



LOMPOC UNIFIED SCHOOL DISTRICT

ESSER III Expenditure Plan

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

For more information please see the Instructions.

Other LEA Plans Referenced in this Plan

Plan Title	Where the Plan May Be Accessed
Local Control Accountability Plan	https://www.lusd.org/about/lcap
Expanded Learning Opportunities Program	https://www.lusd.org/about/elo-plan

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

\$18,697,688

Plan Section	Total Planned ESSER III
Strategies for Continuous and Safe In-Person Learning	12,455,915
Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)	3,356,427
Use of Any Remaining Funds	2,885,345

Total ESSER III funds included in this plan

\$18,697,688

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 Fall of 2022, the district held a public forum at a regularly scheduled board meeting for public comments on the ESSER III plan.

In the fall of 2021 the district held community engagement meetings related to ESSER III and asked the entire LUSD community for input via an online survey. District administrators met with the Leadership Team on September 9th to provide an overview of the ESSER III plan and gather input from district and site administrators and teacher support providers. On September 21st the district presented the ESSER III plan information to the District LCAP Advisory Committee and gathered input from administrators, teachers, classified staff, parents and community members who serve on that committee. The LCAP committee includes individuals representing the interests of children with disabilities, English learners, homeless students, foster youth, migratory students, children who are incarcerated, and other underserved students. A community survey was sent out on September 17th and the entire LUSD community including parents, teachers, classified staff, union members, students and community members. They had an opportunity to provide input and prioritize expenditures for the ESSER III plan, including open ended comments. The survey was sent out via Parent Square from the district office and sites. The survey was also directly emailed to members of the LUSD wellness committee on September 27th. The wellness committee has representatives from Civil Rights Groups 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. LUSD evaluated its stakeholder engagement opportunities and determined that Tribes are neither present nor served by LUSD.

A public hearing was held at the October 12th board meeting with opportunity for input. A final copy of the plan will be presented to the School Board for approval at the October 26th board meeting.

Below is a summary of community engagement efforts related to LCAP and ELO. This information is included because the district included input from these meetings in the ESSER III plan:

During the 2020-21 school year there were many opportunities for the community to provide input on the Local Control Accountability Plan and Expanded Learning Opportunities Grant plan. The district utilized the feedback provided at those community meetings and via community surveys to influence the ESSER III plan. Parents, teachers, staff, students and community members expressed priorities for in-person instruction, safe learning environments, and strategies for addressing learning loss via LCAP and ELO engagement efforts; the district included this feedback in the development of the ESSER III plan. A summary of the 2020-21 community engagement for LCAP and ELO is listed below:

The district presented a LCAP update at over 22 stakeholder meetings across LUSD including School Board, PAC, DELAC, Cabinet, principal, staff, Site Council, ELAC, DELAC, PTA and with community partners between January 2021 - May 2021. Parents have contributed ideas and were involved in the development of the plan via ELAC, DELAC, PAC, LCAP surveys, LCAP stakeholder meetings, and expressed their ideas at board meetings throughout the year.

Parent Advisory Committee meetings were held on February 1, March 15, and April 12. The committee reviewed the Local Control Funding Formula model, state priority areas, purpose and background behind the Local Control Accountability Plan, the previous LUSD 19-20 LCAP, and the plan for developing the 2021-24 LCAP, including the stakeholder engagement timeline. 15 members of the PAC attended along with Curriculum & Instruction administrators, and several members of the public. In March LUSD Education Services and Business Services staff attended a LCAP workshop with other local district administrators hosted by the Santa Barbara County Office of Education. Successful LCAP planning and implementation requires extensive collaboration among the various departments and this workshop provided staff with an opportunity to review and discuss the Annual Update templates and 21-24 LCAP document. In April LUSD Ed Services staff continued meeting and discussing the Local Control Funding Formula, previous LCAP goals, state priority areas, and plans for the new LCAP at site Staff meetings, Site Council meetings, and Administrator meetings. The team is reviewing and analyzing student achievement data to complete the Annual Updates and inform the 21-24 LCAP.

