

# ESSER III Expenditure Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Mark West Union School District	Ronald Calloway Superintendent	rcalloway@mwusd.org (707) 524-2970

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

For more information please see the Instructions.

## Other LEA Plans Referenced in this Plan

Plan Title	Where the Plan May Be Accessed
Local Control Accountability Plan (LCAP)	Mark West Union School District website: <a href="https://mwusd.org/educational-services/lcff-lcap-epa-lea/">https://mwusd.org/educational-services/lcff-lcap-epa-lea/</a>
Expanded Learning Opportunities (ELO) Grant Plan	Mark West Union School District website: <a href="https://mwusd.org/educational-services/lcff-lcap-epa-lea/">https://mwusd.org/educational-services/lcff-lcap-epa-lea/</a>
2020-21 Learning Continuity and Attendance Plan	Mark West Union School District website: <a href="https://mwusd.org/educational-services/lcff-lcap-epa-lea/">https://mwusd.org/educational-services/lcff-lcap-epa-lea/</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
\$ 1,359,692.00

Plan Section	Total Planned ESSER III
Strategies for Continuous and Safe In-Person Learning	\$ 1,087,754
Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)	\$ 271,938
Use of Any Remaining Funds	

**Total ESSER III funds included in this plan**

\$ 1,359,692
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## 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.

In order to provide meaningful community engagement with regard to the development of the ESSER III plan, our district ensured that representative groups with a vested interest in our school community had ample opportunity to reflect upon and share valuable input regarding resources and programs. This community engagement process included a similar process the District takes before developing our LCAP. As part of our annual LCAP process, the Mark West Union School District connected with the following stakeholder groups to discuss how the district should prioritize recovery efforts specifically in the areas of safe in-person learning, lost instructional time, and other pandemic impacts: 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. Documentation related to these stakeholder engagement efforts can be found at <https://mwusd.org/wp-content/uploads/2021/08/MWUSD-2021-LCAP-Final.pdf>. The District consulted with and promoted active involvement from each School Site Council (SSC), Parent Advisory Committees (PAC), and the District English Learners Advisory Committee (DELAC). The SSC meetings were conducted on January 20, 2021 (Mark West Charter School), February 9, 2021 (Mark West Elementary School), February 17, 2021 (Riebli Elementary School), and February 22, 2021 (San Miguel Elementary School). These meetings included an overview of the previous goals included in the prior year’s

LCAP and structured prompts and questions to solicit reflection and input. The District English Learner Advisory Committee (DELAC) consisting of school administrators, staff members, and parents met on May 4, 2021 and reviewed the LCAP and reviewed the Annual Update. Our DELAC members were consulted to review the District ESSER III plan and asked to contribute their feedback and guidance as well. This DELAC meeting occurred on October 6, 2021. In addition, ample time was provided during these committee meetings for members to ask questions and provide insights related to priorities, goals, and concerns. Parents and teachers of students with disabilities were presented with a review of the district's Special Education Plan (SEP) together with an overview of the LCAP. The group discussed special education student needs and how they were addressed. Parents were encouraged to provide questions, comments and suggestions for consideration. Students were given a voice and actively engaged in the thought gathering process during district student council meetings as well.

Community engagement also consisted of soliciting input during Q & A portions of our monthly district board meetings, PTA/O meetings, staff meetings, consultation meetings with our Sonoma County SELPA, direct communication with the Mark West Teachers' Association as well as the Mark West Classified School Employees' Association, and a direct review of the plan and meeting with the Mark West Board of Trustees. Further consultation with the Mark West Teachers' Association occurred during a monthly board meeting with the Superintendent on October 18, 2021. Similarly, the Superintendent met with the Mark West Classified School Employees' Association on October 13, 2021. Lastly, our district created a short term committee of administrators, educators, classified school employees, parents including medical professionals to collaborate regarding challenges and problem solving specifically related to providing optimal education during the COVID-19 pandemic. The Mark West Union School District evaluated its stakeholder engagement opportunities and determined that Tribes are neither present nor served by the LEA. In order to inform our community members of the previously described meetings and encourage participation, the dates and times were communicated in weekly district videos made available through postings on our district website and social media platforms as well as newsletters and district messenger that went out via email and text messages.

