



SHASTA

COUNTY OFFICE OF EDUCATION

ESSER III Expenditure Plan

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

For more information please see the Instructions.

Other LEA Plans Referenced in this Plan

Plan Title	Where the Plan May Be Accessed
2021 Expanded Learning Opportunity Grant	https://www.shastacoe.org/instructional-services-division/local-control-and-accountability-plan-lcap
2021-22 Local Control and Accountability Plan	https://www.shastacoe.org/instructional-services-division/local-control-and-accountability-plan-lcap

Summary of Planned ESSER III Expenditures

Below is a summary of the ESSER III funds received by the LEA and how the LEA intends to expend these funds in support of students.

Total ESSER III funds received by the LEA

\$2,554,981

Plan Section	Total Planned ESSER III
Strategies for Continuous and Safe In-Person Learning	\$0
Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)	\$1,639,952
Use of Any Remaining Funds	\$915,029

Total ESSER III funds included in this plan

\$2,554,981

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.

As part of our annual LCAP process, the Shasta County Office of Education connected with the following community groups to discuss how the LEA should prioritize recovery efforts specifically in the areas of safe in-person learning, lost instructional time, and other pandemic impacts:

- Students;
- Families, including families of students with unique needs and those that come from cultural and socioeconomically different

backgrounds;

- School and district administrators, including special education administrators;
- Teachers, administration, other school staff, and local bargaining units.

Documentation related to these stakeholder engagement efforts can be found at: <https://www.shastacoe.org/instructional-services-division/local-control-and-accountability-plan-lcap>

The specific areas addressed by the ESSER III funding (safe in-person learning, lost instructional time, and other pandemic impacts) were also discussed outside of the development of the LCAP. Shasta County Office of Education personnel engaged in meaningful consultation with families and staff members through surveys and in-person meetings. SCOE administration and program directors (including special education administrators) were consulted to identify needs, review funding sources, and develop plans for the various COVID relief funding sources (CARES Act, CRRSA Act, and ARP Act). Specifically, expanded learning providers (Project Share) and expanded learning service recipients (school site administration, staff, and students/families) were involved in the allocation of some ESSER III funds to address their needs for safe in-person learning and lost instructional time. Planning and prioritizing consultation was also conducted with SCOE's Youth Support Services department, which specializes in supporting foster and homeless youth throughout the county. The needs of incarcerated students were considered in consultation with staff and administration of the Shasta County Juvenile Rehabilitation Facility. In an effort to gauge county-wide needs and design supports and services to meet the needs of districts to address lost instructional time, SCOE personnel met with and consulted superintendents and district/site administrators.

Shasta County Office of Education personnel engaged with local area American Indian tribes as part of our American Indian Advisory Council meetings. These meetings were held with leadership and representatives from the Pit River Tribe, Redding Rancheria, Wintu Tribe of Northern California, and the Winnemem Wintu Tribe. In addition to the tribal leadership and representatives, the Advisory includes community partners and service providers that work with Native Students. These groups included the Gateway Indian Education Program, the Fall River Indian Education Program, the Shasta Union High School District Indian Education Program, the LIFE Center (Local Indians for Education) based in Shasta Lake, the United Way, and the Health and Human Services Agency of Shasta County.

As it relates to other community groups, the Shasta County Office of Education evaluated its engagement opportunities and determined that no specific civil rights groups or advocacy groups have a presence in the school community. Parents of students with disabilities were consulted and are regularly represented in the decision-making and plan development of the LEA. The development of the ESSER III Expenditure Plan was no exception. At this point, SCOE does not have an active English Learner Parent Advisory Group due to the extremely low number of English Language learners enrolled in student programs.

In addition to these instances of specific outreach to the community members mandated by statute, the Shasta County Office of Education also provided opportunities for general public input in both the School Site Council Meeting held on September 13th and the regularly scheduled Board Meeting on October 13th.

The SCOE Plan Development Team planned engagement opportunities with many different partner groups in an effort to consider the different perspectives and insights of each community group. The conversations and consultation which occurred helped to develop a more accurate representation of the LEA's unique needs. Engagement efforts helped to develop a plan that is best designed to respond to the prolonged effects of the COVID-19 pandemic, especially considering those actions that will address the impact of the COVID-19 pandemic

on foster youth, homeless students, students with disabilities, and students from culturally and linguistically diverse backgrounds.

Promotion of community engagement opportunities was conducted through the standard LEA communication channels, both internally to SCOE personnel and externally to SCOE students, families, and community members. These channels included email correspondence, parent-teacher communication, newsletters, and public posting of meeting agendas in compliance with the Brown Act.