On Wednesday, February 17th district administrators met with the Elementary Common Core Council to review the Local Control Funding Formula model, state priority areas, purpose and background behind the Local Control Accountability Plan, the previous LUSD 19-20 LCAP, and the plan for developing the 2021-24 LCAP, including the stakeholder engagement timeline. On Wednesday, March 3rd district administrators met with the Lompoc Federation of Teachers at an association meeting to review the Local Control Funding Formula model, state priority areas, purpose and background behind the Local Control Accountability Plan, the previous LUSD 19-20 LCAP, and the plan for developing the 2021-24 LCAP, including the stakeholder engagement timeline. About 50 teachers were in attendance and given the opportunity to ask questions and provide input. On Friday, March 26th district administrators met with CSEA leadership and members to review the Local Control Funding Formula model, state priority areas, purpose and background behind the Local Control Accountability Plan, the previous LUSD 19-20 LCAP, and the plan for developing the 2021-24 LCAP, including the stakeholder engagement timeline. A total of 202 classified staff members were in attendance and were given an opportunity to ask questions and provide input.

In March a district administrator received feedback from students after Student leadership meetings were held (ASB or Student Council). Students shared that they would like to see more physical education, music, field trips, counselors included in the plan. Students shared they would like to return to in person learning.

On Monday, March 15th the Parent Advisory Committee met to continue the collaboration around LUSD's Local Control Accountability Plan. Leaders from the Think Tank group shared a presentation with PAC to inform our families of the district's plans for expanded summer learning. The district shared a data update with PAC including a review of the most recent STAR benchmark assessment information. Parents, teachers, and staff provided input on successes and challenges from this school year related to distance learning, technology, professional development, and support for students. This information will be used to inform the 2021-24 LCAP. The LCAP stakeholder survey was sent out on April 14th and the community had two weeks to provide input on the previous LCAP goals and actions, the LCP, and provide feedback on draft 21-24 goals and actions. The Parent Advisory Committee met on Monday, April 12th to discuss the Expanded Learning Opportunities grant plan and to review the results of the LCAP survey. A review of the LCAP survey results was provided to the School Board at the April 20th meeting.

The draft LCAP was shared with Executive Cabinet and a district administrator asked for input from the special education advisory committee and SELPA leadership. All members of the community, including parents, administrators, certificated staff, classified staff, community members and students had access to the public survey and were able to provide input in April.

On Monday, May 3rd the Parent Advisory Committee met to review the latest draft of the LCAP and Expanded Learning Opportunities grant plan. The committee reviewed draft goals, metrics, and actions for the 21-22 LCAP.

Over the course of five weeks in February and March 2021, teachers, counselors, and administrators from all grade levels, inclusive of special education and ELD, met to contribute ideas, plan instruction that supports learning loss, discuss the social-emotional needs of all students and the ways Lompoc Unified School District can support through an extended learning opportunity in the summer of 2021 and beyond. This group of educators took their consolidated ideas and presented them to the board of education in early March, recognizing the urgent need to implement tools and strategies prior to summer. Parents have expressed their desire to have enrichment opportunities for their students, credit recovery, physical activity, outdoor experiences, and interaction with peers via surveys and virtual meetings. Parents would like ongoing academic support for their students, specifically in the areas of math, English language arts, and ELD in order to be more college and career-ready. Parents have contributed ideas and were involved in the development of the plan via ELAC, DELAC, PAC, LCAP surveys, LCAP stakeholder meetings, and expressed their ideas at board meetings throughout the year. PAC provided input on March 15th and reviewed draft plans on April 12th and May 3rd. Staff provided input via the LCAP stakeholder meetings which were held via Zoom in March and April. Administrators provided input and reviewed a draft plan at the Administrative Council meeting on April 15th and specific meetings for Secondary principals on April 21st and Elementary principals on April 23rd. Paraeducators attending an ELO input meeting on April 28th. Education Services met in March and April to discuss and draft the plan with input from all stakeholder groups.