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

The goals and actions in the District's ESSER III Expenditure Plan were specifically designed to address input received from our community and prioritize the needs of our students and our school community. Our community consistently agreed that all students deserve equitable access to curriculum, technology, and in-person instruction to meet their unique needs. The input the District received revealed a need to prioritize academic progress and emphasized the need to incorporate strategies into our plan to address the loss of instructional time. The community input influenced decisions to plan and implement summer learning, before and/or after school interventions, and increase our teaching staff in order to lower class sizes in grades K-2nd. Specifically, the District will hire highly qualified and properly credentialed intervention teachers to serve students in grades four through eighth. Unduplicated students will be prioritized to receive support from these intervention teachers. Our community felt strongly that these extended learning opportunities were crucial to compensate for any learning loss as a result of COVID-19. In addition, these stakeholders also expressed the need for students to feel safe and have a sense of belonging at school. Our plan includes a district counselor to serve our students mental and emotional health and offer such programs as individual counseling, friendship groups, and parent support. Also, our community wanted to ensure equal access to technology for parents and students by purchasing hot spots and purchasing technology to allow for 1-to-1 devices for each school site.

## 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

\$ 1,087,754.00

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
N/A	Staffing: Response Efforts	The District has hired credentialed and classified substitutes to support schools when staff is unable to work due to COVID-19 related reasons during 2021-22 (\$25,000) and 2022-23 (\$25,000) school years.	\$ 50,000.00
N/A	Coordination: Response Efforts	The District has hired a full-time COVID-19 Coordinator to work with relevant agencies to respond to coronavirus including communication, testing, and contact tracing to prevent further transmission.	\$107,000.00
N/A	Prevention: Food Handling	The District has increased employment time in each school cafeteria to ensure safe procedures for school lunches to prevent the transmission of COVID-19.	\$ 16,300.00
N/A	Improve preparedness and response: Staffing	To ensure learning continuity for classroom instruction including intervention supports and student well-being, the District has hired roving substitutes (credentialed \$ 33,000 and classified \$ 26,260) to ensure safe schools and to	\$ 59,260.00

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		implement all procedures and systems within each school site.	
N/A	Staffing: Personnel and Business	In order to prepare for and respond to Independent Study program fluidity, new hires, enrollment fluctuations, and additional personnel issues as a result of COVID-19, the District has hired a 0.2 FTE Business/Personnel Tech.	\$ 18,500.00
N/A	Staffing: Continuity of Instruction	For the first half of the 2021-22 school year, the District hired an administrator to oversee all programs to ensure continuity of learning with an emphasis on Independent Study and planning the use of ESSER III funds.	\$ 65,000.00
N/A	Prevention & Response: COVID-19 Testing	The District is providing testing for students and staff to prevent and mitigate the spread of COVID-19 in our schools.	\$ 50,000.00
Learning Continuity and Attendance Plan	Prevention: PPE, maintenance, and supplies	To prevent the transmission and spread of COVID-19 and thus allow for safe, uninterrupted in-person learning, the District has purchased necessary personal protective equipment and is performing maintenance and cleaning with appropriate cleaning supplies during the 2021-22 (\$75,000) and 2022-23 (\$25,000) school years.	\$ 98,000.00
N/A	Continuous Learning: Legal Aid	In order to support all learners properly and provide safe, free, and appropriate public education, the District consults with a legal team as necessary when planning, coordinating, and implementing procedures for the 2021-22 (\$10,000) and 2022-23 (\$10,000) school years.	\$ 20,000.00
N/A	Student Needs: Physiological	To ensure students have proper nutrition and preparedness to learn, the District is funding a snack program for all school sites.	\$ 9,000.00
Learning Continuity and Attendance Plan	Student Needs: Students experiencing homelessness	To address the unique educational and safety needs of our students experiencing homelessness, the District is using funds to improve student engagement, attendance, and provide activities that meet the needs of this population and ensure equity during the 2021-22 (\$2,500) and 2022-23 (\$2,500) school years.	\$ 5,000.00
N/A	Staffing: Short-term Independent Study packets	To ensure continuous learning in the event students need to quarantine due to COVID-19, the District is allocating funds for staff to prepare Independent Study packets for each	\$ 7,000.00

