

## ESSER III Expenditure Plan

| Local Educational Agency (LEA) Name  | Contact Name and Title   | Email and Phone  |
|--------------------------------------|--|--|
| Corona-Norco Unified School District | Charla Capps, Admin Director, Ed. Svcs<br>Melissa Elwood, Admin Director, Business Svc | <a href="mailto:ccapps@cnusd.k12.ca.us">ccapps@cnusd.k12.ca.us</a><br>951-736-5116<br><a href="mailto:melissa.elwood@cnusd.k12.ca.us">melissa.elwood@cnusd.k12.ca.us</a><br>951-736-5035 |

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

For more information please see the Instructions.

## Other LEA Plans Referenced in this Plan

| Plan Title                            | Where the Plan May Be Accessed  |
|---------------------------------------|---|
| Local Control & Accountability Plan   | <a href="https://www.cnusd.k12.ca.us/departments/educational_services/funding_program_accountability/local_control_accountability_plan">https://www.cnusd.k12.ca.us/departments/educational_services/funding_program_accountability/local_control_accountability_plan</a> |
| Expanded Learning Opportunities Grant | <a href="https://www.cnusd.k12.ca.us/departments/educational_services/funding_program_accountability/local_control_accountability_plan">https://www.cnusd.k12.ca.us/departments/educational_services/funding_program_accountability/local_control_accountability_plan</a> |

## Summary of Planned ESSER III Expenditures

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

**Total ESSER III funds received by the LEA**

\$ 61,880,234

| <b>Plan Section</b>  | <b>Total Planned ESSER III Expenditures</b> |
|--|---|
| Strategies for Continuous and Safe In-Person Learning                                    | \$ 36,427,101                               |
| Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds) | \$ 22,578,133                               |
| Use of Any Remaining Funds   | \$ 2,875,000                                |

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

\$ 61,880,234

## 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.

Collaboration is a hallmark of the work done in Corona-Norco and is integral to the culture in the district. With that said, we understand that the use of ESSER III funds will directly impact the students, families, and our local community. Therefore, we have engaged with our community to tailor this plan to the specific needs faced by the students and schools. We appreciate the relationships that we have with our students, parents, teachers, classified staff and teachers and value the diversity of opinions that they offer us as a district.

To ensure that we received significant insight into what prevention and mitigation strategies we should pursue in keeping our students and staff safe as well as how the various COVID-19 prevention and mitigation strategies impact teaching, learning and the day-to-day

school experiences, we engaged in meaningful consultation on September 23, 2021, through a community engagement meeting, held via Zoom, that included our diverse stakeholders. The composition of this group was intentional in including families from all grade levels (elementary, intermediate, high school), families that speak languages other than English, parents of students receiving special education services, foster and homeless representation, and school and district administrators, including our Administrative Director of Special Education. Both our local bargaining units were included in providing meaningful input through participation in this meeting, and through a joint communication with our teachers association to allow for participation from all members. CNUSD evaluated its stakeholder engagement opportunities and determined that Civil Rights Groups/Advocates and/or Tribes are neither present nor served by the district.

Student voice is always very important when considering the focus of efforts in CNUSD. Information was gathered from our students regarding their opinions and recommendations about additional support for students in both academic areas and in the area of mental/physical health through a survey that was provided to targeted classes at the 6th grade through high school level.

Additional public input was garnered from our community as a whole through a district survey that was sent to parents via our bi-weekly newsletter. This electronic newsletter, set out by our Communications department, has become a trusted source of district news throughout the pandemic, and one that our community looks to for information and opportunities for engagement. The public was provided a one week window between September 23 and September 30 to share their input. The survey asked for them to rank the importance of various needs within the district such as high quality air/ventilation, intervention supports, class sizes, and student health. Additionally, three open ended text boxes were provided to provide specific input on the supports needed to assist students in the loss of instructional time, the supports needed for parents to assist their children and the health and safety needs that they felt were needed at the school sites.

