

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
WUSD Local Control Accountability Plan	www.wiseburn.org
Explanded Learning Opportunity Grant	www.wiseburn.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
\$1,950,925

Plan Section	Total Planned ESSER III
Strategies for Continuous and Safe In-Person Learning	\$944,000
Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)	\$1,006,925
Use of Any Remaining Funds	\$0

Total ESSER III funds included in this plan

\$1,950,925

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.

Overview

A major function of the Wiseburn Unified School District is to provide a transparent process for developing the Elementary and Secondary School Emergency Relief Fund (ESSER) plan for the District reflective of actions designed to increase student achievement and address the social-emotional needs of students, teachers, and families post-school closure. The WUSD ESSER III plan accurately represents our inclusive and welcoming District, in line with our five (5) District pillars (safety, whole child, future-ready, community and collaboration, organizational strength), and is the outcome of the Local Control Accountability Plan (LCAP) and Expanded Opportunities Learning Grant (ELOG) Plan development processes which reflect: (a) comprehensive strategic planning, (b) meaningful engagement with stakeholders, and attends to (c) all legal requirements.

Process

The Wiseburn Unified School District Elementary and Secondary School Emergency Relief Fund (ESSER III) plan was created through a community-oriented process that included stakeholder meetings both in-person and virtually, numerous family/caregiver and staff surveys in both English and Spanish which offered open-ended response options, and ongoing re-examination of student outcome metrics related to

both academic and social-emotional data. In developing this plan, WUSD engaged in meaningful consultation through the LCAP processes with specified stakeholders, including students; families; school and district administrators (including special education administrators); Board of Trustees representation, special education representation from the local SELPA, counselors, school psychologists and district administration, principals, school leaders, other educators, school staff and their unions. In addition, through the LCAP process which included site PTA and Superintendent-led staff and community town hall meetings as well as surveys, WUSD also engaged with stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children in foster care, and other underserved students. Further, WUSD provided the opportunity for public comment through Board of Education meetings streamed live via ZOOM and through a unique 'Share Your Thoughts' link available on the District website for comments and questions. All comments received were addressed at regularly scheduled Board of Education meetings and considered in the development of the ESSER III plan. Tribes, civil rights organizations, and those representing the interests of migratory students could not be included in these processes as such groups are not presently represented in the District.

Consultation

Outreach to stakeholders in development and reexamination of both the LCAP and ELOG plans, District assurances, and current student outcome metrics included, but was not limited to:

Surveys:

- Family & Staff LCAP Survey
- Family & Staff Return to School & Distance Learning Survey(s)
- California Healthy Kids Survey
- ESSER III Family and Staff Survey

Meetings:

- Site Parent Teacher Association meetings (Anza, 138th, Cabrillo, Dana)
- LCAP Committee/Parent Advisory meetings with SELPA representation
- District Language Acquisition Committee (DELAC) meetings
- Dana Student Focus Group
- Wiseburn Reopening Advisory Partnership meetings
- Superintendent Town Hall community and staff meetings
- LCAP Public Hearing
- Administrative Council (ADCO) extended meeting/LCAP-ELOG review
- ELOG presentation Board of Education
- HOW2 District Leadership planning meetings (summer 2021)
- Administrative Work Group (AWG) meetings (monthly)

At each meeting, participants engaged in activities that afforded varied options for sharing ideas and documenting responses. All information was collected uniformly using the parameters of both the district five (5) guiding assurances (safety, whole child, future-ready, community and collaboration, organizational strength) and the guidelines for the LCAP and ELOG plans. Student outcome data from the 2019 state-mandated testing (CAASPP), results from the California Healthy Kids Survey, and 2021 local assessment student outcomes in math and

reading were reviewed at the District and site levels with a focus on the District's unduplicated pupil population. In addition, a student focus group was organized through the middle school student council to discuss LCAP goals and actions. All such reflections were shared with District and site leadership and presented at each school's open association PTA meeting for discussion. Extra attention was given at various stakeholder group meetings to equity and access to learning, as well as the need for additional social-emotional support of students, staff, and families. During the District LCAP Committee and DELAC meetings, feedback was put forward to the Superintendent which was then addressed in writing. In developing the ESSER III plan, WUSD engaged all District leadership in a summer workshop series (HOW2) to review the District identified assurances in alignment with the LCAP and ELOG as well as school improvement plans for student achievement (SIPSA) to guide the identification of actions that would best support students. Results from each meeting, survey, and focus group worked in concert with final LCAP and ELOG plans to inform the ESSER III plan to address ongoing student academic and social-emotional needs.

