

ESSER III Expenditure Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Solano County Office of Education	Andrea Lemos, Ed.D. Deputy Superintendent, Educational Services and Student Programs	alemos@solanocoe.net 707-399-4430

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

For more information please see the Instructions.

Other LEA Plans Referenced in this Plan

Plan Title	Where the Plan May Be Accessed
Learning Continuity and Attendance Plan (2020–21)	https://www.solanocoe.net/file/1593846674981/1593847848210/5451559439812868473.pdf
COVID-19 Operations Written Report for Solano County Office of Education	http://scoe-ca.schoolloop.com/file/1593847327056/1593846517584/8869861996651794544.pdf
SCOE COVID-19 Response Plan	http://scoe-ca.schoolloop.com/file/1593846588192/1593847847658/6234637421990908020.pdf
Local Control Accountability Plan 2021/2022	Through the Solano County Office of Education
Expanded Learning Opportunities grant	Through the Solano County Office of Education

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

1,069,832

Plan Section	Total Planned ESSER III
Strategies for Continuous and Safe In-Person Learning	435,000
Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)	295,000
Use of Any Remaining Funds	339,832

Total ESSER III funds included in this plan

1,069,832

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 Solano County Office of Education (SCOE) provided robust and meaningful community engagement opportunities as part of the development of the 2020/21 Learning Continuity and Attendance Plan (LCP), the 2021/22 Local Control Accountability Plan (LCAP), and the Elementary and Secondary School Emergency Relief (ESSER) funding plans. Each engagement event provided opportunities to ensure a wide cross-section of community members were provided opportunities to give input into the planned actions and services that could be

enacted within the Juvenile Court and Community Schools (JCCS) schools. Additionally, each student and family was provided meaningful opportunities to give specific input regarding the individualized needs of each student.

The 2021/22 LCAP engagement process began in early November of 2020. Ten stakeholder engagement meetings took place during the 2020-2021 school year. Meetings were facilitated with parents, students, and SCOE staff and managers. The valuable feedback collected from these meetings was included with the development of the plan. Consultation with the SCOE's bargaining units' representatives further assisted with the development of the plan. Feedback collected from the Solano County Education Association, California School Employees Association, Solano Chapter, and the Solano School Bus Drivers, Public Employees Union Local 1 contributed to the plan's focus of serving the needs of all learners. SCOE engaged in stakeholder input meetings with Evergreen Academy and Golden Hills Community School (GHCS) students, staff, parents, and guardians. SCOE also met with the representatives from the Student Services department of each school district through the countywide Student Services Representatives Council. The council meets monthly to discuss issues related to child welfare and attendance and is also the body that develops and updates the Countywide Plan for Expelled Students. SCOE also met with the Solano County Board of Education throughout the LCAP development process. SCOE met with the members of the Foster Youth Education Planning Team (FYEPT), which includes foster youth advocacy representatives from the following partner agencies:

- *Solano County Juvenile Court System
- *Solano County Department of Health and Social Services - Child Welfare Services
- *Solano County Probation Department
- *Solano County Resource Family Association

Local Education Agencies:

- *Benicia Unified School District
- *Dixon Unified School District
- *Fairfield/Suisun Unified School District
- *Travis Unified School District
- *Vacaville Unified School District
- *Vallejo City Unified School District

Educational Partners:

- *Solano Community College
- *UC Davis
- *Job Corps
- *East Bay Consortium of Educational Institutions- (Dixon & Vallejo)

Community Partners:

- *Travis Credit Union
- *Court Appointed Special Advocates of Solano County
- *Solano County Foster Parent Association
- *First Place for Youth - Independent Living Skills Program

- *Aldea Treatment
- *Stahnke and Associates
- *Mile High Group Home
- *Solano County Department of Health and Social Services – Mental Health Division
- *City of Vacaville
- *Solano Children's Network
- *John Burton Association
- *Club Stride
- *Solano Pride Center
- *VOICES Youth Programs- Vallejo

