

ESSER III Expenditure Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
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School districts, county offices of education, or charter schools, collectively known as LEAs, that receive Elementary and Secondary School Emergency Relief (ESSER) funds under the American Rescue Plan Act, referred to as ESSER III funds, are required to develop a plan for how they will use their ESSER III funds. In the plan, an LEA must explain how it intends to use its ESSER III funds to address students' academic, social, emotional, and mental health needs, as well as any opportunity gaps that existed before, and were worsened by, the COVID-19 pandemic. An LEA may also use its ESSER III funds in other ways, as detailed in the Fiscal Requirements section of the Instructions. In developing the plan, the LEA has flexibility to include community input and/or actions included in other planning documents, such as the Local Control and Accountability Plan (LCAP), provided that the input and actions are relevant to the LEA's Plan to support students.

For more information please see the Instructions.

Other LEA Plans Referenced in this Plan

Plan Title	Where the Plan May Be Accessed
LCAP	South Whittier School District Website. https://www.swhittier.k12.ca.us/apps/pages/index.jsp?uREC_ID=257806&type=d&pREC_ID=735929
Extended Learning Opportunity Grant	South Whittier School District Website. https://www.swhittier.k12.ca.us/apps/pages/index.jsp?uREC_ID=257806&type=d&pREC_ID=735929

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

\$8,721,757

Plan Section	Total Planned ESSER III Expenditures
Strategies for Continuous and Safe In-Person Learning	\$2,365,894
Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)	\$3,993,739
Use of Any Remaining Funds	\$2,362,124

Total ESSER III funds included in this plan

\$8,721,757

Community Engagement

An LEA's decisions about how to use its ESSER III funds will directly impact the students, families, and the local community. The following is a description of how the LEA meaningfully consulted with its community members in determining the prevention and mitigation strategies, strategies to address the academic impact of lost instructional time, and any other strategies or activities to be implemented by the LEA. In developing the plan, the LEA has flexibility to include input received from community members during the development of other LEA Plans, such as the LCAP, provided that the input is relevant to the development of the LEA's ESSER III Expenditure Plan.

For specific requirements, including a list of the community members that an LEA is required to consult with, please see the Community Engagement section of the Instructions.

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

Stakeholder engagement in SWSD is an ongoing process. A variety of stakeholder groups were involved in the development and review of the LCAP, ELO and ESSER III. Groups included in the process were teachers, parents, principals, and other administrators, community members, SELPA Director, and SWSD board members. SWSD has an active Parent Advisory Committee and District English Learner Advisory Committee. These two committees include parent representation of English learners, students with disabilities, homeless, foster and socioeconomically disadvantaged students. District administration met with these groups to collect feedback, provide clarifications, and provide a platform for comments, questions, answers, and responses. A draft of the ESSER III was presented to all stakeholders and they were given the opportunity to provide input, reflect, and ask questions at each of these meetings. At this time, the district has not been consulted by any specific tribes, civil rights organizations, advocates, or disability organizations. The district regularly gathers feedback by having ongoing collaboration with certificated and classified

bargaining members on how to safely address the health and safety needs of students and staff while identifying strategies to best mitigate the impact of learning loss during in-person instruction.

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

Since the onset of the pandemic, The District has utilized input and feedback from stakeholders to develop plans that address the needs and circumstances of our community. Based on community input, the development of the ESSER III plan includes strategies that will continue to address the ongoing impact of the pandemic. The ESSER III plan was greatly influenced by the feedback and input provided through our recent stakeholder meeting composed of the Parent Advisory Committee and District English Learner Advisory Committee. The stakeholder meeting was available in English and Spanish and was available to the South Whittier School District community. The meeting was advertised via Parent Square, social media and District website. The meeting included information on allowable expenditures under ESSER III and asked stakeholders to rank actions in the order of greatest to least need. The meeting asked stakeholders to consider the overall impact of COVID in schools and prioritize actions to address various needs. The meeting also included opportunities for stakeholders to prioritize and rank actions and strategies that would best address learning loss. Meeting results were gathered and shared with our Board of Trustees, district administrators, teachers, classified staff, and the community at large. The results clearly demonstrated a big concern from stakeholders was the desire for The District to effectively address learning loss and provide social emotional support. Ensuring students and staff had daily access to safety equipment and proper air ventilation was also a top priority. Therefore, the plan includes various strategies and actions that will focus on addressing the needs of the whole child; academic and social emotional health. In addition, the plan includes strategies and actions for ensuring students and staff are provided with safe and healthy working and learning environments.

