

# 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 Accountability Plan (LCAP)	<a href="https://www.lodiUSD.net/parents/lcap">https://www.lodiUSD.net/parents/lcap</a>
Expanded Learning Opportunity (ELO) Grant	<a href="https://www.lodiUSD.net/parents/lcap">https://www.lodiUSD.net/parents/lcap</a>

## 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
\$71,734,491

<b>Plan Section</b>	<b>Total Planned ESSER III</b>
Strategies for Continuous and Safe In-Person Learning	\$27,000,000
Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)	\$44,734,491
Use of Any Remaining Funds	\$1,000,000

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

\$71,734,491

## 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 Lodi Unified School District follows the foundational principle of seeking meaningful stakeholder engagement and input. This practice was followed in the formulation of LUSD's Local Control Accountably (LCAP) and most recently in the Expanded Learning Opportunity (ELO) Grant plan.

To inform the district's American Rescue Plan (ARP), the district held virtual community and employee group meetings for teachers, schools, staff, and parents/families. Virtual meetings were held due to COVID restrictions. The district published notice of the input mechanisms on the district website, social media sites, and mass communication platforms utilizing the multiple methods of phone calling, text messaging and email. Staff provided information related to the American Rescue Plan/ESSER III on the purposes, allowable uses, and plan timeline. ARP plan information was shared at a public meeting of the Board in July and subsequent meetings in September and October. Surveys for parents, community members, students, and all employees were conducted to collect ideas on strategies and services for the use of these funds. Survey data and input collected during virtual community meetings was analyzed to determine priorities. The District Advisory and English Language Advisory Committees (DAC and DELAC) were also met with to share ARP information and collect their input. Translation services were provided and the presenter of the DELAC session led the meeting in both English and Spanish. Thought Exchange also

included Spanish translation. Input meeting notices were posted on the district website, social media platforms and were sent to all families and employees via the district's Blackboard mass communication system. All attendees were invited to provide input via the Thought Exchange application that collects, themes, and applies an rank based upon input submitted. Below are additional details regarding the virtual meetings:

- Lodi Education Association Meeting - Monday, August 23 from 4:00-5:30 pm conducted via Zoom with 24 attendees.
- District Advisory Council Meeting - Wednesday, August 25 from 5:30-6:30 pm conducted via Zoom with 13 attendees.
- Combined Employee Group Meeting - Tuesday, August 29 from 5:30-6:30 pm conducted via Zoom with 15 attendees.
- District English Learner Advisory Council Meeting - Wednesday, September 1, 2021 from 5:30-6:30 pm conducted via Zoom with 38 attendees.
- Community Input Meeting - Thursday, September 2, 2021 from 5:30-6:30 pm via Zoom with 34 attendees.

In addition to the district-level meetings, individual school sites also completed Thought Exchanges to obtain site-specific stakeholder feedback. Sites are using this information to help address site needs. In addition, staff reviewed site-level Thought Exchange surveys to analyze stakeholder input.

Employee Group Exchange 224 participants (members from all bargaining groups, classified, certificated, administrators, district and site based staff, representing both general and special education, and non-represented groups), 299 thoughts generated, 4,593 thought ratings  
Community Stakeholder Exchange 401 participants (students, families, legal guardians, including families that speak languages other than English, DAC and DELAC, community partners and organization representatives, individuals or advocates representing the interests of children, community citizens), 369 thoughts generated, 6,620 thought ratings  
School Site Exchanges 2,400 participants (school staff, students, families), 2,607 thoughts generated, 40,150 thought ratings

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

Staff completed a comprehensive analysis of district-level and site-level Thought Exchanges to review stakeholder input. Based on the evaluation of the survey input, there were several needs identified by our community. There were some ideas that were shared that would not be allowable expenditures from ESSER III funds and were not included in the analysis. The viewpoints and insights of all contributed to actions for continued health and safety actions to maintain in-person instruction and activities to address learning loss through additional and increased academic supports with attention and expansion of SEL activities. The allowable actions identified in the plan below were universal in the support from each stakeholder group.

