



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 Opportunity Plan (ELOP)	The ELOP can be accessed at the following district website: https://www.cambriansd.org/Page/3797
Local Control Accountability Plan (LCAP)	The LCAP can be accessed at the following district website: https://www.cambriansd.org/Page/1753

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

649,694

Plan Section	Total Planned ESSER III
Strategies for Continuous and Safe In-Person Learning	\$24,694
Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)	\$400,000
Use of Any Remaining Funds	\$225,000

Total ESSER III funds included in this plan

649,694

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.

In March 2021, the American Rescue Plan (ARP) was signed into law. ARP dedicated \$122 billion to the Elementary and Secondary School Education Relief (ESSER) Fund. This grant is known as ESSER III. The intent and purpose of ESSER III are to help safely reopen and sustain the safe operation of schools and address the impact of the coronavirus on students.

CSD’s ESSER III allocation is \$649,694. These one-time or short-term funds are supplemental to CSD's budget and will be used to address the impact COVID-19 has had and continues to have, on schools. CSD’s plan for ESSER III funds may include allocations to support families

who are in need of an independent study virtual program option, interventions, SEL support, technology, parent engagement, professional development, and COVID-19 related safety measures. CSD is required by statute to set aside 20 percent of its total ESSER III allocation (\$129,939) to address learning recovery. ESSER III funds can be used to cover expenses incurred from March 13, 2020, through September 30, 2024.

The district utilized community input gathered during the development of the 2021-22 LCAP and the ELOP in conjunction with additional input sought for the ESSER III plan to achieve meaningful consultation. The district's process to consult with groups includes consultation through meetings with a variety of committees/stakeholder groups, as well as, local surveys for students, parents/guardians, community members, and staff (classified and certificated). All students in grades 3-8 participate in a survey each year to provide input on school climate. The district maintains a District LCAP Advisory Committee that meets regularly throughout the year, providing input into the district's programs and services for students. The committee includes site administrators, teachers, classified staff, and parent representatives who also represent each school site council and English learner advisory council. The District English Learner Advisory Committee (DELAC), which is comprised of a majority of parents of students who are English Learners, also meets regularly throughout the school year. The committee focuses on the unique needs of students who are English Learners across the district. Regardless of the specific plan or funding sources, DELAC gives input and recommendations on programs, services, and actions to meet the needs of English Learners (academic and social-emotional). Both the LCAP Advisory Committee and DELAC members represent the district's different sites, grade levels, all socioeconomic levels and ethnicities, families of English Learners, students with disabilities, migrant students, and foster or homeless students. Members consider the perspectives and insights as they make recommendations on programs, services, and actions. Therefore, the parents and staff fully consider the perspectives and insights of each of the required community members in identifying the strengths and needs of the district, especially as they relate to the COVID10 pandemic, utilizing those perspectives and insights as they give input and make recommendations. Parents/Guardians from all sites also participate in local surveys each year in which they voice their opinions or concerns and make recommendations on the district's programs and services. They were asked to provide guidance on how the district should prioritize the use of these funds through a survey.

The District Instructional Leadership Council meets regularly throughout the school year. At these meetings, the administrative team regularly discusses and conducts analyses of the district's student achievement data, school climate data, and data showing the students' social-emotional needs. They analyze the strengths and areas of need, consider the perspectives and insights of each of the required community groups, and the students as they strategically plan for student success. They also received ESSER III funds background information and appropriate uses and were asked to provide guidance on how the district should prioritize the use of these funds through an online survey and during in-person meetings.

The following summarizes the feedback opportunities the district provided to the school community for use on the ESSER III funds:

1. Board of Education Meeting Update on ESSER Funds - August 5, 2021 (The Board presentation can be reviewed via the following district website: <https://cambrianpublic.ic-board.com/>)
2. CSD ESSER III Stakeholder Survey - September 3, 2021 - September 24, 2021 (A summary of the survey results can be reviewed via the following district website: <https://www.cambriansd.org/Page/3846>)
3. District LCAP Advisory Committee - October 14, 2021 (Agenda and Minutes can be reviewed via the following district website: <https://www.cambriansd.org/Page/1753>)
4. District English Learner Advisory Committee - October 15, 2021 (Agenda and Minutes can be reviewed via the following district website:

<https://www.cambriansd.org/Page/1105>)

5. Public Hearing at the Board of Trustees Meeting on October 21, 2021 (The Board item and agenda can be viewed following the district website: <https://cambrianpublic.ic-board.com/>)

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

The ESSER III Expenditure Plan proposed actions are the result of the many opportunities for the feedback provided to our community partners to build a plan that best supports all students in the response to a global pandemic. Keeping school sites open and safe for in-person learning, along with thoughtfully addressing social-emotional learning and losses in instruction, were at the forefront of all discussions and decisions.

