

## ESSER III Expenditure Plan (Updated 6/30/24)

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 the 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
ELO Plan/In-Person Instruction Plan	LCOE Main - 1152 South Main Street, Lakeport, CA 95453 or at <a href="https://www.lakecoe.org/ELOPlan">https://www.lakecoe.org/ELOPlan</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

\$257,744

Plan Section	Total Planned ESSER III Expenditures
Strategies for Continuous and Safe In-Person Learning	\$111,200
Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)	\$51,549
Use of Any Remaining Funds	\$94,995

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

\$257,744

## 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 use of these funds are directed towards a county-wide approach to sustained mental-health services and COVID -19 mitigation strategies. These goals are aligned with the approved Extended Learning Opportunities (ELO) and In-Person Instruction Plan (IPI) that was adopted in June of 2021. These goals and the use of future ESSER III funds were discussed in the community engagement meetings at Hance Community School and Clearlake Creativity School in May of 2021. These expenditures and priorities were discussed with the preliminary allocations at the center of our discussion in terms of prioritizing student mental health as our number one priority. This goal will improve student mental health, which will decrease the anxiety of students returning to school after COVID - 19, increasing attendance and allowing schools a more robust opportunity to adequately address student learning loss.

Stakeholder groups for both Hance and CCS were assembled. At CCS, the site administration met with the CCS School Site Council and presented the plan ideas. CCS does not have a large percentage (4%) of EL students to require an ELAC or DELAC, but parents of English Learners were included in the review of the LCAP through the School Site Council. The plan was shared with

students via site council as well. In addition, the plan ideas were shared with both the classified and certificated staff for input and direction. CCS has a single principal for the school. The principal is the leader of the school site council, which served as the Parent Advisory Council for the 2020-21 school year.

At Hance School, the plan ideas were shared with the Hance advisory group made of community agencies that serve as the stakeholders for the school. This includes behavioral health, probation, and Healthy Start. The Hance Advisory Group served as the Parent Advisory Council for Hance school. This model has been used in recent years as these representatives are consistent from year to year, where the Hance parents are often only involved for a few months. This plan was shared with the students enrolled at Hance during the spring semester. The students' guardians were invited to give input on the plan and process. There was not a full-time principal at Hance School. Instead, a Senior Director is the acting principal and was involved in all advisory meetings that developed this plan for LCOE schools.

The Lake County Office of Education stakeholder groups include:

Classified staff - meet and confer, non-union group

Certificated staff - meet and confer, non-union group

Administration - principal at CCS and Senior Director at Hance

Parents - informally through conversations at school and zoom events

School Site Council - in place of organized parent meetings during COVID.

Community agencies include: Lake County Probation, Lake County Sheriff's Department, Lake County Mental Health, and Healthy Start.

In addition, administration from school sites takes the opportunity to glean information from parents and students during informal conversations before and after school and various parent events. An example of that was the positive feedback returned by CCS parents when they returned to school to find a completely renovated playground area, resulting from prior years' comments from parents.

LCOE School articulates with the local Native American tribal groups via Lori Labrie, an LCOE Learning Support Specialist who articulates with all local districts on tribal relations and student engagement. In addition, Ms. Labrie is a member of the American Indian Education Oversight Committee through the California Department of Education. As of July 1, 2022 Ms. Angie DeMaria transitioned into the role to continue the work that Ms. Labrie had facilitated, as Ms. Labrie retired.

At this time LCOE is not aware of any Civil Rights Organizations or Advocacy Groups that operate out of Lake County.

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

Community groups at both school sites were in agreement that student mental health was the top priority as school returned for the 21/22 school year. Both groups were also very pleased that through our COVID-19 mitigation plan we were able to help prevent increased COVID-19 cases within the school sites. With that, both community groups wanted the focused application of ESSR 3 funds to be student mental health and continued COVID-19 mitigation strategies throughout the 21/22 school year.

## 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

\$111,200

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
N/A	<b><i>Clinical Services Supervisor</i></b>	A Clinical Services Supervisor will supervise a team of Clinical Services Providers that are funded through the Mental Health Student Services Act. This team will be deployed to all Lake County School Districts and LCOE schools via a systematic approach to providing effective Clinical Services to the students of Lake County. This position will coordinate efforts, as well as supervise, schedule, and monitor the Clinical Services Providers (3.0 FTE). In addition, it will provide operational costs to include supplies, equipment, and mileage.	<u>2021/2022</u> <b>\$9,078</b> <u>2022/2023</u> <b>\$5,454</b> <u>2023/2024</u> <b>\$20,786</b>

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
N/A	<b>Director of Emergency Preparation and Special Projects</b>	A 10% contribution to the salary of the Director of Emergency Preparation and Special Projects for all of the work towards COVID planning and communication.	<u>2021/2022</u> <b>\$0</b> <u>2022/2023</u> <b>\$19,354</b> <u>2023/2024</u> <b>\$21,530</b>
Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
N/A	<b>Additional Custodial and Maintenance Services at school sites</b>	<p>Additional custodial and maintenance personnel to address 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.</p> <p>In addition, it will provide operational costs to include supplies and materials for cleaning and sanitation. For the 2023/2024 year the personnel are time sheeted estimated projection of work for custodial and maintenance hours spent on the sustainable preventative sanitation measures from current staff, as recruitment of additional human capital is limited.</p>	<u>2021/2022</u> <b>\$0</b> <u>2022/2023</u> <b>\$7,301 personnel</b> <u>2023/2024</u> <b>\$10,586 supplies</b> <b>\$13,057 personnel</b> <u>2024/2025</u> <b>\$3,247 personnel</b> <b>\$807 supplies</b>