Feedback from stakeholder meetings supported the need for increased support for additional academic and social-emotional support for students both within and outside the normal school day and school calendar. Additionally, support was indicated for continued COVID health and safety efforts including ongoing cleaning, HVAC and air filtering improvements, COVID testing, outdoor learning spaces, and other safety measures. The data was compiled and reported to the Lodi Board of Education at a public meeting and the Board provided further direction on the use of funds. The data was used to help develop actions for our draft ESSER III Expenditure 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

\$27,000,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
N/A	1.1 HVAC and roofing improvements	Conduct an analysis of Heating Ventilation and Air Conditioning (HVAC) units throughout the district. As a part of analysis, identify units that need to be upgraded to handle upgraded air filtration media to improve Indoor Air Quality (IAQ). The replacements of and improvements to the roof systems serving these facilities will allow will help reduce the risk of exposure to environmental health hazards, improve indoor air quality, and reduce the likelihood of mildew, mold and harmful bacteria, all to support community, student and staff health needs.	\$16,600,000
N/A	1.2 COVID-19 front office improvements at schools	Improve front office workspaces to provide plexiglass barriers between workstations. Add plexiglass barrier for front office counters to help keep both office staff and our community members safe. The additional barriers will be added to limit the transmission of COVID-19.	\$1,000,000

<b>Plan Alignment (if applicable)</b>	<b>Action Title</b>	<b>Action Description</b>	<b>Planned ESSER III Funded Expenditures</b>
N/A	1.3 Improvements to hard surface flooring	Prioritize workspaces and classrooms where an upgrade from carpet to hard floor surfaces will improve indoor air quality. Staff will prioritize classrooms with preschool and kindergarten age students. In addition, we will prioritize high traffic areas. The hard floor surfaces will make it easier for custodial staff to clean and disinfect floor surface.	\$5,500,000
N/A	1.4 COVID testing and contact tracing	Provide COVID-19 testing to students and staff. Testing will be provided to students and staff experiencing COVID-19 symptoms or after a potential exposure. The goal is to provide on-site tests at each site as well as pop-up tent testing centers at our four comprehensive high school sites.	\$1,900,000
N/A	1.5 Outdoor learning spaces	Provide outdoor learning spaces at several school sites. Teachers will be able to access outdoor learning spaces on a rotating basis. Site specific plans will be developed based on interest. Included in the plans will be outdoor structures and outdoor furniture. Providing outdoor learning spaces will help mitigate the spread of COVID-19.	\$2,000,000

## 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

\$43,734,491

<b>Plan Alignment (if applicable)</b>	<b>Action Title</b>	<b>Action Description</b>	<b>Planned ESSER III Funded Expenditures</b>
LCAP Goal 1, Action 5: Supplemental Interventions and Supports and	2.1 Summer Learning Activities	Provide summer learning opportunities K-12 to accelerate learning and also support secondary students with credit recovery needs. The goal to expand the number of K-12 sites offering summer school to localize opportunities for students.	\$4,000,000

<b>Plan Alignment (if applicable)</b>	<b>Action Title</b>	<b>Action Description</b>	<b>Planned ESSER III Funded Expenditures</b>
Expanded Learning Opportunity Strategy			
LCAP Goal 3, Action 1: Community Liaison Support	2.2 Community Learning Hubs	Develop Community Learning Hubs to provide afterschool tutoring, wifi-access, homework support, enrichment, connection to school, and provide referrals to outside agencies for additional services. Currently there are 27 sites with after school programs and this effort can complement and expand these services. Add Community Liaison staffing at 27 sites with existing after-school programs to coordinate wrap around services for students.	\$1,600,000
LCAP Goal 1, Action 12: Social-Emotional Support and Wellness	2.3 Social-Emotional Learning (SEL) support services	Provide SEL Supports to students, including SEL Curriculum, SEL Universal Screener, and additional supports, including mental health services and staff at our school sites. Create district administrative position to oversee tiered interventions implemented across our sites. With ESSER Funds, we will expand services to provide supports district-wide.	\$5,320,000
LCAP Goal 1, Action 1: Curriculum Adoption and Implementation	2.4 Update Curriculum	Provide updated curriculum to students that incorporates supplemental online resources and diagnostic tools. Update curriculum will help mitigate learning loss.	\$3,084,840
LCAP Goal 1, Action 5: Supplemental Interventions and Supports	2.5 Tutoring supports	Provide before/after school and intersession tutoring and intervention supports. Using ESSER Funds, we will expand services for our afterschool tutoring.	\$3,000,000
LCAP Goal 1, Action 9: Technology Devices for Staff and Students	2.6 Technology refresh and upgrades	Purchase additional technology devices to allow students to access online learning tools. ESSER Funding will be used to provide supplemental technology resources and refresh devices to ensure students and staff have access to Wifi.	\$4,729,301
LCAP Goal 1, Action 5: Supplemental Interventions and Supports	2.7 Intervention teachers and support	Provide supplemental intervention staffing and coaching to provide students support with academic needs.	\$2,847,520
N/A	2.8 Para-educator additional classroom support	Provide supplemental para-educator support in both regular education and special education classrooms.	\$500,000

