



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	www.auhsd.net

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

3,484,888

Plan Section	Total Planned ESSER III
Strategies for Continuous and Safe In-Person Learning	2,584,888
Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)	700,000
Use of Any Remaining Funds	200,000

Total ESSER III funds included in this plan

3,484,888

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.

Stakeholder ESSER review and input has been an ongoing process to include: multiple surveys of staff, students, and parent/guardians; to gathering engagement and input in various meetings with groups and committees such as our ELAC, Site Councils, Title VI/Indian Education Parent Committee, bargaining units, Administrative Team, CAC/Leadership Team, CTE Advisory Committee, LCAP/ELO Advisory Committee, and additional staff and student groups comprised with representation of each site. Given the constraints of the COVID-19 pandemic, early efforts consisted primarily of survey data collections. Survey data from the Spring 2020, to Fall 2020 and Spring 2021; all provided volumes of input and feedback to address the ESSER development and stakeholders needs. The opportunities to address the ESSER which included meeting with the CAC/Leadership Team and Administrative team meetings. The richest content was gained from the in-person meetings this spring, with the CTE Advisory Committee, IPC, unit meetings, the LCAP/ELO Advisory Committee and those small, additional opportunities to collaborate with staff and student groups from sites across the district. Prior to adoption, key stakeholders groups were provided drafts in order to review and solicit final input.

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

The summary of stakeholder feedback, by specific stakeholder groups, is as follows:

Parent/Guardian/Community:

Parents responded with support in maintaining our current three goals, with an appreciation for maintaining the academic rigor of an “A-G” course of study, that included elective and CTE course/pathway offerings. In addition, parents/guardians/community members noted that they would appreciate additional college prep or dual enrolled options for their students, while also wanting more elective course offerings that included a “broader selection of career choices for the CTE pathways”. Echoing throughout the stakeholder groups, parents/guardians/community members also desire more opportunities for tutoring and academic support, which could be “online options...to students who need continuous guidance”. This stakeholder group also expressed frustrations regarding the impacts of the pandemic, where students have garnered a feeling that attendance is not important (developed by minimum day schedules, distance learning schedules, etc.). As such, the parents/guardians/community member group echoed the similar strategy for implementing an incentive program for improved attendance, throughout the year. Along with the request to provide/return to the “normal” offerings of after-school activities and athletics, this stakeholder group also thought that continued professional development for restorative practices would be beneficial. In addition, this group provided the following suggestions for improving communication with parents/guardians and the school-community: more timely communications and updates through AERIES, newsletters, the use of the Remind app, as well as other forms of social media. The underlying issue with the parent/guardian/community group surrounding improving stakeholder involvement, centered around the feeling of receiving information from the schools without the ability to give input; “to just have access to staff or receive information from staff is much different than actual productive and positive communication to resolve issues concerning all matters”.

Student:

Receiving student input through 67% completed surveys (a series of 3 different surveys); students were also engaged in small groups that included special programs such as our ED program. As with the other groups, the students encouraged the continued use of our 3 district goals. Students voiced their appreciation for the continued increase of dual enrollment offering, but suggested utilizing a metric that accounted for the number of college credits that were earned through dual enrollment or students taking a dual enrollment course. The student group also echoed their appreciation for the return of “RTI/Achievement period”, an embedded tutoring option for all students. In addition, students were appreciative of the move to Google.classroom, but felt the district should consider the implementation of an SEL program (with “comfort” rooms or wellness centers), a 7-period day to allow for elective courses with a broader selection of career choice for CTE pathways, and the implementation of a student recognition program for grades and attendance. A point of emphasis for the student group, a return of student activities and athletic programs, as well as professional development in restorative practices and more inclusive (“sensitivity training”) programs should be considered. Other suggestions from this group included: concern for student behavior, requests for a later school start time, providing better meals or an open-campus, and more engaging classes. When addressing school and district communication, the student group noted that they feel that communications from the school is always last-minute and suggested the use of the Remind app.

Staff:

The summary of staff input has been collected from surveys and small group meeting, to include the district CAC/Leadership Team, the bargaining units (CSEA and AUHSOTA), as well as additional opportunities to collaborate with staff groups from sites across the district. In review of the prior LCAP, staff were committed to continue to work on the 3 district goals from 2019/20. Input related to “A-G” and CTE

included strategies to support students and parents with returning to and adding workshops and events for SAT/ACT prep, FAFSA completion, college applications; as well as returning to the full, district-wide implementation of RTI/Achievement period for student academic support. To further support students who may fall behind in credits, staff suggested the district investment in Edgenuity, continuing to focus on students meeting or exceeding standards in English and mathematics and utilizing the increase of CTE completion rates as a metric. Staff also noted that implementing a benchmark assessment system across the district could provide an appropriate placement test for incoming 8th grade students, while also providing the ability to “drill down and use the data collected from the assessments” in collaborative settings. In addition, staff noted their interest in additional student mental health resources; from implementation of a high school appropriate SEL program, to additional therapeutic counseling services, Hope City or Capturing Kids’ Hearts and restorative practices professional development. Additional comments included trainings and opportunities for engagement strategies, development of an attendance incentive program, and broadening the elective choices and social events on campus. To support better communication with stakeholders, this group offered strategies such as: maintaining a larger social media presence, the use of the Remind app, outreach efforts and activities (parent AERIES training, FAFSA completion, college applications, SEL topics, etc.), implementing a systematic approach to checking and updating contact information, and provide progress reports more often.