The following outlines the top priorities gathered from community partners that impacted this ESSER III Plan:

1. Provide social-emotional learning opportunities such as counseling, mental health, wellness resources for students, staff, and families.
2. Facilities (air, quality, and safety)
3. Ensure all students receive high-quality instructional materials
4. Intervention programs
5. Extend instructional learning time with tutoring or additional instructional time
6. Provide additional learning opportunities (eg., summer programs)
7. Technology (connectivity, hardware, software)
8. Engage families (attendance, support, workshops, resources, and other activities)
9. Virtual learning option

Based on the feedback and priorities highlighted above from the district community partners, the CSD ESSER III Expenditure Plan will include actions and services in the following two major areas need:

1. Supporting social-emotional learning, counseling, mental health, and wellness resources for students and staff was the number 1 priority overall. The actions and services will focus on activities and services for supporting student social, emotional, and physical safety, including providing a virtual school option for students whose health is at risk as determined by the parent/guardian. Understanding that these needs must be addressed in order to successfully address the impact of lost instructional time, the District is committed to meeting those needs.
2. Addressing the impact of lost instructional time means providing teachers and staff additional professional development and collaboration time to learn and implementing key components of effective instruction in Reading/Language Arts, and Math and the use of technology as a tool for learning is essential to meeting those needs through a Multi-tiered System of Supports. Providing staff additional learning opportunities throughout the school year as well as delivering classroom interventions and individualized supports are essential in mediating and accelerating student learning.

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

\$24,694

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP, Goal 3, Action 4	Implementing Health Protocols	Implementing strategies aligned to CDC and Santa Clara County Department of Health guidance on things such as, but not limited to, PPE, sanitation, social distancing, and student cohorts. The district will maintain, repair, and or upgrade the components of HVAC (heating, ventilation, and air condition)	\$24,694

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

\$400,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP, Goal 1, Actions 1, 2, 5, 6 & 7	Interventions and Additional/Extended Learning Opportunitites	Additional and/or extended learning time will be provided to support acceleration and intervention of learning for students. Supporting students via one-on-one, small group, and online supports with instructional aides and contracted services.	\$130,000
LCAP, Goal 1, Action 1	Independent Study Virtual School Option	Supporting students and families who are not ready to return to in-person learning because the parent/guardian has determined that their child's safety is at risk due to COVID-19. Students who are participating in this virtual school option are receiving high-quality live instruction via video conferencing daily (grades TK-3) and at least weekly (grades 4-8) and daily asynchronous learning provided by a certificated teacher and are supervised by a Cambrian certificated staff member. Students are also participating in weekly (grades TK-3) and daily (grades 4-8) social-emotional and mental health check-ins with a Cambrian certificated staff.	\$180,000
LCAP Goal 3, Action 1	Supporting Social-Emotional Learning	Supporting students' social-emotional learning with structured activities during recess and/or lunchtime. In partnership with a local organization, all school sites will be provided additional recess and/or lunchtime support with structured physical/sports activities integrated with an SEL curriculum.	\$90,000

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

\$225,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP Goal 2, Actions 1, 2 & 4	Professional Teacher In-service Day	Two (2) teacher In-service days in 2022-23. Training will be focused on supporting students and staff social-emotional learning and mental health. Training will also be focused on supporting staff with high-quality Tier 1 core instruction to address the impact of lost instructional time.	\$180,000
LCAP Goal 2, Action 5	Learning First through Technology Innovation Mentors (TIMS) Coaching Program	Implementing the Technology Innovation Mentors (TIMS) coaching program. TIMS are mentor teachers available on each campus to support their colleagues with effectively integrating technology into their instructional practice. The focus is on Learning First Through Technology Integration, where technology is a tool to support instructional practices. As such, TIMS will need a foundational level of technology expertise as well as coaching practice.	\$45,000

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
Implementing Health Protocols	The district has regular facilities walk throughs to monitor and address concerns and work orders. The Facility Inspection Tool (FIT) is completed during an annual inspection conducted by the District reporting any deficiencies.	Walk-throughs occur monthly and the Facility Inspection Tool (FIT) is completed annually.
Interventions and Additional/Extended Learning Opportunitites	Student progress in closing learning loss gaps and mastery of standards will be monitored using the district local assessments system, FastBridge. Staff will be provided release time	The FastBridge benchmark and progress monitoring assessments are administered in the Fall, Winter, and Spring as a district wide screener demonstrating student progress.

