

# 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	This plan may be accessed on the District’s website: <a href="https://www.latonunified.org/userfiles/5/my%20files/2021_expanded_learning_opportunities_grant_plan_laton_unified_school_district_20210505.pdf?id=1035">https://www.latonunified.org/userfiles/5/my%20files/2021_expanded_learning_opportunities_grant_plan_laton_unified_school_district_20210505.pdf?id=1035</a>
Local Control and Accountability Plan	This plan may be accessed on the District’s website: <a href="https://www.latonunified.org/userfiles/5/my%20files/2021-2022%20local%20accountability%20plan.pdf?id=1041">https://www.latonunified.org/userfiles/5/my%20files/2021-2022%20local%20accountability%20plan.pdf?id=1041</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
2,681,050.00

Plan Section	Total Planned ESSER III
Strategies for Continuous and Safe In-Person Learning	\$1,927,852
Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)	\$695,000
Use of Any Remaining Funds	\$52,599

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

2,681,050.00

## Community Engagement

An LEA’s decisions about how to use its ESSER III funds will directly impact the students, families, and the local community. The following is a description of how the LEA meaningfully consulted with its community members in determining the prevention and mitigation strategies, strategies to address the academic impact of lost instructional time, and any other strategies or activities to be implemented by the LEA. In developing the plan, the LEA has flexibility to include input received from community members during the development of other LEA Plans, such as the LCAP, provided that the input is relevant to the development of the LEA’s ESSER III Expenditure Plan.

For specific requirements, including a list of the community members that an LEA is required to consult with, please see the Community Engagement section of the Instructions.

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

To address the impact of lost instructional time and learning gaps created or made worse due to the pandemic, the District will continue the expanded learning plan actions that were developed with community input during the 2020-21 school year. The following process was used to develop those actions:  
 The District engaged stakeholders throughout the 2020-21 school year and \_\_\_\_\_? to gather community input and feedback as part of the District's decision-making process, which focused on providing instructional support and interventions for students. After school started, the District sought input to inform the community about significant portions of the District's instructional plan. Site administrators and school liaisons also reached out to families to encourage participation. Laton Unified School District held stakeholder meetings to review and provide input on topics that included addressing learning loss, providing supports to students, meeting the needs of struggling learners, and providing the opportunity for parents to give input on distance learning and the District's phased reopening plan. The District English Learner Advisory Committee (DELAC) also met to review and provide input on topics that included providing supports to students who are English Learners and meeting the needs of those ELs struggling to keep pace in English language acquisition and accessing core subject-matter knowledge and skills.

All meetings were accessible to the public for in-person attendance in limited numbers in order to follow social distancing requirements at the District's curriculum building. Meetings were also made accessible virtually through Zoom so the public could access them via electronic device or by phone call. A Spanish translator was available in the event that parents needed to access those services.

Stakeholder groups were asked to provide input regarding interventions and supports, including extended learning opportunities. During meetings with stakeholders, participants (migrant, ELD, homeless parents, board members, teachers, classified, and students) were asked to provide the following:

- Clarifying questions and/or comments;
- Input/suggestions for assessing and addressing learning loss;
- Supports for students who are struggling or have special needs;
- Supports for social and emotional well-being; and
- Access to technology.

Parents were surveyed to assess the following:

- What the District did really well in the areas of technology, food services, comprehensive instruction and assessment, social and emotional support, and other areas.

Students were asked to respond to the same prompt and the additional, "Where do you think the biggest learning loss occurred during the school closure due to COVID-19?" Responses from the above surveys were discussed at a community stakeholder meeting.

Additional formal meetings were held to gather concerns and present proposed actions during the winter and spring months. The District's proposed actions to support and accelerate learning for our neediest students were a primary topic at all meetings.

Community-wide stakeholder meetings were held on March 23 and 25, 2021 \_\_\_\_\_?. presented on Stakeholder input included: "Focus on improving middle school GPA; help LMS improve student GPA; breakfast lunch [should be] provided for students; enough staff for social-emotional curriculum; need more counseling; educative field trips; Science/Math/Literacy Nights."

#### CAN THIS REMAIN....

Students, parents, teachers, and support staff were surveyed again in the Winter/Spring of 2021. Responses from those surveys were also examined to inform the development of the Expanded Learning Opportunities Plan. All materials, surveys, communications, and presentations were provided in English and Spanish.

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

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

Classified Bargaining Unit, including all Classified Staff Stakeholder Input Meeting, August 21, 2020.

Certificated Bargaining Unit, including teachers Stakeholder Input Meeting, August 18, 2020, and April 14, 2021.

Community Stakeholder Input Meeting – Surveyed Fall 2020, met March 23 and 25, 2021.

