



ESSER III Expenditure Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Twin Rivers Unified School District		

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

For more information please see the Instructions.

Other LEA Plans Referenced in this Plan

Plan Title	Where the Plan May Be Accessed
2021-2024 Local Control Accountability Plan	https://www.twinriversusd.org/Students--Families/Special-Projects/LCAP/index.html
2021 Expanded Learning Opportunities Grant	https://www.twinriversusd.org/Students--Families/Special-Projects/LCAP/index.html
2020-2021 Learning Continuity and Attendance Plan	https://www.twinriversusd.org/Students--Families/Special-Projects/LCAP/index.html

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

121,667,398

Plan Section	Total Planned ESSER III
Strategies for Continuous and Safe In-Person Learning	97,333,918
Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)	24,333,480
Use of Any Remaining Funds	

Total ESSER III funds included in this plan

121,667,398

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.

End of Year Survey to community regarding ELO plan: Community members, parents, staff, and students were provided a survey to provide input regarding the priorities of the ELO plan from June 4th-20th.
 Site Administration engagement: Site principals and leaders were surveyed to provide input regarding the greatest needs at their sites.
 Return to School Survey: All staff, students and community members involved in Twin Rivers were provided an opportunity to share their thoughts and rate the thoughts of others from August 17th-31st. The question that was provided for response was, "What are you looking forward to and what are you concerned about in the 2021-22 school year?"

Leadership Team Engagement 9.15: Twin Rivers District leadership team reviewed the ESSER III plan and provided feedback, questions and critique.

CSEA Input Meeting 9/14: CSEA representatives (Classified bargaining unit) reviewed the ESSER III plan and provided feedback, questions and critique.

Community Forums 9.2, 9.14, 9.23: Three community engagement events were hosted via zoom for parents, community members, staff and students to review the ESSER III plan and provide input, questions, and critique.

TRUE Input meeting 9.21: Twin Rivers United Educators (TRUE) Certificated Bargaining unit reviewed the ESSER III plan and provided feedback, questions and critique.

Budget Advisory: Budget Advisory Committee consisting of parents, staff and community members reviewed the ESSER III plan and provided feedback, questions and critique.

All Community Input Survey: All staff, students and community members (including tribal and other interested community organizations) involved in Twin Rivers were provided an opportunity to share their thoughts and rate the thoughts of others from September 24th-30th

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

The initial plan was shaped by community input through surveys, community meetings, and listening forums. Input for the annual LCAP that was provided from January through May of 2021 provided general themes of what was needed in Twin Rivers. Newer input data was taken from a community wide survey at the end of the 2020-21 school year in June. This survey provided prompts designed around the structure of the Expanded Learning Opportunities (ELO) Grant. Once the ESSER III guidelines and template were announced and distributed, the initial pieces of the plan were built around expanding existing actions that were present in the LCAP and the ELO plans to reach more students and provide greater services. Mental Health and Social Emotional Learning were emerging themes that were addressed through Counselor positions, additional psychologist services, professional development and licensing programs. Many of these actions were able to be funded across the whole district with the ESSER III funds. Site principals provided site-based needs assessment to address the student needs and the updates to their buildings to provide improved safety and functionality for in-person learning during the pandemic. Another community wide survey was distributed via our Parentsquare messaging system. This survey gathered input from interested parties regarding the start of in-person learning in 2021-22. From this survey and the challenges of returning to in-person learning, additional actions and services were added to the ESSER II Plan. The themes that emerged from this survey were used to shape the actions and provide a plan that best meets community and site needs during the present. The plans and actions were reviewed in 3 community input sessions that were held virtually, sessions with bargaining units, a session with district leadership, and the distribution of a video session to community members and representatives from interested agencies, organizations, and tribal groups. Each session provided insight and some small revisions to the actions planned. The plan is written with input from over 3,000 participants that provided over 2500 feedback points.

