,000.00
Expanded Learning Opportunity Grant	After school academic support for Charter Alternative Programs	Certificated staff will provide additional learning time and academic support for students due to learning loss (22/23, 23/24)	\$20,000.00
Expanded Learning Opportunity Grant	In School Academic Support for Charter Alternative Programs	.8 FTE Instructional Leader 2 to provide small group and 1:1 interventions for students in the 22/23 and 23/24 school years.	\$60,000.00
Expanded Learning Opportunity Grant	After school academic support for Charter Community School Home Study Academy	Certificated staff will provide additional learning time and academic support for students due to learning loss (22/23, 23/24)	\$15,000.00
Expanded Learning Opportunity Grant	In School Academic Support for Charter Community School Home Study Academy	1.8 FTE Instructional Leader 2 to provide small group and 1:1 interventions for students in the 22/23 and 23/24 school years.	\$140,000.00
NA	Supplemental Instruction and Tutoring - Blue Ridge Court School	1.0 FTE certificated teacher to provide supplemental instruction and tutoring opportunities for students during school in 21/22 and 22/23	\$144,000.00
El Dorado County Office of Education LCAP Goal 3, Action #5	Professional Development for Teachers	Focus on improving supports for vulnerable student populations and staff self-care (Ricky Robertson Series) - this is an enhanced version of the training included in the LCAP	\$15,000.00
Rite of Passage Charter High School LCAP Goal 3, Action #1	Professional Development for staff at ROP - Trauma Informed Practices	Provide focused training with Ricky Robertson specific to ROP staff and students (enhanced from trauma informed training in LCAP)	\$30,000.00

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
Charter Alternative Programs LCAP Goal 3, Action #4	Use of iReady	Additional reporting features will be purchased to allow reporting of all demographic groups on iReady interim assessments. Professional Development will be offered to support staff use of the system.	\$40,000.00
Expanded Learning Opportunity Grant	Expanded Learning Summer of 2023 and 2024	Funds will be used to support ongoing programming for Special Education students to be implemented in Summer of 2023 and 2024 (extend ELO plan for 21 and 22)	\$247,212.00
Rite of Passage Charter High School LCAP Goal 1, Action #3	Purchase of Chromebooks for Online Learning	Chromebooks will be purchased to replace aged devices so that students can access curriculum after school (Odysseyware).	\$78,747.00
NA	Allowable Indirect	Indirect rate at 8.51%	\$73,182.00

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

\$1,302.707

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
NA	Increased SUI Employer Tax	Due to the COVID-19 pandemic and the increased access provided for unemployment benefits, EDCOE's SUI costs increased significantly and require additional funding so that we can keep our employees in their positions (avoiding layoffs)	\$188,541.00
NA	Community Hubs/EDCOE Connects	EDCOE Connects was developed during the height of the pandemic as a resource to connect at risk youth throughout El Dorado County and their families with community resources. The program is transitioning to be a permanent	\$200,000.00

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		structure within the existing community hubs to continue to connect families with resources and provide necessary supports for students to be successful in (and attending) school. Additional staff will be hired specifically for this purpose. Continuation of program through 22/23	
NA	Transition Specialist to Be Hired	A Transition Specialist will be hired to engage with students in our court school (Blue Ridge), our Community School (CHSA) and Rite of Passage Charter High School to connect students to resources as they transition from programs and to check in with students upon exit to measure the effectiveness of our programs in terms of preparing students for college, careers, and successful transition to systems outside of our programs. This position will be supported for 21/22, 22/23, and 23/24 and is especially important now as our students, already traumatized due to their environments, are experiencing additional stress due to the challenges of the pandemic.	\$240,000.00
Rite of Passage Charter High School LCAP Goal 1, Action #5	Focus on Culture and Connections	Rite of Passage has implemented a program called the Road to Success Academy and has found that the theme-based units of study are highly effective in terms of engaging students in their learning--students shared that this was one of the aspects of school that they missed the most when learning remotely. After conferring with our community members, we have reached out to LACOE to assist us with RTSA and the addition of ethnic/cultural focused activities as part of our curriculum to connect students to school and address this aspect of their social-emotional needs. Funds will pay for training, materials for instruction, and travel/accommodations as needed to attend training for 21/22 and 22/23	\$80,000.00
NA	2 Floating Substitute Teachers for Regional Programs	Special education students benefit from the continuity of a substitute teacher who is known by the class when a teacher is absent. In order to provide a level of continuity of services to students (especially in the midst of a substitute shortage and with regular teachers experiencing quarantines) two	\$195,000.00

