

# 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	<p>The 2021-2022 LCAP can be accessed on the following link:</p> <p><a href="https://www.oxnardsd.org/site/handlers/filedownload.ashx?moduleinstanceid=12739&amp;dataid=24374&amp;FileName=2021-2022%20LCAP-English.pdf">https://www.oxnardsd.org/site/handlers/filedownload.ashx?moduleinstanceid=12739&amp;dataid=24374&amp;FileName=2021-2022%20LCAP-English.pdf</a></p>

## 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**

\$32,020,108

<b>Plan Section</b>	<b>Total Planned ESSER III</b>
Strategies for Continuous and Safe In-Person Learning	4,548,151
Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)	13,500,000
Use of Any Remaining Funds	13,971,957

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

\$32,020,108

## 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.

The Oxnard School District believes that educating our children is a shared responsibility, therefore community input and engagement is critical to the ESSER III Plan development process. The process included the LCAP committee for the 2021-2022 school year. This committee consists of 38 participants, including: School Board President, 12 District administrators representing all district departments, 3 middle school site administrators, 3 K-5 site administrators, 5 members of the Oxnard Educators Association, 4 members of the Oxnard Supportive Services Organization, 5 members of the California School Employees Association and 5 parents. To engage this committee a meeting was held on October 4, 2021. The purpose of the meeting was to share information regarding the ESSER III funds and gather input from all participants and the larger groups they represent on all the actions and services that need to be addressed.

In addition, an ESSER III surveys were created for both community and staff in both English and Spanish. The surveys were posted on the district website, emailed to staff and families, and sent through Blackboard connect. Student voice and input was gathered through regularly scheduled meetings with the Superintendent Fellows. This group is comprised of a student representative from every school site. They meet regularly with the Superintendent to provide input on their experience at their schools, to make recommendations on supports students need to be more successful, and to provide feedback on district programs. Meetings were held with a variety of parent groups to solicit input. These groups include the African American Parent Advisory Group, Mixteco Parent Advisory, DELAC, Superintendent's Parent Advisory Committee, Special Education Advisory Group and PTA. Information from ESSER III was shared with all groups and input was gathered via the ESSER III survey. Based on CalPADS, there are 9 students enrolled that are identified as American Indian or Alaskan Native. These parents were provided opportunity to participate through the ESSER III family survey. OSD also consults with the Ventura County Indian Education Consortium.

During the process of community engagement, the themes that surfaced were similar to those voiced during the LCAP engagement meetings. These themes had to do with improving district communication, addressing academic needs of students who experienced significant interruption in learning, and addressing the social and emotional needs of all students, but in particular, of students who have experienced loss and trauma during the pandemic.

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

Community input greatly influenced much of the ESSER III Plan. The focus of the plan addresses the learning needs of all students, while ensuring that students are safe and their social and emotional needs are met. This focus was evident in all community meetings and many of the recommendations have been included in this plan and support the LCAP as well. Some of these include expanding learning for all students by providing tutoring opportunities and the need for a strong independent study program to support students who are unable to participate in in-person learning. In addition, the need for additional school staff to support the health and well-being of students was also identified. Given the increase in numbers of COVID cases, there were many concerns raised about ensuring a high quality independent learning program for students. Additionally, staff provided input on the need to add additional staff to sites to support contact tracing and minimizing student and staff exposure. A request for more opportunities for COVID-19 testing was also shared so that students and staff could more quickly return to school.

Community input was prioritized by how much direct contact and impact the recommended action or services had on students, particularly students with greatest needs and who have been most significantly impacted by Covid-19. This includes English Learners, students experiencing homelessness and foster youth. In addition, input was assessed to determine how these funds can work in support of the LCAP goals and actions. As a result of community input and concern over loss of learning, the district has refined its Multi-Tiered System of Supports (MTSS) process. The refinement of the MTSS leads to several increased needs. The first need is to continue building teacher capacity by providing professional development for Tier I instruction. As this professional development is provided, special attention needs to be placed on establishing a comprehensive monitoring process to identify needed interventions for all students, as well as, a process for ensuring students are making adequate progress academically, socially and emotionally. The second identified need is to recruit and hire staff who are trained in high quality, evidence-based intervention programs to support students with identified learning gaps. This improvement in the MTSS process requires additional staff to support the implementation and monitoring of this intervention.

