

ESSER III Expenditure Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
San Mateo-Foster City School District	Diego Ochoa, Superintendent	650-312-7348

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
AB86 Supplemental Instruction and Support Plan	SMFCSD AB86 ELO Plan Website
2021-24 LCAP	SMFCSD LCAP Website

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

\$6,548,931

Plan Section	Total Planned ESSER III Expenditures
Strategies for Continuous and Safe In-Person Learning	\$ 0.00
Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)	\$ 5,520,000
Use of Any Remaining Funds	\$ 1,028,932
Total ESSER III funds included in this plan	
\$ 6,548,931	

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.

SMFCSD developed its ESSER III plan in coordination with the district's AB86 ELO plan (see above "AB86 Supplemental Instruction and Support Plan"), approved by the Board of Trustees in May 2021. The district's approach has been to identify and implement a consistent set of strategies across three years, funded by AB86 for 2021-22 and ESSER III for 2022-23 and 2023-24, that also complement strategies outlined in the 2021-24 LCAP. So beginning in the Spring 2021--to develop first the AB 86 plan for 2021-22 and lay out the strategies for ESSER III funds for 2022-23 and 2023-24--district staff convened input, planning, and feedback meetings with several stakeholder teams and community partners and presented at Board meetings for public comment.

These meetings and Board sessions included reviewing the program requirements of AB86 and ESSER III; consideration of research-based best practices; asking participants to suggest strategies they thought would address student "unfinished

learning” and accelerate student learning; and providing feedback on drafts of proposed strategies and funding allocations. These meetings were with the following stakeholders:

1. The SMFCSD Stakeholder Advisory Team is composed of a family and a staff representative from each of the district’s 21 schools; the leads from the district’s classified and certificated bargaining units; the lead from the district’s management representative organization; and the lead of the district’s PTA Governance Council. The Advisory Team met four times (April 15, April 29, May 13, and October 4, 2021), focused on providing input and feedback on the district’s AB86 and ESSER III plans.
2. The Special Education District Advisory Committee is composed of central Special Education leaders, site leaders and Special Education teachers, and families of students with IEPs. The SEDAC met on April 20, 2021 to provide input on potential strategies for the district’s AB86 and ESSER III plans and for the 2021-22 LCAP.
3. The Labor Management Initiative group is composed of classified and certificated staff, the leads from the district’s classified and certificated bargaining units, site leaders and central management. This group met on April 21, 2021 to provide input on potential strategies for the district’s AB86 and ESSER III plans.
4. District certificated staff and their bargaining unit Governing Council representatives met twice on April 26 and 28, 2021 to provide input on potential strategies both for the district’s 2021-22 LCAP and the AB86 and ESSER III plans.
5. Similarly district families participated in three input sessions (May 4, 5, and 10, 2021) to provide input on potential strategies both for the district’s LCAP and the AB86 and ESSER III plans.
6. The district’s leadership team--composed of central and site, classified and certificated managers--also met three times (April 15 and 29, and May 13 2021), focused on providing input and feedback on the district’s AB86 and ESSER III plans.
7. The District English Language Advisory Committee is composed of families of English Learner students, teachers and site leaders, and central English Learners programs leaders. The DELAC met on April 20, 2021 to provide input on potential strategies for the district’s AB86 and ESSER III plans and for the 2021-22 LCAP.
8. In the AB86 and ESSER III planning for summer programs, district leaders also met with non-profit childcare providers and community service organizations that serve diverse families in San Mateo and Foster City to design expanded summer enrichment programming.

The District engaged in meaningful consultation with a wide variety of professional and community stakeholders in these meetings and Board sessions. While the district did not meet specifically with community civil rights groups, participants in these engagements included students and families of English Learners and students with IEPs, as noted; comprised staff, family, and community members of the district’s Sanctuary Task Force and Equity Task Force; and advocated for the needs and priorities of community civil rights groups in which many participate.

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

As noted above, SMFCSD developed its ESSER III plan in coordination with the district’s AB86 ELO plan (see above “AB86 Supplemental Instruction and Support Plan”), approved by the Board of Trustees in May 2021. The input gathered in the engagements described above led the district to identify and to begin implementing a consistent set of strategies across three years. In fact, it was community input that explicitly reinforced this approach: community stakeholders repeatedly said that they

wanted to see identified strategies implemented for as long as possible; they did not believe that one year or even two years of work would meaningfully address the academic and social emotional consequences of the pandemic.