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

97,333,918

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
	Transitional Kindergarten Expansion	Includes the purchase of modular, portable classrooms where needed and the renovation of existing classrooms to adhere to the requirements of a transitional kindergarten Classroom.	22,100,000
LCAP 5.2	HVAC Upgrades	Upgrading existing HVAC systems at all sites to provide improved air filtrations, circulation, and heating and cooling functionality.	53,000,000
LCAP 1.16	Supplemental Allocation to School Sites	Increasing allocation to school sites to address specific site needs to provide safe and continuous in-person learning and to respond to the unique challenges experienced at each site.	2,500,000
	Water Bottle Filling Stations	Replacing water fountains at sites with filtered water stations that include water bottle refilling capacity in order to improve the safety of water fountains and provide a solution for students to fill water bottles for multiple use.	1,040,000
Learning Continuity Plan	Merv (9-13) Filters for HVAC systems	Continued purchase and replenishing of air filters rated to decrease the transmission of airborne diseases (such as COVID-19).	360,000
	Marquees	Replace or install digital marquees at all sites in order to provide improved communication and parent engagement.	2,400,000
Learning Continuity Plan	Ingress/Egress Fencing	Repair or install fencing in order to secure sites and provide safer facilities for students. This provides the site the ability	4,000,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		to better monitor campus visitors and trace campus attendance.	
Learning Continuity Plan	PPE Supplies	Purchase additional PPE to mitigate the transmission of COVID-19 in school sites.	500,000
Learning Continuity Plan	Cleaning and Sanitizing Supplies	Purchase and replenish cleaning and sanitizing supplies for school sites in order to mitigate the transmission of COVID-19 in school sites.	118,918
	Contact Tracing Contract	Contract with a contact tracing service in order to inform families and staff of potential exposure, respond to quarantine requirements, and provide information in a more timely manner regarding school and program status.	4,000,000
Learning Continuity Plan	COVID Testing Vendor Contract	Expand Twin Rivers capacity to provide testing services for COVID-19.	2,000,000
LCAP 3.13	Police Salaries	Fund police salaries during the 2023-2024 school year to provide safety and support at our school sites.	2,300,000
LCAP 1.20	Nursing Staff Salaries	Fund nursing staff salaries during the 2023-2024 school year to provide health and safety services to students and staff.	1,700,000
LCAP 1.20	District Nursing Staff	Expand the capacity of Twin Rivers Nursing staff to respond to student and staff health needs.	230,000
LCAP 3.14	Campus Safety Specialists for Grant High School	Funding a Campus Safety officer to support a safe and secure campus at Grant High School.	90,000
LCAP 1.20	Purchasing Supervisor	Funding a purchasing supervisor to improve system of processing orders and purchases at all levels of the district.	110,000
LCAP 1.20	Human Resources Tech Sr.	Funding a Human resource tech to expedited and expand the capacity for hiring and retaining additional staff.	90,000
LCAP 1.20	Human Resources Administrative Assistant I	Funding a Human resources Administrative assistant to expedite processes and requirements of hiring and retaining additional staff.	90,000
LCAP 5.1	Capital Project Assistant	Providing administrative and logistics support for capital construction projects funded under COVID relief and other one-time funding sources.	80,000
LCAP 1.20	IT User Support Tech Sr.	Funding IT User support to manage the expansion of technology and devices in Twin Rivers.	185,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP 1.20	IT User Support Analyst and Systems Administrator	Funding IT User Support Analyst and Systems Administrator to ensure the infrastructure and support is functional for the increased technological and device usage in Twin Rivers.	240,000

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

24,333,480

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP 3.3	Elementary and K-8 Counselors	Each Elementary and K-8 site will have a full time counselor in order to support the Social Emotional and Mental Health needs of students.	550,500
	504 Program and Training	Purchase, train staff, and implement a comprehensive, digital 504 management program in order to provide equitable accommodations and services across all sites. This also provides greater compliance with laws governing 504.	400,000
LCAP 1.24	ELA Lesson Implementation Coaches (additional)	ELA Lesson Implementation Coaches will support implementation of ELA Lesson Design units of study and scope and sequence on a limited basis during the 21-22 school year with full district-wide implementation in the 22-23 school year.	2,250,000
LCAP 1.20	District RSP Teachers	Funding RSP teachers to support district program for students with IEP.	660,000
LCAP 3.11	District Counselor	Central Counselor for social emotional needs provides mental health training to employees and services to all Twin	140,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		Rivers students with a focus on the TRUSD elementary schools that do not have an assigned counselor. The Central Counselor leads the crises response teams and works closely with elementary school counselors.	
ELO/LCAP 1.14	Student Support Teachers	Student Support teachers provide direct intervention to elementary/k-8 students based on site data. The students support teachers work in coordination with Twin Rivers' Multi--Tiered System of Support (MTSS).	550,000
LCAP 1.20	High School Student Learning Coaches	Student Learning Coaches provide classroom teachers with direct intensive instructional support services including research based effective strategies and interventions.	180,000
LCAP 1.1	Additional Professional Development Day	TRUSD is committed to improving academic performance and preparing staff with professional development to implement key initiatives. The additional professional development day will provide an opportunity for all certificated staff to engage in professional learning to address the impact of lost instructional time.	780,000
	Intercession Camps for Students	Providing Academic intervention and enrichment camps for students. Partnering with Curriculum and professional development services to include professional development for teachers during camps. Partnering with community agencies to provide enrichment activities during camps.	5,500,000
ELO/LCAP 3.8	Director of Equity and Inclusion	The Director and the Coordinator Equity, Diversity and Inclusion are responsible for establishing a comprehensive approach to improve school climate, creating inclusive schools for diverse families and fostering a district culture to support the equity and social justice within the district and the surrounding community.	195,000
ELO/LCAP 3.8	Coordinator of Equity and Inclusion	The Director and the Coordinator Equity, Diversity and Inclusion are responsible for establishing a comprehensive	175,500

