

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 and Accountability Plan (LCAP)	Upland Unified School District LCAP Plan
Expanded Learning Opportunity Plan (ELO)	Upland Unified School District ELO Plan

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

\$17,779,740

Plan Section	Total Planned ESSER III Expenditures
Strategies for Continuous and Safe In-Person Learning	\$8,000,000
Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)	\$3,555,948
Use of Any Remaining Funds	\$6,223,792

Total ESSER III funds included in this plan

\$17,766,992

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.

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

Meaningful Consultation with Community Members

The ESSER III Plan is aligned with the District's Local Control and Accountability Plan (LCAP) and the Expanded Learning Opportunity Plan (ELO). By maintaining coherence between the plans, layered and consistent support will benefit the students and staff as we address identified needs in alignment with available resources. Based on stakeholder engagement during the LCAP and ELO plan development process, the voice of stakeholders was a central component of shaping the LCAP goals, actions, services, expenditures, metrics, and targets. A range of stakeholder engagement opportunities occurred throughout the school year, including hosting various meetings that started originally in January 2020 and concluded in April of 2021. Each site also hosted an LCAP meeting for all school personnel, including families, and students. A survey, via our district wide communication system, was sent to all families and was translated in both English and Spanish with our goals, and asked families to provide feedback on how they would add, change or revise our goals. We also asked families to share what is working at their respective school sites and what they would like changed. We also presented an overview of our LCAP to our District English Learner Advisory Committee and our District Family Advisory Committee and collected their feedback. We provided every school principal with an overview of the LCAP and required them to present to their staff (including bargaining unit members), School Site Councils, and a family engagement event, and the district collected feedback from each school. The feedback was collected in one google form, which is linked to a google spreadsheet. We were able to sort the spreadsheet by the school, by role, and find trends and patterns in the feedback. We spent an entire week reviewing all of the feedback and revising our actions and services based on common requests and suggestions. We scheduled a districtwide LCAP community forum and invited all staff, students, and families to attend. Based upon the LCAP input received, the following themes emerged:

- Targeted and Individualized Support
- Social-emotional learning supports
- Literacy
- Numeracy
- Access to Visual and Performing Arts
- Culture and Positive School
- Professional learning on initiatives such as PBIS, restorative practices, capturing kids hearts, SEL and other programs that focus on safety, health and well-being
- Mental Health Services

In addition to the LCAP/ELO comprehensive engagement process, Upland Unified provided all stakeholders with another opportunity to share additional comments consistent with the ESSER III Plan focus areas by way of a google survey. By mid-September 2021, over 1,300 respondents (including families; students, including students of color and underserved; community members; teachers; classified; principals; school/district administration; members of bargaining units; English Learners; although not explicitly known, Tribes, civil rights organization members, and other advocates may have participated and were not excluded from participating) who represented a cross-section of participation or support in, but not limited to: low-income, foster youth/homeless, English Learners, honors, AP, and AVID programs). Summary results from the survey yielded high agreement with the following topic areas:

- Safe, clean, and updated facilities and operations for students and staff
- Extended learning opportunities to support student learning gaps and enrichment

- Social emotional learning supports
- Professional development

The survey also reflected key themes, including:

- Safety/clean environment
- Instructional supports
- Clear communication
- Outdoor eating and instructional areas
- Student interventions
- SEL/Mental health supports

A critical element within the survey included an opportunity to share open-ended narrative response to issues related to the pandemic impact, in person learning, and other identified needs to be addressed. Based on the authentic and timely community input, the ESSER III plan has been impacted to the extent that Upland Unified will continue to maintain plan alignment with the District's LCAP and ELO plans for seamless, focused, and sustainable approach to addressing site and District identified needs in response to the COVID-19 pandemic.

Community Input Influenced Plan Development

The District has meaningfully consulted with and considered the survey results from the community. Based on the input received, the District plans to continue costs directed at student/staff safety, instructional supports and interventions, and SEL/mental health resources. Although ESSER III guidance allows for a number of allowable activities, the results of the community survey influenced the District's development of the ESSER III plan with expenditures that are aligned with activities consistent with the LCAP and ELO plans. The District has included these activities in the expenditure plan portion of the ESSER III plan that includes a continued focus on:

- Continuity of services
- Social-emotional learning and Mental Health support
- Student intervention
- Technology
- Professional Development support
- Visual and Performing Arts / Enrichment
- Wellness support
- Safe operational learning environment

