



# Holtville

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## UNIFIED SCHOOL DISTRICT

### ESSER III Expenditure Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Holtville Unified School District	Celso Ruiz Superintendent	celso@husd.net 760-356-2974

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
2021 HUSD LCAP	A copy of the district LCAP can be located on the district website at <a href="https://www.husd.net/en/parent-resources/lcap/">https://www.husd.net/en/parent-resources/lcap/</a> .
HUSD Safe Return to In-Person Instruction October 2021	A copy of the district Safe Return to in-person instruction plan can be located on the district website at <a href="https://www.husd.net/en/covid-19/">https://www.husd.net/en/covid-19/</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

5,619,729

Plan Section	Total Planned ESSER III
Strategies for Continuous and Safe In-Person Learning	530,813
Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)	1,123,946
Use of Any Remaining Funds	3,964,970

### Total ESSER III funds included in this plan

5,619,729

## 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.

HUSD engaged in meaningful consultation with parents, board members, students, and community members regarding return to in-person instruction and COVID safety measures through interactive board presentations and audience forums during HUSD Board meetings during the Spring and Summer of 2021. Based on the input from these board meetings, Administration (including the Special Education Director who advocates for students with disabilities and the Director of Special Projects who advocates for Homeless and Foster Youth) met to create the ESSER III Expenditure Plan collaboratively. This plan was then presented to School Site Councils, English Language Advisory Committees (ELAC) and the District ELAC, and the Migrant Parent Advisory Committee during the months of September and October of 2021. The Superintendent discussed the ESSER expenditure priorities with the Holtville Teachers Association President during his ongoing meetings in the Summer and Fall of 2021.

HUSD on multiple occasions attempted to engage in meaningful consultation with the California School Employees Association, HUSD Chapter during the Summer and Fall months of 2021. In spite of these attempts, HUSD was unable to connect with representative members from this group. HUSD evaluated its stakeholder engagement opportunities and determined that Tribal groups and Civil Rights organizations are neither present nor served by HUSD.

The process of writing the ESSER III Expenditure Plan began with eliciting feedback from parents, students, staff, community members and other stakeholders. These stakeholders met in their respective groups and provided input. Stakeholders provided suggested actions we should take, the methods for monitoring the progress of those, and the frequency of which that progress is monitored. What's more, this plan also incorporates feedback provided by parents, students, and school board members through other modes of communication, such as public comments at school board meetings and direct communications by phone or email to school site and district leaders.

Finally, the district priorities in this document were specifically aligned to its 2021-2022 LCAP, which included stakeholder input into the priority actions that the district should take, specifically to address safe in-person learning, lost instructional time, and other pandemic impacts. The full LCAP document can be located at <https://www.husd.net/en/parent-resources/lcap/>.

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

Input from community members and the public at large had a direct impact on the development of this plan.

For example, a common topic of concern brought up by many parents and school board members was to take measures to ensure that in-person instruction continues uninterrupted. The district is addressing this concern by maintaining more than adequate amounts of PPE and enhanced sanitation supplies at all school site offices, directly in classrooms, and with reserve supplies at the district office. In addition, this plan budgets both rental and purchased equipment aimed to promote social distancing during high traffic periods like school lunches, as well as the hiring of staff to enhance safety through COVID check-in protocols performed at the beginning of the school day in order to decrease the likelihood of virus transmission. Another measure this plan would put in place is the installation of a new emergency notification, public

address system that would help school leaders to communicate to the whole campus immediately, providing ingress and egress information in the event of a public health emergency.

Another concern raised by parents in the Migrant Parent Advisory Committee meetings was increasing the amount of academic support for students, especially in light of the return from nearly two academic years of distance learning. The district is addressing this concern through this plan by increasing the number of paraprofessionals in classrooms, targeting students in subgroups for intervention, and by offering extended learning activities after-school and/or through Saturday academies. What's more, this plan seeks to further mitigate student learning loss brought on by the pandemic by budgeting funds toward additional classroom technology, supplemental Math and ELA intervention efforts through professional development of teachers and providing additional/supplemental curriculum, and an early reading intervention program. These actions align to the actions expanding these services in the 2021-2022 HUSD LCAP and reflect stakeholder input given during the development of the LCAP.

Additionally, many parents expressed a concern regarding the effect of the pandemic and subsequent school closure on their student's emotional well-being. For that reason, this plan seeks to help address the social-emotional needs of students. Through the expansion of counseling services and providing SEL programs for all students, this plan seeks to make student well-being a priority, aligning it to the new action added to the 2021-2022 HUSD LCAP.

