

## 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 outlining the use the 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 further affected 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 the 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
EMUHSD Expanded Learning Opportunities Grant Plan	District Website ( <a href="https://www.emuhsd.org/lcap">https://www.emuhsd.org/lcap</a> )
EMUHSD Local Control Accountability Plan	District Website ( <a href="https://www.emuhsd.org/lcap">https://www.emuhsd.org/lcap</a> )

## 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

\$22,222,328
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Plan Section	Total Planned ESSER III Expenditures
Strategies for Continuous and Safe In-Person Learning	\$16,492,328
Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)	\$5,730,000
Use of Any Remaining Funds	\$0

**Total ESSER III funds included in this plan**

\$22,222,328

## Community Engagement

An LEA's decisions on how to use the 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 El Monte Union High School District (EMUHSD) has developed a collaborative, transparent process for seeking stakeholder input and engagement to develop and identify strategies and activities that will be implemented by the District. The process includes soliciting input from various stakeholders through committee meetings, gathering input through surveys, and holding meetings with specific stakeholder groups. This process began with the development of the Local Control and Accountability Plan (LCAP), continued through the development of the Learning Continuity and Attendance Plan (LCP), the Expanded Learning Opportunities (ELO) Grant Plan, and now, the ESSER III Expenditure Plan.

Direct input has been gathered through the following stakeholder committees on the given dates:

1. Local Control and Accountability Plan (LCAP) Committee, which includes members representing students, parents, bargaining unit members from each local bargaining union, administrators, including school principals, and other school and District personnel.

Input was provided on the LCP on June 1, 2020, on the ELO Plan on April 22, 2021 and on the ESSER plan on April 22, 2021 and September 30, 2021.

2. District English Learner Advisory Committee (DELAC), which includes parent representatives from all schools in the District. Input was provided on the LCP on August 25, 2020, and on the ELO and the ESSER Plans on April 22, 2021.

3. Superintendent's Parent Advisory Committee (SuperPAC), which includes parent representatives from all schools in the District and community members. Input was provided on the LCP on August 19, 2020, on the ELO Plan on April 20, 2021, and on the ESSER Plan on April 20, 2021, September 7, 2021 and October 5, 2021.

4. Reopening of Schools Task Force (RSTF), which included teachers, District and site administrators, other school personnel, parents, students, and local bargaining unit representatives. Input was provided throughout the twenty-eight meetings held from May 27, 2020 through May 26, 2021.

5. EMUHSD's Student Advisory Committee, which includes student representatives from **ALL** schools in the District, were given an ESSER III informational presentation on September 20, 2021. Students were asked for recommendations on the allocation of funds and ways to promote the survey to students at their schools.

6. Draft Review and comments from stakeholders: The draft plan was posted on our website for a week for all stakeholders to comment. Emails and messages were sent out to stakeholders informing them of the web page posting.

Input from these committee members was provided directly in-person, virtually, or by email. Translation was provided, as needed and to the extent possible, for committee members who speak a language other than English.

Input from students, parents, and staff was solicited through digital surveys, in different languages, in the development of the different plans.

1. LCP Survey (June 2020): Approximately 1,800 students, 2,150 parents, and 568 staff members completed the survey. The parent survey was provided in four different languages: English, Spanish, Chinese, and Vietnamese. The school Community Liaison supported the collection of parent input by following up with parents who did not have access to the online survey or were not comfortable enough with technology to be able to complete the survey.

2. YouthTruth Survey (March 2021): Approximately 6,400 students completed the survey.

3. LCAP Survey (April 2021): 838 parents, 149 teachers, and 59 other staff members completed the survey. The survey was available in English and Spanish.

4. ESSER III Funding Survey (September 2021): 1,617 students, 296 parents, 215 certificated staff, 66 classified staff, and 25 administrators completed the survey. It was available in English and Spanish.

As the District continues to identify strategies and activities to implement ESSER activities, consultation meetings have been held with different stakeholder groups where opportunities are provided for input.

1. President of the El Monte Union Educator's Association (EMUEA) and the President of the Classified School Employee's Association (CSEA). As members of the LCAP Committee, both unions have continually been included throughout the process.
2. Meetings have been and continue to be held with school principals to seek input on strategies and activities that should be implemented and included in the various plans.
3. Consultation meetings have been held with our Special Education administrators and SELPA to seek input on the various plans.
4. Input was also solicited from community agencies including the El Monte Promise Foundation and the El Monte/South El Monte Emergency Resources Association.
5. Input was also solicited from our partner agency, LEARN.

The EMUHSD administration provided many stakeholder engagement opportunities, where all stakeholder groups were invited to provide input. No input was received from tribes, Civil Rights organizations or advocates representing interests of children with disabilities, foster youth, migratory children, or children who are incarcerated.

A Public Comment Period was available from October 4, 2021 through October 15, 2021, when the draft plan was posted on the district website.

