



## 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
Expanded Learning Opportunities Grant Plan	
2021-2022 LCAP	<a href="https://www.stcsca.org/cms/lib/CA02224538/Centricity/Domain/2060/2021%20LCAP.pdf">https://www.stcsca.org/cms/lib/CA02224538/Centricity/Domain/2060/2021%20LCAP.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

370509

Plan Section	Total Planned ESSER III
Strategies for Continuous and Safe In-Person Learning	78,000
Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)	233,000
Use of Any Remaining Funds	60,000

### Total ESSER III funds included in this plan

371,000

## 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.

To address the impact of lost instructional time, Sherman Thomas Charter School will continue the expanded learning plan actions developed with community input during the 2020-21 school year. The following process was used to create those actions:

The Charter School engaged stakeholders throughout the 2020-21 school year to discuss providing instructional support and interventions. After school started, the Charter School sought input from the community to inform significant portions of the charter School's instructional plan. Site administrators and School liaisons also reached out to families to encourage participation. Sherman Thomas School Charter School held Parent Information meetings to review and provide input on topics that included addressing learning loss, providing support to students and meeting the needs of struggling learners on August 7, 2020, and September 30, 2020. Meetings were also made accessible virtually through Zoom so the public could access via electronic device or by phone call.

Additional formal meetings to gather concerns and present proposed actions were held during the Winter and Spring months. Stakeholder groups were asked to provide input regarding interventions and supports, including extended learning opportunities. During meetings with stakeholders, participants (migrant, ELD, homeless parents, board members, teachers, classified, and students) were asked to provide: Clarifying questions and/or comments; input/suggestions for assessing and addressing learning loss; supports for students who are struggling or have special needs; supports for social and emotional well-being; and access to technology.

The Charter School's proposed actions to support and accelerate learning for our neediest students were a primary topic at all meetings.

Students, parents, teachers, and support staff were surveyed several times in the Winter/Spring of 2020/2021. Responses from those surveys were also examined to inform the development of the Expanded Learning Opportunities Plan.

The following groups participated in surveys and/or feedback sessions, such as stakeholder input meetings:

District Administration/Principals Meeting – Ongoing through the school year.

Classified Staff Stakeholder Input Meeting -- January 22, 2021

Certificated teachers Stakeholder Input Meeting -- Teachers Stakeholder Input Meeting -- Teachers provided feedback during regular staff meetings and surveys. 7/28/20, 7/31/20, 8/4/20, 8/21/20, 8/28/20, 9/4/20, 9/25/20, 10/9/20, 10/9/20, 10/16/20, 11/6/20, 11/13/20, 12/5/20, 1/11/21, 2/5/21, 2/12/21, 3/19/21, 3/25/21, 4/9/21

Community Stakeholder Input Meeting –Surveyed 6/18/20, 6/23/20, 7/5/20, 9/23/20, 9/30/20, 10/19/20, 1/11/21, 2/3/21, met April 27, 2021

Student Input Meeting – Surveyed Fall, 2020, Spring 2021.

Parent Advisory Committee (PAC) Input Meeting -- April 27, 2021.

The PAC confirmed their support of the idea of extra support for struggling students and Social-Emotional Support.

The Public Comment period ran from April 27-30. A draft of the Expanded Learning Opportunities Plan (ELOP) was made available to stakeholders by request at the sites and on the school website. Comments were provided to school site administrators for consideration.

Additionally, the charter School engaged in a new community engagement process to gather perspectives and insights of each of the Stakeholder groups in identifying the unique needs of our students, especially related to the effects of the COVID-19 pandemic, and the most effective strategies and interventions to address these needs.

Board Adoption – May 25, 2021

Submit to Madera County Superintendent of Schools -- May 26, 2021

Teachers and classified staff were invited to meet and provide suggestions on September 27, 2021, and were asked to solicit feedback.

Teachers stated they were excited in After School Recovery and Acceleration small group instruction, Fieldtrips to teach students in a hands-on way of learning, and the continuation of paraprofessionals in all classrooms to help with learning loss.

A community input meeting was held on October 19, 2021, and individuals representing the interests of low-income students, students with exceptional

needs, English learners, homeless students, Foster Youth, migratory students, children who are incarcerated, and other underserved students were invited to attend and provide comments on the proposed actions.

A new public comment period was held from October 19th-26, 2021.

The plan was presented to and approved by Sherman Thomas Unified SchoolCharter School Governing Board on October 26, 2021. It was submitted to

the Madera County Superintendent of Schools on October 27, 2021.

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

One of the ways the influence of the community input helped develop the plan was to add in a music teacher. Parents were requesting a more rounded education and more arts in the classroom.

