

Board Office Use: Legislative File Info.	
File ID Number	21-2626
Introduction Date	10/27/2021
Enactment Number	21-1698
Enactment Date	10/27/2021 os



Board Cover Memorandum

To Board of Education

From Kyla Johnson-Trammell, Superintendent
Sondra Aguilera, Chief Academic Officer
Lisa Grant-Dawson, Chief Business Officer
Preston Thomas, Chief Systems and Services Officer

Meeting Date October 27, 2021

Subject ESSER III Expenditure Plan - Adoption

Ask of the Board Review and adopt the Elementary and Secondary School Emergency Relief III (ESSER III) Expenditure Plan.

Background The Oakland Unified School District’s Elementary and Secondary School Emergency Relief III (ESSER III) Expenditure Plan will be presented for adoption on October 27, 2021. The ESSER III Plan is a District-level plan required under California Education Code that describes how the District intends to invest the ESSER III funds allocated to the District, currently \$129.6 Million. The funds must be spent by September 2024.

Discussion The ESSER III Expenditure Plan includes the following:

- References to other plans (e.g. OUSD’s Local Control and Accountability Plan)
- Summary of Planned ESSER III Expenditures across three prescribed categories
- Community Engagement - A summary of the stakeholder engagement and how feedback influenced the development of the plan
- Actions and Expenditures to Address Student Needs (3 categories)
 - Strategies for Continuous and Safe In-Person Learning
 - Addressing the Impact of Lost Instructional Time
 - Use of Any Remaining Funds
- Ensuring Interventions are Addressing Student Needs - plan to monitor the progress of the investments, including frequency of updates

The ESSER III Expenditure Plan investments largely extend investments already included in the Districts 2021-2024 LCAP adopted June 30, 2021 which are referenced as instructed by California Department of Education (CDE) and the Alameda County Office of Education (ACOE). The planning and engagement for the ESSER III Plan was mostly done in Spring 2021 in conjunction and alignment with development of the LCAP and Expanded Learning Opportunities Plan. Additional investments were added in Fall 2021, mostly to address heightened concerns for student and staff safety as COVID-19 spread more than previously anticipated.

The ESSER III Expenditure Plan requires investments be separated into the following three categories for which the planned investment amount is also included:

- Strategies for Continuous and Safe In-Person Learning (\$18,652,000)
- Addressing the Impact of Lost Instructional Time (\$90,028,000)
- Use of Any Remaining Funds (\$20,947,438)

The law requires at least 20 percent (20%) of the ESSER III expenditures relate to addressing the academic impact of lost instructional time through the implementation of evidence-based interventions. Nearly 70% of our planned investments seek to address these impacts.

While the required ESSER III Expenditure Plan Template does not have a timeline-view of planned expenditures, over eighty percent (80%) of the District's planned ESSER III expenditures are scheduled for 2022-23 and 2023-24. We anticipate further opportunities for stakeholder input and Board action to update the ESSER III Expenditure Plan as we develop the budget for 2022-23 and 2023-24 .

Fiscal Impact \$129,627,438. Total amount of ESSER III Funds allocated to the District and included in the ESSER III Expenditure Plan

Attachment(s) Elementary and Secondary School Emergency Relief III (ESSER III) Expenditure Plan

ESSER III Expenditure Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Oakland Unified School District	Sondra Aguilera, Chief Academic Officer Preston Thomas, Chief Systems and Services Officer	sondra.aguilera@ousd.org (510) 879-4289 preston.thomas@ousd.org (510) 879-8672

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 and Accountability Plan	Accessible on OUSD website - Local Control and Accountability Plan

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

\$129,627,438

Plan Section	Total Planned ESSER III Expenditures
Strategies for Continuous and Safe In-Person Learning	\$18,652,000
Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)	\$90,028,000
Use of Any Remaining Funds	\$20,947,438

Total ESSER III funds included in this plan

\$129,627,438

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.

Multiple stakeholders were engaged to provide their input on how these additional funds should be used to enhance and expand current work. Engagement about the content of this ESSER III Plan was conducted in conjunction with engagement for the overall 2021-2024 Learning Continuity and Attendance Plan (LCAP), and included a combination of districtwide and small group meetings and sessions to facilitate participation, share information, and gather feedback on needed investments. This engagement included:

2020-21 LCAP and ELO Grant Plan Engagement Efforts

As was true for all public education structures in the 2020-21 school year, the OUSD LCAP engagement structures underwent dramatic transformations in response to the COVID-19 pandemic and the shift to distance learning. Beginning in March 2020, all of

the LCAP advisory committees quickly learned how to hold public Zoom meetings and how to adapt in-person processes to the technically complex virtual context. To better support families and other stakeholders unfamiliar with the tools and to address urgent questions and needs, the committees held a larger number of meetings and engagements than in previous years. They continued to hold meetings during the summer as they participated in the districtwide planning for the possible shift to hybrid learning in 2020-21.

