

ESSER III Expenditure Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Inland Leaders Charter School	Mike Gordon: Executive Director	mgordon@inlandleaders.com/ 909-446-1100

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	www.inlandleaders.com/about
ELO	www.inlandleaders.com/about

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

\$662,697

Plan Section	Total Planned ESSER III Expenditures
Strategies for Continuous and Safe In-Person Learning	\$228,000
Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)	\$185,000
Use of Any Remaining Funds	\$249,697

Total ESSER III funds included in this plan

\$662,697

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.

Inland Leaders Charter School (ILCS) went to great effort to meaningfully consult with its relevant community members and provide opportunities for public input into the development of the ESSER III plan. ILCS maintains a small population of 1000 students in Kindergarten through 8th grade. The demographic of the school lends itself to five major populations of student groups; Special Education(9%), English Learners(5%), Low Socioeconomic(33%), Homeless(5%), and Hispanic(32%) students. Before forming the process for stakeholder engagement for the ESSER plan, the school leadership team made up of all five administrators discussed and determined to use the Local Control Accountability Plan (LCAP) committees called THRIVE committees/teams. The administration understood these three teams would be the most productive and beneficial to aid in the formation of the ESSER expenditure plan and involve representatives from each major school group. The THRIVE teams consist of all administrators, all teachers, classified staff, and selected parents chosen from the diverse population of our major student groups. Each of the three committees were led by one administrator and one “lead teacher.” As the ESSER III funding profile and descriptions were released, the Thrive committees were convened prior to the start of the 2021/2022 school year. The committees met a total of three times

from January 2021 to August 2021. The Thrive committees were tasked with developing stakeholder surveys that would provide insight into how to most effectively expend the grant funds. The results were surveys developed and sent to all staff, all parents and all students in order to capture as much stakeholder input as possible. These surveys were the main catalyst and data utilized in the formation of the ESSER III plan.

ILCS is unaware of tribal representation in our area or in our school and did not seek such feedback during the process as our state reporting indicated we do not have any students within this demographic. The school did not receive any feedback from civil rights groups in our area or present within our school, but ILCS was able to retain feedback from a regional foster care agency in regards to the needs of the two attending foster students and strategies to support them. In addition, the ILCS civil rights coordinator and Title IX coordinator attended the committee meetings to help support and represent the needs of minority and traditionally underserved students.

Once the Thrive committees completed their analysis of the distributed surveys, they collaborated on actions and services that addressed the critical areas of needed improvement as seen through stakeholder feedback. Surveys were completed by over 50% of the families that attend the school providing a strong voice and clear understanding of parent priorities. 99% of all students completed their surveys and 95% of all staff completed their surveys. The recommendations from the Thrive committees were provided to the school finance and school site council who then attached budgetary costs to the actions and services that aligned to the ESSER allowable costs requirements and finalized the school ESSER plan draft for Board Approval.

In addition, ILCS gathered additional parent input through “room parent” meetings in which volunteer parents shared their priorities for their student’s education in a round table forum. Additionally, the ESSER III plan draft was published on the school website for 28 days for public comment prior to the Board approval on August 31, 2021. The general public was also provided public comment in regards to the plan during public sessions on August 2 and August 31 of 2021.

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

Community input provided the critical information and feedback to develop the ESSER plan and ultimately assign the revenues to actions and services to accomplish the plan’s goal “to address students’ academic, social, emotional, and mental health needs, as well as any opportunity gaps.” Community impact of the plan is broken down into each required expenditure section. All stakeholders expressed that in-person learning was the overall priority for any plan developed.

Strategies for Continuous and Safe In-Person Learning

Community input for the “Strategies for Continuous and Safe In-Person Learning” was developed with the feedback from the THRIVE team specifically tasked with this section. The team is called the “Cultivate Team” and in their analysis of the school-wide surveys from stakeholders, they determined an investment of funds was necessary to hire a new Licensed Vocational Nurse (LVN) to provide medical services and assist in preventing the spread of illness on campus to create a “Safe In-Person Learning” environment. Community feedback, specifically from low-socioeconomic parents, indicated that a new health position would provide needed support due to mitigate COVID. The LVN position was highly supported by the administration as well.

