



ESSER III Expenditure Plan

| Local Educational Agency (LEA) Name | Contact Name and Title | Email and Phone |
|--|-----------------------------|----------------------------------|
| Career Technical Education Charter School-Fresno COE | Jonathan Delano Director | jdelano@fcoe.org 559-469-5078 |

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 |
|----------------------------|--|
| 2021-22 LCAP, 2024-25 LCAP | Career Technical Education Charter LCAP can be accessed on the school website: https://ctec.fcoe.org |

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

| |
|-----------|
| \$285,702 |
|-----------|

| Plan Section | Total Planned ESSER III |
|--|-------------------------|
| Strategies for Continuous and Safe In-Person Learning | \$228,562 |
| Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds) | \$57,140 |
| Use of Any Remaining Funds | \$0 |

Total ESSER III funds included in this plan

| |
|-----------|
| \$285,702 |
|-----------|

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.

In the development of CTEC's ESSER III Plan, CTEC's administration developed opportunities for all community member groups to aid in the process of establishing strategies in regards to the prevention and mitigation of the academic impact of lost instructional time and as well as ensuring continuous safe in-person learning. Input from these groups was documented and prioritized. To engage community members in the ESSER III plan development, CTEC requested community member involvement by sending out dialers, sent mailer to underserved student populations, and personal contact with special interest groups. The following meetings and community member engagement aided in the development of CTEC's plan.

An LEA must engage in meaningful consultation with the following community members, as applicable to the LEA: (to ensure compliance, please reference each of these groups in your written response)

Students

When: Surveys available throughout September; Zoom Meetings on September 20th and 21st

How: Zoom Conference, Survey

What: Overview of ESSER III funding and how funds must be utilized to address strategies for continuous and safe in-person learning and addressing loss instructional time.

Families, including families that speak languages other than English

When: Surveys available throughout September; Zoom Meetings on September 20th and 21st

How: Zoom Conference, Survey

What: Overview of ESSER III funding and how funds must be utilized to address strategies for continuous and safe in-person learning and addressing loss instructional time.

School and district administrators

When: Surveys available throughout September; Zoom Meetings on September 20th and 21st

How: Zoom Conference, Survey

What: Overview of ESSER III funding and how funds must be utilized to address strategies for continuous and safe in-person learning and addressing loss instructional time.

Special Education administrators/Charter SELPA

When: Surveys available throughout September; Zoom Meetings on September 20th and 21st

How: Zoom Conference, Survey

What: Overview of ESSER III funding and how funds must be utilized to address strategies for continuous and safe in-person learning and addressing loss instructional time.

Teachers

When: Surveys available throughout September; Zoom Meetings on September 20th and 21st, Staff meeting on September 7th

How: Zoom Conference, Survey

What: Overview of ESSER III funding and how funds must be utilized to address strategies for continuous and safe in-person learning and addressing loss instructional time.

Principal

When: Surveys available throughout September; Zoom Meetings on September 20th and 21st

How: Zoom Conference, Survey

What: Overview of ESSER III funding and how funds must be utilized to address strategies for continuous and safe in-person learning and addressing loss instructional time.

School leaders

When: Surveys available throughout September; Zoom Meetings on September 20th and 21st, Administration Staff Meeting September 2nd

How: Zoom Conference, Survey

What: Overview of ESSER III funding and how funds must be utilized to address strategies for continuous and safe in-person learning and addressing loss instructional time.

School Staff

When: Surveys available throughout September; Zoom Meetings on September 20th and 21st

How: Zoom Conference, Survey

What: Overview of ESSER III funding and how funds must be utilized to address strategies for continuous and safe in-person learning and addressing loss instructional time.

Classified and Certificated Bargaining Unit

When: Surveys available throughout September; Zoom Meetings on September 20th and 21st

How: Zoom Conference, Survey

What: Overview of ESSER III funding and how funds must be utilized to address strategies for continuous and safe in-person learning and addressing loss instructional time.

Students who are low-income

When: Surveys available throughout September; Zoom Meetings on September 20th and 21st

How: Zoom Conference, Survey

What: Overview of ESSER III funding and how funds must be utilized to address strategies for continuous and safe in-person learning and addressing loss instructional time.

Students who are English learners

When: Surveys available throughout September; Zoom Meetings on September 20th and 21st

How: Zoom Conference, Survey

What: Overview of ESSER III funding and how funds must be utilized to address strategies for continuous and safe in-person learning and addressing loss instructional time.

