

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
Learning Continuity and Attendance Plan (LCP)	Rosemead's District Website LACOE's e-LCAP system or on Rosemead's District Website
Local Control Accountability Plan (LCAP)	LACOE's e-LCAP system or on Rosemead's District Website
Expanded Learning Opportunities (ELO) Grant Plan	Rosemead's District Website

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

\$6,303,599

Plan Section	Total Planned ESSER III Expenditures
Strategies for Continuous and Safe In-Person Learning	\$800,000
Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)	\$4,503,599
Use of Any Remaining Funds	\$1,000,000

Total ESSER III funds included in this plan

\$6,303,599

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 Rosemead School District (RSD) has made great efforts to communicate and work with parents, teachers, school staff, community members, students, and student advocates throughout the course of the COVID-19 pandemic to ensure a collaborative process in developing our district plans. The district held numerous community engagement meetings and conducted several stakeholder surveys during the 2020-21 school year to gather and streamline input/feedback that informed the development of the Learning Continuity Plan (LCP), Expanded Learning Opportunities Grant Plan (ELO), and the Local Control Accountability Plan (LCAP). The district conducted a survey in early October, 2021 to seek additional input from students, parents, teachers and staff once they had been in school for over a month. The extensive feedback from the stakeholders listed here was used in the development of the ESSER III Expenditure Plan.

Students: In early October, 2021, we conducted a student survey to get input from students once they had returned to school and were feeling the effects of lost learning. Students in grades 4-8 completed the survey, and members of our middle school Lighthouse and Associated Student Body teams also shared their opinions on specific actions our district should take to address the academic impact of lost instructional time as well as the social and emotional impact of the pandemic.

Families: In August, 2021, prior to school beginning back in-person for all students, each principal held parent meetings. The principals were then able to share parents' concerns and suggestions with District leadership. On September 21, the Superintendent held a District-wide Town Hall meeting to hear parents' concerns and questions once school had resumed. The District also issued a parent survey in all four of our community's major languages in the first week of October, 2021, asking parents to rate several ideas for ESSER Plan actions as well as to suggest specific actions the District could take to invest in recovery from the pandemic.

Teachers: The Superintendent held all-staff meetings with our teachers as we prepared to return to in-person instruction to collect input in February, March, May, June, and September, 2021. We also surveyed teachers in early October, 2021, once they had experienced 6 weeks of teaching in-person to a full class, asking them for specific actions we could take to catch students up academically, keep in-person learning safe, and support students socially and emotionally.

School and District Administrators: Weekly Leadership meetings throughout 2021 with school and district administrators and the management team have allowed for frequent input and consultation as we collaboratively crafted our plan. More formally, on September 2, 2021, we engaged in an in-depth input session in which all district and school administrators expressed and documented challenges and opportunities that have emerged since returning to in-person learning and recommended specific actions the District should take to address the academic, social, and emotional impact of lost instructional time, especially for student groups most impacted by the COVID-19 pandemic.

Special Education Administrators: Our special education coordinator and district psychologists all participated in the School and District Administrators input session listed above. In addition, our special education coordinator has been part of the ESSER III Plan writing team.

School Staff: School staff engaged in meetings to share their concerns and ideas for returning to in-person learning on February 24, March 9, March 25, June 1, and September 13, 2021. In addition, all school staff and district staff were invited to complete an input survey in early October, 2021 on specific actions the District could take to close the achievement gaps and address the social-emotional issues brought by the pandemic.

Local Bargaining Units: Both our teachers' association and our classified employees' associations were consulted throughout the planning process to return to school. Through negotiations, leadership with both associations provided consultation on the safety measures, health requirements for employees, changes in expectations for staff to address the new "normal," and addition of new positions that would be part of the ESSER III plan.

Advocates Representing the Interests of Children with Disabilities: Our District has a Significantly Disproportionate Stakeholder Team consisting of parents of students with disabilities, general and special education teachers and instructional aides, school

psychologists, and site and district administrators. This team was consulted about the impact of school closures on the needs of students with special needs returning to in-person learning and on possible solutions and strategies to help make up for the lost learning.

