



## 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
2021-22 Local Control Accountability Plan	<a href="https://www.ojaiusd.org/o/ojai-unified-school-district/browse/44808">https://www.ojaiusd.org/o/ojai-unified-school-district/browse/44808</a>
Expanded Learning Opportunities Grant Plan	<a href="https://www.ojaiusd.org/o/ojai-unified-school-district/browse/44808">https://www.ojaiusd.org/o/ojai-unified-school-district/browse/44808</a>

## 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

\$2,863,344

Plan Section	Total Planned ESSER III
Strategies for Continuous and Safe In-Person Learning	\$998,000
Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)	\$1,870,344
Use of Any Remaining Funds	\$0

### Total ESSER III funds included in this plan

\$2,863,344

## 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.

Consultation with community members has been an important part of the process to develop multiple plans over the past few years. These included the Learning Continuity and Attendance Plan (LCP), Expanded Learning Opportunities Grant Plan (ELO) and the Local Control and Accountability Plan (LCAP). Throughout all of these planning processes, the voices of students, families, staff, and community members have informed the development of goals, actions, expenditures, metrics, and target outcomes. In developing the ESSER III Plan, Ojai Unified School District conducted meaningful consultation with the required community groups through surveys, town halls, in-person meetings, and public comments during school board meetings. This included feedback and input received from community members during the development of the 2021-22 LCAP and the 2021 ELO. The district continues to value feedback, perspectives and insights from all community members including the following groups served in Ojai Unified School District: representatives of students with disabilities, English learners, homeless students, foster youth, low income students, other underserved students and those disproportionately impacted by COVID-19. Ojai Unified is also in consultation with Ventura County Office of Education as well as the Ventura County Indian Education Consortium. The numerous community engagement opportunities and meaningful engagement process used by Ojai Unified to involve the community in the development of the ESSER III Plan, ensured that feedback was solicited throughout the school year to ensure community input was incorporated into the LCAP, the ELO, and finally the current ESSER III Plan. Community engagement actually began in the summer of 2020, and continued during the 2020-21 and 2021-22 school years. The district consulted with teachers, principals, administrators, other school staff, bargaining units, community members, Ventura County Special Education Local Plan Area (SELPA), individual parents, groups of parents, families, students (Student Advisory Council), coalitions, and the Parent Advisory Committee, in order to compile ideas, thoughts, and concerns. The superintendent held over 30 town hall meetings specifically for parents and guardians beginning on July 9, 2020, and continued throughout the school year. Engagement with the community on social media increased by over 15%. The District also promoted community engagement with several options that allowed remote participation in site meetings such as school site councils, district town halls, forums, public hearings and local governing board meetings. Once again, this included efforts to reach pupils, families, educators, and other community members who did not have internet access, or who spoke languages other than English. All virtual meetings were held via teleconferencing and accessible telephonically or otherwise electronically to all members of the public seeking to observe or to address the facilitator. Meetings were accessed by Zoom, on the internet, on social media (Facebook, Twitter, Instagram), or on a mobile device. To encourage community involvement in the schools, Board meetings provided opportunities for questions and comments by members of the public. All meetings were conducted in accordance with law and the Board's bylaws, policies, and administrative regulations. At least 72 hours prior to a regular meeting, the agenda was posted at one or more locations freely accessible to members of the public and on the district's web site. Much of the input was focused on areas of equity-driven student support, social emotional health, curriculum, professional learning, policies, strategic planning and community engagement and partnerships which provided information to the greater community. This was a need expressed by many parents. The superintendent consulted several times with a group of parents keeping them apprised of District actions, decisions, and other pertinent topics. A strong indicator of meaningful engagement were the many community partnerships that were formed in 2020-21. Ojai Unified was the recipient of donations and grants, bikes, helmets and bike locks, a clothing closet, and donations of school supplies. This was made possible by over 25 community partnerships. All of this meaningful community engagement was linked to more informed decision-making and greater trust among various groups. Based on all community input, Ojai Unified School District made the decision as to what instructional models and programs were possible in the 2021-22

school year and determined the greatest extent of that possibility in light of the district's individual circumstances, subject to some legal limitations, the Department of Public Health, and the Governor's orders. This was an incredibly complex decision, which required the balancing of educational needs against health and safety concerns, all within the context of an ongoing public health and economic calamity. This balancing act, as evidenced by the numerous public comments during board meetings, clearly involved an exercise of discretion. In addition, each school site staff provided input on their ideas through conversations with the site leadership. The superintendent met with parents, teachers and students from School Site Councils of each site to discuss ideas for extended learning supports. The district leadership team also discussed extended supports. Much of the development of all three plans came during community engagement for the Local Control Accountability Plan (LCAP). COVID-related concerns and priorities were also discussed in the monthly "Coffee and Conversation" meetings between the superintendent and Parents, as well as at parent and principal meetings held by each school site.

