

ESSER III Expenditure Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
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School districts, county offices of education, or charter schools, collectively known as LEAs, that receive Elementary and Secondary School Emergency Relief (ESSER) funds under the American Rescue Plan Act, referred to as ESSER III funds, are required to develop a plan for how they will use their ESSER III funds. In the plan, an LEA must explain how it intends to use its ESSER III funds to address students’ academic, social, emotional, and mental health needs, as well as any opportunity gaps that existed before, and were worsened by, the COVID-19 pandemic. An LEA may also use its ESSER III funds in other ways, as detailed in the Fiscal Requirements section of the Instructions. In developing the plan, the LEA has flexibility to include community input and/or actions included in other planning documents, such as the Local Control and Accountability Plan (LCAP), provided that the input and actions are relevant to the LEA’s Plan to support students.

For more information please see the Instructions.

Other LEA Plans Referenced in this Plan

Plan Title	Where the Plan May Be Accessed
Expanded Learning Opportunity Plan	https://simbli.eboardsolutions.com/SB_Meetings/ViewMeeting.aspx?S=36030212&MID=6734
Local Control Accountabillity Plan	https://haywardusd-ca.schoolloop.com/file/1514016329305/1486205272344/449583343696710886.pdf
Reconnect with HUSD: District Safety Plan	https://docs.google.com/document/d/1IQkwMmnPO_WUvbo1V3d_7jMSKrcbLY-sUDDItMoKqvU/edit
HUSD COVID-19 Testing Webpage	https://www.husd.us/testing

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

\$32,975,511

Plan Section	Total Planned ESSER III
Strategies for Continuous and Safe In-Person Learning	\$5,641,787.00
Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)	\$8,768,024.00
Use of Any Remaining Funds	\$18,565,700.00

Total ESSER III funds included in this plan

\$32,975,511.00

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.

Hayward Unified School District (HUSD) is committed to ensuring that stakeholders have the opportunity to participate in stakeholder input sessions. This year, the stakeholder input process for the LCAP, Expanded Learning Opportunity Plan, and Elementary and Secondary School Emergency Relief (ESSER III) Plan was done together. LCAP input was gathered from February 2021 through May 2021. For the ESSER III plan specifically, HUSD attempted to engage in meaningful consultation with our local tribe about the plan. HUSD set up two meetings with our local tribe. In addition, HUSD sought additional input from special education parents on September 21, 2021. HUSD held a budget forum meeting for ESSER III on September 9, 2021. HUSD has sent the ESSER III power point presentation to the NAACP and will also be sending out the survey in advance of the meeting.

As part of our annual LCAP process, Hayward Unified connected with the following groups to discuss how the district should prioritize recovery efforts specifically in the areas of safe in-person learning, lost instructional time, and other pandemic impacts:

- students;
- families, including families that speak languages other than English (AASAI, DELAC, and Town Hall meetings for all students and Special Education families);
- school and district administrators, including special education administrators;
- teachers, principals, school leaders, other educators, school staff, and local bargaining units.

Documentation related to these community engagement efforts can be found on the HUSD webpage.

We collected stakeholder input through a Google Form survey, which was open to the public. The survey was given out as part of the LCAP stakeholder input meetings, which were held from February through May 2021. The survey itself had 7 questions, which were open-ended:

1. Deeper Learning: What areas do you see as being most important, e.g., intervention, additional services, additional support?
2. Relationship-Centered Schools: What areas do you see as being most important, e.g., student engagement, more services for parents, more training for staff on equity, parent involvement?
3. Service Excellence: What areas do you see as being most important, e.g., school climate, recruiting and retaining highly qualified staff, and promoting a welcoming school environment?
4. Operational Sustainability: What areas do you see as being most important, e.g., investing in technology, maintaining facilities, promoting financial stability?
5. Considering our projected budget situation, which programs or services do you recommend we prioritize over the next few years?
6. SB 86: What suggestions, concerns, or comments do you have about bringing student groups back for in-person/expanded learning opportunities?
7. Do you have any additional suggestions for how we can support students who have experienced learning loss, such as types of interventions or services?