Advocates Representing the Interests of English Learners: In October, 2021, each school's English Learner Advisory Committee (comprised of school staff, including the ELD/Intervention teacher, and parents of English learners) was tasked with weighing in on their School Plan for Student Achievement, offering suggestions for actions and expenditures that would better support English learners. On October 13, 2021 the District's English Learner Advisory Committee met with the plan authors and shared their opinions about what English learners need and what strategies would be most effective in addressing those needs.

Advocates Representing the Interests of Homeless Children and Foster Youth: Our Coordinator of Student Services, who is an author of this plan, participated in the Los Angeles Countywide Homeless and Foster Youth Liaison Quarterly Meeting on May 6, 2021 and the Regional Learning Network in September, 2021. Discussions and presentations during this meeting offered a deep dive into the needs and suggested high-leverage actions to provide an additional layer of support for these vulnerable student groups.

Advocates Representing the Interests of Migratory Students: Parents from our Migrant Education program as well as the Migrant Ed Program coordinator and staff shared ideas for our plan with our Assistant Superintendent of Educational Services during the Migrant Ed PAC meeting on September 30, 2021.

Tribal Groups, Civil Rights Organizations, 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: The Rosemead School District evaluated our stakeholder engagement opportunities and determined that Tribes, Civil Rights Groups, and Advocates are neither present in nor served by the LEA.

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

Seven priorities for the 2021-2022 school year emerged from the consultation process and surveys:

1. Social emotional and mental health supports
2. Academic interventions (including extended learning opportunities), especially for students who are part of vulnerable populations
3. Enrichment opportunities such as music, arts, robotics, coding and sports
4. Professional development for teachers and staff on accelerating learning and intervening
5. Parent education workshops on supporting learning at home
6. Environmental safety through health protocols and sanitizing

7. Upgrading technology and providing devices for students to take home

These priorities served as a guide as we developed the ESSER III plan. Specifically, community input led to the following actions.

COVID-19 Mitigation Efforts for In-Person Learning: In response to staff, teachers, school administrators, district administrators, both our classified and certificated unions, community members, and families all expressing concern about student to student spread of COVID-19 in the classroom and during lunch and recess, we decided to hire additional supervision staff to monitor students' hand washing, mask wearing, and social distancing. We also decided to fund high levels of PPE, cleaning supplies, and HVAC repairs. The Migrant Ed PAC shared a request for additional child-sized masks, which will be included with the latter action. The Special Education Coordinator and psychologist team, along with special education teachers, shared concerns about PPE for teachers of more severely disabled students who require closer physical contact with staff. Finally, teachers, staff, site administrators, and families expressed concern about the need for efficient and reliable COVID testing and contact tracing; as a result, we included additional health staff to ensure that we can do this quickly and regularly across the district.

Extending Instructional Learning Time and Enriching Student Learning: Parents and students consistently asked for extra help for students who have fallen behind, after school tutoring, and support with homework. Our Significantly Disproportionate Stakeholder Team and District English Learner Advisory Committees also expressed worry about students with disabilities and English learners having larger skill gaps than their peers due to the challenges of distance learning. There were also many requests from parents, students, community members, and the DELAC, to make up for lost enrichment activities, such as engineering, arts, and foreign language classes. As a result, we added funding for after school and summer intervention and enrichment programs into the plan.

Accelerating Learning During the School Day: Teachers, school staff, district and school administrators, parents, and students all repeatedly stated that students are behind academically due to school closures and distance learning. School and district administrators who attended a workshop on learning acceleration suggested that we provide professional development on the concept of learning acceleration. Teachers and the teachers' union asked for classroom aides to help them do targeted small group instruction effectively. Teachers and school administrators also acknowledged that to provide learning acceleration, we may need to purchase instructional materials to support different modalities of learning, reading at different levels, and math manipulatives to support pre-requisite skill instruction.

Increasing Integrated Supports: The Los Angeles Countywide Homeless and Foster Youth Liaison group, parents, and students all shared the concern that many students were returning to school having experienced traumatic events during this pandemic. Our District Student Support Services coordinator and psychologist team as well as parent and community members expressed a need for more social emotional counseling hours for students. As a result, we decided to hire two more psychologists to provide counseling services.

