



## ESSER III Expenditure Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Susanville School District	Jason Waddell Superintendent	jwaddell@susanvillesd.org (530) 257-8200

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

For more information please see the Instructions.

### Other LEA Plans Referenced in this Plan

Plan Title	Where the Plan May Be Accessed
Expanded Learning Opportunities Grant Plan	SSD District Office (109 South Gilman St. Susanville, CA 96130)
Local Control Accountability Plan	<a href="https://www.susanvillesd.org/documents/local-control/SSD-LCAP-Bundle-9-29-21.pdf">https://www.susanvillesd.org/documents/local-control/SSD-LCAP-Bundle-9-29-21.pdf</a>
McKinley School Site Plan	McKinley School Office (2005 Fourth Street Susanville, CA 96130)

## 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

\$2,743,390

Plan Section	Total Planned ESSER III
Strategies for Continuous and Safe In-Person Learning	699,890.00
Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)	998,500.00
Use of Any Remaining Funds	1,045,000.00

### Total ESSER III funds included in this plan

\$2,743,390

## 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 Susanville School District has enjoyed a strong, multi-faceted approach to stakeholder engagement since the inception of Local Control and the Local Control Accountability Plan. As the pandemic hit, the district has had to revisit its processes for stakeholder engagement.

California Public Health Guidelines for "in-person" meetings changed how the district involved stakeholders in most areas. School Site Councils, LCAP Committee Meetings, Bargaining table discussions and PAC meetings with our EL, Foster and Title VI parents were shifted to a virtual format until such time as we were able to shift back to in-person meetings. The district utilized social media, school websites, apps and surveys to interact with stakeholders on a regular basis.

Board of Trustees meetings provided the public with access to dialogue surrounding the district budget, plans for school improvement and the overall implementation of the educational program (including uses for the ESSER funds) for the district. The District's LCAP and Budget were presented at a Public Hearing on 6/16/21 and the final approval of the two items was made on 6/23/21. Several items related to staff development and clarity on the instructional program were modified or enhanced due to the conversations shared by community members at the public hearing. On 8/18/21, the Chief Business Official provided an update to the budget based on the final adoption of the state budget and several parents attended the meeting with questions about the instructional program at the schools and how it would be affected by COVID safety measures. District administration engaged with tribal members on several occasions and shares dialogue with the Indian Education Department through monthly meetings- the most recent being held on 8/5/21. The District Superintendent is a member of the Executive Advisory Council (EAC) for Lassen County Foster Youth Services. Through this council, district administration is able to share ideas and learn about measures to improve Foster Youth access in the schools. The most recent EAC meeting was held on 9/29/21. School and District leaders regularly attend the DELAC meetings and share information about our EL students and programs designed for their unique needs. As a member of the SELPA, the district regularly attends regional Special Education meetings and solicits input from our parents who have students with disabilities. The SELPA met most recently on 10/12/21.

In addition to meetings with the above groups, SSD regularly meets with staff to gather feedback that supports/influences the multiple plans created to support district instructional goals. Teacher and administrative leaders meet monthly to dialogue about plans, initiatives and changes in state for federal mandates. This leadership team met on 9/8/21 and 10/13/21. The recent meeting focused primarily on staff development efforts for the next several years that tie-in directly with our ESSER III Plan. In addition to the leadership meetings, district administration also routinely meets with both classified and certificated bargaining unit teams throughout the school year. District and school plans are a primary focus as they impact the instructional day for our staff and the work they do. Finally, all staff, parents and students participate in the CA Healthy Kids Survey each fall. Results from the survey help guide school leaders to implement programs appropriate to student and staff needs. The ESSER III Expenditure Plan was presented to the Board of Trustees and stakeholders on 10/20/21. It was approved by a vote of 3-0 with two members absent.