In addition, classified and certificated staff from this committee requested additional PPE supplies and equipment to help prevent the spread of illness as well. Parents, administrators, and staff requested larger physical class sizes of some of our current spaces and

requested the ability to expand the classrooms into bigger spaces. The school has the ability to relocate classes into other larger leased modular rooms to be installed on campus with the use of ESSER funds.

Addressing the Impact of Lost Instructional Time

In regards to supporting more instructional time and support, our special education parents, English Learner (EL) families and low-socioeconomic parents were clear in expressing the need for summer school and school interventions including homework help and tutors. Special education administration was also highly supportive of the extra instructional activities for special education students. The online tutoring program had been utilized as a pilot in the previous year and was noted as providing the necessary additional support that students require when there is an absence of adult supervision or support at home. The tutoring expense will be a supplement to the ELO grant for future years in school years 2022 and 2023.

Intervention support staff stipends for before, during and after-school were highly recommended by the Accelerate THRIVE committee that determined students required extra instructional minutes in order to close the gaps from learning loss in the previous year. ILCS would implement “intercession” instructional periods when students are traditionally on break such as the Winter Break and Spring Break. Administration and Special Education families indicated that the continuous learning for students would keep their learning fresh and allow for more personal attention to students who are struggling. In addition to “intercessions” EL families indicated that students would need greater support in literacy skill development which resulted in the purchase of additional *FastForward* subscriptions for all students who experienced learning loss. Other additional educational subscriptions were requested by certificated and special education staff such as *Dreambox* for math and an expansion of *Accelerated Reader*

Parents were extremely thankful that the school was able to receive a county waiver to stay “in-person” during much of the school year for K-6 students.

Use of Remaining Funds

Certificated staff and administration provided feedback in regards to providing an independent study coordinator that was focused on the implementation of new independent study state regulations as well as the development of effective programs to assist hybrid and full-time independent study students.

Classified support positions were supported by classified staff representatives and in certificated staff survey responses. Feedback indicated the need for extra “student coach” support on the playgrounds, instructional aides in classrooms, food service supports and continuing with full-time clerical positions in the front office.

The ESSER III plan was a direct reflection of community feedback and input and provided all stakeholders a direct voice in the production of the document.

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

\$228,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
Not applicable NA	Hire additional health technician (LVN) and maintain current health supports.	Additional part-time LVN is necessary to support the basic medical needs of our students on campus and contract tracing efforts to maintain consistent attendance for increases in student learning. Funds will continue to provide for funding of the current health tech position and contracted school nurse.	\$86,000 School years: 2021/2022; 2022/2023; 2023/2024
NA	PPE, disinfectant supplies, cleaning supplies, cleaning services and COVID prevention equipment/materials	Purchase of supplies and equipment to clean and disinfect the sites. PPE for students and staff. Additional custodial and cleaning support services.	\$16,000 School year 2021/2022; 2022/2023
NA	Rent and improvement of facilities	Includes building improvements to support COVID prevention. Capitalized items with a cost of over \$5,000 will require prior approval through CDE. Replace old carpet with new hard surface flooring.	\$126,000 School year 2022/2023; 2023/2024

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

\$185,000 minimum requirement:

