



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
Orcutt Union School District 2021-2022 Local Control and Accountability Plan (LCAP)	https://www.orcuttschools.net/accountability/#lcap
Orcutt Union School District Expanded Learning Opportunities Grant Plan	Contact OUSD Assistant Superintendent of Educational Services Joseph Dana, 805-938-8934 or jdana@orcutt-schools.net, for a copy of this plan

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

\$3,562,535

Plan Section	Total Planned ESSER III
Strategies for Continuous and Safe In-Person Learning	\$2,085,000
Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)	\$1,477,535
Use of Any Remaining Funds	\$0.00

Total ESSER III funds included in this plan

3,562,535

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 Orcutt Union School District's community engagement efforts in association with the development of the ESSER III Expenditure Plan have included inviting input at regular district meetings, convening some special meetings to seek input, visiting classes to seek input from students, and issuing open invitations to complete a survey. A record of these engagement efforts follows:

- September 15, 2021: Presentation on ESSER III to OUSD Superintendent/Parent Group; participants were invited to complete the survey
- September 20, 2021: Presentation on ESSER III to Leadership Teams of Olga Reed, Orcutt Academy K-8, Pine Grove, and Ralph Dunlap; participants were invited to complete the survey
- September 23, 2021: Presentation on ESSER III to Leadership Teams of Alice Shaw, Joe Nightingale, and Patterson Road; participants were invited to complete the survey

September 24, 2021: Meeting on ESSER III with Orcutt Educators Association President Monique Segura; Segura had opportunity to provide input

September 24, 2021: Presentation on ESSER III to Lakeview JHS ASB and Yearbook students; students were invited to complete the survey

September 27, 2021: Presentation on ESSER III to Orcutt JHS ASB students; students were invited to complete the survey

September 28, 2021: Presentation on ESSER III to Leadership Teams of Lakeview JHS, Orcutt JHS, and Orcutt Academy HS; participants were invited to complete the survey

September 29, 2021: Presentation on ESSER III at California School Educators Association (CSEA) meeting; participants were invited to complete the survey

October 1, 2021: Districtwide distribution of 5-minute video on ESSER III (English and Spanish) and ESSER III survey (English and Spanish) to staff (including teachers, school staff, site and district administrators, Special Education administrators, and all other district staff) and parents/guardians (including parents/guardians who speak languages other than English)

As of this writing (October 5, 2021), we have received 268 responses to the ESSER III Survey (survey participants included 123 who are parents/guardians, 121 who are employees, 45 who are students, and 21 who are community members; some respondents indicated multiple roles). Participants were given a list of allowable expenditure areas under ESSER III. Participants then gave input on priorities and could contribute specific ideas. On the survey, priorities identified by survey respondents were as follows:

- In the area of preventing/minimizing the spread of COVID-19 and other infectious diseases, 61.0% of respondents identified “supplies for sanitization and cleaning” as a high priority.
- In the area of addressing the effects of COVID-19, including lost learning time, 55.6% of respondents identified “mental health services and supports” as a high priority, and 51.1% of respondents identified “summer and supplemental afterschool programs” as a high priority.
- In the area of improving school facilities, 78.3% of respondents identified “improving indoor air quality in school facilities” as a high priority.

The Orcutt Union School District evaluated its community engagement opportunities and determined that civil rights groups, tribes, and advocates are neither present nor served by the LEA.

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

Community input received on ESSER III has influenced the district's expenditure plan as follows:

- The district has included an allotment for summer and afterschool programming in response to the strong support for this programming from parents and staff. Stakeholders believe summer programming offered in 2021 was effective and engaging. ESSER III funding will enable summer programming to continue in Orcutt through 2024.
- The district has increased what it initially budgeted for counseling support. Mental health services were deemed by community input to be a high priority for ESSER III expenditures.
- The district has budgeted a substantial amount for improvements in HVAC capacity, including adding HVAC in classrooms that do not have it and adding HVAC in cafeterias/multi-use rooms. Stakeholders strongly felt that HVAC needs to be available in as many classrooms and indoor spaces as possible.