<b>Plan Alignment (if applicable)</b>	<b>Action Title</b>	<b>Action Description</b>	<b>Planned ESSER III Funded Expenditures</b>
LCAP Goal 1, Action 5: Supplemental Interventions and Supports	2.9 Supplemental online resources and assessments	Implement online learning tools, online software resources, and online diagnostic assessments. ESSER Funds will be used to provide supplemental online resources to accelerate learning.	\$3,300,000
LCAP Goal 1, Action 8: Facilities Maintenance	2.10 Classified staffing supports	Provide additional compensation for classified staff for COVID cleaning, food service needs, technology and IMC support, transportation and clerical COVID related support to respond to the impacts of lost learning.	\$720,350
N/A	2.11 School Operations	Provide supplemental administrative staff at elementary, middle, and high school levels to augment existing administrative staff. This will result in increased capacity to manage the increased pandemic complexities of school operations and communications. Providing retention bonuses for staff to retained highly qualified staff and address the shortage of staff due to the ongoing impact of COVID-19.	\$7,530,000
LCAP Goal 1, Action 5: Supplemental Interventions and Supports and Expanded Learning Opportunity Strategy	2.12 Credit recovery and on-track paths to graduation	Provide additional sections for credit recovery at the secondary level, including sections before and after-school to help students meet graduation requirements. Additional sections of coursework provided to students	\$1,250,000
N/A	2.13 Digital Academy	Implement digital academy to provide families an opportunity for virtual/remote learning and independent study options. This will mitigate the spread of COVID-19 and address learning loss. Staffing and additional time for Digital Academy master schedule sections. Staffing and as needed contracted services.	\$2,160,000
N/A	2.14 STEAM Instructional Coach and Materials	In order to provide supplemental opportunities in STEAM, provide 1.0 FTE Instructional Coach and materials to support STEAM Projects district-wide. ESSER funds will be used to provide hands-on learning experiences in STEAM.	\$1,012,480
N/A	2.15 Program Implementation and Continuity of Services	Provide additional administrative staff and support staff to oversee implementation of ESSER III Expenditure Plan actions. This would include additional Program and	\$680,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		Business Services staff to assist with following federal grant guidelines when implementing ESSER III Expenditure Plan Actions.	
LCAP Goal 1, Action 3: Professional Development Opportunities	2.16 Capacity Building and Staff Training	ESSER funds will be used to provide professional development to increase instructional quality and advance equity.	\$2,000,000

## 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

\$1,000,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
NA	3.1 Nutrition Services	Due to ongoing supply shortages and delivery delays for food, nutrition services staff will work with alternative vendors when needed to ensure we are able to provide healthy meals to all Lodi Unified students.	\$1,000,000

## Ensuring Interventions are Addressing Student Needs

The LEA is required to ensure its interventions will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students most impacted by the COVID–19 pandemic. The following is the LEA’s plan for ensuring that the actions and



expenditures in the plan are addressing the identified academic, social, emotional, and mental health needs of its students, and particularly those students most impacted by the COVID–19 pandemic.

