



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
Local Control Accountability Plan (LCAP)	https://p18cdn4static.sharpschool.com/UserFiles/Servers/Server_27732394/File/LCAP/LCAP%20Original%20-%20Approved%20w.%20SDCOE%20Edits%20V2.pdf

Plan Title	Where the Plan May Be Accessed
Learning Continuity Attendance Plan (LCP)	https://p18cdn4static.sharpschool.com/UserFiles/Servers/Server_27732394/File/About/LCAP/LC%20SDUSD%20Adopted%209.22.20..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

\$302,800,882

Plan Section	Total Planned ESSER III
Strategies for Continuous and Safe In-Person Learning	\$ 85,893,882
Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)	\$ 194,907,000
Use of Any Remaining Funds	\$ 22,000,000

Total ESSER III funds included in this plan

\$302,800,882

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.

Engaging the community remains a priority for San Diego Unified to develop multiple plans over the past few years. The input from students, families, staff, and community partners have informed the District's Local Control Accountability Plan (LCAP) and Learning Continuity Attendance Plan (LCP) which are integrated in this ESSER III plan. The voices of community members developed goals, actions, expenditure priorities, and outcomes.

- The complete LCAP document outlining the stakeholder feedback can be found at this link beginning on page 9
- The complete LCP document outlining the stakeholder feedback can be found at this link beginning on page 3

The engagement began with the Operations Written Report (June 2020), The Learning Continuity Attendance Plan (September 2020), Extended Learning Opportunities Plan (June 2021) and the Local Control Accountability Plan (June 2021).

To build upon stakeholder feedback received in previous engagement sessions the district launched a process to do further engagement with stakeholders in the development of this plan. In July, 2021 Meetings were held with Advisory Group Leaders to solicit additional input on priorities and ways to utilize funds. The Advisory Groups consisted of, District Advisory Committee (DAC), Parent Teacher Association (PTA), District English Learner Advisory Committee (DELAC), Gifted and Talented Education (GATE), Student Advisory, Principals, /Community Advisory Committee for Special Education, including SELPA (CAC), and Central Office Administrators.

Following each feedback session received from the groups outlined above, responses were analyzed and informed the creation of a survey with the common themes and priorities for all stakeholders. A district wide survey was sent via email to all stakeholders, and was posted on the district's website to promote participation.

A second advisory meeting including advisory groups was held to inform the community group of the common themes received via input sessions and survey results.

The complete ESSER Plan will be submitted to the San Diego Unified Board of Education for adoption on October 26, 2021.

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

As mentioned in the previous section, the ESSER plan aligns directly to the District's 2021-22 Local Control Accountability Plan (LCAP), and 2020-21 Learning Continuity and Attendance Plan. The ESSER plan is grounded in the voices of community input on prior plans and was further built upon by advisory engagement and surveys conducted.

Feedback received from the initial meetings with the community included the following themes:

- Health and Safety
- Providing additional student and staff social/emotional/mental well-being supports

- Providing additional academic support in order to address learning loss due to the Covid-19
- Create extended learning opportunities, after-school, summer, or other times
- Additional activities to support students receiving programs and/or services, (i.e. special education services, English/multilingual learner support)
- Provide additional supports for students transitioning into grades 1, 6 and 9.
- Additional support for educators to participate in professional learning to identify areas of need and plan to support students learning
- Increase opportunities for family engagement and education.

The themes created from community input directly correlate to the prioritization of ESSER dollars in this plan. Survey responses ranked Additional Academic Intervention Support due to COVID learning loss and Social Emotional and Mental Health Supports as the top two priorities. The third priority amongst survey responses was Health and Safety.

The ESSER plan outlines three sections including Addressing the Impact of Lost Instructional Time and Strategies for Safe In-Person Learning. Utilizing feedback created from community input for spending priorities the District followed the trends and priority rankings to create actions and services that meet the needs and priorities of the community.

Approx. \$194M has been planned to meet the needs of Addressing the Impact of Lost instructional Time and includes strategies such as, Literacy Acceleration, Early Learning, Ethnic Studies and Professional Learning, Mental Health Wrap Around Services.