Expanding Access to Technology: The Los Angeles Countywide Homeless and Foster Youth Liaison group emphasized the need to ensure that homeless and foster youth have access to learning tools to continue their education beyond the school day. We took this advice when adding an action to bolster our inventory of devices so that we can send Chromebooks and hotspots home to

students who need them. The DELAC parents commented that they relied on student Chromebooks during distance learning to support their children at home by accessing Google Classroom, checking grades on the parent portal, and even attending parent meetings that were held via Zoom. The decision to increase our technology is in part a result of this input.

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

\$800,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
N/A	Supervise students to prevent COVID spread	Temporarily expand supervision staff to help monitor student distancing, masking, and other efforts to reduce and prevent the spread of COVID-19 in accordance with Los Angeles County DPH guidelines. and	\$200,000
N/A	Maintain sanitized, disinfected campuses	Purchase additional PPE, sanitizing and disinfecting supplies, HVAC and HEPA filters, and other materials to clean the air and surfaces.	\$300,000
N/A	Continue COVID-19 testing and other prevention measures	Temporarily expand health staff to conduct COVID-19 testing, contact trace, develop health protocols, and implement Los Angeles County DPH health protocols.	\$300,000

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

\$4,503,599

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
ELO LCAP Goal 2/Action 5	Extend Instructional Learning Time	Provide K-8 after school and summer school intervention and enrichment classes for vulnerable populations <i>These services and support are an expansion of the supports provided for in the ELO Grant Plan (students will have additional opportunities to extend their learning).</i>	\$450,000
ELO LCAP Goal 1/Action 2,5,6 LCAP Goal 2/Action 1-7	Accelerate Learning to Close Learning Gaps through Differentiated Instruction in the Classroom	Provide Targeted Assistance Groups (TAG) aides to support differentiated small group instruction during the school day. Purchase supplemental books and materials to support instruction to close skill gaps. Provide professional development to build the capacity of teachers, staff, and administrators to accelerate learning and differentiate instruction. Hire additional certificated staff to maintain small class sizes in K-6 to support more strategic small group instruction and more individualized instruction. <i>These services and support are an expansion of the supports provided for in the ELO Grant Plan. (Teachers, principals, and instructional aides will have continued professional development in learning acceleration, and class sizes will be further reduced if deemed necessary.)</i>	\$3,303,599
N/A	Expand Integrated Student Supports to Address	Expand social-emotional and mental health supports and services by hiring two additional school psychologists to provide counseling for general education students.	\$750,000

	Non-Academic Barriers to Learning	<i>These services and support are an expansion of the supports provided for in the ELO Grant Plan and LCAP (students will have additional access to Social-Emotional and Mental Health Supports and Services).</i>	
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Use of Any Remaining Funds

