

ESSER III Expenditure Plan

LACOE Revision/Submission 1/27/22

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
HSD LCAP 2021-2022	http://hsd-ca.schoolloop.com/file/1531973529994/1298973906433/480277556850639357.pdf
ELO 2021	https://hsd-ca.schoolloop.com/file/1531973529986/1298973906433/7262247795415606349.pdf

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

\$22,951,493

Plan Section	Total Planned ESSER III Expenditures
Strategies for Continuous and Safe In-Person Learning	\$9,793,768.00
Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)	\$9,032,725.00
Use of Any Remaining Funds	\$4,125,000.00

Total ESSER III funds included in this plan

\$22,951,493.00

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.

Throughout the course of the COVID-19 pandemic, the Hawthorne School District has continually worked with the community, parents, staff and labor partners to ensure that there is a unified approach in moving toward a safe return to in-person instruction, along with a focus on providing as many opportunities as possible for all ongoing learning. The District has met repeatedly with representatives of classified, certificated, and administrative leadership to plan for high-quality instructional programs, learning loss recovery measures, meaningful prioritization of on-site learning, and supportive environments that allow students, staff and the community to remain safe and healthy. Collaborative discussions have been held with stakeholder groups through a District reopening taskforce, town hall meetings, Board meetings, school site council meetings, English learner advisory meetings, Educational Services

curriculum and technology review committees, Special Education Department administration (Director, Coordinators and Principals), bargaining sessions, and special board meetings. Additionally, parent, student and staff surveys have been utilized to gather input and establish priorities. The District has consulted with the Richstone Family Center, Moneta Garden's Improvement Community Advocacy, Hawthorne City Council, Hawthorne Police Department and South Bay Workforce Investment Board in developing local priorities which impact the community, including access to mental health service, medical and safety needs, as well as food insecurity. Collaborative discussions have led to meaningful planning for the Local Control and Accountability Plan, and Extended Learning Opportunities Plan. The objectives and themes developed collaboratively in prior plans have been utilized as an anchor in the consultation with the District parent advisory committee (DAC), District English Learner Advisory Committee (DELAC), administration, students, and certificated and classified bargaining partners while developing the ESSER III Plan objectives, goals and actions.

In preparing for consultation, the Native American Heritage Commission Tribal Consultation List of Los Angeles County was reviewed. There are no tribes/groups served by the Hawthorne School District. In an effort reach all stakeholders and members of the broader community, including community advocates, disabled individuals, foster youth, homeless students, civil rights organizations, private schools and underserved populations as a whole, all Board Meetings are available for attendance in person, and are streamed live for community access, engagement, input and transparency.

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

The Educational Services Department, Special Education Department, Pupil Personnel Services Department, and Business Services Department continually provide relevant information to school sites which outline programs, services, funding and offerings that are available through the District. There was consensus building that affirmed a desire to maintain stable goals and programs that layered sustained activities year over year. A focus on strong evidence based practices, such as additional opportunities for small group support, learning, remediation, expansion of social-emotional supports, challenging behavior interventions, increases in staff and services, and enrichment opportunities remain the focus of our stakeholders. An area of notable concern across stakeholder groups which heavily influenced the plan development is that of students exhibiting challenging behaviors due to trauma and learning loss. The ESSER III Plan programs will focus heavily on these two key areas of concern, which have historically impacted the HSD student population to a lesser extent, and have metastasized in the wake of the pandemic.

Communication in the form of home-school notification emails, flyers, School News articles, Superintendent Communications, automated messages, emails, and District website notifications are ongoing. The Assistant Superintendent, Business Services and Associate Superintendent, Human Resources presented to the District Parent Advisory Committee, an advisory group, soliciting input and guidance on parent and community priorities with respect the ESSER III plan and requirements. The parent advisory group echoed the desire to maintain all academic interventions and reestablish opportunities when possible for enrichment and social-emotional supports that have become so critical as a result of the pandemic. The ESSER III plan goals, objectives and planned expenditures were presented to the Administrative Council for the District, which is comprised of all site principals, assistant principals, coordinators, directors and Cabinet members. Leaders had the opportunity to make recommendations which led to plan adjustment regarding site based needs in all areas, and specifically targeted to site based needs for discretionary funding to support learning loss, remediation, social emotional supports and enrichments. Special Education leadership provided input into plan development spotlighting the need to further build multi-tiered systems of support for all students, including preventative measures to

