

# 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
Local Control and Accountability Plan (LCAP)	The LCAP is posted on the Oceanside Unified School District website at <a href="https://www.oside.us/domain/51">https://www.oside.us/domain/51</a> . Call 760-966-4000 to request a copy.
Extended Learning Opportunities Grant Plan (ELO Grant Plan)	The ELO Grant Plan is posted on the Oceanside Unified School District website at <a href="https://www.oside.us/domain/51">https://www.oside.us/domain/51</a> . Call 760-966-4000 to request a copy.
2021 School Plan for Safe Reopening	The School Plan for Safe Reopening is posted on the Oceanside Unified School District website at <a href="https://www.oside.us/domain/51">https://www.oside.us/domain/51</a> . Call 760-966-4000 to request a copy.
Learning Continuity and Attendance Plan (LCP)	The LCP is posted on the Oceanside Unified School District website at <a href="https://www.oside.us/domain/51">https://www.oside.us/domain/51</a> . Call 760-966-4000 to request a copy.

## 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**

\$28,028,491.00

Plan Section	Total Planned ESSER III
Strategies for Continuous and Safe In-Person Learning	
Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)	
Use of Any Remaining Funds	

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

\$28,028,491.00

**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.

The ESSER III Expenditure Plan has been informed by extensive consultation with community members through the Local Control and Accountability Plan (LCAP) engagement process, which is outlined below.

**LCAP Stakeholder Input Opportunities:**

The ongoing, annual process of stakeholder engagement is the most essential aspect of OUSD’s LCAP development process, because it helps build trusting relationships, allows for a deeper understanding of needs, and provides opportunities for informed decision-making. Stakeholder engagement activities support LCAP strategic planning, including goals, actions, expenditures, and metrics, which are developed with the input of students, families, staff, and community members. The engagement process for the 2021-2024 LCAP was built

upon the process used for the development of 2020-2021 Learning Continuity and Attendance Plan with a variety of stakeholder engagement activities taking place throughout the spring and fall of 2020 and throughout the 2020-2021 school year, including meetings with District committees/groups, district surveys, virtual discussion forums, and public comment during public hearings and school board presentations. Information was shared with and input gathered from District parent advisory committees, District leadership, and the Board of Education. Input and data collected was compiled and reviewed by the LCAP Committee to identify strengths and areas of improvement, as well as to determine the effectiveness of actions/services. The LCAP Committee provides recommendations to the Board of Education regarding changes to the LCAP to address the identified needs.

The District consulted with the following stakeholders as part of the LCAP planning process:

LCAP Advisory Committee (February 1, March 1, March 22, April 19, May 3, May 24, 2021):

The LCAP Committee includes parents, community members, local bargaining unit members, site administrators, principals, teachers, and District office staff representing all departments. The purpose of the committee is to support the stakeholder engagement process, review data to identify strengths and weaknesses, and provide recommendations to the Board of Education regarding how to address identified needs.

District Parent Advisory Committee (February 2, April 27, and June 1, 2021):

Members of this committee include parent representatives from each site, and all parents District-wide are invited and encouraged to participate. Site administrators, teacher leaders, District staff, and Board of Education members also attend. LCAP presentations are conducted during which participants have opportunities to ask questions, discuss areas of strength, and provide ideas for improvement. Student performance data, LCAP stakeholder input results, and recommended changes to the LCAP are shared and discussed. The LCAP draft was shared with the committee for review and comment. Simultaneous Spanish translations are available for all DPAC meetings.

District English Learner Advisory Committee (January 21, March 4, May 6, 2021):

The District English Learner Parent Advisory Committee advises the Board of Education regarding programs and services for English Learners, the District's needs assessment for English Learners, the annual language census, reclassification criteria, and the LCAP. This committee discusses strengths and ideas for improvement. Student performance data, LCAP stakeholder input results, and recommended changes to the LCAP are shared and discussed. The LCAP draft was shared with the Committee for review and comment during the meeting held on January 21, 2021. Simultaneous Spanish translations are available for all DELAC meetings.

