



IRVINE UNIFIED SCHOOL DISTRICT

ESSER III EXPENDITURE PLAN

Elementary and Secondary School Emergency Relief



2021-2022

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
Expanded Learning Opportunities Grant Plan (ELO)	https://iusd.org/sites/default/files/2021_expanded_learning_opportunities_grant_plan_irvine_unified_school_district_20210517.pdf
2021-22 Local Control and Accountability Plan (LCAP)	https://iusd.org/sites/default/files/lcap_2021-22_complete.pdf

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
\$18,364,727

Plan Section	Total Planned ESSER III
Strategies for Continuous and Safe In-Person Learning	\$7,412,563
Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)	\$8,276,000
Use of Any Remaining Funds	\$2,676,164

Total ESSER III funds included in this plan

\$18,364,727

Community Engagement

An LEA’s decisions about how to use its ESSER III funds will directly impact the students, families, and the local community. The following is a description of how the LEA meaningfully consulted with its community members in determining the prevention and mitigation strategies, strategies to address the academic impact of lost instructional time, and any other strategies or activities to be implemented by the LEA. In developing the plan, the LEA has flexibility to include input received from community members during the development of other LEA Plans, such as the LCAP, provided that the input is relevant to the development of the LEA’s ESSER III Expenditure Plan.

For specific requirements, including a list of the community members that an LEA is required to consult with, please see the Community Engagement section of the Instructions.

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

The District sought input from all community stakeholders through a district-wide survey and public hearing conducted at a regularly scheduled Board meeting. The stakeholder groups included:

- Parents, including parents that speak languages other than English;
- District, site and Special Education administrators;
- School staff, including school leaders, teachers, and local bargaining unit representatives;
- Other educators, including classified staff;
- Students

The Irvine Unified School District evaluated its stakeholder engagement opportunities and determined that civil rights groups, Tribes, Advocates are neither present nor served by the LEA.

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

In the survey, stakeholders participated in a process to identify actions of highest and lowest priorities. Through the online survey, charts, graphs, and prioritized actions were shared with Curriculum Directors and Superintendent's Cabinet. After review and careful consideration of stakeholder feedback during the prioritization process, the Superintendent and Cabinet designated high priority action items for stimulus funds identified in supplemental instruction and support areas to support students, with particular attention to students who have been negatively impacted by learning loss, including low income students, English learners, foster youth, homeless students, students with disabilities, and migratory students.

The overarching goal was to implement a strategic plan to interconnect different funding sources to support high priority action items identified by stakeholders over the longest period of time, including plans such as the Expanded Learning Opportunities (ELO) Plan and the 2021-22 Local Control and Accountability Plan (LCAP). A public hearing was held on May 4, 2021 to solicit additional stakeholder input and feedback.

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

\$7,412,563

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
Expanded Learning Opportunities Grant	Provide Students with Access to Technology and High Speed Internet	<p>Provide funds for school network upgrades and technology devices to ensure students have access to technology and high speed internet.</p> <p>This action item supplements funds and extends action items described in the Expanded Learning Opportunities Grant.</p>	\$4,923,813
Expanded Learning Opportunities Grant	Increase Supports to Address Student Health and Safety Practices	<p>Provide funding for increased nurse allocations to address increased student health and safety practices due to COVID-19.</p> <p>This action item supplements funds from the Expanded Learning Opportunities Grant and extends action items described in the Expanded Learning Opportunities Grant.</p>	\$240,000
N/A	Provide Integrated Supports to Address Barriers to Learning, Including Parent Communication	Provide funding for a parent communication tool to reduce barriers to learning for students, increase parent engagement and re-engagement tools.	\$273,750
N/A	Provide Health/Safety Equipment To Ensure Safe In-Person Learning	Provide health and safety equipment to ensure sites can safely operate schools for in-person learning in a way that reduces or prevents the spread of COVID-19, including but not limited to Air Purifiers and Personal Protective Equipment.	\$1,975,000

