

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
LCAP 2021-22	https://eelriverschool.net
ELO 2021-22	School Office by request

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

\$183,694

Plan Section	Total Planned ESSER III Expenditures
Strategies for Continuous and Safe In-Person Learning	
<p>1) for educational consultant for 22-23 school year. <i>This person will continue to tutor students in reading, using a variety of activities to address their low performance academically. The educational consultant will also support teachers in their attempts to fill in student gaps for ELA needs, especially for EL students and those with special needs.</i></p>	\$40,021
<p>2) cleaning/sanitation supplies, masks, and temporary part time custodian <i>This involves the purchase of supplies to sanitize and clean the facilities at the school to meet the demands for hygiene created by Covid 19, and to provide an ongoing healthy environment for students. Possible hire of 15 hrs/week, 37 weeks temporary custodial time as needed.</i></p>	\$14,250
<p>3) educational supplies, instructional materials, curriculum for EL for 22-23 school year. <i>Purchase of engaging EL and ELA curricula will be based on strong evidence of sound pedagogical (teaching) practices. Materials and supplies selected will be in keeping with holistic teaching aims expressed in the LCAP 2021-22.</i></p>	\$10,364
<p>4) Online tutoring for Dyslexic students, English Language Learners, Special Education students, and students in need of personal counseling for 22-23 school year. <i>In seeking to help all students, especially those with reading challenges, English Learning needs Special Education tutoring and/or mental health support, the school plans to make use of online subscriptions to professional tutoring services whose staff has been carefully vetted and trained. This will increase the school's ability to offer one to one and/or small group instruction/counseling. There is strong evidence to indicate that one to one tutoring is an extremely effective method to improve student learning</i></p>	\$32,320

Plan Section	Total Planned ESSER III Expenditures
<p>5) storage container and supplies storage on back porch, facilities modification for health safety-service HVAC . <i>Extra storage is needed for furniture and classroom supplies that cannot be used during the pandemic, or for extra cleaning supplies and masks. Build outdoor eating/classroom area. This will prepare common areas and classrooms for the return of all students to campus for full school days 5 days/wk. Service HVACs more frequently as needed.</i></p>	<p>\$30,000</p>
<p>6) internet/phone services to increase bandwidth for 21-22 school year. <i>This money could increase the speed of the internet for students and staff as they work on their online assignments and cover the increased phone bills that have occurred with staff making daily contact with students not learning at school.</i></p>	<p>\$20,000</p>
	<p>\$146,955</p>
<p>Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)</p>	
<p>1) 4th aide-for 22-23 <i>An extra aide for another year allows the school to implement its philosophy that small group and individual tutoring as the most effective way to deliver instruction to struggling students. Students pay better attention with small group or individual tutoring, and a tutor can see right away which concepts the student is missing and can provide the necessary practice at that time. A 4th aide would help students who are still recovering from learning loss to catch up to “grade level”</i></p>	<p>\$24,238</p>
<p>2) Online dyslexia tutoring or counseling/ extended learning <i>In seeking to help all students, especially those with reading challenges, English Learning needs Special Education tutoring and/or mental health support, the school plans to make use of online subscriptions to professional tutoring services whose staff has been carefully vetted and trained. This will increase the school’s ability to offer one to one and/or small group instruction/counseling. This would be one example of extended learning</i></p>	<p>\$12,501</p>

Plan Section	Total Planned ESSER III Expenditures
ESSER III Learning Loss Total Funds	\$36,739
Use of Any Remaining Funds Remaining funds would be used to improve the student experience at the Eel River Charter School, based on the requirements to qualify under ESSERIII.	

Total ESSER III funds included in this plan

\$183,694

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.

Ongoing measures are taken to solicit input and feedback from all stakeholder groups throughout the school year. The ERCS business manager meets with the Tribal Council at least once per year and attends the Impact Aid meetings at RVUSD quarterly. ERCS sends a copy of the Annual Program Audit and a copy of all board meeting agendas to RVUSD and to Round Valley Tribal Office. There is an opportunity for the public to speak on all publicly posted board meeting agendas. The teachers meet or telephone with all parents at least 2 to 3 times a year. The ERCS Site Council meets at least once per year and the Title VI Indian Ed parent committee meets once a year in the Spring. 98% of ERCS students are unduplicated count students so all the programs at the school are for ‘under-served’ students. The ERCS Board is comprised of 1 community member (former parent at the school) and 3 parents, with 1 current vacancy. ERCS incorporates input from all of these stakeholders when developing school plans and the board meeting agendas and many plans and policies are posted publicly on the school’s web site at <https://eelriverschool.net>. Teachers and staff discussed plans for adjusting the curriculum to the level that students were mastering, instead of “grade” level.