As part of our ongoing collaboration with our community, Corona-Norco also connected with the following stakeholder groups to discuss how the district should prioritize recovery efforts specifically in the areas of safe in-person learning, lost instructional time, and other pandemic impacts through both our annual LCAP process and Expanded Learning Opportunities Grant: Students; Families, including families that speak languages other than English; School and district administrators, including special education administrators; Teachers, principals, school leaders, other educators, school staff, and local bargaining units. Documentation related to these stakeholder engagement efforts can be found at:

[https://www.cnusd.k12.ca.us/departments/educational\\_services/funding\\_program\\_accountability/local\\_control\\_accountability\\_plan](https://www.cnusd.k12.ca.us/departments/educational_services/funding_program_accountability/local_control_accountability_plan)

[https://www.cnusd.k12.ca.us/departments/educational\\_services/funding\\_program\\_accountability/local\\_control\\_accountability\\_plan](https://www.cnusd.k12.ca.us/departments/educational_services/funding_program_accountability/local_control_accountability_plan)

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

We are appreciative of the extensive input provided to CNUSD to assist the District in planning for the effective use of one-time ESSER III funds. Within our meetings we shared with our community that these dollars are an opportunity to leverage one-time funding for pandemic recovery and to address gaps in opportunity and outcomes beyond the pandemic. Effective use of these funds

will allow the district to build capacity, strengthen systems for equity, and meet the identified short and long-term needs of students and families. As has always been our practice, we will continue to braid our funding sources to build on existing initiatives, especially those goals and actions identified in the LCAP, and Expand Learning Opportunities Grant.

In reviewing the data gathered from our community over 90% stated that high quality air/ventilation was of moderate to high importance. Approximately 94% shared that intervention supports for students were of moderate to high importance. Lower class sizes were ranked moderately to very important by 95% of respondents. Lastly, 96% shared that student health was of high importance.

Specific recommendations in regards to providing a safe and continuous in-person learning environment included: Upgraded HVAC systems and filtration, purifiers, covered outdoor areas, consistency in facilities, Rapid COVID testing, and increased security. Additionally, requests were made to include extra diligence in cleaning protocols and screening during the upcoming cold/flu season.

In response to this feedback and district needs, CNUSD's ESSER III Plan includes an upgrade to site HVAC systems as well as classroom ionization devices. Lunch tables and umbrellas were purchased to allow for students to social distance during lunch as well as provide outdoor learning spaces. Additional Personal Protective Equipment (PPE) was also provided to ensure that students and staff were safe and able to remain in school.

Input gathered in support of addressing lost instructional time included smaller class sizes, online supplements, before and after school intervention for reading and math, intervention during the day, summer school opportunities and emotional support for both students and families.

The actions in this plan include additional staff to lower class sizes to soft caps where possible and to allow for social distancing. Full time elementary school counselors will be funded for an additional year. Literacy and math supports have been included to strengthen first best instruction. Supplemental curriculum, aligned to the core language arts adoption, will be purchased for Special Education classrooms to provide a scaffold to complex text, enabling students to reach grade-level expectations, through gradual steps. This curriculum will address key literary, informational, and content-area grade-level standards. Additional opportunities for credit recovery will be provided as the loss of instructional time has increased the number of students in need of credits to graduate on time.

## **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

\$ 36,427,101

| Plan Alignment (if applicable) | Action Title  | Action Description  | Planned ESSER III Funded Expenditures |
|--------------------------------|---|---|---------------------------------------|
| N/A                            | Upgrading and Maintaining Healthy and Safe Facilities, Including Improving Ventilation/HVAC Systems | Comprehensive modernizations for antiquated HVAC & ventilation systems including new high-efficiency HVAC units, MERV-13 filters, ventilation improvements, CO2 sensors, economizers, ionization and building automation control systems. | \$ 36,014,550                         |
| N/A                            | Outdoor learning spaces   | Additional outdoor tables with shade umbrellas to allow for increased social distancing at lunch and for outdoor learning.  | \$ 412,551                            |

## 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

\$ 22,578,133

| Plan Alignment (if applicable) | Action Title          | Action Description  | Planned ESSER III Funded Expenditures |
|--------------------------------|-----------------------|---|---------------------------------------|
| LCAP, Goal 1, Action 1         | Certificated Teachers | Additional teachers hired to reduce class sizes K-12 to lower class sizes to the soft cap wherever possible and allow for additional physical distancing in the secondary classrooms. LCAP funding has allowed us to add teachers to reduce class size and ESSER III funding will allow us to hire additional staff as a specific response to | \$ 11,886,310                         |

