



ESSER III Expenditure Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Fallbrook Union Elementary School District	Julie Norby Associate Superintendent	jnorby@fuesd.org 760-731-5414

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

For more information please see the Instructions.

Other LEA Plans Referenced in this Plan

Plan Title	Where the Plan May Be Accessed
Learning Continuity and Attendance Plan	https://www.fuesd.org/wp-content/uploads/2020/09/2020-Learning-Continuity-and-Attendance-Plan-Final.pdf
Expanded Learning Opportunities (ELO) Grant	https://www.fuesd.org/wp-content/uploads/2020/03/2021_Expanded_Learning_Opportunities_Grant_Plan_Fallbrook_Union_Elementary_School_District_20210903.pdf

Plan Title	Where the Plan May Be Accessed
Local Control Accountability Plan (LCAP)	https://www.fuesd.org/wp-content/uploads/2020/03/LCAP-21-24-Revised-8.31.21.pdf

Summary of Planned ESSER III Expenditures

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

Total ESSER III funds received by the LEA

\$9,455,694

Plan Section	Total Planned ESSER III
Strategies for Continuous and Safe In-Person Learning	\$345,283
Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)	\$9,110,411
Use of Any Remaining Funds	N/A

Total ESSER III funds included in this plan

\$9,455,694

Community Engagement

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

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

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

The Fallbrook Union Elementary School District actively engaged stakeholders to give input into the development of the Elementary and Secondary School Emergency Relief (ESSER) plan. Additionally, the district used input received in the 2020-2021 school year as we developed the Local Control Accountability Plan (LCAP) and the Expanded Learning Opportunities (ELO) Grant Plan. Site-based meetings and community forums were held with staff, parents and the Governing Board members, as well as meetings with community partners (e.g. Boys and Girls Club, Palomar Family Counseling, Fallbrook Regional Health District) who might be able to support the plan.

Community Forums: January 20, 2021, January 27, 2021 and February 3, 2021
Classified and Certificated Union Leadership: February 2, 2021
Governing Board Workshop: March 5, 2021
SSC Meetings at each site in August and September of the 2021-22 school year
Staff Meetings at each site August and September of the 2021-22 school year
DELAC and DAC: September 27, 2021

A comprehensive input survey was distributed to families, classified staff, certificated staff and administrators at the beginning of the 2021-22 school year using multiple modalities at the district and school levels including email, text messaging and social media.

In addition to our input meetings, FUESD offered digital platforms such as, the District Needs Assessment Survey (paper offered as well), LCAP goal input via the district website, and FUESD partnered with Panorama Education to provide online surveys. (Spring 2021)
The Panorama surveys were administered to parents, students (3rd-8th) and staff throughout the year to assess needs and solicit feedback. Parents preferred the variety of feedback options and requested virtual opportunities for participation in future years. (Spring 2021 and Fall 2021)

The Coordinator of Special Education consulted with the administrator of our SELPA, North County Consortium of Special Education (NCCSE), to address the gap between our Students with Disabilities sub groups academic achievement in ELA and Mathematics on the 2018-19 CAASPP: December 6, 2019, March 20, 2020, September 29, 2020, and October 5, 2020. A plan was written and submitted to CDE to address the California Dashboard/CAASPP decline for Students with Disabilities from 2019 and was rolled over to 2020 due to the COVID-19 school closure.

The District Social Worker regularly attends the SDCOE Foster Youth and Homeless Liaison meetings as well as other meetings in the community that support our efforts with these specific populations.

9/7/21: Joint Foster Youth & Homeless Liaison Meeting
9/8/21: Identifying McKinney-Vento Youth
9/14/21: Beyond the Mandates: Engaging Students in Foster Care and Those Experiencing Homelessness
9/28/21: Educating California's Children and Youth Experiencing Homelessness Statewide Conference
10/5/21: Educating Students Experiencing Homelessness (pt 1)
10/8/21: Laws Regarding the Education of Students in Foster Care
10/12/21: Educating Students Experiencing Homelessness (pt 2)

To obtain input on the optimal use of ESSER III funds, a survey was developed and made available to families and staff. The survey was designed to receive input related to four main categories: facilities, technology, student wellness and academic support. Specific options were provided in each section to include current priorities based on previous feedback, as well as a place for an open response in each section. All surveys were reviewed and common themes were extracted and goals and services were drafted to address those continued or new priorities. Additional input was solicited from our Junior High students via student forums and surveys.

