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
Orange County Department of Education 2021-2024 Local Control and Accountability Plan (LCAP)	https://ocde.us/ACCESS/CurriculumInstruction/Documents/LCAP/2021-22%20OCDE%20LCAP%20with%20Annual%20Updates.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
$21,136,493

Plan Section	Total Planned ESSER III
Strategies for Continuous and Safe In-Person Learning	$4,000,000
Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)	$8,000,000
Use of Any Remaining Funds	$9,136,493

Total ESSER III funds included in this plan

$21,136,493

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 Orange County Department of Education views its school programs as dynamic educational communities comprised of students, staff, and other stakeholders with each group bringing a unique perspective to discussions on how best to support student needs. Throughout unprecedented times, OCDE has remained connected to stakeholders, and teams have worked collaboratively to navigate a changing educational landscape. Below is an overview of the stakeholder engagement process used to prepare the 2021 ESSER IIII Expenditure Plan, including applicable feedback received during the recent gathering of input for the 2021-22 OCDE LCAP.

OCDE

- Staff from OCDE's Educational Services, Administrative Services, and Business Services divisions offered guidance and support with preparation of the ESSER III Plan.

- OCDE Executive Cabinet provided ongoing feedback and leadership regarding the focus of the services and supports to be provided to students by ESSER III funds.

- Feedback gathered from stakeholder groups (instructional staff, non-instructional staff, students, and families) during recent electronic LCAP surveys was reviewed and evaluated in light of the ESSER III Plan requirements.

DIVISION OF ALTERNATIVE EDUCATION (ACCESS)

- OCDE school programs are located throughout Orange County. The new norm of virtual staff meetings has made it convenient for school administrators to interact collectively with their full school teams regardless of location, thereby allowing for a weekly, and sometimes daily, dialogue among administrators, teachers, and school staff regarding the needs of students. This continual flow of information and input from staff has provided tremendous insight into the direction of our school programs and the needs of students.

- Weekly ACCESS Extended Leadership Team meetings provided an ongoing forum for school leaders to discuss the needs of students as they relate to academics, mental health, and interpersonal challenges, including ideas for addressing gaps that existed before, or were exacerbated by, the COVID-19 pandemic. These virtual meetings consisted of the Assistant Superintendent, school administrators, ACCESS Directors, and management staff from Title I, Title III, Human Resources, and Attendance and Records.

DIVISION OF SPECIAL EDUCATION SERVICES (SES)

- SES teachers and ancillary staff received information about the requirements of the ESSER III Plan and conducted discussion groups to prioritize the needs of the students served by their program.

- SES administrative team meetings provided opportunities for school leaders to discuss the feedback provided by their staff and collaborate with colleagues in the ACCESS program regarding staffing and services that would most effectively address learning loss among the student groups.

PARENTS/GUARDIANS AND FAMILIES OF OCDE STUDENTS

- Ongoing virtual and in-person meetings, including DELACs, Open Houses, Coffee with the Principal chats, IEPs, and parent/teacher attendance reviews, offered parents, guardians, and family members an opportunity to share their areas of concern regarding student academic progress and needs. The virtual format of some of these meetings allowed for enhanced participation by families and school personnel, which allowed a greater number of school staff to be present to hear the comments and brainstorm ideas for support. Bilingual support was provided at these events to allow for equitable engagement by non-English speaking families.

- A virtual focus group was held to provide a space for a targeted conversation with OCDE families regarding ESSER III funds, Plan requirements, and the greatest areas of student need. Bilingual support was provided at this event to allow for equitable engagement by non-English speaking families.

COMMUNITY STAKEHOLDERS

- As with the previous stakeholder groups, feedback gathered during the 2021-22 OCDE LCAP development process from our community partners was essential to the creation of ESSER III Plan, as their concerns and ideas for supporting student progress continued to be relevant to the current educational climate.

- As a county office of education, OCDE's schools serve some of the most vulnerable and diverse student populations in Orange County, and OCDE's community partners are an integral component of an effective school program. OCDE school teams continued to meet regularly, virtually and in person, with Orange County community stakeholders such as representatives from the Juvenile Court, Social Services, Probation, Foster Youth Services, and the Health Care Agency to gather feedback and discuss the needs of the students.