Expanded learning opportunities through before and after school programs was also identified as a need. This need, however, is being addressed through the Local Control Accountability Plan and the Expanded Learning Opportunity Program.

An issue that was also addressed in all stakeholder groups was cleanliness of schools and classrooms and the added cleaning protocols as a result of the pandemic, leading to increased need for custodial support.

## 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

\$12,148,151

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP Goal 2, Action 5; Health and Welfare of Students	COVID-19 testing and contact tracing	Systems and services for testing of staff, and contact tracing for all students and staff. Contact tracing services for a period of up to two years (Allowable Use 5). This action will support the health and welfare of students and staff. Additionally, it will help minimize the amount of time students and staff are away from school.	\$800,000
LCAP Goal 2, Action 5; Health and Welfare of Students	Staffing to support COVID-19 testing, contact tracing,	Increase Human Resources and Risk Management staff; up to two positions, for a period of up to three years (Allowable	\$536,151

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
	and leave management of district employees.	Use 15). This action will help prevent spread of COVID-19 and increase student and staff attendance in person.	
LCAP Goal 2, Action 5; Health and Welfare of Students	Care rooms and staff at school sites	Care rooms to isolate and care for students who may have symptoms or have exposure to COVID-19, staffed by Health Technicians or Health Assistants, for a period of up to two years (Allowable Use 15). This action will help prevent spread of COVID-19 and increase student and staff attendance in person.	\$2,000,000
LCAP Goal 2, Action 5; Health and Welfare of Students	PPE, and cleaning and sanitation supplies	Purchase of supplies to sanitize and clean district facilities, and PPE for staff and students (Allowable Use 7). This action will help prevent spread of COVID-19 and increase student and staff attendance in person.	\$150,000
LCAP Goal 2, Action 5; Health and Welfare of Students	Additional custodial staff	Additional custodial staff necessary to provide the highest level of safe, clean, and healthy schools and workplace environments. Up to five additional custodians for a period of up to three years (Allowable Use 15). This action will help prevent spread of COVID-19 and increase student and staff attendance in person. (An additional five custodians are funded with ESSER II funds for a total of ten additional custodians).	\$1,062,000
N/A	Office Assistants at School Sites	Provide additional support to schools, to address the unique needs of each school's student population; 20 positions for a period of three years (Allowable Uses 3, 4). As a result of COVID-19, school staff are impacted due to an increase in parent and community needs, additional protocols, contact tracing and staff absenteeism. This action will support schools, students, families and staff by allocating additional staff to improve communication and service.	\$3,600,000
N/A	Facility Renovations and Upgrades	School and district facility repairs and improvements to maintain operations and continuity of school and district services, and to support student and staff health needs (Allowable Uses 13, 16).	\$ 4,000,000

## Addressing the Impact of Lost Instructional Time

A description of how the LEA will use funds to address the academic impact of lost instructional time.

### Total ESSER III funds being used to address the academic impact of lost instructional time

\$13,500,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
N/A	Independent Study Program	Provide Independent Study program for students who are unable to attend in-person instruction. Two to six teachers (based on need) and one program manager, for a period of up to three years (Allowable Uses 4, 12). Providing a well designed Independent Study Program will support continued learning for students who are unable to participate in in-person learning due to health restrictions as a result of COVID-19.	\$1,200,000
This action supports and expands LCAP GOAI 1, Action 16: Instructional Resources and Supports	Instructional Aides	Provide additional instructional aides in regular classrooms, for instructional assistance to students. Up to 34 instructional aide positions district-wide (based on need), for a period of up to three years (Allowable Uses 4, 12). This action will assist in addressing learning loss by providing opportunities for more differentiated instruction and scaffolded supports for students experiencing learning gaps. This will focus on English Learners developing proficiency in English. This support will be provided in Spanish in biliteracy classes to improve literacy instruction.	\$3,600,000
This action supports and expands LACP Goal 1, Action 2: Student Literacy Intervention. This will expand the use of Literacy intervention teachers for multiple years.	Literacy Intervention Teachers	Continuation of Literacy Intervention Teachers (initiated in 2021/22) at each K-5 and K-8 school; up to 17 positions for a period of up to two years: 2022/23 and 2023/24 (Allowable Uses 4, 12). The Intervention teacher will use the Leveled Literacy Intervention Program (LLI); a research based literacy program. Students receiving this intervention support will be identified through the MTSS process. The identification process will prioritize English Learners and Foster Youth.	\$3,400,000