The ESSER III Expenditure plan was presented to the Board and approved on October 20, 2021.

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

The plan includes actions to address the needs, ideas, and trends that emerged from stakeholder input. The following is a summary that highlights the common themes from the input that has been provided:

##### **LCP Survey:**

- Technology
- Online Resources/materials
- Expanded Learning Opportunities (after school and summer)
- Enrichment Activities
- Safety

**LCAP Survey:**

Instructional Materials  
Counseling/Therapy  
Motivational Incentives  
Expanded Learning Opportunities (after school and summer)  
Technology  
Safety  
Parent and Family Engagement Opportunities

**ESSER III Survey:**

***Stakeholders who participated in the survey:***

<i>Parents/Guardians</i>	296
<i>Students</i>	1,617
<i>Certificated Staff</i>	215
<i>Classified Staff</i>	66
<i>Admin. &amp; Management</i>	25
<b><i>Total Participation</i></b>	<b>2,219</b>

***Responses from the survey that were used in the development of the ESSER III Plan:***

(Preferred & Most Pref. Percent, represents the total percent of stakeholder who stated that the item was most important to them):

- 1 Extended tutoring programs (evening tutoring, holiday breaks, Saturdays, and summer breaks. (Preferred & Most Pref. **53%**)
- 2 Extended Summer School learning opportunities. (Preferred & Most Pref. **46%**)
- 3 Focused intervention programs for specifically identified populations such as at promise students and English Learners, and other (Preferred & Most Pref. **71%**)
- 4 Acquiring evidence-based instructional materials to aid in intervention efforts. (Preferred & Most Pref. **49%**)
- 5 Engage families (attendance, support, classes, resources, other Activities. (Preferred & Most Pref. **51%**)
- 6 Summer & afterschool Enrichment opportunities (Preferred & Most Pref. **60%**)
- 7 Facility repairs and upgrades to improve air quality and safety and to reduce the risk of virus transmission and exposure to students and staff Preferred & Most Pref. 84%)
- 7 Technology (connectivity, hardware, instructional software) (Preferred & Most Pref. **79%**)
- 8 Provide additional social emotional support (individual & small group counseling) and Social & Emotional learning opportunities (Preferred & Most Pref. **70%**)

- 9 Engage families (attendance, support, classes, resources, other activities) (Preferred & Most Pref. **51%**)
- 10 Additional after school tutorials or enrichment activities(Preferred & Most Pref. **57%**)
- 11 Provide additional personnel support for academic interventions (Preferred & Most Pref. **63%**)
- 12 Additional instructional materials and resources to meet the needs of students (Preferred & Most Pref. **75%**)
- 13 Purchase cleaning supplies to sanitize and clean schools (Preferred & Most Pref. **83%**)

***The following responses were received from the other support and/or service you would like to see question (open ended) at the end of survey:***

<i>Students responses:</i>	<b>385</b>
<i>Parents:</i>	<b>80</b>
<i>Certificated Staff:</i>	<b>78</b>
<i>Classified:</i>	<b>19</b>
<i>Administration &amp; Management:</i>	<b>15</b>
<b>Total</b>	<b>577</b>

***This feedback is aligned with the goals and actions in the LCAP and was used to develop the ESSER III Plan.***

## **Actions and Expenditures to Address Student Needs**

The following is the LEA's plan for using the 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**

\$16,492,328

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP, Goal 5, Action 5,14 and LCP, MH3	(A1) Campus Supervisors & additional hours for existing Campus Supervisors	Provide additional support for safety measures by adding two campus supervisors and increasing campus supervisors' hours to 29.5 hrs/week at each comprehensive high school to support implementation of screening and other safety protocols.	\$900,000
LCAP, Goal 2, Actions 8 and 16	(A2) Upgrade network hardware and software districtwide	Enhance individual building Intermediate Distribution Frames (IDFs) to increase stability for all school sites' networking infrastructure.  Increase security for end-user protection of all 1:1 computing devices & data.	\$900,000
N/A	(A3) Provide school sites with additional clerical help	Provide each school with a clerical Intern to assist with COVID tracing (5 clerks).	\$700,000
N/A	(A4) Expand maintenance staff to support the safety at our schools	Expand custodian staffing at each site to support on-going sanitizing and cleaning protocols (especially restrooms) which enhance the safe operation of in-person instruction and reduce and prevent the spread of COVID-19 in accordance with CDPH guidelines.	\$800,000
N/A	(A5) Upgrade HVAC systems in network server rooms	Update cooling systems in the District's substandard IDF rooms that pose a threat to continued damage of network equipment and consistent network operation. Installation of new HVAC cooling systems is crucial for consistent network performance.	\$803,262
N/A	(A6) Install HVAC systems in all gymnasiums and various other rooms where needed Districtwide	Install and upgrade the existing HVAC system to ensure air quality standards are met.  This HVAC project consists of the installation of new HVAC systems inside four of the District's gymnasiums to improve	\$10,754,072

