

## ESSER III Expenditure Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Fresno Unified School District	Robert Nelson, Superintendent	<a href="mailto:Bob.Nelson@fresnounified.org">Bob.Nelson@fresnounified.org</a> (559) 457-3882

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
Fresno Unified School District LCAP, 2021/22 and 2022/23	<a href="https://stafed.fresnounified.org/lcap/">https://stafed.fresnounified.org/lcap/</a>
Learning Continuity and Attendance Plan	<a href="https://stafed.fresnounified.org/wp-content/uploads/LearningContinuityPlan-State-Template-DRAFT-5-Adoption-English-1.pdf">https://stafed.fresnounified.org/wp-content/uploads/LearningContinuityPlan-State-Template-DRAFT-5-Adoption-English-1.pdf</a>
Expanded Learning Opportunities Grant Plan	<a href="https://stafed.fresnounified.org/wp-content/uploads/EXPANDED-LEARNING-OPPORTUNITIES-GRANT-ELO-.pdf">https://stafed.fresnounified.org/wp-content/uploads/EXPANDED-LEARNING-OPPORTUNITIES-GRANT-ELO-.pdf</a>

# 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

\$ 388,088,796

Plan Section	Total Planned ESSER III Expenditures
Strategies for Continuous and Safe In-Person Learning	\$ 1,020,000
Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)	\$ 83,980,000
Use of Any Remaining Funds	\$ 303,088,796

## Total ESSER III funds included in this plan

\$ 388,088,796

# Community Engagement

An LEA's decisions about how to use its ESSER III funds will directly impact 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.

Fresno Unified School District undertook an extensive outreach effort from November 2020 to February 2021 to better understand the preferences of parents, teachers, staff and students; and more specifically how the needs of students were evolving during the pandemic. An element of that outreach was the District's Local Control and Accountability Plan (LCAP) Survey, which had 5,452 participants. The survey, which closed in February of 2021, was a tool used to gather input from students, teachers, parents,

community members, and the public to better understand priorities for supporting students. In anticipation of funding for learning recovery, the district’s LCAP survey specifically asked the question, “Given that students have been distance learning for some time, what unique needs do you feel that students will have when they return to campus?” The district received 4,691 responses to that question. The following is a ranked summary of top themes from this question:

- Allow students time to reconnect with peers and adjust to school
- Instructional day and time preferences
- Supports for students coping with anxiety
- Tutoring, summer school or small group supports
- Technology use
- Build social skills
- Safety precautions, including wearing masks and social distancing
- Target supports for students experiencing learning loss

By summer of 2021, plan requirements around new Federal ESSER III funds were made available to school districts. While the district had received extensive input from stakeholders in early spring, students were still in the midst of distance learning at that time. After consideration of the information and insights available now that students are back in school full time, staff determined that more outreach and engagement was necessary to better understand the current needs of students. With a relatively short timeline to draft the ESSER III Expenditure Plan, the district created an abbreviated engagement strategy incorporating the assistance of internal and external partners to get a picture of current student needs.

<b><u>Participating Group</u></b>	<b><u>Targeted Audience</u></b>	<b><u>Date</u></b>
Back to School Saturday Family Faire	Families	August 07, 2021
Community Based Organizations*	Organizations that serve underserved students*	August 13, 2021
Go Fresno Public Schools	Families	August 23, 2021
DELAC	Families	August 19, 2021
Fresno Rescue Mission	Organization that serves underserved families	August 24, 2021
Special Education Administrators	Special Education Administrators	August 25, 2021
Fresno EOC	Organization that serves underserved families	August 30, 2021

Foster Youth Student Voice	Foster / Homeless Students	August 31, 2021
School Administrator Newsletter	Site Administrators	September 9, 2021
Social Media Blast W/ Video (Twice)	Fresno Unified Community	August / September
Community ThoughtExchange	Families, Students, Teachers, Administrators	August / September

*739 participants, shared 1,092 thoughts and provided 17,833 ratings*

*\* Underserved students are students who are low-income; English learners; Students of color; Students who are foster youth; Homeless students; Students with disabilities; and Migratory students.*