All parents/guardians were invited to participate in the stakeholder engagement meetings. The parents of English Learners, homeless/foster youth, and low incomes students were able to share their ideas about the specific supports that were needed to support their children academically and socially. Spanish interpreting services were available at all meetings. We work with our Special Education Local Plan Area (SELPA) monthly to provide services and regularly gather stakeholder feedback. The stakeholder engagement process was conducted from November 2020 through May 2021. Students from GHCS and Evergreen Academy participated in the six stakeholder engagement meetings offering their recommendations for improving their learning experiences at both campuses. SCOE administrators and teachers facilitated these meetings which yielded a wealth of recommendations. All participants at the stakeholder engagement meetings were encouraged to provide input relative to the current goals and actions contained in the LCAP. The meetings also focused on analyzing the effectiveness of the program's goals. Due to COVID 19, stakeholder engagement meetings were held virtually via Zoom. LCAP parent, student, and staff surveys were also conducted virtually via Google Forms. The feedback collected from the LCAP surveys was categorized into specific themes. The themes outlined the specific areas of focus that the stakeholder groups identified as areas of need. Recommendations such as providing more Project-Based Learning activities, opportunities for increased student presentations, and hands-on activities for students were at the top of the suggestions from all stakeholder meetings. Incorporating more engaging technology into the classroom and the use of virtual reality to extend learning experiences were recommendations by multiple stakeholder groups. Finally, offering multiple trade options within all SCOE programs was also an area that all stakeholders believed was a direction and scope that SCOE should support. During the consultation meetings, SCOE received rich input from stakeholders and, through dialogue, SCOE was able to identify areas that indicated shared priorities. This feedback allowed SCOE to develop a responsive plan to the concerns and interests of the program stakeholders. SCOE staff, students, parents, teachers, and community members helped develop goals and services that focus on increasing student outcomes and sharpening student strategies accordingly. The consultation gatherings were positive, with a substantial discussion about the purpose of our programs and the student populations we serve. The priorities that received consensus among SCOE stakeholders for the new school year are listed below.

Parents expressed the following concerns/priorities:

1. Continue support with transition to high school and support at the receiving school
2. Continue collaboration and support with high school transcript communication
3. Increase the use of engaging technology in the classroom
4. More opportunities for projects and research within the classroom
5. Professional guest speaker series from different fields of expertise

Students identified the following priorities:

1. Implement Project-Based Learning projects; more hands-on experience - beyond paper and pencil
2. More field trips - both virtual and in-person
3. Use of the MakerSpace, more Robotics, and STEM learning
4. More use of engaging technology and digital learning
5. Specific to Evergreen Academy, students are requesting more access to the internet and research

Staff identified the following priorities:

1. Support for students who are significantly below grade level
2. Increase communication with all receiving schools and more substantial support at the receiving school
3. Consider an English Language Arts adoption
4. More professional learning for Project-Based Learning, universal design for learning, and social-emotional support
5. Field Trips - On-Site and Virtual

School Site Councils:

1. More training on building students' social skills
2. Build the community presence through city and county organizations (i.e., Chamber of Commerce)

Bargaining Units:

1. Varied professional learning opportunities
2. Mental Health groups that focus on behavior trends.
3. Inquire with the students at their first family meeting what they want to work on behaviorally.
4. Consider an English Language Arts adoption
5. Field Trips - On-Site and Virtual
6. Provide staff support with the implementation of a MakerSpace, and STEM learning

Input from the Board of Education included the following items:

1. Continue to provide and enhance transitional services for students who exit Evergreen Academy.
2. Continue to provide and enhance mental health services for Golden Hills Community School students.
3. Provide ongoing professional learning opportunities for teachers, administrators, and support staff.
4. Increase Project-Based Learning opportunities for students at Golden Hills Community School and Evergreen Academy.