Special recognition and gratitude must be extended to the family, student, and community volunteers who dedicated an unprecedented number of hours while supporting children at home and meeting their own emergency needs. The magnitude of their commitment and leadership cannot be overstated during a time of extreme duress for the Oakland community.

As in previous years, the OUSD LCAP engagement process for 2020-21 included a combination of districtwide and small group meetings and sessions complemented by tools and materials to facilitate participation, share information, and gather feedback. For most of the LCAP advisory committee meetings, Board and Board Committees, translation was offered in Spanish, Cantonese, Mandarin, Vietnamese, Cambodian and Arabic. OUSD staff collaborated on the design and implementation of our community engagement process with the following groups:

- Lead Delegates from the LCAP Parent and Student Advisory Committee (LCAP PSAC) and District English Language Learners' Subcommittee (DELLS)
- Representatives from the Foster Youth Advisory Committee (FYAC)
- Representatives from the Community Advisory Committee for Special Education (CAC)
- Representatives from the Committee to Empower Excellence in Black Students' Education (CEEBSSE)
- Representatives from the Latino Parent Advisory Group (LPAG)
- LCAP Student Advisors connected to the districtwide All-City Council (ACC)
- Members of Community Based Organizations (including Californians for Justice, Public Advocates, East Bay Community Law Center, and California Youth Connection, among others)

Since August 2020, parent, student, and community leaders spearheaded a total of 52 districtwide committee meetings and participated in School Board and other engagements to generate and share feedback for the LCAP, monitor student access to resources, help identify needs, and suggest investments that could best meet the needs of focal student groups and of all students in the pandemic context.

These meetings were open to the public and advertised to the entire OUSD community through webpage postings, email newsletters and communications, mass phone calls/texts, family and community web portals, and targeted outreach. The LCAP Student Advisors of All-City Council held additional meetings for student leaders.

The LCAP engagement program manager collaborated with other OUSD staff to provide individual and small group support to committee members in charge of facilitating and steering the work of the various advisory committees. The program manager also provided logistical, data gathering, content development, and technical support to all involved in the LCAP engagement process. Evaluation forms submitted by participants at each of the meetings contributed to the content and design of subsequent meetings.

In addition to the public meetings, we held the following meetings to plan, prepare, and study:

- One vision-setting meeting with LCAP PSAC members
- Three workgroup meetings with CBO partners
- Thirty-four LCAP PSAC Lead Delegates Agenda Setting and Planning Meetings
- Ten planning meetings for the members of the District English Language Learners' Subcommittee (DELLS)
- Eleven planning meetings for the steering committee of the Foster Youth Advisory Committee (FYAC)
- One cross-committee study session about feedback for COVID-relief investments
- Sixteen planning meetings for the members of the Community Advisory Committee (not including meetings of the Local Plan Subcommittee)
- Additional facilitation practice sessions for the chairs of the various committee meetings

In addition to engagement with students, families, and community members, the District also engaged principals, teachers, classified staff, and Central Office leaders in a series of feedback sessions to gather input on strategic uses of one-time COVID-relief funds and on the overall LCAP goals and investments, including:

- Two engagements with teachers to discuss school site needs that the LCAP could address;
- An engagement with classified staff at both school sites and in the Central Office ;
- A series of engagements with Central Office leaders of departments tasked with implementing key sections of the LCAP; and
- A series of consultancies with school site leaders to determine how one-time COVID-relief funds could be used most effectively at schools.

The District also gathered feedback electronically via surveys and email.

