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
San Leandro Unified School District 2021-2024 Local Control Accountability Plan (LCAP)	The San Leandro Unified School District 2021-2024 Local Control Accountability Plan (LCAP) is available at the district website: https://www.slusd.us/slusd/lcap-lcff-state-plans/slusd-2021-local-control-accountability-plan-lcap/

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

$10,946,474

Plan Section	Total Planned ESSER III
Strategies for Continuous and Safe In-Person Learning	$7,242,438
Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)	$2,367,450
Use of Any Remaining Funds	$1,336,586

Total ESSER III funds included in this plan

$10,946,474

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.

Due to the pandemic-related school facility closures, the San Leandro Unified School District took the opportunity to broaden the scope of staff and community engagement that was made possible through virtual meeting formats. The ease of attending virtual meetings rendered a much higher degree of participation from all stakeholder groups. To make all meetings accessible to the community and build parent leadership capacity, the District developed easy-to-digest training materials on school funding, the LCAP/Federal Funding process, and our district needs/goals in English, Spanish, and Chinese.

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

The District this year shifted to a school site-based meeting structure for family engagement, which optimized the relationship between site administration and their direct constituents. San Leandro Unified held 27 meetings over the course of February 2021-March 2021 to engage families in the LCAP input process as all school sites hosted at least one morning and one evening event specifically targeted to LCAP feedback and development. Participants were made aware that their needs assessment and recommendations would inform both LCAP funding plans and Federal funding plans (ESSER, Titles). Over 320 participants provided feedback in either English, Spanish or Chinese which greatly assisted in connecting the community to planning over this new virtual format. All of the feedback was analyzed to inform plan development across all grade bands and school sites. Information regarding the LCFF and the LCAP and Federal funds was also made available to the community via the district's website with an open input form that allowed for the community to provide input on strengths and weaknesses in an online format if they were unable to attend a community forum.

The site-based community forums brought forth 64 pages of needs and insights that rendered the key themes summarized below. Teams of administrators translated, summarized, coded, and reviewed this feedback to build overarching themes that could be more easily presented and digested. Those themes were brought to the parent and staff leadership committees, alongside student achievement data and CHKS data summaries, to strengthen and focus the targets for LCAP and Federal plan goals and actions. It is important to note alongside this work, our staff engaged in a year-long, ongoing cycle of inquiry related to school facility closures and our district's pandemic response that also rendered over 2,000 individual responses from our community related to improving district services during and beyond this exceptional year. Furthermore, the district was engaged in a new three-year strategic planning cycle alongside developing these plans, which has brought forth a tightly aligned LCAP, ESSER, and Strategic Action Plan that is highly responsive to the quickly changing needs of the community during this dynamic time in public education.

The 3 focus areas summarized from the feedback received from these meetings within the DELAC and Employee Leadership group and through consultation with our PAC (representing Title I students, Foster Youth, Special Education, and ELs) are:

1) Increased supplemental instruction and support through expanded learning (after instructional day, weekends, and summer), expansion of 1:1 tutoring/mentorship programs, and professional development for all staff to build capacity and to outreach to families about services and student progress.

2) Expansion of integrated intervention services with the hiring of intervention support staff, expanded credit recovery programs to high school students in order to increase student academic achievement and support student socio-emotional learning and wellness.

3) Multifaceted efforts to foster multilingualism while specifically supporting English Language Learners to gain proficiency in English via more paraeducator support, family engagement in the process (from identification to reclassification and monitoring), and support structures (smaller cohorts) for English Language Learners.

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

$7,242,438

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
Strategic Plan/LCAP Goal 1.31	6-12 Community Student Outreach Personnel/Parent Facilitators	Secondary Parent Engagement and Resource Connector Support Staff Hire 4 parent engagement and resource connector support staff for secondary schools that will provide and support parent engagement events and outreach efforts to connect families and students to resources. They will design and implement inter-school meetings and events for students transitioning from elementary to middle, and middle to high schools to ensure inter-school programming and reciprocal relationships occur between staff and families with focused attention to students who are English Learners, Low Income, Foster youth, and/or unhoused or unaccompanied minors.	$200,000
	COVID Risk Management Personnel and Sytems	Personnel and support systems to manage contact tracing, COVID protocols, facilitate testing and vaccination access	$237,038