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

\$8,276,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
Expanded Learning Opportunities Grant	Provide Enhanced Learning Supports to Accelerate Progress/Close Learning Gaps	<p>Provide intervention supports K-12, online learning for reading and math curriculum. Licenses for intervention software targeting at-risk students, foster youth, students of color, and students who have had gaps in learning.</p> <p>This action item supplements funds from the Expanded Learning Opportunities Grant and extends the use of intervention software and curriculum described in the Expanded Learning Opportunities Grant.</p>	\$456,000
LCAP, Goal #1, Action Item # 7.C	Ensure Access to Rigorous and Relevant Learning Tools, Resources, and Skills for Students and Staff to Mitigate Learning Loss	<p>Provide additional release time for site based Professional Learning Communities for staff to develop collective teacher efficacy and engage in the work of increasing instructional effectiveness and student learning to address the academic impact of lost instructional time.</p> <p>This action item supplements funds and work described in the 2021-22 LCAP by adding additional release time for collaboration for staff.</p>	\$240,000
N/A	Provide Enhanced Student Supports to Address Lost Instructional Time for Students With Disabilities	Hire additional Special Education staff and supports to implement evidence-based interventions and assist with the analysis needed to measure learning loss for students impacted by COVID-19, including but not limited to, Education Specialists and case management support, Behavior Interventionist site support, and Moderate/Severe classroom support.	\$4,245,000
N/A	Ensure Access for Students with Disabilities to Learning Supports to Address Lost Instructional Time	Hire additional staff to provide support with implementing evidence-based interventions and assisting with pending child find obligations and pending assessments related to students receiving Special Education services, including Speech & Language Therapists, Occupational Therapists, School Psychologists, Adaptive Physical Education support,	\$3,035,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		COTA and SLPA support, EHRMS and Teacher on Special Assignment support.	
N/A	Provide Opportunities for Students to Extend the School Year to Increase Access, Improve Achievement and/or Support Social Emotional Learning and Mental Health	Host transition camps for secondary students to support students returning to campus- targeting struggling students, low-income, foster youth, and students returning to in-person instruction after attending virtual learning academy for the 20-21 school year. Transition camps are extended learning days prior to the start of the 2021-22 and 2022-23 school years.	\$300,000

Use of Any Remaining Funds

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

Total ESSER III funds being used to implement additional actions

\$2,676,164

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
N/A	Provide Educational Software to Support Effective Instruction to Students	Provide educational software to support effective and targeted instruction to improve student learning outcomes.	\$308,964
N/A	Provide Social Emotional Learning and Assessment Software to Support Student Needs	Purchase Social Emotional Learning software to assess and support students' social emotional health and wellness.	\$455,200
Expanded Learning Opportunities Grant	Provide Integrated Student Supports to Address Student Social Emotional Learning and Mental Health Needs	Hire Additional trained staff at elementary, middle, and high school sites, who provide social emotional and mental health support to students through short term, solution focused	\$1,912,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		<p>counseling. Staffing includes Mental Health Specialists, Elementary Resource Counselors and School Counselors.</p> <p>The use of ESSER III funds supplements normal staffing allocations and extends work described in the Expanded Learning Opportunities Grant.</p>	

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
Provide Students with Access to Technology and High Speed Internet	District-wide assessments will be used to monitor student progress in reaching grade level expectations. These may include, but are not limited to, Literacy Performance Assessment (LPA), STAR, PSAT/Pre-ACT, CAASPP, district created end of year/course assessments, and student grades.	Progress monitoring will take place at regular assessment and grading intervals based on the type of assessment implemented, including: Trimester/semester for end of course/end of year grades; Trimester for Literacy Performance Assessment Annually for district created assessments and STAR
Increase Staff Support to Address Student Health and Safety Practices	Student Attendance will be used to monitor student health and safety practices.	Progress Monitoring will take place at regular attendance reporting intervals, including but not limited to: Monthly for attendance, chronic absenteeism Weekly for student reengagement.
Provide Integrated Supports to Address Barriers to	Student Attendance will be used to monitor student/parent engagement.	Progress Monitoring will take place at regular attendance reporting intervals, including but not limited to: Monthly for attendance, chronic absenteeism

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
Learning, Including Parent Communication		Weekly for student reengagement
Provide Health/Safety Equipment To Ensure Safe In-Person Learning	Student attendance will be used to monitor health and safety practices.	Progress Monitoring will take place at regular attendance reporting intervals, including but not limited to: Monthly for attendance, chronic absenteeism Weekly for student reengagement
Provide Enhanced Learning Supports to Accelerate Progress/Close Learning Gaps	District-wide assessments will be used to monitor student progress in reaching grade level expectations. These may include, but are not limited to, Literacy Performance Assessment (LPA), STAR, PSAT/Pre-ACT, district created end of year/course assessments, and student grades.	Progress monitoring will take place at regular assessment and grading intervals based on the type of assessment implemented, including: Trimester/semester for end of course/end of year grades; Trimester for Literacy Performance Assessment Annually for district created assessments and STAR Annually for State assessments (CAASPP, PSAT/Pre-ACT)
Ensure Access to Rigorous and Relevant Learning Tools, Resources, and Skills for Students and Staff to Mitigate Learning Loss	District-wide assessments will be used to monitor student progress in reaching grade level expectations. These may include, but are not limited to, Literacy Performance Assessment (LPA), STAR, PSAT/Pre-ACT, district created end of year/course assessments, and student grades.	Progress monitoring will take place at regular assessment and grading intervals based on the type of assessment implemented, including: Trimester/Semester for end of course/end of year grades; Trimester for Literacy Performance Assessment Annually for district created assessments and STAR Annually for State assessments (CAASPP, PSAT/Pre-ACT) Tracking of additional specialized academic instruction and/or related services will be collected in an ongoing manner, including: Trimester/Semester for end of course/end of year grades; Annually for district and State assessments As designated on student Individualized Education Plan (IEP)
Provide Enhanced Student Supports to Address Lost Instructional Time for Students With Disabilities	District-wide assessments will be used to monitor student progress in reaching grade level expectations. These may include, but are not limited to, Literacy Performance Assessment (LPA), STAR, PSAT/Pre-ACT, district created end of year/course assessments, and student grades.	Progress monitoring will take place at regular assessment and grading intervals based on the type of assessment implemented, including: Trimester/Semester for end of course/end of year grades; Trimester for Literacy Performance Assessment Annually for district created assessments and STAR Annually for State assessments (CAASPP, PSAT/Pre-ACT)

