

ESSER III Expenditure Plan

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

For more information please see the Instructions.

Other LEA Plans Referenced in this Plan

Plan Title	Where the Plan May Be Accessed
Local Control Accountability Plan (LCAP)	The plan is available at 24930 Avenue Stanford, Santa Clarita, CA 91355
Expanded Learning Opportunities (ELO) Grant Plan	The plan is available at 24930 Avenue Stanford, Santa Clarita, CA 91355

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

\$4,715,919

Plan Section	Total Planned ESSER III Expenditures
Strategies for Continuous and Safe In-Person Learning	\$250,000
Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)	\$3,915,919
Use of Any Remaining Funds	\$550,000

Total ESSER III funds included in this plan

\$4,715,919

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 Saugus Union School District (SUSD) is located in the Santa Clarita Valley (SCV) as part of Northern Los Angeles County. It is approximately 94 square miles on the west side of the valley and is one of four elementary school districts in the area. Our 15 school sites include Transitional Kindergarten through 6th grades classes and several specialized programs for students. SUSD provides the Regional Autism Program (RAP) for the SCV SELPA, provides the Special Education Preschool program for the SELPA, provides the Even Start Program for the SELPA and a full offering of special education classrooms and services to meet the individual education plans (IEPs) of our elementary and early elementary students. SUSD also provides an extensive fee-based child care program (After/Before school care) and an age three/four-year-old preschool program to support the unique needs of its families in the Valley. SUSD is home to a diverse community with over 9,700 students and over 1,300 employees committed to creating a school environment that helps students to thrive. Our school district student groups include 28.33% unduplicated students (i.e., Foster Youth (0.3%), English Learners (10.6%), and Socio-economically Disadvantaged students (23%)), 13% special education students, 0.7% Homeless students, 3.3% African American/Black students, 33.8% Hispanic/Latinex students, 15.2% Asian/Pacific Islander students, 0.1% Native American students, 4.6% Two or More Races, and 42.9% White students. In order to

gain input from community stakeholders Saugus Union presented working drafts of this plan to PTA, ELAC, DLAC, Parent Advisory Council, P.E.A.C.E., as well as groups of teachers administrators and support staff. The district has active parent organizations that include several PTA and PTO groups as well as 15 School Site Councils (SSC) and English Learner Advisory Committees (ELAC). Parent advisory groups at the district level include the PAC (Parent Advisory Committee), DELAC (District English Learner Advisory Committee), Parent Leadership (presidents from each site based PTA or PTO), and our Parent and Educators Advisory Council for Equity (P.E.A.C.E.) that began in 2020 to provide the district with assistance in creating equitable school environments that are inclusive and representative of the entire district community. Saugus Union has worked closely with the NAACP, a civil rights organization, to gather input and perspective from our parents of color on community needs. Saugus Union has no tribal contact or inout to add at this time. Parents and guardians, teachers, students, and school site staff have all been part of our process in creating our ESSER III Plan similarly to how they participated in the Local Control and Accountability Plan and Expanded Learning Opportunities Grant Plan process in which they provided input for the needs of our students. In addition to this, we also held a specific activity with key stakeholders where we generated input for the ESSER III Plan on August 26 (District Parent Leadership) and September 2 (PAC and DELAC). Present at these meetings were parents, district office administrators, and school site administrators who all participated in this process. The stakeholder input gathered in all the surveys and activities addressed parent engagement and core services, student engagement and wellness, English Learner academic needs, achievement gap strategies/resources/supports, and the need for Equity & Diversity training and resources and how best to utilize these funds to support these core services. Input for the actions that align with actions from our LCAP and ELO Grant were derived from surveys given to parents and guardians, staff, and students. The results of the surveys were then presented at PAC, PTA, and DELAC meetings for additional stakeholder feedback and input. The site principals were in constant communication with their site members gathering information that pertains to what students need. Several other parent advisory groups such as PTA, SSC, PTO, site ELAC, PAC, PEACE and more have provided input via surveys before moving forward with this plan. It is also noted that feedback and ideas were discussed in management staff meetings, and both the certificated and classified unions are and remain to be supportive with the ability to recognize the needs of students first and we recognize them for this and appreciate our collaborative and positive relationship.