Not surprisingly, community stakeholders advocated most strongly for enhanced summer programming and a variety of “extended learning” opportunities during the year. They wanted additional learning programs outside the regular instructional day--after school at elementary and optional before and after school at middle school. They wanted programs to provide time-bound support, targeting the “unfinished learning” needs of identified students and focused on using engaging, culturally responsive, project-based strategies. These recommendations were incorporated into the actions and expenditures described below.

Considerable stakeholder feedback also focused on supporting instruction in the classroom and helping teachers address the different academic and social emotional needs that all expected would be intensified as a result of the pandemic. Community members were hearing and reading the reports about learning delays in reading and mathematics; many expressed concerns about the inequitable impacts on English Learners, students with IEPs, and students from families who struggled economically. Based on this input, SMFCSD has prioritized, in the actions below, academic/social-emotional support strategies that would enhance classroom-based differentiated Tier 1 universal and Tier 2 targeted instruction in both mathematics and language and literacy--strategies such as support for additional teacher collaboration, teacher professional learning, and assessment and acceleration resources and materials. Because the district’s LCAP makes a deep investment in additional language and literacy staffing, the district decided to act on community advocacy for additional teachers and planned to use AB86 and ESSER III funds for additional math teachers.

Community stakeholders also expressed strong concerns about students whose attitudes toward learning were negatively impacted by distance learning. In this feedback too, there was specific concern about the inequitable impacts on English Learners, students with IEPs, and students from families who struggled economically. Based on this input, SMFCSD identified that addressing the problem of unfinished learning must include Tier 1 universal practices that build joy and engagement in learning and respond to the cultural experiences of SMFCSD students and families. In addition to strategies that address the mental and emotional health needs of our students coming out of the pandemic (see following), stakeholders strongly recommended strategies that address the diversity of our students, the equity challenges that many face, and the need for inclusive classroom and school communities that rebuild confidence in our public schools.

Community input also focused on addressing the physical, mental, emotional, and social health and wellness of SMFCSD students, coming out of the pandemic as a critical priority. The district received strong feedback on the importance of strengthening leader, teacher and staff capacity to implement a variety of practices that build community and connection in the classroom and on campus, including trauma-informed Instruction, Restorative Practices, 2nd Steps social-emotional learning curriculum, and Responsive Classroom. These strategies are found in the funding plan below.

Finally, a note about a subject of considerable community input that is not in this plan: the district received strong feedback that reducing class size, particularly where class sizes are largest, is an important Tier 1 strategy for re-building community and connection, following the pandemic. The district is implementing this recommendation, but chose not to use AB86 or ESSER III funds to do so. Instead the district is using \$1.5 million of other district funds, toward reducing class size in the 2021-22 school year

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

\$ 0.00

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

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

\$5,520,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
AB86	Summer Learning Programs (2023 and 2024)	Continue SMFCSD's summer learning & enrichment programs, targeting 1000+ high needs students each summer.	\$1,040,000
AB86	"Extended Learning Time" programs (2022-23 and 2023-24)	Continue SMFCSD's "extended learning time" programs (before/after school, Saturdays, family "at home" time, intersessions), targeting the "unfinished learning" needs of identified students, using engaging, culturally responsive, strategies and intensive tutoring.	\$1,000,000
AB86	Mathematics Instruction and Targeted Support (2022-23 and 2023-24)	Continue strategies to strengthen mathematics tier 1 universal instruction and tier 2 targeted academic/social-emotional supports for mathematics: additional math teachers, supports for teacher collaboration, teacher professional learning, and student math assessment and acceleration resources and materials.	\$2,100,000
LCAP Goals 2 and 6	Language & Literacy Instruction and Targeted Support (2022-23 and 2023-24)	Expand strategies to strengthen language & literacy tier 1 universal instruction and tier 2 targeted academic/social-emotional supports for language & literacy: supports for teacher collaboration, teacher professional learning, and student assessment and acceleration resources and materials.	\$1,280,000

AB86	Culturally Responsive Instruction and Targeted Support (2022-23 and 2023-24)	Continue strategies to implement culturally responsive universal instruction and targeted academic/social-emotional supports: supports for teacher and staff collaboration and professional learning,	\$100,000
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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

