

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
ISANA Himalia Academy-LCAP 2021-2024 with Expenditure Tables and Budget Overview for Parents- Adopted June 2021 Regular Board Meeting	https://isanaacademies.org/himalia/our-lcap/

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

\$2,171,431.00

Plan Section	Total Planned ESSER III Expenditures
Strategies for Continuous and Safe In-Person Learning	\$1,200,000.00
Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)	\$971,431.00
Use of Any Remaining Funds	[\$ 0.00]

Total ESSER III funds included in this plan

\$2,171,431.00

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.

Our input from community members during the development of the LCAP provided input relevant to the development of our ESSER III Expenditure Plan. ISANA believes that stakeholder input drives the development of all of its plans, including the LCAP and the ESSER III plan. Throughout the course of the COVID-19 pandemic, we involved and consulted parents, students and all school personnel including administrative leadership, teachers and classified staff to ensure there was a unified approach in providing high-quality educational opportunities for all students, and to collaboratively determine prevention and mitigation strategies, as well as strategies to address the academic impact of lost instructional time, and to plan and implement instructional programs that allow students, staff and the community to remain safe and healthy.

Community member input came from discussions held with parents, pupils, all school personnel including administrative leadership, teachers and classified staff. These discussions included meeting with the Parent Advisory Council(PAC), District English Learner Advisory Council (DELAC), School Site Council (SSC); facilitating input sessions with all staff, and providing updates on progress at ISANA Board Meetings. Presentations to the board that provided opportunities for board member input and public comment. Surveys were also sent to all staff and families and to select grade levels of students in Spring 2021. The special education plan administrator (SELPA) was also consulted in developing this plan.

ISANA Board Meetings: Progress toward LCP and LCAP goals were shared with the board at all regular board meetings: 9/15; 10/20; 12/15; 2/23; 4/20; 6/15

Administrative Leadership Community Members Sessions: 2/16; 2/23; 4/30; 5/7; 5/14; 5/21; 5/28

LCAP Community Members Engagement Sessions with Certificated Staff: 4/9; 4/30; 5/14

LCAP Community Members Sessions with Classified Staff: 4/9; 4/30; 5/14

DELAC: 3/22; 4/28; 5/24

PAC: 3/22; 4/28; 5/24

SSC: 3/22; 4/28; 5/24

Students: 4/8; 4/29; 5/13

All meetings were conducted virtually and translators in Spanish were available for parents as needed. The virtual meeting platform allowed us to increase our participation rate of stakeholders in this process from last year, a testament to our commitment to involve as many people as possible.

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

Overall, the feedback provided by Community Members groups reaffirmed and built upon many of the key priorities communicated in past input. The following summary outlines the overarching themes that emerged

Overarching Themes

Professional Learning Opportunities

Staff have appreciated the professional learning that occurred throughout the school year, which was focused on math literacy and was in partnership with Cal State. They desire continued professional learning on academic subjects including additional training in order to successfully implement our newly adopted Reading and History/Social Science curriculum (the need for updated curriculum in reading and social studies was also expressed and that need will be met with our newly adopted programs). In the staff survey, they also communicated a need for training and resources on teaching student groups such as English Learners and Students with Disabilities The second action under “Addressing Lost Instructional Time” reflects our commitment to providing sustained professional learning on our adopted instructional programs as well as professional learning opportunities in best instructional practices for all students and for student groups. While staff appreciate the many opportunities for in-house professional learning, they would like to

see more outside opportunities for Classified staff expressed a desire for job specific training; we are committing to providing tailored professional learning to educators in all positions. Actions reflecting these efforts can be found through CMO Support (the third action under “Strategies for Continuous and Safe In-Person Learning). Students expressed a need for more real world connections to their learning and a desire for more challenging activities and projects. We look forward to renewing our focus on project-based learning in the 2021-2022 school year so that we may continue to engage students in real world problem solving. **(Goal 1 action 1, 10)**

Social Emotional Learning

Feedback has been positive regarding our implementation of the social-emotional Second Step curriculum, which was adopted in 2020-21. The first action under “Strategies for Continuous and Safe In-Person Learning” – “Positive Discipline and a Safe School Environment” – describes our commitment to ensuring that both certificated and classified staff are providing training on social emotional learning, comprehensive and restorative approaches to student behavior.

