California Department of Education
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ESSER III Expenditure Plan

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

For more information please see the Instructions.

Other LEA Plans Referenced in this Plan

Plan Title	Where the Plan May Be Accessed
Learning Continuity and Attendance Plan (LCP)	http://www.egusd.net/wp-content/uploads/2021/07/EGUSD-Learning-Continuity-and-Attendance-Plan-adopted-2020-0928.2.pdf
Local Control Accountability Plan (LCAP)	http://www.egusd.net/wp-content/uploads/2021/06/2021-0625-2021-24-LCAP-ADOPTED.pdf
Expanded Learning Opportunities (ELO) Grant Plan	http://www.egusd.net/wp-content/uploads/2021/07/EGUSD-ELO-Plan-Board-Approved-2021-0601.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

$134,341,789

Plan Section	Total Planned ESSER III Expenditures
Strategies for Continuous and Safe In-Person Learning	$115,355,226
Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)	$25,570,566
Use of Any Remaining Funds	$45,322,015

Total ESSER III funds included in this plan

$134,341,789

Community Engagement

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

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

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

The Elk Grove Unified School District has a long-established foundational principle of meaningful stakeholder engagement. These efforts were refined and improved through the Local Control and Accountability Plan (LCAP) development process. The District's practices have been further enhanced during the pandemic as the District sought the input and feedback of its stakeholder on its

Distance Learning Model beginning in the early spring of 2020 and continuing through the development of the Local Continuity and Attendance Plan, The 2021-2022 LCAP, and now the ESSER III Plan.

Combined school and District-level efforts have been conducted including virtual listening sessions with stakeholder groups and surveys that have generated valuable perspectives and information from thousands of student, parent, community partner and staff respondents. There were specific efforts taken to ensure important constituencies were heard representing students with special needs, English learners, foster youth, Title school populations, and student who identify as Black/African American.

Throughout the past 18 months of the pandemic conditions, all stakeholder feedback was used to monitor existing programs and services as well as guide future planning efforts. Alignment of priority interests and needs has been continuously analyzed. All plans informed the development of subsequent plans.

To obtain input on the optimal use of ESSER III funds a survey was developed and made available to students, staff, parents and the community. Survey details are noted below. The survey was structured with four open ended prompts. To efficiently summarize the comments and develop emergent themes, a semi-automated technique was used to cluster comments together into groups with consistent phrasing. The Gibbs Sampling Dirichlet Mixture Model[1] algorithm was used group short pieces of text based on common phrases and words. A research analyst from the District's Department of Research and Evaluation then reviewed the groupings of comments and described the groupings in terms of a theme.

A comprehensive information and communication strategy was implemented to inform stakeholders of the purpose of the ESSER funds, the value of their continued input, and how to access the survey. Multiple modalities were used at the District and school levels including email, text messaging and social media.

Learning Continuity and Attendance Plan (LCP) Feedback Survey to families, students and staff; August 3, 2020
Number of Respondent: Parents = 9,718, Students = 21 (Supt. Advisory and Equity Councils only), Staff = 1,566

EGUSD LCAP Needs Analysis Process; February-March 2021
Number of respondents: Parents = 10,282, Students = 21,407, Staff = 2,699

ESSER Plan Survey; July-August 2021
Number of respondents: Parents = 6,276, Students = 17,191, Staff = 2,262

Survey summary information is noted in the section below

[1]Implementation used here: Walker, R (2017) GSDMM: Short text clustering [Source Code]. https://github.com/rwalk/gsdmm. Walker's implementation based on this work: Yin, Jianhua & Wang, Jianyong. (2014). A Dirichlet multinomial mixture model-based approach for short text clustering. Proceedings of the ACM SIGKDD International Conference on Knowledge Discovery and Data Mining. 10.1145/2623330.2623715.

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

As is noted in the previous section, expansive stakeholder engagement efforts resulted in thousands of people providing input and feedback into the District's planning and decision-making processes. Attention was paid not only to the total number of respondents but making sure the feedback was from a representative subpopulation of the overall community. This input and feedback were used to guide decision making. The information below denotes the priority themes that resulted from the LCP, LCAP and the ESSER III Plan surveys. Stakeholder influence on the ESSER Plan is evidenced by the direct alignment of the District's actions with the needs and interests identified by students, parents, staff, labor leaders, community partners, and the Board of Education.