Student Input Meeting – Surveyed Fall 2020, Spring 2021, and met April 30, 2021

Parent Advisory Committee (PAC) Input Meeting and March 23, 2021

District English Learner Advisory Committee (DELAC) Input Meeting, March 25, 2021.

Meetings were held in small group settings and with social distancing and COVID mitigation guidelines in place.

The Public Comment period ran from May 5 to May 12, 2021. A draft of the Expanded Learning Opportunities Plan (ELOP) was made available to stakeholders by request at the sites and on the school website. Comments could be provided to school site administrators for

consideration.

The ELOP submitted for LUSD Governing Board approval was posted on the District's website, and a link included in the Board agenda was posted 72 hours prior to the meeting. The board adopted the plan on May 12, 2021, and submitted to FCSS on May 14, 2021.

Parents were surveyed on \_\_\_\_\_ after the Community Information Meeting

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

Proposed actions were shared with all families, including families that speak languages other than English, through school communications and SSC and ELAC meetings on September 29, 2021.

The draft plan was presented, and students' perspectives and insights were solicited at the LHS ASB meeting on October 5, 2021. The LHS student leaders liked the ESSER plan's focus and commented that it seemed very well thought out. It was driven by each site's needs to improve the school environment and help the students falling behind because of distance learning and COVID.

Teachers, classified staff, and other school staff were invited to meet and provide suggestions on October 4, 2021, and were asked to solicit feedback from their bargaining unit membership.

School principals and district administrators, including the special education administrator, offered input during the Superintendent's cabinet meetings.

A community input meeting was held on October 4, 2021, and Individuals or advocates representing the interests of low-income students, students with exceptional needs, English learners, homeless students, Foster Youth, migratory students, children who are incarcerated, and other underserved students were explicitly invited to attend and provide comments on the proposed actions.

A new public comment period was held from September 27 through October 5, \_\_\_\_\_? and all interested educational community members were invited to respond to a survey posted on the District's website. Sixty responses were collected representing families, school leaders, teachers, and other school staff. Regarding students' needs for safe, in-person instruction, close to 50% supported the modernization of aging portables, building outdoor learning spaces, and improving classroom ventilation. About one-third supported installing refillable water dispensers, replacing aging furniture, and improving classroom configurations. To address lost learning time, 50% favored an extra supplemental curriculum, 40% improved access to the internet, and about one-third supported increasing social-emotional curriculum, additional computers and technology, additional equipment, and materials to support CTE, and 30% expressed an interest in increasing equipment to support students with disabilities. Over 50% of respondents agreed that there should be social-emotional wellness education for high-needs students, and similar percentages supported professional development in the areas of social-emotional learning, culturally-responsive practices, and evidence-based interventions. Finally, respondents ranked "facilities," "supporting school leaders and school needs," and "addressing learning loss," respectively, as the top three priorities for ESSER III funds,

A link to the draft plan was shared with the Fresno ACLU Chapter and the Education and Leadership Foundation, who were offered an opportunity to provide feedback. The percentage of students who identify as "American Indian or Alaska Native" is 0.

The plan was presented to and approved by the Laton Unified School District Governing Board on October 13, 2021 \_\_\_\_\_?. It was submitted to the Fresno County Superintendent of Schools on October 14, 2021 \_\_\_\_\_?.

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

The revised ESSER III Expenditure Plan actions are the result of a collaboration between several groups, including District employees, community members, our parents, and our District English Learner Advisory Committee (DELAC) to build a plan that best supports all students in response to a global pandemic. Keeping school sites open and safe for in-person learning and thoughtfully addressing losses in instruction was at the forefront of all discussions and decisions. Community members' perspectives and insights in identifying the District's unique needs, primarily related to the effects of the COVID-19 pandemic, contributed to determining the most effective strategies and interventions to address these needs through the programs and services the LEA implements with its ESSER III funds.

The LHS student leaders supported the idea of providing transportation for after-school tutoring and enrichment. They suggested any remaining funds be used to improve the bathroom facilities because they are quite small; there isn't enough room in the bathrooms to feel comfortably distanced from others in the facility. This is especially true in the boy's bathroom. They would also like to see the faucets spread further part if possible. Another suggestion was to install more water drinking stations - one at the end of each wing- due to the faucets being taped off. They would like to see more outdoor learning opportunities as well.

Stakeholders from every group with whom we met and surveyed were in support of the Outdoor Learning Pavilion, LHS PE/Physical Fitness Classroom Modernization, and Upgrades to the District Network, and providing learning recovery and acceleration by increasing academic services to students that promote equity and are based on the needs of students caused by the loss of instructional time.