Office staff kept abreast of trainings and legal updates for schools. The Business Manager remained in communication with ERCS's sponsoring district for information.

Parents were surveyed in the spring regarding the LCAP for 21-22. Written questionnaires in English and Spanish were answered by parents regarding possible changes for the 2021-2022 school year. A School Site Council bilingual meeting was held on April 15th, 2021, for parents to give feedback and ideas about the school's proposed goals and actions. The Director of Student Achievement called additional parents to solicit their ideas.

Teachers and staff members were asked for input via conversation, and via a written rough draft of goals and proposed actions. The ERCS Board of Directors, composed of parents, gave input on the operations of the school during the monthly meetings held virtually throughout the school year.

ERCS communicated with student families through calls and text messages in their fluent language (English or Spanish). Translation services, by our bilingual staff, were offered in all communications and meetings. If any stakeholder was unable to access a zoom meeting, accommodations were made to allow them to come in to the school (socially distanced, with masks, less than 10 people at a time) per local Shelter in Place orders.

Remote participation was the preferred option for most stakeholder meetings. Remote options were through using a Zoom meeting room. All ERCS Board meetings were held via Zoom application. Agendas were posted publicly and on ERCS's Facebook page.

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

School Staff, including teachers and aides:

Agree that learning loss is best counteracted by teaching one to one or in small groups

Agree that a variety of curricula and approaches are best for piquing student interest and engagement

Recognize that holistic assignments such as reader's theatre, plays, skits and student published books are examples of activities to be encouraged at school. Such assignments incorporate different modalities of learning, and contribute to social and emotional well-being of the students.

Would like to temporary hire a 4th aide to help students catch up after their learning loss during the pandemic

An aide recommended a specific curriculum that she observed was engaging to her grandchildren. That curriculum, Lexia, is being researched and will possibly be purchased.

Parents:

If there could be a longer school day, parents would want less homework assigned.

Want to continue to have a 6th grade at ERCS even though it means that one class will have 3 grades

Want field trips, holistic projects like the science fair, coupled with a games celebration afterwards

Want equity among families and vetoed the idea of homework help after school because it favors parents with the time and ability to transport their children outside of regularly scheduled school. Homework Help will not be offered, because of parent objections.

Approve of one to one and small group instruction, training students to work independently, tutoring for dyslexic kids, counseling for those who need it, health instruction, using a variety of curricula, and a lengthened school day only if there is less homework.

Many want a few parent teacher group meetings (online) to discuss ways to help children academically

ERCS Board:

Agreed that a longer school day would be dependent on transportation home for students. If the bus was not available, then this idea would not be feasible or practical.

Supports spending for HVAC system in the Main Building.

Approves extra payment for tutoring in the summer and after school, and the hire of a temporary 4th full or part time aide for the 21-22 school year, hiring of temporary 2nd custodian as needed during the Covid pandemic to help with daily cleaning

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

\$146,955

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
Action 1E in LCAP 21-22, page 14	Educational Consultant	<i>This person will continue to tutor students in reading, using a variety of activities to address their low performance academically. The educational</i>	\$40,021

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		<i>consultant will also support teachers in their attempts to fill in student gaps for ELA needs, especially for EL students and those with special needs.</i>	
Action 1H, LCAP 21-22, page 16	Sanitation supplies-2 nd custodian	cleaning/sanitation supplies, masks and possible temporary part time custodian <i>This involves the purchase of supplies to sanitize and clean the facilities at the school to meet the demands for hygiene created by Covid 19, purchase of masks for students, staff, and visitors, and to provide an ongoing healthy environment for students. Possible hire of 15 hrs/week, 37 weeks temporary custodial time as needed.</i>	\$14,250
Action 2A LCAP 21-22, page 23	Materials and supplies	Educational materials as needed. <i>Purchase of engaging EL and ELA curricula will be based on strong evidence of sound pedagogical (teaching) practices. Materials and supplies selected will be in keeping with holistic teaching aims expressed in the LCAP 2021-22.</i>	\$10,364
Action 2F LCAP 21-22, page 24	Online tutoring/ counseling	Online tutoring for Dyslexic students, English Language Learners, Special Education students, and students in need of personal counseling for 22-23 school year. <i>In seeking to help all students, especially those with reading challenges, English Learning needs Special Education tutoring and/or mental health support, the school plans to make use of online subscriptions to professional tutoring services whose staff has been carefully vetted and trained. This will increase the school's ability to offer one to one and/or small group instruction/counseling. There is strong evidence to</i>	\$32,320

