

ESSER III Expenditure Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Farmerville Unified School District	Dr. Paul Sevillano Superintendent	psevillano@fusd.k12.ca.us (559) 592-2010

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
FUSD COVID-19 Safety Plan for In-Person Instruction	https://www.farmersville.k12.ca.us/
Expanded Learning Opportunities Grant Plan	https://www.farmersville.k12.ca.us/
COVID-19 Prevention Plan	https://www.farmersville.k12.ca.us/
2021-2024 Local Control Accountability Plan	https://www.farmersville.k12.ca.us/
ESSER III Safe Return to In-Person Instruction	https://www.farmersville.k12.ca.us/

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

\$11,031,016

Plan Section	Total Planned ESSER III
Strategies for Continuous and Safe In-Person Learning	\$3,447,016
Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)	\$6,826,000
Use of Any Remaining Funds	\$758,000

Total ESSER III funds included in this plan

\$11,031,016

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.

Farmersville Unified School District utilized a series of meaningful consultation activities to engage parents, students, staff, bargaining unit members, and community members to develop meaningful engagement in the development of the Local Control Accountability Plan (LCAP) and ESSER III expenditure plan. The LCAP Advisory Committee and School Reopening Task Force served as vehicles in which to consult with school and community stakeholders to address both COVID-19 safety needs and student learning loss. The district developed a representative committee comprised of parents, classified support staff, certificated teachers, and administrators to comprise the LCAP District Advisory Committee and School Reopening Task Force committee. The district utilized LCAP Advisory Committee, School Reopening Task Force, and the District English Learner Advisory Committee (DELAC) to develop the LCAP document and ESSER III expenditure plan objectives. The LCAP Advisory Committee serves as the District Advisory Committee (DAC) and parent representation includes the following subgroups who serve on the LCAP Advisory Committee: Foster youth, Socioeconomically Disadvantaged, English Learners, and Students with Disabilities. Virtual Open House Forums were also used to acquire feedback regarding district needs from

stakeholders. The superintendent provided LCAP presentations at Virtual Open House Forums at each school and solicited ESSER III expenditure plan feedback from stakeholders at 21 separate meetings with various stakeholder groups.

The LCAP Advisory committee developed LCAP and ESSER III surveys that were sent out to all K-12 parents, students, staff, and community members to provide feedback on COVID-19 and learning loss needs. The parent surveys allowed parents to provide feedback on both the academic and social emotional needs of students. In addition to the LCAP and ESSER II surveys, the district provided parent forums to consult with parents during virtual open house events. The feedback garnered from both parent, student and staff survey results and the virtual open house events were reviewed by the LCAP Advisory Committee and School Reopening Task Force to develop and finalize district priorities, actions, and services contained within LCAP and ESSER III expenditure documents.

Farmersville Unified School District utilized a series of meaningful consolation activities to engage parent, students, staff, and bargaining unit members, and community members. The district hosted 21 meetings to discuss district priorities and met with over 300 parents and staff since the release of LCAP and received 161 ESSER III funding surveys.

Stakeholder Meetings:

LCAP Advisory Committee include representatives from each school: parents, classified staff, certificated staff, and district and school administrators.

LCAP Advisory Committee Meeting dates - 3/4/21, 3/17/21, 4/21/21, 4/28/21, 5/12/21, 5/19/21, 5/26/21, 9/16/21, 10/13/21

School Reopening Task Force Meetings include representatives from each school: parents, classified staff, certificated staff, district and school administrators.

