

## ESSER III Expenditure Plan

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

For more information please see the Instructions.

## Other LEA Plans Referenced in this Plan

Plan Title	Where the Plan May Be Accessed
Expanded Learning Opportunities Grant	Plan can be accessed on the <a href="https://www.lawndale.k12.ca.us/">https://www.lawndale.k12.ca.us/</a> front page
2021-22 LCAP	Plan can be accessed on the <a href="https://www.lawndale.k12.ca.us/">https://www.lawndale.k12.ca.us/</a> front page

## 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

\$11,907,721 projected funds as of 10/2021

Plan Section	Total Planned ESSER III Expenditures
Strategies for Continuous and Safe In-Person Learning	\$9,526,177
Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)	\$2,381,544
Use of Any Remaining Funds	\$ 0.00

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

\$11,907,721

## 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 district has a well-established LCAP Stakeholder Advisory Committee that has worked closely together across the past three years to study data and gather meaningful input that drives district planning. This group convened on August 28, 2020, September 4, 2020, February 24, 2021, March 24, 2021, April 21, 2021 and May 12, 2021 to review data and make recommendations related to large scale district planning. In addition, this data and input was reviewed with the DPAC on September 11, 2020 and the DELAC on September 9, 2020. School Site Councils received updates on district planning throughout the year.

The district’s LCAP Stakeholder Advisory Committee reconvened in Fall 2021 to consult on the use of these funds and how to best address lost instructional time and also address both social-emotional and academic challenges faced by our students. The committee is comprised of 18 members and includes parents, classified and certificated staff, site and district administration. The committee also includes representation from bargaining unit leadership as well as classified and certificated staff that support students in our Special Education program.

LESD engaged in meaningful consultation with the Stakeholder Committee this year on September 13 and September 27 through virtual Zoom meetings. The committee began by looking at data for our students with a focus on unduplicated pupils as an anchor for the conversations to follow. The data included a longitudinal view of language arts and math proficiency going back to the 2017-18 school year. The unduplicated pupil data was shared at every meeting and was there as a visible reminder that our conversations had to focus on what would impact students. Various district stakeholders proposed a variety of actions to the committee. Proposals were developed by school site Social Workers, Director of Student Support Services, middle school administrators, Counselors and Library Media Specialists, classroom teacher leaders, classroom teachers, parents, and Director of Special Education.

The committee worked in teams to discuss the proposed actions and they recorded benefits, challenges and questions. The committee had the opportunity to propose novel ways to support students through conversations about student need, data to monitor progress, and evidence of success. Individual members were given time to review, consider, and prioritize. Teams then worked through prioritizing ideas and made recommendations on what to implement.

LESD engaged in meaningful consultation with our middle school students through their Period 8 in-person class. Our Middle School Language Arts specialists presented recommendations to the Student Leadership Teams at both middle schools and collected thinking.

Recommendations were presented at a public board meeting prior to adoption. The proposed plan was shared electronically with the district community for input and made available to the public at large on the district website.

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

The LCAP Stakeholder Advisory Committee has been working together for three years and has an understanding of how to use data and research to steer conversations and guide recommendations that best meet the needs of our students. The committee's prioritization of the proposed actions largely determined the actions that were added to the ESSER III plan as described below. Student input and insight will serve as a guide in the implementation of the actions. Proposed actions that were not prioritized by the committee were not included in the final plan.

## **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**

\$9,526,177			
Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP, Goal 4, Action 1	Student and Staff Technology Access	Replacement and additional devices will be purchased for students and staff to maintain the 2:1 and 1:1 student to device ratios that have expanded to grades TK-8 and build student 21st century skills. Filtering will be added to devices for security purposes. Hotspots will be provided for students to ensure wifi access while at home. Cases and software required for all devices will be purchased. This supplements the existing funds in the district's LCAP to augment our existing 1:1 technology program to make it a 2:1 program for Grades TK-3. This action ensures continuous learning for students who are in person, or who may have to participate in Independent Study.	\$5,512,427
N/A	Indoor Air Quality	Replacement HVAC and air purifier filters will be purchased to maximize air filtration.  Replace HVAC at remaining sites to ensure all sites can accommodate upgraded filters.	\$1,513,750
N/A	Safety Supplies, Preparation and Training	Purchase safety equipment and supplies. This includes the replenishment of personal protective equipment, cleaning and disinfection supplies and the continuation of testing programs to ensure student and staff safety and to comply with CDC, State and Local requirements.  Release time or additional hourly pay for certificated and classified staff for the purposes of accessing vaccinations or boosters, completing safety training, or engaging in work related to campus safety and other related COVID-19 mitigation costs.	\$1,500,000

N/A	Outdoor/Indoor Seating Expansion	Purchase furniture and outdoor coverings to expand outdoor dining for students for safety purposes.	\$1,000,000
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## 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