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP Goal 2	Summer School (2023, 2024)	Summer school program for 12-15 days to address student learning loss and remediation.	\$70,000 Summer of 2023; 2024
ELO Goal 6	Online tutoring	Online tutoring services to supplement expenditures in the Expanded Learning Opportunities Grant in Goal 6 to provide more tutoring services to students after the school day. This is an evidence-based intervention that provides students with experts to support their learning at home and reinforce their ability to understand and master their homework.	\$20,000 School years: 2022/2023
ELO Goal 3 LCAP Goal 2: Action 5	Increase Intervention support staff for before, during and after-school	The use of instructional staff to provide extra instructional minutes before, during and after school outside of their contracted instructional day and during school break periods throughout the year. The funding will be used to pay instructors to provide “extra sessions” of evidence-based interventions to target specific standards that are identified as “gaps” in learning. This funding will supplement the ELO grant provisions to allow for more instructors to provide the sessions described. Funding will also provide for intervention teachers to provide <i>FastForward</i> instruction on a weekly basis for students identified with learning loss. In addition, funding will provide for psychologist support for student assessments and special education purposes.	\$15,000 School years: 2021/2022; 2022/2023

NA

Online education subscriptions and devices

Online curriculum, assessments and resources used by teachers and students to support the core curriculum. Funding will be used to purchase the *FastForward* online program that specifically targets students who need support with phonics, fluency and comprehension (K-8). Based on *What Works Clearinghouse (WWC)*, *FastForward* is an effective evidence-based program to support reading skills. *FastForward* has demonstrated strong results for our EL and Special Education students and will be provided to students who demonstrate learning loss due to COVID.

Reviewed Research

Beginning Reading | Adolescent Literacy | English Language Learners

March 2013 | EVIDENCE SNAPSHOT | INTERVENTION REPORT (397 KB) | REVIEW PROTOCOL

Outcome domain	Effectiveness rating	Studies meeting standards	Grades examined	Students	Improvement Index
Alphabetics	++	5 studies meet standards	K-3	784	--
Comprehension	++	4 studies meet standards	K-3	702	--
Reading fluency	0	1 study meets standards	2	308	--

In addition funding will also be used to purchase the *Renaissance Place STAR Reading Assessment* and *Accelerate Reader* programs that are thoroughly researched and vetted through *WWC* and through the school's research studies on classes that use the program effectively versus classes that do not utilize the system. The expansion of the *Renaissance Place* products allows for more students to access the literacy supports that are critical due to learning loss from the previous year.

Dreambox mathematics will also be used to supplement classroom instruction. This program has been vetted through *WWC* as well as a program to reinforce math skills in primary age students.

Teachers also requested *Zoom* licenses and *Zoom for Class* software subscriptions to provide live daily

\$80,000

School years:

2022/2023; 2023/2024

		<p>interaction with students who are quarantined due to COVID related issues or transition from the in-person environment out of fear of the virus and still need instructional support from home.</p> <p>Finally, a portion of these funds will be used to purchase Chromebooks and Ipads for students to implement the online programs and daily interaction as well as online interventions.</p>	
--	--	---	--

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

\$249,697

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
NA	Independent Study Coordinator	Due to the impact of the pandemic, this new position administers the independent study, homeschool and hybrid programs designed to provide quality instructional programs to students who choose to not return to the school sites. This position is new to the ILCS program and was demonstrated as a need through community engagement (THRIVE) meeting and online surveys indicating a greater transition of students into independent study due to COVID related issues. The position will be funded for one year with ESSER 3 funding and will then be absorbed as a general fund cost in future years.	\$62,000 School year: 2021/2022; 2022/2023

NA	Classified support positions	<p>Funds to pay for support staff for the increase in lunch services, playground supervision, instructional aides, and clerical staff. Universal free lunch service has increased our need to provide more staff on campus since more students are staying at school to eat and extended our lunch service times. In addition, playground times need more closely monitored supervision to help monitor interactions within students that could allow for COVID to spread. These classified employees called “student coaches” provide not only supervision, but structured playground leadership activities to support leadership and character education. They are trained by our credentialed “Leadership Coach” to develop social and emotional qualities in students to support areas such as resiliency, honesty, integrity, teamwork and our PBIS values.</p> <p>Instructional aides will also be funded to provide direct instructional support within our classes to aid teachers with small group learning, technology needs with hybrid students, and conduct necessary assessments to determine student academic needs.</p> <p>Specific front and back office clerical staff will be provided with additional hours to support the clerical needs associated with additional workloads due to COVID and lack of available staffing from community outbreaks. These budgeted hours will be set aside in case of emergency circumstances.</p>	<p>\$137,697</p> <p>School years: 2021/2022; 2022/2023; 2023/2024</p>
ELO Goal 7 LCAP Goal 3: Action 1	Mental health support provider for general ed	<p>Provide a part-time mental health support provider as a Marriage Family Therapist (intern or licensed) for our general education students to deal with COVID related trauma and other mental health issues for students. The provider/counselor will be contracted or employed based on whether qualified candidates can be recruited for employment. In the event that qualified individuals are not available for hire, the school will utilize locally</p>	<p>\$50,000</p> <p>School years: 2021/2022; 2022/ 2023; 2023/2024</p>