Learning Continuity and Attendance Plan (LCP) Feedback Survey themes:
● Improving in-person instruction
● Improving distance learning
● Assessment and learning gaps
● Social emotional and mental health
● Student engagement
● Meal service

EGUSD LCAP Needs Analysis Survey themes:
● Fully reopen schools
● School supplies, field trips, playground equipment, recess, fun
● Safety and cleanliness (mostly related to COVID-19)
● Mental health
● Academic support
● Technology
● Sports
● Rallies, dances, events, and extracurriculars
● Visual and Performing Arts (VAPA)
● Distance learning
● Small class sizes
● Lunch, recess, and breaks
● Chromebooks
● Social emotional skills, engagement, and fun
● Electives
● Staff support
● Low income student support
● New schools and facilities
● Water fountains and bathrooms

ESSER Plan Survey questions and themes:

- How should additional funding be used to address student academic needs?
  - Books and Chromebooks
  - Facilities, Equipment, Furniture, and Supplies
  - Tutoring and Academic Intervention
  - Sports, Extracurriculars, Food, and Fun
  - Practical Skills, College/Career/Life Readiness
  - Remote Learning Options
  - VAPA, Electives, and Foreign Language
  - Class Size Reduction
  - Additional Staffing
  - Technology
  - Homework Assistance
  - Health and Safety

- How should additional funding be used to address student social/emotional needs?
  - Rallies, Events, Clubs, and Extracurriculars
  - Food and Field Trips
  - Service Provider Staffing
  - Peer Interaction
  - Access to Service Providers
  - Space and Resources to Relax/Calm Down
  - Social Emotional Learning (SEL) Professional Development (PD) and Curriculum
  - Games, Breaks, and Play
  - Preventing Bullying, Anxiety, and Depression

- How should additional funding be used to address student mental health needs?
  - Staffing Support
  - Counseling and Therapy
  - Reducing Stress
  - PD, Training, and Lessons on Mental Health
  - Medical Support
  - Mental Health Awareness
  - Assessment, Screening, and Check-ins
  - Food and Meals
  - School Nurses

- How should additional funding be used to address student safety/security needs?
  - Masks, PPE, Cleaning, and Hygiene

- ○ Locks, Doors, Fences, and Gates
- ○ Security Staffing
- ○ Cameras and Alarms
- ○ Crosswalks, Traffic, and Parking Lots
- ○ Bullying Prevention and Self Defense
- ○ Emergency Drills and Training
- ○ Transportation
- ○ Privacy, Lockers, and Backpacks

- How should additional funding be used to address student family and community needs?
  - ○ Support for Low Income Families/Students
  - ○ Fun Events
  - ○ Parent Communication
  - ○ Free Meals
  - ○ Transportation
  - ○ Facilities, Parking, and Traffic
  - ○ Training for Parents
  - ○ Student Engagement
  - ○ Reduce Fees for Sports, Uniforms, Events, etc.
  - ○ COVID Testing and Vaccines
  - ○ Remote Learning Options
  - ○ Clean-up Neighborhoods
  - ○ School Supplies

Other ESSER themes:

- Assessments
- AVID
- Business Services
- English Learner Services
- Health & Safety
- Multi-Tiered System of Supports (MTSS)
- School Operations
- Visual and Performing Arts (VAPA)
- Expanded Learning
- Business Services
- Educational Equity
- Family & Community Engagement

- Students Experiencing Homelessness
- Professional Learning/Development
- Technology

Actions and Expenditures to Address Student Needs

The following is the LEA's plan for using its ESSER III funds to meet students' academic, social, emotional, and mental health needs, as well as how the LEA will address the opportunity gaps that existed before, and were exacerbated by, the COVID-19 pandemic. In developing the plan, the LEA has the flexibility to include actions described in existing plans, including the LCAP and/or Expanded Learning Opportunity (ELO) Grant Plan, to the extent that the action(s) address the requirements of the ESSER III Expenditure Plan.

For specific requirements, please refer to the Actions and Expenditures to Address Student Needs section of the Instructions.

Strategies for Continuous and Safe In-Person Learning

A description of how the LEA will use funds to continuously and safely operate schools for in-person learning in a way that reduces or prevents the spread of the COVID-19 virus.