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

The consultation that was conducted with the educational community partners influenced the development of Shasta County Office of Education's ESSER III Expenditure Plan in the following ways:

From students and staff in our expanded learning program (Project Share) the feedback focused on helping with program costs/fees, improving program safety features, providing academic support, and building capacity of staff members to improve the support that the program is able to provide to what happens in the classroom during the school day. To address their needs, the Expenditure Plan will provide for additional staffing and enhanced safety features like additional lighting and door monitoring software (Ring). Program staff will be compensated additional time to spend in the regular day classroom in an effort to build and maintain a connection with the classroom teacher and improve the academic support that they provide in their after-school programs. Professional development will be provided to support staff with strategies to implement Social-Emotional Learning components and develop academic skills. Directly related to feedback from parent input, specifically those parents coming from socioeconomically disadvantaged backgrounds, costs/fees for families participating in Project Share will be subsidized by ESSER III funding.

Feedback from community engagement among students, parents, and staff in our Student Services programs (Excel Academy, Juvenile Rehabilitations Facility, and Independent Study) have resulted in several actions being added to the ESSER III Expenditure Plan. There was consensus among all community partners that students would benefit greatly from additional paraprofessional support available to provide tutoring and academic support of classroom instruction. Internally, listening to program personnel and identifying support needs led to discussion about eventually adding an additional teacher and a paraprofessional to the staff at the Juvenile Rehabilitation Facility operated by the Shasta County Office of Education, in partnership with the Shasta County Probation Department. Another significant area of need was data collection. To meet this need, community partners agreed with the addition of a Data Analyst position to support the accurate and timely collection of data. This data is essential to program reporting and funding compliance. This increase of data support will also help SCOE personnel have the student data they need to make accurate data-based decisions around student learning, program planning, intervention, and academic success. As the unique needs of students with disabilities were considered, it became apparent that an additional interpreter was needed in order to support those students that are hearing impaired.

In conversations and consultations with community partners and districts across the county, there was a need to continue to support the ground-breaking work that has been done working with school counselors throughout the county. Over the past 5 years, major strides have been made in the implementation of counseling initiative that has made incredible gains in college and career readiness indicators, among other things. A Counseling Coordinator position will help to continue the development of this work and expand it into the elementary and middle school levels. Coordinator support is also needed at the county office level to address learning loss, specifically in literacy immediately and math beginning in 2022-23. School and district administration, including special education administrators, agreed that county-wide

support of Literacy and Math Coordinators will help to build capacity of educators to meet the needs of learners, especially in the early elementary grades, as districts work to recover from the learning loss that has resulted from the COVID-19 pandemic. Professional development and support materials developed by Ann Leon will be provided to develop early literacy expertise. To support instruction, especially those instructional strategies and shifts that are prevalent in post-COVID-19 classrooms, there was agreement to add an Educational Technology Coach. This position will provide support internally and externally to help educators and departments implement the most effective technology for instruction, communication, and administration of education programs across the county. Specific work is also needed to address equity based instructional design with Katy Novak and more equitable grading practices through the work of Joe Feldman. This work will build capacity in schools and districts across the county in creating equitable classroom environments that will improve student engagement and respond to the needs of students in and through the COVID-19 pandemic. More long-term needs surfaced in the need to continue the county's support of attendance and behavior reform and restructure with districts throughout the county.

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

N/A

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

Addressing the Impact of Lost Instructional Time

A description of how the LEA will use funds to address the academic impact of lost instructional time.

Total ESSER III funds being used to address the academic impact of lost instructional time

\$1,639,952

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
ELOG (Action #1 and #2) and LCAP (Goal 1, Action 1)	Literacy Coordinator	Literacy Coordinator to work with a TK-5th grade Network Improvement Community (NIC) focusing on improving literacy in Shasta County. Both the ELOG and LCAP outline increased instructional learning time (i.e. Summer School) and educator training to support learning loss mitigation in English Language Arts/Literacy.	\$393,886
ELOG (Action #1 and #2) and LCAP (Goal 1, Action 1)	Math Coordinator	Math Coordinator to work with a TK-5th grade Network Improvement Community (NIC) focusing on improving math instruction and learning in Shasta County. Both the ELOG and LCAP outline increased instructional learning time (i.e. Summer School) and educator training to support learning loss mitigation in Math.	\$284,886
LCAP (Goal 1, Action 3)	Additional (3rd) Juvenile Rehabilitation Facility (JRF) Teacher	Hiring an additional teacher for the JRF will allow for smaller class sizes and more effective learning environment. The LCAP ensures that historically underserved student groups in the JRF program have equitable access to enrichment activities.	\$159,828
N/A	Additional Hearing Impaired Interpreter	Hiring an additional interpreter will reduce current interpreter caseload and ensure that students identified with hearing	\$70,850