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

Staff development needs to continue to be a primary focus and our work with WestEd Consulting will need to continue for several years. (teachers, staff, Parent advisory groups, Board of Trustees)

ELD Curriculum (Language Arts) staff development work with staff through our EL Program Coordinator/Teacher. (DELAC, teachers, staff)

Foster Youth Tutoring access for students at all district schools (Foster Youth Services, teachers, staff, Board of Trustees)

SEL Supports for students at all sites. (Site Councils, LCAP Committee, parents, teachers, staff, Board of Trustees)

Targeted supports for students not currently at grade-level, including extension of school day and tutoring services. (Site Councils, Title VI PAC, teachers, staff)

Through weekly PLCs, careful data analysis and collaboration to provide targeted intervention with a focus on essential standards and instructional practices. (Teachers, staff, administration, Board of Trustees)

Improvements to the school facility that provide increased safety during/after pandemic. (Parents, staff, bargaining units)

Equitable access to Technology (Parents, DELAC, Title VI PAC, Board of Trustees, Foster Youth Services)

## 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

699,890.00

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
N/A	PPE Supplies	SSD will continue to purchase PPE supplies that are necessary for continuous and safe in-person learning.	39,500.00
N/A	Expand Outdoor Classroom/Cafeteria Areas	SSD will continue to create outdoor settings for classroom instruction, cafeteria/dining, and physical education.	250,000.00

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
N/A	Air filtration supplies/systems	SSD will upgrade HVAC systems and purchase filters for air purifiers.	100,000.00
N/A	Expand custodial hours	SSD will temporarily expand custodial hours to help mitigate the impact of COVID in our classrooms and at our sites.	193,140.00
N/A	Expand Nursing services	SSE will temporarily expand nursing services to help mitigate the impact of COVID in our classrooms and at our sites.	117,250.00

## Addressing the Impact of Lost Instructional Time

A description of how the LEA will use funds to address the academic impact of lost instructional time.

### Total ESSER III funds being used to address the academic impact of lost instructional time

998,500.00

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
ELO Plan Action 1, LCAP Plan Goal 2, Action 4	Extending Instructional learning time	SSD increased the total number of instructional minutes across all grade levels in the district in order to support student needs related to the impact of lost instructional time. Staff will focus on helping students reach grade level equivalent on standardized test measurements.	255,000.00
LCAP Plan Goal 2, Action 6	Summer Expanded Learning Program	In cooperation with the Lassen County Office of Education's After School Program, the district will offer a summer learning program designed to help students who are achieving below grade level. This four week program will be offered to those students that might have fallen behind due to the closure of schools in the spring of 2020. Staff will identify students and provide invitations to the program which will give students more time in the classroom to work	130,000.00

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		on foundational skills necessary to exceed in higher grade levels.	
McKinley SPSA Goal 1, Activity 2	Extended Learning Program-McK	Chronically absent students will attend the Extended Learning Program (ELP) to receive instruction from days absent. Staff will utilize this "make-up" time to keep students from falling further behind and to provide missed instruction that occurred during student absences.	60,000.00
N/A	Extended Day for Native American students	Increased hours for our Title VI Liaison/Tutor will be continued to support after school tutoring for Native American students at our school sites.	20,000.00
LCAP Plan Goal 2, Action 1	Extended Day for English Learner students	Increased hours for EL Teacher and Instructional Aides to provide after-school tutoring support for our English Learners at our school sites.	40,000.00
LCAP Plan Goal 2, Action 4	Extended Learning Program-MV & DV	Extended day program for our 3rd through 8th grade students to support and reinforce instructional strategies in a smaller setting. Students in need of one-on-one tutoring will have access to a certificated staff member.	55,500.00
LCAP Plan Goal 1, Action 2	After school program provided by LCOE	Provide a match to our Kindergarten Extended Day Program to the Lassen County Office of Education.	45,000.00
N/A	Extended Day	Extend hours for computer lab technicians and our library technicians over 3 years to help support our technology literacy needs at the three school sites. With the increased dependence on technology in the classroom and the necessity to access technology through independent study, these resources will be imperative for our students to remain connected in the event of work being done in the extended day and that which will occur through independent study due to quarantines and sickness.	393,000.00