Due to the pandemic, all of our stakeholder input was generated in a virtual setting this year through Zoom and Google Forms. All the data collected from stakeholders, including our labor partners, is attached in Appendix B of the LCAP.

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

The input relevant to ESSER was incorporated to the LCAP and Expanded Learning Opportunities Grant Plan. We have referenced both plans in the ESSER III plan when the actions in the other plans meet the requirements for ESSER. The overall feedback highlights are:

- Direct services for students ranked high on the list, with more than half of respondents requesting intervention, literacy acceleration, math support, and after-school tutoring for students.
- Many respondents requested a focus on highly qualified staff, technology infrastructure, and physical safety at school sites (e.g. masks if appropriate, PPE, sanitation, and ventilation).
- Social-Emotional learning activities were also informed by the stakeholder input.
- Special Education parents wanted to see additional speech support for their students, as well as additional staffing and one-on-one support for their students.

This plan took into account the widely expressed need for increased direct support and services for students by ensuring that summer

school, credit recovery, and instructional materials are included as part of our response to lost instructional time. In addition, this plan includes increases in staff support and professional development for teachers and staff. Social-Emotional Learning and students' mental health supports are included as well. Finally, we have devoted an entire section to Personal Protective Equipment (PPE), sanitation, and testing as part of our COVID-19 response.

HUSD is committed to ensuring that all of these strategies are assessed at least annually, and are primarily grounded in student achievement, as we believe all student support will be reflected in students' ability to demonstrate mastery of challenging Common Core standards.

Actions and Expenditures to Address Student Needs

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

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

Strategies for Continuous and Safe In-Person Learning

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

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

\$5,641,787.00

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
Reconnect with HUSD: District Safety Plan	Health and Safety Protocols	Staffing: Safety Professional Development, Nurses, Campus Safety Officers, and a Health and Safety Manager to help implement and respond to the safety protocols of the District Safety Plan.	\$1,841,787.00
Reconnect with HUSD: District Safety Plan	Health and Safety Protocols	Supplies and Equipment: Personal Protective Equipment, Air Purifiers, Filters, and Infrastructure Improvements.	\$2,800,000.00

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
HUSD Webpage: COVID-19	COVID-19 Testing	On-site testing	\$1,000,000.00

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

\$8,768,024.00

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
Expanded Learning Opportunities Grant Plan	Summer School	<p>Summer School</p> <ul style="list-style-type: none"> The district will provide a robust expansion of summer school for 2021, 2022, and 2023. This expansion includes offering elementary K-3 literacy academies, and K-6 art and science camps. HUSD Middle School summer program expansion to support extended learning time in content areas and electives, and physical education. Implement African American summer programs focused instruction in math and STEAM and building community, Secondary School African American poetry and film making integrated into ELA to engage students back into school. The ESSER Funds are supporting this work by expanding the activities by two additional years. 	\$1,286,928.00
LCAP Goal 1, Action 2	Professional Development	<p>Teachers on Special Assignment (TOSA)</p> <p>The district will maintain the allocation of TOSAs (12.9FTE) to support professional development for teachers and staff to build site capacity. The TOSAs will model engaging</p>	\$1,950,187.00

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		teaching strategies, provide learning sessions, and host opportunities to collaborate with other district teachers to share best teaching practices. The ESSER Funds are supporting these positions funded through the LCAP by supplementing the funding.	
LCAP Goal 1, Action 3; Expanded Learning Opportunities Grant Plan	Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports	<p>Elementary Reading Support</p> <ul style="list-style-type: none"> • Targeted Acceleration during the school day, push-in and pull-out programs utilizing the Leveled Literacy Intervention program, district intervention teachers and hire additional Para-Educators to support and implement the program. • Implement targeted after school accelerations K-8, teacher-led using district adopted assessments, and LLI program. • Provide EL language development and accelerations through after school tutorials and online software. • Purchase EL Achieve Website Access license for teachers with additional supports and materials for teachers to use when planning lessons. • Implement K-3 Leveled Reading Book Bags, with virtual teacher support. • Adopt and implement an evidence-based intervention program. The ESSER funds are supplementing this work. These activities are funded from supplemental funds, however with the ESSER funds HUSD has increased the activities to reach out to more students who need the support. 	\$984,943.00
LCAP Goal 4, Action 1	HUSD will implement standards for technology	<p>Technology Plan-focused on needs and equity:</p> <ul style="list-style-type: none"> • Implementing a one-to-one student-to-Chromebook ratio. • Ensuring progress on adding/improving network connectivity, technology infrastructure, and additional devices for schools. 	\$2,443,536.00