\$ 1,028,932

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
AB86	Student Health & Wellness Supports (2022-23 and 2023-24)	Continue strategies to implement Trauma-Informed Instruction, Restorative Practices, 2nd Steps social-emotional learning curriculum, and Responsive Classroom: Site leader, teacher and staff professional learning, supports for staff collaboration, supplemental resources and materials.	\$285,260
LCAP Goals 1 and 2	Instructional Technology and Data-Driven System Supports (2022-23 and 2023-24)	Expand strategies to strengthen the use of instructional technology (chromebooks and online applications) and data-driven decision making: data systems analyst and technology manager.	\$540,000
N/A	Indirect costs		\$203,672

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
Summer Learning Programs (2023 and 2024)	<p>Students will complete math, language & literacy, and social-emotional learning screeners at the beginning and end of the programs. Results will be analyzed for indicators of progress by the summer students, from the start to the end of the summer program.</p> <p>Prior end-of-year and subsequent beginning-of-year district math and language & literacy assessments will be analyzed for all students and the sub-group of summer program participants. The data will be analyzed for statistically-significant improved performance by the summer students, compared to students who did not attend the summer programs.</p>	<p>August 2023 and 2024</p> <p>October 2023 and 2024</p>
“Extended Learning Time” programs (2022-23 and 2023-24)	<p>Students will complete math, language & literacy, and social-emotional learning screeners at the beginning and end of the programs. Results will be analyzed for indicators of progress by the participating students, from the start to the end of the extended learning program.</p> <p>CAASPP and district math and language & literacy assessments will be analyzed for improvements in the percentage of students meeting/exceeding standard (overall and key</p>	<p>December 2022 and 2023</p> <p>May 2023 and 2024</p> <p>February 2023 and 2024 (district assessments)</p> <p>June 2023 and 2024 (district assessments)</p>

	student groups) and for reduction in the performance gaps for key student groups (Latinx, Pacific Islanders, English Learners, Students with IEPs).	September 2023 and 2024 (CAASPP)
Mathematics Instruction and Targeted Support (2022-23 and 2023-24)	CAASPP and district math assessments will be analyzed for improvements in the percentage of students meeting/exceeding standard (overall and key student groups) and for reduction in the performance gaps for key student groups (Latinx, Pacific Islanders, English Learners, Students with IEPs).	October 2022 and 2023 (district assessments) February 2023 and 2024 (district assessments) June 2023 and 2024 (district assessments) September 2023 and 2024 (CAASPP)
Language & Literacy Instruction and Targeted Support (2022-23 and 2023-24)	CAASPP and district language & literacy assessments will be analyzed for improvements in the percentage of students meeting/exceeding standard (overall and key student groups) and for reduction in the performance gaps for key student groups (Latinx, Pacific Islanders, English Learners, Students with IEPs).	October 2022 and 2023 (district assessments) February 2023 and 2024 (district assessments) June 2023 and 2024 (district assessments) September 2023 and 2024 (CAASPP)
Culturally Responsive Instruction and Targeted Support (2022-23 and 2023-24)	CAASPP and district math and language & literacy assessments will be analyzed for improvements in the percentage of students meeting/exceeding standard (overall and key student groups) and for reduction in the performance gaps for key student groups (Latinx, Pacific Islanders, English Learners, Students with IEPs). District student/family surveys will be analyzed for improvements in reported experience of culturally responsive engagement and support.	October 2022 and 2023 (district assessments) February 2023 and 2024 (district assessments) June 2023 and 2024 (district assessments) September 2023 and 2024 (CAASPP) June 2023 and 2024 (district surveys)

<p>Student Health & Wellness Supports (2022-23 and 2023-24)</p>	<p>Attendance data will be analyzed for improvements in the percentage of students chronically absent (overall and key student groups, including Latinx, Pacific Islanders, English Learners, Students with IEPs).</p> <p>District student surveys will be analyzed for improvements in key health and wellness indicators (overall and key student groups, including Latinx, Pacific Islanders, English Learners, Students with IEPs).</p>	<p>June 2023 and 2024</p> <p>June 2023 and 2024 (district surveys)</p>
<p>Instructional Technology and Data-Driven System Supports (2022-23 and 2023-24)</p>	<p>District staff/student/family surveys will be analyzed for improvements in reported satisfactory experience of technology support.</p> <p>District staff surveys will be analyzed for improvements in reported use of data to improve instruction and in reported satisfaction with the district assessment system.</p>	<p>June 2023 and 2024 (district surveys)</p> <p>June 2023 and 2024 (district surveys)</p>

ESSER III Expenditure Plan Instructions

Introduction

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

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

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

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

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