



## ESSER III Expenditure Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Tahoe Truckee Unified School District	Todd Rivera/Valerie Simpson	530 582 2500

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 Accountability Plan	TTUSD website
Expanded Learning Opportunity Grant	TTUSD district office
2021 Safe Return To In-person Learning	TTUSD website

## 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

\$2,788,118

Plan Section	Total Planned ESSER III
Strategies for Continuous and Safe In-Person Learning	\$550,229
Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)	\$1,218,068
Use of Any Remaining Funds	\$1,019,821

### Total ESSER III funds included in this plan

\$2,788,118

## 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.

Over the past year, TTUSD has engaged school community members in the following ways and with the following plans:

#### EXPANDED LEARNING OPPORTUNITY PLAN 2021

School community members were engaged with the ELO plan in the following manner:

\*Step 1: School community members were provided an overview of the plan in a transparent and factual manner

\*Step 2: Questions asked by the presenter were developed to engage school community members with understanding plan elements, surfacing questions, concerns, and ideas for actions

\*Step 3: Questions, concerns, and ideas from each meeting were captured on an overall school community members document. Other means of communication(email, in person, etc.) were also made available.

\*Step 4: Questions were answered either at a follow-up meeting, via email, or in person.

\*Step 5: Actions were considered for the ELO based on the following: alignment to the district vision, what the research says, and the availability of human and financial resources to implement and monitor the suggested action.

#### Meeting Dates:

\*Parent Superintendent Advisory: May 13

\*DELAC: April 22 & May 13

Each school engaged its stakeholders through leadership team meetings, staff meetings, SSC, ELAC, and PTO. Principals were also available to meet with individual stakeholders as needed.

#### ACMS

Parent Meeting Dates - 4/21/2021, 4/27/2021 and 4/30/2021

Staff Meeting Dates - 5/05/21

#### TE

Parent Meeting Dates - 5/04/2021

Staff Meeting Dates - 5/04/2021

#### GES

Parent Meeting Dates - 4/29/2021

Staff Meeting Dates - 4/29/2021

#### KBE

Parent Meeting Dates - 4/27/2021 and 4/06/2021

Staff Meeting Dates - 4/29/2021

#### NTHS

Parent Meeting Dates - 4/29/2021

Staff Meeting Dates - 4/29/2021

#### NTS

Parent Meeting Dates - 5/04/2021

Staff Meeting Dates - 5/19/2021

## SHS/CSA

Parent Meeting Dates - 5/05/2021

Staff Meeting Dates - 4/23/2021 and 4/30/2021

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## TES

Parent Meeting Dates - 4/06/2021, 4/26/2021, and 4/27/2021

Staff Meeting Dates - 04/22/2021

## THS

Parent Meeting Dates - due to the short timeline, unable to hold a parent meeting

Staff Meeting Dates - 5/12/2021 and 5/19/2021

## TLE

Parent Meeting Dates - 4/06/2021, 4/20/2021 and 4/28/2021

Staff Meeting Dates - 4/29/2021

## Staff and Parent Input

### Within the School Day

Career Day/Class to meet real professionals

Provide one-on-one tutoring with office hours for struggling students within specific subject areas - longer than 30-minute sessions

Provide outside seating to create outdoor environmental education plus space for lunch/snack outside

Provide one-on-one with teacher/staff to follow the student from the beginning of school to the last day at school (for ES, MS, HS)

District funded full-day kindergarten program

### Additional Staffing Needs

Extending intervention position from .3 to .5

Paraprofessional support

### Additional staff

Have paraprofessionals available at Parks & Recreation

Additional Bilingual Aide

Full-time counseling-aide/career tech

Hire more paraprofessionals to support small groups/targeting learning

Student invention program better in morning/before school starts

More Math support (similar to Reading Intervention)

Walk to learn programs successful in the past (pairing with different teacher/staff

Alternative curriculum to meeting multiple credits  
Add intramural sports or a team B to include all levels of athletes  
Access to literacy, math, science, reading  
Team-based projects  
School assemblies  
Enrichment classes - handwriting/cursive, keyboarding, Spanish (immersion)