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

Plan Development

In Wiseburn, the processes for gathering stakeholder input strongly influence the actions and expenditures identified in the ESSER III Plan. Through analysis of our available state and more current local data, and utilizing community and district stakeholder input via the LCAP Committee, School Site Councils and site PTA membership, a community-wide survey, student focus group input, and a review of 2019 California Assessment of Student Performance and Progress (CAASPP) and local STAR assessment result data, the WUSD identified continuing needs and challenges in the area of reading and Mathematics instruction at all grade levels, technology needs of staff and families, and, in the area of social-emotional resources, support for students and their families.

The following outlines input gathered from various groups and data that impacted the development of the WUSD ESSER III Plan:

Strategies for Continuous and Safe In-Person Learning

High-Quality Instructional Materials

In 2020-2021 WUSD supported all students with home use of District Chromebooks and hot spots as requested. Upon reopening of schools, approximately 30% were returned damaged or were lost/unrecovered. The need for access to technology continues with school reopening and device replacement is key to continuous learning options for students.

Full access to technology and online learning options for students

Safety

Ongoing questions and concerns regarding student safety upon reopening of schools and online issues surrounding privacy, access, and student digital safety were evidenced in family/staff survey results and town hall meetings throughout the 2020-2021 school year.

Install Bi-polar ionization (safety) maintenance/repair/replacement of indoor air quality

Protection Software, Internet filtering

Provide Qualtrics daily check-in and contact tracing

Social-Emotional Supports

Increased family and staff requests for counseling support to bridge students' return to in-person learning were evidenced throughout 2020-2021 via survey and community/staff meeting venues. Actions promoted through the ELOG continue to support these needs with positive attendance and student outcomes as evidenced by teacher feedback, counselor input, and discipline and attendance data via the District student information system.

Provide a full-time family service counselor

Provide a full-time school counselor to support independent study program and middle school student populations

Provide professional development for classified staff

Increase paraprofessional staffing

Family Engagement

Requests for increased and varied systems of communication and options for online input to address student learning and safety were evidenced in family/staff survey results and town hall meetings throughout the 2020-2021 school year.

Expand school to home communication (consultant support)

Addressing the Impact of Loss Instructional Time

Learning Acceleration

LCAP metrics based on student data, staff surveys, and the District review of identified student unduplicated pupil population performance identified a continuing need for coaching and training supports related to classroom instructional practices and focused supports through intervention, lower class size in grade 6, and summer extended learning. Such supports promoted through the ELOG continue to support these needs with positive attendance and student outcomes as evidenced by ongoing local assessments, teacher feedback, and attendance data.

Provide Summer Learning Academy (Summer School)

Intervention staffing

Professional development for certificated staff

Coaching to increase multi-tiered systems of support (MTSS) practices in the classroom

Actions and Expenditures to Address Student Needs

The following is the LEA’s plan for using its ESSER III funds to meet students’ academic, social, emotional, and mental health needs, as well as how the LEA will address the opportunity gaps that existed before, and were exacerbated by, the COVID-19 pandemic. In developing the plan, the LEA has the flexibility to include actions described in existing plans, including the LCAP and/or Expanded Learning Opportunity (ELO) Grant Plan, to the extent that the action(s) address the requirements of the ESSER III Expenditure Plan.

For specific requirements, please refer to the Actions and Expenditures to Address Student Needs section of the Instructions.

Strategies for Continuous and Safe In-Person Learning

A description of how the LEA will use funds to continuously and safely operate schools for in-person learning in a way that reduces or prevents the spread of the COVID-19 virus.