<b>Plan Alignment (if applicable)</b>	<b>Action Title</b>	<b>Action Description</b>	<b>Planned ESSER III Funded Expenditures</b>
N/A	Multi-Tiered System of Supports Coaches for General and Special Education	Provide Multi-Tiered System of Supports (MTSS) coaches for general and special education programs; up to four positions for a period of up to three years (Allowable Uses 4, 12). MTSS Coaches will provide monitoring and support to teachers of students receiving interventions to ensure implementation of interventions, data collection and progress monitoring.	\$1,200,000
This action supports and expands LCAP Goal 2, Action 9: Tier 3 Specialized Support	Psychologists	Continue to provide Psychologists to support students' mental and social-emotional health; up to 35 positions (based on need) for a period of up to two years (Allowable Uses 4, 10, 12). This action will improve the identification and support provided to students at Tier 3 in both academics and social and emotional needs. As a result of COVID-19, students are experiencing greater needs academically, socially and emotionally.	\$4,100,000

## Use of Any Remaining Funds

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

### Total ESSER III funds being used to implement additional actions

\$6,371,957

<b>Plan Alignment (if applicable)</b>	<b>Action Title</b>	<b>Action Description</b>	<b>Planned ESSER III Funded Expenditures</b>
This action supports LCAP Goal 3, Action 2: Ensure and Enhance communication with families through the use of a variety of platforms.	District Webmaster	Provide a new Webmaster position, to provide and support communication and outreach with students, families, and community; for a period of up to three year (Allowable Use 4). As result of COVID-19, our community and families have become more dependent on clear and up-to-date communication regarding health and safety measures. This action will improve two way communication with our	\$480,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		community, and and improve and support outreach methods that meet the unique needs of our students in disadvantaged circumstances.	
N/A	Additional Administrative support for Educational Programs	Provide Assistant Principals (two) and Program Managers (three) to support instructional programs in both general education and special education settings; up to five positions for a period of up to three year (Allowable Use 16). This action will assist in improving the MTSS and monitoring cycles for students to ensure students are making adequate progress and when necessary identified for special education assessments. As a result of COVID-19 there are more students that have identified learning gaps that need to be addressed though Student Success Teams and Individualized Education Plans. Given the pandemic and educational interruptions, more frequent meetings to discuss student academics, attendance and social and emotional well-being are necessary to ensure and monitor progress.	\$1,891,957
This action supports and expands LCAP Goal 1, Action 1: Professional Learning Days for Teachers :	Teacher Professional Development Days	Continue to support an additional three days of professional development programs to all teachers; for a period of two years (Allowable Use 16). This action supports the district's focus on Tier I first instruction across the content areas including Social and Emotional Learning as well as the implementation of Common Core State Standards. These learning opportunities will focus on acceleration rather than remediation, culturally responsive teaching, scaffolding and differentiation for English learners and students at risk.	\$3,000,000
N/A	Furniture Needs	Purchase new student furniture, including cafeteria tables, to support a clean, safe, and healthy learning environment as well as student distancing (Allowable Uses 13, 16). This action supports the operation of school facilities to effectively maintain the health and safety of students, educators, and other staff.	\$1,000,000