reduce the number of student's referred to special education as a result of lack of exposure to appropriate early learning. The need to increase and hire additional school counselors in order to address behavioral concerns, specifically cognitive behavioral therapy support, was addressed in plan development. District Advisory Groups (DELAC and DAC) along with classified and certificated bargaining units provided input and directed attention to air quality for students in classrooms and responsiveness to student distancing in school spaces. These served as priorities which were comprehensively addressed in the plan through replacement of HVAC, windows, single place furnishing and outdoor play spaces. The ESSER III plan was formally presented to the school board and community at large during the October 2021 school board meeting. The Board and community has the opportunity to opine and provide input prior to final plan approval.

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.

(1) 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

\$9,793,768.00

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
N/A COVID Related	1.1 Reduced Class Sizes	The District will work to maintain reduced class sizes to the extent possible (subject to staffing shortages faced	\$ 500,000.00

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		across LA County) in order to limit the total numbers of individuals in classrooms and school spaces	
N/A COVID Related	1.2 Increased hours for Health Clerks	In order to mitigate the added attention needed in health offices across the District, additional hours have been instituted for Health Clerks.	\$100,000.00
N/A COVID Related	1.3 Increased playground supervision staff	Additional support in supervision at school sites during meal time, passing periods and recess (principals)	\$225,000.00
N/A COVID Related	1.4 PPE, Supplies, Equipment	Purchase supplies, equipment, materials as needed to reduce the spread of COVID	\$173,098.00
N/A COVID Related Air Quality	1.5 Air Quality: HVAC Unit Replacement	Replace all HVAC units to MERV 13 levels	\$3,500,000.00 (Y1)
N/A COVID Related Air Quality	1.6 Air Quality: Window Replacement	Replace windows that reduce efficiency and/or negatively impact air quality in classrooms, offices, and school district spaces	\$2,699,670.00 (Y1)
N/A COVID Related	1.7 Classroom Single Place Desks/Furniture	Provide single place desks that can be spaced appropriately creating a safer classroom environment	\$1,196,000.00 (Y1)
N/A COVID Related	1.8 Expanded Staff Hours due to increased pandemic related workloads	Expanded Hours for Additional Support due to COVID related operational changes and COVID return to school activities (Classified and Certificated Staff)	\$1,400,000.00

(2) 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

\$9,032,725.00

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
ELO (Goal 2) Academic Recovery	2.1 Learning Loss Program Staff	Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports - Learning Loss Mitigating Teachers and Program Staff. This action allows for staff to be sustained in learning loss and expands the objective of the ELO plan.	\$5,740,000.00
N/A Academic Recovery	2.2 School Psychologist (1 FTE)	Increase staff by one school psychologist to address needs related to learning loss, social-emotional, challenging behavior and mental health. The primary focus will be on struggling students exhibiting challenging behaviors due to trauma and learning loss.	\$300,000.00
N/A Academic Recovery – Tier 3	2.3 School Counselor – CBT Trained (5 FTE)	Add 5 staff members trained in Cognitive Behavioral Therapy (CBT) focused on challenging behaviors due to trauma and learning loss	\$2,100,000.00
ELO (GOAL 1) Academic Recovery – Tier 3	2.4 Summer School Classes-Tier 3 supports (lowest 20%)	Use Research Proven Soliday System with focus on ELA and language development (EL students) This action allows for staff to be sustained in Tier 3 supports and expands the objective of the ELO plan.	\$300,000.00
N/A	2.5 Staff Summer School PD (Soliday Training)	Teacher Training in Tier 3 Interventions to support students most at risk of academic failure.	\$25,000.00