The third priority, Health and Safety has approx. \$85M planned to address Covid Testing, Personal Protective Equipment (PPE), Health and Safety Services, and services that support school safety. These supports identified were results of feedback received from community input.

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

\$85,893,882

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
N/A	Covid-19 Testing/ Contact Tracing	Provide regular onsite COVID-19 testing at all schools and central office locations (currently performed weekly). Ensure contact tracing performed by in-house staff and contractor support. Procure contact tracing and vaccine tracking software for this effort.	\$12,000,000
Learning Continuity and Attendance Plan	Personal Protective Equipment (PPE)	Provide cleaning supplies and equipment to sanitize facilities, personal protective equipment (face masks, hand sanitizer, plexiglass, etc.) for staff and student use, and staff trainings on health/safety procedures.	\$6,500,000
Learning Continuity and Attendance Plan	Health and Safety Services	Adequate staffing levels to ensure schools are implementing current health and safety guidelines (e.g. nurses, custodial staff, air filter maintenance workers).	\$33,000,000
N/A	Services that Support School Safety	Adequate staffing levels for student transportation and campus safety needs, included but not limited to: <ul style="list-style-type: none"> Increased daily rate for visiting teachers to ensure class coverage when staff are out due to quarantine and/or positive COVID Case Increased amount of bus drivers and routes Additional site supports based on individual site needs 	\$34,393,882

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

\$194,907,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
2021-22 LCAP Goal 1, Action 1.4a	Mental Health Support	Maintain increased staffing levels for counselors and mental health clinicians to oversee coordination of social-emotional supports to students. Counselors and mental health clinicians will collaborate closely to ensure students receive the most efficient and timely services based on students' needs.	\$7,700,000
2021-22 LCAP Goal 1, Action 1.1c, 1.4a, 3.2a	Mental Health Wrap Around Services	<p>Increase access to social emotional learning, wrap around services, and connections with school community through implementation and continued support for the following programs:</p> <ul style="list-style-type: none"> • Drug, alcohol, and vaping education • Leader in Me SEL curriculum • Summer Bridging programs for transition years (Kinder, 6th, and 9th) • Dedicated site funds for expansion of mental health partnerships and services • Student Practicum partnership with local universities for mental health intern placement and services • Restorative SART/SARB process 	\$26,300,000
2021-22 LCAP Goal 3, Action 3.1	Literacy Acceleration	<p>Focus on literacy development of TK/4- 5th grade students. The Literacy Acceleration Plan will include:</p> <ul style="list-style-type: none"> • Research based professional development for TK/4- 5th grade educators and leaders to strengthen literacy instruction and accelerate reading growth and development. • Quality texts for every classroom library to support daily reading instruction, designed at students' point of need. • Elementary school educators will receive a reading assessment and accompanying training to ensure system wide monitoring of students reading growth. 	\$18,000,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		<ul style="list-style-type: none"> Reading support teachers will be assigned to schools to provide direct reading instruction to students as a means to accelerate their learning. 	
2021-22 LCAP Goal 3, Action 3.4	Early Learning Programs	<p>Lead the implementation for Universal Transitional Kindergarten for early learners, resulting in positive student outcomes by:</p> <ul style="list-style-type: none"> Ensuring equity and access to high quality programs for all four year-old children at neighborhood schools. Promoting kindergarten-readiness through the alignment of curriculum and sharing of robust data. Maximizing expertise through professional development focused on early literacy, the developmental continuum, and early-developmental learning needs. Providing opportunities for families to explore learning through interactive events with their child. Cultivating leadership through professional learning pathways for educators and leaders. 	\$12,300,000
2021-22 LCAP Goal 2, Action 2.2g	GVC: Ethnic Studies and Professional Learning	<p>Support schools with the implementation of ethnic studies through the development of high-quality instructional materials and teacher professional learning that are grounded in the cultural, political, and historical tradition of Ethnic Studies.</p> <ul style="list-style-type: none"> Support the integration of ethnic studies across a variety of grades and subjects, with a focus on Math, Science, English, History-Social Sciences PK-12. Support clusters and equity teams with curriculum development, pedagogy implementation, and critical awareness learning opportunities. Provide support to teachers in developing reflective teaching practices and embedding the principles of 	\$9,400,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		Ethnic Studies in their courses, through course design that encourages ongoing teacher reflection about their intersectional identities, biases, and teaching pedagogy	
N/A	Classroom Support	Provide elementary, mild/moderate, and special education case management services to support learning loss of K-5 students and students who receive special education.	\$94,207,000
N/A	Continuity of Learning for Virtual Academy Students	Provide adequate staffing levels for Virtual Academy to provide online instruction and curriculum for unvaccinated and/or students with at-risk medical conditions who are unable to attend onsite instruction.	\$27,000,000