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

During the leadership team meeting, LCAP Advisory meeting, and via survey input, the community was asked to rank and prioritize actions and strategies 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.

The identified strategies to address academic needs of students were prioritized and ranked by community members and are included in ESSER III Plan:

- Facilities Improvements and furniture upgrades to create a safe and conducive learning environment
- Educational Technology - replacement/maintenance of hardware, new purchases, such as hardware and other network upgrades
- Instructional materials to address learning recovery and acceleration, including resources for English Learners
- Evidence-based Tutoring
- Summer Academies

The identified strategies to address social-emotional needs of students were prioritized and ranked by community members and are included in ESSER III Plan:

- Continue PBIS training for all school sites
- SEL Counselors, including training and curriculum
- Family Support Specialists and Social Workers

Parent Engagement opportunities

The identified strategies to address academic, social-emotional, and other needs of students were prioritized by administrators, parents, teachers, and staff and are included in ESSER III Plan:

Elementary Deans

Additional teachers to reduce class size and maximize student learning

Additional Art teachers

Special Education support staff

Bilingual paraeducators and support for English Learners

The ESSER III plan reflects the above priorities shared by community members, parents, teachers, administrators, staff and students.

Other input and feedback shared by parents via committee meetings and surveys, not included in ESSER III plan: Facilities improvements beyond the scope of this plan, additional intervention teachers, adjustments to bell schedules, and suggested changes to state and county health mandates.

Revisions to the plan have been developed based on feedback on the LUSD LCAP, general surveys conducted with staff, and information gathered during the Leadership meetings. An additional public forum was conducted in October 2023 for public input before the adoption of the plan.

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

\$12,455,915

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
	Elementary School facilities improvements	In response to the pandemic, LUSD will invest in 21st century classroom facilities to address safety and learning needs of elementary students. The learning environments will provide more space and flexible seating that will mitigate the effects of COVID-19. The new facility will prepare our youngest students for success in school as it provides a ladder path for their future academic success.	12,455,915

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

\$3,356,427

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
	Alegra licenses	Instructional licenses to support student learning.	54,000
	Coaching for Teachers	3 FTE Teacher Support Providers will provide coaching and professional development to first-year and newer teachers. TSPs will provide workshops open to all teachers in the district, assist in the implementation of the LSAP, collaboratively help lead PD in common minimum days, and district-wide PD days. For the 2022-2023 and 2023-2024 school years.	629,236
	Flexible Seating	21st Century flexible seating, classroom materials, chairs, desks, storage units for students to utilize in the classroom	187,367

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		in order to allow students in PK collaborate with others and access the classroom setting.	
ELOG, ELOP, LCAP Goal 1 Action 10	Summer Academies	Enhance the robust and personalized summer academies in 2022 and 2023 to accelerate learning and meet the needs of students. Funding will be used to hire 20 teachers, 5 paraeducators, 2 counselors, and 2 office staff for each summer session. This staff will be in addition to staff already identified in other plans or funding sources. This action is covered under ELO-P funding and will no longer be funded through ESSER III. Paid entirely out of ELOP funds	0
ELO Grant, SPED Learning Recovery Plan	Special Education support staff	Continue to fund staff to include 2 school psychologists, and 1 mental health therapist to provide services to special education students in response to the pandemic for the 2022-2023 and 2023-2024 school years.	445,877
LCAP Goal 1 Action 10	Instructional materials	Purchase evidence-based intervention and learning acceleration programs for TK-12th grade, to be used during small group instruction, tutoring, and/or summer academy.	63,836
ELOG, ESSER II, LCAP Goal 1 Action 2	Continuation of standards alignment & guidance alignment projects	Continue to provide training and time for teachers to align curriculum, instruction, and assessment. Provide training and support for teachers to meet as teams to analyze data and plan for differentiated instruction to accelerate learning in 2022-2023 and 2023-2024 school year.	597,750
ESSER II	9 Art Teachers	Continue to fund 9 Art teachers to address the lost VAPA instructional time in 2023-2024 school year. Provide art supplies, training, and funding for conferences for all district art teachers.	1,190,275
ESSER II, ELO-P	Tutoring	Plan for and implement evidence-based, high dosage tutoring programs before and after school to accelerate learning at all levels. Tutoring will consist of small group sessions with teachers and paraeducators at school sites. 30 teachers and 20 paraeducators will be provided additional hours for the tutoring. During the 2022-2023 and 2023-2024 school years. This action is covered under ELO-P funding and will no longer be funded through ESSER III.	0

