ESSER III Expenditure Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
San Ysidro School District	Dr. Gina Potter Superintendent	ginal.potter@sysdschools.org 6194284476

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
Local Control Accountability Plan (LCAP)	https://www.sysdschools.org/cms/lib/CA02206824/Centricity/Domain/4/FINAL%20SYSD%20LCAP%202021-2024.pdf
Expanded Learning Opportunities Grant Plan (ELO -P)	https://www.sysdschools.org/cms/lib/CA02206824/Centricity/Domain/4/2021%20Expanded%20Learning%20Opportunities%20Grant%20Plan%20SYSD%209.14.21.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

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

Total ESSER III funds included in this plan

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.

The San Ysidro School District prioritizes the engagement and feedback of stakeholders in the creating of any district plan. In preparation for 2021-2024 LCAP cycle, the district created surveys to monitor feedback from community members including parents, students, and staff on distance and in person learning programs and supports necessary to ensure that the district would be able to support student needs created by the ongoing impacts of lost instructional time and social emotional needs of students.

Additionally, there were virtual forums/meetings that included an overview of the previous cycles LCAP goals to review the goals and actions/services that had been provided and gather to feedback to inform the LCAP goals for the 2021-2024 cycle. These forums to collect feedback were provided by the Executive Director of Educational Services to Principals, by school site principals with school site parent groups including parents of students with disabilities and unduplicated students as well site staff. Middle School Principals, also included their students as part of the feedback gathering process. To gather additional feedback, in April 2021, the district posted an online survey through SurveyMonkey and solicited input from the same stakeholder groups as well as community members. Members of the Educational Services Department reviewed all of the data that was gathered throughout the year and including the data that was collected from February - May to identify the supplemental and instructional strategies that the district would implement to support student growth both academically and in regards to social emotional well being.

The district engaged in Differentiated Assistance(DA) workgroup which included district classified, certificated, administrative staff, a SELPA administrator, and county support for evaluating data on chronic absenteeism and math for students with disabilities, this work also supported the development of the LCAP as we analyzed data and worked to determine actions and services to better support this student group in these identified areas. This process began in the 2019-20 school year, where we worked on identifying needs based on a deep dive into academic and school climate data. These data points and conversations, allowed us to identify some areas that became point of inquiry for us in determining critical areas of concern for issues impacting students in the areas of chronic absenteeism and academics. However, the COVID-19 pandemic led to a slowing of this work and then a reboot that was focused on moving towards LCAP goals to impact actions and services to support students with disabilities in the area of academics (specifically math) and chronic absenteeism. The sessions were topic focused and allowed us a systematic way to analyze student needs using data and stakeholder feedback to guide input on the LCAP, please see the list of DA meetings and topics covered: Data Institute - 1/31/20, Consultation: Systems Investigation - 2/19/20, Root Cause Institute - 2/26/20, 19-20 DA Summary - 6/19/20, DA Re-Engagement & Ongoing Support (Learning Continuity & Attendance Plan): 8/6/20, Empathy Interviews - Week of 2/1/21, Working Smarter Matrix 3/5/21, Data Collection Prioritization 3/18/21, Focusing Improvement Efforts 4/19/21, and LCAP Alignment 5/13/21.

Through the analysis of the data that was gathered from feedback the district identified an emphasis on the need to provide the following types of services intervention for students, additional support for English language development, sports programs, enrichment opportunities, mental health supports, continued supports for technology, and the continued implementation of communication strategies as well as health and safety practices. The San Ysidro School District has implemented this feedback in the supports and services that we are prioritizing in the creation of this plan.