Actions and Expenditures to Address Student Needs

The following is the LEA's plan for using its ESSER III funds to meet students' academic, social, emotional, and mental health needs, as well as how the LEA will address the opportunity gaps that existed before, and were exacerbated by, the COVID-19 pandemic. In developing the plan, the LEA has the flexibility to include actions described in existing plans, including the LCAP and/or Expanded Learning Opportunity (ELO) Grant Plan, to the extent that the action(s) address the requirements of the ESSER III Expenditure Plan.

For specific requirements, please refer to the Actions and Expenditures to Address Student Needs section of the Instructions.

Strategies for Continuous and Safe In-Person Learning

A description of how the LEA will use funds to continuously and safely operate schools for in-person learning in a way that reduces or prevents the spread of the COVID-19 virus.

Total ESSER III funds being used to implement strategies for continuous and safe in-person learning

\$2,365,894

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
ELO Goal 1 Action 3 LCAP Goal 1 Action 24	Supervision	ELO plan allocates for (1) part time campus supervisor for one site that will continue to be funded through this action and adds an additional (6) part time campus supervisors to provide additional supervision and safety support at all campuses.	133,700
N/A	PPE	Purchase supplies to reduce risk of virus transmission and support student health needs	300,000
N/A	Emergency Equipment	Purchase supplies to improve LEA preparedness and response efforts	100,000
N/A	Safety Signs	Purchase traffic flow and line signage for school safety to reduce risk of transmission	25,000
LCAP, Goal 4, Action 3 ELO Action	Community Liaisons	ELO plan allocates increased hours above the LCAP allocation to (6) Liaisons increase prime to 5 hours @sites and (1) 6 hour District for the 2021-22 year. With this action this will extend the additional hours.	67,723
N/A	Hire Substitutes	8 long-term substitute teachers to support sites when there are covid-related staff absences.	\$248,000
N/A	Technology Aides	Each school site (6) will have daily access to a technology aide that will support and ensure students have access to devices and families have access to a wi-fi connection. Technology aides will support managing devices to ensure students on independent study, short	500,000

		term independent study or on quarantine will continue to have access to working devices.	
LCAP Goal 1 Action 5	Custodial Support	As an extension to the LCAP allocation, additional, custodial staff will be hired to provide additional sanitizing cycles in classrooms and lunch spaces. Staff will ensure classroom furniture is safely spaced apart and PPE is accessible and delivered	555,120
N/A	Repairs and Maintenance	Inspection, testing, repair and replacement and upgrade projects to improve indoor air quality in school facilities, including ventilation and air conditioning systems, filtering, purification and other air cleaning fans.	106,351
N/A	Contracted services	Contract services (subs, maintenance, custodial) necessary to maintain operations and continuity of services.	50,000
LCAP Goal 1 Action 11	District RN and LVN	The LCAP allocates funds for one full time District nurse. This action will extend these services to include one District RN and one additional LVN.	280,000

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

\$3,993,739

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
ELO Goal 1 Action 1	MTSS Support - Certificated	The ELO allocated funds for 12 certificated Interventionists, digital learning TOSA, wellness check case manager. With this action, funds will be utilized to extend the services.	1,221,280
ELO Goal 1 Action 1	MTSS Support - Classified	Extend Instructional Aide Hours to provide after school interventions (10 hours per week) with this action, funds will be utilized to extend the services.	98,961

ELO Goal 1 Action 2	MTSS Support - Classified	Hire (6) MTSS Instructional Aides 3 hours per site. With this action, funds will be utilized to extend the services.	302,149
N/A	MTSS Training	Provide MTSS professional development opportunities for principals and site leaders (SST training, processes and procedures)	250,000
N/A	Planning using data to mitigate learning loss	Provide certificated hourly pay for after school and/or summer planning to develop site MTSS programs, analyze student data, and plan/implement intervention	75,000
N/A	Planning for Summer Programs	Provide planning and training opportunities for teachers that will teach summer school programs to mitigate any learning recovery	100,000
ELO Goal 1 Action 1	ELL TOSA	(1) ELL TOSA will provide intervention and progress monitoring for LTELs. With this action, we will extend the services.	111,078
ELO Goal 1 Action 1 LCAP Goal 1 Action 19	Wellness Case Manager	(1) Wellness Case Manager to assist with wrap around services. With this action, we will extend this service.	18,506
ELO Goal 1 Action 3 LCAP Goal 1 Action 17	LCSW	The LCAP includes one LCSW to provide mental health services and support. The ELO plan allocates one additional LCSW for the 2021-22 school year. With this action, funds will be allocated to extend the one additional LCSW and hire 3 additional LCSWs.	718,865
N/A	Multi-Tiered Systems of Support - Teachers on Special Assignment	(1) TOSA to coordinate and support school sites with the continued implementation of RtI and PBIS to provide targeted student support in the areas of academics and behavior.	188,998

