

## 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
LCAP (Local Control Accountability Plan)	LLCSD District Website <a href="https://4.files.edl.io/715e/09/03/21/223441-8af68db8-6155-412f-a558-61807b036837.pdf">https://4.files.edl.io/715e/09/03/21/223441-8af68db8-6155-412f-a558-61807b036837.pdf</a>
ELO (Expanded Learning Opportunities) Plan	LLCSD District Website <a href="https://4.files.edl.io/af44/09/28/21/224547-b5a79ac4-fd05-4e96-9b3b-f16c2fa28987.pdf">https://4.files.edl.io/af44/09/28/21/224547-b5a79ac4-fd05-4e96-9b3b-f16c2fa28987.pdf</a>

## Summary of Planned ESSER III Expenditures

Below is a summary of the ESSER III funds received by the LEA and how the LEA intends to expend these funds in support of students.

### Total ESSR III funds received by the LEA

\$ 4,238,391.00

Plan Section	Total Planned ESSER III Expenditures
Strategies for Continuous and Safe In-Person Learning	\$0.00
Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)	\$3,101,902.00
Use of Any Remaining Funds	\$1,136,489.00

### Total ESSER III funds included in this plan

\$4,238,391.00

## 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.

There have been numerous community engagement opportunities during the 2020-2021 school year to gather feedback and input to inform the development of the Expanded Learning Opportunities Plan (ELO) and the Local Control Accountability Plan (LCAP). This extensive community feedback from both ELO and LCAP was used in the development of the ESSER III Plan. Community engagement opportunities throughout the 2020-2021 school year targeted the following stakeholder groups: students, parents and guardians (including parent advisory committees SSC/ELAC and DAC/DELAC), teachers (including LLEA), classified staff (including CSEA), and school and district administrators, and special education administrators.

During the LCAP planning process several meeting took place to ensure collaboration and input from all stakeholders. The following meetings took place: The LCAP Central Committee meetings (Feb. 3, 2021, April 21, 2021, May 26, 2021), consultation meetings

were held with the following groups: District Advisory Council (Mar 4, 2021); District English Learners Advisory Committee (Mar 4, 2021); LLEA (teachers' association) (Mar 31, 2021); CSEA (classified employees' association) (April 7, 2021), and the Administrative Team inclusive of all K-8 principals (Feb 24, 2021). In addition, LCAP focus questions were used to solicit input on student needs and suggested actions/services from all schools' English Learners Advisory Committees, School Site Councils, PTA unit boards, school staffs, and middle school students. Stakeholder groups across the district met between Central Committee Meeting #1 (Feb 3, 2021) and Meeting #2 (Apr 21, 2021). To ensure consistency among groups, all stakeholder groups engaged in the same process with the same presentation. The groups were: Certificated Groups (Teachers groups from all 9 sites, LLEA Consult, and Admin Team), Classified Groups (Classified groups from all 9 sites, CSEA Consult), and Parent Groups (SSC/ELAC from all 9 sites, and DAC/DELAC).

During the second LCAP Central Committee meeting on April 21, 2021, it was shared that although the LCAP Central Committee's responsibility is to make recommendations for the use of LCAP funds, it was important for the Central Committee to be aware of additional funding that may align with and support the current LCAP Goals, Actions/Services. Therefore during the Central Committee's meeting #2, information regarding stimulus funding was shared with the group. They were informed that the district will receive additional stimulus funding that is not part of LCAP S & C, or the LCAP process, but for transparency and alignment purposes this information was shared.

They were informed that the stimulus funding, with specific guidelines on allowable expenditures, include:

- In-Person Instruction Grant
- Expanded Learning Opportunity Grant
- ESSER II - Elementary & Secondary School Emergency Relief
- ESSER III - Elementary & Secondary School Emergency Relief

In addition, parent and staff survey results from the ELO survey were shared with the Central Committee. The committee noted great consistency to the results of the LCAP Stakeholder Groups Input.