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
2.16 Capacity Building and Staff Training	Local assessments and annual state assessments will be monitored for achievement of students at or above grade level standards for ELA and Math.	Quarterly and Annually
1.1 HVAC improvements, 1.2 COVID-19 front office improvements at schools, 1.3 Improvements to hard surface flooring, 1.5 Outdoor learning spaces	Facilities and Maintenance & Operations Departments will progress monitor to the extent to which actions are implemented.	Semi-annually and annually
1.4 COVID testing	Testing data is maintained in the vendor provided reporting site which records COVID vaccination verifications and weekly COVID testing results of those not vaccinated.	On-going weekly testing
2.1 Summer learning	Student participation and recruitment will be monitored which will be based on gaps in student growth measures and distance from proficiency at grade level standards. At secondary level, graduation rate will be monitored to ensure we are reaching LCAP Graduation Rate goals.	Annual
2.2 Community Learning Hubs	Student participation and recruitment in Community Learning Hubs will be monitored which will be based on gaps in student growth measures and distance from proficiency at grade level standards.	Quarterly and Annual
2.3 Social-Emotional Learning (SEL) support services	School Climate Survey: Data is collected to gauge student and staff self assessments on school culture, climate, safety, barriers and opportunities to personal and academic growth. The data will be monitored and compared for year to year improvement.	Annual

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
2.4 Update Math Curriculum	Annual state assessments will be monitored for achievement of students at or above grade level standards for Math.	Annual
2.5 Tutoring supports	Student participation and recruitment in afterschool tutoring will be monitored which will be based on gaps in student growth measures and distance from proficiency at grade level standards.	Quarterly and Annual
2.6 Technology refresh and upgrades	The district's Information Technology Department maintains, repairs and acquires district networks and devices and maintains a technology refresh cycle for equipment. Personal devices such as Chromebooks or wireless hotspots are inventoried, tagged and scanned out to users. Network applications allows for the on-going maintenance of devices with software updates as well as location identification.	Annual equipment refresh review and ongoing monitoring
2.7 Intervention teachers	Intervention teachers are supervised by site administrators as part of the instructional staff. Intervention teachers will support students who are identified by formative and summative assessment data as having fallen behind in learning based upon grade level standards. Progress monitoring will occur in benchmark, publisher based, and diagnostic assessments.	Quarterly, tri-annual, bi-annual and annually
2.8 Para-educator additional classroom support	Para-educators are supervised by site administrators as part of the instructional staff. Para-educators will support students who are identified by formative and summative assessment data as having fallen behind in learning based upon grade level standards. Progress monitoring will occur in benchmark, publisher based, and diagnostic assessments.	Quarterly, tri-annual, bi-annual and annually
2.9 Supplemental online resources and assessments	Annual state assessments will be monitored for achievement of students at or above grade level	Quarterly and Annually

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
	standards for ELA and Math. Student engagement with various online resources will also be monitored to identify district-wide use.	
2.10 Classified staff supports	Maintenance and Operations Department data will be monitored to ensure cleanliness of school sites. Additional COVID-19 safety and cleanliness measures will be monitored.	Quarterly and Annually.
2.11 School Operations	Annual state assessments will be monitored for achievement of students at or above grade level standards for ELA and Math.	Quarterly and Annually
2.12 Credit Recovery	LCAP Graduation Rate progress will be monitored to ensure we are making adequate progress towards goals.	Annually
2.13 Digital Academy	Annual state assessments will be monitored for achievement of students at or above grade level standards for ELA and Math.	Annually
2.14 STEAM Instructional Coach	Instructional coaches are supervised by the professional development coordinator. Increased STEAM integration would be an indicator of program improvement. Also, more rigorous multidimensional programming with more STEM along-side traditionally siloed subjects would be evidence of advancement. The STEAM coach would support teachers to integrate and facilitate STEM experiences for students. Progress monitoring will occur by analyzing new implementations and examining authentic assessment artifacts as produced by classrooms.	Annual
2.15 Program Implementation and Continuity of Services	Program requirements and guidelines will be met alongside the funding of expenditures related to program implementation in a timely manner to ensure proper resource allocation to meet the needs of students and staff working to protect the health of students and respond to learning loss as a result of the pandemic.	Quarterly and Annually

<b>Action Title(s)</b>	<b>How Progress will be Monitored</b>	<b>Frequency of Progress Monitoring</b>
3.1 Nutrition Services	Nutrition services data will be reviewed to review percentage of students participating in school meal program.	Quarterly and Annually

# 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.).

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