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

Total ESSER III funds being used to implement additional actions

\$1,000,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
ELO LCAP Goal 1/Action 9	Provide Students with Access to Technology	<p>To leverage online learning tools, including skills practice software and provide access to learning for students quarantined at home, upgrade technology equipment on campus, provide devices for students to take home, and provide internet hotspots for students lacking internet access at home</p> <p><i>These services and support are an expansion of the supports provided for in the ELO Grant Plan and LCAP (students and schools will have additional technology upgrades and internet access).</i></p>	\$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
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Supervise students to prevent COVID spread	<ol style="list-style-type: none"> 1. Supervision schedule at recess and lunch and observation by principal 2. Contact tracing records and district COVID case dashboard 	<ol style="list-style-type: none"> 1. Daily 2. Weekly updates
Sanitize and disinfect campuses	<ol style="list-style-type: none"> 1. Cleaning and sanitizing schedule and checklist aligned to Los Angeles County DPH guidelines 2. HVAC replacement and maintenance schedule 	<ol style="list-style-type: none"> 1. Daily, weekly, and monthly checklist 2. Routine and ongoing
Continue COVID-19 testing and other prevention measures	<ol style="list-style-type: none"> 1. District health protocols aligned to latest LA County DPH guidelines 2. Records of testing participation logs 3. Contact tracing logs 	<ol style="list-style-type: none"> 1. As needed whenever DPH updates 2. Weekly testing 3. As needed
Extend Instructional Learning Time	<ol style="list-style-type: none"> 1. i-Ready Standards Mastery Assessments on program focus standards as pre- and post test for summer and intervention programs 2. Report card grades of students in tutoring 	<ol style="list-style-type: none"> 1. Twice per program (pre- and post) 2. Trimester (TK-6) or quarter (7-8) report cards
Accelerate Learning to Close Learning Gaps through Differentiated Instruction in the Classroom	<ol style="list-style-type: none"> 1. (K-6) i-Ready Math and Reading Diagnostics will be given and stretch growth analyzed 2. (7-8) Star Reading and Math tests will be given and Student Growth Percentile will be analyzed 3. PLC schedule and agendas 4. Staff feedback surveys on PD days 	<ol style="list-style-type: none"> 1. Four times per year 2. Three times per year 3. Bi-weekly PLCs in TK-6; weekly PLCs in 7-8 4. 6 PD days per year
Expand Integrated Student Supports to Address Non-Academic Barriers to Learning	<ol style="list-style-type: none"> 1. Number of school counseling referrals 2. Counseling logs 3. Student mental health assessment for students in counseling 	<ol style="list-style-type: none"> 1. Monthly 2. Monthly 3. Pre and post counseling (ongoing)
Provide Students with Access to Technology	<ol style="list-style-type: none"> 1. Replacement Schedule for Hardware, Software, and Connectivity Tools 2. Student/Parent check out logs for Chromebooks and Wifi hotspots 3. On campus broadband signal checks 	<ol style="list-style-type: none"> 1. Annually 2. Trimester/Quarterly 3. Annually

ESSER III Expenditure Plan Instructions

Introduction

School districts, county offices of education (COEs), or charter schools, collectively known as local educational agencies (LEAs), that receive Elementary and Secondary School Emergency Relief (ESSER) funds under the American Rescue Plan (ARP) Act, referred to as ESSER III funds, are required to develop a plan for how they will use ESSER III funds to, at a minimum, address students' academic, social, emotional, and mental health needs, as well as the opportunity gaps that existed before, and were exacerbated by, the COVID-19 pandemic.

The plan must be adopted by the local governing board or body of the LEA at a public meeting on or before October 29, 2021 and must be submitted for review and approval within five days of adoption. A school district must submit its ESSER III Expenditure Plan to its COE for review and approval; a COE must submit its plan to the California Department of Education for review and approval. A charter school must submit its plan to its chartering authority for review and to the COE of the county in which the charter school operates for review and approval.

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

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

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

For technical assistance related to the ESSER III Expenditure Plan template and instructions, please contact LCFF@cde.ca.gov. For all other questions related to ESSER III, please contact EDReliefFunds@cde.ca.gov.

Fiscal Requirements

- The LEA must use at least 20 percent (20%) of its ESSER III apportionment for expenditures related to addressing the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs.
 - For purposes of this requirement, “evidence-based interventions” include practices or programs that have evidence to show that they are effective at producing results and improving outcomes when implemented. This kind of evidence has generally been produced through formal studies and research. There are four tiers, or levels, of evidence:
 - **Tier 1 – Strong Evidence:** the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented randomized control experimental studies.
 - **Tier 2 – Moderate Evidence:** the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented quasi-experimental studies.
 - **Tier 3 – Promising Evidence:** the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented correlational studies (with statistical controls for selection bias).
 - **Tier 4 – Demonstrates a Rationale:** practices that have a well-defined logic model or theory of action, are supported by research, and have some effort underway by a State Educational Agency, LEA, or outside research organization to determine their effectiveness.
 - For additional information please see the Evidence-Based Interventions Under the ESSA web page at <https://www.cde.ca.gov/re/es/evidence.asp>.
- The LEA must use the remaining ESSER III funds consistent with section 2001(e)(2) of the ARP Act, including for:
 - Any activity authorized by the Elementary and Secondary Education Act (ESEA) of 1965;
 - Any activity authorized by the Individuals with Disabilities Education Act (IDEA);
 - Any activity authorized by the Adult Education and Family Literacy Act;
 - Any activity authorized by the Carl D. Perkins Career and Technical Education Act of 2006;
 - Coordination of preparedness and response efforts of LEAs with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to COVID-19;