Total ESSER III funds being used to implement strategies for continuous and safe in-person learning

$115,355,227

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCP – Actions Related to the Distance Learning Program	Assessments	• Transition the universal GATE testing format to the online Naglieri Nonverbal Ability Test (NNAT). The NNAT is a more equitable assessment than previously used and these efforts will offset the pandemic effects, which precluded GATE assessments in 2020-2021.	$250,000
LCAP	AVID	• Expansion of AVID to all schools K-12. • Additional staff will be used to expand training, offer comprehensive supports and increase accountability to ensure the fidelity of the program and increased student achievement by closing the gap.	$2,919,850

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		• This will result in specific AVID instructional strategies being implemented and students learning the skills and aptitudes needed to be college and career ready.	
LCP – Actions Related to the Distance Learning Program, Actions to Address Pupil Learning Loss	English Learner Services	• Classified, certificated, staff will be acquired to provide targeted academic and social emotional supports within the school day, outside the school day, and programs to support multilingual and EL families. • This will result in higher reclassification rates, lower LTEL population, inclusive practices for students identified as dually identified, accelerated access to core curriculum for refugees and newcomers, supplementary primary language, and comparative successful outcomes with same-age peers.	$2,998,542
	Education Equity	• Classified, certificated, and material resources will be acquired to provide additional equity coaching and consultation support to school sites, resources to facilitate culturally and linguistically responsive practice implementation, expand opportunities for student equity leadership, and support implementation of targeted and universal equity programs. This includes funds for adding diverse materials for school libraries. • These approaches are targeted to increase student connectiveness and engagement and to increase student achievement by closing opportunity/achievement gaps, , as well as a sense of connectedness.	$4,887,939
LCP – Actions Related to In-Person Instructional Offerings	Health & Safety	• Certificated and classified staff, and material resources will be acquired to provide expanded health services, mitigate the spread of COVID, support student wellness, provide COVID testing and contact tracing, coordinate school health services, and monitor the increased	$12,627,685

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		complexities of student movement, gathering and management on school campuses. • This will include contracted health providers in every school. Additionally, there will be a continuation and expansion of Local Continuity and Attendance Plan (LCP) actions such as MERV 13 for better HVAC filters, water bottle filling stations, air purifiers, enhanced ventilation systems in schools and buses, COVID-related signage, and personal protective equipment (PPE).	
	Students Experiencing Homelessness	• Certificated and classified staff, and material resources will be acquired to provide increased case management, direct academic and social emotional support to students who are experiencing homelessness. • This will result in students being increasingly connected to school, District, and community resources in order to overcome the challenges caused by their homeless circumstance.	$2,139,032
LCP – Actions to Address Pupil Learning Loss LCAP – Goal 3, Actions 1-3	Multi-Tiered System of Supports (MTSS)	• Certificated and classified staff, and material resources will be acquired to provide additional support to school sites in the implementation of MTSS, direct tier 2 and 3 support to students, and coaching and consultation to teachers, site administrators and staff on social emotional learning, and behavioral health. • This will result in deeper and more consistent implementation of MTSS services and increased capacity of staff to provide services to the highest need students.	$36,789,853
	Professional Learning/Development	• The LEA will provide focused training specific to: • elements of high-quality instruction as it relates to Visual and Performing Arts.	$1,502,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		• disrupting inequities in the learning system including the topics of equity leadership, equity literacy, implicit bias, antiracist education, restorative practices, and culturally and linguistically responsive practices. • focused training to promote, develop, and implement rigorous, standard-aligned high-quality arts instruction and address the learning needs of our students.	
LCP – Actions Related to In-Person Instructional Offerings	School Operations	• Certificated and classified staff and material resources will be acquired resulting in enhanced independent study and home hospital programs, expanded school and classroom culturally relevant library collections and increased K-1 classroom reading services. • The LEA will augment school supply budgets needed for operational and programmatic start-up of in-person learning.	$12,941,511
LCP – Actions Related to the Distance Learning Program	Visual and Performing Arts (VAPA)	• Material resources will be acquired resulting in updates to the District's Performing Arts Centers, instrumental PPE, additional equipment and materials to reduce the need for sharing and close contact, contracting with outside vendors to expand VAPA programming, particularly in elementary schools, and monies to support District-wide arts discipline collaboration time.	$4,570,000
LCP – Actions Related to the Distance Learning Program	Technology	• Technical personnel will be acquired to optimally respond to the significant increase in instructional technology use, equipment and expanding technology infrastructure. • Chromebooks and hotspots will continue to be acquired and supported.	$33,728,815

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		• Labster – virtual science labs and Imagine Learning – digital language, literacy and math programs will enhance in-classroom instruction.	