School Reopening Task Force Meetings - 8/19/21, 9/2/21, 9/23/21, 10/7/21, 10/21/21

ESSER III Feedback Meetings include: Health Techs / LVN Meetings 8/23/21 & 9/27/21, Attendance Clerk Meetings 7/28/21 & 9/13/21, Secretary Meeting 9/23/21, Community Liaison Meeting 9/24/21, Curriculum Council 10/4/21, Principal Meeting 10/7/21

District English Learner Advisory Committee Meetings:

DELAC Meeting dates to review and acquire LCAP feedback: 2/22/21, 4/19/21, 5/24/21, 10/12/21

Virtual Open House Public Forums:

- Invitation to attend open house forums sent to all teachers, staff, parents, administration and community members.
- Superintendent provided presentations at all Open House Forums and received feedback
- Freedom Open House 4/18/21
- Hester Open House 4/15/21
- Snowden Open House 4/22/21
- Deep Creek Academy Open House 4/26/21
- Farmersville High School Open House 1/27/21
- Farmersville Junior High School Open House 4/28/21

Bargaining Group Consultation: California School Employee Association - May 24,2021 and Farmersville Teachers Association June 2,2021.

District Special Education Meetings LCAP Agenda Items Discussion - January 11,2021, March 8,2021.

TCOE / SELPA Meetings LCAP Discussions - March 23,2021, April 27,2021.

K-12 Student Social Emotional Learning Surveys - provided 1,552 student responses on student social-emotional learning needs.

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

Meaningful consultation with stakeholder groups included presentations to DELAC committee, as well as virtual open house / community forums, bargaining unit leadership meetings, Board of Education meetings, and stakeholder representative LCAP Advisory Committee meetings and School Reopening Task Force meetings were conducted to review progress in various areas including student learning, social-emotional learning, attendance, behavior, parent engagement, technology, and COVID-19 safety.

The district LCAP Advisory and School Reopening Task Force Committees were provided with stakeholder survey feedback results and districtwide performance data analysis findings were used to confirm LCAP priorities. An extensive list of stakeholder priorities were identified by the LCAP Advisory Committee. The committee reviewed the identified priorities and the amount of LCFF and ESSER III funding available for allocation. Each priority was reviewed and finalized by examining its' alignment with district LCAP broad goals and ESSER III criteria.

Based on a review of stakeholder feedback and alignment with state priorities; three major areas of improvement provided the 3 broad LCAP goals for improvement. These included: 1) Increase student achievement (ELA /ELD, Math Science, Social Science), 2) Provide comprehensive academic and social-emotional support systems, 3) Increase the level of parent, family, and community engagement. The issue of COVID-19 pandemic allowed priorities to shift their focus to operating schools safely and learning loss resulting from distance learning. While each of the specific stakeholder representative groups had similar priorities, each group had the opportunity to provide the rationale as to why these areas were high priorities for them based on a review of performance data and COVID-19 safety needs.

Stakeholder representative LCAP Advisory Committee and School Reopening Task Force committees served as the vehicle for reaching stakeholder consensus on broad LCAP goals and ESSER III expenditure plan priorities. The alignment of ESSER III actions to LCAP goals and actions were of central importance. Four LCAP (4) goals and actions are included in the ESSER III expenditure plan section for strategies for continuous and safe in-person learning. These included LCAP Goal #2, Action #1 Computer Technicians need to be increased to provide additional classroom technology support; LCAP Goal #1, Action #10 Attendance Clerks expanded hours to track short-term and long term Independent Study attendance and participation; LCAP Goal #1, Action #8 Technology Broadband Internet to increase access for families; LCAP Goal #3, Action #4 Community Liaisons expanded hours to assist parents with supporting their student with short-term and long term Independent Study requirements. Two (2) LCAP goals and actions are included in the ESSER III expenditure plan section for addressing the impact of lost instructional time. These include: LCAP Goal #2, Action #9 Social Workers / School Counselors will be added to support the mental health needs of unduplicated students; LCAP Goal #1, Action #12 MTSS Director will provide Multi-Tiered Systems of Support (MTSS) oversight for academic student interventions to close achievement gaps.