## **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**

\$1,902,163.00

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
N/A	Kindergarten Cooperative Play Area	Playground structure(s) w/ Integrated Shade, synthetic turf system covering the entire area, concrete curbing, higher chain length fencing, concrete tricycle path around entire lawn area, chain link fencing surrounding new play area for safety and to prevent others access. These funds are allowable under school facility repairs and improvements to reduce the risk of virus transmission and exposure to environmental health hazards and to support student health needs. Students will have access to outdoor cooperative learning and play spaces specifically designed to meet their needs. Students will have ample space to socially distance themselves and will not have to share play structures and space with upper-grade levels. This purchase will also increase accessibility to peer interaction and physical exercise.	\$452,696.61
N/A	Outdoor Dining Area	These purchases would fall under school facility repairs and improvements to reduce the risk of virus transmission and exposure to environmental health hazards. This project would help mitigate the spread of COVID-19 during lunchtime when students cannot mask. This project would allow students to have a spacious and shaded outdoor eating area to eat their meals without sharing breathable air space. By expanding the dining area outdoors, the shared space would more than double, allowing for social distancing and fresh air. This purchase is necessary and allowable	\$288,986.18

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		because this project directly impacts the spread of COVID-19. Students will have more space during meal times to allow for social distancing while outdoors with their peers and friends. They will also have access to a spacious, shaded, comfortable dining space. The cost of this product is less expensive than a “stick-built” pavilion and other pre-manufactured products of similar size.	
N/A	Communication - Digital Marquee - LHS	Improving communication infrastructure - Building an electric marquee in an area easily visible to everyone who passes by our site is an added communication layer. Having a marquee in place would also make effective communication with individuals with limited English proficiency because messages can be programmed in any language. This is also a straightforward and effective way to make public announcements that may impact the community about mitigation strategies in place in the district. This is a necessary and allowable purchase under other activities that are necessary to maintain operations and continuity of services. Effective communication is vital to bridge the gap between groups, especially vulnerable populations who rely on the school system for information regarding the pandemic. This is an added layer of communication needed in small, underserved communities.	\$98,170.79
N/A	Communication - Digital Marquee - LES/LMS	Improving communication infrastructure - The electric marquee will be placed in an area easily visible to everyone who passes by the school site as a visual aid to increase communication. This would improve communication with individuals with limited English proficiency because messages can be programmed in any language. This is also a straightforward and effective way to make public announcements that may impact the community about mitigation strategies in place in the district. This is a necessary and allowable purchase under other activities that are necessary to maintain operations and continuity of services. Effective communication is vital to bridge the gap between groups, especially vulnerable populations who rely	\$248,035.91

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		on the school system for information regarding the pandemic. This is an added layer of communication needed in small, underserved communities.	
N/A	High Efficiency Mower/Sprayer	We are looking for an efficient means, in terms of time and quantity of sanitizing agents, to spray the outdoor areas of our school site, especially outside classrooms and around playground structures/equipment, to keep students and staff safe from viruses and bacteria.	\$25,700.29
N/A	Outdoor Learning Pavilion	These purchases would fall under school facility repairs and improvements to reduce the risk of virus transmission and exposure to environmental health hazards and to support student health needs. This is an outdoor learning space that students would have access to that would allow for social distancing while working on projects independently and/or provide a safe environment to work collaboratively. Equally important, by being outdoors, students are not sharing the same breathable air space creating an overall healthier environment not conducive to transmitting germs directly related to the pandemic, significantly reducing health risks. The opportunity to instruct/meet outdoors would allow students the space to work comfortably apart, socially distance themselves, and significantly reduce health risks directly related to the COVID-19 pandemic. By learning outdoors, students will not share the same breathable air space, creating a healthier environment. Research also suggests that outdoor classrooms can also impact students' emotional well-being and academic achievement because it has the potential to lift their spirits and helps clear their minds.	\$146,151.29
N/A	Truncated Dome Bus Loading Zone	These purchases fit in with allowable expenses under school facility repairs and improvements to reduce the risk of virus transmission and exposure to environmental health hazards and to support student health needs. By allowing students access to outdoor learning opportunities that allow for social distancing and areas where they don't have to share breathable air space. This is a necessary purchase because	\$59,016.78



Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		this area is in a direct path to the covered outdoor eating areas and shaded learning pavilion. These repairs are necessary because this area does not meet compliance if left in its current state.	
N/A	New Servers for the District	Effective technology is required to support online learning - The pandemic has drastically increased the need and changed how we support technology. The number of devices that rely on the district infrastructure and resources more than doubled. Curriculum and instructions become digital, and our technology must operate efficiently to ensure all students are engaged. Additionally, teachers and staff rely on our servers for resources and access to systems that are required to serve our students and parents. The servers will provide increased performance, stability, and security to keep pace with the new challenges.	\$24,697.00
N/A	LHS Physical Fitness/PE Class Modernization	These purchases fit in with the allowable uses under ESSER because our goal is to modernize the current classroom to minimize the spread of COVID-19 and prevent future outbreaks by modifying/expanding the space in the current physical fitness/PE classrooms allowing for social distancing and improving the air quality in the building. Students would have necessary social distancing space during the physical fitness/PE class. The new layout and space will allow for more equipment and expansion of the current area, reducing the number of students to equipment ratio. The air ventilation system will allow for improved air quality and circulation so students do not share the same air. Our district is committed to following all public health guidelines. Because of the limited space in this class, we've had to modify how we provide students' instruction—creating small groups and rotating them in as allowed and/or using the outdoor patio adjacent to the classroom. Enlarging this classroom facility would allow us to provide both whole-class instruction “safely” and increase physical education for students, especially during the many outdoor “bad air” days	\$483,405.15

