

## ESSER III Expenditure Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Emery Unified School District	Dr. Mila Kell, NBCT Director, Instructional Programs	<a href="mailto:milakell@emeryusd.org">milakell@emeryusd.org</a> (510)601-4950

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

For more information please see the Instructions.

## Other LEA Plans Referenced in this Plan

Plan Title	Where the Plan May Be Accessed
Local Control Accountability Plan (LCAP)	LCAP can be accessed on the EUSD webpage: <a href="#">EUSD LCAP</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

\$716,551

Plan Section	Total Planned ESSER III Expenditures
--------------	--------------------------------------

Strategies for Continuous and Safe In-Person Learning	\$217,119.00
Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)	\$ 376,890.00
Use of Any Remaining Funds	\$ 122,542.00

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

\$716,551

## 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 the 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.

This ESSER III Expenditure Plan incorporated the input from various stakeholders: parents and guardians via multiple surveys, teachers from all of the schools in the district (4/21, 4/28, 5/5), the Emery Teacher Union, the ESS Student Council (5/19 and 6/3/2021), the LCAP Parent Advisory Committee (3/23 and 5/17), the Districtwide English Learner Advisory Committee (5/26), the district Cabinet (5/17), our classified staff (via a survey), the EUSD Board Curriculum Committee (4/13), from a consultation with Katy Babcock, the Director of North Region Selpa (07/21), and the EUSD Sp. Ed. Director and specialists.

In compliance with the requirements of this grant, the district reviewed the list of the available community groups to locate tribes, civil rights organizations and advocacy groups that are either based in Emeryville or have engaged with the district in the past. According to our research and the response from the City Manager of Emeryville, Mr. Pedro Jimenez, there were no such organizations in Emeryville proper. Furthermore, historical data available to the district didn't reveal any past engagements with any such organizations. Nevertheless, the district sent a request for input to the American Indian Council and to the Equal Justice Society of the neighboring Oakland. Regretfully, we have not received any responses.

The EUSD stakeholders contributed to or proposed all of the actions in this plan. Additional feedback was collected via multiple surveys, during in-person meetings, and at the district town hall meetings (3/9 and 4/20). All the surveys were translated into Spanish and Arabic, our two predominant second languages, to ensure that the voices and ideas from the entire community were

incorporated into the Plan. The entirety of this feedback data was thoroughly analyzed, and we identified patterns in our stakeholders' suggestions along with their priorities for each idea. Next, the data were prioritized vis-à-vis the district's vision and mission based on the frequency of requests and any patterns in the input; finally, we examined this feedback to ensure that the allowable expenses for this grant were met. The resulting ideas and recommendations found their way directly into this ESSER III Expenditure Plan.

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

The following Actions and Services were influenced directly by stakeholder input:

- Improve the HVAC system at Anna Yates School (families and teachers)
- Hire an additional custodian to ensure thorough cleaning around the campus and at the playgrounds (families)
- Hire an intervention specialist or an instructional aid to share between ESS and AYMS (families, teachers, the Cabinet, ETA, students)
- Offer sign-up bonuses to secure full-time positions of a school nurse and a school psychologist (the Cabinet)
- Expand the existing SEL program at AYMS and provide training for teachers (teachers and the Cabinet)
- Provide after-school academic support and enrichment to all struggling students and youngsters in need of greater engagement (parents and teachers)
- Hire additional instructional aid to provide intervention support to struggling students at AYES (teachers).

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

\$ 217,119.00

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
--------------------------------	--------------	--------------------	---------------------------------------