N/A	Continuity of Instruction for SWD - Behavior Support	(1) SPED Instructional Aide to provide support to case managers for SWD in the areas of academics and behavior.	60,000
N/A	Continuity of Instruction for SWD	(1) SWD will have access to a certificated special education teacher to provide virtual or in-person instructional support while students are in quarantine.	150,000
N/A	Continuity of Instruction for SWD - Intervention	(6) SPED Instructional Aides to provide intervention during the school day to help reduce student to teacher ratio for SWD to mitigate learning loss.	360,000
N/A	Continuity of Instruction for SWD - Behavior Support BCBA	Contract BCBA services to build capacity of site teams (principals, psychologists, teachers, paraeducators) to support intensive behavioral needs of SWD.	16,000
N/A	Independent Study Virtual Teachers	(2) Hire Certificated teachers to provide daily instruction/interaction, and monitor student progress during Virtual Independent Study.	167,145
	Independent Study Virtual Program	The District will provide an online Virtual Independent Study Curriculum for families electing to continue virtual instruction.	\$15,000
N/A	Technology TOSA	(1) Certificated TOSA to provide professional development to teachers in google, think central, online platforms, standardized practices to support learning loss.	140,757

Use of Any Remaining Funds

A description of how the LEA will use any remaining ESSER III funds, as applicable.

Total ESSER III funds being used to implement additional actions

\$2,362,124

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
N/A	Classroom Environments	Purchase furniture to accommodate flexible and engaging learning environments across the District.	500,000
N/A	Translation Services	Contract for oral and written translation services to provide assistance to families on how they can effectively support SWD.	200,000
	Technology Hardware	Upgrade and maintain purchase HDTVs, computer devices and wifi connectivity for remaining classrooms and district offices to promote planning and collaboration.	\$170,000
N/A	Conferences	Identify learning opportunities (MTSS, PBIS, Technology) for administration, leadership and certificated staff to attend.	100,000
N/A	Conferences -Travel	Cost of travel for identified learning opportunities (MTSS, PBIS, technology) for leadership and certificated staff to attend.	100,000
N/A	Contracts	Contract recess services (Playworks) to implement evidence-based practices that meet the comprehensive needs of students.	100,000
N/A	Recess Support Training	Classified hourly pay for recess support (Playworks) professional development to implement evidence-based practices that meet the comprehensive needs of students	100,000
ELO Goal 2 Action 3	Books	In summer 2021 takehome books were purchased for every student from the ELO funds. This action extends the purchase of summer take home books to continue for all students (TK-7th).	240,000
N/A	District Secretary	Provide a district secretary for the IT department to assist with the maintenance of records, troubleshooting and ongoing helpdesk needs that additional hardware has required.	140,000

N/A	IT Extra Pay	Extra pay for device setup, maintenance, inventory, tech needs that can be performed after hours.	\$13,704
N/A	Teacher Training	Google certification for two teachers persite (Educator Level 1 & 2).	18,000
N/A	Full time executive assistant to HR	Extend the human resources support for COVID19 contact tracing and hiring.	\$140,000
N/A	Confidential District Technician	District clerks to support Human Resources and Business Services.	\$360,060
N/A	Cafeteria and Meal Distribution support	Subs and extra pay assignments for cafeteria and meal distribution support and safety measures	\$180,360

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
Safety supplies and equipment to reduce/prevent the spread of COVID-19 virus <ul style="list-style-type: none"> • PPE • Emergency equipment • safety signage 	Facilities department, custodians, and site administrators will inventory supplies and restock supplies and equipment as needed.	monthly inventory monitoring monthly restock supplies and equipment
Improved Air circulation and facility repair <ul style="list-style-type: none"> • HVAC 	Facilities department and Site administrators will document improvements and upgrades to facilities and repairs	on-going walkthroughs ongoing monitoring of work orders completion

