

ESSER III Expenditure Plan

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

For more information please see the Instructions.

Other LEA Plans Referenced in this Plan

Plan Title	Where the Plan May Be Accessed
Local Control and Accountability Plan (LCAP)	https://www.compton.k12.ca.us/district/about-us/lcaplcf/lcaplcf-2017-2020
Learning Continuity and Attendance Plan (LCP)	https://www.compton.k12.ca.us/district/about-us/lcaplcf/lcaplcf-2017-2020

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

\$ 103,106,002

Plan Section	Total Planned ESSER III Expenditures
Strategies for Continuous and Safe In-Person Learning	\$ 75,259,315
Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)	\$ 27,846,687
Use of Any Remaining Funds	\$ 0

Total ESSER III funds included in this plan

\$ 103,106,002

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.

Compton USD made a concentrated effort to provide opportunities for input in the development of all our plans for utilizing our one-time COVID-19 pandemic funds. Teachers and school staff were encouraged to share ideas on appropriate expenditures meeting the funding criteria during staff meetings facilitated by our site leaders. Our parents also had opportunities to provide input as numerous parent meetings such as our Parent Advisory Committee (PAC/DC), District English Language Acquisition Committee (DELAC), Parents with Students Identified with Special Needs Committee (Special Education), and in conjunction with meetings required by the Local Control and Accountability Plan (LCAP).

As part of the planning process for the CUSD Learning Continuity and Attendance Plan, our district created a Distance Learning Task Force. Our task force is composed of representatives from numerous departments, including Educational Services, Pupil Services (Trauma and Wellness, PBIS, and Foster Youth), Special Education, Business Services, and Facilities/ Maintenance. Our task force has been responsible to work on the plan and we will closely monitor its implementation. In addition, we were also responsible to consult with numerous groups and district wide committees during the development of the plan. The input was collected in a variety of ways including town hall meetings with the community; video conference meetings with parent groups, site administrators, and bargaining unit representatives; as well as surveys shared with teachers, parents, and students.

In the month of July 2020, we held four virtual town hall meetings with the community. During these meetings, we shared the plans to reopen the schools as well as the different learning models that we anticipate seeing during the 2020-2021 school year. Altogether, we had over 1,200 participants, and they provided us with hundreds of comments and very valuable input. Surveys were also sent to teachers, classified staff, and parents, and the data collected was carefully analyzed. A total of 1,168 staff members and 5,174 parents completed the surveys, and their feedback became instrumental as we later started developing our learning continuity plan for this academic year. The Learning Continuity and Attendance Plan was presented to our PAC/DAC and our DELAC/EL PAC on August 31st. We held a morning session (10:00 a.m.) with the first group, and an afternoon session (3:30 p.m.) with the second group. Both presentations were done via video conference (Zoom). Participants in these committees had an opportunity to ask questions and they provided valuable input. Our Superintendent provided responses to their comments on September 23. Responses were posted on our CUSD website. On September 1st we presented the plan to site and district administrators, and they also shared ideas and recommendations. Finally, on September 2nd a presentation of the plan was done with the presidents of several of our bargaining units including the Compton Education Association, Teamsters Local 911, California School Employees Association, and AFT-Compton School Police Office Union. In addition to the video presentations, surveys were sent to all the different stakeholder groups including parents (271 responses in Spanish and 743 in English), high school students (1,529 responses), and teachers (449 responses). Surveys were also shared with DELAC, PAC/DAC, Special Education Committee, and bargaining units. In all instances, stakeholders provided multiple recommendations on how to improve distance learning for our students, ideas to bring students back for in-person learning, and ways to address the learning loss that the school closures have caused.

Overall, the feedback that stakeholders have provided during the summer months included valuable insights, recommendations, and questions. These addressed experiences during the spring school closures, priorities for the district's return to distance learning and in person instruction, and input focused on pre-existing issues. Listed below are the key ideas that emerged from the different stakeholder groups.