<p>LCAP, Goal I, Action 1</p>	<p>1. Hire an engineering firm to conduct a comprehensive assessment of the HVAC system in two school buildings to obtain recommendations for improvements to remedy known deficiencies, upgrade the indoor air quality to prevent the spread of the COVID-19 virus, and utilize some of the remaining funds towards the construction of recommended improvements.</p>	<p>The Emery Unified School District has a need to revamp the HVAC system operation inside classroom spaces to improve ventilation, prevent the spread of the COVID-19 virus, and provide a safe and comfortable learning environment for students and staff. The current system was designed and built as part of new school construction in 2016. While newer HVAC and controls equipment are in operation, additional improvements are needed. Given that HVAC and controls systems were value-engineered to save money during construction, the system is currently operating with faulty designed components that should be replaced to help with ongoing maintenance expenditures, and in turn, to improve the indoor air quality for students and staff.</p> <p>In the fall/winter of 2020, EUSD hired a contractor to test, assess and balance the two school building HVAC systems as part of the plan to increase ventilation rates in classrooms in order to return to school. While improvements were made at the time, we currently do not have a way to remotely monitor the status of airflow in the classroom spaces. Our two school buildings have outside air-only rooftop units that provide outside air to the classrooms. During that time, several deficiencies were identified, such as the inability to monitor CFM values in the controls system and BAS front end, dampers closing without controls alarm notifications which can prevent ventilation from entering some classroom spaces. Other valued engineer items that are part of the heating system have proven to be insufficient and cause overheating in classrooms which can detract from the learning environment. The actuators that currently control the heating valves are cheaply fabricated parts that cannot withstand the wear and tear of constant modulation demand. There are also missing shut-off valves and strainers on the inlet side of the hot water loop that are sending water deposits into FC units and in turn,</p>	<p>\$115,405</p>
-------------------------------	--	--	------------------

		clog them and create the need to replace them prematurely. It is equally important to note that both of the school building HVAC systems do not have air conditioning, which causes uncomfortable environments for students and staff during hot weather.	
LCAP, Goal I, Action 1;	2. Hire an additional custodian to ensure thorough cleaning around the campus and, specifically, of the playground equipment.	Our parents and families requested via surveys that the district provides more frequent cleaning services around the playgrounds, especially around our very popular Valhalla. This additional staff position will allow the district to ensure that all the playground equipment is regularly cleaned and sanitized to prevent the transmission of the COVID-19 virus.	\$101,714

## 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

\$ 376,890.00

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP, Goal I, Action 3, 4, 6, 10, 13	3. Hire an intervention specialist or an instructional aid (depending on the availability of candidates) to share between ESS and AYMS	The impact of the COVID-19 pandemic necessitated a pivot to the distance learning model of instruction from 3/2020 to 8/ 2021. Not all of the EUSD students were able to actively engage in this mode of study and many children experienced significant learning loss, as evidenced by the district's assessment of academic progress. Given that, EUSD would like to hire an intervention specialist to support those of our middle school and high school students who are struggling with academics as a result of this learning loss. Individualized or small group interventions will assist our children and will enable them to engage in accelerated learning.	\$235,220

LCAP, Goal 1, Action 10	4. Expand after-school academic support and enrichment to all struggling students and students in need of greater engagement	The district plans to provide more intervention and academic enrichment opportunities after school so that the small group instruction and/or individualized settings can help struggling students as well as those youngsters who currently experience disengagement at school.	\$100,000.00
LCAP, Goal I, Action 9	5. Hire additional instructional aid to expand intervention support for struggling students at AYES	According to the district baseline assessment data using IReady, after a long period of distance learning, some of our students struggle with many basic skills as studying remotely was not the preferred learning mode for many of our younger students. The district would like to hire an instructional aid to work closely with classroom teachers and provide individualized interventions and scaffolding of content in the push-in model.	\$ 31,380.00
LCAP, Goal I, Action 40	6. Purchase a digital assessment system for ESS to expand the available arsenal of assessment tools and better inform instructional planning	A rigorous digital assessment system will help to conduct a baseline assessment and to gauge students' progress over time to inform instructional planning (3 -year contract)	\$10,290

## 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

\$ 122,542.00

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
	7. Provide an early morning playground	The EUSD parent community requested to provide early morning (7:30 - 8:00) supervision for our youngest students whose parents drop them off before the school	\$ 5,200.00

	supervision for students in TK -1	starts. This will ensure students' safety and will afford peace of mind to our parents many of whom are essential workers and begin their work early.	
	8. Provide materials, supplies, and instructional support for students in long-term independent study	<p>Due to concerns over COVID-19 pandemic and especially considering the high transmissibility of the Delta variant, some parents requested a long-term independent study option for their children.</p> <p>These materials and supplies will assist our students whose parents chose this option. In addition to receiving assistance from the EUSD teacher of record, the district contracted with Edgenuity to implement their curricula in long-term independent study and to offer students additional support provided by the Edgenuity CA-certified teachers.</p>	\$ 60,000.00
	9. Secure a part-time certificated employee to coordinate the long-term independent study program and serve as a teacher of record	An individual in this position will be one of the district teachers or administrators who, in addition to their regular responsibilities, will coordinate the work of the independent study program and also will serve as a teacher of record, providing synchronous instruction and daily live interactions, as well as assigning time value and evaluating students' assignments. This cost represents the yearly stipend for 2021-2022 school year.	\$10,000
	10. Offer sign-up bonuses to secure full-time positions of a school nurse and a school psychologist	Presently, our nurse and psychologist are hired through a contract with outside agencies, such as Procure Therapy. The district would like to secure full-time positions without depending on outside contractors, but securing qualified candidates proved to be a challenge. Offering sign-up bonuses may facilitate the hiring process and help the district to fill these two positions.	\$ 40,000.00
LCAP : Goal III, Action 2; Goal I, Action 1	11. Expand the existing SEL program at AYMS and provide training for teachers	As at many schools across the Nation, the COVID-19 pandemic exacerbated the social-emotional needs of our students. AYMS teachers currently use NewsELA nonfiction instructional texts which center around social-emotional learning themes to provide SEL	\$7,342