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

\$ 22,000,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
2021-22 LCAP, Goal 6, Action 2.2.a	Technology	Provide sufficient levels of technology material and support for students and staff (1:1 devices, hot spots).	\$22,000,000

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
Covid-19 Testing/Contact Tracing	Monitoring of district case rates, number of students on quarantine and/or modified quarantine, and number of students and staff tested through district testing sites.	Daily
Personal Protective Equipment (PPE)	Monitoring of type and quantity of PPE ordered and distributed to school sites and district operated facilities.	Monthly
Health and Safety Services	Monitoring of staff vacancies related to health and safety work-related responsibilities (e.g. nursing staff, custodial staff, air filtration staff).	Weekly
Services that Support School Safety	Monitoring of staff vacancies related to transportation services Monitoring of visiting teacher assignments fulfilled versus unfulfilled Review vice principal allocations and staffing based on site need	Monthly Monthly Annually
Mental Health Support	Monitoring of EP10 submissions to district Counseling and Guidance Office Student self-reporting rates of depression, anxiety, and suicidal ideation per the California Healthy Kids Survey	Monthly Annually
Mental Health Wrap Around Services	Monitoring of suspensions/expulsions related to substance abuse Student self-reporting rates of substance use per the California Healthy Kids Survey Student self-reporting rates of engagement and school connectedness per the California Healthy Kids Survey	Twice yearly Annually Annually Monthly

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
	Monitoring of attendance rates and chronic absenteeism	
Literacy Acceleration	<p>Monitoring literacy acceleration as a system will include district and site based measures. At the district level, we will collect reading levels using the Fountas and Pinnell and FAST reading district wide assessments three times a year. In addition, Area Superintendents will collaborate with site Principals to analyze, reflect and act on the data at the cluster and site level during monitoring meetings. Leaders will also share best practices around literacy monitoring as a means to build capacity. Finally, Principals will have opportunities 6 times a year during leadership labs to develop their understanding of multiple measures to support the development of a culture of data use.</p> <p>At the site level, Instructional Coordinators, reading support teachers, educators and Principals will monitor students' reading levels as a monthly basis. Additionally, sites will analyze results of the Fountas and Pinnell and FAST reading assessments three times a year during their Professional Learning Communities. Finally, educators will monitor students's reading development on a daily basis through the use of common formative assessments (running records, conferences, writing samples) to provide immediate intervention and instructional support.</p>	<p>3 Times a Year: Fountas and Pinnell/FAST Reading</p> <p>3 Times a Year: Principal Monitoring Meetings</p> <p>6 Times a Year: Leadership Support and Professional Development</p> <p>Monthly: Individual reading levels</p> <p>Daily: Formative Assessments</p>
Early Learning Programs	<p>Number of schools and classrooms offering UTK programming</p> <p>Total enrollment for district UTK programs</p>	<p>Yearly</p> <p>Monthly</p> <p>Yearly</p>