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

3,447,016

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
COVID-19 Safety Plan, Goal 6, Action 6.1	Identification and Tracing Contacts	District Nurse, LVN, Health Techs will serve as co-leads at each school as the point of contact for staff and families for all COVID-19 positive cases and quarantine, adhering to all contact tracing protocols. Expanded hours for Health Techs (5) and additional staffing to hire (1) additional Health Tech and (1) additional LVN is needed to implement COVID-19 testing and quarantine protocols as per the guidance outlined by the California Department of Public Health. ESSER III Criteria - developing strategies and implementing public health protocols and policies in line with the CDC for the operation of school to effectively maintain the health and safety of students and staff.	575,000
LCAP, Goal #2, Action # 1	Computer Technicians	Funding for Computer Technicians to be available to provide classroom technology and infrastructure support for all students. Expansion of student online learning, short-term and long-term Independent Study programs, increased technology devices, and expansion of internet access for families has led to an increase in technology support services. The district will hire (2) additional Computer Technicians. ESSER III Criteria - activities that are	528,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		necessary to maintain the operation of and continuity of services.	
LCAP, Goal#1, Action #10	Attendance Clerks	Funding for Attendance Clerks to follow up on reengagement plans for Independent Study students who are absent. In addition to to follow up required for short term Independent Study students who need follow up. The district will expand the hours of (2) Attendance Clerk positions to assist with tracking both short-term and long-term Independent Study students and progress monitoring. ESSER III Criteria - tracking student attendance and improving engagement in Independent Study.	150,000
LCAP, Goal #2, Action #8	Technology and Broadband Internet	All students will be provided with one-to-one Chromebook devices, broadband internet access, and online educational software. Purchase of internet access hot spots, technology infrastructure improvements, and technology replacement devices, and broadband internet access for low-income students and families has led to increased technology costs. ESSER III Criteria - purchasing education technology for students that aids in regular and substantive educational interaction between students and classroom instructors, including low-income students and children with disabilities.	508,016
LCAP, Goal #3, Action #4	Community Liaisons	Funding to expand the hours of bilingual Community Liaisons at each school to develop community engagement, provide parent-teacher and staff communication and parent outreach. Expansion of (6) Community Liaison hours to assist with tracking both short-term and long-term Independent Study, monitoring of student progress, and parent communication. ESSER III Criteria - providing information and assistance to parents and families of how they can effectively support students, including in a Independent Study environment.	330,000
COVID-19 Safety Plan, Goal #5, Action #5.13	Healthy Hygiene Practices / Sanitation	Designated deep cleaning days for custodial staff at all schools. Custodial staff will sanitize classrooms and high touch student and staff areas daily (CDPH), anti-virus foggers and cleaning solution that meet CDPH sanitation requirements will be used to clean all school classrooms,	716,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		offices, eating areas and playground areas. COVID-19 sanitation has led to a need to increase staffing for (2) custodial staff, add weekend hours for cleaning, and purchase supplies to deep clean and disinfect classrooms. ESSER III Criteria - developing strategies and implementing public health protocols and policies in line with the CDC for the operation of school to effectively maintain the health and safety of students and staff.	
COVID-19 Safety Plan, Goal 9-10, Action 9.1-2, 10.1-2	Testing of Students and Staff	Symptomatic and surveillance COVID-19 free testing will be provided to students and staff. COVID-19 staff and student testing has led to a need to increase clerical support for testing and add (1) clerical support staff and purchase additional safety supplies needed to implement COVID-19 testing. ESSER III Criteria - developing strategies and implementing public health protocols and policies in line with the CDC for the operation of school to effectively maintain the health and safety of students and staff.	100,000
COVID 19 Safety Plan, Goal #5, Action 5.4	Healthy Hygiene Practices / Air Ventilation	Air ionizers have been installed in all air-conditioning units districtwide. Ionizers are anti-virus devices that breakdown viruses and circulate purified air. Air ionizers need to be purchased and replaced yearly to ensure breakdown of viruses and circulation of purified air in all district facilities. ESSER III Criteria - developing strategies and implementing public health protocols and policies in line with the CDC for the operation of school to effectively maintain the health and safety of students and staff.	240,000
COVID-19 Safety Plan, Goal 7, Action 7.5	Student Lunches	Student lunches will be provided and will include prepackaged breakfast and lunch options for students. Due to pre-packaged food costs, food supply shortages, and increased staff hours needed to assemble student lunches. The district will need to purchase additional local food items and intermittently increase (6) food service employee hours to prepare and deliver student meals both at school and in the community. ESSER III - other activities that are necessary to maintain the operation and continuity of services in LEA's and continuing to employ existing staff.	100,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
Not Applicable	Operations / Staff Shortages	Provide funding to address both certificated and classified staff shortages due to COVID-19. Due to the COVID-19 pandemic and CDPH quarantine guidelines, staff shortages have impacted both classroom instruction and general school operations. Providing funding to increase daily pay and hire certificated classroom substitutes, classified substitutes, and extra hours needed of existing staff to assist with general school operations and staff shortages. ESSER III Criteria - other activities that are necessary to maintain the operation and continuity of services in LEA's and continuing to employ existing staff.	200,000