		instruction to students. While these texts are a rich resource for the program, the social-emotional needs of our students were and continue to be greatly impacted by the pandemic and more support is necessary. According to the Healthy Kids Survey conducted in 2020-21 school year, many of our students experience social-emotional distress. Purchasing and implementing Second Step, a social-emotional curriculum, will help expand and systematize our support for the district's middle school students in need of help.	
--	--	--	--

## Ensuring Interventions are Addressing Student Needs

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
Hire an engineering firm to conduct a complete assessment of the HVAC system in two school buildings	The written review of the system and improvements in air circulation	Ongoing
Provide materials, supplies, and instructional support for students in independent learning	POs, receipts, and invoices	2 times a year - Oct. and March
Secure a certificated employee to coordinate the long-term independent study program and serve as a teacher of record	Time value of assignments evidenced in documentation Student progress on the academic dashboard; students attendance dashboard	Ongoing, 2021-22 school year

Offer sign-up bonuses to secure full-time positions of a school nurse and a school psychologist	Human Resources data	3 times a year
Expand the existing SEL program at AYMS and provide training for teachers	<ul style="list-style-type: none"> <li>● Implementation of the additional SEL curriculum, Second Step</li> <li>● Classroom observations during advisory</li> <li>● Student response data on wellness surveys</li> </ul>	Ongoing
Hire an additional custodian to ensure thorough cleaning around the campus and at the playgrounds	Inspections of the equipment conducted by the Director of Maintenance and Operations	Ongoing
Hire an intervention specialist or an instructional aid (depending on the availability of candidates) to share between ESS and AYMS	Student achievement progress will be monitored by tracking and analyzing data from diagnostic, progress monitoring, and summative assessments (NWEA, IReady, Smarter Balanced Interim, and summative assessments).	3 - 4 times a year based on Assessment Calendar
Provide after-school academic support and enrichment to all struggling students and students in need of greater engagement	Pre-, post- and progress monitoring assessments, both programmatic and additional digital tools.	3 times a year
Hire additional instructional aid to provide intervention support for struggling students at AYES	Student achievement progress will be monitored by tracking the data from diagnostic, progress monitoring, and summative assessments (NWEA, IReady, Smarter Balanced Interim, and summative assessments).	Ongoing
Purchase digital assessment system for ESS	Dashboard- usage of the assessment data.	Ongoing
Provide an early AM playground supervisor for students in TK -1	Parents' feedback, shared via surveys and in meetings, such as DELAC and PAC.	3 times a year

# ESSER III Expenditure Plan Instructions

## Introduction

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

The plan must be adopted by the local governing board or body of the LEA at a public meeting on or before 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](mailto:LCFF@cde.ca.gov). For all other questions related to ESSER III, please contact [EDReliefFunds@cde.ca.gov](mailto:EDReliefFunds@cde.ca.gov).*

## Fiscal Requirements

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

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

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

## **Other LEA Plans Referenced in this Plan**

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

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

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

## **Summary of Expenditures**

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

### **Instructions**

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

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

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

# Community Engagement

## Purpose and Requirements

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

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

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

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

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

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

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

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

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

## **Instructions**

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

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

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

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

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

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

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

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

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

## **Planned Actions and Expenditures**

### **Purpose and Requirements**

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

### **Instructions**

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

### **Strategies for Continuous and Safe In-Person Learning**

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

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

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

### **Addressing the Impact of Lost Instructional Time**

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

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

### **Use of Any Remaining Funds**

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

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

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

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

## **Ensuring Interventions are Addressing Student Needs**

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

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

Complete the table as follows:

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