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		experienced in Central California throughout the school year.	
N/A	Electrical Access - LHS Green House	These funds are allowable under ESSER because it allows students to have additional spaces to use as classroom settings. Additionally, when students are in the AG or plans science classrooms, they will have the option to work in the open space outside the greenhouse set up as a work area or inside the greenhouse.	\$26,689.00
	Touchless Drinking Fountains/Water Bottle Fillers	These purchases fit-in with the allowable use of funds for both ESSER and GEER because these funds will allow us to reduce the risk of virus transmission and exposure to environmental health hazards and to support student health needs by removing existing drinking fountains with touchless equipment.	\$66,000.00
	PE Fields & Safe Play Areas	<p>The items purchased with the funds include seed for turf, fertilizer, herbicide, tillage, and rolling equipment rental. Funds will also be used to update the existing irrigation system and grade the fields. The recent pandemic has negatively impacted our students access to safe play areas. Due to the impact COVID had on staffing, increased absences due to contact tracing, illness, lack of substitutes, and the increased need to focus on cleaning and disinfecting high contact areas and surfaces throughout the school day and district.</p> <p>This cost is necessary to the District because there is an educational benefit associated with using the funds. Furthermore, these fields are also used to provide physical education instruction for k-12 students, and currently, space is very limited because of the field conditions. LUSD is addressing the limited access to clean and safe outdoor play areas/fields and access to extracurricular activities by allocating funds to repairing and sustaining outdoor play areas/fields. It's also important to note that in the District's most recent survey, Healthy Lifestyle received 47% as an area of focus by parents.</p>	\$90,000.00

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

## 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

\$536,210.00

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
ELO, Action 1 "Extending instructional learning time"	Summer Learning Academy (K-12)	<p>The ESSER III funds will be used to extend actions from the Expanded Learning Opportunities Grant Plan beyond 2022 and through 2024 and will connect with the LCAP to continue a robust summer session program. This will add instructional time to address the academic impact of the pandemic. Laton USD will use ESSER III funds to build upon the summer session action to both accelerate and recover learning.</p> <p>Teacher Work Day - full day Student Day - full day</p> <p>Academics</p> <ul style="list-style-type: none"> <li>• Reading Groups</li> <li>• Math Intervention</li> <li>• Writing - pre and post-based on a rubric</li> <li>• Reading Support in Spanish</li> <li>• Credit Recovery</li> </ul> <p>Social-Emotional Learning</p> <ul style="list-style-type: none"> <li>• Engagement Camps - offer different camps every week with a different target, cooking, art, athletics, etc.</li> </ul>	\$260,000.00

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		<ul style="list-style-type: none"> <li>• STEM, Science, Readers Theater</li> <li>• Sports (teamwork)</li> <li>• Arts/Ceramics,</li> <li>• Music (outlet)</li> <li>• Arts/Craft</li> <li>• Culture Development- Link Crew</li> <li>• Life Skills Class</li> </ul> <p>Progress will be measured with pre-and post-assessments.  Reading: LES/LMS - STAR Reading/Early Literacy  Math  Writing</p>	
ELO, Action 1 "Extending instructional learning time"	Extended Learning Summer Camp	<p>The ESSER III funds will be used to extend actions from the Expanded Learning Opportunities Grant Plan beyond 2022 and through 2024 and will connect with the LCAP to continue a robust summer camp program. This will add instructional time to address the academic impact of the pandemic. Laton USD will use ESSER III funds to build upon the summer camp action to both accelerate and recover learning.</p> <p>9 am to 12:30: 3.5-hour program Tuesday - Thursday</p> <ul style="list-style-type: none"> <li>• Summer Sports Groups</li> <li>• Community Garden</li> <li>• Access to School Gym</li> <li>• Summer Book Bag</li> <li>• Coding/STEM</li> <li>• Supplemental Resource</li> </ul> <p>ABC Ya  Lyrics to Learn  MobyMax  Imagine Learning  Reflex  Typing Courses</p>	\$30,000.00