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
Academic Recovery - Tiers 2 & 3			
ELO (GOAL 1) Academic Recovery- Tier 3	2.6 After School Program- Tier 3 focus supports (lowest 20%)	Targeted small group remediation for Tier 3 students This action allows for staff to be sustained in Tier 3 supports and expands the objective of the ELO plan.	\$50,000.00
ELO (GOAL 1) Academic Recovery	2.7 Winter Intersession - half day (22 staff x 2 weeks)	Targeted small group remediation in person and/or via distance learning models to support Tier 2 and Tier 3 students This action allows for staff to be sustained in Tier 2&3 supports and expands the objective of the ELO plan.	\$80,000.00
ELO (GOAL 1) Academic Recovery	2.8 Spring Intersession- half day (22 staff x 1 week)	Targeted small group remediation in person and/or via distance learning models to support Tier 2 and Tier 3 students. This action allows for staff to be sustained in learning loss and expands the objective of the ELO plan.	\$40,000.00
N/A Academic Recovery	2.9 Air Tutors Partnership Contract	Contracted tutors that provide individual and small group academic support to students in their homes. Reclassified Fluent English Proficient and English Learning students will be grouped together with educators that can speak their native language and that have academic expertise in the subject area of focus. Students with special needs and learning differences will be placed with educators that have a track record of boosting outcomes with their unique needs.	\$257,725.00
N/A Academic Recovery	2.10 Summer Air Tutors Partnership Contract	Contracted tutors that provide individual and small group academic support to students in their homes during the summer months.	\$90,000.00

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
N/A Academic Recovery	2.11 Specialized Learning Loss Mitigation Curriculum Licenses	Specialized Learning Loss Mitigation Curriculum Licenses - AimsWest, digital oral reading records(targeted focus on EL and RSP students)	10,000.00
ELO (GOAL 7) PD/Training	2.12 LLM Progress Monitoring PD	Consultant and Stipends/Planning/Mini-Lessons This action allows for additional professional development and expands the reach of the ELO plan.	\$40,000.00

(3) 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

\$4,125,000.00

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
ELO (GOAL 7) PD/Training	3.1 Classified Professional Development Classified	PD - Social Emotional Supports for students and staff training. This action allows for additional professional development and expands the reach of the ELO plan.	\$200,000.00
ELO (GOAL 7) PD/Training	3.2 Certificated Professional Development/Collaboration - Site Based	Funding designated to support individual school initiatives in working with staff members on site based needs that align with LLM, remediation, recovery, social-emotional needs, challenging behaviors and mental health related	\$100,000.00

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		trauma. This action allows for additional professional development and expands the reach of the ELO plan.	
N/A COVID Related	3.3 Expanded Playground Structures	Replace/expand playground structures to increase accessibility and safety	\$3,200,000.00 (Y2)
N/A Expanded Opportunity- Social Emotional	3.4 Consultants/Contracts for School Site Recovery and Enrichment - Discretionary Funds	Focus on Socio-Emotional, Mental Health and challenging behavioral student needs through vender based programs/offerings	\$600,000.00
N/A Social Emotional Learning	3.5 Second Step Digital Curriculum for School Counselors and School Psychologists	Second Step Digital Curriculum to support student's Social-emotional needs. This is intended to be a universal prevention program designed to reduce impulsive and aggressive behavior in children and adolescents by increasing their social competency skills	\$25,000.00

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
2.1 Learning Loss Program	Students in grades TK – 5th will be administered the curriculum aligned Digital Oral Reading Assessment throughout the school year to determine the student's current fluency, reading comprehension, and instructional reading level.	Digital Oral Reading Assessment: Kindergarten -5th Grade assessment administration and data collection will take place every 3 months Baseline Data – August