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		impairment will receive adequate support and service as dictated by their Individual Education Program (IEP).	
ELOG (Action #3) and LCAP (Goal 1, Action 2 and Goal 2, Actions 2 & 7)	Counseling Coordinator	Counseling Coordinator will provide support services to school counselors throughout the county and continue the work of the Reach Higher Shasta Counseling Initiative, focusing on the work of secondary schools (grades 6-12) to promote College and Career readiness, social emotional learning (SEL), and academic support best practices. Both the ELOG and LCAP integrates students supports to address barriers to learning, increases school counselor to a full-time position, and address college and career readiness.	\$370,046
ELOG, Actions #2 and #6	Paraprofessional Support	Additional paraprofessional support will provide targeted tutoring services for individual students and small groups and will also provide academic support of direct instruction in the classroom setting. The ELOG provides additional academic supports in the form of diagnostic, progress monitoring, and benchmark assessment tools.	\$168,398
ELOG (Action #7) and LCAP (Goal 2, Action 3)	Professional Development for Project Share staff	Professional development will be provided to support staff with strategies to implement Social-Emotional Learning components and develop academic skills. ELOG and LCAP provide trauma-informed practices PD along with social-emotional learning curriculum resources.	\$13,080
N/A	Additional time for Project Share staff	Project Share liaisons will spend an hour/day shadowing the teacher to learn how to better support and serve in the expanded learning context.	\$43,600
LCAP (Goal 2, Action 5) provides oversight of the School Attendance and Review Team.	School Attendance and Behavior Team Support	Continue the county's support of attendance and behavior reform and restructure with district teams throughout the county. LCAP provides oversight of the School Attendance and Review Team.	\$109,000
N/A	Equity by Design Professional Development (Katy Novak)	Provide a county-wide training opportunity in order to build capacity of educators to use principles of Universal Design for Learning to create more inclusive and equitable classrooms.	\$2,180
N/A	Equitable Grading Practices (Joe Feldman)	Provide a series of county-wide training opportunities to help teachers reflect on their current grading practices, review	\$18,748

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		relevant research related to more equitable grading practices, and perform action research in the implementation of selected grading reforms.	
N/A	Leaning Into Literacy Professional Development (Ann Leon)	Professional development to build capacity and anchor the work of the Network Improvement Community (NIC) led by SCOE's Literacy Coordinator.	\$3,270
N/A	Leaning Into Literacy supplies and materials	Supplies and materials for participants in the Leaning Into Literacy professional development and the Network Improvement Community (NIC).	\$2,180

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

\$915,029

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP (Goal 1, Action 10 and Goal 2, Action 6)	Data Analyst	The addition of a Data Analyst position to support the accurate and timely collection of data. This data is essential to program reporting and funding compliance. This increase of data support will also help SCOE personnel have the student data they need to make accurate data-based decisions around student learning, program planning, intervention, and academic success. LCAP supports the collection of attendance and chronic absenteeism data to support analysis of early indicators of dropout.	\$204,703
N/A	Ed Tech Coach	This position will provide support internally and externally to help educators and departments implement the most	\$333,494

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		effective technology for instruction, communication, and administration of education programs across the county.	
N/A	Subsidy for Project Share fees and Additional Staffing	Costs/fees for participating in expanded learning program (Project Share) will be subsidized for parents/families coming from socioeconomically disadvantaged backgrounds. Additional staffing will help to increase program capacity while at the same time ensuring effective staff-to-student ratios.	\$245,250
N/A	Expanded Supports (staffing and safety enhancements) to 10 Frontier Project Share Sites	Increase staffing and install safety enhancements (i.e. additional lighting and Ring door monitoring equipment) for programs in rural and remote areas.	\$131,582

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
Literacy Coordinator	Classroom PDSA cycles, NiC teams connect with Literacy Coordinator to discuss implementation successes and challenges, groups meet in huddle settings for question and answer and sharing of resources, additional resources are shared and collected in online resource to allow for group accessibility on demand, sessions with outside content area expert are provided and recorded, as program develops lesson study and student results will be analyzed (dependent on sub availability).	Outside content area expert sessions are held quarterly. NIC teams meet in grade level huddles monthly. Coordinator outreach and support is provided continuously through 1-1 connection/correspondence and providing online resource.

