

## ESSER III Expenditure Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
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School districts, county offices of education, or charter schools, collectively known as LEAs, that receive Elementary and Secondary School Emergency Relief (ESSER) funds under the American Rescue Plan Act, referred to as ESSER III funds, are required to develop a plan for how they will use their ESSER III funds. In the plan, an LEA must explain how it intends to use its ESSER III funds to address students' academic, social, emotional, and mental health needs, as well as any opportunity gaps that existed before, and were worsened by, the COVID-19 pandemic. An LEA may also use its ESSER III funds in other ways, as detailed in the Fiscal Requirements section of the Instructions. In developing the plan, the LEA has flexibility to include community input and/or actions included in other planning documents, such as the Local Control and Accountability Plan (LCAP), provided that the input and actions are relevant to the LEA's Plan to support students.

For more information please see the Instructions.

## Other LEA Plans Referenced in this Plan

Plan Title	Where the Plan May Be Accessed
Local Control Accountability Plan (LCAP)	<a href="http://helendalesd.com/UserFiles/Servers/Server_54288/File/Important%20Documentation/Helendale%202021-22%20LCAP.pdf">http://helendalesd.com/UserFiles/Servers/Server_54288/File/Important%20Documentation/Helendale%202021-22%20LCAP.pdf</a>
School Reopening Plan	<a href="https://drive.google.com/file/d/1WaJmB0nVUNSEtS3Mr07ce4EmiuEV_o0J/view">https://drive.google.com/file/d/1WaJmB0nVUNSEtS3Mr07ce4EmiuEV_o0J/view</a>
Expanded Learning	<a href="http://p12cdn4static.sharpschool.com/UserFiles/Servers/Server_54288/File/Important%20Documentation/Expanded%20">Expanded Learning Opportunities G http://p12cdn4static.sharpschool.com/UserFiles/Servers/Server_54288/File/Important%20Documentation/Expanded%20</a>

Plan Title	Where the Plan May Be Accessed
Opportunities (ELO)	<a href="#">Learning%20Opportunities%20Grant%205-12-21%20-%20HSD.pdf</a> rant Template - AB 86 (CA Dept of Education) ( <a href="#">sharpschool.com</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

\$970,745.00

Plan Section	Total Planned ESSER III Expenditures
Strategies for Continuous and Safe In-Person Learning	\$104,964.00
Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)	\$413,196.00
Use of Any Remaining Funds	\$452,585.00

### Total ESSER III funds included in this plan

\$970,745.00

## 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.

Helendale School District used its community engagement from our Local Control Accountability Plan (LCAP) to develop and plan the ESSER III plan. During this unprecedented time, Helendale School District was successful in its efforts to engage in communication with its community members via multiple forms that included social media posts, automated and live phone calls to parents/families, automated emails and the district website, weekly videos, personal phone calls and emails. We also established a remote, online enrollment process for parents so they could easily enroll their student(s) in schools through Aeries Online Enrollment and not have to come to the site to fill out an enrollment packet. This provided us the opportunities to stay in contact with parents and address questions, concerns, and respond to needs while maintaining COVID-19 social distancing and PPE requirements. During community partner meetings parents expressed appreciation for the communication and participation opportunities provided by the district to provide support to keep students engaged in the learning process during these unusual times.

Significant and purposeful engagement convened over six planning sessions with four being held at the respective school and District sites on April 21st and 23rd as well as on May 7th and 10th with all staff having the opportunity to give input on the needs of the District. Parents representing Special Education, English Learners, Foster Youth, African American, Hispanic, and Low Income and students, teachers, counselors, classified staff, local bargaining units, site and district administrators, SPED administrator, and community members who represented the same groups listed above participated in discussions and an analysis of programs and operations. The process used was an appreciative inquiry model to provide data and receive input. Data from parent opinion surveys regarding the effectiveness and safety of the school, student opinion results on school climate, safety, and effectiveness and staff opinion results on school climate, safety, and effectiveness surveys were shared, data from student achievement results were discussed, and enrollment and demographic data was taken under advisement including and often focusing on special education results due to the need for improvement based on the California School Dashboard before ideas were shared for continued improvement. With over 140 community partners involved, the input from these meetings were analyzed and prioritized then presented to the Board of Trustees for further analysis and direction on May 19th, 2021.

At the May 19th Board Workshop, the Board of Trustees gave the superintendent direction on services to include in the 2021-24 LCAP. The Board gave direction to continue the course that was set in 2018 focusing on Math, Attendance, and Special Education. The superintendent met with cabinet/leadership on June 5th and June 6th to finalize the plan. Finally, upon completion of the draft of the LCAP, a meeting of parents from all significant student groups including EL, Foster Youth, Economically Disadvantaged and students with disabilities was held in June 2021 to review the recommended steps.