## **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**

65,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
	Facilities	School facility repairs and improvements to reduce risk 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 non-mechanical heating, ventilation, and air conditioning systems, filtering, purification, and other air cleaning, fans, control systems, and window and door repair and replacement.	38,000
	Technology	Technology needs to support possible needs of quarantined students.	40,000

### Addressing the Impact of Lost Instructional Time

A description of how the LEA will use funds to address the academic impact of lost instructional time.

**Total ESSER III funds being used to address the academic impact of lost instructional time**

233,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
	<p>After School Recovery and Acceleration, Elementary Students (K-8Grades) small group instruction</p>	<p>After School Recovery and Acceleration, Elementary Students (K-8Grades) small group instruction adding 1 hour per day of small group instruction provided by credentialed teachers.</p> <ul style="list-style-type: none"> <li>• Administrator</li> <li>• Teachers</li> <li>• English Language Arts Curriculum</li> <li>• Math Curriculum</li> <li>• English Learner Curriculum and Supports</li> <li>• Social Emotional Supports</li> <li>• Supplies and materials for summer classrooms</li> </ul> <p>The District will provide academic supports to students in grades K-8 which will focus on learning recovery and the acceleration of learning. California Common Core State Standards will be taught through purchased curriculum by STCS teachers, with emphasis placed on mathematics, English language arts, English learner development, and STEM.</p> <p>In an important study of the results of the Lawrence Public Schools’ turnaround efforts published in the National Bureau of Economic Research (NBER) and several other prominent journals, the authors conclude, “While the LPS [Lawrence Public Schools] turnaround was a package of interventions that cannot be fully separated, we find evidence that intensive small-group instruction led to particularly large achievement gains for participating students” (Schueler, et al., 2016, abstract). This study found substantial and lasting gains for participants in the reading and math academies; in fact, the overall positive results of the broader LPS turnaround effort are</p>	<p>160,000</p>

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		<p>largely attributable to the gains of students participating in the Acceleration Academies.</p> <p><a href="https://static1.squarespace.com/static/5791169403596eeb673530d8/t/59359e551b631bd354aaed4b/1496686166906/W hat+the+Research+Says+about+Intensive%2C+Small+Group+Instruction.pdf">https://static1.squarespace.com/static/5791169403596eeb673530d8/t/59359e551b631bd354aaed4b/1496686166906/W hat+the+Research+Says+about+Intensive%2C+Small+Group+Instruction.pdf</a></p>	
	Teaching Fellows After School Program	<p>Promote student success and college and career readiness build your assets such as character, resilience, and wellness foster partnerships that maximize resources and build community ties engage families in their children's learning in a meaningful way.</p> <p><a href="http://www.expandinglearning.org/sites/default/files/em_articles/3_afterschoolprogramquality.pdf">http://www.expandinglearning.org/sites/default/files/em_articles/3_afterschoolprogramquality.pdf</a></p> <p>Research shows that high-quality afterschool programs improve student's educational outcomes, school attendance, and social and emotional learning. Afterschool Alliance claims that quality afterschool programs understand that children and youth in different age groups vary in academic, psychological, and physical activity needs. Consistent participation in afterschool programs has shown lower dropout rates and has helped close achievement gaps for low-income students. For older youth, regular participation in an afterschool program may also reduce risky behaviors and help them gain college and career-needed skills.</p> <p><a href="https://www.ncsl.org/research/education/expanding-learning-opportunities-through-afterschool-programs.aspx">https://www.ncsl.org/research/education/expanding-learning-opportunities-through-afterschool-programs.aspx</a></p>	25,000
	Additional Academic Services for Students-Paraprofessionals	<p>Additional Academic Services for Students Increase Special Education Aide time</p> <p>The District will increase the amount of time special education instructional aides work with students who are on an Individual Education Plan (IEP) to better support student learning and growth.</p>	30,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
	Field Trips	<p>Teachers will take students on in person field-trips to enhance their learning with hands on experiences.</p> <p>Field trips may be planned for five purposes:</p> <ol style="list-style-type: none"> <li>1) To provide firsthand experience,</li> <li>2) To stimulate interest and motivation in science,</li> <li>3) To add relevance to learning and interrelationships,</li> <li>4) To strengthen observation and perception skills, and</li> <li>5) To promote personal (social) development (Michie, 1998).</li> </ol> <p>The study found that, regardless of gender, ethnicity or socioeconomic status, youth who take educational trips have better grades (59 percent), higher graduation rates from high school (95%) and college (63%), and greater income (12% higher annually). In fact, 89% said educational trips had a positive, lasting impact on their education and career because the trips made them more engaged, intellectually curious and interested in and out of school.</p> <p><a href="https://www.neamb.com/work-life/how-field-trips-boost-students-lifelong-success">https://www.neamb.com/work-life/how-field-trips-boost-students-lifelong-success</a></p> <p><b>Experiential Learning</b>  It is important to understand experiential learning when discussing field trips. Experiential learning is authentic, first-hand, sensory-based learning. Experiential activities explore, touch, listen to, watch, move things, disassemble and reassemble. Learning consists of grasping an experience and then transforming it into an application or result (Kolb, 1983). The Association for Experiential Education defined experiential learning as a methodology in which educators direct students to a specific experience, and then guide the students through reflection to “increase knowledge, develop skills, clarify values, and develop people’s capacity to contribute to their communities” (Association for Experiential</p>	18,000



Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		Education, 2012, <a href="http://www.aee.org/about/whatIsEE">http://www.aee.org/about/whatIsEE</a> ).  <a href="https://www.informalscience.org/review-research-school-field-trips-and-their-value-education-0">https://www.informalscience.org/review-research-school-field-trips-and-their-value-education-0</a> <a href="https://files.eric.ed.gov/fulltext/EJ1031445.pdf">https://files.eric.ed.gov/fulltext/EJ1031445.pdf</a>	

## 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

60,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
	Music Education	Children who take music lessons show brain development and improved memory Dr. Laurel Trainor, Prof. of Psychology, Neuroscience, and Behaviour at McMaster University, Director of the McMaster Institute for Music and the Mind; Canada; published 9/20/06 Young children who take music lessons show different brain development and improved memory over the course of a year, compared to children who do not receive musical training. The brains of musically trained children respond to music in a different way to those of untrained children, and that the musical training improves their memory. After one year the musically trained	60,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		<p>children performed better in a memory test that is correlated with general intelligence skills such as literacy, verbal memory, visio-spatial processing, mathematics and IQ.</p> <p><a href="http://www.sciencedaily.com/releases/2006/09/060920093024.htm">www.sciencedaily.com/releases/2006/09/060920093024.htm</a></p>	

## 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
<p>Strategies for Continuous and Safe In-Person Learning: Facilities &amp; Technology</p>	<p>Progress will be monitored using the Sherman Thomas Charter School's ESSER III Expenditure Plan Monitoring Instrument (Appendix 1)</p>	<p>Progress will be monitored three times each year: Beginning of year, mid-year, and end-of-year.</p>
<p>Addressing the Impact of Lost Instructional Time:</p> <ul style="list-style-type: none"> <li>• Accelerating Progress to Close Learning Gaps</li> <li>• Integrated Student Supports to Address Other Barriers</li> </ul>	<p>Progress will be monitored at the end of each monitoring period, implementation progress will be described and evaluated in order to determine if any adjustments are needed to ensure the planned actions are addressing the needs of our students.</p> <p>Attendance Rates Academic Assessments Graduation Rates</p>	<p>Progress will be monitored three times each year: Beginning of year (pre-assessment), mid-year (on-going assessment), and end-of-year (post-assessment).</p>

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
<ul style="list-style-type: none"> <li>• Additional Academic Services for Students</li> <li>• Training for School Staff</li> </ul>	Staff Input Student Input  (Appendix 2)	
Use of Any Remaining Funds- Music Teacher	Progress will be monitored using the Sherman Thomas Charter School's ESSER III Expenditure Plan Monitoring Instrument (Appendix 2)	Progress will be monitored three times each year: Beginning of year (pre-assessment), mid-year (on-going assessment), and end-of-year (post-assessment).

# 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.).

California Department of Education  
June 2021

## REVIEW AND APPROVAL

LEA Name : \_\_\_\_\_

### First Page of ESSER III Expenditure Plan

Contact Name and Title:

Email and Phone:

Notes: \_\_\_\_\_

\_\_\_\_\_

### Other LEA Plans Referenced in this Plan

Note: The following responses may not be required for all LEA's

If the LEA has referenced other LEA plans:

The LEA has listed the LEA Plan(s)       The LEA has described when the P

Notes: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### Summary of Planned ESSER III Expenditures

Summary of the ESSER III funds received by the LEA and how the LEA intends to expend these funds in support of students.

- Provides total ESSER III funds received by the LEA
- Provides total planned expenditures for:
  - Strategies for Continuous and Safe In-Person Learning
  - Addressing Lost Instruction Time (20% of the LEA's ESSER III funds)
  - Use of Any Remaining Funds

Provides total ESSER III funds included in this plan

Notes: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**ESSER III Expenditures Monitoring Instrument**

Addressing Student's Needs	Action Title	Period 1	Period 2	Period 3	Actual Expenditures	Associated Metrics
Strategies for Continuous and Safe In-person Learning	Roof for Lower Grade Quad					INSPECTION
	Technology					
Addressing the Impact of Lost Instructional Time	After School Recovery and Acceleration, Elementary Students					NWEA
	Teaching Fellows After School Program					NWEA
	Additional Academic Services for Students-Paraprofessionals					NWEA
	Field Trips					NWEA
Use of any Remaining Funds	Music Education					NWEA