In order to gather additional feedback and input to inform the final draft of the 2021-24 LCAP, the drafted plan was reviewed with:
DELAC(District English Learner Advisory Committee) - April 30, 2021
DPAC (District Parent Advisory Committee) - April 30, 2021
CSEA (Classified Bargaining Unit): May 19, 2021

SYEA (Certificated Bargaining Unit): May 27, 2021
LCAP/DBAC(District Budget Advisory Committee): May 27, 2021

San Diego Office of Education FASTPASS - June 1, 2021
Public Hearing - June 10, 2021
Governing Board approval - June 24, 2021

The district recognizes that the ongoing impacts of COVID-19 are being more fully understood as students have returned to in person learning. For this reason in addition to the feedback collected to inform the LCAP, ELO-P, and the LCAP Federal Addendum, the district has continued to engage in ongoing opportunities for feedback. These include the Differentiated Assistance (DA) work that we are engaged in with the San Diego County Office of Education (SDCOE) with ICAN (Improving Chronic Absence Network) and consultation with CSEA (Classified Bargaining Unit) on October 5, 2021 and SYEA (Certificated Bargaining Unit) on October 14, 2021.

All of this feedback was integrated into the development of the plan.

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

In the creating the LCAP goals, the district worked to align the state priorities with the identified needs of the district. Each of the goals that has been written for the LCAP includes actions and services that are reflective of the input that our community members shared. As we analyzed student data upon the return to in person learning and the more recent community input, we determined that the LCAP goals serve as a vehicle to support the needs of students due to the impacts of COVID 19 and lost instructional time. Therefore, we relied on the goals that we had set in the LCAP and the plan includes more opportunities to support students in accelerating learning through the implementation of additional supports and services, as well as supporting students and families with a wrap around model for mental health services and supports.

The first goal which focuses on academic achievement includes an equity lens by calling out specific student groups that need to accelerate their learning in order to mitigate the achievement gap that has been exacerbated by the COVID-19 pandemic and school closures. This goal includes actions and services that are a direct result of the community input, including focusing on the technology plan which includes the support of 100% digital access for all students and professional learning to increase technology use, as well as interventions for students that are embedded in the instructional day and in expanded learning opportunities.

The second goal focuses on English language and academic language development with an emphasis on supporting English learners to meet annual progress goals and reclassify in 5 years, and is a direct result of community input. This goal will be supported by actions and services that are focused on language acquisition strategies for all learners, including students with disabilities. The district will focus on English and Academic language development with the implementation of professional learning for staff and coaching support for implementation. This professional learning is focused on instructional strategy, but is also assets based so that we lift up our community through an equity lens to value culture and the skills that students bring with them to the classroom.

The third goal focuses on school culture and student engagement. This goal will embed the input of stakeholder in actions and services that call for the strengthening of social emotional supports for students, the refinement and support of Positive Behavior Intervention Strategies (PBIS), and the emphasis on sports and enrichment opportunities to support the building of culture and community on our school sites. This focus on school culture and students engagement will support student attendance, for all students including unduplicated students, students with disabilities, and homeless students by building a positive welcoming school environment, which includes the implementation of a multi tiered system of support for student engagement. The focus is on teaching and modeling restorative practices, appropriate behaviors and responses, as well as rewarding desired behaviors to encourage the growth of a community of respect in every classroom, every school site, and beyond. Additionally, the focus remains on the safety of students and staff through COVID mitigation measures.

The district's fourth goal is a direct result of community input that calls out the need have mental health supports for students. This goal focuses on the development of social emotional learning and wellbeing with additional supports when needed. For this goal we have created actions and services that include the hiring of social workers to support the Tier I implementation of the district's social emotional curriculum, as well as to provide Tier II supports like groups and 1:1 support for students who need additional supports. The district is working with temporary federal funds to be able to support the hiring of temporary social workers to support the needs of students, which have increased due to the trauma and impacts of the COVID 19 pandemic.

The last goal is focused on parent engagement and we had input that asked us to continue the communication that we were already doing in terms of being proactive in our communication to families. We also wanted incorporate the concerns and needs that community members input identified and use the topics of student academic support, language acquisition, enrichment/sports opportunities, technology, and mental health supports to help inform the workshop and activities that we host and engage our families in so that students and families will feel equally engaged in the focus of the district as we move all of our students forward. The focus on parent engagement will be to offer opportunities for parents that are relevant to their needs and support their growth as partners in the educational community that we are building together.

