

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
Expanded Learning Opportunities Grant Plan	This is posted on the District website at: https://www.ljsd.org/documents/2021_Expanded_Learning_Opportunities_Gr...Joint_School_District.pdf
Learning Continuity & Attendance Plan	This is included in the LCAP located at: https://www.ljsd.org/documents/Departments/Educational-Services/LCAP/2021_Merged_Lowell_Joint_School_District_20210910_for-posting.pdf
Local Control Accountability Plan (LCAP)	This is posted on the District website at: https://www.ljsd.org/documents/Departments/Educational-Services/LCAP/2021_Merged_Lowell_Joint_School_District_20210910_for-posting.pdf

Summary of Planned ESSER III Expenditures

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

Total ESSER III funds received by the LEA

\$2,437,852

Plan Section	Total Planned ESSER III Expenditures
Strategies for Continuous and Safe In-Person Learning	\$632,852.00
Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)	\$1,745,000.00
Use of Any Remaining Funds	\$60,000.00

Total ESSER III funds included in this plan

\$2,437,852

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.

Because of the short timeline involved in developing this plan alongside the current planning for the Local Control Accountability Plan (LCAP) and the Expanded Learning Opportunity Grant, discussions related to the development of the ESSER III Plan were held during the already scheduled meetings with stakeholders for LCAP input. It was discussed separately from the LCAP process as an opportunity to include one-

time dollars in services we would be able to provide for students over the next two years that fit within the three categories identified for appropriate expenditures. Stakeholders were given the opportunity to provide input both during the meetings and as part of a Padlet created to capture the thoughts of various stakeholders for both the LCAP, ELO and the ESSR III Plan around the identified areas. The Assistant Superintendent of Educational Services met with the Parent Teacher Associations (PTAs) for each school site, with the staff at each school site, the District English Learner Advisory Committee (DELAC), the LCAP Advisory Committee, California School Employees Association (CSEA) for classified staff, and Lowell Joint Education Association (LJEA) for certificated staff. Student survey information was also included developing the plan. In addition, communications through the Superintendent's Office in the Healthy Families Newsletter for both staff and parents provided information on potential opportunities for input at meetings as well as regularly scheduled meetings with PTAs. The surveys conducted for the LCAP also provide information from parents, staff, and students that have helped to inform services that we may provide under the ESSR III even though the survey was specific to the LCAP process. This process helped to ensure that all Lowell Joint Educational Plans work in concert with each other. Discussions specific to the development of the ESSR III were also part of both Instructional Cabinet meetings and Principal meetings. Instructional Cabinet includes the Director of Special Education to provide input on the needs of our special education population in addition to input for the LCAP by the SELPA Director. The Board of Trustees is updated on a weekly basis through the Superintendent's Office in addition to information shared at regularly scheduled Board meetings once a month.

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

The Community Stakeholders provided extensive input through the process described above. It was their input that helped guide and direct the key areas of interest and need for our students and community. The central themes for expanded learning opportunities focused on: 1) Before and after school academic support and enrichment that incorporates social emotional activities and supports, 2) summer school and intersession opportunities that focused on academic development as well as supporting the social development of students, and 3) exploring ways to enrich and enhance the learning environment during the regular school day. The ESSER III Plan clearly implements research-based activities and programs that seek to meet the stated goals of our Stakeholders.

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

\$632,852.00

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP: Goal 1, Action 1; Goal 4, Action 9	Smaller Class Size and Additional Supports for Teacher Planning.	In addition to FTE funded through the LCAP to support lower class sizes, this is intended for the hiring of elementary teachers allowing for more direct teacher-student instructional time. Our best instructional tool to support student academic and social/emotional growth is person-to-person connection and instruction time. This helps provide the needed time for teachers to provide support for the academic, social, emotional, and mental health needs, as well as the opportunity gaps that existed before, and were exacerbated by, the COVID-19 pandemic.	\$400,000.00
LCAP: Goal 1, Action 13; Goal 5, Action 3	Outdoor Classroom Spaces	Provides additional support beyond the LCAP for the continued development of outdoor instructional spaces that support safe and engaging learning opportunities for students. The schools have already begun the development of Sustainable Literacy Gardens with classroom seating that allows teachers to integrate literacy, Next Generation science standards, and physical activity. This is in partnership with PTA, school site budgets, and our LCAP plan. Also included here are tools to increase access to Engineering, and Coding activities that students were unable to participate in during distance learning. The use of Strawbees, Sphero Bolts, and Wonder Workshop will support coding and robotics while being conducive to an outdoor space to allow for social distancing and safe interaction among students.	\$125,000.00
2020-21 Learning Continuity and Attendance Plan, Distance Learning Actions LCAP: Goal 1, Action 6-	Instructional Technology	Provides additional support beyond the LCAP for the continued deployment and integration of instructional technology as a learning and instructional tool. This includes licenses for software and resources used both in-person and for students on quarantine.	\$107,852.00