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
	<p>Students in 6th – 8th Grades will receive individualized learning support through the web-based program, Lexia PowerUp Literacy, throughout the school year to determine the student’s current foundational skill, word study, grammar and reading comprehension level. The program provides comprehensive data related to individual student progress.</p> <p>English Learners and students with IEPs in grades K – 8, will receive individualized learning support through the Learning Loss intervention program. In addition to the DORR, the AimsWeb Plus Fluency and Reading norm-referenced assessments will be administered.</p> <p>The data collected will be used to measure growth, evaluate, and adjust interventions provided by Learning Loss Teachers.</p>	<p>Progress Monitoring- Trimester 1- November, Trimester 2, February</p> <p>Summative Data Collection – Trimester 3- May</p> <p>Lexia PowerUp: 6th – 8th Grade progress monitoring and data collection will take place monthly.</p> <p>AimsWeb Plus Fluency and Reading Assessment: Kindergarten -8th Grade, students with IEPs and ELs, assessment administration and data collection will take place every 3 months.</p> <ul style="list-style-type: none"> • Baseline Data – August • Progress Monitoring- Trimester 1- November, Trimester 2, February • Summative Data Collection – Trimester 3- May
2.2 School Psychologist (1 FTE)	<p>The School Psychologist will provide Tier 3 support. Progress will be monitored using the Second Step Violence Prevention Program, FBAs and BIPs. The intensive interventions and progress monitoring will be highly targeted to the individualize student(s). This will be 1% and 5% of students at the school site(s).</p> <p>Benchmarks tied to the individual needs will be administered and utilized to measure growth, evaluate, and adjust interventions provided by the School Psychologist.</p>	<p>Functional Behavioral Analysis (FBA) will be given to determine the function of the behavior. The FBA will include (a) Direct Observation, (b) Informant Methods, and (c) Functional Analysis.</p> <ul style="list-style-type: none"> • Baseline = When the FBA is conducted • Progress Monitoring- Trimester 1- November, Trimester 2, February • Summative Data Collection – Trimester 3- May
2.3 School Counselor (5 FTE)	The School Counselors will provide Tier 2 and 3 support. Progress will be monitored using the Second Step Violence Prevention Program and	AimsWeb Behavior module is designed specifically for Response to Intervention (RTI)

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
	<p>AimsWeb Behavior. The intensive interventions and progress monitoring will be highly targeted to the individualize student(s). This will be 1% and 15% of students at the school site(s).</p>	<p>and positive behavior support programs in grades K-12.</p> <p>Assessment administration and data collection will take place every 3 months.</p> <ul style="list-style-type: none"> • Baseline Data – August • Progress Monitoring- Trimester 1- November, Trimester 2, February • Summative Data Collection – Trimester 3- May
<p>2.4 Summer School Classes- Tier 3 supports (lowest 20%)</p>	<p>The progress of students who participate in the Summer Program will be monitored using the AimsWeb Plus Multiple-Choice Assessments. The multiple-choice assessments generate data in key areas of Reading and are designed for administration to large groups of students. The data collected will serve as a resource to develop and maintain a targeted support plan.</p>	<ul style="list-style-type: none"> • Baseline - program start • Summative - program end
<p>2.5 Staff Summer School PD (Sunday Training)</p>	<p>Designated summer school staff will participate in a series of trainings prior to program commencement for Sunday implementation, teaching, learning, assessment and progress monitoring.</p>	<p>Rosters maintained of staff participation in trainings offered</p>
<p>2.6 After School Program-Tier 3 focus supports (lowest 20%)</p>	<p>Students will receive pre and post testing on area of focus based on after school class offering. Classes will run from 6-8 week sessions in discrete skills</p>	<p>Progress will be measured based on entry level assessment (Pre) and exit assessment (Post) for each after school class offering</p>
<p>2.7 Winter Intersession - half day (22 staff x 2 weeks)</p>	<p>Students will receive pre and post testing on area of focus based on intersession offering. The program design will include 10 sessions in discrete skills during winter break</p>	<p>Progress will be measured based on entry level assessment (Pre) and exit assessment (Post) for each offering</p>

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
2.8 Spring Intersession- half day (22 staff x 1 week)	Students will receive pre and post testing on area of focus based on intersession offering. The program design will include 5 sessions in discrete skills during spring break	Progress will be measured based on entry level assessment (Pre) and exit assessment (Post) for each offering
2.9 Air Tutors Partnership Contract	<p>Student in grades 3-8 will be administered the CAASPP Interim Assessment Block Grades 3-8 throughout the school year to determine the student academic performance on grade level standards.</p> <p>Students in grades K-2 will be administered the adaptive learning assessments- STAR reading and STAR mathematics throughout the school year to determine academic performance levels.</p> <p>Students in grades K- 8 will be administered the curriculum unit assessment</p> <p>Student participation/attendance</p>	<ul style="list-style-type: none"> • Progress Monitoring for grades 3-8 will be trimester 1- November, trimester 2, February and end of the year state assessments • Progress Monitoring for grades K-2 will be trimester 1- November, trimester 2, February and trimester 3 STAR reading and STAR mathematics administration • Progress Monitoring for grades K-8 will be through end of the unit assessments on current foundational skills, word study, grammar and reading comprehension level. • Student participation/attendance in the program will be monitored through Weekly Attendance reports
2.10 Summer Air Tutors Partnership Contract	Increase learning offerings through this contract for students to stay engaged in their learning throughout the summer at a 90% participation rate	Weekly student participation/attendance reports demonstrating student attendance at a 90% participation rate throughout the summer
2.11 Specialized Learning Loss Mitigation Curriculum Licenses	Purchase of specialized curriculum	Monitored based on acquisition of digital curriculum – purchase order
2.12 LLM Progress Monitoring PD	Learning Loss teachers will participate in training to further develop the skills necessary to effectively monitor the progress of all students participating in targeted intervention designed to strengthen prerequisite skills required to meet the	Rosters maintained of staff participation in trainings offered