This plan followed the goals of the LCAP as the district plan, and created a plan that leverages the funding within the plan to deepen the actions and services provided that directly impact the areas of need that are supported through ESSER III.

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			

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
	Substitute Rates - Certificated	Increase in substitute rates for certificated job classifications to support the need for increased staffing due to COVID-19 and challenges of low numbers of certificated substitutes.	
	Substitute Rates - Classified	Increase in substitute rates for specific classified job classifications to support the need for increased staffing due to COVID-19 and challenges of low numbers of substitutes within these classifications,	
	Site Substitutes	Site based substitute to support of instructional programs.	
LCAP, Goal 3, Action 1, 4, 5,	Safety Mitigation Measures	Support the ongoing cost of safety mitigation measures necessary to keep schools open for in person learning. Thhes include but are not limited to: contract tracing, record keeping, testing, and the implementation of cleaning protocols for COVID-19 prevention.	
	Additional Staffing	Increased in staffing due to needs of individual school sites, to ensure appropriate staffing levels at each school site.	

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

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP, Goal 1, Action 5	Curriculum, Instruction, and Data Driven Systems: DRS & Sci-Phy Team	Continue Data Reflection Sessions with the support of Science/PE Teams: Data reflection sessions provide teachers and administrators the opportunity to analyze student assessment data on LEA common assessments and to monitor the academic achievement of all students including unduplicated students and student with disabilities in order to plan for differentiated instruction in support of all students. Students are provided instructional enrichment with SPARKs Physical Education, Project Lead the Way (PLTW) STEM modules, social emotional learning, all with embedded language development during the data reflection and professional learning communities that are focused on student data monitoring and planning to accelerate learning for all students including unduplicated students and students with disabilities.	
LCAP, Goal 3, Actions 9, 10, 12, 13,	COVID-19 Related Independent Study Support Program	Support for students who are placed on independent study program due to quarantine or other COVID-19 related reason. This includes documentation, tutoring and instructional support to ensure student success and help mitigate the loss of instructional time.	
LCAP, Goal 1, Action 13, 17; ELO-Plan: Accelerating Progress to Close Learning Gaps	Academic Tutoring	Provide opportunities for students to accelerate learning through academic tutoring to support acceleration of learning, tutoring support for independent study work, and expanded learning support.	
LCAP, Goal 1, Action 13, 17, 18; ELO-Plan: Add Academic Services	Academic Intervention Support	Create and support academic intervention supports for students embedded as Tier II/III supports in the school day using an RTI model through an MTSS lens and after school opportunities with a focus on learning acceleration through	

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		skill building and access to grade level standards and curriculum. Additionally, provide opportunities to support SEL and Enrichment opportunities for all students during the school day, after school, and during school breaks.	
LCAP, Goal 1, Action 13, 17, 18; ELO-Plan: Add Academic Services	Multi-Tiered Systems of Support & Intervention: Academic	Expansion of Small Group Instructional Time throughout the day to provide specific supports for students to accelerate learning	
LCAP, Goal 1, Action 9,	Special Education Support	Conduct quarterly Special Education District level data reflection sessions to support the continuous improvement cycle of students through data conversations and guided PLCs to focus on intervention/support planning. Implement expanded support opportunities for students.	

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

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP, Goal 1, Action 1	Access to Technology	Continue to provide students with 1:1 devices and internet access.	
LCAP, Goal 1, Action 3	Virtual Learning Academy	The creation and support of a virtual learning option through a long term independent study model to support students who are unable to attend in person due to parental choice or medical need.	

