

ESSER III Expenditure Plan

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

For more information please see the Instructions.

Other LEA Plans Referenced in this Plan

Plan Title	Where the Plan May Be Accessed
Local Control and Accountability Plan (LCAP)	2021-2024 LCAP - Board Approved June 2021 - Link

Summary of Planned ESSER III Expenditures

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

Total ESSER III funds received by the LEA

	\$1,174,171.00
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Plan Section	Total Planned ESSER III Expenditures
Strategies for Continuous and Safe In-Person Learning	\$939,337.00
Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)	\$234,834.00
Use of Any Remaining Funds	\$0.00

Total ESSER III funds included in this plan

	\$1,174,171.00
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Community Engagement

An LEA's decisions about how to use its ESSER III funds will directly impact the students, families, and the local community. The following is a description of how the LEA meaningfully consulted with its community members in determining the prevention and mitigation strategies, strategies to address the academic impact of lost instructional time, and any other strategies or activities to be implemented by the LEA. In developing the plan, the LEA has flexibility to include input received from community members during the development of other LEA Plans, such as the LCAP, provided that the input is relevant to the development of the LEA's ESSER III Expenditure Plan.

For specific requirements, including a list of the community members that an LEA is required to consult with, please see the Community Engagement section of the Instructions.

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

The Colusa Unified School District and its community, like school districts and communities throughout the state of California and our Nation, have been immensely impacted by the COVID-19 pandemic. The closure of school on March 18, 2020 has had an adverse effect on the District's ability to meet the needs of approximately 1,550 TK through 12th grade students' physical, social-emotional and academic needs. The disruption of traditional instruction, instructional resources, technology, internet connectivity, and limited access to in-person services affected not only all students but also the District's most vulnerable students, socioeconomically disadvantaged, English Learners, students with disabilities, and foster youth and homeless children.

Colusa County is home to nearly 21,000 people. Situated along the Sacramento River, the town of Colusa consists of 5,800 residents. The majority, about 90%, of students who attend Colusa Unified School District live within city limits. Four percent of the District's students reside in the Cachil DeHe Band of the Wintun Indian Community. The remaining students live outside of town on the many farms or ranches, which comprise the majority of lands within the District's boundaries.

Colusa has one of the highest unemployment rates in the nation. In March of 2019, the Bureau of Labor Statistics listed Colusa unemployment at 20.6% while the national average was near 4%, and the California rate was 4.6%. The Colusa economy is primarily agriculturally based. Nearly thirty-five percent of the county's workforce is employed directly by farming operations. Colusa Unified School District contributes to the local economy as one of its largest employers. Other local industry jobs directly support the community's agriculture business.

As in many small towns, schools are a social focal point and many local groups use school facilities. Past Colusa Unified School District graduates often return to live in the community because of their connection to family, traditional values and the lifestyle that Colusa provides its residents. The Colusa Unified School District and its schools benefit greatly from the generosity of its strong Alumni Association, dynamic Athletic Foundation and giving school community.

Colusa Unified School District's five schools serve over 1,550 students from Transitional Kindergarten through 12th grade. Burchfield Primary School serves the community's youngest students beginning in Transitional Kindergarten through 3rd grade. Egling Middle School, the District's largest school, serves students in grades 4 – 8, and Colusa and Colusa Alternative High Schools provide a rich and well-rounded education to their students in grades 9 – 12. Colusa Alternative Home School provides families with the flexibility of a home school option to provide increased options of educational platforms. Our elementary, middle and high school all offer independent study to meet the needs of AB 130 offered for the 2021 - 2022 school year.

Colusa Unified School District's student composition reflects the makeup of its community with 69% percent of its students being Hispanic/Latino, 25% White, and 4% Native American. Seventy-three percent of the District's students qualify for federally subsidized free or reduced priced meals; 32% of its students speak Spanish as their primary language; and 14% of its students qualify for Special Education services, which are provided by the Colusa County Office of Education's Special Education Local Plan Area.

The District's class sizes continue to be well below the state average and boasts an average of approximately 22 students per teacher. District-wide attendance remains strong with an average attendance rate of 96% on any given day. The District emphasizes the importance of teaching the whole child by providing a well-rounded education experience focused on the academic, social-emotional, and behavioral needs of all students. The District provides access to: Visual and Performing Arts, Science, Technology, Engineering, Math (STEM), Career Technical Education pathways, additional College and Career Pathways as well as programs that develop the social-emotional wellness that promote resilience, integrity, and empathy for others.

The Colusa Unified School District Reopening Task Force convened its initial meeting on July 8, 2020. The task force was comprised of Colusa Unified Board of Trustees, parents, teachers, classified staff, site administrators, bilingual community/parent liaison and officials from the Colusa County Public Health Department, local fire department and County Office of Education.