Total ESSER III funds being used to implement strategies for continuous and safe in-person learning

\$944,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP Goal 5, Action 4	High-Quality Instruction Materials: Purchase additional electronic devices	Purchase additional electronic devices and hot spots for students to support both onsite and distance learning scenarios.	\$35,500
N/A	Safety: Install Bi-polar ionization, protection software, COVID monitoring	Install Bi-polar ionization (safety) maintenance/repair/replacement of indoor air quality to address issues related to COVID-19. Protection Software, Internet filtering to ensure student/staff digital safety both for onsite and distance learning scenarios. Provide Qualtrics daily check-in and contact tracing related to COVID-19.	\$277,000
LCAP Goal 2, Action 10	Social-Emotional Support: Continue to provide a full-time family service counselor Provide an additional counselor to support independent study and middle school programs	Provide a full-time family service counselor and a full-time Independent Study/Middle School counselor to support students.	\$373,500

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP Goal 1, Action 5	Social Emotional Support: Professional Development	Classified staff participation in training related to student-focused safety and social-emotional support strategies provided at each school site.	\$6,000
Expanded Learning Opportunity Grant Plan	Family Engagement: Maintain communications specialist/consultant	Expand and align district and school to home communication to families and the community.	\$102,000
Expanded Learning Opportunity Grant Plan	Social Emotional Support: Provide paraprofessional personnel	Hire paraprofessionals to support social-emotional strategies on campus.	\$150,000

Addressing the Impact of Lost Instructional Time

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

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

\$1,006,925

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
Expanded Learning Opportunity Grant Plan	Learning Acceleration: Summer Learning Academy focuses on reading and Mathematics	Services provided by credentialed teachers using the research-based Fountas and Pinnell Leveled Literacy and Symphony Math intervention programs.	\$300,000
Expanded Learning Opportunity Grant Plan	Learning Acceleration: Intervention staffing	Additional support in grade 6 to support middle school transition in the area of Mathematics.	\$53,925

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
Expanded Learning Opportunity Grant Plan	Learning Acceleration: Professional Development for certificated staff	Continuous Professional Learning opportunities for certificated staff in the areas of writing, math, and science.	\$65,000
Expanded Learning Opportunity Grant Plan	Learning Acceleration: On-site coaching and support of teacher learning and collaboration	Continue to employ teachers on special assignments (TOSA) in math, Balanced Literacy, and science. Continue to employ specialists/consultants to collaborate, plan, and develop lesson structures with certificated staff focused on differentiation to increase multi-tiered systems of support (MTSS) practices in the classroom. Continue to provide lessons study days and teacher collaboration time for certificated staff in support of math, science, and writing instruction.	\$588,000

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

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
High-Quality Instruction Materials: Purchase additional electronic devices	Purchase and utilization of electronic devices monitored through completion of the purchase order, product receipt and distribution, and annual reporting in district-wide school site improvement plans for student achievement.	January and June
Safety: Install Bi-polar ionization, protection software, COVID monitoring	Safety-related interventions are monitored through the Facilities Improvement Team (FIT) report, ongoing tracking of potential security breaches at each site, and daily review of the COVID monitoring system for students and staff (Qualtrics).	FIT reviewed annually Covid Monitoring System (Qualtrics) monitored weekly
Social-Emotional Supports: Full-time counseling supports Professional Development - Classified Staff Paraprofessional classroom supports	Summative reports related to counseling referrals are monitored quarterly. Treatment plan progress is reviewed weekly. Determination of annual re-referrals is typically determined annually based on progress with treatment plans. Monthly monitoring for student benchmark assessment baseline levels and growth. Monthly monitoring of disciplinary actions by site administration.	SEL Supports monitored quarterly Benchmark assessment results reviewed quarterly each school year
Family Engagement: Maintain communications specialist/consultant	District websites and social media monitored through online traffic monthly for baseline levels and growth.	Monthly review of websites and social media online traffic
Learning Acceleration: Summer and Intervention Programs/Staffing	The intervention program and summer program are monitored through Renaissance STAR California Standards Mastery assessments for	Intervention Early Warning System (EWS) monitored monthly

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
<p>Certificated Staff Professional Development and Coaching Supports</p>	<p>reading and math are given quarterly district-wide to identify ongoing student needs. Monthly monitoring of the District early warning system (EWS) to identify students not making academic progress requiring tier 3 intervention supports.</p> <p>Professional Development and Coaching support outcomes monitored through daily/weekly classroom observations and teacher collaboration meetings by site administrators to ensure the use of tiered instructional strategies.</p>	<p>Coaching and collaboration meeting outcomes monitored daily/weekly through administrator observation and quarterly through staff survey</p>

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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