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
	for grade level collaboration time using the PLC model to review and analyze student data to make informed instructional tier 1 core instruction and additional interventions and support as determined by the data.	
Independent Study Virtual School Option	<p>Students and parents/guardians participating in the independent study virtual school option must sign a learning agreement.</p> <p>Attendance and student engagement reports are reviewed daily to ensure students are attending class regularly and completing work assigned. Students are also required to participate in live video conferencing weekly (grades TK-3) and daily (grades 4-8) social-emotional and mental health check-ins with a Cambrian certificated staff.</p> <p>The district has a robust student re-engagement process when the attendance and engagement reports reveal evidence of truancy.</p>	Daily live check-ins and weekly attendance and engagement reports are reviewed each week by the district supervising staff to ensure students are attending classes daily and completing work assigned.
Supporting Social-Emotional Learning	<p>Staff will review the following indicators to monitor progress:</p> <ol style="list-style-type: none"> 1. Reduced incidences of major office referrals. 2. Reduced Suspensions. 3. Reduced Chronic Absenteeism 4. Increased Attendance. 5. SAEBRS & School Climate Survey 	Referrals, Suspensions, Reduced Chronic Absenteeism, and Attendance are monitored on an ongoing basis at the site level with data being review among district wide administrators monthly. The SAEBRS is administered Fall and the School Climate Survey is administered in the Spring.
Professional Teacher In-service Day	Staff will participate in Teacher In-service days training provided in 2022-23. Participation in professional development days will be determined from sign-in forms for each day.	Feedback and evaluation surveys fo the professional development being provided to teachers and staff on those teacher inservice days will determined how meaningful and effective were the training towards addressing the SEL needs and accelerating learning.
Learning First through Technology Innovation	TIMS Program participants will first participate in professional development to obtain technical	After completing the program, there would be an expectation that our TIMS support the site and district staff as classroom

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
Mentors (TIMS) Coaching Program	<p>expertise as a Google for Education Certified Educator.</p> <p>After establishing this baseline, participants will participate in the Google Certified Coach program. This program is based on the research and studies completed through the Dynamic Learning Project which developed the Impactful Tech Use (ITU) Rubric to measure the effectiveness of technology integration in the classroom. The Google Certified Coach program is designed to be completed over the course of the school year. The curriculum takes approx. 20 hrs to complete and the coaching portfolio is designed to reflect many weeks of working 1:1 with teachers. Coaches invest time in putting together an application that demonstrates mastery of the curriculum and 5-step coaching model.</p>	coaches and trainers. TIMS would be given release time when needed to support their colleagues in the classroom, and compensated for supporting district professional development events.

ESSER III Expenditure Plan Instructions

Introduction

School districts, county offices of education (COEs), or charter schools, collectively known as local educational agencies (LEAs), that receive Elementary and Secondary School Emergency Relief (ESSER) funds under the American Rescue Plan (ARP) Act, referred to as ESSER III funds, are required to develop a plan for how they will use ESSER III funds to, at a minimum, address students' academic, social, emotional, and mental health needs, as well as the opportunity gaps that existed before, and were exacerbated by, the COVID-19 pandemic.

The plan must be adopted by the local governing board or body of the LEA at a public meeting on or before October 29, 2021 and must be submitted for review and approval within five days of adoption. A school district must submit its ESSER III Expenditure Plan to its COE for review and approval; a COE must submit its plan to the California Department of Education for review and approval. A charter school must submit its plan to its chartering authority for review and to the COE of the county in which the charter school operates for review and approval.

In addition, consistent with the requirements of the ARP, Volume 86, *Federal Register*, page 21201, April 22, 2021, the ESSER III Expenditure Plan must be:

- Written in an understandable and uniform format;
- Written in a language that parents can understand, to the extent practicable;
 - If it is not practicable to provide written translations to a parent with limited English proficiency, the plan must be orally translated for parents
- Provided in an alternative format to a parent who is an individual with a disability as defined by the Americans with Disabilities Act, upon request; and
- Be made publicly available on the LEA's website.

For additional information regarding ESSER III funding please see the ARP Act Funding web page at

<https://www.cde.ca.gov/fg/cr/arpact.asp>.

For technical assistance related to the completion of the ESSER III Expenditure Plan, please contact EDReliefFunds@cde.ca.gov.

