



## 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	District website <a href="https://www.westside.k12.ca.us/">https://www.westside.k12.ca.us/</a>
Local Control and Accountability Plan	District website <a href="https://www.westside.k12.ca.us/">https://www.westside.k12.ca.us/</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**

\$6,932,076

<b>Plan Section</b>	<b>Total Planned ESSER III</b>
Strategies for Continuous and Safe In-Person Learning	\$5,545,661
Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)	\$1,386,415
Use of Any Remaining Funds	\$0

**Total ESSER III funds included in this plan**

\$6,932,076

## 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.

Stakeholder feedback contributing to the development of the actions/services addressed in the ESSER III Plan took place throughout the development of the Extended Learning Opportunities Grant Plan (2021) and the Local Control Accountability Plan (2021-2022). Collaboration and two-way communication is part of the ongoing feedback process in the District. Collaboration incorporates the continuous improvement model around topics such as academic challenges and successes, barriers impacting academic achievement, and safety and COVID protocols. Actions/services addressed in the ESSER III Plan are considered a supplementary component of the services addressed in the Extended Learning Opportunities Grant Plan and the Local Control Accountability Plan.

The District evaluated its stakeholder engagement opportunities and continues to work to invite diverse members/groupings in the community. Ongoing and meaningful collaboration and efforts to notify the public have continued in the fall of 2021, which is described below. This feedback relates to the decisions made in the ESSER III Plan.

Tribal rights organizations are not served in the District. The District encourages communication with agencies and civil rights organizations through updates and public communication on the District website and public comments at Board meetings.

\* Consultation occurred with the Superintendent's Advisory, which addressed safety protocols, HVAC system updates to minimize the spread of disease, services addressing social-emotional learning, the District assessment system identifying students that need intentional and targeted supports, and activities to accelerate learning (September 28, 2021). The Superintendent's Advisory includes community members involved in the school site PTAs and Site Councils, families of foster youth, site and district administrators, counselors, directors from the District, the Superintendent, members of the District English Language Advisory Committee (DELAC), the Risk Manager, and the District Health Coordinator.

\* Consultation occurred with the District English Learner Advisory Committee (DELAC), which specifically addressed the learning loss in the NWEA MAP Growth District assessment system and services for English Learners (September 24, 2021).

\* Discussion with the Instructional Management team occurred and included a review of learning loss captured in NWEA MAP Growth local assessment results and plans to remedy gaps in learning (September 22 and October 6). The Instructional Management members include both general and special education administrators. Members also include District Directors from several departments including New Teacher Support.

\* Discussion at Board meetings with opportunities for public response is ongoing, which included the most efficient HVAC systems used to minimize the spread of COVID (December 15, 2020). Ongoing discussions have continued regarding the ionizers as well as safety protocols to mitigate the spread of COVID. Board meetings are available to the public and the participants are encouraged to contribute using a feature in the online broadcast. All Board meetings are posted via live feed and recorded for review at a later date on the District YouTube channel. Social media platforms such as Facebook, Twitter, and Instagram are monitored and responded to daily.

\* Consultation and discussion with the COVID Compliance Team is ongoing and addresses training for ionizers and installation of HVAC systems used to increase safety in the classroom environment and minimize the spread of COVID. The COVID Compliance team includes members from Human Resources, Ed Services, the Health Services Department, Risk Management, Maintenance and Operations, Business Services, and the Superintendent.

\* Collaboration with the Special Education Department is ongoing and involves continuous communication with the local SELPA.

\* Collaboration with members of the certificated bargaining unit (WUTA) has resulted in an agreement through the MOU process to outline services in the Extended Learning Time intervention included in the ESSER III Plan.

\* Display of the District announcements and updates is ongoing, which involves postings on the homepage of the District website. Updates can be translated using the embedded translation feature on the website.

\* Discussion using the Let's Talk feature, a two-way interaction program located on the District website for community members to engage in ongoing discussions related to support services, health services, curriculum, and enrollment is ongoing. The Let's Talk feature is available in Spanish.