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		grade level including 10 days of academic lessons and activities.	
LCAP, Goal 2, Action 6 & ELO Expenditure Plan	Academic Support: Smaller Class Sizes	Staff has been added to collapse combination classes in order to address learning loss due to COVID-19 and enable smaller class sizes in grades TK-3 grade.	\$ 14,194.00
LCAP, Goal 3, Action 10 & ELO Expenditure Plan	Academic Support: Instructional Assistants	Instructional Assistants continue to provide support in the Blended Services (RTI) model including 2nd-6th grade.	\$ 73,000.00
LCAP, Goal 3, Action 11; ELO Expenditure Plan; Learning Continuity and Attendance Plan	Academic Support: Intervention support	The district has hired highly qualified, fully credential intervention teachers serving students most directly impacted by COVID-19 including unduplicated students during the 2021-22 (\$ 119,000) and 2022-23 (\$ 56,000) school years.	\$119,000.00
N/A	Technology: Accessibility	To aid students, especially low-income children and students experiencing homelessness, the District purchased education technology including connectivity via Wi-Fi hotspots, licenses for technology to aid educational interactions and online learning, and hardware such as laptops/Chromebooks for the 2021-22 ( \$50,000) and 2022-23 (\$ 15,000) school year.	\$ 65,000.00
N/A	Academic Support: Reclassified employees	In order to retain staff members and increase academic support in the classroom, temporary support aides (TSAs) without a current job assignment are being reclassified as paraeducators.	\$ 40,000.00
LCAP, Goal 3, Action 14; ELO Expenditure Plan; Learning Continuity and Attendance Plan	Student well-being: Counseling services	A full-time district counselor, as documented in the payroll department, has been maintained during the 2021-22 (\$ 122,500) and 2022-23 (\$ 64,000) school years to serve unduplicated students. In order to provide mental health services and supports, the counselor is working with small groups and individual families with an emphasis on those most impacted as a result of the pandemic to increase the students' social emotional and mental well-being and thus increase their academic progress as well.	\$186,500.00
N/A	Staffing: Certificated Personnel	In order to address the unique needs of individual school sites and individual students, the District is providing	\$ 42,500.00

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		credentialed staff to meet the needs of each student population related to COVID-19 and learning loss for the years 2021-22 (\$ 21,250) and 2022-23 (\$ 21,250).	
N/A	Staffing: Classified Personnel	In order to address the unique needs of individual school sites and individual students, the District is providing classified staff to meet the needs of each student population as it relates to COVID-19 for the years 2021-22 (\$ 21,250) and 2022-23 (\$ 21,250).	\$ 42,500.00

## 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

\$ 271,938.00

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP, Goal 3, Action 9 & ELO Expenditure Plan	Academic Support: Summer Learning	During the summer months, classroom instruction via Summer Academy 2021 was offered to students with priority given to our English learners, low-income students, students with disabilities, migrant students, students experiencing homelessness, and children in foster care as documented in student attendance logs.	\$ 136,938.00
LCAP, Goal 2, Action 6; LCAP Goal 3, Action 15 & ELO Expenditure Plan	Academic Support: Before and/or After School Intervention	The District will plan and implement supplemental before and after school learning programs to address learning loss especially the needs of our low-income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care during the 2021-22 (\$ 67,500.00) and 2022-23 (\$ 67,500.00) school years.	\$ 135,000.00