Meetings were held with each of the site principals to discuss the ESSER III funding and the needs of the individual site's staff, students, and facilities from August through October. Leadership meetings with District administration discussed plans for the ESSER III funds throughout October. There were meetings held for the leadership team including the presidents of the teacher's union and the classified staff's union to discuss the use of funds included in the ESSER III plan. ESSER III funds were also discussed in the Safety Committee Meetings for a school safety perspective. Additionally, administration asked teachers about the needs in one-on-one conversations to address things at all levels.

Opportunities to attend ESSER III planning meetings were extended to all community members. To our knowledge, none of the participants attending these meetings expressly identified as representing students, homeless students, migratory students, children who are incarcerated, other underserved students, tribes, or civil rights organizations, including disability rights organizations in our community.

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

Helendale School District used its community engagement from our Local Control Accountability Plan (LCAP) to aide in the development of the ESSER III plan. Community partner meetings that included parents, teachers, administrators, classified staff, and community members were simultaneously held virtually and in person during the months of April and May. There were additional meetings with administrators, teachers, and classified staff from June through October. The input received that influenced the development of the ESSER III included pupil learning loss in ELA and math, after school activities to help with social and emotional needs of students, and summer school. Services to reduce suspension, chronic absenteeism, and increase school connectedness were also expressed.

## 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

\$104,964

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
School Reopening Plan Pages 3,5,6,7,9	Increase in Custodial Services and supplies	Increased hours for custodial service at the elementary school and the district office. Increasing the hours of our custodial services allows for cleaner and safer campuses for our staff and students. The cleaner our campuses the more reduced chance of risk of COVID-19 infection. The increase in supplies for keeping campuses clean and the increase in PPE needs for campuses are also included to reduce the risk of spreading COVID-19. The School Reopening Plan calls for increased custodial need and this will be an extension of those services to maintain a heightened level of cleaning on campuses.	\$45,397.00
School Reopening Plan Page 5	Covid-19 Coordinator	The implementation of a Covid-19 Coordinator allows the District to be as up to date as possible on the latest information on the virus and how it may affect staff and students. This person will be responsible for coordinating testing, informing staff and management about the latest laws and regulations, implementing and writing safety	\$59,567.00

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		plans, and other duties related to the COVID-19 pandemic. This is an expansion and extension of services for the District as the position was originally funded through the now expired CARES ACT funding. The School Reopening Plan references the COVID-19 Coordinator for the purposes of contact tracing. The position will has and will continue to have expanded duties to deal with the effects of the pandemic. This position is in charge of testing, implementation of COVID-19 safety protocols, monitoring and addressing the needs of campuses in relation to COVID-19 including distribution of PPE, monitoring the latest rules and regulations, and updating information as appropriate. This position will serve to keep students and staff safe during the pandemic.	

## 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

\$413,196.00
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Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP, Goal 1, Action 3 ELO - Page 2	Lower Class Sizes	The District's LCAP has a goal of reducing and maintaining lower class sizes and the ability to use these funds to hire an elementary teacher temporarily for the second half of the 2021-22 school year through the 2022-23 school year will align with these plans. This will allow the District to maintain its lower class sizes while still matching the broad base of instruction that was available	\$213,382.00

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		<p>pre COVID-19. Helendale Secondary School will provide additional courses through additional periods of Math and English within the school day. Offering additional assignments to existing staff will allow for teachers to work during their normal prep period time to provide additional instruction to students that have been most effected from the effects of COVID-19. The lower class sizes allow teachers to pay closer attention to each individual student and they can modify instruction to meet their individual academic and social needs. This is an expansion of services from the Local Control Accountability Plan (LCAP) goal one action three on reducing class size. It is also an extension from the Educational Learning Opportunities (ELO) grant where we will be identifying needs assessments for students and this will determine some of the students that will be receiving additional Math and ELA classes. An increase in the Math and English Language Arts class time for students is designed to lead to higher grades and test scores.</p>	
LCAP, Goal 1, Action 4, and Goal 2, Action 3	Professional Development	<p>The District will be seeking professional development outlets for staff to obtain training. This will come in many different formats from one-on-one trainings, conferences, workshops, and all staff trainings. The District wants to make sure our staff have the training necessary to assist students in these uncertain times. Professional development will range in subject matter depending on the needs of the staff member. Technology and social and emotional support are part of the focus of the District's LCAP and will require additional funding. Professional Development in other areas of support such as behavioral support, mindfulness, communication, and new instructional methods are other areas of need. These</p>	\$30,000.00