Two LCAP surveys (the Parent LCAP Survey and the Student LCAP Survey) were administered as a way to obtain further stakeholder feedback from students and parents. The surveys were closely aligned with our LCAP goals and were used as a measurement of effectiveness of goals. These surveys were administered in June 2021 and the results were considered in the development of the LCAP and ESSER III plan.

During the ELO Plan process, we ensured a collaborative planning process with parents/guardians, teachers, and staff, Little Lake held input meetings and surveyed parents and staff. The first meeting to collect valuable input from our stakeholders took place on April 22, 2021 with our teacher association, LLEA, and our classified association, CSEA, in addition to a group of administrators.

The group was engaged in a structured discussion to identify the six top priorities from the eight allowable uses identified by the state:

1. Providing mental health services and supports
2. Extended learning time
3. Accelerate progress to close the achievement gap
4. Professional development
5. Access to school meals
6. Community learning hubs to provide access to technology, high speed internet, and other academic supports
7. Diagnosis, progress monitoring, and benchmark assessment of pupil learning
8. Training school staff on strategies to engage pupils and families in pupils' social emotional health needs and academics.

In addition to identifying the priorities, the group further discussed types of services under each allowable use. Finally, the group reviewed the identified priorities, potential services, and then identified ways that paraprofessionals could support each of the priorities. The group's input was recorded. On April 26, 2021 a parent input meeting was held with a parent representative from each school site. To ensure consistency across meetings, the same presentation used for the LLEA/CSEA/Administrative input meeting was used with the parent group. The priorities that were identified by the LLEA/CSEA/Administrative group were shared with the parent group for discussion and input. In addition, the parent group had the opportunity to further prioritize the eight allowable uses. Finally, the parent group engaged in a discussion to add additional examples of services under each allowable use and paraprofessional support.

The stakeholder input gathered for ELO and LCAP was used for the ESSER III plan. In addition, a draft of the ESSER III plan will be posted on the LLCSD website for parents/guardians and staff to provide feedback using a Google Form. Furthermore, the regularly scheduled Board of Education meeting that will be held on October 12, 2021, will include an ESSER III presentation to the Board of Education. The ESSER III plan will be presented to the Board during the regularly scheduled meeting on October 26, 2021 with a recommendation for approval following any further revision, as requested by the Board.

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

The development of the ESSER III plan was greatly influenced by community input. The input received from both stakeholder input meetings were recorded and used to prepare a survey to be sent out to all stakeholders. The survey included the top priorities and services identified by the groups during the stakeholder input meetings. The survey asked respondents to select three priorities out of the six priorities that were identified during the input meetings. The six selections for supports and services that were included in the survey are as follows:

1. Tutoring support/Summer School

2. Counseling services/strategies to deal with stress and anxiety/mental health supports
3. Training for school staff in social emotional learning
4. Professional development for teachers and parents on instructional technology platforms
5. Continue the use of technology platforms to diagnose/monitor progress
6. District issued Chromebooks/hotspots

The purpose of the survey was to collect input from all staff and all parents making this an inclusive and collaborative planning process. This survey was sent out to stakeholders via email to all parents in both English and Spanish on April 28, 2021, as part of the LCAP Parent Survey, and to all staff on April 29, 2021. The results of the survey were collected and analyzed by Educational Services and the top priorities were used to develop the Expanded Learning Grant Opportunities Plan and the ESSER III plan.

The top three priorities from the staff survey results are as follows: Counseling/SEL/Mental Health; Tutoring/Summer School; Technology Platforms The top three priorities from the parent survey results are as follows: Tutoring/Summer School; District issued Chromebooks/Hotspots; Counseling/SEL/Mental Health. On the LCAP Student Survey, the lowest scoring question, question #10 gauged students' connectedness to school. Although still a relatively high number at 80%, it is still a concern for 20% of our 4th - 8th graders.

Based on the feedback from all of our stakeholders there was a clear indication that priorities included counseling/mental health, student connectedness to school, academic support through tutoring, intervention and summer school, and technology devices and platforms.