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		approach to improve school climate, creating inclusive schools for diverse families and fostering a district culture to support the equity and social justice within the district and the surrounding community.	
ELO/LCAP 1.22	Behavior Analysts	A Behavior Analyst - assesses students, develops, implements and monitors behavior plans, provides consultation to staff and parents, and trains staff and students on positive behavior management skills.	540,000
Learning Continuity and Attendance Plan	Contracted services with Sports for Learning and Assist for teacher release time	Twin Rivers also had a new partnership with Sports for Learning, a social-emotionally focused physical education curriculum to support staff and students. Expanded the parameters (and including ASSIST as a contracted service) of this contract will provide release time for teachers to engage in professional learning and collaboration while students receive structure physical activity and social emotional learning.	1,500,000
	CORE literacy coaching for T K-2 Teachers	CORE Literacy Coaches provide job-embedded professional development for all TK-2 teachers to increase content knowledge and practical classroom application of the science of reading. This provides a framework to ensure that ALL TR students achieve literacy by grade 3.	5,000,000
	Site Parent and Enrollment Liaison Duties	Provide staff additional pay to perform duties to support parents with enrollment, technology, and family engagement and participation.	104,000
LCAP 1.20	Costs of Class coverage for sub vacancies	Allocate funding to provide additional pay for class and student coverage during substitute shortages.	288,980
	Additional instructional hour on early release day for intervention/tutoring	Provide students with tutoring or intervention services during Wednesday early release days for an additional our.	300,000
LCAP 3.6	Additional Instruments for Music program	Expand access to instruments and expand the variety of instruments available in elementary VAPA program.	500,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
	Reading Specialist (All Elementary/K8 sites: FTE based on enrollment)	Provide Reading Specialist teachers to support multiple sites with reading intervention	2,420,000
	PE Specialists (20)	Provide PE Specialists to sites in order to allow for release time for teacher collaboration.	2,200,000
	Supplemental Supplies and Learning Materials and ECE supplies	Instructional materials and supplies for students to ensure continued learning and improved access to instructional content.	100,000

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

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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
Student Support Teachers, Tutoring, Reading Specialists, High School Learning Coaches	iReady, Benchmark, CAASPP, Grade reports,	iReady & Grades: Ongoing; Benchmark: Trimester, CAASPP: Annually
Elementary K-8 Counselors, District Counselor	Counselor Reports, Number of Students/Groups Served, Counseling Referrals, Professional Development Attendance	Ongoing and monthly.
Facilities: Water Bottle Filling, Outdoor Learning Spaces	Site visits, project management tracking, Williams Facility Reports	Site Visits and Project management tracking: Ongoing; Williams Reports: Annually
Health and Safety: PPE, Contact Tracing, COVID Testing,	Incident reports, Contact tracing reports, attendance	Ongoing
All	Thought Exchange and Community engagement meetings	Quarterly
CORE Literacy Coaching	Coaching Logs, iReady and Assessment Data	Monthly coaching logs, Ongoing iReady and Trimester Benchmark and Assessment reports
Sports for Learning, PE Specialists	PLC Reports, PE Reporting	Monthly
Behavior Analysts, Counselors	Kelvin reports, GoGuardian Reports	Ongoing
Director and Coordinator of Equity	Summit Goals, Meeting Attendance, Development of Equity Plan	Monthly
Professional Development	Attendance and Deliverables	Varies depending on professional development topics and duration

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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