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		<ul style="list-style-type: none"> Increasing staffing to the Educational Information Technology Department to improve responsiveness and support on maintaining technology infrastructure and devices. Adding a Family Technology Support Team to provide dedicated, consistent, and proactive technology support to students and families. The ESSER funds make it possible to increase technology access to our students using these funds to supplement. 	
LCAP Goal 1, Action 1; LCAP Goal 1, Action 2; Expanded Learning Opportunities Grant Plan	Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs	Professional Development Days <ul style="list-style-type: none"> Provide year round (YR) and traditional year (TR) staff with three voluntary SES and Academic professional development days at the opening of school, in person and virtual and pre recorded sessions. Provide new/returning from leave teachers with district foundational Anti Bias-Anti Racism modules and learning sessions. Provide K-6 teachers with session of Benchmark Advance Adelante and Leveled Literacy professional development as needed. English Learner Support <ul style="list-style-type: none"> Systematic ELD Refresher Courses for Elementary and Secondary as needed Systematic ELD institute for Secondary teachers new to ELD Purchase additional Leveled Literacy Testing kits as needed for proper placement Constructing Meaning training for Secondary Teachers, including purchasing student materials as needed Systematic ELD supplemental materials for Secondary students at all 8 Secondary school sites 	\$2,102,430.00

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		These actions are currently being funded from both the LCAP and Expanded Learning Opportunities Grant Plan, and HUSD is using the ESSER funds to supplement the activities and provide more access to teachers for professional development as well as providing additional materials.	

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

\$18,565,700.00

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP Goal 1, Action 3	Accelerations and Interventions (Textbook Adoptions)	Textbook Adoptions <ul style="list-style-type: none"> HUSD will update its core textbook adoptions for Secondary English Language Arts, World Languages, Social Science, and Science. In addition, Ethnic Studies, Advanced Placement (AP), and culturally and linguistically responsive literary materials will be purchased for students' use district wide. The ESSER funds are supplementing Electronic Textbooks, to ensure that students had access to the materials during the pandemic and to support the shift to increase technology and educational technology as a result of the pandemic and the shelter in place order. 	\$11,500,000.00

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP Goal 2, Action 6; Expanded Learning Opportunities Grant Plan	Wraparound Student and Family Supports	<p>Family Engagement</p> <ul style="list-style-type: none"> • Increase centrally funded Family Engagement Specialists hours to support students and families engagement needs. • Expand Family Engagement Specialist-Farsi/Dari to support our district families with language support in order for the families to stay connected to schools. • Increase family engagement focused on social emotional and school connectedness events to engage diverse groups, including SPED parents, DELAC, AASAI, and underrepresented student groups. <p>Mental Health Supports</p> <ul style="list-style-type: none"> • Increase mental health supports and services at sites for students with counselors and clinicians • Increase administrative support-Youth Intervention Specialists to support students in the virtual independent studies program and high schools, to support coordination of COST, health and wellness providers and emotional supports • Increase half time centrally funded Assistant Principals to full-time based on school enrollment levels • Expand Bilingual Instructional Assistants (BIAs) to support newcomers at Tennyson High School and Chavez Middle School • Implement social emotional learning support, host staff workgroups to review and adopt SES curriculum and to build lessons and activities for ongoing use during the school year. HUSD provides wraparound student and family supports, the ESSER funds are supplementing this work by increasing services and supports. 	\$5,375,084.00

