



Newport-Mesa
Unified School District

ESSER III EXPENDITURE PLAN

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ESSER III EXPENDITURE PLAN SUMMARY

Newport-Mesa Unified School District (NMUSD) receives Elementary and Secondary School Emergency Relief (ESSER) funds under the American Rescue Plan Act. A requirement to receive these funds, referred to as ESSER III funds, is to develop a plan for how the district will use these 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. NMUSD’s expenditure plan meets all fiscal requirements for spending the funds.

NMUSD consulted district community members and then developed a plan based on that community input, and also coordinated this plan by incorporating actions, services, and strategies included in the Local Control and Accountability Plan (LCAP) and the Extended Learning Opportunity (ELO) Grant Plan.

Other District Plans Referenced in This Plan

Table 1 lists the other NMUSD plans on which this ESSER III Expenditure Plan is based, including the locations of these plans on the district’s website.

Table 1. References to Other NMUSD Plans Used to Develop the ESSER III Expenditure Plan

Plan Title	Where to Access Plan
Local Control and Accountability Plan (LCAP)	2021-22 NMUSD LCAP
Expanded Learning Opportunity (ELO) Grant Plan	Expanded Learning Opportunities Grant Plan
Safe Return to In-Person Instruction Local Educational Agency Plan	NMUSD Safe Return to In-Person Instruction and Continuity of Services Plan
2021-22 COVID-19 Safety Plan (September 2021)	2021-22 COVID-19 Safety Plan
2020-2021 NMUSD School Reopening Plan (July 31, 2020; updated 4/26/2021)	2020-2021 School Reopening Plan (updated 04/26/2021)
COVID-19 Prevention Program (CPP) for Newport-Mesa Unified School District (NMUSD)	NMUSD COVID-19 Prevention Plan (Updated 7-13-2021)

Summary of Planned ESSER III Expenditures

Table 2 lists funding and planned expenditure totals. Table 3 lists total amounts to address students’ needs in identified areas. Funds remaining after addressing needs for safe in-person learning and lagging achievement caused by reduced instructional time before students returned full time to in-person learning address other areas of students’ needs identified by the district. Planned expenditures for these remaining funds meet all ESSER III requirements.

Table 2. Total ESSER III Funds

Funds	Total Amount
Total ESSER III funds received by NMUSD	\$27,155,510
Total ESSER III funds included in this plan	\$27,155,510

Table 3. Total Planned Expenditures

Actions and Services to Support Students	Total Amount
Strategies for Continuous and Safe In-Person Learning	\$1,501,588
Addressing Lost Instructional Time (minimum of 20 percent of the funds)	\$7,079,132
Use of Any Remaining Funds	\$18,574,790

COMMUNITY ENGAGEMENT

NMUSD community members were provided opportunities to contribute input through the development of the Local Control and Accountability Plan and the Expanded Learning Opportunities Grant Plan in March and April of 2021. Two public forums and two staff forums (certificated and classified) were conducted, as well as related Thoughtexchanges and meetings with the district advisory committees, including the Superintendent's Parent Advisory Committee, District English Learner Advisory Committee, the Superintendent's Certificated and Classified Advisory Committees, the Community Advisory Committee, and the Superintendent's Student Advisory Committee. Consultation occurred with district certificated and classified bargaining units, school site administrators, district administrators (including Special Education coordinators, directors, and the SELPA Lead). The Expanded Learning Opportunities Grant Plan was presented to the public at the May 18, 2021 Board of Education meeting, during which public comments were also solicited. The Local Control and Accountability Plan was presented at the public hearing on June 15, 2021, prior to approval at the June 22, 2021 Board of Education meeting.

Additional ESSER III-specific input was contributed during the month of October by certificated and classified bargaining units, school site administrators, and district administrators, including Special Education coordinators, directors, and the SELPA Lead. Two forums were held on October 14, 2021 (one morning and one evening), provided in conjunction with a week-long period to enter comments on a Thoughtexchange. Education Community Partners invited to participate included parents/family members of NMUSD students, members of the community, school and district classified and certificated staff, tribes, civil rights organizations (including disability rights organizations), and individuals or advocates representing the interests of the following student groups: children with disabilities, English learners, homeless students, foster youth, migratory students, children who are incarcerated, and other underserved students to the extent present or served in the district. A total of 739 people responded through Thoughtexchange.

