



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 |
|--|---|
| Safe Return to In-person Instruction and Continuity Plan | https://drive.google.com/file/d/16vCI9B1sgj9obAxkL_ZmX5NxJ_-BHdU7/view?usp=sharing |
| 21-22 Local Control Accountability Plan | https://drive.google.com/file/d/1IjLa9F8Eh6oIWanD4iQtxDN6QEWMt0h_/view?usp=sharing |

Summary of Planned ESSER III Expenditures

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

Total ESSER III funds received by the LEA

\$2,619,990

| Plan Section | Total Planned ESSER III |
|--|-------------------------|
| Strategies for Continuous and Safe In-Person Learning | \$663,000 |
| Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds) | \$751,000 |
| Use of Any Remaining Funds | \$1,205,990 |

Total ESSER III funds included in this plan

\$2,619,990

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 district leveraged the selected committee members who were involved in the process of developing the district's LCAP last school year (21-22). This committee is made up of 36 representatives, representing each school site and stakeholder group (6 students, 6 teachers, 6

parents, 6 classified staff, 6 community members, and 6 administrators). Represented by parent and students groups are Foster Youth, EL, Low-income, and Special Education populations. The group was provided a budget overview during day two of their full three day engagement process. This overview included the availability and the intention of "relief funds" to the district. They provided their representative input and feedback on the trajectory of the district in regards to district-wide progress toward goals, mitigation of lost instructional time, graduation progress, learning loss, and mitigation strategies to address the totality of impact to the district surrounding the COVID-19 pandemic. They reviewed LCAP survey results (over 1,200 responses) and other relevant student outcome data to identify Action/Service priorities to address progress toward district goals, and in support of mitigating the academic impact of lost instructional time. The district evaluated its stakeholder engagement opportunities and determined that (Civil Rights Groups/Tribes/Advocates) are neither present nor served by the LEA.

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

The community/committee process impacted the development of the ESSER III plan by focusing the district's effort on a designated district goal to address the academic impact of lost instructional time. Specifically, this district goal is, to "...develop instructional opportunities that provide targeted credit recovery and timely remediation of learning loss". The district developed this goal to address learning loss and credit recovery deficiencies attributed to the impact of the COVID-19 pandemic. The actions listed in this goal area are intended to reduce the rate of student credit deficiency, to repair gaps in student learning due to the conditions of the COVID-19 pandemic, and to reduce the number of referrals to the continuation high school.

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

\$663,000

| Plan Alignment (if applicable) | Action Title | Action Description | Planned ESSER III Funded Expenditures |
|--|--|---|--|
| N/A | Contract tracing positions - in house | The district has created three part-time contact tracer positions to track, notify, and coordinate required quarantining of "close contact" students, staff, and volunteers | \$165,000 |
| N/A | Securing outside contract tracing services | The district will contract with the Public Health Institute for additional contact tracing, tracking, and notification services. This will be in addition to the above. | \$200,000 |
| Safe Return to Instruction and Continuity Plan | Ongoing purchase of PPE | The district will continue to purchase PPE annually, including but not limited to masks, cleaning supplies, disinfectant, etc. for staff, students, volunteers, visitors. | \$20,000 |
| N/A | Augment custodial staff / services | The district will utilize ESSER III funds to augment custodial staffing and over-time for custodial subs, additional cleaning / sanitizing of facilities. | \$158,000 |
| Safe Return to Instruction and Continuity Plan | Additional school nurse / health support | The district will seek to secure via contract and/or hire one additional FTE school nurse position. | \$120,000 |
| N/A | HVAC upgrades for Nevada Union HS | The district will modernize / install upgraded HVAC systems at NUHS theater/ band/ choir building - 100% ESSER III funded. | \$250,000 |
| Safe Return to Instruction and Continuity Plan | Enhanced HVAC system maintenance | The district will conduct enhanced HVAC system monitoring, maintenance, and service (i.e. replacing filters more often) at all district facilities. | \$25,000 |
| N/A | HVAC upgrades for Silver Springs HS | The district will use ESSER III funds to pay for approx. 50% of total costs to replace and modernize the HVAC system for all of Silver Springs HS. | \$350,000 |
| N/A | Portable air filters | The district will purchase, install, operate portable air filters in rooms and areas where systemic HVAC improvements / upgrades are not possible and/or timely. | \$30,000 |