OCDE STUDENTS

- As the intended recipients of the services provided in the ESSER III Plan, OCDE's students were at the forefront of discussions during the development of the Plan. Direct student feedback to teachers, as well as student assessment results, attendance percentages, and requests for mental health support, played a vital role in assessing the most beneficial uses of ESSER III funds.

BARGAINING UNITS

- OCDE Administrative Services team members met regularly with both employee Associations, OCSEA and CSEA, to discuss the current needs of students as relayed to Association leadership by the staff who work directly with the students and their families.

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

OCDE is grateful to its stakeholders for their contributions which led to the development of the ESSER III Plan. Similar to the feedback received during the recent LCAP stakeholder engagement process, three main areas of focus continue to be a priority: student re-engagement; social, emotional, and health supports for students, and an extension of the school day.

STUDENT RE-ENGAGEMENT
Concern among stakeholders was high regarding students whose lack of attendance has indicated a disinterest in returning to the school environment. In many instances, time spent away from the classroom has resulted in lost learning for students, and stakeholders are eager to re-engage students in the school program and bring them back to grade level and beyond. OCDE will address this need by providing dynamic environments that will re-ignite an interest in learning, creativity, and possibility with new resources and activities, as well as additional staff to support learning goals. As a result, the following actions in the ESSER III Plan were developed to create welcoming school environments for students and families where students are able to participate in updated, enhanced programs and activities designed to address learning loss and allow for continued academic and pro-social development:

- Student and Family Outreach
- Targeted Academic Interventions
- Enhanced Career and Life Skill Development
- English Language Development
- School Climate

SOCIAL, EMOTIONAL, AND HEALTH SUPPORTS
The need to support students by providing social, emotional, and health Interventions was a frequent topic of discussion among OCDE's stakeholder groups in light of the challenges faced by youth during the pandemic and resulting quarantine. Stakeholders communicated an interest in providing students with additional of services and supports for interpersonal challenges that will remove barriers to learning and allow students to experience academic success. The action listed below was designed to address this need:

- Social, Emotional, and Health Interventions

EXTENDING THE SCHOOL DAY
Stakeholders are strong supporters of OCDE school programs and expressed an interest in continuing the positive benefits of daily attendance through opportunities for students to extend their school day by engaging in educational activities before or after school or on Saturday. Parents, in particular, are eager for their children enrolled in OCDE schools to engage in additional learning beyond the school day. Stakeholders shared that the academic instruction and supplemental supports offered by school staff are valuable resources for students and more time spent in those safe and supportive environments will be beneficial and contribute to positive student outcomes. The following actions in the ESSER III Plan respond to this feedback received by stakeholders:

- Extended School Day Learning Opportunities
- Flexible Learning Environments
- Health and Safety Preparedness

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
$4,000,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
Not applicable.	Educational Technology and Suppport	Remote learning demonstrated the immediate need for students to have access to technology and the ability to use the devices effectively for learning. As students have returned to the classroom, technology continues to be a valuable instructional tool for academic development. Funds will be set aside to purchase hardware, software, and connectivity for OCDE students and staff to support them in the classroom and during times when remote teaching and learning are necessary, including additional programs to provide remote technological support to students and staff when they are using devices outside of the school environment.	$2,000,000
Not applicable.	Health and Safety Preparedness	OCDE is committed to providing schools and offices with essential supplies for sanitation to minimize the spread of infectious illnesses and ensure safe environments for students and staff. ESSER III funds will be used to maintain the supplies needed to carry out this objective.	$1,000,000
Not applicable.	Flexible Learning Environments	The pandemic illustrated the need for flexible learning environments in which students may engage in educational activities in safe, open areas. To create these multi-use educational spaces, ESSER III funds will be allocated to establish outdoor learning areas to conduct classes and before and after school activities.	$1,000,000