Community and staff input influenced the inclusion of the following elements in the plan:

- Expansion of staffing to support more individual attention and academic interventions
- Continued ongoing monitoring to identify struggling students as soon as possible and provide supports based on individual needs
- Heightened focus on secondary credit recovery and learning loss mitigation (prevention and intervention)
- Expanded after-school programs, including enhanced tutoring and homework help
- Expanded summer enrichment and academic learning programs
- Increased technology support for school sites and for students who need to learn software platforms
- Expanded emphasis on health and wellness
- Expanded focus on elementary counseling support
- Expanded emphasis on social-emotional support, both in the classroom and during outside activities
- Expanded supports for site health offices, particularly for administration of COVID-related protocols
- Continued periodic data analysis to monitor effectiveness of programs

ACTIONS AND EXPENDITURES TO ADDRESS STUDENT NEEDS

This section describes the district’s plan for spending ESSER III funds to meet students’ academic, social, emotional, and mental health needs. This plan includes how the district will address opportunity gaps that existed before, and were exacerbated by, the COVID-19 pandemic.

In the Plan Alignment columns of Table 4, Table 5, and Table 6, LCAP refers to the Local Control and Accountability Plan; ELO refers to the Expanded Learning Opportunity Grant Plan. The ESSER III funds listed in the Planned Expenditure columns are in addition to the amounts listed in the LCAP and ELO. The ESSER III funds are intended to supplement and enhance the actions described in the LCAP and ELO.

Strategies for Continuous and Safe In-Person Learning

Table 4 lists planned expenditures to implement strategies for safe in-person learning.

Table 4. Planned Expenditures to Provide Continuous and Safe In-Person Learning

Plan Alignment	Action Title	Action Description	Planned Expenditure
LCAP Goal 3 #5	Custodial Support	Hire 28 additional part-time custodians to support health and safety protocols. ESSER III funds supplement the funds listed in the LCAP that include regular custodial staffing. These funds allow NMUSD to continue services begun in 2020-21 through ESSER II funds and continue through the 2022-23 school year.	\$530,303
LCAP Goal 1 #7	Health Assistant Covers	Hire 4 additional 6-hour health assistants to support health and safety protocols. ESSER III funds supplement the funds listed in the LCAP that include regular health assistant staffing. These cover positions were provided via ESSER II funds in 2021-22 and 2022-23, and continued through the 2023-24 school year with ESSER III funding.	\$210,912
LCAP Goal 1 # 22	Health Assistant Additional Hours	Increase the health assistant positions from 5-hour to 6-hour positions to support health and safety protocols. ESSER III funds supplement the regular health assistant staffing funds listed in the LCAP to provide expanded services during the school day through the 2023-24 school year. The expanded hours continue services begun in 2020-21 and continued with ESSER II funds in 2021-22 and 2022-23.	\$293,736

Table 4. Planned Expenditures to Provide Continuous and Safe In-Person Learning

Plan Alignment	Action Title	Action Description	Planned Expenditure
LCAP Goal 3 #5	Equipment	Purchase new safety equipment and equipment and supplies, such as HEPA filters, to increase indoor air quality. The funds listed in the LCAP include regular facilities maintenance. ESSER III funds supplement services begun in 2020-21 through a combination of Learning Loss Mitigation Funds and ESSER I funds. The services continued with ESSER II funds in 2021-22 and 2022-23, with the remainder of the expenditures absorbed in the 2022-23 budget.	\$166,637
New action in this plan	Preparedness	Develop and implement systems to improve preparedness.	\$300,000
Total ESSER III Funds to Implement Strategies for Continuous and Safe In-Person Learning			\$1,501,588

Addressing the Impact of Lost Instructional Time

Table 5 describes how the district will use funds to address the academic impact of lost instructional time due to the closure of school campuses in March 2020 and then the partial reopening of campuses to begin the 2020-21 school year. The listed intervention actions are research-based methods and strategies that have demonstrated success for NMUSD's struggling students. Districts must use at least 20 percent of ESSER III funds to address the academic impacts of lost instructional time. NMUSD's planned expenditures total is \$7,079,132, or 26.1 percent.