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
7, 9; Goal 5, Action 4			

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

\$1,745,000.00

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
Expanded Learning Opportunities Grant Plan : Extended Instructional Learning Time	Summer School and Intercession Programs	Before and after school opportunities have already been identified within our LCAP; however, these funds will provide for additional academic support and enrichment opportunities that are provided during Summer School (20 days) and Intercession (Christmas-5 days and Spring Break-5 days). These academic and socially rich programs are designed to help provide the needed academic, social, emotional, and mental health needs of our students, as well as the opportunity gaps that existed before, and were exacerbated by, the COVID-19 pandemic. These expanded learning opportunities are designed to reach all students, while also focusing on 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.	\$550,000.00
LCAP: Goal 4,	Expanded Instructional	Academic support and enrichment opportunities that are provided to students during "Power Start" (1 hr. before	\$835,000.00

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
Actions 6, 16	Day	<p>school) and “Learning Hubs” (2hr. after school) each day. These expanded learning opportunities are designed to reach all students, while also focusing on 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. This is additional support for the intervention opportunities accounted for in the LCAP.</p>	
LCAP: Goal 4, Actions 5, 7-8, 11, 13	Intervention support within the school day	<p>To increase the targeted academic intervention support provided by intervention teachers within the school day, these funds will hire a second teacher to expand on services provided for in the LCAP. The fully credentialed intervention teachers implement highly effective/researched based instructional strategies to reach each student where they are at academically and provide the necessary supports to fill their learning gaps. The intervention designed to focus on 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.</p> <p>With the number of students out on quarantine, it became necessary to hire an Academic Support person for a helpline for students working from home on short-term independent study when the teacher is not available for support while teaching in-person students. This was not accounted for in other plans given the need arose during the current year with the return to in-person instruction.</p>	\$340,00.00

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP: Goal 5, Action 3	Expanded opportunities for enrichment and engagement	With distance learning in the 2020-2021 school year, students had little to no access to specialized programs on campus including things like Robotics, Coding, and Art. With the need to stream some activities for students on quarantine, we need to purchase 5 additional iPevo set-ups for the STEAM labs. Additionally, a few large screen TVs are needed to manage streaming students alongside those in-person to keep students connected. A few additional Ozobots will be purchased to be sure that all STEAM labs have these for student use. There are some additional items such as masking tape, art supplies, and Lego pieces to support engagement and enrichment for students around Next Generation science standards, ELA, and Mathematics standards. These items are in addition to actions in Goal 5 of the LCAP.	\$20,000

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

\$60,000.00

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
2020-21 Learning Continuity and Attendance Plan, Mental Health and Social and	Social/Emotional Counseling and Supports	Supports that continued hiring of Counseling and Psychologist Interns who provide social/emotional supports and counseling for all students while also focusing on the unique needs of low-income students, students with disabilities, English learners, racial and	\$60,000.00

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
Emotional Well-Being LCAP: Goal 4, Action 21		ethnic minorities, homeless students, and foster youth, including how outreach and service delivery will meet the needs of each population. These funds will augment existing actions within the LCAP.	

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
Expanded Instructional Day Intervention support within the school day Smaller Class Size and Additional Supports for Teacher Planning.	iReady Benchmark Assessments and Interim Assessment Blocks (IABs) All students will take iReady assessments in both Language Arts and Mathematics to monitor progress and assign support or enrichment based on progress towards mastery of standards. This is in addition to the Interim Assessment Blocks (IABs) that will be administered to 3-8 th grade students as both practice and feedback on progress in relation to state standards.	iReady assessments are scheduled for each trimester with IABS scheduled in between the benchmarks.
Expanded Instructional Day Intervention support within the school day	Las Links assessment All English learners will be given the Las Links assessment to monitor progress in acquiring the English Language.	Once in the Fall and once in the Spring in addition to the iReady Benchmarks and IABs to determine language issues.

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
Social/Emotional Counseling and Supports	<p>Covitality Screener</p> <p>All students in grades 4-8 will participate in the screener to determine any potential social emotional needs that can then be followed up on by appropriate staff.</p>	<p>Once in the Fall and once in the Spring with ongoing follow up for students based on identified needs.</p>
Social/Emotional Counseling and Supports	<p>CareSolace</p> <p>This is a third-party vendor that acts as a referral agency for services to support mental health needs. Staff can refer students, and families and staff can also use the service independently to connect with and navigate resources for mental health.</p>	<p>Usage of the program is monitored monthly in terms of the number of connections being made independently. Students and families referred to the program by staff are followed on a regular basis to ensure connection with the appropriate services and follow through.</p>
<p>Expanded opportunities for enrichment and engagement</p> <p>Summer School and Intercession Programs</p>	<p>MTSS Coordination and Monitoring of UDPs</p> <p>District personnel will coordinate, revise and update the LJSJ district-wide Multi-Tiered System of Support (MTSS) for intervention and remediation with Intervention Coordinators.</p>	<p>Regularly scheduled meetings once a month along with professional development on the new iReady system to train teachers on how to use the data for instructional planning.</p>
<p>Instructional Technology</p> <p>Outdoor Classroom Spaces</p>	<p>LCAP Goal 5</p> <p>The Technology and STEAM/GATE TOSAs will monitor the progress and implementation of the identified technology to enhance instructional practice as part of the goal within the LCAP.</p>	<p>Regularly scheduled meetings between the TOSAs and the Assistant Superintendent of Educational Services to ensure that goals within the LCAP are being met.</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 ESSER III Expenditure Plan template and instructions, please contact LCFF@cde.ca.gov. For all other questions related to ESSER III, 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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