#### Extended School Day/Year

Extend School Day and offer transportation  
Afterschool staffed study hall and/or activities  
Summer - virtual and in-person learning opportunities  
Create learning hubs  
Online learning outside of the school day - year-round  
Summer Reading program  
Afterschool Programming to support academic/enrichment (coordinate with other organizations)  
Go to neighborhoods in need to offer additional support, tutoring, food/nutrition, etc.  
Online office hours  
Homework hotline staffed by HS students  
Empower parents to teach their student(s) outside of school hours to support school learning  
Provide education for parents - how to check on students' grades, progress. How do they help their child and advocate for their learning?  
Emotional Well-being/Mental Health  
Clubs/Activities (sports, leadership, peer clubs, Latino students) during recess  
Support students' self-image - "kids don't care what you know until they know you are"  
Yoga, book club, or quiet time mixed in with intervention, tutoring time  
On-campus therapist; peer support groups  
Sports and other outdoor activities  
Wellness Center at all school sites  
Challenge Day  
Motivational speakers  
Snack cart available to all  
Teachers have an allowance for snacks  
Diversity Programs  
Place or hub to hang out  
Focus on students' strengths (i.e. sports help students grow and learn)  
Community-wide events (i.e. Day of the Child, family events)  
Peer-to-Peer support club/groups  
Partner staff with a student for emotional support (trusted adult program)  
Mentoring (tutoring) program

Create other opportunities for fun learning  
Non-related sports clubs (Minecraft, D&D, acting, music, chess)  
Field trips  
Other ideas  
Access for all students  
Update library computers  
Change focus to growth opportunities instead of what was lost to support growth  
Transportation available to all  
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Create Leadership Group to bridge Aim High and middle school  
Professional development on:  
Biases  
Cultural Biases  
Equity  
Strength-based teaching  
More planning time for grade-level groups and PLCs (cross-curriculum opportunities)

#### 2021 SAFE RETURN TO IN-PERSON LEARNING

The District received feedback on the COVID-19 Safety Plan from the Superintendent's Parent Advisory Group, bargaining units, District leadership, and the public and has posted the plan on the District's website. The District also received feedback and agreement with bargaining units for the return to in-person instruction through MOUs which addressed safety mitigation measures and provided details on the instructional model and learning expectations for our students. There were separate MOUs for Distance Learning, The Hybrid Instructional Model, and five-day in-person instruction. The District presented its plans for Distance Learning, Hybrid Instruction, and Five Day In-Person instruction at regularly scheduled Board Meetings and provided opportunity for public comment. Plans were distributed to parents prior to transitions into the different instructional models through regular messaging via email and postings on the District Website. In addition, the District solicited extensive feedback from staff, leadership, and parents in the development of the 2020 - 2021 Learning Continuity Plan and the Expanded Learning Opportunities Plan. The Expanded Learning Opportunities Plan includes additional supports needed in the 2021 - 2022 school year to address student academic needs, learning loss, and socioemotional and mental health resources for students and staff. All feedback received from these different components has been incorporated into the District's plan for in-person instruction in the 2021 - 2022 school year. The Safe Return for In-person Instruction will be presented to the Board of Education and allow for additional public comments. The District will revise its plan once updated CDPH guidelines for K-12 schools is released.

#### LEARNING CONTINUITY AND ATTENDANCE PLAN 2020-2021

School community members were engaged with the Learning Continuity and Attendance Plan in the following manner:

A copy of the entire Learning Continuity and Attendance Plan-DRAFT was provided

\* Because employee group leaders are familiar with the standard LCAP process and template and COVID 19 Operations Report, the Learning Continuity and Attendance Plan-DRAFT and summary document-DRAFT were provided via email, a timeline, and input document

for providing input in addition to communicating availability to address questions, etc.

\*For DELAC and the Superintendent Parent Advisory group "meetings" (these were separate), many of which are also familiar with the standard LCAP process and template, and COVID 19 Operations Report, the Learning Continuity, and Attendance Plan-DRAFT and summary document-DRAFT were provided during two virtual meetings (Superintendent Parent Advisory) and parents were called in the parent's primary language (DELAC), which for DELAC members is Spanish. During the virtual meetings/phone calls, parents were provided an overview of the Learning Continuity and Attendance Plan-DRAFT and summary document-DRAFT along with an opportunity to ask questions and give feedback. Similar to the process with employee groups, parents were provided a timeline in which to provide feedback either during the public hearing or by sending written comments via email directly to the Executive Director of Educational Service. The LCP was posted on the district website prior to the public hearing.