To address the feedback, both tutoring and an expanded summer school program were added as services, however funding was used from the LCAP and also a large portion of ELO funds as identified in the Expanded Learning Opportunities Grant were used to provide both services. While tutoring and summer school happen outside of the traditional school day/year, it is important to address student learning loss and the need for additional intervention/tutoring services for underserved students during the school day, allowing all students to participate and have their learning needs met. In order to strengthen our in school intervention service, Rtl (Response to Intervention) we added the role of School Site TOSA as part of the ESSER III plan. The Site TOSAs provide support, training, and guidance to all aspects of evidence-based student intervention programs include a revamped and strengthened Response to Intervention (Rtl) school-wide program, systematic Tier III intervention, and an after-school tutoring program. In addition, we also added our elementary interventionists here who are an instrumental part of our Rtl program

The input for increased counseling/SEL/Mental Health was reflected in the survey by all stakeholders. Additional counselors were added using ESSER III funds in order to have a designated counselor at every school site, increasing services for all. In addition, we received feedback that student's needs in this area stretch beyond their academic day and spill over into the needs the students and their families have for basic services, access to food, housing, and other family services. The caseload of our Family Outreach Liaisons has risen during the pandemic, leading to a need to increase the program by adding one and a half additional liaisons in order to services the social emotional and physical needs of our homeless, foster, and low income students and their families.

Finally, District issued Chromebooks, hotspots, and technology platforms were all addressed under other funding sources, particularly stimulus funds and LCAP.

## 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

0

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures

## 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

\$3,101,902

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures

LCAP, Goal 1, Action #13	Elementary Interventionists	This action which aligns and supports LCAP Goal #1, Action #13 provides elementary Interventionists at all sites. Elementary interventionists are an integral part of the District's evidence-based in school intervention, Response to Intervention (Rtl). Interventionists work with student groups from grades K-5 throughout the day during grade level Rtl allowing for a lower student to teacher ratio, allowing our most intensive students to receive daily intervention in small groups with a lower teacher to student ratio and all student to receive instruction at their instructional level.	\$500,000.00
LCAP, Goal1, Action #5 and Action #13	Elementary Academic School Site TOSAs	This action allows the addition of an elementary academic site TOSA at each elementary site to support and lead the implementation of LCAP Goal #1, Action #5 and #13. The role of the TOSA is to provide support, training, and guidance to all aspects of evidence-based student intervention programs include a revamped and strengthened Response to Intervention (Rtl) school-wide program, systematic Tier III intervention, and an after-school tutoring program.	\$2,601,902.00

## 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

\$1,136,489.00

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP, Goal 4, Action 1	Family Outreach Liaisons	This action allows the addition of one full time Family Outreach Liaison which aligns with LCAP, Goal #4, Action #1 which provides one part time Family Outreach Liaison. Given the increased need of our homeless, foster, and	\$270,000.00

		low income students in addition to the increased number of students that have been identified, this role allows for services to meet the direct needs of students and their families. The liaisons identify homeless/foster students with support from school, feeder schools, and county/state staff and collaborate with teachers, counselors and administrators in order to advocate, provide, and coordinate services and resources including educational and social services. In addition to case management services, they monitor attendance of homeless students, and ensure that additional academic support is provided to low achieving students in core academic areas through after-school tutoring and/or summer programs.	
LCAP, Goal 4, Action 1	Family Outreach Liaison Program	This action, which aligns with LCAP Goal #4, Action #1 with provides one part time Family Outreach Liaison, provides funds to be used by our Family Outreach Liaisons within their program. In order to meet the unique needs of homeless, foster youth, and low income students, resources and activities must be made available including basic school supplies, referrals to community agencies, parent resource room with access to food and other necessities, technology, and tutoring services.	\$26,489.00
LCAP, Goal 3, Action 2	School Counselors	This action allows the addition of three full time school counselors, which aligns with LCAP Goal #3, Action #1 which provides five full time counselors. This enables each elementary school to receive services from a dedicated school counselor five days a week. Having an assigned school counselor results in increased counseling and social emotional support to meet the targeted needs of students. The ability for students to make a direct connection and build a relationship with their assigned school counselor is beneficial in meeting the social emotional needs of students post pandemic. In addition to providing individual, small group, and	\$840,000.00



