

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
LESD Local Control Accountability Plan	LESD Website: https://www.libertyelementary.org/documents/2022_LCAP-Updated01.06.23.pdf
LESD Expanded Learning Opportunities Grant	Document Tracking Services: file:///C:/Users/dcardoza/Downloads/2022_Expanded_Learning_Opportunities_Grant_Plan_Liberty_Elementary_School_District_20230215.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
\$728,145

Plan Section	Total Planned ESSER III
Strategies for Continuous and Safe In-Person Learning	\$240,145
Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)	\$488,000
Use of Any Remaining Funds	\$0.00

Total ESSER III funds included in this plan

\$728,145

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.

FAMILIES

SCHOOL SITE COUNCIL COMMITTEE (SSC): The district maintains a School Site Council Parent Advisory Committee that meets regularly throughout the year, providing input into the districts' programs and services for students. Although the primary purpose of the School Site Council Committee is to provide input into the development of the district's Local Control Accountability Plan (LCAP), the recommendations made by the SSC go beyond the LCAP, supporting the needs of students across the district, regardless of specific plans or funding sources. The SSC is a well-informed group of parents who have received substantial training and support and have participated in analysis of the district's student achievement data, school climate data, and data exhibits students' social and emotional needs. Members of the SSC understand the opportunity gaps that existed before, and were exacerbated by the effects of the COVID-19 pandemic. Members of the SSC are well informed on the district's programs and services for students including, but also going beyond programs and services in the LCAP, and are active participants in the district's comprehensive strategic planning.

Members of the SSC come from (and therefore represent) the district's school site, all of its grade levels, all socioeconomic levels and ethnicities, families of English learners, students with disabilities, students who are homeless or are foster youth, and migrant students.

Members of the SSC, along with their children and families, have all been impacted by the COVID-19 pandemic. Therefore, the members of our SSC fully consider the perspectives and insights of each of the required community members in identifying the unique needs of the district, especially as they relate to the COVID-19 pandemic, and utilize these perspectives and insights as they make recommendations on the most effective strategies and interventions to address these needs through the programs and services the LEA implements, including those services using ESSER III funds.

DISTRICT ENGLISH LEARNER ADVISORY COMMITTEE (DELAC) / ENGLISH LANGUAGE LEARNER COMMITTEE (ELAC)

The District English Learner Advisory Committee (DELAC) / English learner Advisory Committee (ELAC) is a subcommittee of our School Site Council Advisory Committee (SSC). The District English learner student subgroup is small and represents .06% of our student population. At LESD, we combine the SSC and the DELAC into one working group due to the small number of English language learner students and parents. Parents and guardians of students who are English learners attend SSC meeting. The DELAC meets regularly throughout the school year. Although the primary purpose of the DELAC/ELAC is to provide input into the development of the district's federal Title I and Title III programs and services for English learners, the recommendations made by the DELAC/ELAC go beyond these funding sources and plans, supporting the unique needs of students who are English learners across the district, regardless of specific plans or funding sources. The DELAC/ELAC group of parents who have received training and support and have participated in analysis of the district's student achievement data, school climate data, and data showing students' social and emotional needs as they relate to students who are English learners. Members of the DELAC/ELAC understand the opportunity gaps that existed before, and were exacerbated by the COVID-19 pandemic. Members of the DELAC/ELAC are well-informed on the district's programs and services for all students, with an emphasis on students who are English learners, and are active participants in the district's comprehensive strategic planning.

Members of the DELAC/ELAC come from (and therefore represent) the district, all of its grade levels, all socioeconomic levels and ethnicities, families of English learners, students with disabilities, students who are homeless or are foster youth, and migrant students. Members of the DELAC/ELAC, along with their children and families, have all been impacted by the COVID-19 pandemic. Therefore, the members of our DELAC fully consider the perspectives and insights of each of the required community members in identifying the unique needs of the district, especially as they relate to the COVID-19 pandemic, and utilize these perspectives and insights as they make recommendations on the most effective strategies and interventions to address these needs through the programs and services the LEA implements, including those services using ESSER III funds.