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
Strategic Plan/LCAP Goal 1.25	TK-5 Intervention Specialists	Enhance implementation of our Multi-tiered Integrated Intervention Support System Intervention Specialists will support the implementation of the Multi-tiered Integrated Support System (MIISS) by conducting assessments and evaluating the data to provide direct academic (math and English Language Arts/Spanish Language Arts) and behavioral intervention services to TK-5 students during the school day and before or after school with focused attention to students who are English Learners, Low Income, Foster youth and/or unhoused or unaccompanied minors. Intervention Specialists will play an active role in facilitating and supporting the SST/COST/504 meetings and programs. Intervention Specialists will update, with stakeholder teams, Multi-tiered Integrated Intervention Support System maps and resources to ensure alignment with SLUSD strategic plan and vision. Provide professional development and collaboration to teachers to improve Tier 1 instruction and intervention.	$2,066,400
Strategic Plan/LCAP Goal 1.28	Secondary Intervention Counselors	Secondary Intervention Counselors: Hire intervention secondary counselors to support and provide intervention programs and outreach to students and families. Focus on academic and behavioral intervention services and Multi-tiered Integrated Support System (MIISS) implementation with focused attention to students who are English Learners, Low Income, Foster youth and/or unhoused or unaccompanied minors.These counselors will play an active role in facilitating and supporting coordination and objectives of SST/COST/504 meetings and programs.	$1,513,200

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
Strategic Plan/LCAP Goal 1.4	Technology Education Consulantants (Peer to Peer support)	Provide professional learning and collaboration for teachers and staff in consistent integration of instructional technology. Train and deploy teacher-leaders to support colleagues in use of instructional technology and blended learning platforms to support cross-curricular instruction that supports Project Based Learning (PBL).	$150,000
Strategic Plan/LCAP Goal 1.19	Enhanced Summer School (in-person)	Expand summer school program to provide academic support and enrichments for TK-12 students with focused attention to students who are English Learners, Low Income, Foster youth and/or unhoused or unaccompanied minors.	$1,037,425
Strategic Plan/LCAP Goal 5.15	Information Data Specialist	Support staff to adopt, understand and effectively use technology platforms and provide data to inform in person instructional support programs, with focus on providing timely data to help monitor progress and needs of students who are English Learners, Low income and Foster Youth.	$100,000
Strategic Plan/LCAP Goal 1.23	Outdoor education	Provide outdoor education learning camps for all 5th graders	$250,000
	Art classroom supplies	Classroom materials to foster arts-integrated lessons for SEL for in person learning	$25,000
	Playground conflict resolution, SEL, community building support	Contracts to support staff on campus before, after school, recess, lunch to teach conflict resolution, support community building, and SEL practices amongst students in person at elementary schools	$240,000
Strategic Plan/LCAP Goal 1.34	Professional Development Coordination and Math	Staff to provide professional development and collaboration to TK-12 teachers and staff on anti-	$192,938

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
	Intervention Coordination Staff	racist and culturally and linguistically responsive teaching practices, arts-integrated methodology, and Universal Design for Learning with focused attention to students who are English Learners, Low Income, Foster youth , historically marginalized communities and/or unhoused or unaccompanied minors.	

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
$2,367,450

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
Strategic Plan/LCAP Goal 1.19	Expanded Learning Intervention and Enrichment Programs	Expand before/after school programs to provide academic support and enrichment for TK-12 students with focused attention to students who are English Learners, Low Income, Foster youth and/or unhoused or unaccompanied minors.	$2,367,450

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
$1,336,586

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
	Independent Study Teachers	Teachers to provide independent study for students TK-12 who cannot attend in-person due to health reasons, per AB 130.	$1,336,586

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
Monitoring actions to address learning loss/interruption	The effectiveness of the services and supports provided to address learning loss will be measured by the ongoing formative and summative assessments. We will administer STAR Reading and Math Assessments three times a year and will offer academic interventions in the critical areas of Reading and Mathematics as an accelerated learning approach to support all subject areas. Elementary schools will have access to early literacy program coordinators and intervention curriculum such as Leveled Literacy Intervention (LLI) digital curriculum and Sonday Systems. Collaboration and professional	Quarterly or as needed as indicated in the description.