In addition to the efforts associated with LCAP during 2020-21, we held additional engagement in Fall 2021 to finalize the plan. Those additional engagements include:

- Two public meetings with Lead Delegates from the LCAP Parent and Student Advisory Committee (LCAP PSAC) and District English Language Learners' Subcommittee (DELLS)
- • Representatives from the Foster Youth Advisory Committee (FYAC)
- • Representatives from the Community Advisory Committee for Special Education (CAC)

- Representatives from the Committee to Empower Excellence in Black Students' Education (CEEBSSE)
- Representatives from the Latino Parent Advisory Group (LPAG)
- LCAP Student Advisors connected to the districtwide All-City Council (ACC)
- Two public meetings with the Budget and Finance Committee of the Board of Education
- Two public meetings before the Board of Education, including the meeting where this plan is scheduled for a vote of approval prior to submitting to the Alameda County Office of Education.
- Weekly meetings with Principals and Network Superintendents and Partners during the month of August.
- One-on-One meetings with at least 20 Principals. [Insert fall engagements]

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

The District has worked to incorporate many of the requests from stakeholders and staff into the ESSER III Expenditure Plan. Among the specific new investments included in the plan that respond directly to feedback from stakeholders are:

- Additional mental health supports
- Additional intervention, including literacy intervention
- Additional family engagement positions at school sites
- An expanded home visit program to train teachers and fund visits
- Investments in technology and technical support
- A new investment in early literacy
- Three case managers to support foster youth
- Two case managers and a social worker to support unhoused students and their families
- Anti-racist professional development for all staff

Currently, most ESSER III funds are planned for investments scheduled for 2022-23 and 2023-24. There will be further opportunity for stakeholder input as we develop the full budgets for those years and updates to this plan may incorporate that input.

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

\$18,652,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP 5.3	School Public Health Measures	School Safety Lead stipends COVID tests COVID testing coordination COVID testing stipends for nurses	\$5,935,000
LCAP 5.3	Expanded Custodial Supports	Additional custodial supervisors (2.0 FTE) Five Network Based Custodial Safety Teams Custodial cleaning carts, equipment, and supplies to support new equipment that custodians need for COVID-level sanitation Custodial substitutes to ensure that all school sites have coverage with an increased number of staff taking leave due to COVID	\$1,967,000

		Clerical support to manage calls for service for school sites with increased workload and to manage custodial substitutes	
N/A	Improved Ventilation System	Additional Air Purifiers for large spaces (e.g. cafeterias) Additional Air Purifiers for schools with poor base air quality Battery packs for air purifiers during power outages	\$1,250,000
N/A	School Public Health Measures	Outdoor dining equipment & supplies (e.g. tables, canopies) as alternative to indoor student cafeterias	\$1,800,000
N/A	School Public Health Measures	Adjust Safety Lead stipend based on school size	\$300,000
N/A	School Public Health Measures	Expanded COVID Testing (See School Board Resolution 2122-0003)	\$7,000,000
N/A	Improved Ventilation System	HVAC Repairs at school sites	\$400,000

Addressing the Impact of Lost Instructional Time

A description of how the LEA will use funds to address the academic impact of lost instructional time.

Total ESSER III funds being used to address the academic impact of lost instructional time

\$90,028,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP 1.1	Literacy Improvements	Implement a tiered approach to literacy acceleration through additional instructional support specialists, reading specialists, and TSAs.	\$7,000,000

LCAP 1.1	Reading Acceleration	Provide a portion of a reading interventionist at every TK-8 school below the District average reading score	\$8,000,000
LCAP 1.2	Early Childhood Literacy	Increased school access to TK-2 reading tutors	\$5,000,000
LCAP 1.4	Credit Recovery	Expanded credit recovery opportunities	\$4,000,000
LCAP 1.4	Independent Study	Buildout of independent study program to create a distance learning pathway	\$6,000,000
LCAP 2.3	Transitional Student & Family Support	Additional Foster Youth Case Managers (2.0 FTE) Additional Unhoused Students Case Manager (1.0 FTE)	\$350,000
LCAP 2.4	English Language Development	Early Childhood Education English Language Learner Specialist (1.0 FTE)	\$150,000
LCAP 2.6	Summer and Saturday Learning Programs	Expanded summer learning program Saturday School program	\$7,000,000
LCAP 2.6	After-School Programs	Additional tutoring services through after-school programming or by expanding and enhancing school based targeted tutoring services.	\$2,000,000
LCAP 3.1	Community Schools	Community positions at every site	\$12,000,000
LCAP 3.1	Behavioral Health	Increased mental health services	\$3,000,000
LCAP 3.3	Attendance Supports	Attendance incentives for students and families Expanded case management to support attendance improvement and access	\$6,000,000
LCAP 3.7	Family Partnerships	Family Navigator stipends Parent-Teacher Home Visit (PTHV) training and implementation	\$7,000,000
LCAP 4.2	Foundation Professional Development	Foundational professional development Increases: Includes anti-racist professional development	\$8,200,000