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

\$8,000,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
n/a	Continuity of operations and services (on-going staff costs)	Other activities that are necessary to maintain District operations and continuity of services within the LEA over 2021-22, 2022-23, and 2023-24 to continue to employ the existing staff of the LEA. Expenditures will include costs associated with staff to ensure the safe and continuous operation of schools for in-person learning. Funding will allow additional resource flexibility to address costs associated with staff that will enable the District to sustain on-going costs that have been directly impacted by the Pandemic's effect on student attendance (ADA).	\$8,000,000

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

\$3,553,248

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
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<p>ELO, Supplemental Instruction and Support Strategies includes the use of technology to support student access and connection to instruction. Due to the uncertainty of the pandemic (in person, virtual instruction), the District is attempting to ensure functioning and appropriate technology for staff and student use.</p>	<p>One-to-one technology</p>	<p><u>The What Works Clearinghouse</u> includes multiple tier II, evidence-based examples of using technology to support student engagement and intervention in math, reading, science, and other content. In addition, Dr. John Hattie conducted a meta-analysis of a number of instructional strategies (captured in <u>Visible Learning</u>), that correlated the use of technology with an effect size of .57 (.40 or higher suggests strong positive correlation to student achievement). Based on these evidence-based strategies, the District will purchase chromebooks/technology to increase access and support for one to one technology use district-wide. This will ensure that the District can provide access and functioning devices for students participating in in-person and virtual learning (independent study) platforms. Each student will have the ability to have a device in the classroom and at home, should we need to transition to distance learning at any point during this school year.</p>	<p>\$1,880,000</p>
<p>LCAP Goal 2 Action 13 Allows for teacher collaboration to regularly occur at the elementary level. Augmenting current PD opportunities to address pandemic impacted PD needs is necessary to continue building</p>	<p>Professional Development (planning/collaboration)</p>	<p>Staff will be provided with weekly opportunities for planning, collaboration, classroom observations, data analysis, and other identified focus areas to enhance/improve classroom instruction that principally addresses unduplicated student needs and desired outcomes. The focus will be on developing meaningful, rigorous, and engaging lessons that are consistent with achieving desired student academic and behavioral outcomes. Dr. John Hattie and the work of <u>Visible Learning</u>, reports a 1.57 effect size for teacher efficacy, consistent with teacher collaboration (about 4 times the .40 effect size representing one year's growth with one year of instruction). Monitoring and evaluation of the professional development activities will include agendas, instructional observational data, presentations, and staff feedback.</p>	<p>\$1,003,363</p>

increased teacher efficacy.			
LCAP Goal 2 Action 13 To support increased teacher collaboration and student access to music and arts programs using additional teachers to support base program release time of staff.	Enrichment: Elementary VAPA	Provides additional resources to enhance access to visual and performing arts programs through supplemental staff, including three band instructors, a choir instructor and an art instructor to provide music and visual arts instruction to elementary students in order to increase engagement, connection to school, and to enhance whole-student outcomes.	\$669,885

Use of Any Remaining Funds

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

Total ESSER III funds being used to implement additional actions

\$6,213,744

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP Goal #1, Action 15, 18, 19 Wellness Centers at Schools to support student/ staff well being and mental health	Support for Wellness Centers	Provide additional support for existing school wellness centers to include supplemental staff support, materials, additional resources, consultants, and other services as needed. Services and resources are designed to increase access, availability, and professional development to address identified and yet to be identified student/staff needs.	\$1,250,000
LCAP, Goal #3 Action 13 College and Career	Support signature identity programs (theme/school	Activities that support school determined focus areas (signature) to build positive school climate and culture. Themes are aligned with college/career readiness that may	\$1,500,000dr

<p>Empowered through the identification of a school theme or signature to build school culture, positive learning environment, and community engagement.</p>	<p>focus) and material adoption</p>	<p>include Visual/Performing Arts, STEM, and other related focus areas. Costs may include staffing, instructional materials, printing, contracted services, and other related expenditures to support the creation/implementation of each school's identity. The development and implementation of school themes/signatures is critical as we return to in person learning and re-engage students, parents, and staff into a thriving academic climate. The activity is consistent with the District's LCAP (p.72), and states, in part, "New Actions and Services: Stakeholder feedback encouraged the addition of the following services Expanded Career Pathway courses Signature magnets and academy's at each school site..."</p>	
<p>LCAP, Goal #2 Action 16, Ensure all scholars are academically prepared & empowered through the mitigation of learning loss and providing additional opportunities to close learning gaps.</p>	<p>Student intervention and support</p>	<p>Summer school, Saturday classes, before and after school support and intervention. Costs will include staffing, instructional materials, transportation, and other related expenditures. Allowable expenditures will be identified to enable leveraged funding to sustain \$100,000 over a ten-year period for summer bridge and \$100,000 over a five-year period for Saturday school. This action is aligned with the District's LCAP (p.71) which states, "The district will continue to offer summer school at the high school for our unduplicated student groups to allow for credit recovery opportunities to ensure these unduplicated student groups stay on track to graduate...The district will offer a summer "Boot Camp" program for our unduplicated student groups who are going into 9th-grade honors classes. The expected outcome of this action is that we will have an increase in our unduplicated student groups enrolling in honors and AP programs during their 10-12 grade years."</p>	<p>\$1,500,000</p>
<p>n/a</p>	<p>Clean facilities and operational support</p>	<p>As a result of the pandemic's impact on current resources, increased and improved needs have been identified to maintain operational services and improve the District's capacity to support students, schools, and staff and ensure facilities and operations are well maintained, clean, and safe for students and staff. Costs include identified vehicle</p>	<p>\$2,000,000</p>

