



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 |
|---------------------------------------|---|
| 2021-22 LCAP | https://oceaa.org/wp-content/uploads/2021/07/2021-2022-OCEAA-LCAP-Approved-060921.pdf |
| Expanded Learning Opportunities Grant | https://oceaa.org/wp-content/uploads/2021/07/Supplemental-Instruction-and-Support-Plan-ELO-Grant_BA052721.pdf |
| OCEAA Return to School Plan 08/2021 | https://oceaa.org/wp-content/uploads/2021/08/OCEAA-Reopening-Plan-FINAL-DRAFT-08-01-2021-.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

\$1,138,511

| Plan Section | Total Planned ESSER III Expenditures |
|--|--------------------------------------|
| Strategies for Continuous and Safe In-Person Learning | \$501,569 |
| Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds) | \$636,942 |
| Use of Any Remaining Funds | \$0 |

Total ESSER III funds included in this plan

\$1,138,511

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.

Throughout the COVID-19 pandemic, OCEAA has maintained consistent dialogue with parents, community members and stakeholders on how to best support all students during this challenging time. Additionally, there have been numerous community engagement opportunities during the 2020-2021 school year to gather and streamline feedback to inform the development of the Local Control Accountability Plan (LCAP). Community engagement opportunities throughout the 2020-2021 school year targeted the

following stakeholder groups: students, parents/guardians, school administrators and teachers, support staff, ELAC, and the parents/guardians of students with disabilities, and students experiencing homelessness.

Discussions of plans were scheduled on the monthly agenda for School Site Council meetings, bi-weekly Coffee Chats, monthly English Learner Advisory Committee, as well as at monthly board meetings. Engagement strategies for input were varied to cultivate robust input. Meetings were held through Zoom and parent meetings had simultaneous Spanish interpretation. Surveys were administered in both English and Spanish for parents and community members. Staff meetings have been held both in person and through Zoom.

While the pandemic has impacted all of our students, it has disproportionately impacted our vulnerable populations including special education students. With this awareness, we have recently built a robust SPED team to be able to address increased needs including an onsite SPED Coordinator who is also our Professional Learning representative, a full time School Psychologist, two educational specialists, two instructional aides and contracts with PT/OT. The SPED team has held two parent meetings to educate and communicate with parents of children with IEPs. The SPED Coordinator has partnered with the principal to create an SST process to comprehensively follow up on academic, speech/language, or social emotional and behavioral difficulties observed by parents or teachers. We have also hired a full time onsite counselor to address students' social emotional challenges that have arisen or worsened during the pandemic. Because we are seeing behavioral challenges with the return to inperson schooling, the SPED Coordinator and the principal continue to plan and deliver behavior modification strategies. The School Counselor and principal and the SART team are analyzing attendance trends and employing positive behavioral reinforcement to decrease non-Covid related absences and tardies.

As for other special populations, OCEAA does not currently serve students who are enrolled members of Native American Tribes but will be prepared to serve them if enrolled at OCEAA. While we place educational access and equity as a defining practice, we do not have an active collaboration with any civil rights organizations at this time.

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

Parent and staff input was the driving force behind the ESSER III plan. Throughout the meetings and the LCAP survey that had been held during the COVID-19 pandemic, community members have expressed concern about students' physical well being, student isolation negatively impacting social emotional health, and learning loss because of remote learning. A priority of a safe and healthy return to in person learning as soon as was safely possible was established. Previous ESSER funds were utilized to establish a Safe Return to school by installing air purification systems, additional support to clean facilities and additional technology

for distance learning. The initial ESSER funds supported bringing students back in person during the 2020-21 school year through the implementation of three different academic models (100% virtual, in person cohorts with support staff and in person instruction with certificated teachers). The ESSER III Plan continues to identify priorities for safe facilities and a healthy in person environment. There is also an emphasis on addressing the impact of lost instructional time, intervention strategies similar to the ones outlined in the ELO plan, and support for cultivating positive social emotional health for students and staff. As the plan is implemented, parents and stakeholders will continue to have opportunities to provide input and feedback to better meet the needs of all of our students.

