



## ESSER III Expenditure Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Woodland Joint Unified School District	Elodia Ortega-Lampkin Interim Superintendent	elodia.lampkin@wjusd.org 530-406-3202

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
WJUSD 21-24 Local Control Accountability Plan	<a href="https://www.wjUSD.org/Departments/Teaching--Learning/Local-Control-Accountability-Plan-LCAP/index.html">https://www.wjUSD.org/Departments/Teaching--Learning/Local-Control-Accountability-Plan-LCAP/index.html</a>
WJUSD ELOG plan	<a href="https://www.wjUSD.org/Departments/Teaching--Learning/Local-Control-Accountability-Plan-LCAP/index.html">https://www.wjUSD.org/Departments/Teaching--Learning/Local-Control-Accountability-Plan-LCAP/index.html</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

\$17,970,116
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Plan Section	Total Planned ESSER III
Strategies for Continuous and Safe In-Person Learning	\$5,334,772.47
Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)	\$3,858,089
Use of Any Remaining Funds	\$11,707,370.96

#### Total ESSER III funds included in this plan

\$17,970,116
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### 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.

Woodland Joint Unified School District (WJUSD) conducted extensive community outreach when determining how to allocate funds to support the needs of students and the community during the COVID 19 pandemic. Formal needs assessments were conducted with multiple community partner groups at Woodland Joint Unified School District , including DELAC (District English Learner Advisory Committee), LCAP (Local Control Accountability Plan) collaborative, staff, and students.

Throughout March and April, staff, students, and the board of trustees provided input into COVID spending priorities through virtual meetings and utilizing Jamboard to collect priorities. Administrators, including special education administrators made recommendations for COVID spending priorities on April 1, 2021 and May 12, 2021. Labor unions met with our superintendent and provided union feedback in April. Jamboards for these groups led to emerging themes that focused the district's work when planning for the use of COVID funding: academic intervention, enrichment, youth engagement, mental health, summer learning, curriculum and instruction, health and safety needs, and student support.

DELAC (May 3rd) and the LCAP (April 26th) collaborative , which includes classified and certificated staff, as well as special education staff, provided additional input during meetings in late April and early May, and raised concerns about academic progress, student mental health needs, and COVID safety preparedness. These concerns were implemented throughout the plan by incorporating additional counseling services, mental health curriculum, increased intervention supports in the early grades and ensuring heating and air conditioning systems are upgraded to improve ventilation. Additional academic support was also incorporated into the Expanded Learning Opportunity Grant plan and Local Control Accountability Plan through providing additional intervention funds for each school site and expanded summer school offerings.

Each school site conducted needs assessments, with input through surveys and focus groups in the Spring of 2021, with a focus on identifying the needs of students. These focus groups provided feedback to site principals regarding the greatest needs of WJUSD students. Student advisory groups at each site provided additional feedback on the needs of students. Each advisory group was intentionally created with a balanced representation of student groups. Student advisory groups continued to echo the need for COVID health and safety measures, student intervention, and connectedness to schools.

The board reviewed all community suggestions and approved a comprehensive COVID spending plan May 13, 2021, which included \$17,000,000 in anticipated ESSER III funds.

In late summer and early fall of 2021, the district conducted outreach with a variety of community organizations to the extent that they are present in the community to ensure that all students' needs are met.

The district consulted with the African American Parent Advisory Committee on September 30, 2021, reviewed the board approved COVID spending plan, and discussed further recommendations from group. The parent committee raised concerns regarding student achievement and enrichment, student mental health, COVID safety and staffing, and family wrap around supports. The district has incorporated enrichment opportunities, interventions and academic supports, social emotional learning supports, and wrap around services in the LCAP, ELOG (Expanded Learning Opportunity Grant) plan, and within this ESSER III plan.

The district reached out to The Mexican American Concilio of Yolo County, and met with a representative on September 13, 2021. The Concilio raised concerns regarding student mental health and academic progress, and agreed that mental health and academic programs proposed by the district are comprehensive, well thought out, and substantive.

The district reached out to the American Indian Parent Advisory Committee, who requested a survey be sent out to all American Indian families. A survey has been sent out on October 4th, and concerns and suggestions will be incorporated into reports and possible future revision recommendations.

The district conducted outreach to California Association of Bilingual Educators (CABE) on September 10, 2021, and followed up with a request to meet on September 28, 2021. The district held a meeting with CABE on October 6, 2021, who raised concerns regarding student mental health and academic progress, particularly the needs of English learners and dual immersion students. CABE recommended providing additional supports for these student groups, and these supports, including paraprofessionals, additional professional development and planning time, and expanded summer learning are represented in the LCAP, ELOG (Expanded Learning Opportunity Grant) plan, and within this ESSER III plan. CABE agreed that mental health and academic programs proposed by the district are comprehensive, well thought out, and substantive.