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
ELO, Action 1 "Extending instructional learning time"	High School Credit Recovery	<p>The ESSER III funds will be used to extend actions from the Expanded Learning Opportunities Grant Plan beyond 2022 and through 2024. They will connect with the LCAP to continue a robust high school credit recovery program. This will add instructional time to address the academic impact of the pandemic. Laton USD will use ESSER III funds to build upon the summer session action to both accelerate and recover learning.</p> <p>High school credit recovery. The instruction foci will be on Math and English/ELD, with the possibility of science and social studies. In order to increase or improve college eligibility, there will be the opportunity to earn additional credits for students on track.</p>	\$8,000.00
ELO, Action 2 "Integrated student supports to address other barriers to learning"	Summer Bridge Program	<p>The ESSER III funds will be used to extend actions from the Expanded Learning Opportunities Grant Plan beyond 2022 and through 2024 and will connect with the LCAP to continue a support program for students transitioning from middle school to high school. This will add instructional time to address the academic impact of the pandemic. Laton USD will use ESSER III funds to build upon the bridge program action to both accelerate and recover learning.</p> <p>The Summer Bridge program will be offered to 8th-grade students transitioning to 9th grade.</p>	\$8,000.00
ELO, Action 2 "Integrated student supports to address other barriers to learning"	Regular School Year: Learning Recovery and Acceleration	<p>The following actions are included as they will be implemented in coordination with ESSER III-funded actions to provide learning recovery and acceleration by increasing academic services to students that promote equity and are based on the needs of students caused by the loss of instructional time.</p> <ul style="list-style-type: none"> <li>Part-Time Reading Specialist for K-4 for 2021/2022</li> </ul>	\$0

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		<ul style="list-style-type: none"> <li>• Intervention Groups with Resource Teachers 4-8 grade</li> <li>• Mentors from LHS</li> <li>• Supplemental Resources Available for Academics and Social-Emotional Learning</li> </ul>	
ELO, Action 1 "Extending instructional learning time"	After School Peer Tutorial	<p>The ESSER III funds will be used to expand additional support for students by extending the actions in the Expanded Learning Opportunities Grant Plan through 2024. ESSER III dollars will be used to provide learning recovery and acceleration by increasing academic services to students that promote equity and are based on the needs of students caused by the loss of instructional time.</p> <p>LHS students will be trained to provide peer tutoring after school for LES/LMS students under the supervision/direction of a teacher.</p>	\$20,000.00
N/A	Transportation for Afterschool Tutoring and Enrichment	<p>The ESSER III funds will be used to support tutoring and/or academic enrichment activities for students who could not experience such activities due to school closures due to the pandemic.</p> <p>Our low-income students and English Learners often struggle to make connections between what they may read in English, social studies, or science classes and their real lives because they have had limited opportunities to experience enrichment activities away from school. Because of COVID-19 and the associated effects, our students were missing in-person instruction and enrichment activities that would normally take place but were not allowed due to travel restrictions even after they returned to school.</p>	\$100,000.

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		<p>Many of our students lost instructional time and made less-than-normal progress due to the pandemic; and would benefit from after-school tutoring support but do not have reliable transportation if they remain after school.</p> <p>A late bus/es will run after school to ensure all students who need extended support services such as tutorial and or enrichment opportunities have equal access.</p>	
N/A	Stipends for Teachers - Tutorials/Summer Programs	<p>The ESSER III funds will be used to support tutoring activities for students.</p> <p>Many of our students would benefit from after-school tutoring support. Teaching staff that volunteer to be part of the after-school tutoring and/or enrichment program will be given a 1,000 dollar stipend for each.</p>	\$100,000.
N/A	Foster Youth and Homeless Extended Support	<p>The ESSER III funds will be used to provide academic enrichment activities, including field trips, to students.</p> <p>Our Foster Youth and homeless students often struggle to make connections between what they may read in English, social studies, or science classes and their real lives because they have had limited opportunities to experience enrichment activities away from school.</p> <p>“Enrichment activities... can boost student academic achievement, academic attainment, and social behaviors (such as reduced drug use and pregnancy), increase disadvantaged student’s cultural capital, improve students’ critical thinking, and increase social tolerance” (The Enrichment Gap: The Educational Inequity That Nobody Talks About, Center for Reinventing Public Education, November 2018). We expect improved academic and social-emotional outcomes as a result of this action.</p>	\$15,000.

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		These students will be provided with opportunities and encouraged to participate in enrichment activities that will help broaden their knowledge of the opportunities that are available to them. These students will participate in events and trips such as museum tours, college visits, plays, and youth conferences.	