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

\$501,569

| Plan Alignment (if applicable) | Action Title | Action Description | Planned ESSER III Funded Expenditures |
|--|---|---|---------------------------------------|
| LCAP, Goal #1, Priority #1, action #1 and #3 | (A1) Assign and expand staffing to ensure safe and continuous in person learning. | OCEAA will continue to temporarily re-assign and expand its staffing in the area of health assistance, maintenance, nutrition, and playground staff, as a strategy to reduce and prevent the spread of COVID-19 and to maintain open, healthy and safe facilities. Because of the challenges of COVID-19, OCEAA experienced 50% turnover in faculty and staff. With the hiring of many new staff and teachers, the need for quality training and professional development has increased, particularly in the area of student behavior and support. The ESSER funds allow us to expand upon our goal of hiring and | \$197,776 |

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| | | <p>expanding staff, to a goal of ensuring all staff is appropriately trained to be effective. Professional development has included behavior modification and promoting positive behavior intervention. We have also provided additional staffing beyond what was anticipated in the LCAP to meet increased needs for recreation and norming of student behavior. By investing in professional development we can focus on retaining quality staff reducing the impact turnover has on our students who are looking for familiar faces.</p> <p>OCEAA also expanded staff in the Nutritional Services Department and hired additional Custodial members to ensure the school was equipped to deep clean daily and to provide healthy meals to students. OCEAA also added funds to allocate resources to expand parent communications and program management to educate and manage the Independent Study program due to school mandated COVID-19 quarantines. Staff resources to support student device access & management were also added into this plan, now that OCEAA is a 1:1 technology school.</p> | |
| <p>LCAP, Goal #1, Priority #1, action #5 and #6</p> | <p>(A2) Increase and improve school and classroom equipment to facilitate the return to in person instruction.</p> | <p>A need that has been exacerbated by the pandemic for low income students compared to other students at OCEAA is access to technology and internet connections which impacts a student's academic achievement. Local data demonstrated that our students did not have consistent and reliable internet access while at home or in school. Unreliable internet limits student access to extended resources, the ability to connect with school, and expanded learning opportunities. In an effort to better support our academic performance and 21st century skills, OCEAA will continue to provide 1:1 devices and internet connections to support our students' access to technology and instruction. In providing these services,</p> | <p>\$125,272</p> |

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| | | <p>students will be able to engage in class work when quarantined without instructional gaps. Beyond the goals outlined in the LCAP for 1:1 technology, the ESSER funds allowed us to make hard wired, technological upgrades to the school's internet access to support the investment in additional Promethean boards. The ESSER funds also allowed the school to equip each classroom with a wireless access point at OCEAA's main building. Prior to this upgrade, the main building was equipped with about 25% of wireless access points, which created challenges in the past with connectivity. This has in turn allowed teachers, support staff, and students to more consistently access online platforms and overcome the challenges the school faced in 2020-21. There has also been additional demand to replace more devices than initially anticipated as current devices are not compatible with online curriculum programs utilized. Due to the increased number of devices, the school has had to purchase additional device carts for storage and charging.</p> | |
| <p>LCAP, Goal #1, Priority, Action #5</p> | <p>(A3) Facility repairs and upgrades to support a safe and clean school environment.</p> | <p>In order to reduce risks of virus transmission and exposure to environmental health hazards and to support student health needs, OCEAA developed a strategic facilities plan to address needs and risks associated with the pandemic, including the installation of HVAC units, touchless water fountains, the repair of faulty ice makers - all of which are not planned for in the LCAP. Additionally, the facilities will be cleaned and sanitized daily, and students and staff will have access to rapid COVID-19 tests. Increased access to hygienic bathroom facilities for teachers and staff has been identified as a construction project to double staff access and reduce congestion in the hallway to limit exposure to COVID-19. This project is also expanded beyond what was outlined in the LCAP. Construction of internal walls to reconfigure the school's layout to support smaller class sizes beyond what was outlined in the LCAP was planned and implemented.</p> | <p>\$178,522</p> |

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| | | Within the classrooms and the cafeteria, plastic dividers have been installed. | |
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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

\$636,942

| Plan Alignment (if applicable) | Action Title | Action Description | Planned ESSER III Funded Expenditures |
|--|---|--|---------------------------------------|
| LCAP, Goal #2, Priority #2,4,8, action #1-10 | (B1) Expand access to highly qualified academic staff. | Address teacher absences due to COVID-19 exposure and illness by providing qualified teacher substitutes on an ongoing basis. Hire additional, properly trained certificated and classified personnel to support the academic needs of students with disabilities, low income and English learners. These staff members will support students with literacy, math, SPED services and Independent Study support during students' quarantine periods. The ESSER funds allowed us to expand access to highly qualified academic staff beyond what was outlined in the LCAP to include the hiring of additional bilingual, credentialed teachers to serve as internal subs. Because of the ESSER funds we were also able to hire a fully credentialed teacher to serve as the Coordinator for Independent Study, ensuring high quality, standards aligned assignments with instructional support are available to all students who are sick or quarantining. | \$215,174 |
| LCAP, Goal #1, Priority #1, action #6 | (B2) Expand access to staff who promote physical health and wellness education. | Because remote learning adversely impacted students' physical health by increasing the tendency to be isolated and sedentary, OCEAA expanded staff beyond what was anticipated in the LCAP to promote movement, dance, | \$166,400 |