Students of color

When: Surveys available throughout September; Zoom Meetings on September 20th and 21st

How: Zoom Conference, Survey

What: Overview of ESSER III funding and how funds must be utilized to address strategies for continuous and safe in-person learning and addressing loss instructional time.

Students who are foster youth

When: Surveys available throughout September; Zoom Meetings on September 20th and 21st

How: Zoom Conference, Survey

What: Overview of ESSER III funding and how funds must be utilized to address strategies for continuous and safe in-person learning and addressing loss instructional time.

Homeless students

When: Surveys available throughout September; Zoom Meetings on September 20th and 21st

How: Zoom Conference, Survey

What: Overview of ESSER III funding and how funds must be utilized to address strategies for continuous and safe in-person learning and addressing loss instructional time.

Students with disabilities

When: Surveys available throughout September; Zoom Meetings on September 20th and 21st

How: Zoom Conference, Survey

What: Overview of ESSER III funding and how funds must be utilized to address strategies for continuous and safe in-person learning and addressing lost instructional time.

CTEC evaluated its stakeholder engagement opportunities and determined that (Civil Rights Groups/ Tribes/ Advocates) are neither present nor served by the LEA.

Public Comment

When: September 24th-October 1st

Board Approval Date: October 12th

Plan Update:

The 2024-2025 LCAP Educational Partner Engagement Process included a discussion of the continuing impacts of the COVID-19 Pandemic on students. Please see the Engaging Educational Partners Section of the 2024-25 LCAP for the dates of meetings with parents, students, and staff. Educational partner feedback from parents and students indicated that our low-income students have access to fewer mental health resources than other student groups to be able to deal with chronic stressors and anxiety, the effects of which are still lingering from the pandemic. As part of the LCAP process, the administration proposed professional development and staff collaboration time dedicated to facilitating the implementation of trauma-informed instructional practices, differentiated learning strategies, and inclusive teaching practices designed to address the individual needs of each student. This feedback impacted the development of LCAP Goal 1, Action 6, and Goal 2.

Board Approval Date of ESSER III plan update to include new action aimed at providing professional development, ongoing staff collaboration time, and student support to address learning loss and mental health impacts of the pandemic: 1/28/25

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

CTEC used community member input to identify area of needs within the ESSER III funds that would specifically address the prevention and mitigation strategies to continuously and safely operate schools for in-person learning. Community feedback highlighted the need to create learning spaces that would give students opportunities to engage with instruction by reducing the transmission of the COVID-19 virus. It was identified that outdoor learning spaces would increase space and innovative opportunities for students to access instruction. Along with additional outdoor instructional spaces, community groups, such as the foster and homeless youth liaison communicated the importance of increased extended day support to allow flexibility. All community members identified the importance of supplementing CTEC's LCAP, specifically goal 4 to mitigate learning loss that impacted our at promise student populations. Goal 4 and the actions developed, specifically address CTEC's MTSS framework to ensure students have the opportunity to rediscover skills lost. Parents and students specifically identified the need for updating the schools drinking sources, by providing water bottle filling stations on campus for students to access fresh filtered water throughout the day. Parents felt that traditional water fountains were a risk for students during COVID 19. Each of the community member identified the need for CTEC to recognize the unprecedented times we are in and the use of funds specially associated to ESSER III to support our students success and create a learning environment that limited the transmission of COVID-19.

Plan Update:

The 2024-2025 LCAP Educational Partner Engagement Process included a discussion of the continuing impacts of the COVID-19 Pandemic on students. Educational partner feedback from parents and students indicated that our low-income students have access to fewer mental health resources than other student groups to be able to deal with chronic stressors and anxiety, the effects of which are still lingering from the pandemic. In addition to including increased social-emotional support, as outlined in the LCAP, the administration proposed increasing professional development and staff collaboration time dedicated to facilitating the implementation of trauma-informed instructional practices, differentiated learning strategies, and inclusive teaching practices designed to address the individual needs of each student. This feedback was considered when planning professional development for the 24-25 school year, which is captured in LCAP Goal 1, Action 6, and

supports described in Goal 2. In order to continue to address the ongoing impacts of the pandemic, including learning loss and mental health impacts on learning, the administration revised this plan to include an action aimed at providing designated professional development and ongoing staff collaboration time and student support that focuses on addressing the needs of students, including the most vulnerable students.