*\*Organizations included: Fresno Housing Authority, Focus Forward, United Way Fresno-Madera, Boys and Girls Club, CASA, Centro La Familia, Community Justice Center, Easter Seals, Every Neighborhood Partnership, Exceptional Parents Unlimited, Family Healing Center, FCSS (Foster Youth), FCSS (Health Services), FIRM Inc, Fresno American Indian Health Project, Fresno Barrios Unidos, Fresno Center, Fresno GROWS Maternal Wellness Innovation Hub, GO Public Schools, Hands on Central California, Jakara Movement, Jane Addams EDC, Live Again Fresno, Marjaree Mason Center, PIQE, Reading and Beyond, Resources for Independent Living, RIME Magic / TCM, Success together, The Children’s Movement, Valley Center for the Blind, West Fresno Family Resource Center, Youth Leadership Institute, Big Brothers/Big Sisters, Central Valley Urban Institute, Department of Social Services, Cultiva La Salud*

Feedback from engagement efforts was compiled and shared with district leaders the week of September 6, 2021. A presentation, including feedback from the community, was made to the Board of Education on September 15, 2021. The full presentation is available at [20210915-0-Agenda-Support-Material-DRAFT-1.pdf \(fresnounified.org\)](https://board.fresnounified.org/wp-content/uploads/20210915-0-Agenda-Support-Material-DRAFT-1.pdf). On October 8, 2021 a draft plan was made available online at <https://stafed.fresnounified.org/lcap/>. A presentation on the first draft was made to the Board of Education on October 13, 2021 <https://board.fresnounified.org/wp-content/uploads/20211013-0-Agenda-and-Support-Material-3.pdf> and on October 27, 2021 the Board of Education adopted the plan.

Engagement with the Fresno Unified community is an ongoing process. In the fall of 2022, over 40 meetings were held to further engage with educational partners. Updates on spending were provided and additional input was received. The input was gathered and shared with the district leaders and the Board of Education on January 11, 2023.

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

Input from staff, students, parents, and community members was shared with both district leaders and with the Board of Education. During those discussions, it was noted that new investments funded by other one-time resources received in the 2020/21 school year were currently being implemented but not necessarily apparent to all stakeholders by August of 2021. Examples of new investments already approved by the Board in June of 2021 and in various phases of implementation include additional school site allocations, an additional Teacher on Special Assignment to support the African American Academic Acceleration literacy program, additional nursing staff and health technology, investments for cultural proficiency, the final of three phased in new investments for

students with disabilities, additional psychologists, supports for visual and performing arts, and a wellness coordinator for nutrition services. These investments align to input received about mental health supports, academic supports for specific student groups, health supports and COVID protocols.

In August 2021, new engagement efforts highlighted evolving student and staff needs around additional classroom staff, facility upgrades, mental health supports, sanitization, COVID protocols, technology, academic supports, and better school lunches. Planned investments utilizing ESSER III funding include additional daily instructional time, expanded learning times after school and during summer and winter breaks, investments to support physical and mental health, investments to engage staff and students, classroom supports, and professional learning / teacher development investments. These recommended actions were informed by input and feedback received from the Local Control and Accountability Plan of parents, students, teachers, principals, administrators, labor partners, and the Board of Education.

## 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

\$ 1,020,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
Local Control and Accountability Plan (LCAP) – Page 253	#1 - Health Services Support	Cleaning and sanitation supplies, medical supplies, personal protective equipment. Investments in Health Services to better support students and staff as well as to respond to contact tracing, testing and the overall impact of the pandemic. The creation of wellness and	\$ 1,020,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
Learning Continuity and Attendance Plan – Page 11		testing hubs will specialize in deploying critical and supplemental services districtwide.	