Input from the FYEPT stakeholder group included the following items:

1. Mental health training regularly ensures teachers and counselors (school staff) use trauma-informed practices
2. More mental health support (Making it available in a way that minimizes stigma)
3. More training for teachers when a student is identified as foster Re: Accommodations, rights, services
4. Expose students to programs/trips Re: Careers, life skills, post-secondary
5. Increase partnerships with community members (i.e., faith-based, parent/guardians)

6. More opportunities for planning goal making with Solano stakeholders
7. Transitional Aged Youth (TAY) increased support for transportation
8. Transportation assistance post-graduation for Foster and Homeless youth
9. Willing mentors to connect with our foster youth

SCOE provided several opportunities during the development of the Expanded Learning Opportunities grant for community input. The stakeholder engagement process has included an ongoing series of meetings that took place throughout the 2020-2021 school year. In addition, individual families were contacted by the JCCS staff on a monthly basis throughout the 2020-2021 school year to obtain feedback on the ever-evolving needs of students. The feedback obtained from Evergreen Academy and GHCS students, staff, parents and noncustodial parents were collected, categorized, and applied to specific services within the plan. Consultation with the SCOE's bargaining units' representatives including the Solano County Education Association, the California School Employees Association, Solano Chapter, the Bus Drivers, and the Public Employees Union Local was also instrumental to the development of the plan and proposed budget. The recommendations from the various meetings ensured that targeted academic support is provided for students, social-emotional support, and professional learning for classroom teachers and administrators. Providing more project-based learning opportunities, Career Technical Education (CTE) courses; Summer School; Science, Technology, Engineering, Art, and Math (STEAM); Science, Technology, Engineering, and Math (STEM); and Mental Health Services were common themes at the various stakeholder meetings. The priorities from the various stakeholder groups are listed below:

Parents/Guardians recommend:

1. Opportunities for hands-on experiences for students
2. Additional trades courses at Golden Hills Community School
3. Professional guest speakers from different fields of expertise
4. Increase tutoring opportunities
5. Provide summer school for students who need credits for graduation
6. Provide mental health support for students

Teachers recommend:

1. Provide coding opportunities and classes for students
2. Implement more science into our daily/weekly practice
3. Enhance the project-based learning opportunities - genius hours, robotics, coding, and passion projects
4. Continue improvement with the implementation of technology so it is engaging and attention-grabbing
5. Additional and ongoing professional learning
6. Classroom specialist support within CTE and STEAM classrooms

School Site Council recommends:

1. Summer school
2. Tutoring for students who need academic support
3. Increase CTE and career readiness opportunities
4. Mental health/counseling services for students

School staff recommends:

1. Field trips for students
2. Increase access to the Wellness Center
3. Professional learning focused on STEAM, STEM, and technology

Bargaining units recommend:

1. Professional learning that is technology-focused
2. Staff support with the Maker Space along with STEM or STEAM learning

Foster Youth Education Planning Team (FYEPT) recommends:

1. Additional mental health training for teachers, counselors, and school staff members using trauma-informed practices
2. Increase mental health support
3. Increase utilization of the Wellness Centers at Golden Hills and Evergreen Academy
4. Professional learning for teachers when a student is identified as foster including accommodations, rights, and services
5. Career planning/readiness for youth in foster care

These priorities served as the foundation of the plan and contributed to the creation of a needs-based approach to supporting our learners through specific actions and services. The feedback was essential to the development of the plan and will be utilized to monitor and assess the effectiveness of the strategies identified and implemented.

SCOE provided opportunities for community engagement for the development of the ESSER III grant plan. SCOE has established a collaborative relationship to address the needs of tribal youth and families in Solano County. SCOE and the Solano County Tribal Temporary Assistance for Needy Families (TANF) Partnership collaborated in grant writing opportunities to increase mental health services in Solano County. Additionally, SCOE and the Solano County Tribal TANF Partnership attend many of the same meetings and presentations related to mental health services in Solano County. SCOE community presentations included representatives from civil rights organizations and disability rights advocacy groups.