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

\$228,562

| Plan Alignment (if applicable) | Action Title | Action Description | Planned ESSER III Funded Expenditures |
|--------------------------------|---------------------------|--|---------------------------------------|
| N/A | Refillable Water Stations | With the Centers for Disease Control calling for the replacement of high-touch, communal fixtures, such as water fountains. CTEC will replace several communal water fountains with refillable water stations. The stations eliminate the risk of communal surface cross-contamination of COVID-19, while saving schools the time and expense of having their custodial staff continually wiping down water fountain surfaces. | \$46,037 |

| Plan Alignment (if applicable) | Action Title | Action Description | Planned ESSER III Funded Expenditures |
|--------------------------------|--|--|---------------------------------------|
| 2024-25 LCAP | Targeted Professional Learning, Staff Collaboration, and Student Support to address the ongoing impacts of the pandemic, including learning loss and mental health | <p>To address the continuing impacts of the COVID-19 pandemic on students, CTEC will provide:</p> <p>Professional Development for Teachers: Provide targeted professional learning opportunities focused on evidence-based strategies to address learning loss and support students' mental health. Training will emphasize differentiated instruction, trauma-informed practices, and the use of high-quality assessments to accurately evaluate and meet student needs.</p> <p>Staff Collaboration Time: Allocate dedicated Professional Learning Community time for teachers to analyze student performance data, discuss implementation of evidence-based strategies, and develop plans to address learning loss and mental health challenges. This structured collaboration will foster best practices and improve instruction tailored to students' unique needs.</p> <p>Targeted Student Supports: The vice principal and content coordinator will provide direct student support, emphasizing mental health interventions, academic guidance, and ensuring continuity of services. These staff members will also monitor student attendance, engagement, behavior and progress while implementing strategies to enhance school-wide support systems.</p> <p>This action aligns with allowable use number 12 by addressing learning loss among students, including low-income students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children in foster care. Specifically, this action:</p> <ul style="list-style-type: none"> • Implements evidence-based professional development to enhance teachers' ability to differentiate instruction and meet the | \$182,525 |

| Plan Alignment (if applicable) | Action Title | Action Description | Planned ESSER III Funded Expenditures |
|--------------------------------|--------------|--|---------------------------------------|
| | | <p>comprehensive academic and mental health needs of all students.</p> <ul style="list-style-type: none"> • Allocates time for staff collaboration to analyze high-quality assessment data and improve instructional strategies to better support students. • Engages families through staff efforts to provide assistance and guidance on supporting students' academic and emotional needs. <p>Additionally, this action supports allowable use number 16 by maintaining operations and continuity of services, including employing existing staff. The vice principal and content coordinator will provide critical support to students and teachers will continue to provide targeted support for students in an effort to mitigate the lasting impacts of the COVID-19 pandemic.</p> <p>This approach ensures ESSER III funds are strategically used to meet the immediate and lasting needs of students, particularly those most affected by the pandemic.</p> | |

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

\$57,140

| Plan Alignment (if applicable) | Action Title | Action Description | Planned ESSER III Funded Expenditures |
|--------------------------------|-------------------------------|---|---------------------------------------|
| 2021-22 LCAP Goal 4, Action 1 | Academic and CTE Intervention | COVID-19 continues to exacerbate opportunity and learning gaps for our students. Students are struggling to access resources, participate in classrooms, and connect meaningfully with teachers and peers. According to our local data including A-G requirements, and credit completion our low income, and English learners are in need of additional support to perform at the level of all students. Additional instruction is needed to support students by providing scaffolding, tutoring, mentoring, skill-development during and beyond the academic instructional day. Using ESSER III funds, CTEC is able to increase LCAP Action 1 of Goal 4 by \$57,140.00, which will build upon our current action in the LCAP that provides an additional certificated teacher to increase academic achievement and enhance learning. The ESSER III funds will be used to provide additional staff time and resources to increase the amount of time, academic and skill support during the extended day program. | \$57,140 |

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

\$0.00

| Plan Alignment (if applicable) | Action Title | Action Description | Planned ESSER III Funded Expenditures |
|--------------------------------|--------------|--------------------|---------------------------------------|
| N/A | N/A | N/A | \$0.00 |