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

$25,570,566

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCP – Actions to Address Pupil Learning Loss; Expanded Learning Opportunities Grant Plan	Expanded Learning	• Certificated and classified staff will provide comprehensive summer learning and intersession opportunities for PreK-12 grade students. • These experiential learning programs will include academic support, social-emotional learning, enrichment, career exploration, VAPA, STEAM, credit recovery, and transition support (ES to MS, MS to HS). • Enhanced after school opportunities will support, supplement, and expand existing opportunities for before and after school services to students in support of learning recovery and re-engagement in the school community.	$25,570,566

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

$45,322,015

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCP – Actions Related to the Distance Learning Program	Assessments	• Enhancement of assessment practices and capacity for special education eligibility determination and assessments of students with disabilities. This will mitigate the pandemic impact when there were no in-person assessments able to be conducted.	$225,000

LCP – Actions Related to In-Person Instructional Offerings	Business Services	• Food and Nutritional Services: The LEA is continuing and expanding services to ensure all students are provided timely, readily available and high-quality food and nutritional services.
		
		    • This will include such things as an updated timeclock system to support the highly complex staffing schedules, central kitchen modernization, technology software upgrades, and delivery support enhancements.
		
		• Other Business Service needs
		
		    • The LEA is continuing to mitigate the past and current impacts of the pandemic include increased bussing capacity, adding printshop equipment to maintain the efficient production of needed COVID signage, and adding warehouse equipment that will result in increased efficiency and increased capacity of existing warehouse space to store additional PPE, and all COVID-19 supplies.
			$15,577,981

LCAP – Action 1, Goal 9	Educational Equity	• Classified, certificated, and material resources will be acquired to provide additional equity coaching and consultation support to school sites, resources to facilitate	$1,610,881

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		culturally and linguistically responsive practice implementation, expand opportunities for student equity leadership, and support implementation of targeted and universal equity programs. • These approaches are targeted to increase student connectiveness and engagement and to increase student achievement by closing opportunity/achievement gaps.	
LCP – Actions Related to the Distance Learning Program, Actions to Address Pupil Learning Loss	English Learner Services	• Certificated and classified staff will be acquired to provide needed administrative programmatic support, centralize ELPAC assessment processes, and expand EL family supports and translation services. • This will result in improved programmatic efficiency and effectiveness and improve EL family-school connections and communications.	$4,708,899
LCP – Actions Related to Distance Learning Program, Actions to Address Pupil Learning Loss LCAP – Goal 4, Action 3-4	Family & Community Engagement	• Certificated and classified staff, and material resources will be acquired to provide support for Family Teacher Academic Team training and meetings, targeted social-emotional and academic support for family education workshops, build capacity for family community liaisons, and expand services for newcomer and refugee students and families. • These services will increase parental capacity to actively engage in their children's education and support deeper school-home partnerships.	$5,409,940
LCP – Actions to Address Pupil Learning Loss	Multi-Tiered System of Supports (MTSS)	• Certificated staff will be added to provide needed programmatic administration and evaluation as well as expanded school counseling services.	$4,136,158

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP – Goal 3, Actions 1-3		• This will result in improved program delivery and analysis and expanded academic, SEL and college/career counseling services. • The Fastbridge/SAEBRS universal screener and progress monitoring system will be purchased to improve SEL/mental health services, and enhance programmatic design and evaluation.	
LCP – Actions Related to In-Person Instructional Offerings	School Operations	• Certificated and classified staff will augment elementary school administrative and office staff. • This will result in increased capacity to manage the increased pandemic caused complexities of school operations, front office management and communications.	$9,593,590

LCP – Actions Related to the Distance Learning Program	Professional Learning/Development	• The LEA will provide focused training specific to:
		
		    • elements of high-quality instruction as it relates to student assessment, feedback, active participation, and enhancing pedagogical decision making to identify and address existing academic and opportunity gaps.
		