TEACHERS, OTHER EDUCATORS

The district's meet-and-discuss sessions with the certificated bargaining unit, grade level teams, and classified staff meetings. These groups have provided ongoing input into the district's services, programs, and methods for systematically prioritizing these programs and services.

STUDENTS: LESD STUDENT SURVEY

Students in grades in 6-8 participate in an online survey each year in which they voice their opinions or concerns and make recommendations on the district's programs and services. Students participate in this survey (approximately 197 student participants each year).

PRINCIPAL AND SCHOOL LEADERS

The district is comprised of district office administration and leadership along with a school site principal and grade level leads meet regularly

throughout the school year. At these meetings, the principal, and grade level leads conduct analysis of the district's student achievement data, school climate data, and data showing students' social and emotional needs. The district's principal, and grade level leads are the primary leaders of the district's strategic planning, and work collaboratively to conduct a thorough analysis of the district's areas of strength and areas of need specifically as they relate to:

- Students who are low-income;
- Students who are English learners;
- Students who are foster youth;
- Homeless students;
- Students with disabilities; and
- Migratory students

The district administrative team, as they develop the district's strategic planning, consider the perspectives and insights of each of the required community groups, especially as they relate to the COVID-19 pandemic, and utilize these perspectives and insights as they develop the most effective strategies and interventions for students, including those using ESSER III funds.

OPPORTUNITIES PROVIDED FOR INPUT FROM THE PUBLIC

The Liberty Elementary School District Board of Trustees meets in public once per month. A public comment period is provided at the beginning of each meeting. Written public comments are also solicited on the district's website. A public hearing, where any member of the public can provide comments or input into the ESSER III plan took place on October 12, 2021 at the regularly scheduled board meeting. A draft of the ESSER III Plan (along with all of the district's other planning documents) is posted on the district's website.

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

FAMILIES

The SSC/DELAC/ELAC suggested the following recommendations, and each of these recommendations are contained within the actions in the ESSER III plan. Prevention and mitigation strategies to continuously and safely operate schools for in-person learning

- The committees acknowledge that in-person learning is the most effective instructional model: Continue to maintain safety to remain open for in-person learning.
- Continue to implement and follow CDE/CDPH/Local Health Dept. recommendations to ensure student/staff/parent safety in response to COVID.
- Provide parents with state and local health department school safety updates
- Continue to provide students with Hot Spots for those who do not have connectivity access.
- Continue to provide services and programs that support students' social/emotional health and well-being

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)

- Maintain or expand programs and services for students, especially students who are low-income, English learners, and/or foster youth.
- Increase services for at risk students and/or student groups including school tutoring and summer enrichment programs.
- Maintain or expand programs and services for English Learners under each of the districts three goals (that encompass a broad educational program, student achievement, support for teachers and staff, school climate and students' social-emotional needs, and parent/family engagement).
- Emphasize the academic language required for proficiency in mathematics and provide instruction and support for EL students' understanding, reasoning, spoken, and written expressions.

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

- Provide outreach, training, and support for parents in parenting skills and strategies that support the social/emotional well-being of their children
- Expand services for families and provide outreach and training for parents, principally the parents of kindergarten students. This training should provide parents with specific information, strategies, and resources that help them get their children to school each day ready to learn. This training and support should ensure that parents are aware of the programs and services within the district (and even the community) that are available to them, and that they know how to access them.
- Continue to provide training for teachers and staff in supporting students' social and emotional health.
- Support parent awareness of available interventions, enrichment and support using Parent Square, the district website, and other communication tools, ensuring families can make use of available resources.
- Continue supporting the district's art, music, band, and physical education programs.

