

ESSER III Expenditure Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
San Diego County Office of Education, JCCS and Special Education Schools	Bruce Petersen, Executive Director SS&P	bruce.petersen@sdcoe.net (858) 298-2069

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
2021-24 Local Control and Accountability Plan (LCAP)	https://www.sdcoe.net/about-sdcoe/Documents/2021-24_Local_Control_and_Accountability_Plan_SDCOE.pdf
2021 LCAP Federal Addendum	https://www.sdcoe.net/about-sdcoe/Documents/2021_LCAP_Revised%20Federal_Addendum_SDCOE.pdf
2021 Local Control and Accountability Plan and LCP Annual Update	https://www.sdcoe.net/about-sdcoe/Documents/2021_Local_Control_Accountability_Plan_and_LCP_Annual_Update_SDCOE.pdf
AB 86- Expanded Learning Opportunity Grant Plan (ELO)	https://drive.google.com/file/d/1GeMp5UjHOJl1rrlUDzcPnjKx3aU2RVMX/view?usp=sharing
2021 ESSER III Safe Return to In Person Instruction	https://simbli.eboardsolutions.com/Meetings/Attachment.aspx?S=36030416&AID=143796&MID=6264
SDCOE Safe Schools Reopening Plans	https://covid-19.sdcoe.net/Parent-Resources/SDCOE-School-Reopening-Plans
Special Education Plan Element 1: Graduation Rate	https://docs.google.com/document/d/1zaaG1g40koeQyFRsMsCKL0In0N9eQxXd/edit?usp=sharing&oid=101946464666514342120&rtopf=true&sd=true

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

\$ 12,439,346

Plan Section	Total Planned ESSER III
Strategies for Continuous and Safe In-Person Learning	\$7,683,625
Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)	\$3,576,130
Use of Any Remaining Funds	\$1,179,591

Total ESSER III funds included in this plan

\$ 12,439,346

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.

Parent input was solicited for this plan through several forms. We developed a survey in multiple languages that asked for feedback on the seven categories of the plan and disseminated the link via parent meetings as well as via email. We further utilized monthly regional coffee with the principal meetings to encourage ongoing and strong parent and family input. Parent leaders were provided opportunities for

engagement and comments. All suggestions, thoughts, and ideas were captured in real-time. Juvenile Court and Community Schools (JCCS) leadership was provided with a synthesis of all parent feedback for their review and consideration. Ongoing meetings with additional partners (probation, community college contacts, and community-based organizations) ensured that additional feedback and suggestions were in alignment from multiple perspectives and positions from our broader school community participants.

Teachers and school staff were provided multiple opportunities to contribute to the development of the plan or district priorities (some through community forums). First, a meeting was held with school site and district leaders to review the components of the plan and gather feedback. Both a survey and input document were developed and disseminated to determine prioritization of needs as well as possible programming. Second, school site leaders were provided with the opportunity to share both the survey and input document with their respective staff to garner various perspectives. The development of the plan consisted of a thorough assessment of the data and input gathered by various stakeholders. Aside from parents, teachers, and students, JCCS consulted with SDCOE's Expanded Learning and Community Engagement Department to garner diverse perspectives on possible programming. LCAP community forum data as well as AB 86 survey data were used in the development of this plan. Lastly, ongoing communication regarding the development of the plan was facilitated between JCCS administrative leadership and SDCOE's Strategic Leadership Team.

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

Community input overwhelmingly emphasized the importance of Career Technical Education, Visual and Performing Arts, and dual enrollment opportunities to both engage students and to ensure college and career readiness. Mental health, Social Emotional Learning, and the continued use of Positive Behavior Intervention & Support were of high importance across all groups and was noted as an ongoing area of emphasis and critical for school engagement and continued improvement of school culture. Conversations and survey data did express concerns regarding learning loss, and further parent leader conversations reflected support for reading and mathematics interventions. Individual calls and check-ins by teachers and other school staff were highlighted as an area which helped students and families continue to feel connected, and it was requested that these activities are a part of our ongoing practice. Finally, community input focused on how students and families are struggling with obtaining the essentials (hygiene products, clothing, transportation, etc.) and it was discussed how JCCS could support with basic supplies to ensure that students would feel comfortable attending school.