Table 5. Planned Expenditures to Address the Impact of Lost Instructional Time

Plan Alignment	Action Title	Action Description	Planned Expenditure
ELO Action 2 LCAP Goal 2 #19	Elementary Support Teachers	Provide 13 part-time support teachers at elementary schools in 2021-22. ESSER III funds continue to fund positions added at the end of the 2020-21 school year.	\$463,253
LCAP Goal 2 #1 LCAP Goal 3 #2	Elementary Teachers	Provide full-time support teachers at 22 elementary sites in 2022-23. ESSER III funds convert the 22 part-time support teacher positions and provide these teachers to more schools.	\$3,264,527

Table 5. Planned Expenditures to Address the Impact of Lost Instructional Time

Plan Alignment	Action Title	Action Description	Planned Expenditure
ELO Action 1 LCAP Goal 2 #25	Elementary After-School Programs	To enhance homework help and tutorials, provide instructional assistants, materials, and Chromebooks (with carts) to the existing elementary after-school program, Project Kidz Connect, at Adams, College Park, Killybrooke, Paularino, Pomona, Rea, Victoria, Wilson, and Whittier. Provide an additional program at California Elementary. ELO funds were budgeted for these services in 2021-22 and 2022-23. ESSER III funds continue to provide these services for 2023-24.	\$463,500
ELO Action 1 LCAP Goal 2 #24	Summer Academic and Enrichment Programs	Provide elementary and secondary summer academic and enrichment programs for one elementary school per zone with inclusion support for students with an IEP, all middle schools, and all high schools, including staffing, materials, consultants, and transportation. ELO funds were budgeted for these services in 2021-22 and 2022-23. ESSER III funds continue to provide these services for 2023-24.	\$2,257,852
ELO Actions 1 and 2 LCAP Goal 2 #20	Secondary Reading Instruction	Provide the Read 180 program for school years 2022-23 and 2023-24 at middle and high schools. ELO funds were budgeted for these services in 2021-22. ESSER III funds continue to provide these services for 2022-23 and 2023-24.	\$630,000
Total ESSER III Funds to Address the Impact of Lost Instructional Time			\$7,079,132

Use of Any Remaining Funds

Table 6 describes other actions and services for which the district will spend ESSER III funds to address identified students' needs.

Table 6. Planned Expenditures to Use Remaining Funds

Plan Alignment	Action Title	Action Description	Planned Expenditure
ELO Action 2 LCAP Goal 1 #4	Elementary Counselors	Continue to provide 11 full-time elementary counselors. General counseling staffing is included in the LCAP. ELO funds were budgeted for these new services in 2021-22. ESSER II funds continue to provide these services for 2022-23, and ESSER III funds are budgeted for 2023-24.	\$1,370,800
LCAP Goal 1 #4	Cloud Campus Counselor	Continue to provide 1 full-time counselor for Cloud Campus. General counseling staffing is included in the LCAP. Cloud Campus was launched under Learning Loss Mitigation funding in 2020-21. ESSER II funds are budgeted for 2021-22 and 2022-23. ESSER III funds are budgeted for 2023-24.	\$115,010
LCAP Goal 3 #2, #6	Cloud Campus Staffing	Continue to provide the Cloud Campus teaching staff, principal, and office support. General staffing is included in the LCAP. Cloud Campus was launched under Learning Loss Mitigation funding in 2020-21. ESSER II funds are budgeted for 2021-22 and 2022-23, with teacher staffing moving to ESSER III for 2022-23. ESSER III funds are budgeted for 2023-24 for the entirety of Cloud Campus staffing.	\$7,455,906
LCAP Goal 2 #6 LCAP Goal 3 #1	Cloud Campus Instructional Materials	Continue to purchase Edgenuity, the high school online curriculum for Cloud Campus. ESSER II funds are budgeted for 2021-22 and 2022-23. ESSER III funds are budgeted for 2023-24.	\$7,500
ELO Action 4 LCAP Goal 1 #17, #18	Administrative Interns	Provide 8 full-time administrative interns to support secondary student processes and caseloads to address learning loss and credit deficiency. ELO funds provide additional intervention and credit recovery courses and sections to supplement intervention and credit recovery already provided in the LCAP under the Local Control Funding Formula (LCFF). These sections and participating students are part of the administrative intern caseload as of 2021-22. ESSER III funds enable the district to utilize these administrative interns until 2023-24.	\$3,772,720