Overall the input received across stakeholder groups was fairly consistent. All groups were happy and thankful that districts would be receiving additional funding to support our students and meet their identified needs as a result of the COVID-19 pandemic.

Common themes from all groups included:

- Full time in person learning
- Safe teaching and learning environment
- Maintain lower class sizes
- Onsite testing to allow students who have been identified as close contacts, to stay in school if they are symptom free and test negative for COVID-19
- Expanded learning opportunities (after school tutoring, extended day, summer programs, etc.)
- Instructional materials to support learning gaps
- Increased resources to support the social emotional health needs of our students as a result of COVID-19
- Access to digital devices and internet connectivity
- Professional development for staff on strategies that address students' social emotional health needs and academic needs

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

Throughout the past 18 months of the pandemic, all stakeholder feedback was used to evaluate existing programs and services as well as guiding future planning efforts. All of the actions and services included in this plan came directly from stakeholder feedback. Attention was paid not only to the total number of respondents, but also making sure that the feedback was representative of the various subpopulations across the district. This input and feedback were used to guide decision making. Stakeholder influence on the ESSER Plan is evidenced by the direct alignment of the district's actions with the needs and interests identified by students, parents, staff, labor leaders, community partners and the Governing Board members. Alignment of district priorities, interests and needs have been continuously analyzed. All plans have informed the development of subsequent plans as the district needs to maximize funding and continue to monitor the progress and needs of the district.

Stakeholder input has been consistent across groups and consistent since the beginning of the pandemic. Because FUESD was able to open their schools early in the 2020-21 school year many of the necessary expenses to ensure a safe reopening were budgeted from previous funding opportunities and documented in those plans (Expanded Learning Opportunities, ESSER II, LCFF Concentration). Identified areas of need from prior and current feedback are the focus of the ESSER III plan. The top priority areas included ensuring that our schools are safe and that our students are able to continue in-person instruction, maintaining low class sizes, after school targeted

intervention programs for students to address learning loss and specific academic needs, professional development, and continued comprehensive community outreach and communication.

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

\$345,283

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
ESSER III; ELO Grant	Implementing Public Health Protocols	Redistribution of staff responsibilities to allow the Executive Director of Pupil Services to coordinate and monitor required COVID-19 health protocols, mitigate the spread of COVID-19 and promote overall student wellness, including Contact Tracing, on-site Rapid Testing, Modified Quarantine procedures and Independent Study Contracts.	\$22,230
ESSER III	On-site COVID-19 Testing	Additional staff to provide on-site COVID-19 testing and contact tracing. Being able to provide on-site testing allows students to remain in school when they have been identified as a close contact, but are symptom free and test negative for COVID-19.	\$100,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
ESSER III	Ongoing Increased Communication for our Spanish Speaking Families.	Addition of one Bilingual Clerk to support the translations of increased district written communication and the additional interpreting needed for communicating with our Spanish speaking families. The COVID-19 pandemic has increased the need for timely and important communication. This communication must be in both English and Spanish. Communication topics include ongoing health recommendations, the availability of new programs to address academic and social emotional wellbeing, as well as the quarantining/isolation of students or the possibility of school closures.	\$223,053

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

\$9,110,411

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
ESSER III; LCAP, Goal1, Action3; ELO Grant , Training for staff on strategies to engage students and families in addressing students' social emotional health needs and academic needs; Learning Continuity and Attendance Plan	Professional Development	Professional development (PD) will be provided to enhance staff's ability to regularly monitor student progress and identify goals using that data to improve student achievement and address learning loss or unfinished learning. PD will also be provided to support the implementation of our new ELA/ELD adoption, as well as addressing the Mathematical Practices and specific mathematics standards reflected in our data. Due to the limited availability of substitute teachers, the majority of these PD opportunities will need to take place outside of the school day. The district and the certificated union (FETA)	\$707,161