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		professional developments will be an expansion of existing professional development needs.	
LCAP Goal 1, Action 4	Increased Instructional Time	Additional instructional hours to increase the amount of instruction offered for English Language Arts and Math. The additional instruction delivered in the form of Saturday school during the school year, additional periods of instruction within the school day, and before and after school periods lengthening the school day. This will be an expansion of services provided by the LCAP in goal one action four. These services will be for students that are identified as in need of additional instruction to perform at grade level.	\$19,814.00
ELO - Page 2 LCAP, Goal 1, Action 4	Multi-year Summer School	Summer school for the 2021-22, 2022-23, and 2023-24 school years will be in place to help support students that have been most impacted academically by COVID-19. Summer school will offer additional in person and online learning for students of the District. This will help with academic achievement and progress through school. Students that are identified as the most in need will be offered the summer school program first.	\$150,000.00

## 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

\$452,585.00



Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP, Goal 1, Action 7	Transportation for Social and Emotional Growth Activities	Due to the pandemic, there has been a shortage of bus drivers, creating issues for the district in getting students to and from school for after school programs. These after school program are for social and emotional growth and include academic tutoring for learning loss, E-sports program for differentiated assistance, and after school clubs. Many of the students that ride the bus would not be able to participate in these programs due to lack of transportation. The District will need to purchase vehicles to transport students to and from activities and home. Existing staff will be used to drive the vehicles. This will allow the district to continue to provide services it would otherwise have to cancel due to lack of transportation. This is an expiation on the LCAP goal one action seven where the District outlines the needs for transportation for students.	\$85,695.00
N/A	Facilities purchase	To District will be buying its currently rented portable classrooms to maintain lower class sizes. Without these portables the class sizes would have to increase due to lack of available classroom space on campus. This will allow the District to continue to offer lower classroom size to better address students individual needs.	\$316,890.00
LCAP, Goal 2, Action 4	Technology	Updating the technology and increasing the amount of technology on the school campuses as well as at home is a priority for Helendale School District. By increasing the amount of technology in the classroom and at home students have more opportunities for learning and teachers are able to bring their teaching into the digital age. Internet hotspots, Chromebooks, webcams, headphones, and tablets are some of the technologies that will be needed to address learning loss. Additionally, the District will be working on its technological	\$50,000.00

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		infrastructure to make sure it is updated, supported, and maintained to handle the growing needs due to the effects of COVID-19. The District has plans to increase the number of internet drops and wireless access points, increase the network security, and increase the ability to provide support to staff and students remotely. These upgrades will be accomplished through the purchase of software and hardware and will be important to the success of the District throughout the COVID-19 pandemic and beyond.	

## 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
Increase in Custodial Services and supplies	The progress for custodial services and supplies will be monitored by the site administrator to check the cleanliness of campuses and the amount of supplies on hand. An increase in the number of checks on various campus areas by a custodian will increase on the check logs.	Administrator will be checking on progress of daily, weekly, and monthly based on needs.
Covid-19 Coordinator	This position will be monitored by District Office level administration to address school safety. The progress monitoring will be based on if the position has kept the District in compliance with laws and regulations around COVID-19 and if they have been monitoring and testing applicable staff and/or students for COVID-19 cases and symptoms.	This position will be monitored regularly by their supervisor and daily and monthly for COVID-19 updated information.

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
Lower Class Sizes	Progress will be monitored by test scores and grades for students.	The frequency for monitoring will be at the end of each academic quarter.
Professional Development	This will be monitored by the individual's administrator for understanding and use in their related area.	This will be monitored after an employee takes professional development and at the employee's regular evaluation period annually.
Increased Instructional Time	Progress will be monitored by evaluating students grades and test scores throughout the additional instructional time.	The frequency for monitoring will be at the end of each academic quarter.
Multi-year Summer School	Progress will be monitored by testing students Math and English Language Arts skills using Standards Plus.	Progress will be monitored by testing students pre and post attendance to the summer school program using the Standards Plus test.
Transportation for Social and Emotional Growth Activities	Monitoring will be done by recording the number of students attending Social and Emotional Growth Activities after school and the frequency of use of this form of transportation.	The frequency of the progress monitoring will be on a quarterly basis.
Facilities purchase	Progress will be monitored by reviewing class size ratios.	The frequency of progress monitoring will be on an annual basis when reviewing class sizes for Average Daily Attendance (ADA).
Technology	The progress on monitoring on technology will be based on device connectivity and helpdesk tickets for connection and infrastructure related issues.	The frequency by which this will be monitored will be by annual helpdesk ticket numbers for infrastructure related issues.

# 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/fq/cr/arpact.asp>.

For technical assistance related to the ESSER III Expenditure Plan template and instructions, please contact [LCFF@cde.ca.gov](mailto:LCFF@cde.ca.gov). For all other questions related to ESSER III, 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.).

California Department of Education  
June 2021