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
	Additional Teachers	Fund additional teachers to reduce class size and address learning loss during the 2023-2024 school year.	188,086

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

\$ 2,885,345

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP, ESSER I, II, ELOG	Education Technology	Continue to purchase Chromebooks, iPads, additional hardware and software to support technology integration and support student learning before, during, and after school.	130,985
	Indirect Costs	Indirect costs as allowable by law	248,655
	Youth Development Program	Contract with outside agency to support the behavioral and social emotional needs of students at the high needs middle school (LVMS).	199,663
	Case Management Program for Social Workers	Subvertical License for social workers to input data, case management notes, and confidential information about students and families	12,900
	Family, Staff, and Student Engagement	Fund 1.0 FTE Director to communicate and engage with family, staff, and students through the district website, newsletters, meetings, surveys, and other means.	180,000
ELO Grant	Social Workers	Fund 1.5 FTE Social Workers to promote mental health initiatives and support families across the district in the 2022-23 and 2023-24 school years.	167,142

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
ELO grant, LCAP Goal 3, Action 1	SEL Counselors & Training	Continue to fund SEL Counselors at all levels to support PBIS and MTSS along with the implementation of SEL curriculum in the classroom for 2022-2023 and 2023-2024 school years. Provide supplies and training for SEL Counselors.	1,946,000

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
Social-Emotional Learning staff and programs to support Behavior, Mental Health and wellness including SEL Counselors and training, SEL curriculum, Special Education support staff, PBIS training, Family Support Specialists, and Social Workers	Reviewing data such as attendance rates, chronic absenteeism rates, suspension and expulsion rates, graduation rates, and survey feedback. The district will also review the participation rates at school events and meetings, participation rates at district meetings, and participation rates at IEP meetings.	Attendance is monitored daily, monthly, and annually. Behavior data is reviewed monthly by PBIS teams. The CHKS is administered every other year and a climate survey will be administered annually. Participation rates at school/district events, meetings or surveys will be reviewed 3 times a year. Student surveys on school connectedness each quarter. # of participants in SEL Tier 2 academies monitored yearly.
Academic interventions to address lost instructional time including Summer Academies, Bilingual paraeducators & EL support, the continuation of standards alignment & guidance alignment projects, valid and	Reviewing academic achievement data such as common ELA and Math unit assessments, NWEA benchmark assessments in reading and math, KSEP, DIBELS, ELPAC, CAASPP, CAST. District will also review other data such as college and career indicators, reclassification rates, A-G course completion rates, and graduation rates.	Academic achievement data is collected and reviewed every 6 weeks in ELA and Math at all levels, along with benchmark assessments 3-4 times / year, and summative data such as CAASPP and ELPAC in the spring. DIBELS data is collected for primary students 4 times per year. CCI, Reclassification rates and A-G rates will be reviewed annually.

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
reliable assessment systems, Evidence based tutoring, additional Art Teachers, additional teachers to reduce class size, Elementary Deans, and educational technology		
Elementary and Middle School facilities improvements, supplies to sanitize and clean facilities, educational technology, and shade structures to support outdoor learning	Reviewing data such as COVID-19 positive cases, attendance rates, chronic absenteeism rates, and survey feedback on safety, climate, and connectedness.	Number of COVID-19 cases are monitored daily. Attendance is monitored daily, monthly, and annually. Community will be surveyed annually, at a minimum. The CHKS survey will be reviewed annually, in addition to a community climate survey.

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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