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
ESSER III; LCAP, Goal 1, Action 4	Targeted Intervention Support	<p>mutually agreed to a MOU that increased the hourly rate for PD as an incentive to increase participation.</p> <p>Enhanced after school opportunities that will support, supplement and expand existing opportunities for before and after school services to students in support of learning recovery and re-engagement in the school community, including small group after school tutoring provided by FUESD credentialed teachers. The district and the certificated union (FETA) mutually agreed to a MOU that increased the hourly rate for tutoring outside of the contracted hours as an incentive to increase participation.</p> <p>Each school will develop an intervention plan that uses data to identify and prioritize students at each grade level who qualify for additional instruction.</p>	\$1,139,103
ESSER III; Learning Continuity and Attendance Plan	Continuity of School Services- Maintain Lower Class Sizes in Grades 4-8	<p>Continue to provide appropriately credentialed and effective teachers to maintain academic, social-emotional and behavioral programs and services. Reduced class sizes have allowed our schools to safely reopen with social distancing and is currently allowing our teachers to more effectively connect with students and address their social, emotional needs and mitigate for lost instructional time.</p> <p>FUESD average class size, pre-pandemic was 24:1 for grades TK/K-3, 30-33 for grades 4-6 and 30-33 for grades 7-8. Current (2021-22) class sizes are as follows: TK-K: 22.1 1st: 22.2 2nd: 21.8 3rd: 21.7 4th: 25.5 5th: 26.3 6th: 24.2 7th: 20.8 (Mary Fay, San Onofre & Fallbrook Virtual Academy)</p>	\$6,673,920

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		8th: 18.4 (Mary Fay, San Onofre & Fallbrook Virtual Academy) 7th/8th: 24.2 (Potter Jr. High)	
ESSER III; Learning Continuity and Attendance Plan	Data, Assessment and Instructional Technology Support	The IT department has had significant increases in responsibilities and the scope of their work over the past two years: <ul style="list-style-type: none"> • Increased requirements for attendance reporting, monitoring independent study contracts, virtual learning and other COVID-19 related reports to local and state agencies • The increase in digital resources including devices, hotspots, online curriculum, assessments and data bases that need to be maintained • The strategic implementation of digital common assessments and progress monitoring provides teachers with the knowledge to more accurately target instruction specific to individual students needs, therefore more effectively addressing learning loss which occurred due to the pandemic • Required reporting of data to local, state and federal agencies has increased in number and frequency, including data that tracks progress on actions outlined in State and Federal Plans • The increased need to automate the transfer of data between multiple systems to and perform complex queries for various reports in a timely manner • Manage the new online registration process 	\$367,174
ESSER III	Staff Recruitment, Onboarding and Retention	FUESD has hired a significant number of additional certificated and classified staff due to the increased needs of the district to address the effects of the COVID-19 pandemic. The Human Resources department has been impacted by this increase in staffing and the continued need to recruit and retain highly qualified individuals which will improve student outcomes and provide safe environments	\$223,053

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		for all students and staff. An additional Personnel Technician will help to mitigate the impact on the Human Resources department.	

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

N/A

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

Ensuring Interventions are Addressing Student Needs

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

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
Implementing public health protocols	The Student Services department will monitor CDPH Safe School COVID-19 Guidelines and coordinate the implementation of best practices throughout the school district	Ongoing

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
On-site COVID-19 testing	(1) Descriptive documentation of COVID-19 mitigation, testing, contact tracing and management efforts, including additional staff needed to coordinate and perform testing (2) Number of COVID-19 cases and quarantined students as measured by the district's COVID-19 Dashboard	(1) Annually (2) Monthly
Ongoing increased communication for our Spanish speaking families	(1) Work/Activity Log documenting translations, interpretations and other duties performed to enhance ongoing communication with our Spanish speaking families	(1) Annually
Professional Development	(1) Total number of Professional Development opportunities offered (2) Total number of participants in each PD session (3) Staff survey	(1) Annually (2) Annually (3) Annually
Targeted Intervention Support	(1) Total number of students that participate in each tutoring session (trimester) (2) Student achievement data (STAR 360)	(1) Three times each grading period (Fall, Winter, Spring) (2) Three times each grading period (Fall, Winter, Spring)
Continuity of school services-maintain lower class sizes in grades 4-8	(1) Enrollment reports reflecting student to teacher ratios (2) Progress monitoring of academic achievement and social wellbeing	(1) Quarterly (Beginning of the school year, and each grading period) (2) Comparative data Fall to Spring using STAR 360 and Panorama SEL survey
Data, assessment and instructional technology support	(1) Student and staff access to technology equipment and programs (2) Administration of MTSS related assessments (academic and social-emotional) (3) Provision of professional development to improve data literacy and the use of data to drive instruction (4) Descriptive documentation of new/expanded services and supports	(1) Annually (2) Annually (3) Annually (4) Annually

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
Staff recruitment, onboarding and retention	(1) Number of vacant positions (2) Number of employees onboarded	(1) Annually (2) 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 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.).

California Department of Education
June 2021