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

- Ensure that the support systems are efficient and are reaching students in need
- Identify groups of students, especially high-risk students, who are improving and replicate strategies and supports that were given to these students to other high-risk student groups
- Have accountability in place to ensure that supports are reaching students and are effective in decreasing absenteeism
- Provide support for students' social emotional wellbeing by maintaining or expanding the district's team of counselors, social workers, student specialists, and psychologists
- Continue to provide information and resources on social-emotional learning and SEL programs
- Maintain or expand the district's art, music and physical education programs
- Continue to provide efficient apps and electronic tools to facilitate communication with families
- Continue to support the district's New Teacher Induction program (that provides training and support for teachers in the first years of their career)
- 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
- Continue to develop, maintain, and implement summative and formative assessments to monitor students' progress and identify students in need of evidence-based interventions

- Continue to provide tools to monitor and analyze data from these assessments that identify students' specific learning gaps and/or social emotional needs
- Continue to provide tools to monitor data indicators of students' social-emotional wellbeing (discipline incidents, absenteeism etc.)

TEACHERS, OTHER EDUCATORS

The ESSER III Plan was an agenda item at the district's meet-and-discuss sessions with the certificated bargaining unit, grade level teams, and classified staff meetings. These groups have provided ongoing input into the district's services and programs and on how to prioritize these programs and services. The bargaining unit recommended that the district expand or maintain the programs and services for students, especially students who are low-income, English learner, or foster youth with an emphasis on increasing services for school safety and student physical and social/emotional wellbeing.

STUDENTS

- Continue to support, maintain, or expand the district's art, music, band, physical education programs
- Continue to support, maintain, or expand academic study trips
- Expand after school tutoring and make tutoring session's available afterschool
- Provide counseling services at school
- Provide clubs or other enrichment activities during and afterschool

PRINCIPAL AND SCHOOL LEADERS

Prevention and mitigation strategies to continuously and safely operate schools for in-person learning;

- Continue to provide leadership, guidance, and technical assistance regarding maintaining safe operations of schools in addition to following of CDC/Local Health Department and CDPH guidelines.

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);

- Continue to provide support, and where practicable, expand the districts school tutoring program, summer learning program, extended day, and afterschool programs.
- Continue to provide students with the technology tools to support learning and evidence-based interventions both during and outside of school hours

Hardware and computers

Connectivity (infrastructure, hot spots etc.)

Support and troubleshooting

Digital content and resources for student learning

- Continue to develop and support pacing calendars in core subject areas that provide for student learning and evidence-based interventions
- Continue to provide supplies, materials, instructional materials/programs to support evidence-based interventions

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

- Provide support for students’ social emotional wellbeing by maintaining or expanding the district’s counselors, social workers, student specialists, and psychologist
- Continue to provide information and resources on social-emotional learning and SEL programs
- Maintain or expand the district’s art, music, band, and physical education programs.
- Continue to provide electronic tools to facilitate communication with families.
- Continue to support the district’s New Teacher Induction program (that provides training and support for teachers in the first years of their career).

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

- Continue to develop, maintain, and implement a vigorous suite of summative and formative assessments to monitor students’ progress and identify students in need of evidence-based interventions
- Continue to provide tools to monitor and analyze data from these assessments that identify students’ specific learning gaps and/or social emotional needs
- Continue to provide tools to monitor data indicators of students’ social-emotional wellbeing (discipline incidents, absenteeism etc.)

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

240,145

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
N/A	Improve/Upgrade/Repair School Facilities and Transportation	<p>The district will improve/upgrade/repair facilities to enable operation of the school to reduce risks of virus transmission and exposure to environmental health hazards, and to support student health needs. This includes but is not limited to the school site, the grounds, district vehicles and machinery (e.g. maintenance vehicles/equipment, student transport vehicles, and school buses).</p> <p>Expenditures include, but are not limited to hiring personnel (or maintaining current levels of personnel/staffing), purchasing supplies, materials, vehicles, equipment, and repairing or maintaining existing equipment/vehicles, school buildings, and grounds.</p>	\$90,145
N/A	Additional Health/Nursing and Custodial Staff	<p>The district will implement sanitization processes and procedures designed to minimize the spread of infectious diseases including but not limited to: (hiring additional nursing, custodial/maintenance staff and contracted services), training and professional development for staff of the LEA on sanitation and minimizing the spread of infectious diseases, purchasing supplies, materials, and equipment to sanitize and clean the district's facilities.</p>	\$50,000
N/A	Concurrent Instructional Delivery	<p>The district will provide concurrent instructional delivery to students who are directed to quarantine due to exposure or as a result of a positive COVID-19 case. This includes but is not limited to hiring personnel (or maintaining current levels of personnel/staffing), to provide virtual and livestream lessons and direct instruction to students. Hiring teachers, substitute teachers, and instructional aides to provide a continuity of learning to students when staff members are out ill or for delivering direct instruction to students who are receiving their education through an independent study model.</p>	\$100,000