		classroom services, the school counselors will facilitate school-wide mindfulness activities and provide support for our SEL program, Second Step.	
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## 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
Family Outreach Liaisons	<ol style="list-style-type: none"> <li>Attendance data will be gathered for McKinney Vento and foster students</li> <li>Family Outreach Liaison team meetings, agendas, and schedules</li> </ol>	<ol style="list-style-type: none"> <li>Attendance data will be reviewed on a monthly basis</li> <li>Monthly review of documents</li> </ol>
Family Outreach Liaison Program	<ol style="list-style-type: none"> <li>Data will be gathered regarding the number of families being serviced, participating in parent trainings, and food program</li> </ol>	<ol style="list-style-type: none"> <li>Monthly review of all participation data</li> </ol>
School Counselors	<ol style="list-style-type: none"> <li>Caseload student list and counseling schedules will be monitored</li> <li>Referrals will be used as data</li> <li>Healthy Kids Survey will be administered to students</li> <li>Monthly Counselor Meetings</li> </ol>	<ol style="list-style-type: none"> <li>Monthly review of caseload and schedules</li> <li>Monthly review of referrals</li> <li>Healthy Kids Survey administered annually</li> <li>Counselor meetings will take place monthly</li> </ol>
Elementary School Site TOSAs	<ol style="list-style-type: none"> <li>ILC bi-weekly meetings, agendas, minutes, and schedules</li> <li>Rtl schedules and groupings</li> <li>Rise and Rise Up Intervention will be provided to identified Tier III students</li> <li>Identified students will be provided with afterschool tutoring through Tutor.com</li> </ol>	<ol style="list-style-type: none"> <li>Monthly review of documents by Ed Services</li> <li>Rise and Rise Up 6 week data reports</li> <li>Monthly Tutor.com usage and performance reports</li> </ol>

Elementary Interventionists	<ol style="list-style-type: none"> <li>1. Rtl schedules and groupings</li> <li>2. Developmental Reading Assessments (DRA/BRI) will be administered to all students in grades K-5</li> <li>3. Common assessments in ELA and Math will be administered to all students in grades K-5</li> </ol>	<ol style="list-style-type: none"> <li>1. DRA/BRI will be administered 3 times per year</li> <li>2. Monthly review of Rtl documents</li> <li>3. Common assessments will be administered at least 2 times per trimester.</li> </ol>
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# 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/fq/cr/arpact.asp>.

*For technical assistance related to the ESSER III Expenditure Plan template and instructions, please contact [LCFF@cde.ca.gov](mailto:LCFF@cde.ca.gov). For all other questions related to ESSER III, please contact [EDReliefFunds@cde.ca.gov](mailto:EDReliefFunds@cde.ca.gov).*

## Fiscal Requirements

- The LEA must use at least 20 percent (20%) of its ESSER III apportionment for expenditures related to addressing the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs.
  - For purposes of this requirement, “evidence-based interventions” include practices or programs that have evidence to show that they are effective at producing results and improving outcomes when implemented. This kind of evidence has generally been produced through formal studies and research. There are four tiers, or levels, of evidence:
    - **Tier 1 – Strong Evidence:** the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented randomized control experimental studies.
    - **Tier 2 – Moderate Evidence:** the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented quasi-experimental studies.
    - **Tier 3 – Promising Evidence:** the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented correlational studies (with statistical controls for selection bias).
    - **Tier 4 – Demonstrates a Rationale:** practices that have a well-defined logic model or theory of action, are supported by research, and have some effort underway by a State Educational Agency, LEA, or outside research organization to determine their effectiveness.
  - For additional information please see the Evidence-Based Interventions Under the ESSA web page at <https://www.cde.ca.gov/re/es/evidence.asp>.
- The LEA must use the remaining ESSER III funds consistent with section 2001(e)(2) of the ARP Act, including for:
  - Any activity authorized by the Elementary and Secondary Education Act (ESEA) of 1965;
  - Any activity authorized by the Individuals with Disabilities Education Act (IDEA);
  - Any activity authorized by the Adult Education and Family Literacy Act;
  - Any activity authorized by the Carl D. Perkins Career and Technical Education Act of 2006;
  - Coordination of preparedness and response efforts of LEAs with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to COVID-19;