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		<i>indicate that one to one tutoring is an extremely effective method to improve student learning</i>	
N/A	Storage container Facilities modification for health safety-service HVAC	storage container and supplies storage, facilities modification and installation for health safety,service HVAC <i>Extra storage is needed for furniture and classroom supplies that cannot be used during the pandemic, or for extra cleaning supplies and masks. This will prepare common areas and classrooms for the return of all students to campus for full school days 5 days/wk. The extra storage will make it easier to keep common areas and classrooms clean.</i>	\$30,000
Action 1 I, LCAP 21-22, page 16	Wireless service and tech support	internet/phone services to increase bandwidth for 21-22 school year. <i>This money could increase the speed of the internet for students and staff as they work on their online assignments and cover the increased phone bills that have occurred with staff making daily contact with students not learning at school.</i>	\$20,000

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

\$36,739

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
Action 1D Page 13 of LCAP 21-22	4 th temporary Aide	To work with students in all grades, individually or in groups of 2-3 students, to help students catch up and close the “learning loss” gap resulting from the pandemic school closure in 20-21	\$24,238

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
Action 2F page 24 of LCAP 21-22	Online tutoring and/or counseling	Online dyslexia tutoring and/or counseling. Individual students with parent consent, will be eligible for confidential counseling through an approved school provider for weekly personal counseling.	\$12,501
Action 3E Page 30 of LCAP 2021-22			
[Plan, Goal #, Action #]	[Short title of the action]	[A description of the action]	[\$ 0.00]

Use of Any Remaining Funds

A description of the how the LEA will use any remaining ESSER III funds, as applicable. **Use of Any Remaining Funds** Remaining funds would be used to improve the student experience at the Eel River Charter School, based on the requirements to qualify under ESSERIII.

Total ESSER III funds being used to implement additional actions

[\$ 0.00]

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
[Plan, Goal #, Action #]	[Short title of the action]	[A description of the action]	[\$ 0.00]
[Plan, Goal #, Action #]	[Short title of the action]	[A description of the action]	[\$ 0.00]

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
[Plan, Goal #, Action #]	[Short title of the action]	[A description of the action]	[\$ 0.00]

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
Sanitation supplies Storage container/room 2 nd temporary custodian	Purchase and storage of sanitation supplies and container Onsite inspection of facilities by Business Manager	School campus cleanliness and sanitation will be monitored throughout the year
Online tutoring and/or counseling 4 th temporary Aide Educational Consultant	Teachers will observe student progress and will administer classroom tests as needed throughout the curriculum Student progress will be monitored at least quarterly using benchmark testing. Other assessments will be given to measure individual student improvement in guided reading lexile levels. Standardized test results will be studied to track student progress.	Daily observation Classroom tests throughout the school year Quarterly testing Yearly testing
Wireless service and tech support	Improvement of speed and reliability of connectivity computers maintained in good repair	Daily usage during the year

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
Materials and supplies	Purchase and implementation of EL/ELA curricula Purchase of supplies for curricula in keeping with stated goals for student improvement	Ongoing as needed basis throughout the year

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 September 30, 2021 and must be submitted for review and approval within five days of adoption. A school district must submit its ESSER III Expenditure Plan to its COE for review and approval; a COE must submit its plan to the California Department of Education for review and approval. A charter school must submit its plan to its chartering authority for review and to the COE of the county in which the charter school operates for review and approval.

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

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

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

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

Fiscal Requirements

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

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

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

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

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

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

Other LEA Plans Referenced in this Plan

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

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

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

Summary of Expenditures

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

Instructions

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

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

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

Community Engagement

Purpose and Requirements

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

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

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

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

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

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

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

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

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

Instructions

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

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

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

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

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

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

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

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

Planned Actions and Expenditures

Purpose and Requirements

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

Instructions

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

Strategies for Continuous and Safe In-Person Learning

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

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

Addressing the Impact of Lost Instructional Time

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

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

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

Use of Any Remaining Funds

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

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