- Activities to address the unique needs of low-income students, students with disabilities, English learners, racial and ethnic minorities, homeless students, and foster youth, including how outreach and service delivery will meet the needs of each population;
 - Developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs;
 - Training and professional development for staff of the LEA on sanitation and minimizing the spread of infectious diseases;
 - Purchasing supplies to sanitize and clean the facilities of an LEA, including buildings operated by such agency;
 - Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under IDEA, and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements;
 - Purchasing education technology (including hardware, software, and connectivity) for students who are served by the LEA that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment;
 - Providing mental health services and supports, including through the implementation of evidence-based full-service community schools;
 - Planning and implementing activities related to summer learning and supplemental after school programs, including providing classroom instruction or online learning during the summer months and addressing the needs of underserved students;
 - Addressing learning loss among students, including underserved students, by:
 - Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiated instruction,
 - Implementing evidence-based activities to meet the comprehensive needs of students,
 - Providing information and assistance to parents and families of how they can effectively support students, including in a distance learning environment, and
 - Tracking student attendance and improving student engagement in distance education;
- Note:** A definition of “underserved students” is provided in the Community Engagement section of the instructions.
- School facility repairs and improvements to enable operation of schools to reduce risks of virus transmission and exposure to environmental health hazards, and to support student health needs;

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

Other LEA Plans Referenced in this Plan

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

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

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

Summary of Expenditures

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

Instructions

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

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

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

Community Engagement

Purpose and Requirements

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

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

- Students;
- Families, including families that speak languages other than English;
- School and district administrators, including special education administrators;
- Teachers, principals, school leaders, other educators, school staff, and local bargaining units, as applicable.

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

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

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

- Homeless students;
- Students with disabilities; and
- Migratory students.

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

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

Instructions

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

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

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

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

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

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

- For the purposes of this prompt, “aspects” may include:
 - Prevention and mitigation strategies to continuously and safely operate schools for in-person learning;

- Strategies to address the academic impact of lost instructional time through implementation of evidence-based interventions (e.g. summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs);
- Any other strategies or activities implemented with the LEA’s ESSER III fund apportionment consistent with section 2001(e)(2) of the ARP Act; and
- Progress monitoring to ensure interventions address the academic, social, emotional, and mental health needs for all students, especially those students disproportionately impacted by COVID-19

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

Planned Actions and Expenditures

Purpose and Requirements

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

Instructions

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

Strategies for Continuous and Safe In-Person Learning

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

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

- Provide a description of the action(s) the LEA will implement using ESSER III funds for prevention and mitigation strategies that are, to the greatest extent practicable, in line with the most recent CDC guidance, in order to continuously and safely operate schools for in-person learning.
- Specify the amount of ESSER III funds the LEA plans to expend to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA.

Addressing the Impact of Lost Instructional Time

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

- If the action(s) are included in another plan, identify the plan and provide the applicable goal and/or action number from the plan. If the action(s) are not included in another plan, write “N/A”.
- Provide a short title for the action(s).
- Provide a description of the action(s) the LEA will implement using ESSER III funds to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs.
- Specify the amount of ESSER III funds the LEA plans to expend to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA.

Use of Any Remaining Funds

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

- If the action(s) are included in another plan, identify the plan and provide the applicable goal and/or action number from the plan. If the action(s) are not included in another plan, write “N/A”.
- Provide a short title for the action(s).
- Provide a description of any additional action(s) the LEA will implement to address students’ academic, social, emotional, and mental health needs, as well as to address opportunity gaps, consistent with the allowable uses identified above in the Fiscal Requirements section of the Instructions. If an LEA has allocated its entire apportionment of ESSER III funds to strategies for

continuous and safe in-person learning and/or to addressing the impact of lost instructional time, the LEA may indicate that it is not implementing additional actions.

- Specify the amount of ESSER III funds the LEA plans to expend to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA. If the LEA it is not implementing additional actions the LEA must indicate “\$0”.

Ensuring Interventions are Addressing Student Needs

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

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

Complete the table as follows:

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