		    • administrators, teachers, staff, and families meeting the disproportionately impacted needs of our TK-12th grade multilingual and EL students.
		
		    • teachers and families creating family teacher academic teams in order to build capacity to help with academic learning at home.
		
		    • the expansion and deepening of MTSS implementation including an MTSS overview, MTSS modules, social emotional learning, Tier 3 PBIS behavioral supports, and universal screening.
			$1,500,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		• focused training to promote, develop, and implement rigorous, standard-aligned high-quality arts instruction and address the learning needs of our students.	
LCP – Actions Related to the Distance Learning Program	Visual and Performing Arts (VAPA)	• Certificated staff will be acquired to support the implementation of the District VAPA plan. • This will result in providing the necessary knowledge, skills, and opportunities for students, staff and families to engage in arts education and in the artistic processes outlined in the California Arts Standards.	$846,567
LCP – Actions Related to the Distance Learning Program	Technology	• The significant increase in equipment inventory and delivery to sites and locations across the District necessitate additional delivery support. • Digital instruction and assessment materials will be acquired including Everyday Speech, Ultimate SLP-Speech Therapy Materials, Behavior Advantage, and Digital Assessment Library for Schools. • This will result in enhanced instructional, assessment and related educational services.	$1,713,000

Ensuring Interventions are Addressing Student Needs

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

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
Assessments	Special Education and School Improvement Support Departments will progress monitor the extent to which actions are implemented across	a. Semi-annual b. Quarterly c. Ongoing, at least Quarterly

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
	district and in each school. Measures may include: a. Descriptive documentation of Special Education assessment practices and capacity b. Special education assessment test participation, eligibility determination, and timeliness c. IEP renewal/completion timeliness d. GATE test participation and identification rates e. Extent to which additional staff are hired and trained to support efforts (#/% hired, #/% trained) f. % of expected $ expended g. Division/Department Self-Assessment or Stakeholder Satisfaction Survey of ESSER services/supports	d. Annual e. Quarterly (first year only) f. Semi-annual g. Annual
AVID	Elementary and Secondary divisions will progress monitor the extent to which actions are implemented across district and in each school. Measures may include: a. % of schools and grade levels with AVID program b. # AVID trainings conducted c. #/% of staff with AVID training d. #/% teacher implementing AVID lessons and/or instructional strategies e. Extent to which additional staff are hired and trained to support efforts (#/% hired, #/% trained) f. % of expected $ expended g. Division/Department Self-Assessment or Stakeholder Satisfaction Survey of ESSER services/supports	a. Annual b. Annual c. Annual d. Annual e. Quarterly (first year only) f. Semi-annual g. Annual h. Annual

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
	h. AVID Program Implementation Continuum (PIC) and its relationship to academic, behavioral, and social/emotional student outcomes by student group	
Business Services	Business Services and Facilities Division will progress monitor the extent to which actions are implemented across district and in each school. Measures may include: a. # students bussed, or # rides provided b. #/% of bus delays c. # printshop orders completed d. # PPE warehouse orders completed e. Extent to which additional staff are hired and trained to support efforts (#/% hired, #/% trained) f. % of expected $ expended g. Division/Department Self-Assessment or Stakeholder Satisfaction Survey of ESSER services/supports	a. Quarterly b. Quarterly c. Quarterly d. Quarterly e. Quarterly (first year only) f. Semi-annual g. Annual
English Learner Services	English Learner Services Department will progress monitor the extent to which actions are implemented across district and in each school. Measures may include: a. Classroom observations (frequency of walkthroughs and quality of instruction) b. RFEP/LTEL monitoring and taskforce meeting attendance c. Teaching and Learning Survey d. Extent to which additional staff are hired and trained to support efforts (#/% hired, #/% trained) e. % of expected $ expended f. Division/Department Self-Assessment or Stakeholder Satisfaction Survey of ESSER services/supports	a. Quarterly b. Quarterly c. Annual d. Quarterly (first year only) e. Semi-annual f. Annual g. Annual