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 |
|--|--|--|
| Refillable Water Stations | CTEC will monitor the consumption of clean, healthy water and the eliminate the risk of communal surface and cross-contamination. Data collected will examine the amount of water being consumed at each station. | CTEC will complete an evaluation of the use of the refillable water stations a yearly basis. |
| Targeted Professional Learning, Staff Collaboration, and Student Support to Address the Ongoing Impacts of the Pandemic, Including Learning Loss and Mental Health and Academic/CTE Intervention | CTEC will monitor identified students' progress through formative assessment, student engagement, and credits earned in order to ensure that students are making progress towards their academic goals. Teachers will use diagnostic, formative, and summative assessments to monitor student learning, feedback, and to plan for future instruction. The Student Study Team (SST) process will be utilized when students are not responding to in-class interventions. The data gathered will be examined during PLCs and at site level leadership team meetings in order to determine students’ needs for tiered supports in identified areas. | Progress will be monitored every 4-6 weeks thereafter and supplemental support will be added or modified based on results. |

ESSER III Expenditure Plan Instructions

Introduction

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

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

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

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

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

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

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

Fiscal Requirements

- The LEA must use at least 20 percent (20%) of its ESSER III apportionment for expenditures related to addressing the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs.
 - For purposes of this requirement, "evidence-based interventions" include practices or programs that have **evidence** to show that they are effective at producing results and improving outcomes when implemented. This kind of evidence has generally been produced through formal studies and research. There are four tiers, or levels, of evidence:

- **Tier 1 – Strong Evidence:** the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented randomized control experimental studies.
 - **Tier 2 – Moderate Evidence:** the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented quasi-experimental studies.
 - **Tier 3 – Promising Evidence:** the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented correlational studies (with statistical controls for selection bias).
 - **Tier 4 – Demonstrates a Rationale:** practices that have a well-defined logic model or theory of action, are supported by research, and have some effort underway by a State Educational Agency, LEA, or outside research organization to determine their effectiveness.
- **For additional information please see the Evidence-Based Interventions Under the ESSA web page at <https://www.cde.ca.gov/re/es/evidence.asp>.**
- The LEA must use the remaining ESSER III funds consistent with section 2001(e)(2) of the ARP Act, including for:
 - Any activity authorized by the Elementary and Secondary Education Act (ESEA) of 1965;
 - Any activity authorized by the Individuals with Disabilities Education Act (IDEA);
 - Any activity authorized by the Adult Education and Family Literacy Act;
 - Any activity authorized by the Carl D. Perkins Career and Technical Education Act of 2006;
 - Coordination of preparedness and response efforts of LEAs with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to COVID-19;
 - Activities to address the unique needs of low-income students, students with disabilities, English learners, racial and ethnic minorities, homeless students, and foster youth, including how outreach and service delivery will meet the needs of each population;
 - Developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs;
 - Training and professional development for staff of the LEA on sanitation and minimizing the spread of infectious diseases;
 - Purchasing supplies to sanitize and clean the facilities of an LEA, including buildings operated by such agency;
 - Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under IDEA, and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements;
 - Purchasing education technology (including hardware, software, and connectivity) for students who are served by the LEA that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment;
 - Providing mental health services and supports, including through the implementation of evidence-based full-service community schools;
 - Planning and implementing activities related to summer learning and supplemental after school programs, including providing classroom instruction or online learning during the summer months and addressing the needs of underserved students;

- Addressing learning loss among students, including underserved students, by:
 - Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiated instruction,
 - Implementing evidence-based activities to meet the comprehensive needs of students,
 - Providing information and assistance to parents and families of how they can effectively support students, including in a distance learning environment, and
 - Tracking student attendance and improving student engagement in distance education;

Note: A definition of “underserved students” is provided in the Community Engagement section of the instructions.

- School facility repairs and improvements to enable operation of schools to reduce risks of virus transmission and exposure to environmental health hazards, and to support student health needs;
- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and nonmechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door replacement;
- Developing strategies and implementing public health protocols including, to the greatest extent practicable, policies in line with guidance from the Centers for Disease Control and Prevention (CDC) for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff;
- Other activities that are necessary to maintain the operation of and continuity of services in LEAs and continuing to employ existing staff of the LEA.

Other LEA Plans Referenced in this Plan

In developing the plan, the LEA has flexibility to include community input and/or actions included in other planning documents, such as the Local Control and Accountability Plan (LCAP) and/or the Expanded Learning Opportunities (ELO) Grant Plan, provided that the input and/or actions address the requirements of the ESSER III Expenditure Plan.