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
	Tracking academic success of students who participated in UTK programs	
Ethnic Studies and Professional Learning	Tracking of ethnic studies courses offered at the secondary level Tracking of number of elementary classes utilizing ethnic studies resources Tracking of number of participants in ethnic studies professional development series for educators	Yearly Yearly Monthly
Classroom Support	Monitoring of class size at elementary schools Monitoring of mild/moderate caseloads Monitoring of special education case management services and providers	Monthly Bi-Weekly Bi-Weekly
Continuity of Learning for Virtual Academy Students	Monitoring of total student enrollment and attendance rates Analysis of grade distribution at the end of each grading period for students enrolled in the Virtual Academy to ensure academic success and tiered re-engagement process	Monthly Each grading period

ESSER III Expenditure Plan Instructions

Introduction

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

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

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

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

For additional information regarding ESSER III funding please see the ARP Act Funding web page at

<https://www.cde.ca.gov/fg/cr/arpact.asp>.

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

Fiscal Requirements

- The LEA must use at least 20 percent (20%) of its ESSER III apportionment for expenditures related to addressing the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs.
 - For purposes of this requirement, "evidence-based interventions" include practices or programs that have **evidence** to show that they are effective at producing results and improving outcomes when implemented. This kind of evidence has generally been produced through formal studies and research. There are four tiers, or levels, of evidence:

- **Tier 1 – Strong Evidence:** the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented randomized control experimental studies.
- **Tier 2 – Moderate Evidence:** the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented quasi-experimental studies.
- **Tier 3 – Promising Evidence:** the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented correlational studies (with statistical controls for selection bias).
- **Tier 4 – Demonstrates a Rationale:** practices that have a well-defined logic model or theory of action, are supported by research, and have some effort underway by a State Educational Agency, LEA, or outside research organization to determine their effectiveness.
- For additional information please see the Evidence-Based Interventions Under the ESSA web page at <https://www.cde.ca.gov/re/es/evidence.asp>.
- The LEA must use the remaining ESSER III funds consistent with section 2001(e)(2) of the ARP Act, including for:
 - Any activity authorized by the Elementary and Secondary Education Act (ESEA) of 1965;
 - Any activity authorized by the Individuals with Disabilities Education Act (IDEA);
 - Any activity authorized by the Adult Education and Family Literacy Act;
 - Any activity authorized by the Carl D. Perkins Career and Technical Education Act of 2006;
 - Coordination of preparedness and response efforts of LEAs with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to COVID-19;
 - Activities to address the unique needs of low-income students, students with disabilities, English learners, racial and ethnic minorities, homeless students, and foster youth, including how outreach and service delivery will meet the needs of each population;
 - Developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs;
 - Training and professional development for staff of the LEA on sanitation and minimizing the spread of infectious diseases;
 - Purchasing supplies to sanitize and clean the facilities of an LEA, including buildings operated by such agency;
 - Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under IDEA, and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements;
 - Purchasing education technology (including hardware, software, and connectivity) for students who are served by the LEA that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment;
 - Providing mental health services and supports, including through the implementation of evidence-based full-service community schools;
 - Planning and implementing activities related to summer learning and supplemental after school programs, including providing classroom instruction or online learning during the summer months and addressing the needs of underserved students;

- Addressing learning loss among students, including underserved students, by:
 - Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiated instruction,
 - Implementing evidence-based activities to meet the comprehensive needs of students,
 - Providing information and assistance to parents and families of how they can effectively support students, including in a distance learning environment, and
 - Tracking student attendance and improving student engagement in distance education;

Note: A definition of “underserved students” is provided in the Community Engagement section of the instructions.

- School facility repairs and improvements to enable operation of schools to reduce risks of virus transmission and exposure to environmental health hazards, and to support student health needs;
- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and nonmechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door replacement;
- Developing strategies and implementing public health protocols including, to the greatest extent practicable, policies in line with guidance from the Centers for Disease Control and Prevention (CDC) for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff;
- Other activities that are necessary to maintain the operation of and continuity of services in LEAs and continuing to employ existing staff of the LEA.

Other LEA Plans Referenced in this Plan

In developing the plan, the LEA has flexibility to include community input and/or actions included in other planning documents, such as the Local Control and Accountability Plan (LCAP) and/or the Expanded Learning Opportunities (ELO) Grant Plan, provided that the input and/or actions address the requirements of the ESSER III Expenditure Plan.