## 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

\$78,288.00

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
N/A	Restroom Improvements	<p>Any remaining ESSER III funds will be used to fund the following improvements at both school sites. These items were specifically requested by students as part of the community input process. <a href="https://secure.doc-tracking.com/v2/Home/Default.aspxcompleting">https://secure.doc-tracking.com/v2/Home/Default.aspxcompleting</a> these will confirm that the District recognizes the students' voice as providing a significant contribution to planning, and that meeting their needs, as appropriate and possible, will increase students' feelings of connection to and safety at school.</p> <ul style="list-style-type: none"> <li>- Bathroom Stalls Inserts and Bathroom Expansion</li> <li>- Bathroom Faucet Upgrade</li> <li>- More Soap Dispensers</li> <li>- More Paper Towel dispensers</li> <li>- Touchless Water Dispensers</li> </ul>	\$78,288.00



Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		Having these improvements, such as stall inserts, additional soap dispensers, touchless water dispensers, and the rest, will help to prevent the spread of the COVID-19 virus since students will have more protection from respiratory droplets with the added barriers and more spacing, greater access to hand washing, and less touching of common surfaces.	

## 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
Kindergarten Cooperative Play Area	Progress will be monitored using the Laton USD ESSER III Expenditure Plan Monitoring Instrument (Appendix 1).	Progress will be monitored three times each year: Beginning of year, mid-year, and end-of-year.
Outdoor Dining Area		
Communication - Digital Marquee - LHS	At the end of each monitoring period, implementation progress will be described and evaluated in order to determine if any adjustments are needed to ensure the planned actions are addressing the needs of our students.	
Communication - Digital Marquee - LES/LMS		
High Efficiency Mower		
Outdoor Learning Pavilion	LUSD will monitor students' attendance, absenteeism, and feelings of safety and school connectedness using a variety of metrics, including CALPADS data, district-collected data, and survey data, and provide necessary health,	

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
<p>Truncated Dome Bus Loading Zone</p>	<p>safety, and social-emotional supports and scaffolds based on data. This monitoring will provide the District with the information needed to identify and address individual student health, safety, and social-emotional needs during the regular school year and summer sessions.</p> <p>Because we know that safety and social-emotional health impact student learning, documentation related to numbers of students making academic progress, recovering credits, completing graduation requirements, and meeting college and career readiness standards will also be among the data examined to determine 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.</p> <p>Parent Survey data, based on the state's self-reflection tool for family engagement, will also be examined to determine if these efforts are increasing families' positive perceptions of school/home communication and partnerships.</p> <p>We also believe that these improvements to ensure the health and safety of our students, staff, and families will increase family participation in our schools, as they reflect many of the community's concerns. Consequently, we will also examine parent survey data to inform our evaluation of how these actions meet our students' needs.</p> <p>The Laton USD ESSER III Monitoring Instrument will be a Google Sheet containing qualitative and quantitative data, with each</p>	

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
	<p>specific action outlined on a row on the tool. There will be three columns for each action per year, where data will be entered and kept. This will capture the progress being made on each action over the course of time. Items related to the metrics cited above, with others that may be later identified, will contain quantitative data with percentages of students on or above grade level. Other items such as training for school staff will contain qualitative data with updates on the progress of each action being documented three times per year.</p>	
<p>Summer Learning Academy (K-12)</p>	<p>Progress will be monitored using the LUSD ESSER III Expenditure Plan Monitoring Instrument (Appendix 1).</p> <p>At the end of each monitoring period, implementation progress will be described and evaluated in order to determine if any adjustments are needed to ensure the planned actions are addressing the needs of our students.</p> <p>LUSD will monitor students' academic achievement and progress using a variety of metrics, including iReady and Smarter Balanced assessments, and will provide necessary instructional supports and scaffolds based on data. This monitoring will provide the District with the information needed to identify and address individual student learning needs during the regular school year and summer sessions. Documentation related to numbers of students recovering credits, completing graduation requirements, and meeting college and career readiness standards will also be</p>	<p>Progress will be monitored three times each year: Beginning of year (pre-assessment), mid-year (on-going assessment), and end-of-year (post-assessment)</p>

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
	<p>among the data examined to determine 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.</p> <p>The Laton USD ESSER III Monitoring Instrument will be a Google Sheet that contains both qualitative and quantitative data, with each specific action outlined on a row on the tool. There will be three columns for each action per year, where data will be entered and kept. This will capture the progress being made on each action over the course of time. Items related to the metrics cited above, with others that may be later identified, will contain quantitative data with percentages of students who are on or above grade level. Other items such as training for school staff will contain qualitative data with updates on the progress of each action being documented three times per year.</p>	
Extended Learning Summer Camp	<p>Progress will be monitored using the LUSD ESSER III Expenditure Plan Monitoring Instrument (Appendix 1).</p> <p>At the end of each monitoring period, implementation progress will be described and evaluated in order to determine if any adjustments are needed to ensure the planned actions are addressing the needs of our students.</p> <p>LUSD will monitor students' academic achievement and progress using a variety of metrics, including iReady and Smarter Balanced</p>	Progress will be monitored three times each year: Beginning of year (pre-assessment), mid-year (on-going assessment), and end-of-year (post-assessment)

