

Adopted by the Adelante Charter Governing Board 10/28/2021

## 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
LCAP	adelantecharter.org
ELO Grant Plan/IPI Grant	adelantecharter.org

## 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**

\$549,998.00

<b>Plan Section</b>	<b>Total Planned ESSER III Expenditures</b>
Strategies for Continuous and Safe In-Person Learning	\$273,800
Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)	\$275,804
Use of Any Remaining Funds	0

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

\$549,604.00

## 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.

Input from all stakeholders is invaluable and necessary, particularly during a time with so much change and uncertainty. Adelante has worked tirelessly to include the voices of all stakeholders by applying a design thinking approach to innovation and problem-solving. Development of the Adelante LCAP and Expanded Learning Opportunities (ELO) Grant included regular feedback and input from multiple stakeholder groups as follows:

Regular surveys administered throughout the school year to gather feedback on perceptions about the instructional model and feedback on areas that Adelante could better support families. All survey data was shared with the Adelante Board and staff. The Leadership Team analyzed feedback throughout the year and made adjustments for improvement.

Adelante Leadership Team - meet biweekly throughout much of the school year. The working group has included administration, office staff, teachers, support staff and a Board member. The purpose has been to gather input and design solutions to the issues faced.

Regular updates were presented at the Board meetings. Simultaneous interpretation is provided at every Board meeting. Many families tuned in to the Zoom board meetings to stay up to date as our plans for returning took shape and new guidance was released

Empathy interviews were conducted throughout the year to gather more information/feedback.

Focus groups targeting families of Emerging Bilingual students, Title I, and focus groups with families of students who receive Special Education services were held over zoom and recommendations were presented at Adelante Board meetings. The purpose of these focus groups was to amplify the voices of our Spanish-speaking families, our most vulnerable families, and those most adversely affected by the pandemic in order to cultivate honest dialogue and a sense of belonging to our school community and inclusion in the decision-making process.

Several family/staff surveys were administered related to the return to in-person learning and perceptions as to safety, quality of learning experiences, and specific concerns related to academic, physical and social-emotional wellbeing.

Info meetings zoom - COVID Safety measures, instructional models - Q&A time.

Student Survey data -- Looking at students' social-emotional health, 23% of last year's 5th graders reported feeling sad all of the time or most of the time - a closer look at the data revealed this was reported from female students. We know COVID-19 has impacted students' mental health and this is a focus we have carried into the current school year.

Parent Survey data – It is important to note that 46% of responders reported feeling somewhat to extremely concerned about the mental health of their child. This supports our focus on mental wellness for all students.

Staff Survey data -- 88% report that student depression or other mental health issues are a mild to moderate problem and 89% of responders reported that teachers and staff need more professional learning in the area of supporting students exposed to trauma or stressful life events. This is a focus in Goal 2 of the LCAP.

Regular input from the Special Education Team including the Director of Special Education - with the goal of working more closely with SpEd instructors and general ed teachers to support the needs of students who receive Special Education services and improve academic outcomes in this subgroup now that the Special Education services have been brought in-house and students are receiving special education services in their primary language.

LCAP and Expanded Learning Opportunities (ELO) Grant survey was administered to solicit input on priority areas and solicit feedback and recommendations for funding allocation.

All of these data were taken into consideration as we developed the ESSER III plan - with particular attention to the feedback received from families of our most vulnerable student groups.

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

The following areas represent the collective feedback from stakeholder groups: (Gathered as input for LCAP and ELO Grant and ongoing family survey data)

- Improved academic achievement - specifically biliteracy development - reading, writing along with math Instruction.
- Improved supports for Emerging Bilingual students (EL) in the area of English language development.
- Training for school staff on strategies to engage students and families in addressing students' social-emotional health and behavioral needs related to trauma they may have experienced due to covid-19
- Accelerating progress to close gaps due to missed opportunities for learning during the pandemic. (Implementation, expansion, or enhancement of learning supports for students who need them)
- Improved Multi-Tiered Systems of Support - Coordinated support for students in the areas of academics, social-emotional and behavioral skills starting with excellent Tier I instruction for all, small group intervention for those who need targeted support and intensive individual support for those displaying significant need.
- Professional development for teachers to improve culturally responsive, linguistically sustaining instruction that challenges and supports each student to reach her/his full intellectual, creative and social potential.
- Social and emotional support for students -Social Emotional Learning supported in classrooms, counseling services and Positive Behavior Intervention and Supports
- Support for families of special populations, (Emerging Bilinguals (EL), homeless or foster youth, students with other abilities, low income) -particularly families of students who receive Special Education services.
- Expanded after school enrichment and support
- Parent education programs and support
- Increase tutoring opportunities during and after the school day for students needing additional support.