Parents

The Reopening of Schools Parent Survey administered in July showed that over 60% of the parents were willing to send their children back to school following either an all-in person or a hybrid/blended model. More than 85% of the parents advocated for the implementation of safety protocols such as daily temperature checks (86.9%), frequent handwashing (88.8%), and frequent sanitation of high-touch areas (86.8%). In addition, parents provided feedback based on how to improve their spring experience with distance learning: 76.3% of the parents asked for teachers to provide ongoing feedback on the academic progress of their students; 65.6% indicated the need for teachers to set learning goals for students and monitor progress towards meeting these goals; and 65.1% of the

parents advocated for tutoring and interventions. Finally, over 61% of the parents indicated that they wanted to see more synchronous teaching (or live lessons with their students) rather than independent work assigned to students (asynchronous learning).

Some of the most significant feedback that we received from parents to include on the Learning Continuity and Attendance Plan is the following:

- Follow CDC guidelines regarding the use of masks, physical distancing and sanitizing of facilities
- Provide students the necessary technology equipment and internet connectivity if necessary
- Limit the number of students in the classroom during in-person learning
- Shorter time online
- Provide tutoring and intervention both in distance learning and in-person learning
- Provide mental health support for students through counselors and social workers
- Provide more opportunities for students to communicate among themselves during distance learning
- Provide office hours so that adults in schools can closely communicate with students and families
- Continue professional development for teachers so that they can be as effective and possible with the new model of teaching and learning
- Continue motivation and engagement of students during distance learning through assemblies and/or awards ceremonies
- Healthier food options for students

Teachers

Some of the most significant feedback that we received from teachers to include on the Learning Continuity and Attendance Plan is the following:

- Continue implementing safety protocols and CDC guidelines
- Reduce class sizes and implement a hybrid model of instruction that would bring the students back to the classroom
- Continue professional development for teachers as well as parents so that they can better support their students
- Reduce screen time to keep students engaged and allow more teacher planning time
- Hire (college) tutors for small group intervention with students
- Offer extended day learning opportunities for students before/after school and on Saturdays
- Provide counseling services for students at the site level and/or create virtual clinics with appointment access
- No synchronous teaching from 11:00 a.m.-12:00 p.m. to allow parents to pick up lunch for their students during that time of the day

Students

The student input collected through a student survey includes the following:

- More counseling services are needed in all schools in the areas of mental health, academics, and college planning. Students emphasized the fact that this need predates the pandemic but is even more urgent now.
- Students need more opportunities to share their voice that include authentic questioning, constructive feedback and open dialogue.
- Consistency of instruction is important as well as a balance of synchronous and asynchronous learning. Reduce the number of hours that they are connected online.
- Students need flexibility during distance learning. Receiving assignments and due dates in advance for self-pacing and recorded lessons provide a key support to students who need flexibility.
- Address the learning loss of students and provide support through intervention and tutoring
- Credit recovery opportunities for those students who are credit deficient

DELAC

The most significant feedback that we received from DELAC to include on the Learning Continuity and Attendance Plan is the following:

- Opportunities for students to communicate among themselves and collaborate during distance learning
- Improve communication between teachers and parents during distance learning so that they can better support student learning and their needs
- Access to online instructional programs for English Learners that will help students with language development while filling in their gaps in learning
- Provide support to schools and English Learners through Curriculum Specialists and Bilingual Instructional Assistants
- Provide a better quality of food for students

PAC/DAC

The most significant feedback that we received from DAC/PAC to include on the Learning Continuity and Attendance Plan is the following:

- Enforce the guidance and protocols for school reopening outlined by the district and the Department of Public Health
- Hold office hours so that teachers can support individual students and families' needs
- Balance of synchronous and asynchronous learning. Reduce the number of hours of live teaching/learning
- Reduce the number of students during in-person learning for safety reasons and to better address their academic needs
- Provide professional development for teachers so that they can effectively present content for students in an engaging way
- Individual support and small group intervention for students who have experienced the most significant learning loss
- Administer screening tools and diagnostic assessments to effectively identify the learning loss of students

- Provide social and emotional support for students in need

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

As is noted in the previous section, expansive stakeholder engagement efforts resulted in thousands of people providing input and feedback into the District's planning and decision-making processes. Attention was paid not only to the total number of respondents but making sure the feedback was from a representative subpopulation of the overall community. The valuable feedback and recommendations from the different stakeholders provided during our town hall meetings, surveys, and video conferences have influenced multiple components of the CUSD ESSER III Expenditure Plan.