\*Actions were considered for the Learning Continuity and Attendance Plan based on the following: alignment to the district vision, what the research says and the availability of human and financial resources to implement and monitor the suggested input.

\*The Public Hearing was also a forum for parents to provide input either virtually or in writing.

In addition to specific opportunities to provide input on the actual plan, TTUSD used results from parent surveys conducted in the spring, input from meetings with CSEA, TTEA, District Leadership Team, board members, and parents to inform the actions included within this plan. Furthermore, home visit observational data was also considered when identifying needs and actions to address these needs.

#### LOCAL CONTROL ACCOUNTABILITY PLAN 2021-2022

School community members were engaged with the LCAP in the following manner:

Step 1: School community members were provided an overview of the plan in a transparent and factual manner

Step 2: Questions asked by the presenter were developed to engage School community members with understanding plan elements, surfacing questions, concerns, and ideas for actions

Step 3: Questions, concerns, and ideas from each meeting were captured on an overall school community member's document. Other means of communication(email, in person, etc.) was also made available.

Step 4: Questions were answered either at a follow-up meeting, via email, or in person.

Step 5: Actions were considered for the LCAP based on the following: alignment to the district vision, what the research says, and the availability of human and financial resources to implement and monitor the suggested action.

Meeting Dates (see steps above):

Parent Superintendent Advisory: 5/13/21 & 6/10/21 ; no comments/input was received

DELAC (see steps above): April 22 & May 13; parents were very thankful about the support their child received this past school year and were excited to have learned tech skills themselves

TTEA & CSEA: Overview of Annual Review (draft provided) and LCAP (draft provided); 4/29/21 3:00-4:00 pm

2021-2024 LCAP: Draft emailed on 5/21/21; no comments/input was received

SELPA was consulted on 5/20/21

Alder Creek Middle School

Parent Meeting Dates - 4/21/2021, 4/27/2021 and 4/30/2021

Staff Meeting Dates - 5/05/21

Donner Trail Elementary

Parent Meeting Dates - 5/04/2021

Staff Meeting Dates - 5/04/2021

Glenshire Elementary School

Parent Meeting Dates - 4/29/2021

Staff Meeting Dates - 4/29/2021

Kings Beach Elementary School

Parent Meeting Dates - 4/27/2021 and 4/06/2021

Staff Meeting Dates - 4/29/2021

North Tahoe High School

Parent Meeting Dates - 4/29/2021

Staff Meeting Dates - 4/29/2021

North Tahoe School

Parent Meeting Dates - 5/04/2021

Staff Meeting Dates - 5/19/2021

Sierra High School/Cold Stream Alternative

Parent Meeting Dates - 5/05/2021

Staff Meeting Dates - 4/23/2021 and 4/30/2021

Truckee Elementary School

Parent Meeting Dates - 4/06/2021, 4/26/2021, and 4/27/2021

Staff Meeting Dates - 4/22/2021

Truckee High School

Parent Meeting Dates - due to the short timeline, unable to hold a parent meeting

Staff Meeting Dates - 5/12/2021 and 5/19/2021



Tahoe Lake Elementary School  
Parent Meeting Dates - 4/06/2021, 4/20/2021 and 4/28/2021  
Staff Meeting Dates - 4/29/2021

TTUSD continues to use this current input to inform this plan.