## 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

\$ 83,980,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
Expanded Learning Opportunities Grant – Page 8  Local Control and Accountability Plan (LCAP) – Page 233-235	#2 - Expanded Summer & Winter Learning	To provide additional learning opportunities for students from K-12 to learn and engage outside of the regular calendar year. At the elementary and middle school level, the additional opportunities provided to students will have an intentional focus on literacy, math and enrichment. At the high school level, students are provided with credit recovery opportunities to help meet graduation and/or A-G college entrance requirements.	\$ 17,630,000
Expanded Learning Opportunities Grant – Page 8	#3 – Credit Recovery	To support targeted student groups and areas of focus based on student need, additional supports (including, but not limited to adding credit recovery sections) will be added at high schools to assist students to stay on track for graduation	\$ 4,890,000

<b>Plan Alignment (if applicable)</b>	<b>Action Title</b>	<b>Action Description</b>	<b>Planned ESSER III Funded Expenditures</b>
<p>Expanded Learning Opportunities Grant – Page 8</p> <p>Learning Continuity and Attendance Plan – Pages 37-38</p> <p>Local Control and Accountability Plan (LCAP) – Page 254, 291-298</p>	#4 - Social Emotional / Mental Health Supports	Additional positions or partnerships will be added to focus on social emotional and mental health supports for students and families.	\$ 8,360,000
<p>Expanded Learning Opportunities Grant – Page 8</p> <p>Learning Continuity and Attendance Plan – Page 29</p>	#5 - Student Supports	Student supports as necessary to meet evolving student needs. Analysis of individual student groups will identify needs and investments will be implemented as necessary to address. Examples of planned investments include additional student books and reading materials, employability skills or other beneficial contracts, and art residency or other expanded learning opportunities for students.	\$ 5,300,000
<p>Expanded Learning Opportunities Grant – Page 8</p> <p>Learning Continuity and</p>	#6 - Expanded After School Programs	Expand after school opportunities with the goal of eliminating waitlists and reducing costs for families associated with after school care.	\$ 9,480,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
Attendance Plan – Pages 29  Local Control and Accountability Plan (LCAP) – Page 232-233			
Local Control and Accountability Plan (LCAP) – Page 186-187, 333	#7 - Math & Literacy Class Size Supports	Fresno Unified will proactively target supports for elementary math and literacy by adding additional teaching positions to reduce class size. In addition to focusing these supports on elementary education, the district will add staff to promote ninth grade literacy.	\$ 2,040,000
Expanded Learning Opportunities Grant – Page 8	#8 – Alternative Learning	The need to provide an option for families who chose to keep students at home has necessitated the creation of an E-Learn Academy in kindergarten through twelfth grade. The goal of E-Learn is to provide students a rigorous academic program that aligns with state standards and ensures that students stay on track to graduate.	\$ 19,360,000
Learning Continuity and Attendance Plan – Page 28  Local Control and Accountability	#9 - Curriculum & Instruction Supports	Digital platforms or other supports to enhance the teaching and learning environment. An example is Tutor.com which is an online platform intended to assist student learning and promote learning beyond the classroom	\$ 16,920,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
Plan (LCAP) – Page 251-252			

## 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

\$ 303,800,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
Expanded Learning Opportunities Grant – Page 2, 5, 7  Learning Continuity and Attendance Plan – Pages 28, 22  Local Control and Accountability Plan (LCAP) – Page 175 – 176, 192-198, 199-	#10 - Student Group Support	Address the needs of students by focusing efforts in pivotal areas. Support will be provided as needs are identified. Examples include the following:  <u>African American students</u> - Address the academic needs of African American (AA) students by implementing strategic elementary and middle school reading programs. Moreover, added reading program elements will provide a whole-child approach to teaching and student support.  <u>English learners</u> - To support English Learners, the district will invest in added mentoring opportunities, tutoring and translation support.  <u>Early learners</u> - The district's early learners will have additional summer programs and will receive a learning kit designed to provide engaging reading and learning activities at home	\$ 16,110,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
200, 235-243, 277-282		<u>Students with special needs</u> – Additional investments were added to support students with special needs.	
Expanded Learning Opportunities Grant – Page 8  Learning Continuity and Attendance Plan – Page 22  Local Control and Accountability Plan (LCAP) – Page 251	#11 - Voluntary Professional Learning Summits	Optional days for teachers to participate in professional learning opportunities	\$ 3,060,000
Local Control and Accountability Plan (LCAP) – Page 251-252	#12 - Teacher and Leadership Development Supports	A three-pronged approach of improving the teacher and leader pipelines, expanding new and existing teacher and leader supports through coaching and professional learning opportunities.	\$ 13,050,000
NEW	#13 – School Site Support (to be planned through the SPSA)	School sites were provided funding to address the unique needs of individual school sites resulting from the pandemic. To plan for the funds, schools reviewed data with their School Site Councils. Specific plans were	\$ 20,380,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		documented in each school's School Plan for Student Achievement.	
Learning Continuity and Attendance Plan – Page 22  Local Control and Accountability Plan (LCAP) – Page 258-261	#14 – Facility and Technology Enhancements	Investments to ensure ongoing access to a high-quality teaching and learning environment for students and staff. Possible investments could assist to bridge the digital divide by ensuring access to high quality internet access for families. Other possible investments would promote safe, healthy and engaging school environments by investing in school facilities.	\$ 251,220,000