JCCS families and students are provided ongoing opportunities to provide feedback on provided services. Each student and family enrolled in GHCS was provided a family welcome meeting. During the meeting, students were administered a mental health screening to determine their current mental health and social-emotional learning needs. Parents were interviewed to determine if there were academic, mental health, behavioral, transportation, or technology needs that would support the success of the student. During these meetings the following priorities were identified:

1. After school enrichment
2. Summer programs
3. Tutoring and academic intervention services during the school day
4. Credit recovery
5. Mental health services during the summer

Additionally, a community engagement event was held in September 2021 which included SCOE Board of Trustees, SCOE bargaining unit representatives, community agencies, community members, Solano County Public Health, and mental health providers. The following actions and services were identified by the participants in the community event:

1. Support with transportation
2. Training for parents to support the use of technology
3. Emergency services such as communication systems to address COVID-19 response
4. Specialized therapeutic services
5. Mentorship programs
6. Youth leadership programs to address health equity
7. Substance prevention and intervention services that are resilience-focused
8. Programs that support students who have a parent currently incarcerated

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

The ESSER III plan was influenced by the direct feedback provided by SCOE Juvenile Court and Community School parents, students, staff, partner agencies, community partners. The plan is heavily influenced by recent presentations and discussions related specifically to ESSER III plan development as well as feedback and input from the community engagement related to other plans developed over the past 18 months. A comprehensive and robust engagement process ensured the inclusion of many different voices in the plan development and directly influenced the focus of the planned actions and services. Common themes from each set of feedback were reviewed to identify common themes. Four main areas of focus emerged during the engagement process which includes the following:

1. Learning loss mitigation which includes summer programs, after school programs, engagement and enrichment, tutoring, and individualized academic intervention support, individualized academic instruction for students during periods of quarantine
2. Safety/communication which includes personal protective equipment (PPE) and effective communication systems
3. Mental health, social-emotional learning, and behavioral supports
4. Professional learning, workshops, and training to address the various needs of students

Each of the areas of focus for ESSER III funds have been identified by various community groups and continue to be areas of needed focus for the current school year.

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

435,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
ELO, LCAP Goal #4	Social-emotional learning supports	Students will receive SEL services through an evidence-based curriculum identified in the Collaborative for Academic, Social, and Emotional Learning (CASEL). Staff will receive professional learning on the implementation of the curriculum as well as the necessary curriculum and related materials.	5,000
ELO	Individualized academic plans	Students who are in need of virtual instruction in the home due to a mandatory quarantine will receive needed individualized academic instruction by their assigned teacher. Support for changing and emerging needs for students' continuous and safe in-person learning will also be addressed.	400,000
ELO, LCAP Goal #4	Mental health service	Students will receive school-based mental health services or referral services to address identified mental health needs. The evidence-based mental health service models will include motivational interviewing and trauma focused cognitive behavioral therapy. Mental health screenings will be conducted for each student within the JCCS schools. The evidence-based screening s will include Prodromal Questionnaire--brief version (PQ-B) and BH Works Universal Behavioral Health screener.	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

295,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
ELO	Materials and supplies for academic enrichment and intervention programs	Funds will be used to address the academic needs of students. This would include extended instructional time during afterschool enrichment and summer programs that incorporate evidence-based programs.	5,000
N/A	Academic Intervention Teacher	1.0 FTE Academic intervention teacher for the 2021/22 and 2022/23 school year. The academic intervention teacher will provide individualized academic instruction and tutoring services during the regular and extended school day programs.	260,000
ELO, LCAP Goal #s 1, 2, 4	Multi-tiered Systems of Support	Multi-tiered systems of support including Positive Behavioral Interventions and Supports will be implemented to provide evidence-based individualized academic support to maximize on task behavior and engagement during instructional time. Implementation includes professional learning, materials and supplies, and implementation coaching. Professional learning to address academic and instructional practices will also be provided.	30,000

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

339,832

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
COVID-19 Operations Written Report for Solano County Office of Education	COVID-19 Safety Planning and Response	The funds will be utilized to address the ongoing needs outlined in the COVID-19 Operations Written Report. This includes the replacement or refurbishment of technology for remote learning in the event of school closures. Support will be provided to address the implementation of COVID plans and response to ongoing health and safety needs. Additionally, professional learning will be offered to ensure staff, students, and parents are able to access the online academic programs, address individual needs, and know how to use the assigned technology.	249,832
Solano County Office of Education COVID-19 Response Plan	Safety and effective communication	The funds will be used to ensure the continuity of current COVID-19 safety protocols. This will include ensuring adequate PPE and cleaning/disinfecting supplies are readily available. Professional learning for the school community will be provided to ensure compliance with the SCOE COVID-19 Response plan. Additionally, communication systems will be maintained, replaced, or enhanced to ensure effective communication between and amongst all school community members.	90,000