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

As described above, the input received during each planning process over the past two years has built upon those that came before. The ESSER III Expenditure Plan has the advantage of this strong foundation of input and has been significantly influenced by the community input available from the LCP, the ELO, and the 2021-22 LCAP processes. Feedback from the community engagement strategies described above generally fell into four categories: 1) academic supports, 2) social-emotional supports, 3) expanded enrichment activities and 4) COVID -specific safety measures. Input in each area was incorporated into the development of the two major sections in the plan: 1) Addressing the loss of instructional time and 2) Strategies for Continuous and Safe In-Person Learning. In the academic category, the district will develop evidence-based interventions and strategies to meet students' social, emotional, mental health, and academic needs. This will include student supports to address barriers to learning. Parents were in favor of a tiered system of support and after school tutoring. Several responses included a need for specially trained aides to deliver expanded academics for students. Most staff indicated a strong need for professional development in areas such as trauma-informed teaching, strategies for addressing the disproportionate impact of COVID-19 on underrepresented student groups, and how to implement evidence-based activities to meet the comprehensive needs of students.

In the student engagement and social-emotional support category, parents mentioned the continued need of mental health support such as a full time mental health clinician, an MFT or a LMFT. Also, parents wanted students to be able to access new opportunities to explore topics of varied interests while connecting with peers during after school activities and recreation. Engagement opportunities for students remained a high priority. Parents gave ideas such as field trips and assemblies.

In the COVID-specific category, community input from the ELO and the LCAP remained consistent with current feedback on strategies for continuous and safe in-person learning, including a commitment to increased sanitization requiring additional custodial time and a commitment to contact tracing and family communication with the nursing staff. Feedback also included a desire for smaller class sizes in elementary to ensure social distancing, a desire for alternative learning spaces, and more outdoor hand washing stations. Finally, because consultation with community members has been an important part of the district's process to develop multiple plans over the past few years, the district will not see any shifting of priorities from the LCAP to the ESSER III Plan. The resulting ESSER III Plan will have expenditures that are in addition to, or supplemental to what Ojai Unified planned to do in the 2021-22 LCAP.

## 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

\$998,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP, Goal 1, Action #2	Maintain the health and safety of students and staff	Ensure that adopted policies (CDC, CDPH, VCPH) are implemented such as mask-wearing, modifying facilities (alternative learning spaces), handwashing, cleaning and sanitizing, contact tracing in combination with isolation and quarantine, diagnostic and screening testing, and other actions or systems implemented to prevent, prepare for, and respond to COVID-19 (Allowable uses , 6, 7, 13, 14 and 15).	\$998,000

## 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**

\$1,870,344

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP Goal 2, Action #1	Multi-tiered System of Support with Evidence-Based Interventions	Expand participation and offer differentiated instruction and a multi-tiered system of supports before, during, and after school. This will include opportunities for accelerated learning. Provide targeted assistance and intervention for those who are struggling academically. Provide counseling for those students who have not made adequate academic progress and for those struggling with issues such as behavior, attendance, or positive self-image, including students with disabilities. Provide professional development to evaluate and ensure that teachers are systematically applying the techniques of data-driven instruction. Ensure that professional development is based on research that demonstrates the effectiveness in increasing students' English proficiency or academic progress. Because of the widespread skill development needed due to the pandemic, ensure that staff development includes strategies to align lessons, activities, resources, and assessments to a standards-based level of thinking (allowable uses 10, 11 and 16).	\$200,000
LCAP Goal 1, Action #3	Integrated Student Supports to Address Other Barriers to Learning	Provide mental health support for all students. This may include incentives to decrease unproductive behavior at all sites and counseling services for those students who have behavior issues resulting in suspensions. Address mental health issues, trauma, absenteeism, and other well-documented effects of the COVID-19 pandemic on already at-risk youth. Begin family support groups facilitated by a mental health clinician and marriage and family interns. Create a CTE pathway for mental health. Continue to prioritize bully prevention with training for both students and staff. This includes internet safety and digital citizenship. Continue to staff a district nurse (allowable use 10).	\$1,220,334

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP Goal 1, Action #5	Student Engagement and School Climate	Expand participation and promote opportunities to increase student engagement at all sites. This might include offering a wide range of courses outside of the core and a robust athletics programs for our secondary students; Research options for engagement programs for secondary students such as Learning for Living: Breaking Down Walls for older high school students and Link Crew for freshmen or other middle school options. Offer CTE Introductory courses at Chaparral, and Exploratory courses at Matilija; Offer other engagement opportunities such as assemblies, team building activities, field trips, after school enrichment. Refine, promote and market flexible options for families including home school/independent study and Matilija and Nordhoff online for TK-12. Increase positive school climate by emphasizing social and emotional learning (SEL) The district will continue with SEL curricula. Continue with the enrichment provided by Rock Tree Sky in our non-classroom based site, Summit School. At MMS continue the BARR (Building Assets, Reducing Risks) program, which builds on students' strengths, proactively addresses the non-academic reasons why students may be falling behind in school and identifies what resources they need and steps they can take to thrive (allowable use 16)	\$450,000