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		substitutes will cover classes as needed throughout the 2021-22 and 2022-23 school years.	
NA	2 Floating Substitute Teachers for Rite of Passage Charter High School	Due to the remote locations and the challenging behavior of students, one floating substitute teacher will be hired for each school site to be onsite daily (for all 220 days of instruction) to cover classes as needed and provide classroom support for small group instruction for the 21/22, 22/23, 23/24 school years	\$297,000.00
NA	Allowable Indirect	Indirect rate at 8.51%	\$102,166.00

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
Nursing Coordinator	<ol style="list-style-type: none"> 1. Nursing Coordinator will be hired 2. Tracking of quarantines and contact tracing activities 	After initial hire, monthly review of quarantines and contact tracing.
HVAC Improvements and CO2 Monitoring	Maintenance records of activities to document air quality in classrooms including reports generated after CO2 monitors are installed	Monthly maintenance on HVAC and weekly review of CO2 monitoring
Purchase of Tech- online learning	<ol style="list-style-type: none"> 1. Technology will be purchased 2. Review of check out records will indicate that students have access. 	Monthly review of quarantines and support for students.

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
Purchase of ELA, Math, Science History materials for ROP Charter High School	<ol style="list-style-type: none"> 1. Purchase of materials 2. Administrator walk throughs will include observation of using materials 3. Assessments will be reviewed to indicate growth 	Administrator walk throughs - daily Assessment: NWEA for Math/ELA every 10 weeks, local assessments for Science/History monthly.
Training/Coaching with TNTP for ROP Charter High School	<ol style="list-style-type: none"> 1. Site administrator will calendar, attend trainings and schedule coaching visits. 2. Review of student progress on assessments will be conducted 	Trainings/coaching - monthly Review of student progress - monthly via local assessments
After School Academic support for CAP and CHSA In School Academic support for CAP and CHSA Supplemental Instruction and Tutoring	<ol style="list-style-type: none"> 1. Staff will be hired and assigned students/classes to support either during or after school 2. Records will be maintained indicating frequency of support for each student 3. Student assessment data and course completion will be tracked to measure progress 	Monthly review of attendance records, assessment, and course completion data
Professional Development for Teachers (Trauma Informed Practices and SEL) - Blue Ridge School and ROP Charter High School	<ol style="list-style-type: none"> 1. Contracts will be coordinated with Ricky Robertson. 2. PD delivery will occur every other month. 3. Records of staff attendance at trainings will be maintained. 4. Staff will develop implementation goals to apply their learning. 5. Site administration will conduct observations to ensure that new practices are applied. 6. Student behavior will be monitored and reviewed. 	PD - Every other month Observations and review of student behavior will occur weekly to examine progress
Expanded Reporting Features for iReady	<ol style="list-style-type: none"> 1. Expanded services will be purchased. 2. Student reports will be reviewed at least every 6 weeks with teachers and administration 	At least every 6 weeks

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
Expanded Learning Summer Program - Summer 2023 and 2024	<ol style="list-style-type: none"> 1. Programs will occur in summer of 2023 and 2024 2. Student progress will be measured at least weekly (dependent upon needs in IEP) 	Weekly
Purchase of Chromebooks - ROP CHS	<ol style="list-style-type: none"> 1. Chromebooks will be purchased and assigned to students 2. Student use will be tracked using Go Guardian. 	Monthly
SUI Employer Tax	Taxes will be paid and loss of FTE will not occur as a result	Payment - one time, tracking of FTE is ongoing
Community Hubs/EDCOE Connects	<ol style="list-style-type: none"> 1. Hubs in libraries will provided expanded services to families 2. Personnel will track family engagement and access 	Monthly tracking
Transition Specialist	<ol style="list-style-type: none"> 1. Specialist will be hired and trained 2. Specialist will connect with students (currently there are 39 of them) and site administration 3. Specialist will provide reports on outcomes of students and track data related to their transitions 	Monthly
Focus on Culture and Connections - ROP Charter High School	<ol style="list-style-type: none"> 1. RTSA training/coaching will occur with staff at both sites and units of study will be modified. 2. Units will be implemented with students with survey at end of each unit to collect feedback for future changes (if needed). 	Approximately every 8 weeks (the end of a unit of study)
Floating substitute teachers for Regional Programs and Rite of Passage CHS	<ol style="list-style-type: none"> 1. Two teachers will be hired for each program (four total). 2. Records will indicate daily attendance of substitutes 	Monthly

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
	3. Student progress and completion of courses will be monitored	

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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