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

The following actions were influenced by school community member input:

Extended School Year Programming  
Family and Community Partnerships  
Continuity of actions implemented via the use of ELO funds to support the implementation of research based strategies to address learning loss

## **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**

\$550,229

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
Action 1	Safe Learning Environment	The District is committed to providing a safe learning environment for staff and students by implementing safety mitigation measures to prevent the spread of COVID-19 and facilitating continuous in-person learning. Expenditures included in this action include: Cloth, disposable, and KN-95/N-95 masks for all students and staff, additional cafeteria and outdoor seating options, air purifiers for all classrooms and congregation areas, inspection and testing of HVAC systems, campus monitors to ensure COVID-19 protocols are followed, directional signage, and water bottles. In addition the District has hired an additional temporary nurse to assist school sites with contact tracing and COVID-19 protocols.	\$550,229

## 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

\$1,218,068

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
21/22 Plan Alignment: LCAP, ELO	Extended School Year 22/23 -Elementary & Middle School	Extended School Year - Targeted Student Groups  Elementary: In partnership with The Boys & Girls Club(BGC) of North Lake Tahoe/Truckee implement an improved extended school year(summer) option for 1-5 grade identified students. (Alignment: LCAP Goals 1, 2 & 3 and HRS Levels 1-3)	\$100,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		<p>Middle School:            In partnership with AimHigh, continue to support summer middle school programming. AimHigh is a program that provides a "transformative summer enrichment program that has empowered thousands of middle schoolers from low-income neighborhoods, igniting their love of learning and yielding real results</p>	
21/22 Plan Alignment: LCAP, ELO	Extended School Year 22/23-HS Credit Recovery	<p>Implement blended HS Credit Recovery Program</p> <p>Students may choose a blended or independent study program to recover credits during the summer program</p>	\$40,000
21/22 Plan Alignment: LCAP, ELO	Extended School Year 22/23 BGC Partnership: Elementary	<p>In partnership with The Boys &amp; Girls Club(BGC) of North Lake Tahoe/Truckee implement an improved extended school year(summer) option for 1-5 grade identified students. (Alignment: LCAP Goals 1, 2 &amp; 3 and HRS Levels 1-3)</p>	\$50,000
21/22 Plan Alignment: LCAP, ELO	22/23 Summer program transportation	Provide transportation for students who attend summer programs	\$10,000
New ESSR III Action	Quarantine Instruction	One-time payment to classroom teachers to plan for and provide instruction to students who are quarantined due to Covid 19	\$482,000
New ESSER III Action	LTRS Training	All Elementary Teachers to be trained in LTRS program for grade level reading during 2021 -2022 and 2022 - 2023	\$402,712
New ESSER III Action	Technology	Provide Technology supplies and extra duty to support students	\$880
New ESSER III Action	Additional PD and Support	Provide additional PD days, extra duty, and sub support for teachers	\$132,476

## 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

\$1,019,821

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
21/22 Plan Alignment: ELO	Wellness Centers	Provide Wellness centers at both Middle Schools in 2021 - 2022 and 2022 -2023	\$259,690
21/22 Plan Alignment: ELO	Trauma Informed Training	Provide Trauma Informed Training to all school staff	\$26,484
New ESSER III Action	Additional Counselor Support	Provide additional counseling services for students	\$47,463
New ESSER III Action	Additional Classified and Certificated Support	Provide additional student support through support positions and extra duty for additional interventions and after hours instruction	\$611,184
21/22 Plan Alignment: ELO	Parent Support	Provide community liaison	\$75,000

## 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
Professional Learning Communities	Implement Professional Learning Communities	Each school will implement at least three improvement cycles focused on improving results on local assessments.

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
	<p>The Curriculum and Instruction Department will provide support to school instructional leaders and school teams to effectively implement professional learning communities that improve first instruction by:</p> <ol style="list-style-type: none"> <li>1. Regularly use evidence of student learning to identify the specific needs of individual SED, EL, SWD, and Hispanic students. Evidence will include but is not limited to the following district local assessments(aggregated and disaggregated):  STAR Early Literacy (English and Spanish)  STAR Reading (English and Spanish)  STAR Math (English and Spanish)  Writing</li> <li>2. Create and monitor goals based on student data</li> <li>3. Improve first instruction</li> <li>4. Improve student learning outcomes</li> </ol>	
Designated ELD	<p>The Curriculum and Instruction Department will provide support to school instructional leaders and the EL PLC to effectively implement professional learning communities that improve first instruction by:</p> <ol style="list-style-type: none"> <li>1. Regularly use evidence of student learning to identify the specific needs of individual EL students. Evidence will include but is not limited to the following district local assessments(aggregated and disaggregated):  ELPAC</li> </ol>	The EL PLC will be meeting and monitoring progress monthly.