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
	grade-level standards-based instruction being implemented, during core instruction.	

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
1.1 Reduced Class Size	Staffing is monitored in an ongoing manner through enrollment and attendance data collection	Monthly reporting for class size averages by school site and grade span.
1.2 Increased hours for Health Clerks	All Health Clerks were shifted from 6 hour positions to 7 hour positions	Applied to staffing list and position control
1.3 Increased playground supervision staff	Increase the number of playground supervisors by 15 staff members	Human Resources to provide ongoing recruitment of position until all are filled
1.4 PPE Supplies Equipment	The District Purchasing Department maintains a list of essential items required for action 1.4, which are readily available in our District stores.	Warehouse inventory system provides information for each requisition of items in action 1.4 during the approval process Warehouse staff provide a monthly report to Purchasing outlining which items need to be replenished
1.5 Air Quality: HVAC Unit Replacement	Contract with HVAC Engineering/Installation vendor approved by Board and Project Timeline	Installation monitored by Facilities Department per contract terms. Monthly reports provided on expenditures and progress toward contract completion.
1.6 Window Replacement	Contract with Window Engineering/Installation vendor approved by Board and Project Timeline	Installation monitored by Facilities Department per contract terms. Monthly

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
		reports provided on expenditures and progress toward contract completion.
1.7 Classroom Single Place Desks/Furniture	Contract with furniture vendor approved by Board and Project Timeline	Installation monitored by Purchasing Department and Facilities Staff per contract terms. Monthly reports provided on expenditures and progress toward contract completion.
1.8 Expanded Staff Hours due to increased pandemic related workloads	Allowable expanded hours approval list established. MOU with bargaining units established. Procedures for accessing additional hours as required established.	Time cards for extra hours provided to Business Services/Payroll every 10 day period.

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
3.1 Classified Professional Development	Classified Professional Development workshops/trainings will be established and offered on predetermined/negotiated date and time	One time offering determined by staff sign in sheets and payroll sheets. Evaluation of workshop collected for feedback.
3.2 Certificated Professional Development/Collaboration – Site Based	Certificated Professional Development workshops/trainings will be established and offered on predetermined/negotiated date and time	One time offering determined by staff sign in sheets and payroll sheets. Evaluation of workshop collected for feedback.
3.3 Expanded Playground Structures	Contract with Playground Engineering/Installation vendor approved by Board and Project Timeline	Installation monitored by Facilities Department per contract terms. Monthly reports provided on expenditures and progress toward contract completion.

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
3.4 Consultants/Contracts for School Site Recovery and Enrichment – Discretionary Funds	Site discretionary allocations for contracts, vendors, purchases toward action 3.4 established by budget office.	Accounting staff provide interim reports regarding expenditures. Real-time reports available daily for up-to-date expenditures, balances and encumbrances.
3.5 Second Step Digital Curriculum for School Counselors and School Psychologists	Curriculum researched, ordered, Board approved and received.	One time monitoring and receipt of product in warehouse and school site.

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 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 ESSER III Expenditure Plan template and instructions, please contact LCFF@cde.ca.gov. For all other questions related to ESSER III, please contact EDReliefFunds@cde.ca.gov.

Fiscal Requirements

- The LEA must use at least 20 percent (20%) of its ESSER III apportionment for expenditures related to addressing the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs.