Special Education Local Plan Area Administrator: The Director of Special Education was a member of the LCAP committee and provided input on actions to support special education students. In addition, the Director overseeing LCAP development consulted with the Special Education Local Plan Area Administrator to determine actions to support students with disabilities.

Stakeholder Surveys (May 2021):

LCAP surveys were distributed to all stakeholders, including K-12 students, OTA bargaining members, CSEA members, additional staff members including principals, and families/community members. 3,047 student surveys, 486 staff surveys, and 3,040 family/community surveys were received. LCAP survey data was aggregated and shared with the LCAP Advisory Committee and other stakeholder groups.

#### Stakeholder Review and Comment (June 9, 2021):

The LCAP draft, a one-page summary, and the presentation provided to the Board of Education is posted on the District website with a form to submit questions and comments. This is communicated to parents through all-calls, parent messenger apps, and social media. Principals are asked to share this comment opportunity with School Site Councils, English Learner Advisory Committees, other site parent committees, staff, and students. Information is included in weekly memos to staff informing them of the opportunity to provide comments. Information is also shared during District parent advisory committee meetings, teacher meetings, and during District leadership meetings.

#### Public Hearing (June 8, 2021):

An LCAP Public Hearing was held to solicit recommendations from the public including stakeholder opportunities to submit written comments regarding proposed actions and expenditures.

#### Board of Education (June 22, 2021):

The Board of Education was provided with updates on the LCAP, including information about Local Indicators, California School Dashboard, and progress on other measures. Staff shared accomplishments, stakeholder input results, LCAP committee recommendations, and proposed goals and actions/services. A public hearing (June 8th) provided stakeholders the opportunity to review the final draft of the LCAP. The LCAP was presented to the Board of Education on June 22nd and was submitted to the San Diego County Office of Education.

#### School Plan Alignment (Spring 2021):

The School Plan for Student Achievement template will be reviewed to ensure that LCAP actions and SPSAs are in alignment.

In addition to LCAP stakeholder input, the following summarizes Extended Learning Opportunities (ELO) Grant Plan input:

During virtual and hybrid learning, in order to gather diverse perspectives from students, parents/guardians, classified, certificated and management staff (including site principals, assistant principals and District leadership), we continued to hold meetings to review school data, feedback surveys, and specific feedback from the District Parent Advisory Committee (DPAC), District English Learner Advisory Committee (DELAC), and the Local Control and Accountability Plan (LCAP) committees. Each site principal collaborated with their school team to brainstorm specific opportunities for extending and accelerating learning for students. These opportunities were curated at a District level to identify trends and common practices that could be leveraged across the District. Parents, teachers and school staff identified the need to provide extended learning opportunities for students both during summer session and during the school year. Counseling services were also highlighted as critical to supporting the social emotional needs of students as they return to a full-time in-school experience.

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

The ESSER III Expenditure Plan has been informed by the goals, actions, and services included in OUSD's Local Control and Accountability Plan (LCAP) and the Extended Learning Opportunities Grant Plan, which are based on extensive community input. The main themes that emerged from stakeholder engagement activities remain the focus of the LCAP and influenced the ESSER III Expenditure Plan, as follows:

LCAP Goal 1: Advance academic achievement so all students graduate college and career ready.

Input in this area indicates that stakeholders would like to continue with and build upon the efforts made to train and support teachers to ensure the success of all students. In addition, stakeholders would like to see continued offerings that expand intervention and enrichment support to students to ensure opportunities for student advancement. There is a continued desire for all unduplicated students to receive additional support and services to alleviate the additional barriers they may have to reaching success.

LCAP Goal 2: Support social emotional and physical well-being in order to create safe and positive learning environments.

Stakeholders would like to see continued improvements in the safety and security of facilities. Stakeholders would also like to see an effort made toward maintaining District technology in good repair and increasing District technology for teachers and students. Stakeholders appreciate the increased effort made to ensure the health and safety of their students. Stakeholders expressed a desire to see increased mental health and social emotional support for students at the elementary level through allocating counselors full-time to each elementary school. In addition, there is a continued need for access to mental service providers that continue to be allocated as part of the district's budget.