## Use of Any Remaining Funds

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

### Total ESSER III funds being used to implement additional actions

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

## Ensuring Interventions are Addressing Student Needs

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

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
Academic Support: Smaller Class Sizes; Academic Support: Summer Learning; Academic Support: Instructional Assistants; Academic Support: Intervention Support Academic Support: Before and/or After School Intervention	Using DIBELS and other literacy based formative assessments such as Accelerated Reader, Writing by Design writing assessments, and ThinkCentral math assessments all students will be monitored to ensure interventions are addressing learning loss in English/Language Arts and mathematics due to lack of instructional time as a result of the COVID-19 pandemic. The District will utilize the State dashboard in order to monitor student progress on the Smarter Balanced	Using DIBELS data reports, "at-risk" students will be monitored on a monthly basis by intervention teachers and reading specialists. All other students' progress will be monitored during benchmark assessments three times annually, which take place at the beginning, middle, and end of the academic school year. District co-op meetings are to be held 3 times a year (beginning of the year, beginning of trimester 2, and the beginning of trimester 3). The results of the Smarter Balanced Assessments will be monitored annually using both individual and aggregated district scores in ELA, math, and science.



Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
	Assessments. The results of the trimester benchmark assessments will be reviewed and analyzed by administration, teachers, and staff during co-op meetings. Progress monitoring will be utilized in determining students receiving interventions, the focus of various interventions, and the duration of interventions.	
Academic Support: Smaller Class Sizes; Academic Support: Summer Learning; Academic Support: Instructional Assistants; Academic Support: Intervention Support Academic Support: Before and/or After School Intervention	Progress of the District's English Learners will be monitored by analyzing summative English Language Proficiency Assessments for California (ELPAC) and the Student Oral Language Observation Matrix (SOLOM).	The summative English Language Proficiency Assessments for California (ELPAC) is administered once a year and results will be analyzed annually and compared with students previous ELPAC results if available. The Student Oral Language Observation Matrix (SOLOM) will be completed by teachers three times a year before the end of each trimester.
Academic Support: Smaller Class Sizes; Academic Support: Summer Learning; Academic Support: Instructional Assistants; Academic Support: Intervention Support Academic Support: Before and/or After School Intervention	Students with disabilities will be monitored by assessing progress toward their individual goals as written into the Individualized Education Plan (IEP)	Students with disabilities progress toward IEP goals will be monitored each trimester or as stated in their IEP with an updated provided annual during each students plan review.
Coordination: Response Efforts; Prevention: Food Handling; Prevention & Response: COVID-19 testing;	The District will utilize a COVID Dashboard to monitor the number of positive COVID-19 cases among staff and students of the District. In addition, the District will provide testing for students and staff to prevent and mitigate the spread of COVID-19.	The COVID Dashboard will be monitored and updated monthly on the District website. Student and staff COVID-19 results are provided to the Superintendent once a week.

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
Prevention: PPE, maintenance, and supplies		
Staffing: Response Efforts; Staffing: Personnel and Business; Improve preparedness and response: Staffing; Staffing: Continuity of Instruction	Progress in the area of continuity of instruction will be monitored by examining both short term and long term Independent Study Agreements for work completion, student participating during synchronous instruction (if applicable), and timeliness.	Long-term Independent Study agreements of monitored every two weeks by a credentialed teacher and office staff. Short-term Independent Study agreements are monitored on an as needed basis upon completion of the agreement by each student's classroom teacher and office staff at the appropriate school site.
Technology: Accessibility	Family and student usage of educational software and access of technology will be monitored through the use of the analytic dashboards provided by the educational software companies, which provides information about the quantity of student engagement and family engagement.	Student and family engagement will be monitored weekly using the analytic dashboard provided for specific educational software purchased by the District.
Student well-being: Counseling services	Annual Counseling Data & Board Report and discipline referrals to elementary school office as maintained in school student information system	The Annual Counseling Data and Board Report occurs once a year. Discipline referrals will entered into each school's student information system weekly. The district counselor will also keep record of students receiving counseling services on a daily basis.
Continuous Learning: Legal Aid	The need to use legal aid services will be monitored by the district office accounts payable department.	The District will monitor the use of legal aid three times a year during appropriate times that coincide with the
Student Needs: Physiological	Progress towards meeting students' nutritional needs will be monitored by tracking need to replenish snacks at each school site.	Nutritional snacks will be monitored monthly at each school site.
Student Needs: Students experiencing homelessness	The District will monitor the engagement and attendance of students experiencing homelessness and utilize reengagement strategies when appropriate.	School staff will monitor attendance daily.



# 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.).

California Department of Education  
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