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
	g. EL Program Implementation Continuum (PIC) and its relationship to academic, behavioral, and social/emotional student outcomes by student group	
Health & Safety	Student Support and Health Services Department will progress monitor the extent to which actions are implemented across district and in each school. Measures may include: a. COVID Dashboard b. Descriptive documentation of new/expanded health services c. Descriptive documentation of COVID mitigation, testing, contact tracing, management efforts d. Descriptive documentation of physical building infrastructure adjustments to mitigate COVID e. Extent to which additional staff are hired and trained to support efforts (#/% hired, #/% trained) f. % of expected $ expended g. Division/Department Self-Assessment or Stakeholder Satisfaction Survey of ESSER services/supports	a. Daily, or as frequently as possible b. Semi-annual c. Semi-annual d. Semi-annual e. Quarterly (first year only) f. Semi-annual g. Annual
Multi-Tiered System of Supports (MTSS)	Student Support and Health Services Department will progress monitor the extent to which actions are implemented across district and in each school. Measures may include: a. # of students served and intensity of services b. Anonymous reports of sensitive situations (Catapult) c. Descriptive documentation of new/expanded health services d. Student Climate Survey e. Student SEL Survey	a. Quarterly b. Daily c. Semi-annual d. Annual e. Annual f. Quarterly (first year only) g. Semi-annual h. Annual i. Annual

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
	f. Extent to which additional staff are hired and trained to support efforts (#/% hired, #/% trained) g. % of expected $ expended h. Division/Department Self-Assessment or Stakeholder Satisfaction Survey of ESSER services/supports i. PBIS/MTSS Program Implementation Continuum (PIC) and its relationship to academic, behavioral, and social/emotional student outcomes by student group	
School Operations	Elementary and Secondary divisions will progress monitor success in meeting increased immediate demands of COVID-related health and safety concerns through regular check-ins with principals at existing bi-monthly meetings and supervisory visits to schools a. The extent to which actions are implemented across district and in each school may be measured by: b. # students served in independent student and home hospital programs c. Extent to which additional staff are hired and trained to support efforts (#/% hired, #/% trained) d. % of expected $ expended e. Division/Department Self-Assessment or Stakeholder Satisfaction Survey of ESSER services/supports	a. Ongoing b. Semi-annual c. Quarterly (first year only) d. Semi-annual e. Annual
Visual and Performing Arts (VAPA)	Curriculum/Professional Development Department will progress monitor the extent to which actions are implemented across district and in each school. Measures may include: a. Descriptive documentation of new/expanded VAPA programs (including contracted programs), services, equipment	a. Semi-annual b. Semi-annual c. Annual d. Quarterly (first year only) e. Semi-annual f. Annual

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
	b. #/% student participating in VAPA programs c. Teaching and Learning Survey d. Extent to which additional staff are hired and trained to support efforts (#/% hired, #/% trained) e. % of expected $ expended f. Division/Department Self-Assessment or Stakeholder Satisfaction Survey of ESSER services/supports	
Expanded Learning	Elementary and Secondary divisions will progress monitor the extent to which actions are implemented across district and in each school. Measures may include: a. Descriptive documentation of new/expanded programs (including contracted programs) and services b. Student participation in expanded learning programs and intensity of services c. Extent to which additional staff are hired and trained to support efforts (#/% hired, #/% trained) d. % of expected $ expended e. Division/Department Self-Assessment or Stakeholder Satisfaction Survey of ESSER services/supports f. Expanding Learning Program Implementation Continuum (PIC) and its relationship to academic, behavioral, and social/emotional student outcomes by student group	a. Semi-annual b. Semi-annual c. Quarterly (first year only) d. Semi-annual e. Annual f. Annual
Business Services	Food and Nutritional Services Department will progress monitor the extent to which actions are implemented across district and in each school. Measures may include:	a. Semi-annual b. Ongoing, at least monthly c. Ongoing, at least monthly