## 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

N/A

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

## 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
Maintain the health and safety of students and staff	Ojai Unified School District will continue to monitor state and local agencies: California Department of Public Health and Ventura County Public Health Sanitation and Safe School Guidelines; Safe School COVID-19 Guidelines. In addition, the district will monitor the number of COVID-19 cases and quarantined students as measured by the district’s Dashboard.	Continuously
Multi-tiered System of Support with Evidence-Based Interventions	Ojai Unified will continue to monitor student progress through: Number of students performing below grade level; Summer School attendance; Student achievement data; Grades; and formative and summative assessment. Specifically, the middle school will utilize BARR (Building Assets, Reducing Risks) strategies which build intentional relationships, utilize real-time data, and enable schools to achieve concrete, academic, social and emotional outcomes for every student. The district will	Quarterly



Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
	<p>purchase programs such as STAR math and reading, IXL, and DIBELS and other high quality assessments to serve as diagnostic and progress monitoring tools. The Student Study Team process will be utilized when students are not responding to in-class interventions. Additionally, PLCs will utilize formative assessments built by collaborative teams to track student learning and provide interventions. Two additional professional development days will be added to the professional calendar in August 2021 and two more days in August 2022 in order to provide all staff training in the following areas: social emotional learning, learning strategies for effectively addressing learning gaps, engagement strategies and targeted intervention programs.</p>	
<p>Integrated Student Supports to Address Other Barriers to Learning</p>	<p>The Ojai Unified School District will monitor behavioral data such as suspensions, chronic absenteeism and teacher referrals for support. The referrals will be utilized to determine student needs in order to reduce barriers to learning. The district will also monitor the Help Form to determine student needs in order to reduce barriers to learning. The district will continue to use the established *Help form in order to collect data from individual families regarding individual student needs. *link to help form: <a href="https://docs.google.com/forms/d/e/1FAIpQLSeWB29C67SLn0mGP0StPpRdGgUp90rRr6jb2HT3ydVT51kdQg/viewform">https://docs.google.com/forms/d/e/1FAIpQLSeWB29C67SLn0mGP0StPpRdGgUp90rRr6jb2HT3ydVT51kdQg/viewform</a></p>	<p>Quarterly</p>
<p>Student Engagement and School Climate</p>	<p>The Ojai Unified School District will monitor the number of students in after school programs, number of students in athletics, number of</p>	<p>Quarterly and annually  CHKS administered in fall 2021</p>

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
	students in CTE pathways, number of students in after school enrichment, site calendars of events, and the California Healthy Kids Survey (CHKS)	

# 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](mailto:EDReliefFunds@cde.ca.gov).*

## Fiscal Requirements

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

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

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

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

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

### **Other LEA Plans Referenced in this Plan**

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

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

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

### **Summary of Expenditures**

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

### **Instructions**

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

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

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

## **Community Engagement**

### **Purpose and Requirements**

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

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

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

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

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

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

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

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

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

### **Instructions**

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

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

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

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

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

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

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

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

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

**Planned Actions and Expenditures**

**Purpose and Requirements**

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

**Instructions**

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

**Strategies for Continuous and Safe In-Person Learning**

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

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



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

### **Addressing the Impact of Lost Instructional Time**

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

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

### **Use of Any Remaining Funds**

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

- If the action(s) are included in another plan, identify the plan and provide the applicable goal and/or action number from the plan. If the action(s) are not included in another plan, write “N/A”.
- Provide a short title for the action(s).
- Provide a description of any additional action(s) the LEA will implement to address students’ academic, social, emotional, and mental health needs, as well as to address opportunity gaps, consistent with the allowable uses identified above in the Fiscal Requirements section of the Instructions. If an LEA has allocated its entire apportionment of ESSER III funds to strategies for continuous and safe in-person learning and/or to addressing the impact of lost instructional time, the LEA may indicate that it is not implementing additional actions.
- Specify the amount of ESSER III funds the LEA plans to expend to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA. If the LEA it is not implementing additional actions the LEA must indicate “\$0”.

### **Ensuring Interventions are Addressing Student Needs**

The LEA is required to ensure its interventions will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students most impacted by the COVID–19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.

The LEA may group actions together based on how the LEA plans to monitor the actions' progress. For example, if an LEA plans to monitor the progress of two actions in the same way and with the same frequency, the LEA may list both actions within the same row of the table. Each action included in the ESSER III Expenditure Plan must be addressed within the table, either individually or as part of a group of actions.

Complete the table as follows:

- Provide the action title(s) of the actions being measured.
- Provide a description of how the LEA will monitor progress of the action(s) to ensure that they are addressing the needs of students.
- Specify how frequently progress will be monitored (e.g. daily, weekly, monthly, every 6 weeks, etc.).

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