The district also reached out to the Yolo County SELPA (Special Education Local Planning Area) regarding the needs of special education students, and met with a representative of their Community Advisory Committee (CAC) on September 21, 2021, with follow-up via email through September 28, 2021. The SELPA representative raised issues of special needs students, including students' lack of socialization during in person instruction. The SELPA CAC representative provided suggestions to partner special education students with inclusion buddies for a variety of engaging enrichment opportunities, as well as sensory strategies to help with students readjustment to school and moderating anxiety. Suggestions for enrichment, sensory strategies, and inclusion have been incorporated into other COVID funding sources as well as individual school plans. The representative also had concerns about student mental health, and agreed that the district's plan was comprehensive.

The district conducted outreach to the Yocha Deche on September 1, 2021, and followed up with a request to meet to discuss funds on September 7th and 28th, and this organization did not respond to our invitation. The district staff considered civil rights organizations, and determined that those organizations are not present and engaged with the district at this time.

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

The ESSER III plan takes each of the recommendations into account, and provides a safe return to in person instruction and a learning recovery program for all students, with a focus on students in the following groups: low-income students, English learners, foster youth, homeless students, students with disabilities, students at risk of abuse, neglect, or exploitation, disengaged students, and students who are below grade level, including, but not limited to, those who did not enroll in kindergarten in the 2020–21 school year, credit-deficient students, high school students at risk of not graduating, and other students identified by staff.

Community input indicated that the following items were critical to student safety, and have been incorporated into the ESSER III spending plan:

- improving HVAC (Heating, Ventilation, and Conditioning) systems to improve air quality in classrooms and schools
- providing additional health staff on campus for the purpose of responding to COVID
- virtual academy to ensure continued education and safety for students (medically fragile, at high risk, or with family members identified as such)

Additional areas of note for health safety, addressed in the LCAP and using other COVID funding sources include:

- Contact tracing and COVID testing
- Vaccination
- Increased nursing supplies
- Purchase of air purifiers for classrooms
- Providing improved ventilation in school transportation services
- Providing water bottle filling stations so students have access to clean water
- Additional custodial service to improve sanitation and cleaning
- Funding for additional staffing and extra duty to respond to COVID

Community input indicated that the following items were critical to learning recovery, and have been incorporated into the spending plan:

- mental health curriculum
- additional counselors
- mental health service providers and staffing
- school psychologist
- paraprofessionals to support small group instruction
- improved professional development: PD (Professional Development) administrator and literacy TOSA (Teacher on Special Assignment), literacy coaches, library media services
- increased summer school offerings
- offering a virtual academy option
- additional technology support through personnel, devices, and hotspots
- one time payment to staff

Additional areas funded, as prioritized by community, to provide for the health, safety and academic progress of students, through other COVID funding and added to the LCAP include:

- homeless student interventions and supports
- site based supplemental enrichment programs
- expanded intervention and tutoring
- a comprehensive and expanded credit recovery program
- youth engagement program development
- continuation of COVID online programs offered such as zoom educational software
- textbook replacement coverage, due to COVID
- parent and family engagement and literacy training
- community and family engagement specialists throughout the district
- food services support
- data dashboard to be used to track effectiveness of program offerings
- grant monitoring

## **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**

\$5,334,722.47

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP 1.2, 2.4	Health staff	Health staff to ensure students attending school are healthy, and to respond to COVID 19 needs	\$413,100
LCAP 1.2	Implementation of Virtual Academy	Virtual Academy- in response to COVID, open a virtual/independent study program so that students who are medically fragile or are unable to attend school in person are able to continue their education, while all other students are able to return to school for in person instruction.	\$1,467,000
LCAP 2.1	Air filtration systems	Update air filtration systems across the district to improve ventilation and air quality in classrooms, reducing the spread of COVID 19.	\$3,304,622.47
LCAP 2.1	Fund for HR	CVOID contact tracing support	\$150,000

## 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

\$2,513,128

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
ELOG plan strategy1a (2021-2022), LCAP 2.6	Paraprofessional Support	Providing paraprofessionals (2023-2024) to improve access to instruction and improve differentiation for language learners, students in combination classrooms, migrant students, and kindergarten through third grade classrooms.	\$1,070,000
LCAP 2.6	Library Media Technicians	Increase the hours of our library media technicians to provide full time library media technicians at each school and restructuring job duties to include literacy instruction through exposure to text and text structure.	\$320,226