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP Goal 2, Action 2; Expanded Learning Opportunities Grant Plan	Enhance Professional Development and Programs Around Relationship-Centered School Strategies	Multi-Tiered System of Support District Multi-Tiered Systems of Support (MTSS) will align with the Comprehensive Coordinated Early Intervening Services Plan (CCEIS). The alignment has the expected outcome of supporting students who may be unnecessarily classified as Special Education, Emotional Disturbance, by addressing social-emotional needs early on and through MTSS supports. HUSD is able to increase support to the implementation of MTSS and alignment of Comprehensive Coordinated Early Intervening Services by the use of Supplemental ESSER funds.	\$1,469,400.00
LCAP Goal 1, Action 8; Expanded Learning Opportunities Grant Plan	Community learning hubs that provide students with access to technology, high-speed internet, and other academic support.	STEAM STEAM Buildings at each HUSD high school will act as learning hubs that provide students with access to technology, high-speed internet, and other academic support including tutoring, hands-on learning and engaging 21st century skills, science and engineering to foster curiosity and deeper learning. Add Library/Computer techs to coordinate supplemental student supports with technology and media use in learning spaces and scheduling of academic and support providers for the students. ESSER funds are being used to supplement these activities and extend them for additional time.	\$221,216.00

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
<ul style="list-style-type: none"> • Summer School • Wednesday/ Saturday/ Intersession Academies • Acceleration/ Learning Supports for students • Reduction of Elementary Combination Classes • Additional Academic Services for Students 	<ul style="list-style-type: none"> • Student performance on CAASPP in ELA and Mathematics EL Progress towards Proficiency (ELPAC) Reclassification Rate 	<p>Each of these metrics will be examined annually as scores/counts are released</p>
<ul style="list-style-type: none"> • Maintain Secondary Programs and Courses • Supports for Credit Deficient Students 	<ul style="list-style-type: none"> • Number of students demonstrating college preparedness (EAP) on CAASPP in ELA and Mathematics • A-G completion for graduating seniors • Number of students who are “Prepared” as measured on the College and Career Indicator on the CA Dashboard • Graduation Rate 	<p>Each of these metrics will be examined annually as scores/counts are released</p>
<ul style="list-style-type: none"> • ABAR Initiative • Integrated Student Supports 	<ul style="list-style-type: none"> • Number of staff members who have attended ABAR training 	<p>Each of these metrics will be examined annually as the data is collected</p>

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
<ul style="list-style-type: none"> • Improve Students' Health and Well Being • Systematized Social-Emotional Learning • Social-Emotional Learning Training for Staff 	<ul style="list-style-type: none"> • Students feeling safe and connected to school as measured on the CHKS 	
<ul style="list-style-type: none"> • Increase Parent Education and Involvement • Community Learning Hubs 	<ul style="list-style-type: none"> • Participation in Parent University • Participation in Parent advisory committees, e.g. Parent Ambassadors, DELAC/ELACs, AASAI • Establishment of Community Learning Hubs 	<ul style="list-style-type: none"> • Parent participation will be measured annually • Establishment of Community Learning Hubs will be ongoing/rolling

ESSER III Expenditure Plan Instructions

Introduction

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

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

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

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

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

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

For technical assistance related to the completion of the ESSER III Expenditure Plan, please contact EDReliefFunds@cde.ca.gov.

Fiscal Requirements

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

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

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

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

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

Other LEA Plans Referenced in this Plan

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

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

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

Summary of Expenditures

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

Instructions

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

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

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

Community Engagement

Purpose and Requirements

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

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

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

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

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

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

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

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

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

Instructions

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

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

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

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

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

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

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

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

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

Planned Actions and Expenditures

Purpose and Requirements

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

Instructions

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

Strategies for Continuous and Safe In-Person Learning

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

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

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

Addressing the Impact of Lost Instructional Time

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

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

Use of Any Remaining Funds

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

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

Ensuring Interventions are Addressing Student Needs

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

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

Complete the table as follows:

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

California Department of Education
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