Parent and Family Re-engagement

Staff and families appreciated the increased effort to engage and involve parents and families, They would specifically like resources and workshops on how to assist their child/children with homework, especially when language may be an obstacle programs. Both these items would help with attendance and engagement. This can be found in the second action under “Strategies for Continuous and Safe In-Person Learning” – “Multi-Tiered Re-Engagement Practices for Increasing Attendance and Reducing Chronic Absenteeism”.

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

\$1,200,000.00

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
[LCAP, Goal #2, Action #1]	Positive Discipline and A Safe School Environment	One of the most important needs to come out of the pandemic is students' social and emotional needs. To address this, the school will continue to implement a comprehensive and restorative approach to student behavior management to maintain a safe, positive, and engaging learning environment for all students. Love & Logic, the ISANA Peace Tree, social-emotional learning, and culturally responsive restorative practices will be used as alternatives to discipline referrals and suspension. All staff will participate in professional learning events designed to build competencies in culturally responsive restorative practices, social-emotional learning skills and strategies, building positive relationships with students, creating safe and affirming learning environments, and maintaining nurturing climates that promote engagement and learning. The school will offer workshops on Love & Logic and other related topics to families to support their efforts to implement these practices outside of the school setting. Through regular analysis of data, the school will review the effectiveness of its positive discipline plan and make necessary revisions to ensure students are demonstrating growth towards meeting behavior expectations.	\$520,000.00
[LCAP, Goal #2, Action #3]	Multi-Tiered Re-Engagement Practices for Increasing Attendance and Reducing Chronic Absenteeism	Due to challenges caused by the pandemic, student attendance is an area of focus. Our Low Income, Foster Youth, and English Learner students have the most opportunity for continued growth in attendance rates. School Operations Managers oversee the monitoring of student attendance. Ongoing support and meetings will take place to help families find solutions to cut down on absenteeism. Meetings are documented by the principal. The Attendance Improvement Team will work with the school to help implement best attendance improvement practices. The Attendance Improvement Team also provides for the social-emotional wellness of the student through ISANA's multi-tiered re-engagement process, which affirms the importance of regular daily participation among students. They strive to ensure that	\$180,000.00

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		<p>parent/guardian communications, virtual and in-person, show care and concern rather than being perceived as punitive. Team members maintain connection with families on a personal level while recognizing and respecting appropriate boundaries. The school will continue to address the needs of students who are chronically absent by continuing to engage best practices such as regular meetings of attendance improvement teams that focus on data monitoring and examining conditions in and outside of school that cause chronic absenteeism. The attendance improvement team, which may include parents/caregivers, students, administrators, teachers, Student and Family Services Coordinators, and other student allies (including network of peers) within the student-identified network of support will take a student-centered approach to increasing family and student engagement, social-emotional learning and relationships, and connecting students to behavior and mental health, physical health, academic support, and other resources to meet basic needs. They will work collaboratively to identify challenges the students face with being present at school and develop viable solutions to mitigate identified challenges and position the student and family to successfully meet their attendance goals.</p>	
[LCAP, Goal #5, Action #2]	Charter Management Organization Support	<p>Based on the work and services that the CMO provides to the individual schools in prior years, we can reasonably estimate that 25% of the CMO fee is directly attributable to allowable ESSER III expenses. We feel that this estimate is reasonable and conservative in amount. In particular, duties of the CMO include recruitment and hiring of qualified teachers; design and implementation of a leadership development program for principals, as well as day to-day principal training, coaching and support, and assistance to principals in developing and implementing the professional development programs for teachers; network maintenance; procurement of all outsourced vendors (including those providing cleaning and PPE for schools during COVID);</p>	\$500,000.00

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		coordination of maintenance schedule and staff; development and updates of facility safety and emergency procedures; compliance with applicable local, state and federal laws, regulations, and compliance reporting requirements.	