Finally, during the school closures, our district experienced an unprecedented need to help provide healthy meals to our students and the community. Participation was very high and current kitchen facilities in the District were stretched to accommodate, highlighting the need for updated facilities and equipment. Feedback from stakeholders was that the food service to school children during the pandemic and beyond are a priority. What's more, Holtville High School's current food service area is highly congested, making social distancing difficult. This not only increases the chance of virus transmission and possible outbreaks, endangering the previous stated priority of maintaining in-person instruction.

## **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**

530,813

<b>Plan Alignment (if applicable)</b>	<b>Action Title</b>	<b>Action Description</b>	<b>Planned ESSER III Funded Expenditures</b>
LCAP Goal 3, Action 2 and HUSD Safe Return to In-Person Instruction Plan	Public Address System	Emergency notification system for all school sites that will enhance campus-wide and/or district-wide notifications and alerts such as coordinating staggered ingress/egress instructions to promote social distancing, as well as emergency stay-in place protocols, should positive COVID cases occur.	380,813
LCAP Goal 3, Action 2 and HUSD Safe Return to In-Person Instruction Plan	Personal Protective Equipment	PPE, including face masks/coverings, face shields, shield drapes, hand sanitizer, plexiglass barriers, social distancing signage, and other safety materials/equipment will be provided to all school sites to reduce transmission of COVID-19 and enable school to operate in-person instruction safely.	5,000
LCAP Goal 3, Action 2 and HUSD Safe Return to In-Person Instruction Plan	Enhance Safety Protocols	Enhanced safety protocols will be implemented at all school sites to reduce the risk of COVID-19 transmission. These protocols will include cleaning and sanitation measures, as well as enhanced check-in protocols as students arrive to school. To accomplish this, additional cleaning materials/supplies, as well as part-time staff and overtime hours for existing staff will be utilized.	45,000
LCAP Goal 3, Action 2 and HUSD Safe Return to In-Person Instruction Plan	Facilities Equipment	The District will purchase and deploy additional equipment to help with the full return to in-person instruction at all school sites. Outdoor picnic tables, benches, chairs, canopies, tent rentals, other equipment will be provided to assist with the food service program, enabling students to socially distance while eating daily meals, helping to reduce the risk of virus transmission and ensure continuous and safe in-person learning.	100,000

## 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

1,123,946

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP Goal 1, Action 3	In-class Intervention	Additional paraprofessionals (beyond those allotted through the LCAP) to aide in targeted in-class interventions for struggling primary grade-level students returning to in-person instruction after distance learning.	249,595.00
LCAP Goal 1, Action 7	Additional Technology	Ensure that students and classrooms are equipped with improved technology, allowing for supplemental learning programs to be utilized in conjunction with enhanced in-person instruction to provide students with greater opportunity to recover learning loss.	72,744.00
LCAP Goal 3, Action 6 and HUSD Safe Return to In-Person Instruction Plan	Link Crew SEL Support	Assist with the reintegration of students from home to school at the high school level. The link crew program will help with the socialization as well as involvement of 9th as well as 10th grade students on campus. The lessons involved with link crew focus on orientation, academic lessons, building self-esteem, and team building.	39,218.00
LCAP Goal 1, Action 6	Extended Learning	Provide extended learning opportunities for all students, including English Learners, Low-Income, Foster Youth and students with exceptional needs, through tutoring, academies, Saturday programs, maintaining summer school programs for intervention and/or enrichment to accelerate or maintain academic progress.	139,908.00
LCAP Goal 3, Action 6 and HUSD Safe Return to In-Person Instruction Plan	SEL Program	Support the implementation of a Social-Emotional Learning curriculum and program. Provide professional development and training opportunities. Supplies, materials, and services for meeting the social-emotional needs of all stakeholders.	6,777.00

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP Goal 1, Action 2	Math and ELA Intervention	Provide designated professional development to teachers and paraprofessionals. Implement, monitor, and improve upon supplemental Math and ELA programs and materials.	18,735.00
LCAP Goal 3, Action 6 and HUSD Safe Return to In-Person Instruction Plan	Counselor/Social Worker	Support the implementation of a school-wide SEL program.	255,718.00
LCAP Goal 1, Action 3	Hands-on/Engagement Materials	Provide additional support to enhance Math and Science intervention through small-group instruction and individual tutoring. Provide additional Math and Science tutoring with hands-on, project-based learning and intervention after school.	17,500.00
LCAP Goal 1, Action 2	Professional Development	Provide supplemental professional development and training opportunities. Provide department and grade-level collaboration time to share best practices and address learning loss.	19,625.00
LCAP Goal 1, Action 3	Reading Intervention Teacher	Support the implementation of a school-wide early reading intervention program to mitigate learning loss.	304,126.00

## 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

3,964,970

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP Goal 3, Action 2 and HUSD Safe Return	Enhanced Food Service	A modular food service facility with kitchen equipment will be constructed to expand service and allow for student social distancing. The facility will provide an additional food service	3,964,970

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
to In-Person Instruction Plan		distribution center at Holtville High, which will assist all schools within the District, and the community at large. In addition, current facilities at HHS are inadequate, hindering social distancing, and do not allow for all students to be served safely in a timely fashion.	