The task force explored, evaluated, and developed recommendations that guided the District's reopening on August 19, 2020 in consideration of the following:

- * Local conditions to guide reopening decisions
- * Plan to address positive COVID-19 cases or community surges
- * Health and safety to include illness prevention, campus access, hygiene, personal protective equipment, cleaning and disinfecting
- * Instructional programming to include independent study, in person learning, distance learning (2020 - 21), social-emotional awareness, and expanded learning
- * School services to include transportation and nutrition
- * Communication and engagement to include teachers and staff, district partners, families and the school community

The Colusa Unified School District School Reopening Task Force recognized the following guiding principles in the development of this document:

Students need access to quality instruction and expanded learning opportunities to curve the learning gaps.

All students, to include students from low-income backgrounds, students with disabilities, students experiencing homelessness, foster youth, English learners, and students from diverse cultures, must have opportunities to achieve academic success that are accessible, personalized, culturally relevant and responsive.

Students must have access to programs and resources that promote academic, social, and emotional learning, physical well-being, college, career, and civic readiness.

Engage with students, families, support staff, teachers, district and site leaders, and community partners to support public health, maximize resources, and advance learning opportunities.

The District collaboratively worked with its stakeholders to collect valuable feedback that shaped the District's 2019-2020 Reopening Plan in a multitude of ways. First, the district disseminated both a Distance Learning Effectiveness and Local Control Accountability Plan Survey in English and Spanish to the parents of Transitional Kindergarten through 12th grade students in July, 2020. In addition, the District formed a School Reopening Taskforce representative of students, parents, community members, bilingual

liaison, experts in the field, certificated and classified employees, bargaining unit representatives as well as site and District administrators. The Taskforce evaluated and made recommendations regarding a variety of reopening scenarios to include the implementation of distance learning, home school academy, a blended approach, and returning in a traditional way with safety precautions in place. The taskforce also developed recommendations regarding extracurricular student activities, expanded learning, nutritional services, and maintenance, transportation, and operations of the District and its schools. In addition, the District reached out to its existing parent advisory councils to include it's District English Learner Advisory Council to further understand the needs of its students, families, and school community. Finally, the District mailed surveys and a Learning Continuity and Attendance Plan Questionnaire to families who do not have internet service In closing, District stakeholders had an opportunity to review the District's Learning Continuity Plan and make comments at a public hearing hosted on September 28, 2020. The following meetings were conducted in both person or virtually with stakeholders as the District developed its School Reopening, Learning and Continuity Plan:

Colusa Unified School District Task Force Meeting(s):

July 8, 2020 Identifying Assumptions, Knowns and Unknowns

July 14, 2020 Developing Classroom Based Activities

July 15, 2020 Developing Non-Classroom Based Activities

July 20, 2020 Finalize School Reopening Recommendation Report

Colusa Unified School District Board Meeting(s)

July 13, 2020 School Reopening Task Force Update

July 23, 2020 Adoption of School Reopening Taskforce Recommendations

September 21, 2020 Learning and Continuity Attendance Plan Public Hearing

September 28, 2020 Learning and Continuity Attendance Plan Adoption

Colusa Unified School District Parent Advisory Committee Meeting(s):

January 28, 2021 Stakeholder Sticky Note Challenge Input Activity

February 25, 2021 Sticky Note Challenge Stakeholder Input Activity Summary

March 25, 2021 LCAP Action and Services Sketch - Goals 1 and 2.

April 22, 2021 LCAP Action and Services Sketch - Goals 3 and 4.

District English Learner Parent Advisory Council Meeting(s):

January 27, 2021 Stakeholder Sticky Note Challenge Input Activity

February 24, 2021 Sticky Note Challenge Stakeholder Input Activity Summary

March 31, 2021 LCAP Action and Services Sketch - Goals 1 and 2.

April 28, 2021 LCAP Action and Services Sketch - Goals 3 and 4.

BPS School Site Council Dates:

September 9, 2021

October 7, 2021

November 18, 2021

January 13, 2022

February 10, 2022

March 10, 2022

April 14, 2022

BPS English Language Advisory Committee Dates:

October 7, 2021

November 18, 2021

January 13, 2022

March 10, 2022

March 24, 2022

April 14, 2022

EMS School Site Council Dates:

September 13, 2021

October 4, 2021

November 1, 2021

December 6, 2022

February 7, 2022

March 7, 2022

EMS English Language Advisory Committee Dates:

September 9, 2021

October 7, 2021

January 5, 2022

March 3, 2022

April 7, 2022

CHS/CAHS School Site Council Dates:

September 16, 2021

October 11, 2021

November 8, 2021

January 10, 2022

February 21, 2022

March 14, 2022

April 11, 2022

May 9, 2022

CHS/CAHS English Language Advisory Committee Dates:

October 5, 2021

November 2, 2021

January 4, 2022

February 1, 2022

March 7, 2022

April 5, 2022

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

Stakeholder input from our Needs Assessment completed in the spring of 2021 with staff members, School Site Councils, English Language Advisory Committees, District Language Advisory Committees, District Leadership Team, Site Administrators, CUSD Board Meetings, Special Education Local Plan Area, Parent Advisory Committee Meetings and Colusa Indian Community Council partnership meetings were reviewed as valuable input as a starting point for our ESSER III development to immediately place an emphasis on input previously gathered. Ideas were additionally gathered from our stakeholder groups for further input and ideas for our planning purposes. Our draft of our ESSER III plan was shared with all stakeholder members in an effort to assure all ideas were captured in our plan prior to our final draft submission to our Colusa County Office of Education and Colusa Unified School District Board for approval.