- For purposes of this requirement, “evidence-based interventions” include practices or programs that have evidence to show that they are effective at producing results and improving outcomes when implemented. This kind of evidence has generally been produced through formal studies and research. There are four tiers, or levels, of evidence:
 - **Tier 1 – Strong Evidence:** the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented randomized control experimental studies.
 - **Tier 2 – Moderate Evidence:** the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented quasi-experimental studies.
 - **Tier 3 – Promising Evidence:** the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented correlational studies (with statistical controls for selection bias).
 - **Tier 4 – Demonstrates a Rationale:** practices that have a well-defined logic model or theory of action, are supported by research, and have some effort underway by a State Educational Agency, LEA, or outside research organization to determine their effectiveness.
- For additional information please see the Evidence-Based Interventions Under the ESSA web page at <https://www.cde.ca.gov/re/es/evidence.asp>.
- The LEA must use the remaining ESSER III funds consistent with section 2001(e)(2) of the ARP Act, including for:
 - Any activity authorized by the Elementary and Secondary Education Act (ESEA) of 1965;
 - Any activity authorized by the Individuals with Disabilities Education Act (IDEA);
 - Any activity authorized by the Adult Education and Family Literacy Act;
 - Any activity authorized by the Carl D. Perkins Career and Technical Education Act of 2006;
 - Coordination of preparedness and response efforts of LEAs with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to COVID-19;
 - Activities to address the unique needs of low-income students, students with disabilities, English learners, racial and ethnic minorities, homeless students, and foster youth, including how outreach and service delivery will meet the needs of each population;
 - Developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs;
 - Training and professional development for staff of the LEA on sanitation and minimizing the spread of infectious diseases;
 - Purchasing supplies to sanitize and clean the facilities of an LEA, including buildings operated by such agency;
 - Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under

IDEA, and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements;

- Purchasing education technology (including hardware, software, and connectivity) for students who are served by the LEA that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment;
- Providing mental health services and supports, including through the implementation of evidence-based full-service community schools;
- Planning and implementing activities related to summer learning and supplemental after school programs, including providing classroom instruction or online learning during the summer months and addressing the needs of underserved students;
- Addressing learning loss among students, including underserved students, by:
 - Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiated instruction,
 - Implementing evidence-based activities to meet the comprehensive needs of students,
 - Providing information and assistance to parents and families of how they can effectively support students, including in a distance learning environment, and
 - Tracking student attendance and improving student engagement in distance education;

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

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

Other LEA Plans Referenced in this Plan

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

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

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

Summary of Expenditures

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

Instructions

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

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

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

Community Engagement

Purpose and Requirements

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

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

- Students;
- Families, including families that speak languages other than English;
- School and district administrators, including special education administrators;

- Teachers, principals, school leaders, other educators, school staff, and local bargaining units, as applicable.

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

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

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

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

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

Instructions

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

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

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

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

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

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

- For the purposes of this prompt, "aspects" may include:
 - Prevention and mitigation strategies to continuously and safely operate schools for in-person learning;
 - Strategies to address the academic impact of lost instructional time through implementation of evidence-based interventions (e.g. summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs);
 - Any other strategies or activities implemented with the LEA's ESSER III fund apportionment consistent with section 2001(e)(2) of the ARP Act; and
 - Progress monitoring to ensure interventions address the academic, social, emotional, and mental health needs for all students, especially those students disproportionately impacted by COVID-19

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

Planned Actions and Expenditures

Purpose and Requirements

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

Instructions

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

Strategies for Continuous and Safe In-Person Learning

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

- If the action(s) are included in another plan, identify the plan and provide the applicable goal and/or action number from the plan. If the action(s) are not included in another plan, write "N/A".
- Provide a short title for the action(s).
- Provide a description of the action(s) the LEA will implement using ESSER III funds for prevention and mitigation strategies that are, to the greatest extent practicable, in line with the most recent CDC guidance, in order to continuously and safely operate schools for in-person learning.
- Specify the amount of ESSER III funds the LEA plans to expend to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA.

Addressing the Impact of Lost Instructional Time

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

- If the action(s) are included in another plan, identify the plan and provide the applicable goal and/or action number from the plan. If the action(s) are not included in another plan, write "N/A".

- Provide a short title for the action(s).
- Provide a description of the action(s) the LEA will implement using ESSER III funds to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs.
- Specify the amount of ESSER III funds the LEA plans to expend to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA.

Use of Any Remaining Funds

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

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

Ensuring Interventions are Addressing Student Needs

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

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

Complete the table as follows:

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

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