\* Consultation with the Maintenance and Operations and Health Services Department in the District has contributed to input regarding the safety protocols, HVAC system installation, and outlined procedures used with the return to in-person learning.

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

Community feedback influenced all areas of the ESSER III Plan during and through the revision process of the Extended Learning Opportunities Grant Plan and the Local Control Accountability Plan. A wide variety of community members and district staff have influenced the actions and services supporting staff and students throughout the health crisis. Ongoing feedback is part of the continuous improvement model used to strengthen supports and services.

As a result of input, major trends and themes were identified. Many of these trends are identified in both the Extended Learning Opportunities Grant Plan and the Local Control Accountability Plan. With ongoing feedback from stakeholder groups, the continuing themes emerged, which impacted the actions and services in the ESSER III Plan.

- \* Safety taken into consideration in regards to the COVID health crisis when students return to in-person learning, which include prevention and mitigation strategies to create a safe learning environment
- \* The need for varied programs to address student learning
- \* Intentional supports in the area of reading intervention that were identified through the first NWEA assessment data results conducted in the fall of 2021
- \* Supports needed beyond the school day to address learning gaps and learning loss
- \* Professional development and collaboration to address identified skill gaps

As a response to needs and services as well as community input, the ESSER III Plan includes measures to maintain healthy and safe facilities through the installation of ionizers and HVAC units in all classrooms/buildings.

Academic challenges identified in the NWEA district assessments, demonstrated significant gaps in learning that were increased during the pandemic. Community input supported the need for an extended day program to address this learning loss. This action is in place in the LCAP for 2021-2022. However, because of the significant learning gaps across grade levels and student groups, this action will be an extension to this supplemental support and continue through the 2022-2023 school year. Additionally, this action will provide use of the District diagnostic tool, NWEA Map Growth and Reading Fluency. These assessments will identify learning skills gaps through scheduled progress monitoring assessments that will be utilized during the Extended Day intervention program.

## 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

\$5,545,661

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
N/A	Maintaining Healthy and Safe Facilities, including Improving Ventilation Systems	Replace HVAC units to improve air quality in classrooms and minimize the spread of COVID. Previously used ESSER I funds to install ionizers that will be transferred to the new HVAC units.	\$5,545,661

## Addressing the Impact of Lost Instructional Time

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

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

\$1,386,415

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP Goal 1 Action 3 Page 21	Extended Learning Time Beyond the School Day	This action is an extension of the intervention service in the LCAP to intentionally address learning loss and gaps in learning through an extended learning time beyond the	\$900,024

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		<p>school day. Teachers will use the results from the District assessment system, NWEA MAP Growth and Reading Fluency, to address learning specifically in reading. The intervention system will include an additional 45 minutes of instruction 4 days each week. This after school program will support a smaller class size. The intervention program includes progress monitoring skills and checklists used by the teacher. The service will operate within an 8 week cycle each quarter to allow for flexible groupings of students. Targeted grade levels initially include K through 3 as data indicates gaps in student ability to decode and comprehend when reading independently. Additional grade levels will be added to this intervention. Decoding Power is a supplemental component of the curriculum to be used in the lower grades.</p>	
<p>LCAP Goal 3 Action 1 Page 33</p>	<p>Diagnostic Assessments to Address Learning Loss</p>	<p>This action is an extension of the diagnostic NWEA assessment system. Teachers can identify achievement gaps to inform instructional practice and target interventions for students in TK through 8th grade. Teachers analyze the results of assessment. Then, they use the results to adjust instruction and scaffold lessons for all students. This system supports the Extended Learning Time Beyond the School Day action. The progress monitoring tool is a supplemental feature of the NWEA Map Growth system and will be used during the extended day program.</p>	<p>\$241,000</p>
<p>LCAP Goal 3 Action 16 Page 34</p>	<p>Application of Professional Development for Certificated Staff</p>	<p>This action provides additional professional development to support both the Extended Learning Time Beyond the School Day action and the Diagnostic Assessments to Address Learning Loss action. This action is an extension of professional development in order to continue the intervention. Teachers facilitating the intervention participate in collaborative networks to review academic progress and gaps in learning. Teams may also develop targeted lessons based on results and learn how to use the monitoring assessment tools within professional learning networks.</p>	<p>\$245,391</p>