\$2,381,544
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Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
ELO: Extending Instructional Learning Time: Summer school	Summer School: Academic and Social Emotional Learning	Historically, much of our LESD student population has not had the opportunity to participate in summer programs and activities. Participating in summer learning and enrichment opportunities helps lessen “summer slide” by keeping students engaged and learning on a regular basis. The many months of COVID school closures have had an impact on our students and families on multiple levels. Participating in summer learning and enrichment supports our students’ academic and social-emotional needs during a time of the year they have fewer supports. ESSER funds will allow for the expansion of summer school to include more students and a wider variety of offerings.	\$180,000
2021-22 LCAP Goal 3 Action 2	Middle School Social Emotional Team building through the Arts and through Team Work	Social Emotional Learning (SEL) promotes educational equity by creating environments where all students from various diverse cultural backgrounds are valued and affirmed. It fosters an equitable learning environment where all students feel respected and have a sense of belonging and connectedness to the school community. Programs that will be implemented to promote equity through SEL are LACMA Workshops and Challenge Days. LACMA workshops will focus on developing social emotional	\$133,650

		<p>awareness and reflection through the arts. Students work as a community in a culminating project that moves from self to the collective. The Challenge Day aims to build self esteem, build student voice, practice mindfulness, and the power of taking action.</p> <p>In the current LCAP middle school students can participate in extracurricular opportunities after school but many students are not able to stay and participate. These additional team building and social emotional actions would allow for all students to participate during the school day.</p>	
2021-22 LCAP Goal 3 Action 1	Training for Social Workers through Trajectory of Hope	<p>The Social Worker team will contract with Trajectory of Hope (ToH), an organization that focuses on training and facilitating space for critical reflection and dialogue. ToH will provide social workers with support in the development of a comprehensive approach to addressing SEL and inequity. Many staff members, students, and parents continue to need social emotional support as we continue to adjust to in-person instruction. We need to continue to build the capacity of our social workers to meet the demands.</p> <p>The current LCAP provides for each school site to have a social worker. Through the ESSER funds, our social workers can receive the professional learning and support they need to, in turn, provide strong professional learning and support to our teachers, students, and parents.</p>	\$54,000
ELO: Accelerating progress to close learning gaps: Certificated Teachers	Additional Classroom Teachers	<p>Currently, LESD has 157 students enrolled in the Independent Study Program. We anticipate continuing with the program into the new school year and will continue to require additional classroom teachers in order to provide instruction at the same caliber as in-person. We will continue to support the Independent Study Program with technology, materials, and programs needed in order to fully and successfully operate. We want to make sure parents and students can participate and continue their education in the program they believe is the best fit for their students.</p> <p>This includes contracting with SchoolsPLP for our middle school students in Independent Study along with a classroom</p>	\$1,848,894

		<p>teacher. Additional staffing will be needed to support current conditions such as fixed seat assignments, mask wearing, smaller class sizes and stable groupings.</p> <p>ESSER funds will allow for the continued employment of these services in order to continue supporting both in-person instruction as well as Independent Study into the following school year.</p>	
ELO: Training for school staff on strategies addressing social emotional health: Behavior Intervention Specialist	Behavior Intervention Specialist	<p>The Behavior Instruction Intervention Specialist will organize and direct activities involved in the development and implementation of behavior management programs for students and classroom programs according to best practice methodologies and procedures. These programs will provide students with additional structures and layers of support as they learn to reconnect with school, connect with other students and teachers, and manage emotions and behaviors so they are ready to meaningfully engage academically..</p> <p>The focus of the Behavior Instruction Intervention Support Specialist includes working with a systems approach through coordinated collaboration with school site teams, districtwide social workers, school psychologists, and district level leadership to help develop professional development, coaching, school site consultation, targeted training, instruction, strategies, and resources that foster the social, emotional, and mental well-being of all learners.</p> <p>ESSER funds will allow for the renewal of the contract at the end of the school year and provide all schools additional time and support to develop and implement the district's behavior management programs.</p>	\$135,000
2021-22 LCAP Goal 3 Action 3	Bridge Program	<p>The Bridge Program will provide a safe space for students after school hours by providing a wide array of enrichment activities for students. This program provides students with additional time to connect with school, connect with other students, and re-engage in school. This program will provide two lead Community Liaisons five additional hours per week to</p>	\$30,000



		<p>implement the program, additional hours for other classified and certificated staff participating in after hours or weekend activities, as well as STEM materials.</p> <p>During the first year, every school in the district will be able to host, in collaboration with our existing after school program, an after school hub where students can receive homework support and participate in clubs (ex. sewing, chess, coding, Spanish, book club etc.)</p> <p>Current LCAP provides for site Community Liaisons in order to target the needs of our unduplicated students and families. Through the ESSER funds, Community Liaisons will provide this additional direct support to students through the after school Bridge program.</p>	
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### Use of Any Remaining Funds

A description of how the LEA will use any remaining ESSER III funds, as applicable.