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
	<p>STAR Early Literacy (English and Spanish)  STAR Reading (English and Spanish)  STAR Math (English and Spanish)  Writing</p> <p>2. Create and monitor goals based on student data</p> <p>3. Improve first instruction</p> <p>4. Improve student learning outcomes improving systemic issues and increasing instructional time</p> <ul style="list-style-type: none"> <li>• -----</li> </ul> <p>All ELD Coordinators, ELD teachers will participate in the Stanford (Understanding Language) to collaboratively write and or adapt units of study across content areas to support both integrated and designated ELD.</p> <p>To maximize learning for EL students, the Curriculum, Instruction, and Assessment Coordinator, and Coordinator of English Learner Services and Accountability will hold at least three PLC meetings a year that include: ELD Coordinators and teachers, and Reading Intervention Teachers. These professional learning communities will:</p> <p>1. Regularly use evidence of student learning to identify the specific needs of individual SED, EL, SWD, and Hispanic students. Evidence will include but is not limited to the following district local assessments(aggreated and disaggregated):</p>	

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
	<p>ELPAC            STAR Early Literacy (English and Spanish)            STAR Reading (English and Spanish)            STAR Math (English and Spanish)            Writing</p> <ol style="list-style-type: none"> <li>2. Create and monitor goals based on student data</li> <li>3. Improve first instruction</li> <li>4. Improve student learning outcomes improving systemic issues and increasing instructional time</li> </ol>	
Reading Intervention	<p>Improve learning outcomes for students receiving reading intervention            The Curriculum and Instruction Department will provide support to school instructional leaders and the Reading Intervention PLC to effectively implement professional learning communities that improve reading intervention instruction:</p> <ol style="list-style-type: none"> <li>1. Regularly use evidence of student learning to identify the specific needs of individual SED, EL, SWD, and Hispanic students. Evidence will include but is not limited to the following district local assessments(aggregated and disaggregated):              STAR Early Literacy (English and Spanish)              STAR Reading (English and Spanish)              STAR Math (English and Spanish)              Writing</li> <li>2. Create and monitor goals based on student data</li> <li>3. Improve first instruction</li> <li>4. Improve student learning outcomes improving</li> </ol>	The Reading Intervention PLC will be meeting and monitoring progress monthly.

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
	<p>systemic issues and increasing instructional time</p> <ul style="list-style-type: none"> <li>• -----</li> </ul> <p>To maximize learning for SED, EL, and Hispanic students who are receiving reading intervention, the Curriculum, Instruction, and Assessment Coordinator, and Coordinator of English Learner Services and Accountability will hold at least three PLC meetings a year that include: ELD Coordinators and teachers, and Reading Intervention Teachers. These professional learning communities will:</p> <ol style="list-style-type: none"> <li>1. Regularly use evidence of student learning to identify the specific needs of individual SED, EL, SWD, and Hispanic students. Evidence will include but is not limited to the following district local assessments(aggregated and disaggregated):  STAR Early Literacy (English and Spanish)  STAR Reading (English and Spanish)  STAR Math (English and Spanish)  Writing</li> <li>2. Create and monitor goals based on student data</li> <li>3. Improve first instruction</li> <li>4. Improve student learning outcomes improving systemic issues and increasing instructional time</li> </ol>	
District Instructional Leadership PLC	Led by Curriculum, Instruction and Assessment, principals and assistant principals will meet monthly to participate in PLC protocols to	This PLC team will implement three improvement cycles and will use local assessments three times a year and state



Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
	ensure that effective PLC's are happening at each school site.	assessment data to measure the impact of actions on student learning.
Progress monitoring	A system to closely monitor the progress of students receiving services as result of these funds will be implemented	Monthly

# ESSER III Expenditure Plan Instructions

## Introduction

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

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

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

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

For additional information regarding ESSER III funding please see the ARP Act Funding web page at

<https://www.cde.ca.gov/fg/cr/arpact.asp>.

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

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