Some of these areas are:

Health and Safety: The plan calls for the creation of safety protocols in alignment to CDC guidelines to ensure safety for all. As indicated by parents, teachers, and students the plan incorporates actions to acquire the necessary personal protective equipment, health and disinfecting materials, as well as visual cues. Hydration stations, handwashing stations, and new AC units have also been purchased for all schools. Also, custodial staff will continue to receive the necessary training.

Instructional Schedules: As clearly requested by the community, and in alignment with state guidelines, the daily schedules reflect a balance of synchronous and asynchronous learning, with multiple opportunities for students to participate in live lessons with their teachers. This is something that parents advocated for in the spring and over the summer. Also, as requested by many parents, as well as teachers and students, the schedules call for daily small group, differentiated instruction as a highly effective teaching approach to ensure we are meeting students at their point of need. The schedules also include daily office hours to provide frequent feedback to parents and students on their academic and social-emotional progress.

Technology and Connectivity: Input from stakeholders clearly indicated concerns regarding access to devices and connectivity for a successful implementation of distance learning and the hybrid model. As a response to this need, and after a thorough needs assessment, the district has invested heavily on the necessary technology and hotspots for those students and families in need.

Interventions and Additional Supports: Educators, parents, and students advocated in their feedback for tutoring, as well as extended day opportunities before/after school and on Saturdays. Support may be provided by teachers, tutors, (bilingual) instructional assistants, and/or schools' curriculum specialists. High school students also advocated for credit recovery opportunities for those students who are credit deficient. All these additional supports are included in the plan.

Professional Development for Teachers: Since March 2020, Compton Unified has conducted ongoing professional development for teachers, specialists, substitute teachers, and other instructional support staff on distance learning. Surveys, town hall meetings, and needs assessments clearly indicate that additional professional development is needed. Professional development will include effective implementation of distance learning as well as the hybrid model, and professional development to meet the specific needs of students with unique needs such as English learners and Special Education Students (SPED students).

Social-Emotional and Mental Health: Staff, students, and families shared the need around social emotional wellbeing. The district will continue its wellness initiative and will plan for responding to students' overall wellbeing and emotional support, including mental

health needs. Positive Behavior Intervention Supports (PBIS), restorative practices and circles, and a recently adopted Social Emotional Learning (SEL) program called Second Step will be implemented both during distance learning as well as in-person.

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

\$ 75,259,315

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP, Goal 2, Actions #2.2 and #2.4 LCP: PPE, HVAC, and Handwashing Stations	Facilities / Safe and Well-Maintained Learning Environment / Implement COVID-19 Safety Plan	Heating Ventilation and Air Conditioning (HVAC) will be addressed district-wide to enhance air quality. Personal protective equipment (PPE) will continue to be provided to students and staff. To support outdoor dining and provide options for outdoor learning, outdoor furniture will be available for our school sites. Handwashing stations will be purchased in lieu of ongoing rentals.	\$ 75,259,315

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

\$ 27,846,687

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
<p>LCAP, Goal #1, Actions #1.10, #1.11, #1.12 and #1.13</p> <p>LCP: Academic Interventions for Low-Income Students, Summer Learning Program</p>	<p>Instructional Program, Enrichment, and Interventions</p>	<p>All students will receive high quality instruction, effective interventions, and academic support that will demonstrate growth towards meeting or exceeding standards in English Language Arts, Mathematics, and Science as evidenced by state and local assessments and course grades supported through additional intervention instructional assistants, support from college tutors, before/after school intervention and Saturday school, and our Summer Learning Program.</p>	<p>\$ 17,569,338</p>
<p>LCAP, Goal 2, Actions #2.1, #2.8 and #2.9</p> <p>LCP: Classroom Technology to Enhance In-Person Model</p>	<p>Access to Core Textbooks and Supplementary Standards-Aligned Instructional Materials, Supplies and Resources</p>	<p>Instructional materials, supplies, and resources will be provided to help support the core program, electives, career technical education, and Advanced Placement courses. Chromebooks and hotspots will continue to be acquired and supported. Interactive touchscreen panels will continue to be supported to enhance in-person instruction and minimize teacher and student movement while delivering in-person instruction.</p>	<p>\$ 7,277,349</p>
<p>LCAP, Goal #3, Actions #3.8 and #3.9</p>	<p>College and Career Readiness</p>	<p>Monitoring and an early warning system for Black students, English Learners, Foster Youth and students in transition will be provided support and resources to increase student connectedness, engagement and to increase student achievement by closing opportunity/achievement gaps. Increased work-based learning opportunities for our high school Career Technical Education (CTE) will be addressed by providing additional resources and support.</p>	<p>\$ 1,500,000</p>