**Total ESSER III funds being used to implement additional actions**

\$0

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

### 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
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Summer School	<ul style="list-style-type: none"> <li>● Staff self-assessment survey before and after</li> <li>● Student self-assessment survey</li> <li>● Program attendance</li> <li>● Pre/post academic assessment. Assessment will be determined once students and corresponding student needs are identified during Trimester 3</li> </ul>	<ul style="list-style-type: none"> <li>● Pre/post survey</li> <li>● Student post survey</li> <li>● Pre/post assessments</li> <li>● Attendance at end of program</li> </ul>
Middle School Social Emotional Team Building	<ul style="list-style-type: none"> <li>● Teacher pre/post survey related to the content</li> <li>● Student pre/post survey related to the content</li> <li>● Student participation numbers</li> <li>● Student writing prompt and extension lessons for Advisory</li> </ul>	<ul style="list-style-type: none"> <li>● Teacher and student Pre/post survey</li> <li>● Student participation at the end of the program</li> <li>● Extension lessons in the current and subsequent trimester</li> </ul>
Trajectory of Hope Training for Social Workers	<ul style="list-style-type: none"> <li>● 60 minute book study sessions</li> <li>● 30 minute planning sessions</li> <li>● 60 minute consultation</li> </ul>	<ul style="list-style-type: none"> <li>● 8 book study sessions throughout one year</li> <li>● A planning session at the beginning of each trimester</li> <li>● A consultation session at the beginning of each trimester</li> </ul>
Additional classroom teachers	<ul style="list-style-type: none"> <li>● End of trimester LA Benchmarks</li> <li>● End of trimester Math Benchmarks</li> </ul>	<ul style="list-style-type: none"> <li>● District benchmark assessments will be administered 3 times a year</li> </ul>
Behavior Intervention Specialist	<ul style="list-style-type: none"> <li>● Analyze data from ODRs, student referrals to social workers</li> <li>● STAR scores</li> <li>● Attendance</li> <li>● Student Behavior Tracking</li> <li>● Site Behavior Observation Request Form</li> </ul>	<ul style="list-style-type: none"> <li>● Collect data at end of each trimester</li> <li>● Weekly student behavior tracking</li> </ul>
Bridge Program	<ul style="list-style-type: none"> <li>● Parent survey</li> <li>● Students attending program numbers</li> <li>● CHKs survey</li> </ul>	<ul style="list-style-type: none"> <li>● End of trimester parent survey</li> <li>● End of trimester attendance data</li> <li>● End of year administration</li> </ul>

Student and Staff Technology Access	<ul style="list-style-type: none"> <li>● Purchase orders</li> <li>● Student:device ratios</li> </ul>	<ul style="list-style-type: none"> <li>● Each interim budget period and end of year</li> </ul>
Indoor Air Quality	<ul style="list-style-type: none"> <li>● HVAC replacement schedule/timeline</li> <li>● Filter replacement schedule</li> </ul>	<ul style="list-style-type: none"> <li>● Ongoing</li> <li>● Replacement per CDC/LACDPH recommendations</li> </ul>
Safety Supplies, Preparation and Training	<ul style="list-style-type: none"> <li>● Cleaning and sanitation schedule</li> <li>● Purchase orders</li> <li>● Training schedules</li> </ul>	<ul style="list-style-type: none"> <li>● Schedule per CDC/LACDPH recommendations</li> <li>● Each interim budget period and end of year</li> </ul>
Outdoor/Indoor Seating Expansion	<ul style="list-style-type: none"> <li>● Purchase orders</li> <li>● Site seating plans</li> </ul>	<ul style="list-style-type: none"> <li>● Each interim budget period and end of year</li> </ul>

# 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 completion of the ESSER III Expenditure Plan, please contact [EDReliefFunds@cde.ca.gov](mailto:EDReliefFunds@cde.ca.gov).

## Fiscal Requirements

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

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

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

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

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

## Other LEA Plans Referenced in this Plan

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

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

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

## Summary of Expenditures

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

### Instructions

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

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

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

## Community Engagement

### Purpose and Requirements

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

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

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

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

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

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

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

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

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



## Instructions

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

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

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

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

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

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

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

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

# Planned Actions and Expenditures

## Purpose and Requirements

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

## Instructions

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

## Strategies for Continuous and Safe In-Person Learning

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

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

## Addressing the Impact of Lost Instructional Time

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

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

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

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

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

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

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

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

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

Complete the table as follows:

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

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