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

Through our community meetings and review of the data, SUSD determined that there was a desire to use ESSER III funding to address the academic impact of lost instructional time through implementation of evidence-based interventions and continue implementation of prevention and mitigation strategies to continuously and safely operate our schools for in-person learning. Specifically, input from our students, parents, teachers, support staff, administrators directly influenced the development of the ESSER III plan. For example, in our school connectedness survey, students shared that they wanted more support to help them with academic areas with which they were struggling. Our Special Education TOSA position was created after many special education and general education teachers shared a need for targeted professional development and support to help our students with individualized education plans (IEP) make progress toward grade level standards and their IEP goals. As students return to in-person instruction, LADPH and CADPH have put in place numerous health and safety protocols schools must follow including requirements on what school districts must do when a student or staff member has determined they are positive for COVID and

parents and staff had provided feedback that we have enough staff to follow these protocols. The addition of two full time equivalent nurses supports our schools in meeting these needs. We also know that many of our students, especially those considered underserved, experienced significant learning loss due to the impact of lost instructional time. Parents in each of our stakeholder meetings mentioned a need for our district to address this lost instructional time. Thus, there is an emphasis on these services and supports in this plan that focus on our underserved students. As a district we are looking at the achievement of each significant subgroup within Saugus Union and the gap that may or may not exist depending on the subject and the subgroup. Understanding that Saugus Union has an achievement gap and that we must address it, along with current scores being lower than normal due to the pandemic, shapes our "why" and provides us with the need to intervene and support these interventions with materials and professional development to make a difference for all our students. Feedback from staff, teachers, parents, and students influenced the need for multiple layers of interventions, both academic and social emotional, to be embedded within our school day. As part of this process, our plan includes 15 TOSA teams that will provide targeted instruction and support on the specific skills and concepts students did not acquire due to a loss of instructional time during the Covid-19 pandemic. Each school site (15 total) will have an Intervention Teacher on Special Assignment who will create and run student intervention groups and will oversee a supplemental classified Intervention team of paraprofessionals (which we call instructional assistants in Saugus Union). This team led by a credentialed teacher will consist of the teacher and 2-4 instructional assistants and will be hired and trained to support the needs of our students. They will assist with assessing students using screeners, diagnostic assessments and benchmark assessments, support teachers in the classroom, provide small group instruction as well as one-on-one student support. These intervention teams are designed to mitigate learning loss by filling in gaps in achievement and also extend and enrich students who are at or above grade level. We also heard from our special education staff and parents of students with special needs that there is a need to target support for our students with individualized education plans. Students with disabilities have a long standing achievement gap in comparison to their general education peers. The data from the community meetings indicated that the school closures due to COVID widened that gap as many students with disabilities struggled to engage during Distance Learning and have access to the support they needed to be successful for educational benefit. Supplementary curriculum and access to high quality instruction are required to begin to address the deficits in learning due to the mandated COVID-19 school closures. Specially designed, research-based reading instruction and specialized training is needed to increase student achievement. Allocation of these dollars will be used to purchase additional reading and language arts intervention materials for resource specialists that align to the general education curriculum, parallel reading and language arts curriculum that is aligned to general education standards and additional training for staff to support implementation. They are also used to fund a special education Teacher on Special Assignment who will work directly with our special education staff to provide model lessons, training in IEP preparation for special education case managers, training in multisensory systematic instruction, strengthening collaboration with general ed and special education staff to support student progress through professional learning communities and will support the continued establishment of the district's MTSS (multi-tiered system of supports). Additional items that were developed from stakeholder feedback such as dyslexia/phonics training and the Illuminate data management system will be outlined in the plan that follows.

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

\$250,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
N/A	2 FTE District Nurses	The funding for additional nursing staff will help meet the health and safety needs of students. LADPH has put in place numerous health and safety protocols schools must follow in order to be allowed to provide in person instruction. In addition there have been requirements on what school districts must do when a student or staff member has determined they are positive for COVID. Some of these additional duties are: following up with the positive case and giving guidance for next steps and quarantining, following up with all close contacts and giving guidance for next steps and quarantining, assisting with required employee COVID testing, notifying families, staff and students of quarantine protocols, giving guidance when someone has symptoms, inputting information into REDCAP for LADPH and other duties related to COVID. These additional requirements on top of their regular tasks which requires additional help.	\$250,000.00