|  |                            |   |              |
|--|----------------------------|---|--------------|
|  |                            | address the effects of COVID-19 and the loss of instructional time.   |              |
| LCAP, Goal 1, Action 29                                  | Math Supports              | Supplemental math curriculum for grades K-5 will be purchased. Our LCAP does include funding for math supports, but has not allowed for us to purchase this level of support for our K-5 classrooms.  | \$ 2,210,354 |
| LCAP, Goal 1, Action 28                                  | Literacy Supports          | Supplemental software will be provided to TK-6 students to provide access to online books and educational activities. Level-based resources and corresponding curriculum suggestions for teachers to use in supplemental whole-class and small-group instruction is also provided. Our LCAP includes funding for literacy supports, but this is a supplemental purchase to support our elementary classrooms. | \$ 190,474   |
| N/A  | Special Education Supports | Supplemental curriculum, aligned to the core Language Arts Adoption, will be purchased for Special Education classrooms to provide a scaffolds to complex text, enabling students to reach grade-level expectations, through gradual steps. This curriculum will address key literary, informational, and content-area grade-level standards.   | \$ 747,279   |
| LCAP Goal 1, Action 38                                   | Credit recovery            | Provide additional opportunities and means for students who are credit deficient to recover credits and graduate on time. LCAP supports credit recovery, but as a result of the pandemic, these efforts have been significantly increased.  | \$ 200,161   |
| ELO, Integrated Supports to address barriers to learning | Mental Health Supports     | An additional year of funding to provide full-time counselors at our elementary sites to mitigate the effects of the pandemic. Our Expanded Learning Opportunities Grant was used to fund this for the 2021-22 school year.   | \$1,997,917  |

|     |                      |  |              |
|-----|----------------------|--|--------------|
| N/A | School of Innovation | An alternative educational setting will be provided for students who do not yet feel safe returning to in-person learning. | \$ 5,345,638 |
|-----|----------------------|--|--------------|

## 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

\$ 2,875,000

| Plan Alignment (if applicable) | Action Title | Action Description  | Planned ESSER III Funded Expenditures |
|--------------------------------|--------------|---|---------------------------------------|
| N/A                            | Technology   | Additional technology and IT personnel to ensure that all students have access to devices and the internet should they need to quarantine or return to distance learning. | \$ 2,875,000                          |

## 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   |
|---|---|--|
| Upgrading and Maintaining Healthy and Safe Facilities, Including Improving Ventilation/HVAC Systems | <ol style="list-style-type: none"> <li>1. Identified HVAC replacement schedule/timeline, FIT tests</li> <li>2. Replacement schedule HVAC filters</li> <li>3. Cleaning and sanitation schedules</li> </ol> | <ol style="list-style-type: none"> <li>1. Annually</li> <li>2. Replacement per/CDC guidance</li> <li>3. Daily, weekly, monthly schedule per CDC/RCPH guidance</li> </ol> |

|                            |  |   |
|----------------------------|--|---|
| Outdoor Learning Spaces    | Each identified site will be provided outdoor learning spaces, including picnic tables, umbrellas, and shade structures.   | Annually  |
| Certificated Teachers      | Percentage of classrooms at soft cap limits  | Annually  |
| Math Supports              | 1. Fastbridge universal screeners will be administered to students in grades K-5 in Math to measure student progress on specific standards addressed during the school year.<br>2. SBAC performance for Math | 1. Tri-annually<br>2. Annually                              |
| Literacy Supports          | 1. Fastbridge universal screeners will be administered to students in grades K-5 in ELA to measure student progress on specific standards addressed during the school year.<br>2. SBAC performance for ELA   | 1. Tri-annually<br>2. Annually                              |
| Special Education Supports | 1. Fastbridge universal screeners will be administered to students in grades K-5 in ELA to measure student progress on specific standards addressed during the school year.<br>2. SBAC performance for ELA   | 1. Tri-annually<br>2. Annually                              |
| Credit Recovery            | Number of classes recovered<br>Improved D/F rates<br>Improved A-G on-track rates<br>Graduation rate  | Semi-annually<br>Semi-annually<br>Semi-annually<br>Annually |
| Mental Health Supports     | Fastbridge SEL measurement platform will be used to assess students' social-emotional competencies. Teacher perception surveys will be administered for select students.                                     | Semi-annually   |



|                      |   |               |
|----------------------|---|---------------|
| School of Innovation | Enrollment numbers will be monitored as well as student performance (grades, CAASPP, attendance etc)                            | Semi-annually |
| Technology           | Each student will be provided a device and the district will employ sufficient IT personnel to support the increase in devices. | Annually      |

# 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 ESSER III Expenditure Plan template and instructions, please contact [LCFF@cde.ca.gov](mailto:LCFF@cde.ca.gov). For all other questions related to ESSER III, please contact [EDReliefFunds@cde.ca.gov](mailto:EDReliefFunds@cde.ca.gov).*