Table 6. Planned Expenditures to Use Remaining Funds

Plan Alignment	Action Title	Action Description	Planned Expenditure
LCAP Goal 2 #1	Secondary Educational Technology Instructional Coaches	Provide 10 sections for secondary instructional coaching to support learning management platforms and effective instruction that integrates digital learning in 2022-23 and 2023-24. The LCAP outlines the use of instructional coaches in academic content areas. ESSER III funds supplement this work by introducing educational technology supports.	\$520,000
LCAP Goal 2 #15, #21	Elementary Instructional Assistants	Continue to provide elementary instructional assistants to address learning loss. The LCAP includes LCFF and federal Title I funded instructional assistants. ELO funds added to these supports for 2021-22 and 2022-23. ESSER III funds provide this support in 2023-24.	\$432,640
New action in this plan	Secondary After-School Programs	Provide secondary after-school programs. This is a new supplemental action.	\$110,000
New action in this plan	Mandarin Teacher	Provide 1 full-time intervention and support teacher for three years for Mandarin classes. This is a new supplemental action.	\$390,200
LCAP Goal 1 #4, #31	BB/MV Counselor	Increase the Back Bay/Monte Vista alternative high schools counselor from 0.80 part time to full time. General counseling staffing is included in the LCAP. ELO funds were budgeted for this increase in 2021-22. ESSER II is budgeted for 2022-23, and ESSER III is budgeted for 2023-24.	\$32,448
ELO Actions 2 and 4 LCAP Goal 2 #19, #20	Secondary Intervention	Continue to provide additional intervention classes and credit recovery classes at middle and high schools. ELO funds provide additional intervention and credit recovery courses and sections in 2021-22 and 2022-23 to supplement credit recovery already provided in the LCAP. ESSER III funds enable the district to budget sections through 2023-24.	\$536,344
New action in this plan	ACT/SAT Proctoring	Provide ACT/SAT college entrance exams proctoring for high school sites. This is a new supplemental action.	\$4,500

Table 6. Planned Expenditures to Use Remaining Funds

Plan Alignment	Action Title	Action Description	Planned Expenditure
ELO Action 3 LCAP Goal 1 #4, #18, #20	Behavioral Specialists	Continue to provide the following behavioral specialists: <ul style="list-style-type: none"> • 1 full-time to support foster youth. • 2 full-time to support elementary students. • 2 full-time to support secondary student. The LCAP includes general counseling and behavioral specialists, including two funded through federal Title IV. ELO funds are budgeted for the foster youth support in 2021-22 and 2022-23. The behavior specialists are budgeted through a combination of Governor's Emergency Education Relief (GEER) I and GEER II in 2022-21 through 2022-23. All of these positions are budgeted in ESSER III for 2023-24.	\$800,822
ELO Action 3 LCAP Goal 1 #18, 20	Social Workers	Continue to staff 1 full-time social worker to support all students and 1 full-time social worker to support homeless students during 2023-24. The LCAP includes general social workers, and the ELO funded social workers. ELO funds are budgeted for 2021-22 and 2022-23. ESSER III funds are budgeted for 2023-24.	\$270,400
ELO Action 3 LCAP Goal 2 #18	Special Education TOSA	Continue to provide 1 full-time special education Teacher on Special Assignment (TOSA) to support students with mild/moderate disabilities. The LCAP includes two special education TOSAs. ELO funds are budgeted to add a third TOSA in 2021-22. ESSER III funds are budgeted to maintain this position through 2023-24.	\$320,652
LCAP Goal 3 #4	IT Technicians	Hire 16 information technology technicians to support academic software and access to devices for three years. The LCAP action provides devices to TK-12 students in a 1:1 model. ESSER III funds provide student and teacher assistance to maximize the use of these devices.	\$2,434,848
Total ESSER III Funds to Use Remaining Funds			\$18,574,790

ENSURING INTERVENTIONS ADDRESS STUDENT NEEDS

This section describes how the district will monitor actions to ensure that they respond to the academic, social, emotional, and mental health needs of all students, but 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, and children in foster care. Data and observations listed as ongoing, weekly, or at the end of each trimester for elementary students or at the end of each semester for secondary students are also analyzed annually to inform needed changes for the following school year.