		<p>replacement to support increased maintenance operations and facility demands related to the impact of the Pandemic. The vehicles are necessary, reasonable, and directly benefit the schools served. The increased demand to address facilities related concerns are due to the Pandemic and have created undue wear/tear on current vehicles (newest is 2003) and accelerated the decline of the vehicles' reliability to provide timely and necessary services to our schools. Other procurement options have been considered to ensure a "best value" for the District. Additionally, HVAC equipment, and expenditures that properly support outside instruction, cafeteria operations, and other identified academically related costs have been identified to better enable a safe and clean learning environment..</p>	
<p>LCAP, Goal #2, Ensure all scholars are academically prepared & empowered through continued support for professional development to build staff capacity and teacher efficacy.</p>	<p>Professional Development</p>	<p>Support staff development, to build the skill and capacity of teachers, classified, and leadership needs. Expenditures may include staff related costs, materials, conferences, travel, consultants, and other associated/ identified needs. The expenditure is aligned with the District's LCAP (p117), which states, in part, "Ongoing professional development and support plans and assistance with program implementation will enable Upland educators to optimize their professional potential in order to create highly effective learning environments, ensuring the highest levels of achievement for all students..."</p>	<p>\$263,594</p>

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
<p>Student intervention and support and One-to-one technology:</p> <ul style="list-style-type: none"> ● iReady ● Summer bridge programs ● Saturday school ● Before and after school support ● Technology ● Embedded intervention 	<p>Programs such as the iReady program will provide diagnostic and progress monitoring for reading and math progress. To ensure that students who are not making progress in their learning have access to supports; all sites developed a tutoring plan and made tutoring available for students. For our high school students who are not making progress, we offer a credit recovery program after school. Counselors monitored student progression and then enrolled them in appropriate after-school classes when necessary. We will also offer intervention programs at all of our sites during distance learning, to support a student's academic progression. School-based progress monitoring will regularly occur.</p>	<p>Depending on the indicator, regular monitoring may occur weekly, monthly, quarterly, and annually. Program monitoring may include:</p> <ul style="list-style-type: none"> ● iReady program will provide regular monitoring consistent with the program ● Summer programs - upon completion of program (pre/post growth indicators to be used in addition to program evaluation) ● Saturday school - weekly monitoring will be completed ● Before/after school programming - monthly, end of program evaluation ● Intercession programming (pre/post data, end of program evaluation) ● Annual evaluation of intervention and increased learning opportunities will be conducted. ● Technology will be assessed throughout the year to ensure access and proper functioning that will include parent/teacher/student feedback and return/repair/replacement records ● Embedded intervention will be evaluated every 3-6 weeks and

		students meeting exit criteria will be exited from the program.
Support for Wellness Centers that supports SEL, student wellness, and Mental Health support	Increased alignment of Social Emotional Learning and bullying prevention is needed as well as the articulation of both within the overall Multi-Tiered System of Supports (MTSS) framework and Positive Behavioral Interventions and Supports (PBIS). We will address suspension rates through our implementation of PBIS and Restorative Practices. Our counseling team at the high schools will be monitoring CCI and on track for graduation quarterly. We will utilize the information from those assessments to determine strategic intervention for identified students. The Director of Support Services offers counseling and therapy sessions. This position also provided wellness activities to students and staff.	Depending on the indicator, monitoring may occur weekly, monthly, quarterly, and annually. Monitoring of SEL services may occur: <ul style="list-style-type: none"> • Site-based monitoring and data will occur regularly • Regularly counselor meetings and “check-ins” will occur • Wellness centers will be assessed and evaluated for needs and effectiveness on a monthly basis
Continuity of operations and services (on-going staff costs)	Operations and continuity of services will be reviewed through required budgetary review (1st/2nd Interim) and regular examination of District resources.	Monitoring will occur on a monthly, quarterly, and annual basis.
Professional Development (planning/collaboration)	Professional development trainings will be monitored initially and throughout implementation. Evidence will include agendas, presentations, surveys, walk-throughs, instructional rounds, and reflective conversations/collaborations.	Monitoring will occur monthly, quarterly, and annually.
Clean facilities and operational support	To ensure a safe and clean learning environment, the District monitors facilities and operations on a regular basis through on-site visits, regularly scheduled services, and communication with schools and departments.	Monitoring will occur daily, monthly, quarterly, and annually.
Support signature identity programs (theme/school focus) and material adoption	The pandemic’s detrimental impact on in-person learning requires the District to assertively re-connect students and staff to the schools. The District will monitor the impact of a school’s theme/focus through	Monitoring will occur daily, monthly, and annually.