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

\$971,431.00

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
[LCAP, Goal #5, Action #4]	Standards Aligned Instruction	The academic leadership team, including Principals and Assistant Principals, will create and oversee the school's plan to address the impact of lost instructional time. In addition to analyzing data and setting strategic next steps, they will work with classified and certificated educators to set goals for the school year. Observations will be conducted and feedback will be provided to support classified and certificated educators in making progress towards these goals. In addition, observations will focus on ensuring that multiple, effective instructional strategies as well as social emotional learning practices are being utilized daily to support student groups such as English Learners, students with disabilities, and socioeconomically disadvantaged students. The academic leadership team will provide additional support to educators through, for example, modeling and co-teaching, to enhance the overall instructional program. School leadership team will also review lesson plans and provide feedback on a weekly basis to teachers to ensure standards aligned instruction is happening in a way to best address the impact of lost	\$896,431.00

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		instructional time.	
[LCAP, Goal #1, Action #8]	Technology-Enhanced Teaching and Learning	A need exacerbated by the pandemic highlights the need for increased access to technology to augment and support learning, especially for our Low Income, Foster Youth, and English Learner students. ISANA staff and students will have access to cutting-edge technology and hands-on learning opportunities that give them a competitive edge and allow them to interact and master grade-level standards. IT Professionals will provide technology support such as computer and equipment maintenance to ensure all students have access to working technology for learning, as well as direct end user support to students, parents, and staff. Computers will undergo regularly scheduled maintenance to ensure full functionality of all school programs. Educational software is periodically updated according to company recommendations. Computers will be repaired or replaced as needed. We will continue our coordinated system of student, staff and parent support to address and eliminate technical barriers. The school will also create a community learning hub that provides students and families with access to technology, high-speed internet, and other academic supports.	75,000.00

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

[\$ 0.00]

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
[Plan, Goal #, Action #]	[Short title of the action]	[A description of the action]	[\$ 0.00]
[Plan, Goal #, Action #]	[Short title of the action]	[A description of the action]	[\$ 0.00]
[Plan, Goal #, Action #]	[Short title of the action]	[A description of the action]	[\$ 0.00]

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
Positive Discipline and A Safe School Environment	Suspension Rate as measured by Data Quest Expulsion Rate as measured by DataQuest Stakeholder [Connectedness and Safety] Survey Results and Participation Rate	Quarterly Quarterly Yearly
Multi-Tiered Re-Engagement Practices for Increasing Attendance and Reducing Chronic Absenteeism	Attendance Rate as measured by local data in PowerSchool Chronic Absenteeism Rate as measured by DataQuest/CA Dashboard Middle School dropout rate a measured by DataQuest	Daily Quarterly Quarterly
Charter Management Organization Support	% of staff attending training and professional learning opportunities Certificated Staff Retention %	Quarterly Yearly Yearly

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
	Classified Staff Retention % Educator Climate Survey - Positive Responses and Completion Rate Percentage of teachers fully credentialed and appropriately assigned (as measured by SARC, Paycom (HR Internal Data) and CALPADS)	Yearly
Standards Aligned Instruction	Performance on statewide CAASPP Assessments: Percentage of students meeting/ exceeding standards Performance on Local Assessment: Percentage of students achieving Annual Typical Growth on the end of year i-Ready Diagnostic English Learner Reclassification Rate as measured by CALPADS reports/DataQuest Progress toward English Language Proficiency - Percentage of students making progress toward English Language proficiency as measured by the CA Dashboard Access to standards-aligned instructional materials as measured by proof of purchase	Yearly Yearly Yearly Yearly
Technology-Enhanced Teaching and Learning	Percent of students with access to computers and internet	Yearly

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.).

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