An LEA that chooses to utilize community input and/or actions from other planning documents must provide the name of the plan(s) referenced by the LEA and a description of where the plan(s) may be accessed by the public (such as a link to a web page or the street address of where the plan(s) are available) in the table. The LEA may add or delete rows from the table as necessary.

An LEA that chooses not to utilize community input and/or actions from other planning documents may provide a response of “Not Applicable” in the table.

Summary of Expenditures

The Summary of Expenditures table provides an overview of the ESSER III funding received by the LEA and how the LEA plans to use its ESSER III funds to support the strategies and interventions being implemented by the LEA.

Instructions

For the ‘Total ESSER III funds received by the LEA,’ provide the total amount of ESSER III funds received by the LEA.

In the Total Planned ESSER III Expenditures column of the table, provide the amount of ESSER III funds being used to implement the actions identified in the applicable plan sections.

For the ‘Total ESSER III funds included in this plan,’ provide the total amount of ESSER III funds being used to implement actions in the plan.

Community Engagement

Purpose and Requirements

An LEA’s decisions about how to use its ESSER III funds will directly impact the students, families, and the local community, and thus the LEA’s plan must be tailored to the specific needs faced by students and schools. These community members will have significant insight into what prevention and mitigation strategies should be pursued to keep students and staff safe, as well as how the various COVID–19 prevention and mitigation strategies impact teaching, learning, and day-to-day school experiences.

An LEA must engage in meaningful consultation with the following community members, as applicable to the LEA:

- Students;
- Families, including families that speak languages other than English;
- School and district administrators, including special education administrators;
- Teachers, principals, school leaders, other educators, school staff, and local bargaining units, as applicable.

“Meaningful consultation” with the community includes considering the perspectives and insights of each of the required community members in identifying the unique needs of the LEA, especially related to the effects of the COVID-19 pandemic. Comprehensive strategic planning will utilize these perspectives and insights to determine the most effective strategies and interventions to address these needs through the programs and services the LEA implements with its ESSER III funds.

Additionally, an LEA must engage in meaningful consultation with the following groups to the extent that they are present or served in the LEA:

- Tribes;
- Civil rights organizations, including disability rights organizations (e.g. the American Association of People with Disabilities, the American Civil Liberties Union, National Association for the Advancement of Colored People, etc.); and
- Individuals or advocates representing the interests of children with disabilities, English learners, homeless students, foster youth, migratory students, children who are incarcerated, and other underserved students.
 - For purposes of this requirement “underserved students” include:
 - Students who are low-income;

- Students who are English learners;
- Students of color;
- Students who are foster youth;
- Homeless students;
- Students with disabilities; and
- Migratory students.

LEAs are also encouraged to engage with community partners, expanded learning providers, and other community organizations in developing the plan.

Information and resources that support effective community engagement may be found under *Resources* on the following web page of the CDE's website: <https://www.cde.ca.gov/re/lc>.

Instructions

In responding to the following prompts, the LEA may reference or include input provided by community members during the development of existing plans, including the LCAP and/or the ELO Grant Plan, to the extent that the input is applicable to the requirements of the ESSER III Expenditure Plan. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broad understanding among the LEA's local community.

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

A sufficient response to this prompt will describe how the LEA sought to meaningfully consult with its required community members in the development of the plan, how the LEA promoted the opportunities for community engagement, and the opportunities that the LEA provided for input from the public at large into the development of the plan.

As noted above, a description of "meaningful consultation" with the community will include an explanation of how the LEA has considered the perspectives and insights of each of the required community members in identifying the unique needs of the LEA, especially related to the effects of the COVID-19 pandemic.

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

A sufficient response to this prompt will provide clear, specific information about how input from community members and the public at large was considered in the development of the LEA's plan for its use of ESSER III funds. This response must describe aspects of the ESSER III Expenditure Plan that were influenced by or developed in response to input from community members.