	data, including ADA, chronic absenteeism rates, and surveys.	
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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 ESSER III Expenditure Plan template and instructions, please contact LCFF@cde.ca.gov. For all other questions related to ESSER III, please contact EDReliefFunds@cde.ca.gov.

Fiscal Requirements

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

- For purposes of this requirement, “evidence-based interventions” include practices or programs that have evidence to show that they are effective at producing results and improving outcomes when implemented. This kind of evidence has generally been produced through formal studies and research. There are four tiers, or levels, of evidence:
 - **Tier 1 – Strong Evidence:** the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented randomized control experimental studies.
 - **Tier 2 – Moderate Evidence:** the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented quasi-experimental studies.
 - **Tier 3 – Promising Evidence:** the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented correlational studies (with statistical controls for selection bias).
 - **Tier 4 – Demonstrates a Rationale:** practices that have a well-defined logic model or theory of action, are supported by research, and have some effort underway by a State Educational Agency, LEA, or outside research organization to determine their effectiveness.
- For additional information please see the Evidence-Based Interventions Under the ESSA web page at <https://www.cde.ca.gov/re/es/evidence.asp>.
- The LEA must use the remaining ESSER III funds consistent with section 2001(e)(2) of the ARP Act, including for:
 - Any activity authorized by the Elementary and Secondary Education Act (ESEA) of 1965;
 - Any activity authorized by the Individuals with Disabilities Education Act (IDEA);
 - Any activity authorized by the Adult Education and Family Literacy Act;
 - Any activity authorized by the Carl D. Perkins Career and Technical Education Act of 2006;
 - Coordination of preparedness and response efforts of LEAs with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to COVID-19;
 - Activities to address the unique needs of low-income students, students with disabilities, English learners, racial and ethnic minorities, homeless students, and foster youth, including how outreach and service delivery will meet the needs of each population;
 - Developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs;
 - Training and professional development for staff of the LEA on sanitation and minimizing the spread of infectious diseases;
 - Purchasing supplies to sanitize and clean the facilities of an LEA, including buildings operated by such agency;
 - Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under

IDEA, and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements;

- Purchasing education technology (including hardware, software, and connectivity) for students who are served by the LEA that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment;
- Providing mental health services and supports, including through the implementation of evidence-based full-service community schools;
- Planning and implementing activities related to summer learning and supplemental after school programs, including providing classroom instruction or online learning during the summer months and addressing the needs of underserved students;
- Addressing learning loss among students, including underserved students, by:
 - Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiated instruction,
 - Implementing evidence-based activities to meet the comprehensive needs of students,
 - Providing information and assistance to parents and families of how they can effectively support students, including in a distance learning environment, and
 - Tracking student attendance and improving student engagement in distance education;

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

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

Other LEA Plans Referenced in this Plan

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

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

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

Summary of Expenditures

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

Instructions

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

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

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

Community Engagement

Purpose and Requirements

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

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

- Students;
- Families, including families that speak languages other than English;
- School and district administrators, including special education administrators;

- Teachers, principals, school leaders, other educators, school staff, and local bargaining units, as applicable.

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

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

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

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

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

Instructions

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

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

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

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

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

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

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

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

Planned Actions and Expenditures

Purpose and Requirements

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

Instructions

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

Strategies for Continuous and Safe In-Person Learning

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

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

Addressing the Impact of Lost Instructional Time

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

- If the action(s) are included in another plan, identify the plan and provide the applicable goal and/or action number from the plan. If the action(s) are not included in another plan, write "N/A".
- Provide a short title for the action(s).

- Provide a description of the action(s) the LEA will implement using ESSER III funds to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs.
- Specify the amount of ESSER III funds the LEA plans to expend to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA.

Use of Any Remaining Funds

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

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

Ensuring Interventions are Addressing Student Needs

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

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

Complete the table as follows:

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

California Department of Education
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