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

2,5484,888

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP Goal#1 Action 2	ROP program	ROP program costs for expanded, high quality CTE instructional courses	655,000
LCAP Goal#1 Action 8	College Connection program	Continue to provide College Connection program for additional students ready for post-secondary concurrent enrollment	90,000
LCAP Goal#1 Action 15	Increase Dual Enrollment courses	Increase Dual Enrollment courses to provide students greater A-G and college credit completion opportunities	100,000
LCAP Goal#1 Action 17	Guidance & Counseling support services	Increased level of academic guidance and counseling support services	500,000
LCAP Goal#1 Action 29	Additional psychologist services	Additional psychologist to serve district-wide at-risk students identified for increased supports prior to IEP designations, as well as for special education and transitional IEP services	100,000
LCAP Goal#1 Action 31	Technology staffing	Expanded technology staffing to support instructional technology need of 1:1 devices, Google classroom, etc.	30,000
LCAP Goal#1 Action 32	School site administrative services	School site administrative services to support expanded actions in Attendance, Discipline, and Counseling departments	200,000
LCAP Goal#2, Action 2	Campus supervisors	Expanded campus supervisors to aid in reduction of student attendance and discipline issues as well as adherence of school district policies and procedures to reduce the spread of COVID-19.	50,000
LCAP Goal#2, Action 4	Nutrition Services	Provide students access to proper nutrition through NSLP food program and Second Chance breakfast that is in accordance with reducing the spread of COVID-19	100,000
LCAP Goal#2, Action 6	Home to School Transportation	Provide adequate and safe Home to School Transportation including ensuring safe operations that reduces the spread of COVID-19	300,000
LCAP Goal#2, Action 15	Counseling services	Expanded counseling services including MFT in the aid of social/emotional needs, student behaviors and discipline	260,000
	Clerical support	Clerical support in school offices to aid in contact tracing, quarantine protocols, independent study contracts, etc.	74,888
	Nursing	Additional nursing services to aid in COVID-19 management, contact tracing, quarantine protocols, etc.	125,000

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

700,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP Goal#1, Action 20, Action 21	Summer School	Provide enhanced in-person Summer School that includes transportation, remediation, and enrichment opportunities	100,000
LCAP Goal#1, Action 22	Edgenuity	Expand Edgenuity program to provide improved credit recover and student opportunities to increase or improve college eligibility	195,000
LCAP Goal#1, Action 18, Action 23	English and Math Interventions	Provide intervention and support classes for English Language Arts and Mathematics	200,000
LCAP Goal#1, Action 30	Implement common benchmark assessments	Implement benchmark assessment system for English and mathematics, administered at least three times through the school year, in order to identify and target student learning needs for intervention for all students, guide instruction and enrich department collaboration	40,000
	Additional Instructional Minutes	Additional 7 minutes daily added to the instructional day per collective bargaining contract provision allowing for more regular RTI implementation	150,000
LCAP Goal#1, Action 19	Tutoring/Afterschool intervention	Tutoring and afterschool intervention for at risk students	15,000

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

200,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP Goal#2, Action 7	Extra & Co-curriculars	Expenses related to extra and co-curriculars to keep students engaged in the school community/activities as well as expenses related to mitigating the spread of COVID-19 within these activities	100,000
	Principal's discretionary	Funds to meet site needs including activities to address the unique needs of low-income children or students, children with disabilities, English learners, homeless and foster care youth	100,000

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
Implement Edgenuity program for credit recovery.	Implementation of Edgenuity program to provide improved credit recovery and student opportunities to increase or improve college eligibility	For each action, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps. Include in the baseline column the most recent data associated with this metric available at the time. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g. high school graduation rate).

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
		<p>Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–2021 outcomes on some metrics may not be computable at the time the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.</p>
Social Emotional Learning (SEL)	<p>District personnel will participate in professional development to build capacity to meet student and staff emotional well-being needs and implement trauma-informed strategies to ensure safe and welcoming learning environments. District and school SEL teams will participate monthly in the county-wide SEL Community of Practice to build capacity, access SEL resources, and share best practices with other SEL practitioners. District and school SEL teams will implement the Base Education SEL curriculum provided through the county-wide SEL Community of Practice for Tier I-III levels of instruction.</p>	<p>For each action, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps. Include in the baseline column the most recent data associated with this metric available at the time. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g. high school graduation rate). Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–2021 outcomes on some metrics may not be computable at the time the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.</p>
Mental Health Services	<p>Site Administration and Director of Educational Services will monitor referrals to mental Health clinician hired by the AUHSD</p>	<p>Site Administration and Director of Educational Services will monitor referrals to mental Health clinician hired by the AUHSD. Every quarter an analysis will be done to determine how effective the service is.</p>

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
Summer School	Provide enhanced in-person Summer School that includes transportation, remediation, and enrichment opportunities. Items to be monitored are number of students enrolled in Summer school and number of credits earned.	Site Administration and Director of Educational Services will monitor progress before, during and after summer school to determine how effective the service is.
Additional Instructional Minutes	An additional 7 minutes will be added to the instructional day. Site Administration and Director of Educational Services will monitor progress	Site Administration and Director of Educational Services will monitor progress at every semester to determine how effective the additional minutes are.
English and Math Interventions	Provide intervention and support classes for English Language Arts and Mathematics	Site Administration and Director of Educational Services will monitor progress at every semester to determine how effective the service is.

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 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.).

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