Monitoring continues NMUSD’s use of those procedures and data collection and analysis methods that the district has identified as the most helpful and accurate measures of student progress. Each year’s [LCAP](#) lists specific data that the district collects and analyzes. In addition, NMUSD also regularly solicits feedback on student progress from school site staffs, parents, and other district community members. The goal is to identify all struggling students as soon as they show signs of struggling and then to identify and implement the specific assistance they need to progress. For more information about monitoring methods and their effectiveness, see the [Expanded Learning Opportunities Grant Plan](#).

Table 7. Plan to Ensure That Actions Address Identified Needs

Action Title	How Progress Will Be Monitored	Progress Monitoring Frequency
Student Engagement, Safety, and Physical Health		
Custodial Support Equipment Health Assistant Covers Health Assistant Additional Hours	<ul style="list-style-type: none"> District maintenance and repair records Welfare check visit data and outcomes Health Office logs Observations by teachers, School Community Facilitators, lunch supervisors, and coaching staff 	Ongoing
Preparedness	<ul style="list-style-type: none"> Analysis of system implementations, including records from ongoing monitoring Feedback from the NMUSD community 	Annually
Academic		
Elementary Teachers Elementary Support Teachers Elementary Instructional Assistants Mandarin Teacher	<ul style="list-style-type: none"> Reviews during site professional collaboration time, department meetings, and/or site-based structures, such as Wellness teams, student study teams, or principals’ intervention councils Observations by teachers, instructional assistants, and parents Results of Star Reading screeners, curriculum embedded summative 	Ongoing

Table 7. Plan to Ensure That Actions Address Identified Needs

Action Title	How Progress Will Be Monitored	Progress Monitoring Frequency
Secondary Reading Instruction Secondary Intervention Secondary Academic Intervention and Credit Recovery Secondary Educational Technology Instructional Coaching Special Education TOSA IT Technicians	assessments, and Smarter Balanced English Language Arts assessments for applicable grade levels <ul style="list-style-type: none"> • Results of formative tools and strategies, such as quizzes and questioning • For English language development, the results of conducting language proficiency progress monitoring in listening, speaking, reading, and writing as frequently as needed • For special education students, ongoing collection of data, including parent and teacher observations and data related to formative tools and strategies. • IT repair and maintenance logs 	
Elementary After-School Programs Secondary After-School Programs Secondary Reading Instruction Secondary Intervention Secondary Academic Intervention and Credit Recovery Secondary Educational Technology Instructional Coaching ACT/SAT Proctoring	<ul style="list-style-type: none"> • Grades • For special education students, data collection and analysis to determine progress on Individual Education Plan (IEP) goals • ACT/SAT on-site participation rates and student feedback 	Trimester/Semester
Summer Academic and Enrichment Programs Cloud Campus Staffing Cloud Campus Instructional Materials	<ul style="list-style-type: none"> • Enrollment and participation data • Results of summer academic benchmarks • Evaluation of Cloud Campus enrollment, staffing, and instructional materials needs 	Annually
Mental Health and Social-Emotional Well-Being		
Elementary Counselors Cloud Campus Counselor BB/MV Counselor Behavioral Specialists	<ul style="list-style-type: none"> • Observations by teachers, instructional assistants, School Community Facilitators, counselors, psychologists, social workers, speech pathologists, behavioral specialists, and Welcome Center staff • Number of referrals to counselors, psychologists, social workers, speech pathologists, and behavioral specialists 	Ongoing

Table 7. Plan to Ensure That Actions Address Identified Needs

Action Title	How Progress Will Be Monitored	Progress Monitoring Frequency
Social Workers Elementary Teachers Elementary Instructional Assistants Mandarin Teacher	<ul style="list-style-type: none"> • Data about crisis response interventions 	

ESSER III EXPENDITURE PLAN INSTRUCTIONS

This section contains instructions for writing the ESSER III Expenditure Plan, including all legal requirements. The California Department of Education requires the inclusion of these instructions for those who develop and write the plan.

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 September 30, 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.).

California Department of Education
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