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
Math Coordinator	Classroom PDSA cycles, NiC teams connect with Math Coordinator to discuss implementation successes and challenges, groups meet in huddle settings for question and answer and sharing of resources, additional resources are shared and collected in online resource to allow for group accessibility on demand, sessions with outside content area expert are provided and recorded, as program develops lesson study and student results will be analyzed (dependent on sub availability).	Outside content area expert sessions are held quarterly. NIC teams meet in grade level huddles monthly. Coordinator outreach and support is provided continuously through 1-1 connection/correspondence and providing online resource.
Additional JRF Teacher	JRF teachers will administer formative assessments and use results of assessments to drive instructional planning and delivery. Summative assessment data will be used to review curriculum scope and sequence and develop long-range instructional plans.	Formative assessment is conducted daily in class. Benchmark assessments are conducted every 6-9 weeks. Summative state assessments are administered in the spring.
Counseling Coordinator	Reach Higher Shasta Initiative will continue to monitor key indicators of student progress and program effectiveness including FAFSA completion rate, A-G completion rate, percentage of students that pass AP Exam with a 3 or higher, and graduation rate.	Under the leadership of the Counseling Coordinator, school counselors across the county meet each month to review best practices, research-based strategies, reporting tools and relevant deadlines. Formative measures are gathered through the student information system at each site/district to determine progress. State mandated metrics are collected each spring and submitted as part of the development process for the Local Control and Accountability Plan (LCAP).
Paraprofessional Support	Paraprofessional support is designed for students in 1-1, small group, and classroom settings. Student achievement (formative assessment results, homework completion, current grades, etc.), engagement (i.e. attendance), and behavior data will be monitored by classroom teachers and paraprofessional staff in collaboration settings.	Staff collaborate weekly to discuss student progress, design/modify intervention plans, and plan instruction.
Additional Time for Project Share Staff	Progress for students participating in Project Share will monitored in collaboration and	Program-wide data will be collected and shared in accordance with each district's grade reporting calendar. More intensive progress monitoring (weekly/monthly) can/will

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
	communication between Project Share staff and classroom teachers.	be implemented as needed for those students requiring additional support and collaboration between Project Share staff and classroom teachers.
School Attendance and Behavior Team Support	School Attendance Review Teams and Behavior Review Teams meet to review relevant attendance and behavior data to identify celebrations, concerns, and where intervention is needed. School/district teams work with families and school staff to define problems, identify possible solutions, and implement interventions. Progress is monitored to see if interventions resolve problems or if more progressive interventions are needed. Community partners are engaged when school-level interventions do not deliver desired results.	School/district teams review attendance and behavior data weekly. Meetings with parents are scheduled as needed. Community partner collaboration opportunities occur monthly.
Professional Development (Project Share, Equity by Design, Equitable Grading Practices)	Participant feedback is collected with each professional development opportunity that is offered. Based on that feedback, professional development is modified to be responsive to needs. Follow up and implementation progress monitoring is done by program directors and support is provided accordingly. Student learning results and equity measures among student groups are collected on a summative basis and shared with participating districts for review/analysis, learnings, takeaways, and next steps.	Implementation is measured by directors in 1-1 conferences (monthly/quarterly), department huddles (weekly), and staff meetings (monthly). Summative student data is collected each spring.
Additional Interpreter	Impact of additional interpreter on caseload will be monitored by the Special Education program administrators. Student progress will be reviewed in DHH team meetings and in IEP Team meetings.	Caseloads will be monitored on a weekly basis. Student academic progress and effectiveness of supports will be reviewed by the IEP team on a regular (weekly/monthly) basis with formal reports and plan revisions based on student needs in IEP meetings.
Data Analyst	Work of the Data Analyst will be monitored as program administrators meet to review student progress and effectiveness of academic supports and interventions.	Data meetings with staff will be held on a monthly basis. Progress of Data Analyst will also be monitored through regular data collection and reporting cycles with site, LEA, and state systems.

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
Ed Tech Coach	The work, support, and impact will be monitored through satisfaction surveys, administrative check-ins, meeting agendas (Leadership, County Curriculum Leads, etc.), professional development logs, and training attendance records.	Progress will be monitored monthly.
Subsidy for Project SHARE fees and Additional Staffing	The impact of reduced/free participation in Project SHARE programs will be monitored through participation/attendance records from sites, check-ins with program staff, and family/participant feedback (qualitative and survey data).	Attendance in Project SHARE programs is reviewed in regular admin and coordinator meetings. Family feedback is on-going. Surveys are conducted regularly as well.
Expanded Supports (staffing and safety enhancements) to 10 Frontier Project Share Sites	Staffing levels and safety key indicators are reviewed by program administration.	Staffing and safety, both data and project progress, is monitored monthly.

ESSER III Expenditure Plan Instructions

Introduction

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

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

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

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

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

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

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

Fiscal Requirements

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

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

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

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

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

Other LEA Plans Referenced in this Plan

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

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

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

Summary of Expenditures

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

Instructions

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

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

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

Community Engagement

Purpose and Requirements

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

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

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

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

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

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

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

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

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

Instructions

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

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

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

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

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

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

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

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

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

Planned Actions and Expenditures

Purpose and Requirements

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

Instructions

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

Strategies for Continuous and Safe In-Person Learning

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

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

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

Addressing the Impact of Lost Instructional Time

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

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

Use of Any Remaining Funds

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

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

Ensuring Interventions are Addressing Student Needs

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

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

Complete the table as follows:

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

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