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

\$7,683,625

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
ESSER III Safe Return to In-Person Instruction and Continuity of Services Plan	Human Capital Modules (HCM)	Building an automated paperless recruiting and time, labor, and substitution (TLS) processes for certificated and classified staff in the HCM system will ensure staff can work efficiently from home or in the office. This will create an on-line and more efficient process for recruitment and TLS for teachers and staff, and eliminate wet signatures, which is part of our current process. It will also allow applicants to submit paperwork through a portal instead of submitting in person, which is required with our current process. This will create an on-line and more efficient process for the recruiting and on-boarding of teachers and staff. These automated processes will eliminate manual processes for continuity of service.	\$3,065,720
2021-24 LCAP Goal 3, Action 2	JCCS Bus Passes	Bus passes/Pronto cards through San Diego's Metro Transit System will be purchased and provided to low-income students to safely transport them to and from school.	\$837,599
ESSER III Safe Return to In-Person Instruction and Continuity of Services Plan	Furniture and equipment under \$5,000	Desks and other equipment necessary for safe distancing in classrooms will be purchased and provided. Sites have a need for additional desks so that students are not sharing desks and can space out for the newly required social distance. Additional furniture will also be needed for additional classrooms to ensure there is adequate spacing as well as a limited number of students in rooms.	\$383,215

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
ESSER III Safe Return to In-Person Instruction and Continuity of Services Plan	Maintenance & Operations	Custodial services, supplies, staffing, air quality equipment, and securing perimeter of sites to control access of individuals who come on campus. Services and equipment needs to meet the requirements and protocols of COVID-19 for distancing, cleaning, additional staffing, health monitoring, health testing, and air quality to ensure safety of staff and students.	\$2,770,097
2021-24 LCAP Goal #4 Action 6; 2021 LCP Annual Update - Additional Actions to Implement the Learning Continuity Plan; Special Education Plan	Mental Health Services	<p>Provide access to mental health services for students and staff. All certificated and classified classroom personnel are committed to creating a positive school culture through a transformational and therapeutic environment that is supportive of the most effective and efficient ways to serve children. All staff have been trained in trauma-sensitive schools, Restorative Practices, and positive behavioral interventions and supports (PBIS). In addition, we have adapted the curriculum from the Collaborative for Academic, Social, and Emotional Learning (CASEL), "a trusted source for knowledge about high-quality, evidence-based social and emotional learning (SEL)." This grant will assist staff by providing further training in strategies to support mental health needs as well as systems of referrals for needs that cannot be met in school.</p> <p>In addition, it will help to fund a licensed mental health therapist who will oversee services for students with disabilities whose IEP indicates mental health services. Mental health therapists will participate in content specific professional learning.</p>	\$626,994

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

\$3,576,130

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
2021-24 LCAP Goal 1, Action 3 2021 LCP Annual Update Pupil Learning Loss Action; ELO Grant	Learning models to meet the variance in student needs	Funding will be used to develop and enhance diverse learning models for students: (Independent Study, AB130 IS support (para educators), Programs for Teen Parents, Foster Youth, Students impacted by homelessness, CTE, VAPA contracts and supplies, dual and concurrent enrollment, college career & student engagement activities and online learning supports) - these models help us to meet the individual needs of our students to ensure rigorous learning and social and emotional development, while meeting standards.	\$ 1,732,793
2021 LCP Annual Update - Additional Actions to Implement the Learning Continuity Plan; ELO Grant; ESSER III Safe Return to In-Person Instruction and Continuity of Services Plan;	Mental & Physical Health Support and Social Emotional Support	Professional learning to support school staff with strategies to engage students and families dealing with a range of mental health needs (grief/loss, motivation, coping skills, suicide risk, and anxiety/depression) will be provided. In addition, referrals/contract with providers will be offered to meet varied student medical needs, i.e., substance treatment, vision, dental, medical, mental health needs (SEL Screener Tool).	\$ 602,195
ESSER III Safe Return to In-Person Instruction and Continuity of Services Plan	Basic clothing & hygiene supports	New students' needs as identified by stakeholders; basic services-clothing & hygiene, food, showers, and laundering opportunities.	\$ 152,881
2021-24 LCAP Goal 4 Action 3, 4, 6	Instructional Support	The San Diego County Office of Education (SDCOE) Juvenile Court and Community Schools (JCCS) is an alternative education program designed to meet the needs of the most at-risk youth enrolled in our county. JCCS students who are English learners, foster youth, and socioeconomically disadvantaged are more likely to have had interrupted educations, been highly impacted by traumatic experiences, and in need of additional support to	\$1,088,261