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
	development time will be provided to teachers to assess student progress and adjust as needed. Additionally, ongoing teacher-based formative assessment and analysis of individual student work and completion of courses will provide evidence that any learning loss a student may have experienced has been or is being addressed This individualized approach to instruction is a foundation of alternative education programs and is designed to support student completion of high school requirements, leading to graduation and a successful transition to college and career, with the necessary academic content knowledge and skills. Monitoring our students' mental health wellness and their access to services is key as well ot ensure there are no socio-emotional, mental health barriers to accessing academic intervention. To this end, we will use the systems outlined in the next action item, related to COST. Each school site has a Coordination of Services Team (COST) that consists of teachers, principals, counselors, parent facilitators, and resource specialists. This highly skilled team meets at least twice a month to triage service referrals and connect students and families to counseling and other health and wellness services. In addition, this team assesses the overall health and wellness needs of the learning community in order to adapt and differentiate tiered services and supports to meet the needs of the community at large. SLUSD ensured that each school site has at least one mental health counselor, as well as, communicating across	

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
	schools the health and wellness resources offered by the Family Resource Center and The Native American Health Clinic located at the Barbara Lee Center. In addition to creating a district-wide socioemotional learning (SEL) committee, we are working with other districts and county offices to build collective capacity to implement transformative SEL through shared resources, tools, and strategies within Communities of Practice (CoP). We are currently in negotiations with other Community-Based Organizations (CBOs) that will develop and build collective efficacy in addressing unique social-emotional, health, and wellness needs related to COVID-19 and look forward to using their assessment tools as necessary for the betterment of our services.	
Monitoring actions to support a safe return to in person instruction and continuity of learning	To support a safe in-person return for ALL students and set high expectations for attendance and engagement, SLUSD will implement a tiered re-engagement plan focused on supporting students who are absent for three (3) days during a week or 60% of the instructional week and more importantly, to prevent this pattern of absences for any students. TIER 1: Initiate Communication with Families/Students: Early Re-Engagement for ALL students (3 absences-5 absences) • Daily attendance collected by the teacher of record and submitted to the administration • Daily outreach to verify absence by site office staff: Attendance Clerk,	Monthly or as needed as indicated in the description.

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
	parent facilitator, or support staff member. Outreach attempts to be recorded in "attendance notes" • Attendance and office staff will have 5 days to edit and verify attendance Interventions will be: • School-wide implementation of PBIS, SEL, and Family Engagement programs • Clear attendance expectations communicated to parents/caregivers by school staff • Weekly contact/outreach made by teachers, staff, and administrators via email, parent square, announcements on the class website and site website • Autodialer start: 4:00 pm daily • School staff will verify correct contact information, update with new information • Third unexcused absence generates 1st chronic absenteeism letter • Attendance reviewed by site team weekly TIER 2: Initiate Re-Engagement with Families/Students (5-7 all absences) and for all students who miss 60% of the instructional week • Outreach from the classroom teacher and school site staff to families for students who miss multiple days from school.	

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
	• School site staff outreach to families who are developing a pattern of missing Distance Learning instruction. • Notes in the intervention tab, or attendance notes, should be recorded with each attempt. Any communication should lead with the the goal, be observation-based and supportive in nature. • Referral of student to site Coordination of Services Team (COST) for attendance support based on needs and challenges communicated by family. Implement MIISS Behavioral Interventions • Referral to school Nurse, FRC or NAHC • Referral to CareSolace • SART Letter and 2nd Absenteeism letter sent • Site team reviews monthly attendance reports generated by Aeries Analytics and sends summary to Prevention Intervention Department TIER 3: Initiate Re-Engagement Interventions (7-10 Absences) • Coordination of Services Team to strategize support for students and family. • Outreach to the family by site Program Coordinator or Attendance, Parent Facilitator, administrator, school counselor, or other support staff. • Provide students and family with direct support or referrals to resources to	

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
	support challenges and eliminate barriers 3rd truancy letter generated • Referral to Student Attendance Review Board for truancy support (SARB) • Virtual meetings with the site Student Support Team with student and family Home visit • Follow up on referrals to Native American Health Center and Family Resource Center and/or refer to outside community based organizations for additional wrap-around supports	

ESSER III Expenditure Plan Instructions

Introduction

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

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

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

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

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

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

Fiscal Requirements

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

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

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

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

Other LEA Plans Referenced in this Plan

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

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

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

Summary of Expenditures

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

Instructions

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

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

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

Community Engagement

Purpose and Requirements

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

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

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

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

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

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

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

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

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

Instructions

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

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

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

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

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

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

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

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

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

Planned Actions and Expenditures

Purpose and Requirements

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

Instructions

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

Strategies for Continuous and Safe In-Person Learning

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

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

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

Addressing the Impact of Lost Instructional Time

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

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

Use of Any Remaining Funds

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

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

Ensuring Interventions are Addressing Student Needs

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

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

Complete the table as follows:

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

California Department of Education

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