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
ELOG plan strategy 1a (2021-2022), LCAP 1.2	Summer Learning	Expansion of summer learning programs, with increase in days offered and increase in programming to address learning loss and accelerate learning for students.	\$1,427,064
LCAP 2.4	Additional School Psychologist	Adding a school psychologist to address the additional needs of student learning loss and special education students during COVID 19 recovery.	\$127,500
LCAP 1.2	Summer health tech	to provide health support during summer school	\$16,064
LCAP 2.6	Literacy coaches	to provide coaching and professional development to improve literacy instruction	\$642,235.93
LCAP 2.4	Elementary Counselors	pt provide sel instruction and improve access to learning	\$320,226

## 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

\$8,113,347.76

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
	Instructional support for quarantine and covid		\$300,000
ELOG plan strategy 3 (2021-2022) LCAP 2.4	Expansion of Mental Health Services	Providing CARE solace, an wrap around referral service, expanding counseling services for students, and providing mental health counseling via outside contract to meet the mental health needs of students and staff as a result of COVID 19.	\$458,000
	Textbook replacement	replacing text books lost or damaged during the pandemic	\$40,000



Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP 1.2, 2.1	Increased Technology Support	Continued expansion of internet hot spot access to continue to provide access to school during covid exposures and quarantine, as well as tech support for families and students.	\$1,942,222.84
	Professional Development	Year 2 of professional development for teachers to improve instruction	\$1,700,052
LCAP 2.1	Food services support	Food service support for students in response to covid programs: virtual academy, snacks and meals for students participating in summer and afterschool programs.	\$354,500
	Extra Duty and Increased Staffing	Due to Covid 19, the district is unable to fully staff a variety of positions. Provide extra duty to complete added tasks to improve student safety and health, contact tracing (subs, extra duty, additional staffing to provide covid support)	\$154,500
LCAP 2.1	Additional Funding for Staff	One time payment to staff as a result of additional work load during distance learning, COVID school closures and reopenings, and health support.	\$2,247,597
	Indirect Costs	As allowable by grant, indirect costs	\$916,475.92

## 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
Health Staff	COVID data dashboard will be used to reflect on the frequency of infections at sites.	Weekly monitoring, with quarterly reporting
Virtual Academy	Enrollment numbers	Enrollment: annually Performance on state measures: annually

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
	Performance level on the English Language Arts (ELA) and Math Academic Indicator Performance level on the English Learner Progress Indicator Percent of students in both the Meets and Exceeds Standards level on (Smarter Balanced Assessment Consortium) SBAC English Language Arts and Math Performance level on district common assessments in English Language Arts and Math	District common assessments: quarterly monitoring, annual reporting
Air Filtration Systems	Reports on implementation status: complete, in progress, or incomplete to be shared at board meetings	Quarterly monitoring, annual reporting
Paraprofessional Support	Performance level on the ELA and Math Academic Indicator Performance level on the English Learner Progress Indicator Percent of students in both the Meets and Exceeds Standards level on SBAC English Language Arts and Math Performance level on district common assessments in English Language Arts and Math	Performance on state measures: annually District common assessments: quarterly monitoring, annual reporting
Library Media Technicians	Performance level on the ELA and Math Academic Indicator Performance level on the English Learner Progress Indicator Percent of students in both the Meets and Exceeds Standards level on SBAC English Language Arts and Math Performance level on district common assessments in English Language Arts and Math	Performance on state measures: annually District common assessments: quarterly monitoring, annual reporting

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
Summer Learning	Performance level on the ELA and Math Academic Indicator Performance level on the English Learner Progress Indicator Percent of students in both the Meets and Exceeds Standards level on SBAC English Language Arts and Math Performance level on district common assessments in English Language Arts and Math	Performance on state measures: annually District common assessments: quarterly monitoring, annual reporting
Mental Health Curriculum	Social Emotional Learning Screening California Healthy Kids Survey	Quarterly monitoring, annual reporting
Expansion of Mental Health Services	Social Emotional Learning Screening California Healthy Kids Survey Service logs showing number of students served	Quarterly monitoring, annual reporting
Providing Access to Expanded Learning Opportunities	Student, staff, and community surveys	Quarterly monitoring, annual reporting
Increased Technology Support	Usage reports to Educational Services	Quarterly monitoring, annual reporting
Literacy Support	Implementation Update Performance level on the ELA and Math Academic Indicator Performance level on the English Learner Progress Indicator Percent of students in both the Meets and Exceeds Standards level on SBAC English Language Arts and Math Performance level on district common assessments in English Language Arts and Math	Quarterly monitoring, annual reporting

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
Food Services Support	Implementation Update	Quarterly monitoring, annual reporting
Extra Duty and Increased Staffing	Implementation updates to include hours of extra duty provided in response to contact tracing, COVID quarantines, and substitute shortages	Quarterly monitoring, annual reporting
Additional Funding for Staff	Completion status update	Quarterly monitoring, annual reporting
Indirect Costs	Completion status update	Annually in October (unaudited actuals)

# 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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