<p>LCAP, Goal #4, Actions #4.1, #4.2, #4.3, #4.4 and #4.5</p> <p>LCP: Addressing the Mental Health and Social Emotional Well-being of Staff</p>	<p>School Climate (PBI, SEL, Mental Health), Student and Family Engagement / Addressing the Mental Health and Social and Emotional Well-being of staff / Expansion of Wellness Centers</p>	<p>Basic mental health services as college and career in addition to personal mentoring services will be provided to students and staff. Improving school climate and increasing pupil engagement will be addressed by providing a safe and supportive environment with strong adult relationships which will promote a sense of belonging, especially for students with disabilities, low-income students, foster youth, English Learners and those who are experiencing homelessness through the expansion of our Wellness Centers. Our existing Attendance Task will continue to monitor student attendance and maintain re-engagement strategies through attendance incentives.</p>	<p>\$ 1,500,000</p>
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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

\$ 0.00

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
<p>Facilities / Safe and Well-Maintained Learning Environment / Implement COVID-19 Safety Plan</p>	<p>The Business Services and Human Resources Department will monitor progress. Measures may include:</p>	<p>Progress will be assessed quarterly</p>

	<ul style="list-style-type: none"> • Documentation of COVID mitigation. testing, contact tracing, and management efforts • Descriptive documentation of physical building infrastructure adjustments to mitigate COVID 	
Access to Core Textbooks and Supplementary Standards-Aligned Instructional Materials, Supplies and Resources	<p>The Education Services division will monitor the progress to the extent in which actions are implemented across the district and in each school. Measures may include:</p> <ul style="list-style-type: none"> • Descriptive documentation of new/expanded programs and services • Student participation in expanded learning programs and services 	Progress will be assessed quarterly
Instructional Program, Enrichment, and Interventions	<p>The Education Services division will monitor the progress to the extent in which actions are implemented across the district and in each school. Measures may include:</p> <ul style="list-style-type: none"> • Descriptive documentation of new/expanded programs and services • Student participation in expanded learning programs and services 	Progress will be assessed annually
College and Career Readiness	<p>The College and Career Readiness Division, Career Technical Education Division along with Black Achievement Division will monitor the progress to the extent in which actions are implemented across the district and in each school. Measures may include:</p> <ul style="list-style-type: none"> • Descriptive documentation of new/expanded programs and services • Student participation in expanded learning programs and services 	Progress will be assessed annually

	<ul style="list-style-type: none"> • Descriptive documentation of effects upon graduation rates and CTE completion rates 	
<p>School Climate (PBI, SEL, Mental Health), Student and Family Engagement / Addressing the Mental Health and Social and Emotional Well-being of staff / Expansion of Wellness Centers</p>	<p>The Pupil Services Department will monitor the progress to the extent in which actions are implemented across the district and in each school. Measures may include:</p> <ul style="list-style-type: none"> • Descriptive documentation of new/expanded programs and services • Descriptive documentation of attendance rates • Student utilization of site Wellness Centers 	<p>Progress will be assessed annually</p>

ESSER III Expenditure Plan Instructions

Introduction

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

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

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

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

For additional information regarding ESSER III funding please see the ARP Act Funding web page at <https://www.cde.ca.gov/fq/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.).

California Department of Education
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