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

\$751,000

| Plan Alignment (if applicable) | Action Title | Action Description | Planned ESSER III Funded Expenditures |
|--------------------------------|-------------------------------|---|---------------------------------------|
| LCAP, Goal #2, Actions #3, 4 | Bell Schedule Changes | <p>Nevada Union High School voted and implemented a bell schedule change for the 2021-22 school year. This change includes an increased number of student courses per year (and increase from 6 to 8), as well as intervention time embedded into the school day. That intervention time will be utilized to intervene with students by standard and by skill, based on student assessment data. The increased number of classes allows students the opportunity to attain needed credits toward graduation more expeditiously.</p> <p>North Point Academy also voted and implemented a bell schedule change for the 2021-22 school year. This change also included access to an increased number of courses, as well as flex time intervention during the day.</p> | \$150,000 |
| LCAP, Goal #2, Action #8 | Fast ForWord | Fast ForWord is an evidence-based reading program to support literacy for struggling learners, students with dyslexia, or other reading/literacy needs. It will be leveraged to address students identified with gaps in literacy skills. This action supports the work that is referenced in the LCAP. | \$27,000 |
| N/A | 2022 Summer School | The district will hold a summer school session targeting students in grades 9-11 that are credit deficient and/or at risk of not graduating. | \$200,000 |
| LCAP Goal #5, Action #2 | APEX online learning sections | Eleven sections of APEX online credit recovery program will be established and offered to students in need and/or at risk of not graduating. This action supports the work that is referenced in the LCAP. | \$225,000 |

| Plan Alignment (if applicable) | Action Title | Action Description | Planned ESSER III Funded Expenditures |
|--------------------------------|---------------|--|---------------------------------------|
| LCAP Goal #5, Action #2 | APEX Contract | The district will establish a contractual agreement with APEX for purposes described above. This action supports the work that is referenced in the LCAP | \$25,000 |

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

\$1,205,990.00

| Plan Alignment (if applicable) | Action Title | Action Description | Planned ESSER III Funded Expenditures |
|--------------------------------|--|--|---------------------------------------|
| N/A | Long term subs | The district will utilize ESSER III funds to pay for long term subs for certificated, classified, and administrative staff that are out on COVID-19 leave due and/or on close contact quarantine. | \$250,000 |
| LCAP, Goal #5, Action #5 | Counseling services | The district will fund one additional counseling FTE at NUHS | \$110,000 |
| LCAP, Goal #4, Action #4 | Mental Health Therapists | The district will utilize ESSER III funds for three Mental Health Therapists positions and one coordinator therapists position. These position will be part of the districts STARS program offering targeted mental health therapy and coordinated "wrap around" services to students in need. | \$190,990 |
| LCAP, Goal #2, Action #1 | Professional Development for Professional Learning Communities | Professional Development for the implementation of CA state standards and the ongoing development of high-functioning Professional Learning Communities. This effort supports curriculum, instruction, assessment, intervention and enrichment. Specific to learning loss, the assessment process targets specific deficits in areas identified by curricular teams to be "essential learning outcomes". A key | \$100,000 |

| Plan Alignment (if applicable) | Action Title | Action Description | Planned ESSER III Funded Expenditures |
|--------------------------------|---|---|---------------------------------------|
| | | to filling in learning loss for students is the use of assessment data to specifically target student needs by skill and by standard. This action is in pursuit of that process. | |
| LCAP Goal #4, Action #6 | Hatching Results Professional Development | Consultation, professional development, and evaluation of school counseling services. This is a 2 year agreement with Hatching Results to support comprehensive school counseling services, with an emphasis on early intervention, Tier One support, a counseling services audit, and the co-creation of a school counseling handbook. | \$24,000 |