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

## 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
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Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures

## 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
Maintaining Healthy and Safe Facilities, Including Improving Ventilation Systems	<ol style="list-style-type: none"> <li>1. Identify HVAC replacement systems and timeline for installation.</li> <li>2. Identify HVAC maintenance schedule.</li> <li>3. Identify schedule of replacement filters.</li> <li>4. Identify ongoing cleaning and sanitation of systems.</li> </ol>	<ol style="list-style-type: none"> <li>1. Ongoing replacement of systems.</li> <li>2. Replacement of filters and parts as needed and indicated by factory and CDC guidance.</li> <li>3. Cleaning and sanitation of systems will be ongoing and scheduled daily, weekly, or monthly per factory guidance and CDC/LACDH guidance.</li> </ol>

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
Extended Learning Time Beyond the School Day	<ol style="list-style-type: none"> <li>1. Identification of students that meet the requirements to participate in the program based on the NWEA MAP Growth and Reading Fluency Assessment System, which is completed three times each school year.</li> <li>2. Identification of progress monitoring timelines for students participating in the program.</li> <li>3. Analysis of student growth based on results of the District progress monitoring system within NWEA.</li> <li>4. Monitoring of student participation rates and student completion rates in program.</li> </ol>	<ol style="list-style-type: none"> <li>1. Progress monitoring completed by the teacher at the beginning of each 8 week session, at the mid-point of each session, and at the end of each session. Growth progress monitored within the 8 week cycle.</li> <li>2. Ongoing review of cycle schedules from school sites.</li> <li>3. Ongoing review of student completion rates in each cycle.</li> <li>4. Monthly teacher collaboration meetings identifying learning targets and academic growth.</li> </ol>
Diagnostic Assessments to Address learning Loss	<ol style="list-style-type: none"> <li>1. Diagnostic assessments provided three times each year to all TK through 8th grade students.</li> <li>2. Analysis of diagnostic assessments to determine learning gaps.</li> <li>3. Review of results by teachers facilitating the Extended Learning Time Beyond the School Day action.</li> <li>4. Embed student progress monitoring tools within the 8 week Extended Learning action.</li> <li>5. Provide communication of student growth to parents.</li> </ol>	<ol style="list-style-type: none"> <li>1. Completion of the student progress monitoring assessments three times each 8 week cycle.</li> <li>2. Ongoing analysis of diagnostic assessments by teachers and administrators.</li> <li>3. Ongoing review of instruction by teachers to address identified needs.</li> <li>4. Progress monitoring tools utilized at the onset of the 8 week cycle, at the mid-point, and at the end of the 8 week cycle.</li> <li>5. Ongoing communication of progress at the end of each 8 week session.</li> </ol>



# ESSER III Expenditure Plan Instructions

## Introduction

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

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

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

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

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

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

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

## Fiscal Requirements

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

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

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

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

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

### **Other LEA Plans Referenced in this Plan**

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

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

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

### **Summary of Expenditures**

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

### **Instructions**

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

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

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

## **Community Engagement**

### **Purpose and Requirements**

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

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

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

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

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

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

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

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

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

### **Instructions**

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

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

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

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

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

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

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

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

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

**Planned Actions and Expenditures**

**Purpose and Requirements**

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

**Instructions**

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

**Strategies for Continuous and Safe In-Person Learning**

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

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

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

### **Addressing the Impact of Lost Instructional Time**

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

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

### **Use of Any Remaining Funds**

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

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

### **Ensuring Interventions are Addressing Student Needs**

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

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

Complete the table as follows:

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

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