## 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
Public Address System	The public address system will be used by school administrators daily to review school-wide expectations, make announcements regarding school events, and in cases of emergencies to deliver instructions. Site and district technical support staff will monitor the system for proper functionality.	The public address system will be monitored daily while it is in use. Site and district technical support will monitor the system frequently and as-needed.
Personal Protective Equipment	Site administrators will create a uniform inventory checklist to conduct monthly inventory checks for adequate supply of PPE for staff and students. Department managers will use the inventory checklist to check for adequate supply of PPE for their departments including food services, transportation, and maintenance. District administrators will maintain an adequate inventory of PPE for use district-wide. Administrators and managers will maintain PPE that meet standards and regulations.	Administrators and managers will submit the inventory checklist of PPE at the district- and site-levels on a monthly basis.

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
	Administrators and managers will submit a monthly inventory checklist to the district office.	
Enhance Safety Protocols	Site administrators will check for adequate amounts of cleaning supplies for staff. School administrators also monitor screening processes by supervising and filling-in when needed. Department managers will check for adequate amounts of cleaning supplies for their departments including food services, transportation, and maintenance. District administrators maintain an adequate inventory of cleaning supplies for use district-wide. Administrators and managers maintain PPE that meet standards and regulations.	Administrators and managers check for adequate amounts of cleaning supplies at the district- and site-levels on a monthly basis. Site administrators also monitor screening processes on a weekly basis.
Facilities Equipment	Maintenance staff will ensure equipment is placed in proper locations and maintained by conducting visual inspections. Site administrators will ensure equipment is being used properly by observing its use.	Maintenance staff will inspect equipment on a monthly basis. Site administrators will observe its use on a daily basis.
In-class Intervention	Classroom teachers and site administrators will monitor the effectiveness of additional paraprofessionals by observations and evaluations. Classroom teachers supervise paraprofessionals by assigning them intervention groups of students to work with and assigning intervention work.	Teachers and administrators will monitor paraprofessionals on a daily basis.
Additional Technology	Site administrators will ensure adequate technology is purchased and distributed throughout campuses. Site computer technicians will further evaluate the effectiveness of school technology by observing its use.	Site administrators and site computer technicians will evaluate its use and effectiveness on a daily basis.
Link Crew SEL Support	Site administration at HHS will facilitate the reintegration and socialization of students by building confidence. Progress will further be	Site administration will monitor the progress on a monthly basis.

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
	monitored by having school administration meet with link crew advisors.	
Extended Learning	Site administration will monitor the participation rates of subgroups in extended learning programs by tracking attendance.	Site administration will monitor the progress on a monthly basis.
SEL Program & Counselor/Social Worker	School counselors will monitor the effectiveness of a newly-implemented SEL program by eliciting feedback from teachers and students. Site administration will monitor the impact the program has on school culture.	School counselors will monitor the program on a monthly basis. Site administrators will monitor the impact on school culture on a weekly basis.
Math and ELA Intervention	Classroom teachers will monitor the progress of intervention programs by conducting grade checks, checking for understanding, and evaluating student work.	Teachers will monitor the progress on a bi-weekly basis.
Hands-on/Engagement Materials	Classroom teachers will monitor the effectiveness of a newly-implemented hands-on and engagement materials by eliciting feedback from students. Site administration will monitor the impact the materials have on student engagement.	Classroom teachers will monitor the use of materials on a monthly basis. Site administrators will monitor the impact on student engagement on a monthly basis.
Professional Development	Site administrators will monitor the effectiveness of professional development through observations and evaluations.	Site administrators will monitor the progress after each professional development event.
Reading Intervention Teacher	Classroom teachers will monitor the progress of the reading intervention teacher by evaluating students' reading levels through benchmark reading assessments and AR tests.	Classroom teachers will monitor the progress at the beginning and end of program cycles.
Enhanced Food Service	<p>District administration will monitor the progress of the construction of the building by maintaining contact with construction managers.</p> <p>The food services director will monitor the progress of handling food services for the district by collaborating with cafeteria staff and site administrators.</p>	<p>District administration will monitor the progress on a weekly basis.</p> <p>The food services director will monitor the progress on a daily basis.</p> <p>Site administration will monitor the progress on a daily basis.</p>

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
	Site administration will monitor the progress of social distancing by observing the use of facilities.	

# 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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