## 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
Instructional Aides (Para-Educators)	The effective use of instructional assistants will be monitored by both the site administration as well as the classroom teacher. The intent of this intervention is to provide small group, guided and differentiated instruction for students identified in need of intervention through the MTSS and student monitoring process.	This intervention will be monitored monthly during grade level meetings as well as during student monitoring conferences every trimester.
Literacy Intervention Teachers	The Leveled Literacy Intervention (LLI) program has embedded frequent assessments that will allow for the monitoring of student growth. The site administrators will be responsible for monitoring the fidelity and quality of implementation. Principals will meet bi-weekly with LLI teachers to review implementation of program and student growth. Additionally, student results will be shared during grade level meetings with classroom teachers.	The student data will be reviewed every 4 weeks to determine whether students are making adequate growth and whether they need to remain in the program.
MTSS Coaches for General and Special Education	This action will be monitored by the site principal during weekly or bi-weekly scheduled meetings. During these meetings, student data will be reviewed to ensure that students are placed in appropriate interventions and that on-going communication is occurring with the SST team. Additionally, these positions will be monitored by the Educational Services Department. The Special Education Department will gather districtwide data of student growth, evaluate the actions and goals in SST documents, and provide on-going training to MTSS coaches.	The site level monitoring will occur, at minimum, bi-weekly and the district level monitoring will occur monthly.

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
Psychologists	This action will be monitored by the Director of Special Education and the site principal. The Director of Special Education will monitor this action through monthly job-alike meetings and case load reviews.	This action will be monitored monthly.
<p>Actions that support Safe in-person Learning:</p> <ol style="list-style-type: none"> <li>1. COVID -19 testing</li> <li>2. Staffing to support testing , contact tracing, and leave management of district employees</li> <li>3. Care rooms and staff at school sites</li> </ol>	<p>These actions will be monitored by attendance records for both staff and students and a decrease of COVID-19 transmission at school sites.</p> <p>These actions will be monitored by Manager of Risk Management, Director of Pupil Services, and the Director of Facilities. The Manager of Risk management will ensure that all safety protocols are in place at all schools and that any guidance from public health is distributed to the sites and being followed. The monitoring will happen through site visits and a dashboard review.</p> <p>The Director of Pupil Services will monitor the implementation of policy and guidelines for students through site visits and bi-weekly meetings with school nurses, health technicians and LVNs.</p> <p>The Director of Facilities will monitor the use of PPE and cleanliness guidelines through site visits.</p>	This action will be monitored monthly and with direct communication with site principals.
Office Assistants at School Sites	Progress will be monitored by site principals and Educational Services department by Panorama survey measuring parent and staff responses on satisfaction. Additionally, Ed. Services will monitor parent or family calls and/or complaints dealing with school responsiveness and customer service.	This action will be monitored every trimester.
District Webmaster	The progress of this action will be monitored by the Superintendent and the Communication	This action will be monitored every 6 months.

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
	Team. Progress on the action will be monitored through a family and staff communication survey, use of the district webpage and additional tools such as Blackboard Connect and Canvas.	
PPE, cleaning and sanitation supplies. Additional custodial staff Furniture needs, facility renovations and upgrades	The Director of Facilities will monitor the use of PPE and cleanliness guidelines through site visits and survey responses related to the status of facilities.	These actions will be monitored annually through the use of the parent/staff survey.
Administrative Support for Educational Programs	This action will be monitored by the Assistant Superintendent of Educational Services by audits of SSTs and IEP schedules, notes and practices. Additionally, student data reviews will be monitored with a focus on ensuring that all students in need of intervention are placed in appropriate programs or are receiving appropriate supports.	These will be monitored by trimester.
Teacher Professional Development Days	This action will be monitored by site principals and the Educational Services team by conducting classroom walkthroughs focused on first instruction connected to the professional development provided. During the walkthroughs, data will be collected to determine baseline of implementation of the identified district "look fors" or expected strategies and practices. During these walkthroughs, special focus will be placed on strategies used with English Learners.	This monitoring process will happen monthly with principals and the Educational Services Learning Support Partners.
Independent Study Program	OSD has hired a district administrator to oversee the implementation of the Independent Study Program. The IS Administrator works directly with teachers and families to ensure the effectiveness to the program and that students	The monitoring for this program occurs daily through on-going reviews of Canvas lessons and administrator regular check-ins with teachers.

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
	<p>are receiving a high quality, standards aligned grade appropriate program. Additionally, teachers on special assignment work closely with Independent Study teachers and support them in lesson design and delivery.</p>	

# 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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