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		access grade-level instruction as evidenced by our local and state assessments as well as our stakeholder feedback. Additional supports may include instructional supports, personnel- ELD assistants, instructional materials, English Learner supports, reading math interventions and resources, SEL-PBIS training, and professional development focusing on student achievement.	

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

\$1,179,591

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
2021 LCP Annual Update	Counseling Services	Internal and external mental health providers have identified and will deliver appropriate curriculum and therapeutic tools to provide support and counseling services to students. A portion of health provider time will be dedicated to addressing the opioid crisis that has been exacerbated by the COVID- 19 pandemic.	\$985,410
2021-24 LCAP Goal 3 Action 2	Communication	Funds will be used for staffing, professional development, and translation services needed to create, review, and disseminate template messages for use by school districts, charter schools, and private schools on COVID-19 public health guidance, mitigation measures, and related legislation; writing content for the COVID-19 website; and supporting JCCS and our special education schools with parent communications on these topics.	\$194,181

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
Reading & Math Intervention	90-day assessments of progress, further alterations, and differentiated assistance as needed; also, individualized work in a variety of platforms are monitored for progress of learning and reteaching opportunities	90-day assessment and updates to students’ Personal Learning Plans
Multi-tiered System of Support (MTSS) - District Equity Leadership Team (DELT)	Multi-tiered System of Support (MTSS) - District Equity Leadership Team (DELT) JCCS will continue utilizing its multi-tiered system of support (MTSS) to identify and triage the needs of students. To this end, our District Equity Leadership Team (DELT) focuses on continuous improvement and support through the lens of equity, systematic efficiency, and effectiveness. Subgroups of the DELT are known as Regional Equity Leadership Teams (RELT), which are active in each of our regions. The RELT is key in reviewing tiered interventions that are activated by each school’s MTSS team. Working alongside DELT is our Student and Family Engagement (SAFE) Team. This group discusses community resources and student outcomes and provides a forum for collaboration around student personal learning plans, college and career readiness, social/emotional learning, and parent engagement. Our MTSS structure, along with data from the CDE Daily/Weekly Engagement	Monthly meetings to track progress

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
	<p>tracking tool, works to provide targeted and strategic support. In addition, we rely on in-class and pre/post local assessments to address the needs of students in need of accelerated learning. Schools also use teacher-generated assessments for progress monitoring and to accelerate learning for students who need English language, English development, and mathematics support. Weekly check-ins with students and progress monitoring in academics and social emotional health prompt our MTSS intervention process.</p>	
<p>Social Emotional Learning (SEL) Positive Behavior Intervention & Support (PBIS)</p>	<p>Daily check-ins and weekly engagement review as well as the online learning platforms, provide teachers and SAFE team staff the opportunity to identify students in need of more assistance and strategize their involvement. This comprehensive approach allows for the identification and delivery of universal, targeted, and intensive interventions and supports. Referrals to Social Workers and Social Work Interns will provide students an opportunity to obtain needed support and an additional layer of intervention. In addition, regional teams address needs for behavioral changes through PBIS. Teaching students expected behaviors and rewarding them accordingly.</p>	<p>Daily check-ins and weekly reviews</p>

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
June 2021