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
Academic support	Progress monitoring of the academic supports provided to students will include the review of Renaissance assessment data, credit production data, credit recovery data, and Individual Learning Plan goal completion. Additionally, attendance reports will be monitored for participation in after school and summer extension programs to gauge interest and the effectiveness of the programs.	Data will be reviewed a minimum of quarterly.
Mental Health services, SEL support	The effectiveness of the mental health services and social-emotional learning supports will be monitored through the review of universal mental health screening data. School staff will ensure that students who are identified as needing mental health services will receive school-based services or be referred to a service provider when a need for a higher level of mental health services is indicated.	Data will be reviewed weekly.
Professional Learning	Surveys for school community members will be provided to determine the professional learning needs of the community. Professional learning topics will be monitored to ensure alignment with the needs identified through survey data. Data will be collected on the number of participants for each professional learning opportunity.	Data will be reviewed quarterly.
Safety and Communication	COVID-19 safety protocols will be regularly monitored to ensure compliance with all local, state, and federal guidelines. Staff will ensure that the appropriate numbers and types of PPE are readily available to staff and students. Additionally, staff will survey the school community members regularly to ensure equitable access to technology and related materials needed for ensuring clear and uninterrupted communication.	Data will be reviewed weekly.

ESSER III Expenditure Plan Instructions

Introduction

School districts, county offices of education (COEs), or charter schools, collectively known as local educational agencies (LEAs), that receive Elementary and Secondary School Emergency Relief (ESSER) funds under the American Rescue Plan (ARP) Act, referred to as ESSER III funds, are required to develop a plan for how they will use ESSER III funds to, at a minimum, address students' academic, social, emotional, and mental health needs, as well as the opportunity gaps that existed before, and were exacerbated by, the COVID-19 pandemic.

The plan must be adopted by the local governing board or body of the LEA at a public meeting on or before October 29, 2021 and must be submitted for review and approval within five days of adoption. A school district must submit its ESSER III Expenditure Plan to its COE for review and approval; a COE must submit its plan to the California Department of Education for review and approval. A charter school must submit its plan to its chartering authority for review and to the COE of the county in which the charter school operates for review and approval.

In addition, consistent with the requirements of the ARP, Volume 86, *Federal Register*, page 21201, April 22, 2021, the ESSER III Expenditure Plan must be:

- Written in an understandable and uniform format;
- Written in a language that parents can understand, to the extent practicable;
 - If it is not practicable to provide written translations to a parent with limited English proficiency, the plan must be orally translated for parents
- Provided in an alternative format to a parent who is an individual with a disability as defined by the Americans with Disabilities Act, upon request; and
- Be made publicly available on the LEA's website.

For additional information regarding ESSER III funding please see the ARP Act Funding web page at <https://www.cde.ca.gov/fg/cr/arpact.asp>.

For technical assistance related to the completion of the ESSER III Expenditure Plan, please contact EDReliefFunds@cde.ca.gov.

Fiscal Requirements

- The LEA must use at least 20 percent (20%) of its ESSER III apportionment for expenditures related to addressing the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs.
 - For purposes of this requirement, "evidence-based interventions" include practices or programs that have **evidence** to show that they are effective at producing results and improving outcomes when implemented. This kind of evidence has generally been produced through formal studies and research. There are four tiers, or levels, of evidence:

- **Tier 1 – Strong Evidence:** the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented randomized control experimental studies.
 - **Tier 2 – Moderate Evidence:** the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented quasi-experimental studies.
 - **Tier 3 – Promising Evidence:** the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented correlational studies (with statistical controls for selection bias).
 - **Tier 4 – Demonstrates a Rationale:** practices that have a well-defined logic model or theory of action, are supported by research, and have some effort underway by a State Educational Agency, LEA, or outside research organization to determine their effectiveness.
- **For additional information please see the Evidence-Based Interventions Under the ESSA web page at <https://www.cde.ca.gov/re/es/evidence.asp>.**
- The LEA must use the remaining ESSER III funds consistent with section 2001(e)(2) of the ARP Act, including for:
 - Any activity authorized by the Elementary and Secondary Education Act (ESEA) of 1965;
 - Any activity authorized by the Individuals with Disabilities Education Act (IDEA);
 - Any activity authorized by the Adult Education and Family Literacy Act;
 - Any activity authorized by the Carl D. Perkins Career and Technical Education Act of 2006;
 - Coordination of preparedness and response efforts of LEAs with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to COVID-19;
 - Activities to address the unique needs of low-income students, students with disabilities, English learners, racial and ethnic minorities, homeless students, and foster youth, including how outreach and service delivery will meet the needs of each population;
 - Developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs;
 - Training and professional development for staff of the LEA on sanitation and minimizing the spread of infectious diseases;
 - Purchasing supplies to sanitize and clean the facilities of an LEA, including buildings operated by such agency;
 - Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under IDEA, and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements;
 - Purchasing education technology (including hardware, software, and connectivity) for students who are served by the LEA that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment;
 - Providing mental health services and supports, including through the implementation of evidence-based full-service community schools;
 - Planning and implementing activities related to summer learning and supplemental after school programs, including providing classroom instruction or online learning during the summer months and addressing the needs of underserved students;

- Addressing learning loss among students, including underserved students, by:
 - Administering and using high-quality assessments that are valid and reliable, to accurately assess students’ academic progress and assist educators in meeting students’ academic needs, including through differentiated instruction,
 - Implementing evidence-based activities to meet the comprehensive needs of students,
 - Providing information and assistance to parents and families of how they can effectively support students, including in a distance learning environment, and
 - Tracking student attendance and improving student engagement in distance education;

Note: A definition of “underserved students” is provided in the Community Engagement section of the instructions.

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

Other LEA Plans Referenced in this Plan

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

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

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

Summary of Expenditures

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

Instructions

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

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

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

Community Engagement

Purpose and Requirements

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

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

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

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

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

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

- Students who are English learners;
- Students of color;
- Students who are foster youth;
- Homeless students;
- Students with disabilities; and
- Migratory students.

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

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

Instructions

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

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

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

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

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

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

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

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

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

Planned Actions and Expenditures

Purpose and Requirements

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

Instructions

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

Strategies for Continuous and Safe In-Person Learning

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

- If the action(s) are included in another plan, identify the plan and provide the applicable goal and/or action number from the plan. If the action(s) are not included in another plan, write “N/A”.
- Provide a short title for the action(s).
- Provide a description of the action(s) the LEA will implement using ESSER III funds for prevention and mitigation strategies that are, to the greatest extent practicable, in line with the most recent CDC guidance, in order to continuously and safely operate schools for in-person learning.

- Specify the amount of ESSER III funds the LEA plans to expend to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA.

Addressing the Impact of Lost Instructional Time

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

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

Use of Any Remaining Funds

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

- If the action(s) are included in another plan, identify the plan and provide the applicable goal and/or action number from the plan. If the action(s) are not included in another plan, write “N/A”.
- Provide a short title for the action(s).
- Provide a description of any additional action(s) the LEA will implement to address students’ academic, social, emotional, and mental health needs, as well as to address opportunity gaps, consistent with the allowable uses identified above in the Fiscal Requirements section of the Instructions. If an LEA has allocated its entire apportionment of ESSER III funds to strategies for continuous and safe in-person learning and/or to addressing the impact of lost instructional time, the LEA may indicate that it is not implementing additional actions.
- Specify the amount of ESSER III funds the LEA plans to expend to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA. If the LEA it is not implementing additional actions the LEA must indicate “\$0”.

Ensuring Interventions are Addressing Student Needs

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

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

Complete the table as follows:

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

California Department of Education
June 2021