LCAP 5.2	Educational Technology Platforms	Devices for students at home for entering kindergarteners and new students to the district.	\$2,200,000
N/A	Ensuring Access for Students with Disabilities	Ensuring Access to Social-Emotional and Academic Supports for Students with Disabilities (see School Board Resolution 2021-0159)	\$1,000,000
N/A	Educational Technology Platforms	Computers for school sites to continue support integration of technology	\$11,128,000

Use of Any Remaining Funds

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

Total ESSER III funds being used to implement additional actions

\$20,947,438

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP 1.1	Distance Learning Leads	Distance Learning Lead stipends	\$1,000,000
LCAP 1.4	Blueprint Cohort Support	Investments to support existing Blueprint cohorts to fund positions	\$359,700
LCAP 3.5	School Wellness	Director of Programs at the Center (educational program at the Central Kitchen) Coordinator, Education Programs at the Center (1.0 FTE) Teacher on Special Assignment (TSA) at the Center (1.0 FTE)	\$362,500
LCAP 4.1, 4.2	Staff Recruitment & Retention and Staff Well-being	Recruiter (1.0 FTE) Credentials Analyst (1.0 FTE) Central Office Partner (1.0 FTE) Staffing Assistant (1.0 FTE)	\$2,219,706

		Specialist, Employee Engagement and Well-Being (2.0 FTE) Leave Coordinator (2.0 FTE)	
LCAP 5.1	COVID-19 Response Coordination	Senior Director, School Operations to support COVID-19 pandemic response (1.0 FTE) COVID Grants Coordinator (1.0 FTE) Administrative support for monitoring and implementation of COVID grants Outside counsel support Discretionary funds for school sites to meet COVID-related needs	\$2,330,000
LCAP 5.2	Additional Technical Support	Additional Technical Support Positions (2.0 FTE) Additional School Technology Specialists to ensure adequate support for devices and operations at school sites (4.0 FTE)	\$1,213,777
N/A	Black Reparations	Stakeholder facilitation to developer plan (See School Board Resolution 2021-0037)	\$500,000
N/A	Staff Recruitment & Retention	10 STIP Subs and 3 Staffing Assistants to Support COVID-Related staffing shortages	\$1,200,000
N/A	Technology Support	Network Engineer (1.0) to support additional connectivity demands of increased remote and in-person use of connected devices	\$154,870
N/A	Contingency	Funds reserved for potential health and safety needs to ensure Continuous and Safe In-person learning	\$11,606,885

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
School Public Health Measures Expanded Custodial Supports Improved Ventilation System	The stage and percentage of implementation progress (e.g. positions filled, repairs completed)	Quarterly
Literacy Improvements Reading Acceleration Early Childhood Literacy English Language Development	<p>School level - All schools in Oakland Unified use an online inquiry and planning tool to track implementation of their work over the course of the year using six-to-eight-week cycles of inquiry.</p> <p>At the district level, student outcomes are monitored regularly throughout the year to better understand data trends and to surface best practices that are leading to growth.</p>	Quarterly reporting
Credit Recovery Independent Study Summer and Saturday Learning Programs After-School Programs	Student participation and completion levels are monitored	Quarterly reporting

<p>Community Schools Behavioral Health Attendance Supports Family Partnerships Foundation Professional Development Ensuring Access for Students with Disabilities Transitional Student & Family Support</p>	<p>Student attendance and engagement are monitored with focus on targeted student groups</p>	<p>Quarterly reporting</p>
<p>Educational Technology Platforms</p>	<p>Deployment of devices, devices in use</p>	<p>Quarterly reporting</p>
<p>Distance Learning Leads Blueprint Cohort Support School Wellness Staff Recruitment & Retention and Staff Well-being COVID-19 Response Coordination Additional Technical Support Staff Recruitment & Retention Technology Support</p>	<p>The stage and percentage of implementation progress (e.g. positions filled)</p>	<p>Quarterly reporting</p>
<p>Black Reparations</p>	<p>Status of plan for Black Reparations</p>	<p>Quarterly reporting</p>

Contingency	Adjustments to Expenditure plan	Quarterly reporting
-------------	---------------------------------	---------------------

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.).

California Department of Education
June 2021



Shanthi Gonzales, President, BOE



Kyla Johnson-Trammell, Superintendent and Secretary, BOE