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
	<p>assessments, and will provide necessary instructional supports and scaffolds based on data. This monitoring will provide the District with the information needed to identify and address individual student learning needs during the regular school year and summer sessions. Documentation related to numbers of students recovering credits, completing graduation requirements, and meeting college and career readiness standards will also be among the data examined to determine 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.</p> <p>The Laton USD ESSER III Monitoring Instrument will be a Google Sheet that contains both qualitative and quantitative data, with each specific action outlined on a row on the tool. There will be three columns for each action per year, where data will be entered and kept. This will capture the progress being made on each action over the course of time. Items related to the metrics cited above, with others that may be later identified, will contain quantitative data with percentages of students who are on or above grade level. Other items such as training for school staff will contain qualitative data with updates on the progress of each action being documented three times per year.</p>	
High School Credit Recovery	Progress will be monitored using the LUSD ESSER III Expenditure Plan Monitoring Instrument (Appendix 1).	Progress will be monitored three times each year: Beginning of year (pre-assessment), mid-year (on-going assessment), and end-of-year (post-assessment)

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
	<p>At the end of each monitoring period, implementation progress will be described and evaluated in order to determine if any adjustments are needed to ensure the planned actions are addressing the needs of our students.</p> <p>LUSD will monitor students recovering credits, completing graduation requirements, and meeting college and career readiness standards to determine 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.</p> <p>The Laton USD ESSER III Monitoring Instrument will be a Google Sheet that contains both qualitative and quantitative data, with each specific action outlined on a row on the tool. There will be three columns for each action per year, where data will be entered and kept. This will capture the progress being made on each action over the course of time. Items related to the metrics cited above, with others that may be later identified, will contain quantitative data with percentages of students who are on or above grade level. Other items such as training for school staff will contain qualitative data with updates on the progress of each action being documented three times per year.</p>	
Summer Bridge Program	Progress will be monitored using the LUSD ESSER III Expenditure Plan Monitoring Instrument (Appendix 1).	Progress will be monitored three times each year: Beginning of year (pre-assessment), mid-year (on-going assessment), and end-of-year (post-assessment)

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
	<p>At the end of each monitoring period, implementation progress will be described and evaluated in order to determine if any adjustments are needed to ensure the planned actions are addressing the needs of our students.</p> <p>LUSD will monitor students' academic achievement and progress using a variety of metrics, including iReady and Smarter Balanced assessments, and will provide necessary instructional supports and scaffolds based on data. This monitoring will provide the District with the information needed to identify and address individual student learning needs during the regular school year and summer sessions. Documentation related to numbers of students recovering credits, completing graduation requirements, and meeting college and career readiness standards will also be among the data examined to determine 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.</p> <p>The Laton USD ESSER III Monitoring Instrument will be a Google Sheet that contains both qualitative and quantitative data, with each specific action outlined on a row on the tool. There will be three columns for each action per year, where data will be entered and kept. This will capture the progress being made on each action over the course of time. Items related to the metrics cited above, with others that may be later identified, will contain quantitative data with percentages of students who are on or above</p>	

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
	<p>grade level. Other items such as training for school staff will contain qualitative data with updates on the progress of each action being documented three times per year.</p>	
<p>Regular School Year: Learning Recovery and Acceleration</p>	<p>Progress will be monitored using the LUSD ESSER III Expenditure Plan Monitoring Instrument (Appendix 1).</p> <p>At the end of each monitoring period, implementation progress will be described and evaluated in order to determine if any adjustments are needed to ensure the planned actions are addressing the needs of our students.</p> <p>LUSD will monitor students' academic achievement and progress using a variety of metrics, including iReady and Smarter Balanced assessments, and will provide necessary instructional supports and scaffolds based on data. This monitoring will provide the District with the information needed to identify and address individual student learning needs during the regular school year and summer sessions. Documentation related to numbers of students recovering credits, completing graduation requirements, and meeting college and career readiness standards will also be among the data examined to determine 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.</p>	<p>Progress will be monitored three times each year: Beginning of year (pre-assessment), mid-year (on-going assessment), and end-of-year (post-assessment)</p>



Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
	<p>The Laton USD ESSER III Monitoring Instrument will be a Google Sheet that contains both qualitative and quantitative data, with each specific action outlined on a row on the tool. There will be three columns for each action per year, where data will be entered and kept. This will capture the progress being made on each action over the course of time. Items related to the metrics cited above, with others that may be later identified, will contain quantitative data with percentages of students who are on or above grade level. Other items such as training for school staff will contain qualitative data with updates on the progress of each action being documented three times per year.</p>	
<p>Transportation for After School Tutoring and Enrichment</p> <p>Stipends for Teachers - Tutorials/Summer Program</p>	<p>Progress will be monitored using the LUSD ESSER III Expenditure Plan Monitoring Instrument (Appendix 1).</p> <p>At the end of each monitoring period, implementation progress will be described and evaluated in order to determine if any adjustments are needed to ensure the planned actions are addressing the needs of our students.</p> <p>LUSD will monitor the academic achievement and progress of students participating in the After School tutorial program using a variety of metrics, including iReady and Smarter Balanced assessments, and will provide necessary instructional supports and scaffolds based on data. This monitoring will provide the District with the information needed to identify and address individual student learning needs during the regular school year. These data will</p>	<p>Progress will be monitored three times each year: Beginning of year (pre-assessment), mid-year (on-going assessment), and end-of-year (post-assessment)</p>

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
	<p>be examined to determine 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.</p> <p>The Laton USD ESSER III Monitoring Instrument will be a Google Sheet that contains both qualitative and quantitative data, with each specific action outlined on a row on the tool. There will be three columns for each action per year, where data will be entered and kept. This will capture the progress being made on each action over the course of time. Items related to the metrics cited above, with others that may be later identified, will contain quantitative data with percentages of students who are on or above grade level.</p>	
<p>Foster Youth and Homeless Extended Support</p>	<p>Progress will be monitored using the LUSD ESSER III Expenditure Plan Monitoring Instrument (Appendix 1).</p> <p>At the end of each monitoring period, implementation progress will be described and evaluated in order to determine if any adjustments are needed to ensure the planned actions are addressing the needs of our students.</p> <p>LUSD will monitor the academic achievement and progress of Foster Youth and homeless students using a variety of metrics, including iReady and Smarter Balanced assessments, students' attendance, absenteeism, and feelings of safety and school connectedness</p>	<p>Progress will be monitored three times each year: Beginning of year (pre-assessment), mid-year (on-going assessment), and end-of-year (post-assessment)</p>

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
	<p>using a variety of metrics, including CALPADS data, district-collected data, and survey data. This monitoring will provide the District with the information needed to identify and address individual student learning and/or social-emotional needs during the regular school year. These data will be examined to determine 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.</p> <p>The Laton USD ESSER III Monitoring Instrument will be a Google Sheet that contains both qualitative and quantitative data, with each specific action outlined on a row on the tool. There will be three columns for each action per year, where data will be entered and kept. This will capture the progress being made on each action over the course of time. Items related to the metrics cited above, with others that may be later identified, will contain quantitative data with percentages of students who are on or above grade level.</p>	
SLPA Support	<p>Progress will be monitored using the LUSD ESSER III Expenditure Plan Monitoring Instrument (Appendix 1).</p> <p>At the end of each monitoring period, implementation progress will be described and evaluated in order to determine if any adjustments are needed to ensure the planned actions are addressing the needs of our students.</p>	Progress will be monitored three times each year: Beginning of year (pre-assessment), mid-year (on-going assessment), and end-of-year (post-assessment)

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
	<p>LUSD will monitor the academic achievement and progress of students receiving speech and language service using a variety of metrics, including iReady and Smarter Balanced assessments, students' attendance, absenteeism, and feelings of safety and school connectedness using a variety of metrics, including CALPADS data, district-collected data, and survey data. This monitoring will provide the District with the information needed to identify and address individual student learning and/or social-emotional needs during the regular school year.</p> <p>These data will be examined to determine 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.</p>	
Restroom Improvements	<p>Progress will be monitored using the Laton USD ESSER III Expenditure Plan Monitoring Instrument (Appendix 1).</p> <p>At the end of each monitoring period, implementation progress will be described and evaluated in order to determine if any adjustments are needed to ensure the planned actions are addressing the needs of our students.</p> <p>LUSD will monitor students' attendance, absenteeism, and feelings of safety and school connectedness using a variety of metrics, including CALPADS data, district-collected data, and survey data, and provide necessary health,</p>	Progress will be monitored three times each year: Beginning of year, mid-year, and end-of-year.

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
	<p>safety, and social-emotional supports and scaffolds based on data. This monitoring will provide the District with the information needed to identify and address individual student health, safety, and social-emotional needs during the regular school year and summer sessions.</p> <p>We also believe that these improvements to ensure the health and safety of our students, staff, and families will increase family participation in our schools, as they reflect students' concerns. Consequently, we will also examine parent survey data to inform our evaluation of how these actions meet our students' needs.</p> <p>The Laton USD ESSER III Monitoring Instrument will be a Google Sheet containing qualitative and quantitative data, with each specific action outlined on a row on the tool. There will be three columns for each action per year, where data will be entered and kept. This will capture the progress being made on each action over the course of time. Items related to the metrics cited above, with others that may be later identified, will contain quantitative data with percentages of students on or above grade level. Other items such as training for school staff will contain qualitative data with updates on the progress of each action being documented three times per year.</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](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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