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

[\$ 0.00]

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP, Goal 1, Action 3: 1.3b	Increase Human Resources to Support Increased Technology	Continue to provide human resources to support technology integration into the classroom and work environment by adding one (1) FTE Technology Support Specialist	\$75,761.00

LCAP, Goal 2, Action 5: 2.5a	Family and Community Connectedness	Increase administrative assistant services by one (1) FTE focused on COVID-19 support services for families and school sites, enrollment services and marketing communication efforts.	\$69,622.00
LCAP, Goal 2, Action 1: 1.3b	Facilities: Safe Learning and Working Environments	Increase MOT staffing by one (1) FTE to focus efforts for safe learning and working environments. Increase student lunch tables.	\$65,068.00
		Increase yard duty by two (2) FTE (BPS/EMS) for increased monitoring of students at recess and lunch.	\$23,346.00
LCAP, Goal 2, Action 1: 2.3a	Testing for COVID-19	Establish partnership for any required testing for COVID-19	\$0.00
LCAP, Goal 2, Action 2: 2.2c	Improved Ventilation, Mechanical Systems and COVID-19 PPE	Routinely inventory and provide first aid and emergency supplies.	\$15,000.00
		Implementation of indoor air quality analysis systems at (BPS/EMS).	\$74,422.00
		COVID-19 PPE Ongoing Supply Needs	\$50,000.00
LCAP, Goal 2, Action 1: 2.3a	Increased Social Emotional Services	Social Emotional Assemblies or After School Programs	\$30,000.00

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

[\$ 0.00]

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP, Goal 1, Action 1A, 5, a	BPS, EMS Additional Teachers	Expand EL services with two (2) ELD specialist FTE positions (BPS, EMS)	\$178,022.00
		Increase Physical Education by two (2) FTE (EMS, CHS)	\$178,022.00
		Increase math support two (2) FTE (BPS, EMS)	\$178,022.00
		Increase social studies FTE at CHS to minimize class sizes and increase targeted instruction	\$89,011.00
LCAP, Goal 1, Action 4:1.4c	Expansion of ASES	Expand After School Education	
		2 FTE increase at EMS	\$29,456.00
		1 FTE increase at BPS	\$14,728.00
		2 Yard Duty FTE increase (BPS/EMS)	\$16,640.00
LCAP, Goal 2, Action 3:2.3e	Student Learning Support Services	Increase services by adding one (1) social worker FTE	\$89,011.00

Use of Any Remaining Funds

A description of how the LEA will use any remaining ESSER III funds, as applicable.

Total ESSER III funds being used to implement additional actions

\$ 0.00

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
N/A	N/A	N/A	N/A

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
LCAP, Goal 1, Action 3: 1.3b Increase Human Resources to Support Increased Technology	Annual Student, Parent, Staff Survey Feedback Regular Update with Stakeholder Input from CUSD Technology Committee	Every 6 Months: Beginning of Year Review and Plan Update & Mid Year Needs Assessment
LCAP, Goal 2, Action 5: 2.5a Family and Community Connectedness	Annual Student, Parent, Staff Survey Feedback	Annual Surveys
LCAP, Goal 2, Action 1: 1.3b Facilities: Safe Learning and Working Environments	Annual Student, Parent, Staff Survey Feedback	Every 6 Months: Beginning of Year Review and Plan Update & Mid Year Needs Assessment
LCAP, Goal 2, Action 1: 2.3a Testing for COVID-19	Compliance Required and Internal System of Accountability	Implementation Date for Current Employees and Ongoing for New Hires
LCAP, Goal 2, Action 2: 2.2c Improved Ventilation, Mechanical Systems and COVID-19 PPE	System Reports and Data Generated	Ongoing & Regular
LCAP, Goal 2, Action 1: 2.3a Increased Social Emotional Services	Annual Student, Parent, Staff Survey Feedback	Annual Surveys

LCAP, Goal 1, Action 1A, 5, a BPS, EMS Additional Teachers	Student Achievement Data & Gap Reduction Data Intervention Impacts on Learning (Growth Assessment Analysis)	Achievement & Intervention Data - 3 Times a Year
LCAP, Goal 1, Action 4:1.4c Expansion of ASES	Enrollment & Participation Data, Attendance Review	Monthly Attendance Review
LCAP, Goal 2, Action 3:2.3e Student Learning Support Services	Intervention Services Offered and Monitored in our Aeries System (Interventions)	Review of Interventions - 3 Times a Year

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 September 30, 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 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.).