- Due to strong advocacy for instructional assistants in kindergarten classrooms, the district has budgeted for these staff under ESSER III so kindergarten classes can continue to have IAs through the 2023-2024 school year. Stakeholders believe kindergartners need to have access to this additional support.
- Community respondents have underscored the importance of the opportunity to make ESSER III funds have a lasting impact on schools. As an employee stated in an input meeting, "Funding like ESSER III does not come along often."

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

\$2,085,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
OUSD 2021-2022 LCAP, Goal 2, Action 5	Outdoor Tables	Outdoor activity is necessary to reduce the spread of COVID-19. We currently do not have enough tables to accommodate all students when lunch is scheduled outside. Purchasing more outdoor tables will allow more students to eat and learn comfortably when meals and classroom lessons are done outside. Our plan is to purchase heavy-duty tables that will make outdoor activity possible for years to come. We also would like to purchase not just rectangular tables, but tables in shapes (octagonal, square, and round)	\$200,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		that facilitate socialization and social equity. Once purchased, we plan to place many of these tables under shade structures (see following item). This action will be implemented in addition to the positions and costs already notated in the OUSD LCAP.	
OUSD 2021-2022 LCAP, Goal 2, Action 5	Shade Structures	Outdoor activity is necessary to reduce the spread of COVID-19. Along with tables, shade structures are needed to provide shade on sunny days and shelter in inclement weather. Six of our nine sites do not have shade structures, and the three with shade structures have only minimal coverage. Once completed, shade structures can make possible outdoor meals, outdoor lessons, outdoor meetings and assemblies, and outdoor school events. Our plan is to combine the ESSER III funding budgeted for this with Deferred Maintenance and other funding in order to add shade structures to as many school sites as possible. This action will be implemented in addition to the positions and costs already notated in the OUSD LCAP.	\$500,000
N/A	HVAC Improvements	Adequate ventilation in indoor environments is necessary to reduce the spread of COVID-19. Olga Reed School in rural Los Alamos has a number of classrooms that have either (1) older HVAC units that have reached the end of their usable life or (2) “swamp cooler” units that do not provide adequate ventilation. The fact that Los Alamos has the warmest weather in the district makes improving the campus’ HVAC capacity a priority. Other district campuses have some HVAC needs as well, and these also can be addressed via ESSER III. It should be noted that community input made HVAC improvements the top priority for this plan (78.3% of respondents identified “improving indoor air quality in school facilities” as a high priority).	\$500,000
N/A	HVAC in Multi-Use Rooms	Adequate ventilation in indoor environments is necessary to reduce the spread of COVID-19. While we are working to accommodate outdoor meals and classroom activities to the fullest extent possible (see first two actions), we know there will be times when the weather will be either too severe or	\$750,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		too warm for students to be outside. Accordingly, it becomes imperative to add HVAC capacity to our Multi-Use Rooms, which house our cafeterias and kitchens. At present only one of our MU Rooms has HVAC capacity. Most of our MU Rooms were designed and built in the early to mid-1960s and feature a “box” design with few windows and little ventilation. Stakeholder input has indicated a strong desire to add HVAC capacity to MU Rooms so eating and meetings can be done more safely and comfortably inside. Our plan here is to augment ESSER III funding with Deferred Maintenance funding in order to accomplish this goal.	
N/A	Credentialed School Nurse	Our district nurse administrator and health assistants (LVNs) are integral players in our school district’s efforts to reduce the spread of COVID-19 and to address infection when it does occur. Our district nurse administrator has been heavily impacted by COVID-19, as she has needed to take on numerous pandemic-related tasks in addition to her regular responsibilities. Adding a credentialed school nurse will expand school coverage, enhance communication with sites about all pertinent health requirements and guidelines, and lighten the burden on the district nurse administrator.	\$135,000