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
$8,000,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
Not applicable.	Extended School Day Learning Opportunities	Students benefit when they are able to participate in educational activities conducted in safe and supportive environments with their peer groups. When the need for remote learning required students to learn at home, those opportunities for engagement were not possible, resulting in lost learning and abbreviated pro-social development. To mitigate the impact of the pandemic on student development, ESSER III funds will be used to support before and after school learning activities and Saturday school programs designed to re-engage students in school, promote positive, collaborative learning environments, and extend opportunities to accelerate academic and personal growth.	$3,000,000
Not applicable.	Student and Family Outreach	OCDE will increase outreach efforts to students with a focus on those who are disproportionately affected by lost learning, including low-income students, students with disabilities, English learners, homeless students, and foster youth. ESSER III funds will be used for staff to target interventions for students with attendance challenges to re-engage them in the school community, promote a positive, culturally-responsive school climate, and accelerate learning recovery. OCDE will also leverage family engagement as a strategy to address attendance barriers leading to improved student outcomes.	$2,000,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
Not applicable.	Targeted Academic Interventions	The majority of students enrolled in OCDE school programs entered the program credit-deficient, disenfranchised, and with significant gaps in their knowledge of essential core academic skills. The pandemic compounded these deficits. To enhance the existing model of support for student achievement, ESSER III funds will be used to provide additional instructional staff and programs to students in need of academic, evidence-based interventions and essential skill building. Based on assessment results, IEPs, input from teachers and school staff, and feedback from families, students will be identified for additional, individualized supports.	$3,000,000

Use of Any Remaining Funds

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

Total ESSER III funds being used to implement additional actions

$9,136,493

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
Not applicable.	Support for OCDE Staff and Students	As a county office of education, OCDE is a leader in the education community and strives to ensure educational services can continue to be provided to OCDE students consistent with all Federal, State, and local requirements. ESSER III funds will be used to assist in the coordination of COVID response efforts by providing safe environments for students and staff and by addressing the needs of staff to preserve and promote wellness, which will allow them to be at their most effective when providing services to students, families, districts, and community partners.	$2,000,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
Not applicable.	Enhanced Career and Life Skill Development	For OCDE students to lead the nation in college, career, and life readiness, schools must provide opportunities for students to participate in meaningful activities that will introduce them to the modern workforce and 21st competencies. The pandemic significantly limited hands-on experiences for students. The ESSER III funds allocated in this action will support the development of innovative, interactive educational experiences, career-exploration opportunities, and collaborative problem-solving activities designed to address each student's unique needs and interests.	$1,000,000
Not applicable.	Social, Emotional, and Health Interventions	Being able to recognize and support student social, emotional, and health needs is a critical component to academic achievement as conditions left unaddressed can be a barrier to skill development. For the students in OCDE's school programs, especially those who have had Adverse Childhood Experiences (ACES), the pandemic was particularly challenging, and additional services are needed to create an enhanced network of support during this difficult and uncertain time. ESSER III funds will be used to increase the number of staff who provide trauma-informed care to students.	$3,000,000
Not applicable.	English Language Development	For students learning English, the quarantine significantly limited opportunities to practice their emerging English language skills, and for newcomers who are at the beginning of their language development journey, this time away from class had a pronounced impact on their language skills. To provide these special student populations with the additional services necessary to mitigate lost learning, ESSER III funds will be used to develop programming and provide staff specific to identified students' language development needs.	$1,000,000
Not applicable.	School Climate	ESSER III funds will be used to create safe, welcoming, dynamic schools for students which will support increased attendance leading to improved academic performance and student engagement. OCDE students who experienced a loss of learning due to the pandemic will be encouraged to	$2,000,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		attend school regularly by providing them with updated learning environments where they can access core curriculum, participate in co-curricular activities with their peers, and explore their interests. Students will be provided new resources and guided activities designed to appeal to the four types of learners: visual, auditory, kinesthetic, and reading/writing, and families will be encouraged to be a part of the school community and contribute to the ongoing development of the school program.	
Not applicable.	Evaluation of Actions Supported by COVID-19 Relief Funding	To monitor the effectiveness of the actions supported by COVID-19 Relief Funding, staff will be hired to monitor the metrics and student outcomes for evaluative purposes.	$136,493

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
Educational Technology and Support	Progress in this action will be measured by • Technology survey for students and instructional staff • Use of technology support help line	• Monthly: Technology survey for students and instructional staff • Monthly: Use of technology support help line
Health and Safety Preparedness	Progress in this action will be measured by • Purchase orders for PPE supplies for school sites and offices	• Bi-Annually: Purchase orders for PPE supplies for school sites and offices