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
		<p>Tracking of additional specialized academic instruction and/or related services will be collected in an ongoing manner, including: Trimester/Semester for end of course/end of year grades; Annually for district and State assessments As designated on student Individualized Education Plan (IEP)</p>
<p>Hiring Staff and Building Capacity to Identify, Diagnose, and Respond to Student Needs As a Result of Lost Instructional Time</p>	<p>District-wide assessments will be used to monitor student progress in reaching grade level expectations. These may include, but are not limited to, Literacy Performance Assessment (LPA), STAR, PSAT/Pre-ACT, district created end of year/course assessments, and student grades.</p>	<p>Progress monitoring will take place at regular assessment and grading intervals based on the type of assessment implemented, including: Trimester/Semester for end of course/end of year grades; Trimester for Literacy Performance Assessment Annually for district created assessments and STAR Annually for State assessments (CAASPP, PSAT/Pre-ACT)</p> <p>Tracking of additional specialized academic instruction and/or related services will be collected in an ongoing manner, including: Trimester/Semester for end of course/end of year grades; Annually for district and State assessments As designated on student Individualized Education Plan (IEP)</p>
<p>Provide Opportunities for Students to Extend the School Year to Increase Access, Improve Achievement and/or Support Social Emotional Learning and Mental Health</p>	<p>District-wide assessments will be used to monitor student progress in reaching grade level expectations. These may include, but are not limited to, Literacy Performance Assessment (LPA), STAR, PSAT/Pre-ACT, district created end of year/course assessments, and student grades.</p>	<p>Progress monitoring will take place at regular assessment and grading intervals based on the type of assessment implemented, including: Trimester/Semester for end of course/end of year grades; Trimester for Literacy Performance Assessment Annually for district created assessments and STAR Annually for State assessments (CAASPP, PSAT/Pre-ACT)</p> <p>Tracking of additional specialized academic instruction and/or related services will be collected in an ongoing manner, including: Trimester/Semester for end of course/end of year grades; Annually for district and State assessments As designated on student Individualized Education Plan (IEP)</p>

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
Provide Educational Software to Support Effective Instruction to Students	District-wide assessments will be used to monitor student progress in reaching grade level expectations. These may include, but are not limited to, Literacy Performance Assessment (LPA), STAR, PSAT/Pre-ACT, district created end of year/course assessments, and student grades.	Progress monitoring will take place at regular assessment and grading intervals based on the type of assessment implemented, including: Trimester/Semester for end of course/end of year grades; Trimester for Literacy Performance Assessment Annually for district created assessments and STAR Annually for State assessments (CAASPP, PSAT/Pre-ACT)
Provide Social Emotional Learning and Assessment Software to Support Student Needs	MTSS teams will utilize multiple data sources to identify and provide academic, social, emotional, health and safety, and mental health supports to students along the three-tiered continuum of supports. Data sources can include SEL and/or academic screeners, climate surveys, attendance, academic assessments, and teacher/staff referrals. Evidence-based academic/behavior intervention practices and SEL curriculum provides the content for instruction, and research-backed academic and SEL screeners help identify general, targeted, and intensive needs school-wide and for individual students. Mental health needs will be monitored by tracking the number of referrals to support staff (e.g., mental health specialists, elementary resource counselors).	Frequency of tracking and screening assessments will be at regular intervals throughout the school year, including but not limited to: Annually for district climate survey Monthly for mental health staff/counselor referrals Trimester/Semester for academic screeners Monthly for Attendance Monthly for student behavior incidents
Provide Integrated Student Supports to Address Student Social Emotional Learning and Mental Health Needs	MTSS teams will utilize multiple data sources to identify and provide academic, social, emotional, health and safety, and mental health supports to students along the three-tiered continuum of supports. Data sources can include SEL and/or academic screeners, climate surveys, attendance, academic assessments, and	Frequency of tracking and screening assessments will be at regular intervals throughout the school year, including but not limited to: Annually for district climate survey Monthly for mental health staff/counselor referrals Trimester/Semester for academic screeners Monthly for Attendance Monthly for student behavior incidents

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
	<p>teacher/staff referrals. Evidence-based academic/behavior intervention practices and SEL curriculum provides the content for instruction, and research-backed academic and SEL screeners help identify general, targeted, and intensive needs school-wide and for individual students. Mental health needs will be monitored by tracking the number of referrals to support staff (e.g., mental health specialists, elementary resource counselors).</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/fg/cr/arpact.asp>.

For technical assistance related to the completion of the ESSER III Expenditure Plan, 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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