- Activities to address the unique needs of low-income students, students with disabilities, English learners, racial and ethnic minorities, homeless students, and foster youth, including how outreach and service delivery will meet the needs of each population;
  - Developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs;
  - Training and professional development for staff of the LEA on sanitation and minimizing the spread of infectious diseases;
  - Purchasing supplies to sanitize and clean the facilities of an LEA, including buildings operated by such agency;
  - Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under IDEA, and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements;
  - Purchasing education technology (including hardware, software, and connectivity) for students who are served by the LEA that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment;
  - Providing mental health services and supports, including through the implementation of evidence-based full-service community schools;
  - Planning and implementing activities related to summer learning and supplemental after school programs, including providing classroom instruction or online learning during the summer months and addressing the needs of underserved students;
  - Addressing learning loss among students, including underserved students, by:
    - Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiated instruction,
    - Implementing evidence-based activities to meet the comprehensive needs of students,
    - Providing information and assistance to parents and families of how they can effectively support students, including in a distance learning environment, and
    - Tracking student attendance and improving student engagement in distance education;
- Note:** A definition of “underserved students” is provided in the Community Engagement section of the instructions.
- School facility repairs and improvements to enable operation of schools to reduce risks of virus transmission and exposure to environmental health hazards, and to support student health needs;

- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and nonmechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door replacement;
- Developing strategies and implementing public health protocols including, to the greatest extent practicable, policies in line with guidance from the Centers for Disease Control and Prevention (CDC) for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff;
- Other activities that are necessary to maintain the operation of and continuity of services in LEAs and continuing to employ existing staff of the LEA.

## **Other LEA Plans Referenced in this Plan**

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

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

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

## **Summary of Expenditures**

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

### **Instructions**

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

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

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

# Community Engagement

## Purpose and Requirements

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

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

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

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

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

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

- Homeless students;
- Students with disabilities; and
- Migratory students.

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

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

## **Instructions**

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

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

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

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

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

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

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



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

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

## **Planned Actions and Expenditures**

### **Purpose and Requirements**

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

### **Instructions**

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

### **Strategies for Continuous and Safe In-Person Learning**

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

- If the action(s) are included in another plan, identify the plan and provide the applicable goal and/or action number from the plan. If the action(s) are not included in another plan, write “N/A”.
- Provide a short title for the action(s).

- Provide a description of the action(s) the LEA will implement using ESSER III funds for prevention and mitigation strategies that are, to the greatest extent practicable, in line with the most recent CDC guidance, in order to continuously and safely operate schools for in-person learning.
- Specify the amount of ESSER III funds the LEA plans to expend to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA.

### **Addressing the Impact of Lost Instructional Time**

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

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

### **Use of Any Remaining Funds**

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

- If the action(s) are included in another plan, identify the plan and provide the applicable goal and/or action number from the plan. If the action(s) are not included in another plan, write “N/A”.
- Provide a short title for the action(s).
- Provide a description of any additional action(s) the LEA will implement to address students’ academic, social, emotional, and mental health needs, as well as to address opportunity gaps, consistent with the allowable uses identified above in the Fiscal Requirements section of the Instructions. If an LEA has allocated its entire apportionment of ESSER III funds to strategies for

continuous and safe in-person learning and/or to addressing the impact of lost instructional time, the LEA may indicate that it is not implementing additional actions.

- Specify the amount of ESSER III funds the LEA plans to expend to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA. If the LEA it is not implementing additional actions the LEA must indicate “\$0”.

## **Ensuring Interventions are Addressing Student Needs**

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

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

Complete the table as follows:

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