An LEA that chooses to utilize community input and/or actions from other planning documents must provide the name of the plan(s) referenced by the LEA and a description of where the plan(s) may be accessed by the public (such as a link to a web page or the street address of where the plan(s) are available) in the table. The LEA may add or delete rows from the table as necessary.

An LEA that chooses not to utilize community input and/or actions from other planning documents may provide a response of “Not Applicable” in the table.

Summary of Expenditures

The Summary of Expenditures table provides an overview of the ESSER III funding received by the LEA and how the LEA plans to use its ESSER III funds to support the strategies and interventions being implemented by the LEA.

Instructions

For the ‘Total ESSER III funds received by the LEA,’ provide the total amount of ESSER III funds received by the LEA.

In the Total Planned ESSER III Expenditures column of the table, provide the amount of ESSER III funds being used to implement the actions identified in the applicable plan sections.

For the ‘Total ESSER III funds included in this plan,’ provide the total amount of ESSER III funds being used to implement actions in the plan.

Community Engagement

Purpose and Requirements

An LEA’s decisions about how to use its ESSER III funds will directly impact the students, families, and the local community, and thus the LEA’s plan must be tailored to the specific needs faced by students and schools. These community members will have significant insight into what prevention and mitigation strategies should be pursued to keep students and staff safe, as well as how the various COVID–19 prevention and mitigation strategies impact teaching, learning, and day-to-day school experiences.

An LEA must engage in meaningful consultation with the following community members, as applicable to the LEA:

- Students;
- Families, including families that speak languages other than English;
- School and district administrators, including special education administrators;
- Teachers, principals, school leaders, other educators, school staff, and local bargaining units, as applicable.

“Meaningful consultation” with the community includes considering the perspectives and insights of each of the required community members in identifying the unique needs of the LEA, especially related to the effects of the COVID-19 pandemic. Comprehensive strategic planning will utilize these perspectives and insights to determine the most effective strategies and interventions to address these needs through the programs and services the LEA implements with its ESSER III funds.

Additionally, an LEA must engage in meaningful consultation with the following groups to the extent that they are present or served in the LEA:

- Tribes;
- Civil rights organizations, including disability rights organizations (e.g. the American Association of People with Disabilities, the American Civil Liberties Union, National Association for the Advancement of Colored People, etc.); and
- Individuals or advocates representing the interests of children with disabilities, English learners, homeless students, foster youth, migratory students, children who are incarcerated, and other underserved students.
 - For purposes of this requirement “underserved students” include:
 - Students who are low-income;

- Students who are English learners;
- Students of color;
- Students who are foster youth;
- Homeless students;
- Students with disabilities; and
- Migratory students.

LEAs are also encouraged to engage with community partners, expanded learning providers, and other community organizations in developing the plan.

Information and resources that support effective community engagement may be found under *Resources* on the following web page of the CDE’s website: <https://www.cde.ca.gov/re/lc>.

Instructions

In responding to the following prompts, the LEA may reference or include input provided by community members during the development of existing plans, including the LCAP and/or the ELO Grant Plan, to the extent that the input is applicable to the requirements of the ESSER III Expenditure Plan. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broad understanding among the LEA’s local community.

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

A sufficient response to this prompt will describe how the LEA sought to meaningfully consult with its required community members in the development of the plan, how the LEA promoted the opportunities for community engagement, and the opportunities that the LEA provided for input from the public at large into the development of the plan.

As noted above, a description of “meaningful consultation” with the community will include an explanation of how the LEA has considered the perspectives and insights of each of the required community members in identifying the unique needs of the LEA, especially related to the effects of the COVID-19 pandemic.

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

A sufficient response to this prompt will provide clear, specific information about how input from community members and the public at large was considered in the development of the LEA’s plan for its use of ESSER III funds. This response must describe aspects of the ESSER III Expenditure Plan that were influenced by or developed in response to input from community members.

- For the purposes of this prompt, “aspects” may include:
 - Prevention and mitigation strategies to continuously and safely operate schools for in-person learning;

- Strategies to address the academic impact of lost instructional time through implementation of evidence-based interventions (e.g. summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs);
- Any other strategies or activities implemented with the LEA’s ESSER III fund apportionment consistent with section 2001(e)(2) of the ARP Act; and
- Progress monitoring to ensure interventions address the academic, social, emotional, and mental health needs for all students, especially those students disproportionately impacted by COVID-19

For additional information and guidance, please see the U.S. Department of Education’s Roadmap to Reopening Safely and Meeting All Students’ Needs Document, available here: <https://www2.ed.gov/documents/coronavirus/reopening-2.pdf>.