## Use of Any Remaining Funds

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

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

1,045,000.00

<b>Plan Alignment (if applicable)</b>	<b>Action Title</b>	<b>Action Description</b>	<b>Planned ESSER III Funded Expenditures</b>
ELO Plan Action 3, LCAP Plan Goal Actions 1 & 2	Counseling/SEL Services for students	Continue to fund School Counselor services to support students who are impacted by the pandemic and are struggling to connect with the school setting.	300,000.00
LCAP Plan Goal 2, Action 3	Professional Learning Communities Support	Continue to fund consultant, West Ed, to support staff in implementing PLCs, identify teaching objectives, design lessons with proper Depth of Knowledge supports, engage students with curriculum and identify uses of formative assessment that impact the daily flow of instruction in all classrooms. Primary areas of focus will be ELA and Mathematics.	150,000.00
LCAP Plan Goal 2, Action 2	Mathematics Coaching Support for Staff/Students	Continue to provide math coach that will coordinate the instruction of mathematical concepts across the middle school and other schools in the district. Math coach will provide support to staff both through in-person coaching in the classroom as well as during PLC times.	135,000.00
LCAP Plan Goal 2, Action 4	Additional Teaching Staff grades 4-6	Retain additional teaching staff that were added to support student achievement in grade levels adversely impacted by class sizes and instructional support needs. Specific grade levels have identified a need for smaller class size in order to provide more one-on-one support to individual students.	235,000.00
LCAP Plan Goal 2, Action 4	Intervention Teacher at McKinley School	Continue to provide Intervention Specialist at McKinley School to coordinate intervention efforts in English Language Arts. Intervention Specialist will support teachers in identifying learning gaps with individual students and will support efforts to increase overall ELA achievement as measured by local and state testing.	115,000.00
LCAP Plan Goal 2, Action 4	Intervention for 1st/2nd grades with Kindergarten teachers	Continue to provide Kindergarten teacher-led supports in the afternoons for first and second graders to help improve ELA and math scores for our low-income, foster youth, English Learners and homeless students.	110,000.00

# Ensuring Interventions are Addressing Student Needs

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

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
<p>Student Safety Measures for Safe In-Person Learning:</p> <ul style="list-style-type: none"> <li>• PPE Supplies</li> <li>• Expanded Outdoor Classroom/Cafeteria Areas</li> <li>• Improved Air Filtration Systems/Supplies</li> <li>• Expanded Custodial Hours</li> <li>• Expanded Nursing Services</li> </ul>	<p>The desired outcome for these actions will be that SSD will continue to provide a safe, in-person learning environment for our students through supplying the proper protective equipment needed for students and staff. The district will continue to expand our outdoor space to create more areas that allow staff to work with students outside and will continue to work to expand cafeteria areas to the outdoors to create safe spaces for students to eat meals. Improvements in the air filtration systems will be explored and incorporated as allowable by State and Federal guidelines. Filters will be purchased and installed at regular intervals to help improve air quality in our classrooms and work areas. District Administration Team will monitor progress in these areas using student attendance data and COVID rates to measure success.</p> <p>The District will also expand custodial hours at our school sites and increase nurse services as necessary to better support the health needs of our students and staff. District Administration Team will monitor effectiveness of these</p>	<p>School and district administration will meet quarterly to review progress in these areas and will report the the Board of Trustees on a quarterly basis.</p>



Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
	services using attendance rates, COVID rates and a survey with staff.	
Extended Learning Opportunities: <ul style="list-style-type: none"> <li>• Extended Minutes</li> <li>• Extended Day</li> <li>• Expanded Summer Program</li> </ul>	The desired outcome for these actions will be to provide students an opportunity to work individually with an instructor in order to improve skills that were not mastered in the classroom setting during delivery of initial instruction. Teachers and Site administrators will monitor the effectiveness of these efforts during PLC times utilizing student summative assessment data, report cards and graduation rates.	School Site Teams will monitor this intervention at the conclusion of each trimester.
Professional Development	The desired outcome for this action is growth in the effectiveness of the PLC process and improvements in instructional delivery. Student assessment scores, grades and survey results from both staff and students will be used as factors in monthly monitoring of this intervention.	District Leadership Team will monitor this intervention monthly.
Counseling/SEL Services for Students	The desired outcome of this action is to identify and address student mental and emotional health needs. District Administration Team will review student incident reports, suspensions and referrals to the counselor to monitor reductions in need.	District Administration Team will monitor this intervention at the conclusion of each trimester.
Expanded Instructional Supports: <ul style="list-style-type: none"> <li>• Math Coach</li> <li>• Reduction of Class Sizes</li> <li>• Intervention Specialist</li> <li>• Kindergarten Teacher Supports</li> </ul>	The desired outcome for these actions will be to close learning gaps among SSD's students with the most need. The District Administration Team, in conjunction with the Leadership Team will collect and analyze summative assessment data and student report cards for each semester- as compared to all SSD students.	District Leadership Team will monitor this intervention at the conclusion of each trimester.



# 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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