## 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
#1 - Health Services Support	<ul style="list-style-type: none"> <li>Weekly health and safety check ins with administrators and health service staff for feedback.</li> <li>Stability of staffing levels and the number of tests administered will also serve as a indicators of the district's response support.</li> </ul>	<ul style="list-style-type: none"> <li>Weekly meetings</li> <li>Daily monitoring of district students and staff wellness on the Fresno Unified COVID Dashboard</li> </ul>
#2 - Expanded Summer & Winter Learning	<ul style="list-style-type: none"> <li>Attendance will be collected for all students participating in the expanded summer and winter learning opportunities.</li> </ul>	<ul style="list-style-type: none"> <li>Attendance will be taken daily during the expanded summer and winter learning program.</li> </ul>

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
	<ul style="list-style-type: none"> <li>• For elementary and middle school, students will take pre and post assessments to measure growth in literacy and math.</li> <li>• For high school, student progress will be monitored through completion of credit recovery coursework and attainment of credits.</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• For elementary and middle school, students will take a pretest at the start of the program and will take a posttest towards the end of the program.</li> <li>• For high school, student progress is monitored by teacher through the Edgenuity credit recovery system daily. Attainment of credits will take place upon student completion of course. This occurs every time the student completes a credit recovery course and may occur more than once if student is able to complete more than one course during the Expanded Summer and Winter Learning program.</li> </ul>
#3 – Credit Recovery	<ul style="list-style-type: none"> <li>• Number of students participating</li> <li>• Number of credits earned through credit recovery sections</li> </ul>	<ul style="list-style-type: none"> <li>• Quarterly</li> <li>•</li> </ul>
#4 - Social Emotional / Mental Health Supports	<ul style="list-style-type: none"> <li>• Climate culture surveys distributed to students and parents</li> <li>• Student behavior and attendance data tracking</li> <li>• Social emotional and mental health service intervention tracking</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Climate Culture Survey (two times a year)</li> <li>• Behavior and Attendance data (Quarterly)</li> <li>• Social emotional and mental health service intervention tracking (Quarterly)</li> </ul>
#5 - Student Supports	<ul style="list-style-type: none"> <li>• Student achievement in English Language Arts and mathematics will increase in I-Ready scores for grades K-12</li> </ul>	<ul style="list-style-type: none"> <li>• i-Ready assessments (three times a year)</li> </ul>
#6 - Expanded After School Programs	<ul style="list-style-type: none"> <li>• Attendance will be collected for all students participating in the After School Program.</li> <li>• Enrollment data will be collected and tracked.</li> </ul>	<ul style="list-style-type: none"> <li>• Attendance and enrollment data will be collected daily in the Expanded After School Program.</li> </ul>