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
	a. Descriptive documentation of new/expanded services, equipment, and physical infrastructure b. # meals provided c. # student served	
Educational Equity	Educational Equity Office will progress monitor the extent to which actions are implemented across district and in each school. Measures may include: a. Descriptive documentation of new/expanded services and supports b. Student participation in leadership and targeted programs. c. # Equity trainings conducted d. #/% of staff attending training e. #/% teacher implementing culturally and linguistically responses instructional practices f. Teaching and Learning Survey g. Student Climate Survey h. Extent to which additional staff are hired and trained to support efforts (#/% hired, #/% trained) i. % of expected $ expended j. Division/Department Self-Assessment or Stakeholder Satisfaction Survey of ESSER services/supports k. Equity Program Implementation Continuum (PIC) and its relationship to academic, behavioral, and social/emotional student outcomes by student group	a. Semi-annual b. Quarterly c. Quarterly d. Quarterly e. Annual f. Annual g. Annual h. Quarterly (first year only) i. Semi-annually j. Annual k. Annual
Family & Community Engagement	Family and Community Engagement Office will progress monitor the extent to which actions are implemented across district and in each school. Measures may include:	a. Semi-annual b. Daily c. Quarterly d. Quarterly e. Quarterly

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
	a. Descriptive documentation of new/expanded services and supports b. Attendance Improvement Dashboard c. # family trainings conducted d. Parent participation in trainings/workshops. e. Staff participation in training f. FACE Survey g. Parent Survey h. Extent to which additional staff are hired and trained to support efforts (#/% hired, #/% trained) i. % of expected $ expended j. Division/Department Self-Assessment or Stakeholder Satisfaction Survey of ESSER services/supports k. FACE Program Implementation Continuum (PIC) and its relationship to academic, behavioral, and social/emotional student outcomes by student group	f. Annual g. Annual h. Quarterly (first year only) i. Semi-annual j. Annual k. Annual
Students Experiencing Homelessness	Student Support and Health Services Department will progress monitor the extent to which actions are implemented across district and in each school. Measures may include: a. Descriptive documentation of new/expanded services and supports b. # of students served and intensity of services c. Homeless Survey d. Extent to which additional staff are hired and trained to support efforts (#/% hired, #/% trained) e. % of expected $ expended f. Division/Department Self-Assessment or Stakeholder Satisfaction Survey of ESSER services/supports	a. Semi-annual b. Quarterly c. Annual d. Quarterly (first year only) e. Semi-annual f. Annual g. Annual

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
	g. Homeless Program Implementation Continuum (PIC) and its relationship to academic, behavioral, and social/emotional student outcomes by student group	
Professional Learning/Development	Curriculum/Professional Development and Student Support and Health Services departments will progress monitor the extent to which actions are implemented across district and in each school. Measures may include: a. # Family trainings conducted b. Staff participation in training c. Classroom Observations d. Teaching and Learning Survey e. Extent to which additional staff are hired and trained to support efforts (#/% hired, #/% trained) f. % of expected $ expended g. Division/Department Self-Assessment or Stakeholder Satisfaction Survey of ESSER services/supports h. Teaching and Learning Program Implementation Continuum (PIC) and its relationship to academic, behavioral, and social/emotional student outcomes by student group	a. Quarterly b. Quarterly c. Ongoing d. Annual e. Quarterly (first year only) f. Semi-annual g. Annual h. Annual
Technology	Technology Department will progress monitor the extent to which actions are implemented across district and in each school. Measures may include: a. Descriptive documentation of new/expanded services and supports b. Avg student device age c. # Helpdesk ticket/call responses d. Extent to which additional staff are hired and trained to support efforts (#/% hired, #/% trained)	a. Semi-annual b. Annual c. Daily d. Quarterly (first year only) e. Semi-annual f. Annual

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
	e. % of expected $ expended f. Division/Department Self-Assessment or Stakeholder Satisfaction Survey of ESSER services/supports	

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 September 30, 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;
  - o 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.

- o 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.

  - o 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:

  - o Any activity authorized by the Elementary and Secondary Education Act (ESEA) of 1965;

  - o Any activity authorized by the Individuals with Disabilities Education Act (IDEA);

  - o Any activity authorized by the Adult Education and Family Literacy Act;

  - o Any activity authorized by the Carl D. Perkins Career and Technical Education Act of 2006;

  - o 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;

  - o 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;

  - o Developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs;

  - o Training and professional development for staff of the LEA on sanitation and minimizing the spread of infectious diseases;

  - o Purchasing supplies to sanitize and clean the facilities of an LEA, including buildings operated by such agency;

  - o 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;

o 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;

o Providing mental health services and supports, including through the implementation of evidence-based full-service community schools;

o 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;

o 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.

o 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;

o 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;

o 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;

o 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
June 2021