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

\$3,915,919

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
ELO Grant; Pg. 4	40 Instructional Assistants for Intervention (5 hours per day/205 days)	Saugus will continue to provide targeted intervention instruction throughout the school year as well as provide a summer school program after the end of the 2022 school year. 15 Intervention Teachers on Special Assignment (TOSA) will provide intervention groups for students and will support an intervention team of 40 instructional assistants working 205 days at 5 hours/day as they do the same. ALL 15 schools will have an intervention team with 1 TOSA and 2 to 4 instructional assistants and will work with all students in all grade levels.	\$755,975.00
N/A	Dyslexia/Phonics Training & Materials	Professional development and materials will be provided to support both general education and special education teachers in using evidenced-based practices focused on reading foundational skills such as Orton Gillingham, LACOE's Getting Reading Right materials, and Heggerty Phonics.	\$193,997.10
ELO Grant; Pg. 4	15 Teachers on Special Assignment (TOSA) for Intervention	Funding will be used to continue targeted intervention instruction and tutoring throughout the school year as well as provide a summer school program for the 22-23 school year. 15 Intervention Teachers on Special Assignment (TOSA) will provide intervention groups for students and will support an intervention team of 40 paraprofessional/instructional assistants working 205 days at 5 hours/day as they do the same. ALL 15 schools will have an intervention team with 1 TOSA and 2 to 4	\$1,574,610.00

		instructional assistants and will work with all students in all grade levels at.	
N/A	Special Education Curriculum and Professional Development	Specially designed, research based reading instruction and specialized training is needed to increase student achievement. Allocation of these dollars will be used to purchase additional reading and language arts intervention materials for resource specialists that align to the general education curriculum, parallel reading and language arts curriculum that is aligned to general education standards and additional training for staff to support implementation.	\$500,000.00
N/A	Illuminate Data Management System	SUSD provided a district-wide data and assessment system (Illuminate) that supports our district's Response to Intervention, Multi-tiered Systems of Support, and our Professional Learning Community practices at the school site level to support learning loss mitigation efforts.	\$67,456.90
LCAP Goal 4, Action #6	MTSS, PLC, and RTI	In order to continue and expand our goals within the MTSS area is to increase our knowledge, use and practice of PLC and RTI practices using the intervention team to guide the process at each school in order to meet the needs of students in the classrooms instead of having them pulled away for special services, English Language Development (ELD) and or counseling and special services. We will expand our PBIS focus at every site. This funding will help us combine efforts with special education and general education in order to better meet the needs of students in the general education classrooms as a team which will hopefully normalize our student referrals to special education and will get more students help sooner before assessment plans are needed. Through the PLC process, teacher teams will look at common assessments and data for their students in Tier II served by Intervention teams in order to drive their classroom instruction as part of the MTSS process. Schools are also adding new intervention Teachers on	\$698,880.00

		Special Assignment (TOSA) along with a team of instructional assistants (separate action) that will rotate intervention groups with students outside in classroom intervention which creates an additional service/intervention and will add another layer to the MTSS based on their assessment and monitoring of students in their school.	
N/A	Special Education Teacher on Special Assignment (TOSA)	The Special Education TOSA works with our special education teachers to provide targeted training and support to mitigate learning loss for our students with special needs. She supports new SDC/RSP teachers and Coach and provide model lessons, provides training in IEP preparation for special education case managers, trains special education staff in multisensory systematic instruction, strengthens collaboration with gen ed and special ed to support student progress as a PLC, and continues to establish the district's MTSS (multi-tiered system of supports).	\$125,000.00

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

\$550,000.00

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
N/A	Compensatory Education	These funds will be used for services owed to students with disabilities such as: specialized academic instruction, occupational therapy, speech therapy, counseling, physical therapy and other IEP related services. The services are to mitigate learning loss, regression and attempt to recoup lost skills for students. Students with	\$250,000.00