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
	<ul style="list-style-type: none"> <li>• Ten elementary sites will be selected to pilot after school literacy program in the After School Program. Students will take pre and post assessments to measure growth in literacy.</li> </ul>	<ul style="list-style-type: none"> <li>• For the ten elementary sites that will pilot a literacy program in the Expanded After School Program, students will take a pretest at the start of the program and will take a posttest towards the end of the program.</li> </ul>
#7 - Math & Literacy Class Size Supports	<ul style="list-style-type: none"> <li>• Monitor of class size (Grade 9 ELA), K-3 average</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• At the beginning of each semester</li> <li>•</li> </ul>
#8 - Alternative Learning	<ul style="list-style-type: none"> <li>• Student enrollment at E-Learn Academy</li> <li>• Student Independent Study Master Agreements followed by Assignment Contracts</li> <li>• Student achievement, graduation rates, and attendance</li> </ul>	<ul style="list-style-type: none"> <li>• Daily Monitoring of student enrollment and attendance</li> <li>• One-time audit of Master Agreements by October 15, 2021</li> <li>• Student achievement will be monitored 3 times a year during local and state assessments</li> <li>• Graduation rates will be examined annually</li> <li>• Attendance rates will be examined daily</li> </ul>
#9 - Curriculum & Instruction Supports	<ul style="list-style-type: none"> <li>• Monitor digital platform usage by examining analytics on programs such as Nearpod, Sora, tutor.com etc. to examine teacher access and usage</li> <li>• Monitor technology usage and supports using the Instructional Practice Guide on admin instructive classroom walks.</li> <li>• Use of local and state assessments to monitor student achievement</li> </ul>	<ul style="list-style-type: none"> <li>• Analytics on programs such as Nearpod, Sora, Tutor.com etc. will be used to examined quarterly</li> <li>• Local and state assessment results to be examined at time of assessment. Some are once a year; others are three times a year.</li> </ul>

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
#10 - Student Group Support	<ul style="list-style-type: none"> <li>• Individual student group performance is monitored during analysis of all key performance measurements.</li> <li>• Early Learning summer program's progress will be monitored by utilizing an assessment tool that will measure pre and post academic and developmental growth.</li> <li>• Learning kits are a home extension of the classroom learning opportunity. Progress will be monitored through a system of tracking the delivery of kits to ensure every child receives one.</li> </ul>	<ul style="list-style-type: none"> <li>• Periodic points during programming and quarterly throughout the academic year.</li> <li>• Early Learning progress monitoring will be at the beginning of the summer program as well as post-program participation.</li> <li>• Learning kit progress will be monitored on an ongoing basis until all children enrolled in early learning summer programs have received a learning kit.</li> </ul>
#11 Voluntary Professional Learning Summits	<ul style="list-style-type: none"> <li>• Pre and post surveys include addressing any follow up requests from teachers</li> <li>• Teachers are trained in literacy, math, science, and history content areas.</li> <li>• Student local and state assessments will be used to evaluate student progress</li> </ul>	<ul style="list-style-type: none"> <li>• Twice a year at each Professional Learning Summit teachers, learning will be assessed using surveys.</li> <li>• Student local and state assessment data by area of Professional Learning session</li> </ul>
#12 - Teacher and Leadership Development Supports	<ul style="list-style-type: none"> <li>• Diversity of recruitment with the Pipeline</li> <li>• Hiring fill rate of Pipeline participants</li> <li>• Professional Learning Offerings, satisfaction and student achievement in ELA and Math</li> <li>• New Teacher/Turnover Rates</li> </ul>	<ul style="list-style-type: none"> <li>• Monthly</li> <li>• Each semester</li> <li>• Monthly</li>   <li>• Yearly</li> </ul>
#13 – School Site Support (to be planned through the SPSA)	<ul style="list-style-type: none"> <li>• Progress is monitored through the review of data with each individual school's School Site Council.</li> </ul>	<ul style="list-style-type: none"> <li>• No less than two times during the school year</li> </ul>
#14 – Facility and Technology Enhancements	<ul style="list-style-type: none"> <li>• Facility projects will be assigned, and progress will be monitored utilizing standard evaluation methods and agreed upon timelines</li> </ul>	<ul style="list-style-type: none"> <li>• Quarterly monitoring of the progress of facility projects.</li> <li>• Student and staff technology access and usage will be monitored monthly</li> </ul>

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
	<ul style="list-style-type: none"> <li>• Student and staff access and usage of technology will be monitored</li> </ul>	using a Fresno Unified technology dashboard.

# 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 ESSER III Expenditure Plan template and instructions, please contact [LCFF@cde.ca.gov](mailto:LCFF@cde.ca.gov). For all other questions related to ESSER III, please contact [EDReliefFunds@cde.ca.gov](mailto: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