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

6,826,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
Expanded Learning Opportunities Grant, Action # 2	Concurrent Instruction Model	Teachers have extended daily instruction for all students by implementing a Concurrent Instruction Model which provides simultaneous daily instruction to both in-person and Independent Study students. The district's concurrent model of instruction provides live synchronous instruction for both in-person and Independent Study students concurrently. District negotiated pay for teachers and classified staff to receive training and implement concurrent instruction model for both short-term and long-term Independent Study students for the 2021-2022 school year. Independent Study responsibilities are additional duties for both certificated and	758,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		classified staff. ESSER III Criteria (Tier 3) Evidence-based Interventions - There is promising evidence to support the effectiveness of providing daily live instruction concurrently for Independent Study students virtually, with their in-person classroom peers, will result in increased engagement and achievement.	
Expanded Learning Opportunities Grant, Action #1	Extended Summer School / Winter Session	The district will extend instructional time by increasing summer school to six-weeks and add an additional two-week winter session. Both summer and winter sessions will include a Hybrid instruction model that includes both in-person and virtual student options for providing standards based instruction, STEM, and credit-recovery opportunities. Funding will be used for teacher and support staff salaries, materials, and administrative oversight costs. ESSER III Criteria 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.	150,000
Expanded Learning Opportunities Grant, Action #3	Classroom Instructional Aides	The district has hired (9) classroom instructional aides to provide direct classroom support for English Learners and to close student learning gaps in the areas English / Literacy and math. Instructional aides will be trained to provide classroom assistance to teachers with implementation of student Multi-tiered Systems of Support (MTSS) small group learning interventions. ESSER III (Tier I) Evidenced-Based Interventions - There is strong evidence to support the effectiveness of providing small group extended learning time and standards based instruction will result in increased student achievement.	786,000
SELPA Plan, Goal #1 Policy #1006	Special Education Academic Coach	The district will hire one (1) Academic Coach for Special Education to support teachers with pedagogical teaching practices to provide classroom support for Students with Disabilities. The Special Education Academic Coach will support teacher classroom instruction for Students with Disabilities in English language arts and math in all schools.	399,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		ESSER III Criteria - This action meets the requirements for providing programs and services for meeting IEP requirements and the Individuals with Disabilities Education Act (IDEA).	
Expanded Learning Opportunities Grant, Action 3	Classroom Intervention Teachers	The district has hired (7) K-6 classroom intervention teachers and will hire (4) additional 7-12 classroom intervention teachers to accelerate progress for closing student achievement gaps, for English / Literacy and math through the implementation of learning supports provided by certificated teachers. ELA and math intervention teachers to assist with pull-out MTSS interventions of identified students for small classroom supports and accelerated learning strategies. ESSER (Tier I) Evidenced-Based Interventions - There is strong evidence to support the effectiveness of providing small group extended learning time and standards based instruction will result in increased student achievement.	2,700,000
LCAP Goal #2, Action #9	School Counselors / Social Workers	Hire (3) Social Workers for K-6 schools and (2) Social Worker / Counselors for 7-12 schools to support the mental health needs of unduplicated students and their families. Social Workers will work directly with school counselors to provide student social-emotional support, monitor and assess student mental health services to reduce negative student behaviors and increase student wellness. ESSER III Criteria - This action will provide student and family mental health services and supports, including through the implementation of evidenced-based full-service community schools.	1,140,000
Expanded Learning Opportunities Grant, Action # 5	School Psychologist	The district will hire (1) additional school psychologist to address mental health barriers to learning. The school psychologist will assist with meeting the mental health needs of students by providing integrated student support including trauma, social emotional learning, and /or referrals for family support or student needs. ESSER III Criteria - Providing mental health services and supports, including through the	320,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		implementation of evidence-based full-service community schools.	
LCAP Goal #1, Action #12	MTSS Director	The district provided LCAP funding to implement Multi-Tiered Systems of Support (MTSS) student interventions at all schools. MTSS student interventions will target English Learners, Low Income, and foster youth students to close academic achievements gaps as measured by CAASSP. The district will hire (1) District MTSS Director to monitor and assess MTSS student interventions and student academic progress districtwide. ESSER III (Tier I) Evidenced-Based Interventions - There is strong evidence to support the effectiveness of providing accountability for evidenced based MTSS student interventions and standards based instruction will result in increased student achievement.	423,000
LCAP Goal #2, Action #16	Professional Development to Support English Learners	The district will provide professional development for certificated staff and classroom instructional aides to support English Learners. Professional Development costs will include English Language Development (ELD) strategies including Structured English immersion for core content areas, teacher curriculum and assessment planning time, ELD student materials, and substitute costs. ESSER III Criteria -	150,000