# 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**

\$51,549

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
N/A	<b>Clinical Services Supervisor</b>	The Mental Health Coordinator will have scheduled days of operations throughout the summer. This will ensure coordination of clinical services through the summer, including the Extended School Year(ESY) programs in the districts of Lake County. Clinical services will allow students to continue to work towards their social-emotional goals. Continued social-emotional development will help the students stay enrolled in ESY, which will help address the academic impact of lost instructional time and help better prepare students for learning in the upcoming school year.	<u>2021/2022</u> <b>\$4,008</b> <u>2022/2023</u> <b>\$554</b>  <u>2023/2024</u> <b>\$3,376</b>
Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP	<b>Summer School (ESY) Offset at CCS</b>	ESY Services at CCS to help to address learning loss.	<u>2021/2022</u> <b>\$4,666</b> <u>2022/2023</u> <b>\$10,825</b> <u>2023/2024</u> <b>\$25,992</b>
Plan Alignment	Action Title	Action Description	Planned ESSER III

(if applicable)			Funded Expenditures
N/A	<b>School Site CCS/Hance Professional Development</b>	Professional development opportunities for CCS and Hance staff to better meet the academic and social emotional needs of students.  AVID – Attendance at Summer Institute  CHARACTER STRONG – to build the social emotional support and structures for all students at CCS and Hance. Professional development workshop in summer prior to start of school.	<u>2024/2025</u> <b>\$2,128</b>

## 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

\$94,995
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Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
N/A	<b>Flexible Learning Environments</b>	The pandemic illustrated the need for flexible learning environments in which students may engage in educational activities in safe, open areas. To create these multi-use educational spaces, ESSER III funds will be allocated to establish outdoor learning areas to conduct classes. Examples include: upgrade to outdoor seating, greenhouse upgrade for classrooms, basketball court upgrade, outdoor health lab, flexible seating,	<u>2023/2024</u> <b>\$29,714</b>

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
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N/A	<b>Tribal Awareness Sensitivity Training</b>	<p>Actions are to promote and improve a sense of belonging and acceptance of the members of our native community.</p> <p>Supplies for tribal meetings from October 2023-September 2024 to show gratitude and solicit input on the current needs of the students from the tribes.</p> <p>Host tribal awareness sensitivity training for LCOE staff.</p>	<p><b><u>2023/2024</u></b></p> <p><b>\$0 – Actions were provided at no cost</b></p>
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<b>Plan Alignment (if applicable)</b>	<b>Action Title</b>	<b>Action Description</b>	<b>Planned ESSER III Funded Expenditures</b>
N/A	<b>Enhanced Career and Life Skill Development</b>	<p>The pandemic significantly limited hands-on experiences for students. The ESSER III funds allocated in this action will support the development of innovative, interactive educational experiences, career-exploration opportunities, and collaborative problem-solving activities designed to address each student's unique needs and interests and learning path that they have chosen.</p> <p><u>Community Engagement</u> – to provide resources to advertise upcoming events like a student learning exhibitions, outing for a class at Hance or Creativity School to learn more about a particular sector of the community and to improve the sense of belonging and connectedness to the community in which the students/staff are living.</p>	<p><b><u>2023/2024</u></b></p> <p><b>Enhanced Career and Life Skills Development</b></p> <p><b>\$10,992</b></p> <p><b>Community Engagement</b></p> <p><b>\$ - No direct costs</b></p>
<b>Plan Alignment (if applicable)</b>	<b>Action Title</b>	<b>Action Description</b>	<b>Planned ESSER III Funded Expenditures</b>
N/A	<b>Professional Development</b>	Professional development opportunities for staff to better meet the academic and social emotional needs of	<b><u>2023/2024</u></b>



		<p>students.</p> <p>AVID –training, offer comprehensive supports and increase accountability to ensure the fidelity of the program and increase student achievement by closing the gap. Instructional strategies and use of those strategies to support students with their academic learning – trainings, conferences, 1:1 coaching</p> <p>BE GLAD – Instructional strategies for the Multilingual Learner to better access the core curriculum and to connect with the material in a meaningful way - online trainings for Pk-12 teachers within LCOE</p> <p>CHARACTER STRONG – to build the social emotional support and structures for all students that LCOE supports. This particular curriculum is partially supported by the CALHOPE grant – the ESSER III funds will be specific to ongoing CoP, Specific training needs based on student feedback, Implementation of Tier 2</p>	<p><b>\$14,631</b></p> <p><b><u>2024/2025</u></b></p> <p><b>\$30,300</b></p>
<b>Plan Alignment (if applicable)</b>	<b>Action Title</b>	<b>Action Description</b>	<b>Planned ESSER III Funded Expenditures</b>
N/A	<b>Chromebooks/Chromebook Carts</b>	Replacement of Chromebooks as the increase use over the past two years have significantly impacted the rate of needing to replace devices for students (total of 50)	<p><b><u>2023/2024</u></b></p> <p><b>\$9,358</b></p>

## 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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Ongoing Monitoring	Review of Clinical Service Provider Schedules, MediCal Billing Reports, and School District Survey on effectiveness and implementation of the Clinical Services Providers into the districts.	Twice yearly, January and July.
Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
Flexible Learning Environments	Progress in this action will be measured by: Number of outdoor learning spaces available to students, Purchase orders for upgrade to facilities and enhancements of learning spaces within the facilities.	Annually
Community Engagement	Number of parent and students at events, community outreach flyers, etc	Annually
Professional Learning	Progress in this action will be measured by: Number of trainings attended, % of implementation of new strategies, % of staff trained in systems.	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 ESSER III Expenditure Plan template and instructions, please contact [LCFF@cde.ca.gov](mailto:LCFF@cde.ca.gov). For all other questions related to ESSER III, 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.).