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 |
|--|---|--|
| Professional Development for Professional Learning Communities | The collection of common assessments for curricular teams, student data results from these assessments, and teacher evidence of providing targeted interventions based on assessment results. | Principals are collecting student data on a monthly basis. Counselors and intervention specialists are collecting data surrounding student performance on a quarterly bases (based on grades). |
| Bell Schedule Changes | Progress will be monitored by evaluating student progress toward graduation (credits earned). This will be collected by counselors and reported to principals and district administration. | This will be done on a semester basis. |
| Fast ForWord | This reading program monitors student progress on an ongoing basis. Teachers of literacy classes will evaluate the progress of individual students on an ongoing basis. | Daily, informally, and formally by grading period. |

| Action Title(s) | How Progress will be Monitored | Frequency of Progress Monitoring |
|--|---|--|
| Hatching Results Professional Development | Hatching Results has provided a baseline survey of student support staff (admin, counselors, intervention TOSAs, school psychologists). These survey data will be analyzed pre and post consultation and professional development process. Additionally, the process involved the development of a counseling handbook, which will serve as an evidence-based product demonstrating progress in our efforts of creating clearly articulated systems of support. | Ongoing, yearly, and following our two-year contracted agreement for services. |
| Counseling services | The counseling team at NUHS is overseen by the site principal. Daily work, direction, scope of work is overseen and evaluated by site leadership. The district's Asst. Superintendent leads a district-wide counselor team monthly to coordinate strategy, work, professional development, and integration of counselor duties / functions into day-to-day district instructional practices. | Monthly, informally, and formally via the certificated personnel evaluation process. |
| Mental health therapists | Mental Health Therapists are overseen by the district's Director of Special Education and Student Services. The director coordinates their work in accordance with district LCAP goals and in alignment to the district's vision, mission, and core values (as adopted by the Board of Trustees). The director evaluates therapists in partnership with the coordinator of mental health therapists. | Monthly, informally, and formally via the personnel evaluation process. |
| Summer School | Summer school effectiveness will be monitored daily / weekly by an on-site "summer school principal" reporting to the superintendent. The principal will be on summer school sites monitoring instruction and overseeing daily summer school operations, staffing, and resource allocation. | Review of credit completion rates at the end of the session. |

| Action Title(s) | How Progress will be Monitored | Frequency of Progress Monitoring |
|---|--|---|
| APEX online learning sections / APEX Contract | The Asst. Superintendent will collect data annually to monitor the effectiveness of APEX sections and course in student credit recovery completion. | Informal feedback from teachers; formal evaluation using data derived from students taking the courses. |
| HVAC system upgrades / Air Filters | The LEA will install upgraded HVAC at the NUHS K-wing, main building at SSHA, monitor, maintain, and service HVAC systems at all district facilities (which includes inspecting and replacing air filters regularly). | Completion of HVAC projects will be according to public procurement standards / state and district project standards; Maintenance, inspection, and replacement of HVAC systems (i.e. filters, condensers, etc.) will be monitored as part of monthly M/O employee evaluation and oversight processes. |
| Contract Tracing positions - in house and via outside services (if necessary) | Progress will be monitored by ensuring that contract tracing and subsequent notification is occurring according to local / state public health requirements and standards. | Progress monitoring will occur monthly as overseen from the district office. |
| Ongoing purchase of PPE | The LEA will continue to purchase / acquire PPE as recommended by state / local public health agencies with an emphasis of maintain adequate supplies through the remainder of pandemic | District facilities / purchasing staff will monitor PPE supplies and utilization monthly to ensure against exhaustion of district supplies and any supply chain difficulties. |
| Augmentation of custodial staff / services | The LEA will monitor custodial staff and service needs monthly in accordance with local / state public health recommendations for facility cleaning. Additional custodian positions and/or services will be secured should needs develop outside of existing staffing. | Monthly observation of classroom / facility cleaning and disinfecting as overseen by M/O department leadership. |
| Additional school nurse / health support | The LEA will hire an additional school nurse position increasing from 2.0 to 3.0 FTE. The LEA will hire additional health aides if needed. | District leadership will monitor and track COVID-19 cases and the district's ability to respond and contract trace such cases on a monthly basis. |
| Long Term Subs | The district will utilize ESSER III funds to pay for long term subs for certificated, classified, and administrative staff that are out on COVID-19 leave due and/or on close contact quarantine. | Use of substitute instructional, administrative and support staff will be monitored on a monthly bases to ensure that programs are operational and that student have access to highly qualified staff. |

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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