		<p>disabilities were one of the most significantly impacted groups of students due to the mandated school closures. Students were not able to receive their required support and services per their individualized education plan (IEP). Many of these supports are not only crucial to their academic progress but also their physical, mental and social emotional functioning. Some students with significant disabilities had the most regression or learning loss due not being able to fully access these supports due to their disability. Additionally, IDEA did not provide any relief or waivers to school districts on their responsibility to provide all support and services to students as listed in their IEPs even though schools were ordered closed. This has caused an increase in litigation for compensatory services that students missed during the COVID school closures.</p>	
N/A	Unemployment Insurance	<p>Unemployment claims increased significantly beginning March 2020 due to the COVID-19 pandemic. Schools closed and our Child Care Program was closed. Unemployment claims increased throughout the state as well. Due to this, unemployment insurance rates have increased for our school district. In an effort to maintain schooling operations and continue employing existing staff, these funds are being used to offset the increased cost for unemployment insurance.</p>	\$300,000.00

Ensuring Interventions are Addressing Student Needs

The LEA is required to ensure its interventions will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students most impacted by the COVID–19 pandemic. The following is the LEA’s plan for ensuring that the actions and expenditures in the plan are addressing the identified academic, social, emotional, and mental health needs of its students, and particularly those students most impacted by the COVID–19 pandemic.

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
<p>15 Teachers on Special Assignment (TOSA) for Intervention</p> <p>40 Instructional Assistants for Tier 2 Intervention (5 hours per day/205 days)</p>	<ol style="list-style-type: none"> iReady assessments will be administered three times a year to students in K-6 in ELA and Math to measure student progress on specific standards addressed during targeted tier 2 interventions. Pre/Post Assessments focused on specific skills will be administered before and after each intervention cycle to determine student proficiency in ELA and math. 	<ol style="list-style-type: none"> Three times a year - August (1-6)/October (K), January, May Before and after each intervention cycle (about every 3-5 weeks)
<p>Special Education Teacher on Special Assignment (TOSA)</p> <p>Special Education Curriculum and Professional Development</p>	<ol style="list-style-type: none"> Data on ELA IEP goal progress will be given 3 times per year to measure progress and/or regression Informal/formal assessments will be given to measure progress on ELA for students with disabilities IReady data assessments will be administered to measure progress as applicable to students with disabilities 	<ol style="list-style-type: none"> Three times per year as per student’s IEP cycle. Formal or informal assessments will be given three times per year as per student’s IEP cycle. Three times a year - August (1-6)/October (K), January, May
<p>Dyslexia/Phonics Training & Materials</p>	<ol style="list-style-type: none"> Identify the number of teachers who attend these specific trainings Classroom visits to determine implementation of strategies and materials within the classrooms 	<ol style="list-style-type: none"> Following each training session Ongoing Three times a year (August, February, May)

	<ol style="list-style-type: none"> 3. Data analysis of BPST results for K-2 	
MTSS, PLC, and RTI	<ol style="list-style-type: none"> 1. Identify the number of teachers who attend these specific trainings 2. Classroom visits to determine implementation of strategies and materials within the classrooms 3. Data analysis of i-Ready diagnostic assessment to measure student progress 	<ol style="list-style-type: none"> 1. Following each training session 2. Ongoing 3. Three times a year (August, February, May)
Illuminate Data Management System	<ol style="list-style-type: none"> 1. Site principals and grade level teams will use the data management system to create Common Formative Assessments. 2. Data from this management system will be utilized during PLC meetings 	<ol style="list-style-type: none"> 1. Ongoing (typically during our Collaborative planning days) 2. Ongoing (typically during our Collaborative planning days)
Compensatory Education	<ol style="list-style-type: none"> 1. Data on IEP goal progress will be given 3 times per year to measure progress and/or regression 2. Data on whether students met their IEP goals will be taken 1x per year. 3. Progress reports per provider per service 	<ol style="list-style-type: none"> 1. Three times per year as per student's IEP 2. One time per year as per student's annual IEP date 3. As per provider determination
Unemployment Insurance	<ol style="list-style-type: none"> 1. Unemployment insurance claims will be reviewed by our HR department 	<ol style="list-style-type: none"> 1. Periodically throughout the year
2 FTE Nurses	<ol style="list-style-type: none"> 1. The additional nurses will collaborate with team to check on overall support to meet the health and safety protocols set forth by LADPH/CADPH 2. Nurses will continue to support with contract tracing and keeping a safe environment and completing things in timely manner 	<ol style="list-style-type: none"> 1. Ongoing 2. Ongoing

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;

- 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.).