## Actions and Expenditures to Address Student Needs

The following is the LEA's plan for using its ESSER III funds to meet students' academic, social, emotional, and mental health needs, as well as how the LEA will address the opportunity gaps that existed before, and were exacerbated by, the COVID-19 pandemic. In developing the plan, the LEA has the flexibility to include actions described in existing plans, including the LCAP and/or Expanded Learning Opportunity (ELO) Grant Plan, to the extent that the action(s) address the requirements of the ESSER III Expenditure Plan.

For specific requirements, please refer to the Actions and Expenditures to Address Student Needs section of the Instructions.

## Strategies for Continuous and Safe In-Person Learning

A description of how the LEA will use funds to continuously and safely operate schools for in-person learning in a way that reduces or prevents the spread of the COVID-19 virus.

### Total ESSER III funds being used to implement strategies for continuous and safe in-person learning

\$273,800

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP	Health Assistance/ Custodial/ Administrative COVID-related Support	Adelante Charter School will use ESSER III funds to continue with temporary expanded support in the area of health assistance and custodians for routine maintenance and providing a safe environment for eating outdoors as a strategy to facilitate continuous and safe operation of in-person learning that will reduce and prevent the spread of COVID-19 in accordance with CDPH guidelines. Additionally, we will expand support to manage the increased pandemic-caused complexities of school operations, front office management, rapid testing for covid, and communications. Augment and increase current custodial staff and address additional office staff/ health clerk duties. Extended through 2022-2023 school year.	\$34,800 - Health/Office  \$174,000-Custodial staff/Increased responsibilities related to COVID-19
N/A	Health and Safety Measures	Adelante Charter School will use ESSER III funds to monitor the increased complexities of student movement, gathering, and management on our limited campus.  Outdoor learning centers/covered lunch areas provide a sheltered place for our students to have fresh air throughout the day and eat safely with reduced risk of covid transmission. The structures also provide areas in which instructional staff may conduct small group instruction to focus on high needs students. Having classes meet outdoors when possible allows students to	\$5,000

		remain comfortably apart in less-confined spaces that are not as conducive to transmitting germs.	
N/A	Technology Support	Adelante Charter School will use ESSER III funds to acquire technical personnel to ensure an optimal, timely response to the significant increase in instructional technology use, equipment and expanding technology infrastructure to monitor the increased complexities of student movement, contact tracing, student quarantine or isolation, group gatherings, and management of resources for safe, in-person learning. Extended through 2022- 2023 school year.	\$60,000

**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**

\$275,804

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
ELO	Accelerating Progress to Close Gaps in Learning - Paraeducators	Adelante Charter School will use ESSER III and ELO (IPI) Grant funds to provide aligned targeted supports for students with gaps in learning due to the pandemic through the 2023 school year. Services may include additional hours for paraprofessionals provided, as needed, for individual or small group support. Instruction will be supported by two instructional aides in 2nd and 3rd grades.	\$82,000
LCAP/ELO	Professional Learning /Residential sub	ESSER III funds will be used to establish a residential substitute teacher position to ensure release time for collaboration and professional learning. This also ensures we have coverage during the substitute shortage. Having the resident sub position will also allow us to release	\$70,000