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP, Goal 4, Action 2	Temporary School Psychologist	To support increase of need for student assessment and to support the metal health and social emotional needs of students.	
LCAP, Goal 4, Actions 1, 7, 8; LCAP, Goal 3, Action 1;	Multi-Tiered Systems of Support & Intervention: Mental Health Support	Employ additional Social Workers on temporary contract to support the implementation of the multi tiered system of support for mental health through building capacity for Tier I interventions and providing Tier II & III supports by engaging students who need additional supports in small group and/or 1:1 services to support all students including unduplicated students with social emotional well-being needs.	
LCAP, Goal 4, Actions 2, 3, 4; LCAP, Goal 4, Acton 4, 7, 8	Multi-Tiered Systems of Support & Intervention: Social Emotional Wellbeing	Implement a multitiered system of support to ensure that all students, including unduplicated students have the support that they need to ensure social emotional well being and resiliency. Tier I: Implement a universal screener to monitor student needs, and increase response time for students who need various levels of tiered support for mental health issues to ensure that all student including unduplicated have interventions that are appropriate to their individual needs. Tier I: Implementation of Second Step & Zones of Regulation to ensure all students have access Include professional learning for teachers and engage social workers in coaching teachers to implement the curriculum to support capacity building for Tier 1 supports are in place for all students including unduplicated students.	
LCAP, Goal 4, Actions 5, 6	Multi-Tiered Systems of Support & Intervention: Behavioral	Continue with the Implementation of PBIS at all school sites including ongoing professional development, supports with SWIS for monitoring and quarterly district meetings to monitor the implementation, supports, and next steps that are needed to ensure the development of improved school connectedness and social emotional development for all students including unduplicated students.	

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
	Site Allocation	Allocation directly to school sites, for each school to determine the need for additional supports necessary at their school sites.	

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
Multi-Tiered Systems of Support & Intervention: Academic; Academic Intervention Support; Academic Tutoring; Special Education Support	A diagnostic assessment will be given to students in the areas of reading, English language arts, and/or math to determine student growth in the area of focus.	Progress with be monitored on a 4 week cycle to monitor growth in identified academic areas of need
Multi-Tiered Systems of Support & Intervention: Academic; Academic Intervention Support; Special Education Support	Standards based LEA Common Assessments will be given in the areas of English Language Arts and math to determine student progress towards grade level standards to inform instruction	Assessments are given on 5-6 week instructional/assessment cycle.
Multi-Tiered Systems of Support & Intervention: Social Emotional Wellbeing; Multi-Tiered Systems of Support & Intervention: Mental Health Support	Universal Screener for social emotional and behavioral needs to inform student need and inform supports provided.	Screener is designed to be given on a quarterly basis.

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
COVID-19 Related Independent Study Support Program	Tracking system to support students who are on an independent study contract.	Independent Study program is monitored on a weekly basis to ensure support and completion of contract work is completed.
Curriculum, Instruction, and Data Driven Systems: DRS & Sci-Phy Team	Data Reflection Sessions (DRS) are held to analyze LEA Common Assessment data to analyze data and and impact instructional practice. The data teams are made up of grade level teams.	Data Reflection Sessions are held to coincide with the 5-6 week instructional/assessment cycle.
Curriculum, Instruction, and Data Driven Systems: DRS & Sci-Phy Team	Professional Learning Community(PLC) are conducted to allow teacher teams to develop and plan for the implementation of evidence based instructional practices.	Professional Learning Community(PLC) are conducted weekly as a part of the cycle of continuous improvement.

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;

    o 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.

    o 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.

- o **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:

  - o Any activity authorized by the Elementary and Secondary Education Act (ESEA) of 1965;

  - o Any activity authorized by the Individuals with Disabilities Education Act (IDEA);

  - o Any activity authorized by the Adult Education and Family Literacy Act;

  - o Any activity authorized by the Carl D. Perkins Career and Technical Education Act of 2006;

  - o 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;

  - o 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;

  - o Developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs;

  - o Training and professional development for staff of the LEA on sanitation and minimizing the spread of infectious diseases;

  - o Purchasing supplies to sanitize and clean the facilities of an LEA, including buildings operated by such agency;

  - o 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;

  - o 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;

  - o Providing mental health services and supports, including through the implementation of evidence-based full-service community schools;

  - o 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;

- o 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.

- o 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;
- o 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;
- o 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;
- o 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.).

California Department of Education
June 2021