Fiscal Requirements

- The LEA must use at least 20 percent (20%) of its ESSER III apportionment for expenditures related to addressing the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs.
 - For purposes of this requirement, "evidence-based interventions" include practices or programs that have **evidence** to show that they are effective at producing results and improving outcomes when implemented. This kind of evidence has generally been produced through formal studies and research. There are four tiers, or levels, of evidence:

- **Tier 1 – Strong Evidence:** the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented randomized control experimental studies.
 - **Tier 2 – Moderate Evidence:** the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented quasi-experimental studies.
 - **Tier 3 – Promising Evidence:** the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented correlational studies (with statistical controls for selection bias).
 - **Tier 4 – Demonstrates a Rationale:** practices that have a well-defined logic model or theory of action, are supported by research, and have some effort underway by a State Educational Agency, LEA, or outside research organization to determine their effectiveness.
- **For additional information please see the Evidence-Based Interventions Under the ESSA web page at <https://www.cde.ca.gov/re/es/evidence.asp>.**
- The LEA must use the remaining ESSER III funds consistent with section 2001(e)(2) of the ARP Act, including for:
 - Any activity authorized by the Elementary and Secondary Education Act (ESEA) of 1965;
 - Any activity authorized by the Individuals with Disabilities Education Act (IDEA);
 - Any activity authorized by the Adult Education and Family Literacy Act;
 - Any activity authorized by the Carl D. Perkins Career and Technical Education Act of 2006;
 - Coordination of preparedness and response efforts of LEAs with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to COVID-19;
 - Activities to address the unique needs of low-income students, students with disabilities, English learners, racial and ethnic minorities, homeless students, and foster youth, including how outreach and service delivery will meet the needs of each population;
 - Developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs;
 - Training and professional development for staff of the LEA on sanitation and minimizing the spread of infectious diseases;
 - Purchasing supplies to sanitize and clean the facilities of an LEA, including buildings operated by such agency;
 - Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under IDEA, and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements;
 - Purchasing education technology (including hardware, software, and connectivity) for students who are served by the LEA that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment;
 - Providing mental health services and supports, including through the implementation of evidence-based full-service community schools;
 - Planning and implementing activities related to summer learning and supplemental after school programs, including providing classroom instruction or online learning during the summer months and addressing the needs of underserved students;

- Addressing learning loss among students, including underserved students, by:
 - Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiated instruction,
 - Implementing evidence-based activities to meet the comprehensive needs of students,
 - Providing information and assistance to parents and families of how they can effectively support students, including in a distance learning environment, and
 - Tracking student attendance and improving student engagement in distance education;

Note: A definition of “underserved students” is provided in the Community Engagement section of the instructions.

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

Other LEA Plans Referenced in this Plan

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

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

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

Summary of Expenditures

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

Instructions

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

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

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

Community Engagement

Purpose and Requirements

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

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

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

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

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

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

- Students who are English learners;
- Students of color;
- Students who are foster youth;
- Homeless students;
- Students with disabilities; and
- Migratory students.

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

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

Instructions

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

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

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

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

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

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

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

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

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

Planned Actions and Expenditures

Purpose and Requirements

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

Instructions

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

Strategies for Continuous and Safe In-Person Learning

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

- If the action(s) are included in another plan, identify the plan and provide the applicable goal and/or action number from the plan. If the action(s) are not included in another plan, write “N/A”.
- Provide a short title for the action(s).
- Provide a description of the action(s) the LEA will implement using ESSER III funds for prevention and mitigation strategies that are, to the greatest extent practicable, in line with the most recent CDC guidance, in order to continuously and safely operate schools for in-person learning.

- Specify the amount of ESSER III funds the LEA plans to expend to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA.

Addressing the Impact of Lost Instructional Time

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

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

Use of Any Remaining Funds

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

- If the action(s) are included in another plan, identify the plan and provide the applicable goal and/or action number from the plan. If the action(s) are not included in another plan, write “N/A”.
- Provide a short title for the action(s).
- Provide a description of any additional action(s) the LEA will implement to address students’ academic, social, emotional, and mental health needs, as well as to address opportunity gaps, consistent with the allowable uses identified above in the Fiscal Requirements section of the Instructions. If an LEA has allocated its entire apportionment of ESSER III funds to strategies for continuous and safe in-person learning and/or to addressing the impact of lost instructional time, the LEA may indicate that it is not implementing additional actions.
- Specify the amount of ESSER III funds the LEA plans to expend to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA. If the LEA it is not implementing additional actions the LEA must indicate “\$0”.

Ensuring Interventions are Addressing Student Needs

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

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

Complete the table as follows:

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

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