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

\$1,477,535

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
OUSD 2021-2022 LCAP, Goal 1, Action 13	Special Education Program Specialists	The student subgroup most impacted by the loss of in-person instructional time has been students with disabilities. Two new Special Education program specialists have been hired to spearhead the acceleration of learning in Special Education classrooms and to lead professional development for Special Education staff in evidence-based practices. This entails coordinating observations for teachers to visit colleagues utilizing evidence-based practices, training in alternate curriculum (Early Literacy Skills Builder, Early Reading Skills Builder, Early Numeracy Builder, Early Math Skills Builder, and News to You) for students with moderate/severe disabilities, and training in the Second Step social skills curriculum. These positions are funded through 2022-2023, and ESSER III funding will take them through 2023-2024. This action will be implemented in addition to the positions and costs already notated in the OUSD LCAP.	\$320,000
OUSD 2021-2022 LCAP, Goal 1, Action 11; OUSD Expanded Learning Opportunities Plan, Action 1 (Extending Instructional Learning Time)	Instructional Assistants in Kindergarten	Our district's implementation of a full-day kindergarten schedule this school year has proven to be a fortuitous step in the wake of the interruptions to learning in the previous two school years. Because many of our kindergartners did not attend preschool, we are seeing that many of them are having difficulty transitioning to full-day, five-day-a-week, in-person instruction. Having an instructional assistant in each kindergarten classroom makes support available to these students. The presence of the instructional assistants addresses class size and enables the classroom teacher to offer fidelitous delivery of the research-based district-adopted core curricula (Wonders by McGraw-Hill in English/language arts and Houghton Mifflin Math Expressions in math) as well as supplemental use of such research-based programs as Heggerty Phonemic Awareness. ESSER III funding will allow our district to have instructional assistants in kindergarten classrooms in 2022-2023 and 2023-2024. This action will be implemented in addition to the positions and costs already notated in the OUSD LCAP.	\$425,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
<p>OUSD 2021-2022 LCAP, Goal 1, Action 10; OUSD Expanded Learning Opportunities Plan, Action 1 (Extending Instructional Learning Time)</p>	<p>Summer Programming</p>	<p>In summer 2021, our district offered a range of academically focused summer programs that were popular with families and effective in producing academic progress and building student confidence. These programs included the following:</p> <ul style="list-style-type: none"> • A four-week summer school for students entering grades 1-6 that offered targeted instruction based on student assessment data. In reading, teachers taught the Systematic Instruction in Phonemic Awareness, Phonics, and Sight Words (SIPPS) program and saw notable growth. In math, teachers implemented the Zearn/EngageNY math program and supplemented it with numerous games that reinforced essential math skills and concepts. For social/emotional learning, teachers piloted Emory University’s Social, Emotional, and Ethical Learning Program and came away feeling it made a difference with students. P.E. instruction also was integrated into the program. • A two-week “jump start” program for incoming transitional kindergarten and kindergarten students. This program enabled students to become accustomed to what it is like to be in a TK or K classroom and to become familiar with the curriculum of their new grade level (Wonders by McGraw-Hill in English/language arts, Houghton Mifflin Math Expressions in math, SEE Learning, P.E. activities, and developmental activities). Teachers have reported that students who participated in the “jump start” program transitioned more easily than students who were not in the program. • A two-week “jump start” program for incoming seventh- and eighth-grade students. Junior high school can be an intimidating place, and this program helped demystify it for incoming seventh graders. The principal and teachers organized a mock junior high school rotation that included 	<p>\$350,000</p>

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		<p>classes in reading, math, science, social/emotional learning, P.E., and WeVideo. Study skills and organization were emphasized, and seventh graders were given a tour of their new campus. For eighth grade, the program was more about bolstering skills and frontloading essential skills and concepts.</p> <p>Improvements planned for 2022 include the purchase of specific curricula for summer programs so they are not taking lessons from adopted curricula; integration of Career and Technical Education (CTE) career exploration activities and field trips, and streamlining the enrollment process. Expanded Learning Opportunities funding will fund summer programming in 2022, and ESSER III will enable it to continue in 2023 and 2024.</p> <p>In the survey done to gather community input, 51.1% of respondents indicated that summer and afterschool programming needs to be a priority for ESSER III expenditures.</p> <p>This action will be implemented in addition to the positions and costs already notated in the OUSD LCAP.</p>	
OUSD 2021-2022 LCAP, Goal 4, Action 2	Counseling Support	<p>Students continue to experience emotional strain, mental health issues, and social difficulty as we move through the COVID-19 pandemic. One symptom of this is severe behavior, as the number of suspensions has increased dramatically during the first two months of the 2021-2022 school year. Mental health support is a need, and the survey done in association with the development of this plan shows that our community agrees (55.6% of respondents identified “mental health services and supports” as a high priority). ESSER III will help our district sustain the level of counseling services it is able to provide for students through the 2023-2024 school year. This action will be implemented in</p>	\$175,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		addition to the positions and costs already notated in the OUSD LCAP.	
OUSD 2021-2022 LCAP, Goal 2, Action 4	Technology	With technology devices distributed to every district student, attention needs to be paid to the eventual refreshment of these devices. ESSER III can contribute to the replacement of devices that ultimately needs to occur. With technology devices now as essential to learning as textbooks, this is vital. This action will be implemented in addition to the positions and costs already notated in the OUSD LCAP.	\$207,535