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

758,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
Expanded Learning Opportunities Grant, Action # 2	Concurrent Instruction Model	The concurrent model of instruction provides live synchronous instruction to both in-person and Independent Study (formally distance learning) students concurrently. Negotiated pay for teachers and classified staff to receive training and implement concurrent instruction model for both short-term and long-term Independent Study students for the 2022-2023 school year. Independent Study responsibilities are additional duties for both certificated and classified staff. District negotiated language is contingent upon Independent Study being continued for the 2022-2023 school year. ESSER III Criteria (Tier 3) Evidence-based Interventions - There is promising evidence to support the effectiveness of providing daily live instruction to Independent Study students virtually, with their in-person classroom peers concurrently, will result in increased student engagement and achievement.	758,000

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
MTSS Classroom Intervention Teachers, MTSS Director	FUSD will continue to implement Multi-Tiered Systems of Support (MTSS) student academic interventions in English Language Arts (ELA) and math for identified students. Teachers will administer district interim benchmark assessments to all students in ELA and math quarterly (Tier 1). Interim benchmark data	MTSS Director will be funded to monitor and assess student interventions every 4-6 weeks and report school and student level academic progress to the school / district administration to determine what additional student intervention support is needed.

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
	<p>results in ELA and math will be examined in teacher PLC meetings and used to identify low scoring students. Identified students will be provided additional ELA and math support utilizing pull out student interventions and skills instruction by classroom intervention teachers (Tier 2). Post intervention, students will be reassessed in ELA and math interim benchmark assessments to determine if additional academic interventions are needed. Additional academic interventions (Tier 3) will include but not limited to after-school tutoring, assignment of online curriculum learning platform, SST referral, and additional wrap around academic services.</p>	
School Counselors / Social Workers	<p>FUSD teachers, school counselors, and social workers will continue to implement social emotional learning (SEL) curriculum to support Multi-Tiered Systems of Support (MTSS) behavioral interventions for all students (Tier I). School counselors will administer (SEL) surveys to assess the mental health needs of students to reduce negative student behaviors and increase student wellness. SEL survey data will be utilized to implement SEL classroom lessons and activities (Tier 2). Students identified as needing additional (Tier 3) mental health support will be referred to Social Workers grades K-6 and School Counselors grades 7-12 for providing additional mental health supports for identified students and their families.</p>	<p>School Counselors and Social Workers will meet monthly to review SEL curriculum implementation and SEL survey data results to assess the mental health needs of students which includes a reduction in negative student behaviors and increased student wellness. Students identified as needing additional mental health support will be referred to weekly school Student Study Team process to determine if additional student and family mental health supports are needed.</p>

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