Planned Actions and Expenditures

Purpose and Requirements

As noted in the Introduction, an LEA receiving ESSER III funds is required to develop a plan to use its ESSER III funds to, at a minimum, address students’ academic, social, emotional, and mental health needs, as well as the opportunity gaps that existed before, and were exacerbated by, the COVID-19 pandemic.

Instructions

An LEA has the flexibility to include actions described in existing plans, including the LCAP and/or ELO Grant Plan, to the extent that the action(s) address the requirements of the ESSER III Expenditure Plan. When including action(s) from other plans, the LEA must describe how the action(s) included in the ESSER III Expenditure Plan supplement the work described in the plan being referenced. The LEA must specify the amount of ESSER III funds that it intends to use to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA. Descriptions of actions provided should include sufficient detail yet be sufficiently succinct to promote a broad understanding among the LEA’s local community.

Strategies for Continuous and Safe In-Person Learning

Provide the total amount of funds being used to implement actions related to Continuous and Safe In-Person Learning, then complete the table as follows:

- If the action(s) are included in another plan, identify the plan and provide the applicable goal and/or action number from the plan. If the action(s) are not included in another plan, write “N/A”.
- Provide a short title for the action(s).
- Provide a description of the action(s) the LEA will implement using ESSER III funds for prevention and mitigation strategies that are, to the greatest extent practicable, in line with the most recent CDC guidance, in order to continuously and safely operate schools for in-person learning.

- Specify the amount of ESSER III funds the LEA plans to expend to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA.

Addressing the Impact of Lost Instructional Time

As a reminder, the LEA must use not less than 20 percent of its ESSER III funds to address the academic impact of lost instructional time. Provide the total amount of funds being used to implement actions related to addressing the impact of lost instructional time, then complete the table as follows:

- If the action(s) are included in another plan, identify the plan and provide the applicable goal and/or action number from the plan. If the action(s) are not included in another plan, write “N/A”.
- Provide a short title for the action(s).
- Provide a description of the action(s) the LEA will implement using ESSER III funds to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs.
- Specify the amount of ESSER III funds the LEA plans to expend to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA.

Use of Any Remaining Funds

After completing the Strategies for Continuous and Safe In-Person Learning and the Addressing the Impact of Lost Instructional Time portions of the plan, the LEA may use any remaining ESSER III funds to implement additional actions to address students’ academic, social, emotional, and mental health needs, as well as to address opportunity gaps, consistent with the allowable uses identified above in the Fiscal Requirements section of the Instructions. LEAs choosing to use ESSER III funds in this manner must provide the total amount of funds being used to implement actions with any remaining ESSER III funds, then complete the table as follows:

- If the action(s) are included in another plan, identify the plan and provide the applicable goal and/or action number from the plan. If the action(s) are not included in another plan, write “N/A”.
- Provide a short title for the action(s).
- Provide a description of any additional action(s) the LEA will implement to address students’ academic, social, emotional, and mental health needs, as well as to address opportunity gaps, consistent with the allowable uses identified above in the Fiscal Requirements section of the Instructions. If an LEA has allocated its entire apportionment of ESSER III funds to strategies for continuous and safe in-person learning and/or to addressing the impact of lost instructional time, the LEA may indicate that it is not implementing additional actions.
- Specify the amount of ESSER III funds the LEA plans to expend to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA. If the LEA it is not implementing additional actions the LEA must indicate “\$0”.

Ensuring Interventions are Addressing Student Needs

The LEA is required to ensure its interventions will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students most impacted by the COVID–19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.

The LEA may group actions together based on how the LEA plans to monitor the actions' progress. For example, if an LEA plans to monitor the progress of two actions in the same way and with the same frequency, the LEA may list both actions within the same row of the table. Each action included in the ESSER III Expenditure Plan must be addressed within the table, either individually or as part of a group of actions.

Complete the table as follows:

- Provide the action title(s) of the actions being measured.
- Provide a description of how the LEA will monitor progress of the action(s) to ensure that they are addressing the needs of students.
- Specify how frequently progress will be monitored (e.g. daily, weekly, monthly, every 6 weeks, etc.).

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