<p>Custodial & maintenance support</p>	<p>Custodians will have documentation of daily cleaning schedules</p> <p>Site administrators will perform ongoing walkthroughs in classrooms to ensure cleaning is occurring</p> <p>maintenance work orders</p>	<p>Ongoing observations of facilities</p> <p>ongoing monitoring of work order completion</p>
<p>Safe Return to school staffing</p> <ul style="list-style-type: none"> • community liaisons • technology aides • IT Extra Pay • long term substitute teachers • RN and LVN • Campus supervisors 	<p>Bi-monthly meeting will be held to communicate progress with administration</p> <p>schedule for all staff members</p> <p>Logs will be collected by the site administrators and district directors to monitor services, communication, and needs</p>	<p>Meeting agendas</p> <p>Meeting sign-in sheets</p> <p>Collect weekly schedule and ongoing monitoring of tasks and services rendered</p> <p>Ongoing monitoring of logs of student and teacher support</p>
<p>Staffing for Learning Loss</p> <ul style="list-style-type: none"> • MTSS Interventionist • Digital learning TOSA • MTSS/SPED IA support • ELL TOSA • Wellness case manager • LCSW • MTSS TOSA • Technology TOSA 	<p>Bi-monthly meeting will be held to communicate progress with administration</p> <p>schedule for all staff members</p> <p>Logs will be collected by the site administrators and district directors to monitor services, communication, and needs</p>	<p>Meeting agendas</p> <p>Meeting sign-in sheets</p> <p>Collect weekly schedule and ongoing monitoring of tasks and services rendered</p> <p>Ongoing monitoring of logs of student and teacher support</p>
<p>Virtual Independent Study Program</p> <ul style="list-style-type: none"> • Teachers • Curriculum 	<p>Reengagement documentation will be collected by independent study teachers</p> <p>Teachers will monitor daily instruction/live interaction</p> <p>Teachers will conduct formal/informal observations to ensure students are completing assigned work and following the curriculum using enhanced virtual learning equipment</p>	<p>Weekly reengagement logs collected</p> <p>monitoring of daily schedules and student check-ins</p> <p>progress monitoring of student attendance into Asellus</p> <p>Virtual logs of professional development attendance</p>

	<p>Teachers will meet with the Assessment & Accountability Director to communicate updates</p> <p>Professional development on Asellus Academy platform will be provided and participant attendance will be collected</p>	
<p>Continuity of Instruction for students with special needs</p> <ul style="list-style-type: none"> • SWD Behavioral Support • SWD Intervention • BCBA services • SPED IAs 	<p>The Director of Special Education will provide access and support to case managers based on need. Schedules and pre/post assessments will be monitored. progress report measure to IEP goals/skills.</p>	<p>Ongoing monitoring of schedules, IEPs, progress reports and assessments</p>
<p>Continuity of Instruction for students with special needs on quarantine</p>	<p>Participating teachers will provide virtual or in-person instruction support while students are in quarantine.</p>	<p>Daily student attendance will be collected</p> <p>Monitoring of daily schedule</p>
<p>MTSS Professional Development/training/planning</p> <ul style="list-style-type: none"> • SST training • MTSS Summer training & planning • Analyze data 	<p>Administrators and teachers will be provided with robust data reports for all students in ELD, ELA, and Math to determine overall areas of need.</p> <p>Teachers will attend summer and after school training/planning to progress monitor and reflect on data for student academic achievement and mitigate learning loss</p>	<p>Data reports will be provided 2X per trimester for a total of 6 per year.</p> <p>Sign in sheets for meeting attendance</p> <p>Staff meeting agendas</p>
<p>District Support Staff</p> <ul style="list-style-type: none"> • District Secretary • Full time executive assistant to HR • Confidential District Technician • Cafeteria and Meal Distribution support 	<p>Schedules for each staff member</p>	<p>Collect weekly schedules and ongoing monitoring of tasks</p>

<ul style="list-style-type: none"> Classroom Environments Technology Hardware 	Furniture and HDTVs will be purchased to accommodate flexible, engaging and collaborative environments across the district	Ongoing monitoring of expenditures and purchase orders
Professional Learning Opportunities <ul style="list-style-type: none"> Teacher Training Conferences Conferences - Travel 	Up to two teachers per site will have the opportunity to become Google Certified Educators. Administrators, teachers and classified staff will have the opportunity to attend identified conferences that are related to MTSS, PBIS, Technology integration.	Ongoing monitoring of registration for Google Certified Educator trainings Ongoing monitoring conference registrations and travel documentation
Recess Support Training Contracts	A contract for a recess support provider will be secured to assist with safe and purposeful play. Classified supervision will be trained	Ongoing monitoring of contracts and schedules Monitor related professional development sign in sheets
Books	Purchase summer take-home books for all students in TK-7th grades for summer 2022 and 2023	Monitor ongoing expenditures and purchase orders
Translation Services	Contract for translation services for additional support	Ongoing monitoring of contracts

ESSER III Expenditure Plan Instructions

Introduction

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

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

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

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

For additional information regarding ESSER III funding please see the ARP Act Funding web page at <https://www.cde.ca.gov/fq/cr/arpact.asp>.

For technical assistance related to the ESSER III Expenditure Plan template and instructions, please contact LCFF@cde.ca.gov. 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 after school 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.).