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

\$0.00

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
Outdoor Tables, Shade Structures, HVAC Improvements, HVAC in Multi-Use Rooms, Credentialed School Nurse	<p>Progress monitoring data:</p> <ul style="list-style-type: none"> • COVID-19 cases are being recorded by the OUSD Human Resources Department. These figures show cases by school and whether it is students or staff who are affected. • The number of OUSD students needing to quarantine due to COVID-19 infection or exposure is being recorded by office assistants at each OUSD school. These figures show the degree to which students are moving in and out of classroom instruction. • Utilization of outdoor space for eating is being notated by the OUSD Child Nutrition Department. This data indicates how often students are able to eat meals outside. 	Daily/ongoing
Special Education Program Specialists	<p>Progress monitoring data:</p> <ul style="list-style-type: none"> • The exit rate from Special Education (data accessed via SIRAS) will indicate success in enabling students with disabilities to graduate out of needing special services. • Data on accomplishment of Individualized Educational Program (IEP) goals will provide evidence of success. In the current school year, program specialists are working with Special Education providers to write IEP goals that are measurable (goal accomplishment data accessed via SEIS). This will set the stage for analysis of IEP goal accomplishment in 2022-2023 and beyond. 	<p>Annually: exit rate from Special Education, data on accomplishment of IEP goals Ongoing: suspension data, attendance data</p>

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
	<ul style="list-style-type: none"> • Suspension data for Special Education students (data accessed via Aeries) will indicate success in reducing the number of severe behavioral incidents among students with disabilities. • Attendance data for Special Education students (data accessed via Aeries) will indicate success in reducing the rate of chronic absenteeism (students absent 10% or more of the time) among students with disabilities. 	
Instructional Assistants in Kindergarten	<p>Progress monitoring data:</p> <ul style="list-style-type: none"> • Acadience reading assessment benchmark data will show progress in reading. • Report card grades from the district adopted Expressions math curriculum will show progress in math (grades accessed via Aeries) 	Three times during the school year (trimesters)
Summer Programming (Summer School)	<p>Progress monitoring data:</p> <ul style="list-style-type: none"> • SIPPS has built-in assessments that will show student progress in reading. • Social/emotional screening tool (DESSA-mini or equivalent) will provide data on students' emotional state before and after participation in the program. 	Pre- and post-participation in the four-week summer school
Summer Programming (Jump Start)	<p>Progress monitoring data:</p> <ul style="list-style-type: none"> • Office Discipline Referrals (compiled in Edu-Climber) will be used to compare the behavior of students who participated in “jump start” programs to the behavior of all other students. 	September, October, and end of year

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
	<ul style="list-style-type: none"> • Attendance data (available on Aeries) will be used to compare the school attendance of students who participated in “jump start” programs to the attendance of all other students. • Social/emotional screening tool (DESSA-mini or equivalent) will provide data on students' emotional state before and after participation in the program. 	
Counseling Support	<p>Progress monitoring data:</p> <ul style="list-style-type: none"> • Suspension data for Special Education students (data accessed via Aeries) will indicate success in reducing the number of severe behavioral incidents among students, including student subgroups. 	Ongoing
Technology	<p>Progress monitoring data:</p> <ul style="list-style-type: none"> • The ratio of technology devices to students, which is maintained by the district Technology Department, will indicate success in maintaining a 1:1 device-to-student ratio. 	Ongoing

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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