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
	• The number of positive COVID-19 cases among students and staff	• Monthly: The number of positive COVID-19 cases among OCDE students and staff
Flexible Learning Environments	Progress in this action will be measured by • Number of outdoor learning spaces available to students at OCDE school sites • Purchase orders for mobile learning equipment	• Annually: Number of outdoor learning spaces available to students at OCDE school sites • Annually: Purchase orders for mobile learning equipment
Extended School Day Learning Opportunities	Progress in this action will be measured by • Number of hours of extended day activities offered to students • Record of student participation	• Bi-Annually (by semester): Number of hours of extended day activities offered to students • Bi-Annually (by semester): Record of student participation in extended learning activities
Student and Family Outreach	Progress in this action will be measured by • Number of family engagement events held at OCDE school sites • Student school attendance data	• Annually: Number of family engagement events held at OCDE school sites • Monthly: Student school attendance data
Targeted Academic Interventions	Progress in this action will be measured by • Student assessment results • Graduation rate	• Quarterly: Student assessment results • Annually: Graduation rate
Support for Districts and OCDE School Programs	Progress in this action will be measured by • Number of COVID tests administered • Staff retention rates • Staff wellness survey	• Quarterly: Number of COVID tests administered • Quarterly: Staff retention rates • Annually: Staff wellness survey

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
Enhanced Career and Life Skill Development	Progress in this action will be measured by • Number of OCDE students concurrently enrolled in a college course • Number of vocational certificates earned • Number of career and life skill development activities	• Annually: Number of OCDE students concurrently enrolled in a college course • Annually: Number of vocational certificates earned • Annually: Number of career and life skill development activities
Social, Emotional, and Health Interventions	Progress in this action will be measured by • Number of referrals for services received by support staff • Number of additional specialized staff assigned to support students' social, emotional, and health needs • Student school attendance data	• Annually: Number of referrals for services received by support staff • Annually: Number of additional specialized staff assigned to support students' social, emotional, and health needs • Monthly: Student school attendance data
English Language Development	Progress in this action will be measured by • English Language Proficiency Assessment for California (ELPAC) assessment results • Number of students enrolled in English Language Development (ELD) classes • Number of students obtaining passing grades in ELD classes	• Annually: English Language Proficiency Assessment for California (ELPAC) assessment results • Bi-Annual (by semester): Number of students enrolled in English Language Development (ELD) classes • Bi-Annual (by semester): Number of students obtaining passing grades in ELD classes
School Climate	Progress in this action will be measured by • Student school attendance data • Number of family engagement events held at OCDE school sites	• Monthly: Student school attendance data • Annually: Number of family engagement events held at OCDE school sites

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
Evaluation of Actions Supported by COVID-19 Relief Funding	Progress in this action will be measured by • Evaluation report prepared by staff	• Annually: Distribution of evaluation report to OCDE leadership

ESSER III Expenditure Plan Instructions

Introduction

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

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

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

- Written in an understandable and uniform format;

- Written in a language that parents can understand, to the extent practicable;

  - If it is not practicable to provide written translations to a parent with limited English proficiency, the plan must be orally translated for parents

- Provided in an alternative format to a parent who is an individual with a disability as defined by the Americans with Disabilities Act, upon request; and

- Be made publicly available on the LEA's website.

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

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

Fiscal Requirements

- The LEA must use at least 20 percent (20%) of its ESSER III apportionment for expenditures related to addressing the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs.

  - For purposes of this requirement, "evidence-based interventions" include practices or programs that have **evidence** to show that they are effective at producing results and improving outcomes when implemented. This kind of evidence has generally been produced through formal studies and research. There are four tiers, or levels, of evidence:

- **Tier 1 – Strong Evidence**: the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented randomized control experimental studies.

- **Tier 2 – Moderate Evidence**: the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented quasi-experimental studies.

- **Tier 3 – Promising Evidence**: the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented correlational studies (with statistical controls for selection bias).

- **Tier 4 – Demonstrates a Rationale**: practices that have a well-defined logic model or theory of action, are supported by research, and have some effort underway by a State Educational Agency, LEA, or outside research organization to determine their effectiveness.

- 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
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