## Fiscal Requirements

- The LEA must use at least 20 percent (20%) of its ESSER III apportionment for expenditures related to addressing the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs.
  - For purposes of this requirement, “evidence-based interventions” include practices or programs that have evidence to show that they are effective at producing results and improving outcomes when implemented. This kind of evidence has generally been produced through formal studies and research. There are four tiers, or levels, of evidence:
    - **Tier 1 – Strong Evidence:** the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented randomized control experimental studies.
    - **Tier 2 – Moderate Evidence:** the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented quasi-experimental studies.
    - **Tier 3 – Promising Evidence:** the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented correlational studies (with statistical controls for selection bias).
    - **Tier 4 – Demonstrates a Rationale:** practices that have a well-defined logic model or theory of action, are supported by research, and have some effort underway by a State Educational Agency, LEA, or outside research organization to determine their effectiveness.
  - For additional information please see the Evidence-Based Interventions Under the ESSA web page at <https://www.cde.ca.gov/re/es/evidence.asp>.
- The LEA must use the remaining ESSER III funds consistent with section 2001(e)(2) of the ARP Act, including for:
  - Any activity authorized by the Elementary and Secondary Education Act (ESEA) of 1965;
  - Any activity authorized by the Individuals with Disabilities Education Act (IDEA);
  - Any activity authorized by the Adult Education and Family Literacy Act;
  - Any activity authorized by the Carl D. Perkins Career and Technical Education Act of 2006;
  - Coordination of preparedness and response efforts of LEAs with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to COVID-19;

- Activities to address the unique needs of low-income students, students with disabilities, English learners, racial and ethnic minorities, homeless students, and foster youth, including how outreach and service delivery will meet the needs of each population;
  - Developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs;
  - Training and professional development for staff of the LEA on sanitation and minimizing the spread of infectious diseases;
  - Purchasing supplies to sanitize and clean the facilities of an LEA, including buildings operated by such agency;
  - Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under IDEA, and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements;
  - Purchasing education technology (including hardware, software, and connectivity) for students who are served by the LEA that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment;
  - Providing mental health services and supports, including through the implementation of evidence-based full-service community schools;
  - Planning and implementing activities related to summer learning and supplemental after school programs, including providing classroom instruction or online learning during the summer months and addressing the needs of underserved students;
  - Addressing learning loss among students, including underserved students, by:
    - Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiated instruction,
    - Implementing evidence-based activities to meet the comprehensive needs of students,
    - Providing information and assistance to parents and families of how they can effectively support students, including in a distance learning environment, and
    - Tracking student attendance and improving student engagement in distance education;
- Note:** A definition of “underserved students” is provided in the Community Engagement section of the instructions.
- School facility repairs and improvements to enable operation of schools to reduce risks of virus transmission and exposure to environmental health hazards, and to support student health needs;

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

## **Other LEA Plans Referenced in this Plan**

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

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

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

## **Summary of Expenditures**

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

### **Instructions**

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

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

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

# Community Engagement

## Purpose and Requirements

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

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

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

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

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

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

- Homeless students;
- Students with disabilities; and
- Migratory students.

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

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

## **Instructions**

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

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

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

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

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

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

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

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

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

## **Planned Actions and Expenditures**

### **Purpose and Requirements**

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

### **Instructions**

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

### **Strategies for Continuous and Safe In-Person Learning**

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

- If the action(s) are included in another plan, identify the plan and provide the applicable goal and/or action number from the plan. If the action(s) are not included in another plan, write “N/A”.
- Provide a short title for the action(s).



- Provide a description of the action(s) the LEA will implement using ESSER III funds for prevention and mitigation strategies that are, to the greatest extent practicable, in line with the most recent CDC guidance, in order to continuously and safely operate schools for in-person learning.
- Specify the amount of ESSER III funds the LEA plans to expend to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA.

### **Addressing the Impact of Lost Instructional Time**

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

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

### **Use of Any Remaining Funds**

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

- If the action(s) are included in another plan, identify the plan and provide the applicable goal and/or action number from the plan. If the action(s) are not included in another plan, write “N/A”.
- Provide a short title for the action(s).
- Provide a description of any additional action(s) the LEA will implement to address students’ academic, social, emotional, and mental health needs, as well as to address opportunity gaps, consistent with the allowable uses identified above in the Fiscal Requirements section of the Instructions. If an LEA has allocated its entire apportionment of ESSER III funds to strategies for

continuous and safe in-person learning and/or to addressing the impact of lost instructional time, the LEA may indicate that it is not implementing additional actions.

- Specify the amount of ESSER III funds the LEA plans to expend to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA. If the LEA it is not implementing additional actions the LEA must indicate “\$0”.

## **Ensuring Interventions are Addressing Student Needs**

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

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

Complete the table as follows:

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