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

488,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
ELOGP	Extending Instructional Time	The district will expand after school tutoring, maintain or expand academic study trips, clubs and enrichment. Implement a summer school program to provide low-performing students with learning activities and enrichment, while offering smaller class sizes and additional time to learn grade level concepts. Align ESSER III and ELOGP plans.	\$240,000
ELOGP / LCAP GL 2	Student Supports	Provide students with targeted support services to address barriers to learning. Students experiencing psychological and social-emotional difficulties need specialists to include, but are not limited to: counseling, psychologists and other mental health support services. Trained staff to teach specialized SEL curriculum to students so they may learn coping skills and strategies that will help mitigate some of the many challenges students face as a result of school closures. Align ESSER III, ELOGP plans, and LCAP.	\$58,000
ELOGP	Academic Services	Implement targeted academic services to students having difficulty in ELA and math. Targeted academic services will include resources to support special education teachers in their teaching practice. Provide small group and one-on-one academic instructional service programs that address student achievement gaps (among low-income, and students with disabilities, English learners, minorities, homeless, and foster youth student groups). Implement pull-out services located outside the general education classroom where student may receive small group and one-on-one academic instruction in an isolated environment to lesson distractions during learning. Hire retired teachers, reading specialists, and support staff or increase hours	\$190,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		worked for current staff to provide students with these services stated above. Align ESSER and ELOGP plans.	

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

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

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
Improve/Upgrade/Repair School Facilities and Transportation	All projects and assigned repairs will be monitored for completion by holding meetings which include the administration, maintenance and transportation personnel. During project meetings, staff will be expected to report	Bi-weekly and/or monthly

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
	completion updates to the administration for review and discussion.	
Additional Health/Nursing and Custodial Staff	The administration will observe and review health/nursing and custodial staff work performance to ensure CDPH Safe School COVID-19 Guidelines are being implemented.	Daily
Concurrent Instructional Delivery	Teachers, substitute teachers, and instructional aides keep student work completion logs. The attendance specialist monitors daily student attendance, and work completion for all students on an independent study contract. Teachers, substitute teachers, and support staff will follow-up with those students who have missing assignments, who miss virtual sessions, and contact parents if needed.	Daily
Extending Instructional Time	The number of students performing below grade level will be tracked and progress monitored by taking baseline academic achievement data and measuring the progress made during participation in extended learning programs. Student attendance in extended learning programs will be tracked. Grades and academic progress will be frequently monitored. Student participation in intervention programs will be monitored.	Dependent upon the extended learning program; weekly, bi-weekly, monthly
Student Supports	The principal will hold specialized team (school psychologist, resource specialist, school nurse, special education teacher, SLP, and social worker) meetings. During meetings, team members will provide service schedules, rosters, and student placement data reports to the principal. Triaged services will be monitored for each student and/or student group receiving support. All progress and program data will be	Bi-weekly and/or monthly

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
	entered in Aeries (student information system) for tracking progress.	
Academic Services	Student academic pre and post assessment data is collected. Progress reports are created every six (6) weeks. School site administration reviews student data and meets with grade level teams to disaggregate student data.	Bi-weekly and/or monthly; TK-3 students bi-weekly, 5 -8 students monthly.

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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