		contracted agencies to support our students' mental health needs. The general fund will absorb the cost of the position once ESSER and ELO expenses are exhausted. In addition, interns will be utilized to provide mental health services to students in general and special education as well.	
NA	Increase substitute pay and positions to alleviate COVID related absences and staff shortages.	An increase in staff shortages and the need for substitutes is evident due to the issues with COVID-19. An additional "resident sub" position and increases to the substitute teacher pay. Also included is the need to pay middle school teachers to sub during their "prep" period.	\$60,000 School years 2022-2023

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
Hire additional health technician (LVN) and maintain current health aide position.	Position will be monitored by the site principal and contracted registered nurse to determine effectiveness in reducing illness transmission on campus. COVID transmission rates will be analyzed and reported to the ILCS Board of Directors on a weekly basis (Fridays) and reported publicly at Monthly Board meetings.	Daily progress monitoring of COVID transmission rates by site health and administrative staff. Weekly monitoring by the Executive Director and ILCS Board of Directors.
PPE, disinfectant supplies, cleaning supplies, and COVID prevention equipment/materials	The effectiveness of the equipment/materials used to mitigate the spread of COVID will be monitored through COVID transmission rates as kept by health staffing and absence rates reported through the <i>Aeries SIS</i> .	Daily progress monitoring of COVID transmission rates by site health and administrative staff. Weekly monitoring by the Executive Director and ILCS Board of Directors.

Rent and improvement of facilities	Effectiveness of larger physical rooms to be determined by change in absence rates from prior year to the year in which new rooms are established.	Analysis will be done twice every school year.
Summer School	Pre and post assessments through ESGI assessments, STAR reading and Envision math assessments.	Pre-assessment in June and post assessment in July
Online Tutoring	Star Reading, ESGI, SAAVAS, CAASPP interim assessments	Assessments given each trimester (3x a year)
Intervention support staff stipends for before, during and after-school	Star Reading, ESGI, SAAVAS, CAASPP interim assessments	Assessments given each trimester (3x a year)
Online education subscriptions	Star Reading, ESGI, SAAVAS, CAASPP interim assessments	Assessments given each trimester (3x a year)
Independent Study Coordinator	Effectiveness of position will be determined through the school's annual evaluation system called Pillars that involves parent surveys, peer reviews and site principal input.	Yearly (June)
Classified Support Positions	Effectiveness of positions will be determined through the school's annual evaluation system called Pillars that involves parent surveys, peer reviews and site principal input.	Yearly (January)
Mental health support provider for general ed	Progress monitored through the caseload numbers of students served as well as discipline records recorded in the <i>Aeries SIS</i> .	Monthly

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 September 30, 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 after school programs, or extended school year programs.

- o 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.
- o 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:
 - o Any activity authorized by the Elementary and Secondary Education Act (ESEA) of 1965;
 - o Any activity authorized by the Individuals with Disabilities Education Act (IDEA);
 - o Any activity authorized by the Adult Education and Family Literacy Act;
 - o Any activity authorized by the Carl D. Perkins Career and Technical Education Act of 2006;
 - o 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;

- 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 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 after school 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 expand 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 after school 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
June 2021