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| | | <p>and physical fitness aligned to arts and culture. Because of the ESSER funds, OCEAA was able to create a new position, a Partnerships and Performances Coordinator, who teaches movement directly and has organized residencies of other artists to visit the school and engage the students in active physical education as well as arts based curriculum requiring movement, theater, drumming and dance.</p> <p>OCEAA also added a Music Residency program not outlined in the LCAP to support the arts as a therapeutic outlet to students' social/emotional needs.</p> | |
| LCAP, Goal #2, Action #4 | (B3) Increase access to highly qualified mental health staff and resources to address the socio-emotional needs of students so that they become effective learners. | <p>The COVID-19 pandemic and lockdown measures have taken a toll on students' mental health and well being. The goal and action steps outlined in the LCAP were to reinforce our Multi Tiered System of Supports and to provide appropriate intervention. Since the return to school, we have seen an exacerbated need to address the social emotional needs of our students on a larger scale than previously anticipated. The ESSER funds allow us the opportunity to identify and purchase a research-backed SEL screener to measure student well being, sense of belonging, social emotional learning, response to intervention, school climate and student voice. Most importantly, all students will have access to a school counselor or school psychologist to provide mental health intervention and support. The ESSER funds allowed us to establish the school psychologist as full time status instead of part time, and to expand our reach to include parent education to support the socio-emotional needs of students at home.</p> | \$198,382 |
| LCAP, Goal #2, Priority #7, Action #9 | (B4) Increase access to content aligned curriculum and supporting software to | OCEAA's instructional leadership has assessed the learning loss we are seeing in our students because of distance learning and hybrid models. The ESSER funding allows us to expand access to Benchmark Adelante at | \$56,986 |

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| Goal #1, Action #7 | increase academic engagement and progress. | two grade levels to address the loss of Spanish language literacy we have measured and observed. | |
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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

Additional services dictated by Student Need - \$0

| 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 |
|---|---|----------------------------------|
| Expand staffing to ensure safe and continuous in person learning. | School leadership will monitor student attendance, student engagement and academic progress. Additionally, the effectiveness of increased staffing will be monitored by ensuring progress towards LCAP goals. | Monthly. |
| School and Classroom Equipment to facilitate the return to in person instruction. | Student familiarity and effective use of technology. STAR assessment scores. | Trimester grades. |

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| Facility repairs and upgrades to support a safe and clean school environment. | Reduce the number of COVID cases and mandatory quarantines. Board review of facilities upgrades. | Weekly COVID dashboard. |
| Expand access to highly qualified academic staff. | Student achievement data; student progress towards IEP Goals; frequency and duration of targeted academic supports | 6 week data cycles through the MTSS structure. |
| Expand access to staff who promote physical activity and instruction in movement, dance and fitness. | Student fitness monitoring such as the physical fitness test. Also, an increase in well being indicators as measured by the SEL screener and student surveys. Outcomes such as quality student performances for families and the community. | Progress will be monitored yearly. |
| Increase access to highly qualified mental health staff and resources to address the socio-emotional needs of our students so that they become effective learners | Number of referrals and academic achievement of students referred for services | 6 week data cycles through the MTSS structure. |
| Increase access to content aligned curriculum and supporting software to increase academic engagement and progress. | The implementation of the Educlimber dashboard will allow teachers and staff to continuously monitor academic progress. Additionally, MTSS members review data and track progress. | 6 week data cycles through the MTSS structure. |
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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. 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;

- o 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;
 - o Developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs;
 - o Training and professional development for staff of the LEA on sanitation and minimizing the spread of infectious diseases;
 - o Purchasing supplies to sanitize and clean the facilities of an LEA, including buildings operated by such agency;
 - o 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;
 - o 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;
 - o Providing mental health services and supports, including through the implementation of evidence-based full-service community schools;
 - o 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;
 - o 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.
- o 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;

- o 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;
- o 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;
- o 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.).