		<p>teachers for staff collaboration/instructional coaching. This release time will be used to review student data and plan and/or modify instruction to address the immediate needs of students.</p> <p>Professional learning will be aligned with school priorities to promote, develop, and implement rigorous, standard-aligned high-quality instruction and address the learning needs of our most vulnerable students.</p>	<p>Professional Learning: \$15,000</p>
LCAP/ELO	<p>Emergent Bilingual support</p> <ul style="list-style-type: none"> <li>- Designated ELD</li> <li>- Bilingual Classroom Libraries</li> </ul>	<p>Adelante Charter School will use ESSER III funds to support the following activities to support Emergent Bilingual students:</p> <ul style="list-style-type: none"> <li>- Supplies and ongoing planning time with instructional coach to support implementation of Designated ELD and monitor progress of Emergent Bilingual students.</li> <li>- Expanding classroom culturally- relevant library collections, including purchasing books, materials, and computer/mobile devices that reflect the diversity of our learning community, language acquisition for Emergent Bilingual students, and literacy supports for high needs students.</li> </ul>	<p>Supplies: \$3,404</p> <p>Libraries; \$20,000</p>
N/A	Independent Study Coordination/Transition Support	Adelante Charter School will use ESSER III funds to provide additional support and transitional services to students who are directed to quarantine/isolate due to COVID-19, as well as the few students who have medical reasons for participating in independent study, in order to provide continuity of learning and less disruption to each student's course of study.	\$11,400
ELO	Reading Intervention Paraeducator	ESSER III funds will be used to continue a Reading Intervention support position, from the Expanded Learning Opportunities Grant Plan, beyond 2022 and through 2024. The intervention strategies and supports initially provided by the certificated teacher will be supported by a paraeducator.	\$74,000

## 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]

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
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## 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><b>Strategies for Continuous and Safe In-Person Learning</b></p> <ul style="list-style-type: none"> <li>- Health Assistance/ Custodial/ Office Support</li> <li>- Health and Safety Measures</li> <li>- Technology Support</li> </ul>	<p>Progress will be monitored using the Adelante Charter School (ACS) ESSER III Expenditure Plan Monitoring Instrument (Appendix 1).</p> <p>At the end of each monitoring period, implementation progress will be described and evaluated in order to determine if any adjustments are needed to ensure the planned actions are addressing the needs of our students.</p> <p>ACS will monitor student health and safety through ongoing assessment of classroom in order to ensure health and safety are maintained to the highest standards, allowing students and staff to learn and work in a safe environment. We will also monitor students' attendance, absenteeism, and feelings of safety and school connectedness using a variety of metrics,</p>	<p>Progress will be monitored three times each year: Beginning of year, mid-year, and end-of-year.</p>

	<p>including CALPADS data, district-collected data, and survey data, and will provide necessary health, safety, and social-emotional supports and scaffolds based on data.</p> <p>The ACS ESSER III Monitoring Instrument will be a Google Sheet that contains both qualitative and quantitative data, with each specific action outlined on a row on the tool. There will be three columns for each action per year, where data will be entered and kept. This will capture the progress being made on each action over the course of time. Items related to facilities will contain qualitative data with updates on where projects are in the process at each of three intervals of progress monitoring over the course of each year.</p>	
<p><b>Addressing the Impact of Lost Instructional Time</b></p> <ul style="list-style-type: none"> <li>- Accelerating Progress to Close Gaps in Learning – Paraeducators</li> <li>- Professional Learning</li> <li>- Emergent Bilingual support</li> <li>- Designated ELD</li> <li>- Bilingual Classroom Libraries</li> <li>- Independent Study Coordination/Transition Support</li> <li>- Reading Intervention Paraeducator</li> </ul>	<p>Progress will be monitored using the ASC ESSER III Expenditure Plan Monitoring Instrument (Appendix 1).</p> <p>At the end of each monitoring period, implementation progress will be described and evaluated in order to determine if any adjustments are needed to ensure the planned actions are addressing the needs of our students.</p> <p>ACS will monitor student academic achievement and progress in an ongoing manner through various assessment tools, including Smarter Balanced assessments, and will provide necessary instructional supports and scaffolds based on data. This monitoring will provide us with the information needed to address individual</p>	<p>Progress will be monitored three times each year: Beginning of year (pre-assessment), mid-year (on-going assessment), and end-of-year (post-assessment)</p>

student learning needs throughout the course of the regular school year and summer sessions.

The ACS ESSER III Monitoring Instrument will be a Google Sheet that contains both qualitative and quantitative data, with each specific action outlined on a row on the tool. There will be three columns for each action per year, where data will be entered and kept. This will capture the progress being made on each action over the course of time. Items related to academic progress in mathematics and ELA will contain quantitative data with percentages of students who are on or above grade level. Other items such as training for school staff will contain qualitative data with updates on progress of each action being documented three times per 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.).