- For the purposes of this prompt, "aspects" may include:
 - Prevention and mitigation strategies to continuously and safely operate schools for in-person learning;

- Strategies to address the academic impact of lost instructional time through implementation of evidence-based interventions (e.g. summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs);
- Any other strategies or activities implemented with the LEA's ESSER III fund apportionment consistent with section 2001(e)(2) of the ARP Act; and
- Progress monitoring to ensure interventions address the academic, social, emotional, and mental health needs for all students, especially those students disproportionately impacted by COVID-19

For additional information and guidance, please see the U.S. Department of Education's Roadmap to Reopening Safely and Meeting All Students' Needs Document, available here: <https://www2.ed.gov/documents/coronavirus/reopening-2.pdf>.

Planned Actions and Expenditures

Purpose and Requirements

As noted in the Introduction, an LEA receiving ESSER III funds is required to develop a plan to use its ESSER III funds to, at a minimum, address students' academic, social, emotional, and mental health needs, as well as the opportunity gaps that existed before, and were exacerbated by, the COVID-19 pandemic.

Instructions

An LEA has the flexibility to include actions described in existing plans, including the LCAP and/or ELO Grant Plan, to the extent that the action(s) address the requirements of the ESSER III Expenditure Plan. When including action(s) from other plans, the LEA must describe how the action(s) included in the ESSER III Expenditure Plan supplement the work described in the plan being referenced. The LEA must specify the amount of ESSER III funds that it intends to use to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA. Descriptions of actions provided should include sufficient detail yet be sufficiently succinct to promote a broad understanding among the LEA's local community.

Strategies for Continuous and Safe In-Person Learning

Provide the total amount of funds being used to implement actions related to Continuous and Safe In-Person Learning, then complete the table as follows:

- If the action(s) are included in another plan, identify the plan and provide the applicable goal and/or action number from the plan. If the action(s) are not included in another plan, write "N/A".
- Provide a short title for the action(s).
- Provide a description of the action(s) the LEA will implement using ESSER III funds for prevention and mitigation strategies that are, to the greatest extent practicable, in line with the most recent CDC guidance, in order to continuously and safely operate schools for in-person learning.

- Specify the amount of ESSER III funds the LEA plans to expend to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA.

Addressing the Impact of Lost Instructional Time

As a reminder, the LEA must use not less than 20 percent of its ESSER III funds to address the academic impact of lost instructional time. Provide the total amount of funds being used to implement actions related to addressing the impact of lost instructional time, then complete the table as follows:

- If the action(s) are included in another plan, identify the plan and provide the applicable goal and/or action number from the plan. If the action(s) are not included in another plan, write “N/A”.
- Provide a short title for the action(s).
- Provide a description of the action(s) the LEA will implement using ESSER III funds to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs.
- Specify the amount of ESSER III funds the LEA plans to expend to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA.

Use of Any Remaining Funds

After completing the Strategies for Continuous and Safe In-Person Learning and the Addressing the Impact of Lost Instructional Time portions of the plan, the LEA may use any remaining ESSER III funds to implement additional actions to address students' academic, social, emotional, and mental health needs, as well as to address opportunity gaps, consistent with the allowable uses identified above in the Fiscal Requirements section of the Instructions. LEAs choosing to use ESSER III funds in this manner must provide the total amount of funds being used to implement actions with any remaining ESSER III funds, then complete the table as follows:

- If the action(s) are included in another plan, identify the plan and provide the applicable goal and/or action number from the plan. If the action(s) are not included in another plan, write “N/A”.
- Provide a short title for the action(s).
- Provide a description of any additional action(s) the LEA will implement to address students' academic, social, emotional, and mental health needs, as well as to address opportunity gaps, consistent with the allowable uses identified above in the Fiscal Requirements section of the Instructions. If an LEA has allocated its entire apportionment of ESSER III funds to strategies for continuous and safe in-person learning and/or to addressing the impact of lost instructional time, the LEA may indicate that it is not implementing additional actions.
- Specify the amount of ESSER III funds the LEA plans to expend to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA. If the LEA 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