LCAP Goal 3. Nurture meaningful family and community engagement.

Stakeholders desire to see continued efforts to build upon communication with all families and stakeholder groups based on stakeholder input surveys. To address this, OUSD is actively seeking new opportunities for parent education and community engagement opportunities at both the site and District levels.

## **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**

\$9,042,319.00

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP, Goal 2	Facilities	Provide facilities improvements including HVAC systems, roofing, and shade structures.	\$8,820,863.00
School Plan for Safe Reopening	Personal protective equipment (PPE)	Purchase personal protective equipment (PPE).	\$221,456.00

## 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

\$17,032,320.00

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP, Goal 1	Curriculum/Instructional Materials	Purchase curriculum/instructional materials such as history/social science and math adoptions (K-12), Benchmark materials, and software.	\$7,403,957.00
LCAP, Goal 1	Expanded Learning	Offer expanded learning opportunities such as summer programs, tutoring, and other interventions.	\$846,000.00
LCAP, Goal 1	Staffing	Provide staffing (EL intervention, "Fresh Start" intervention, Lead Learners, professional learning days, substitute teachers, etc.)	\$3,619,200.00
LCAP, Goal 1	Professional Learning	Provide professional learning opportunities, including days dedicated to PL activities, workshops, and consultants.	\$2,625,615.00
LCAP, Goal 1	Mental Health	Contract with outside providers for mental health supports (Palomar Family Counseling Service, Wellness Together, transformational Consulting, PASS AmeriCorps) and provide school counselors for summer programs.	\$1,488,548.00

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP, Goal 1	Technology	Purchase Vizio televisions, mobile carts, and Apple TVs for classrooms. Purchase Verizon hotspots.	\$1,049,000.00

## 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

\$1,953,852.00

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
	Other	Purchase of programs to monitor student learning outcomes. Assessment tools for students at secondary level in preparation for college placement exams.	\$711,000.00
	Indirect Costs	Indirect Costs	\$1,242,852.00

## 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
Professional Learning	Curriculum & Instruction staff and site administrators will monitor professional learning	Ongoing (following professional learning opportunities)

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
	<p>activities and levels of implementation both district-wide and at school sites:</p> <ul style="list-style-type: none"> <li>• Teacher/administrator surveys</li> <li>• Teacher/administrator reflection and self-assessment</li> <li>• Teacher participation rates</li> <li>• Classroom observations</li> </ul>	
Staffing	<p>Curriculum and Instruction staff, human resources, and site administrators will monitor the extent to which staffing levels are sufficient both district-wide and at school sites:</p> <ul style="list-style-type: none"> <li>• Professional learning sign-in sheets</li> <li>• Human resources rosters</li> <li>• Intervention teacher rosters</li> </ul>	Quarterly
Technology (equipment)	<p>Curriculum &amp; Instruction and Ed Tech staff and site administrators will monitor the extent to which technology improvements are implemented district-wide and at school sites:</p> <ul style="list-style-type: none"> <li>• Teacher/administrator surveys</li> <li>• Teacher/administrator reflection and self-assessment</li> <li>• Classroom observations</li> </ul>	Ongoing (as new technology is provided)
Mental Health Services	<p>Curriculum &amp; Instruction and Student Services staff and site administrators will monitor the extent to which mental health services are accessed and are effective in addressing student needs both district-wide and at school sites:</p> <ul style="list-style-type: none"> <li>• Panorama Survey data</li> <li>• Referrals to school counselors</li> </ul>	<ul style="list-style-type: none"> <li>• Analyze Panorama survey data in the fall</li> <li>• Review mental health service referrals each quarter</li> <li>• Analyze behavior referral data each quarter</li> </ul>



Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
	<ul style="list-style-type: none"> <li>• Mental health referrals to contracted service providers</li> <li>• Number of behavior incident referrals</li> </ul>	
Curriculum/Instructional Materials	<p>Curriculum &amp; Instruction staff, ed tech department staff, and site administrators will monitor the implementation of curriculum/instructional materials to ensure fidelity both district-wide and at school sites:</p> <ul style="list-style-type: none"> <li>• Student progress on iReady (K-8) and Renaissance Star assessments (9-12)</li> <li>• Report card data</li> <li>• State summative assessments, as administered</li> <li>• Curriculum embedded assessments - Student participation rate monitoring via software programs</li> <li>• Student academic progress monitoring via software programs</li> <li>• Classroom observations</li> </ul>	<ul style="list-style-type: none"> <li>• Review student progress on iReady (K-8) and Renaissance Star assessments (9-12) after each assessment window</li> <li>• Review report card data after each reporting period</li> <li>• Review state summative assessment data as soon as results as available</li> <li>• Teachers to monitor progress per curriculum embedded assessment, as administered</li> <li>• Ongoing (as per software recommendations)</li> </ul>
Expanded Learning	<p>Curriculum &amp; Instruction staff and site administrators will monitor extended learning opportunities to ensure impacts of lost instructional time are being addressed both district-wide and at individual school sites:</p> <ul style="list-style-type: none"> <li>• Student attendance and engagement</li> <li>• Student progress on iReady (K-8) and Renaissance Star assessments (9-12)</li> <li>• Report card data</li> <li>• State summative assessments as administered</li> <li>• Curriculum embedded assessments</li> </ul>	<ul style="list-style-type: none"> <li>• Monitor attendance and engagement weekly</li> <li>• Review student progress on iReady (K-8) and Renaissance Star assessments (9-12) after each assessment window</li> <li>• Review report card data after each reporting period</li> <li>• Review state summative assessment data as soon as results as available</li> <li>• Teachers to monitor progress per curriculum embedded assessment, as administered</li> </ul>

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
PPE	<p>Student Services and Human Resources staff and site administrators will monitor health and safety implementation and outcomes:</p> <ul style="list-style-type: none"> <li>• Documentation of PPE purchases</li> <li>• Observation of PPE use</li> <li>• COVID-19 Dashboard data</li> </ul>	<ul style="list-style-type: none"> <li>• Daily PPE use</li> <li>• Daily contract tracing</li> <li>• Daily COVID-19 Dashboard updates</li> </ul>
Facilities	<p>Facilities and Maintenance and Operations staff and site administrators will monitor site improvements and new equipment installation:</p> <ul style="list-style-type: none"> <li>• Observation</li> <li>• Documentation of improvements</li> <li>• Documentation of equipment purchases, delivery, and installation</li> </ul>	Ongoing (as purchases and improvements are made)

# ESSER III Expenditure Plan Instructions

## Introduction

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

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

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

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

For additional information regarding ESSER III funding please see the ARP Act Funding web page at <https://www.cde.ca.gov/fg/cr/arpact.asp>.

*For technical assistance related to the completion of the ESSER III Expenditure Plan, please contact [EDReliefFunds@cde.ca.gov](mailto:EDReliefFunds@cde.ca.gov).*

## Fiscal Requirements

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

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

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

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

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

### **Other LEA Plans Referenced in this Plan**

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

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

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

### **Summary of Expenditures**

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

### **Instructions**

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

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

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

## **Community Engagement**

### **Purpose and Requirements**

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

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

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

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

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

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

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

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

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

### **Instructions**

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

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

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

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

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

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

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

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

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

## **Planned Actions and Expenditures**

### **Purpose and Requirements**

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

### **Instructions**

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

### **Strategies for Continuous and Safe In-Person Learning**

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

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



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

### **Addressing the Impact of Lost Instructional Time**

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

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

### **Use of Any Remaining Funds**

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

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

### **Ensuring Interventions are Addressing Student Needs**

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

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

Complete the table as follows:

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

California Department of Education  
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