		<p>indoor air quality. Gyms are in continuous use by students throughout the day for athletics and student assemblies.</p> <p>Cafeterias and other classrooms Districtwide without HVAC systems or with older systems will be installed or updated.</p> <p>All HVAC improvements will reduce the risk of virus transmission and support student health needs by providing Merv 13 filters as well as economizers and CO2 sensors.</p>	
LCAP Goal 5, Actions 2 and 4	(A7) Install additional therapy rooms needed throughout the district	Improve school Wellness Centers by adding or enhancing Social and Emotional Support therapy areas at all school sites.	\$150,000
N/A	(A8) Purchase of sanitation & Personal Protective Equipment (PPE) supplies	Maintain health & safety amongst the school community by purchasing sanitation supplies and equipment, PPE supplies, and other related COVID-19 supplies school sites require for continuity of instruction.	\$134,994
LCAP, Goal 5, Action 2	(A9) Provide an LVN at each site to support the health of students	Maintain health & safety amongst the school community by expanding our health staffing, to include adding five LVNs to support student health at all school sites.	\$1,350,000

## 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

\$5,730,000



Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP Goal 3, Action 3 and Goal 5, Actions 2 and 4. ELO Actions 1, 2, and 3.	(B1) Expanded Learning Opportunities: Expanded learning opportunities after school and on Saturdays	Align ESSER III, LCAP, and ELO plans to provide expanded targeted support after school and Saturdays for struggling learners.  Provide additional resources to support students in all subjects and/or with Social and Emotional needs either on an individual basis or in small learning groups that best meet the needs of students.	\$500,000
LCAP Goal 3, Actions 8 and 9. ELO Actions 1 and 2.	(B2) Expanded Learning Opportunities: Continue the expanded Summer School Program for the next three years	Align the ESSER III with the LCAP and ELO plans to continue to facilitate the safe and expanded in-person summer school and intervention opportunities. The summer school program will be similar to the 2021 session which was funded through LCAP and ELO .	\$500,000
LCAP Goal 2, Action 15.	(B3) Add additional teachers to support our English Learner students	Hire additional certificated staff to provide needed intensive support in English Language Development to Long Term English Learners with an ELPAC performance level of 1 and 2.	\$750,000
LCAP Goal 5, Action 2. ELO Action 3.	(B4) Contract additional mental health providers to support Social and Emotional health	Provide targeted support to address barriers to learning for students experiencing social-emotional or mental/physical challenges.  Increase the number of contracted mental health care providers, allowing the District to continue to mitigate barriers to learning as well as support students' mental/ emotional/ physical health.	\$1,080,000
LCAP Goal 5, Action 2.	(B5) Hire additional Guidance Counselors to bring down our student to Counselor ratio (350 to 1)	Provide additional targeted support to address barriers to learning for students experiencing academic, social-emotional, or mental/physical challenges by reducing the counseling ratio at our schools to 350:1 by hiring three additional Guidance	\$1,350,000

		Counselors. The expanded counseling staff (adding to existing counselors funded by LCAP) will address the additional academic, social, emotional and mental health challenges of all students impacted by the COVID-19 pandemic.	
LCAP Goal 5, Actions 4 and 14.	(B6) Provide funding for instructional materials supporting Social and Emotional Learning	Acquire additional Social & Emotional Support (SES) materials to promote and support student wellness. Enhanced SES materials will expand access to SES services for students in support of learning recovery and re-engagement in the school community.	\$300,000
N/A	(B7) Provide support to our core areas by continuing to support our Content Specialists Program	Support the District program of continuous improvement via professional development for Content Specialists, Course Leads, and Instructional Coaches (identified Core Teachers at each site). These teacher leaders will receive leadership training, embedded coaching, and implementation of instructional best practices to facilitate course-alike collaborations, creation and use of multiple measures of assessment, data analysis, progress monitoring, and alignment of continuous improvement plans to provide consistent targeted support to struggling learners.	\$800,000
LCAP Goal 2, Actions 8 and 14, and Goal 3, Action 4.	(B8) Continue the purchase of technology based instructional materials/programs	Continue the purchase of quality digital instructional materials/programs aligned to standards. Digital instructional materials/programs purchased during distance learning are allowing teachers to maintain a new standard of high expectations for student engagement, motivation, and progress monitoring as they transition back to in-person instruction. Teachers will receive training and coaching as they integrate digital programs into in-person instruction.	\$450,000

## 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

\$ 0

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
NA	NA	NA	\$ 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. The following is the LEA's plan for ensuring 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
(A1) Hire Campus Supervisors & provide additional hours for existing Campus Supervisors	<ul style="list-style-type: none"> <li>a. School Climate Survey</li> <li>b. Number of applicants</li> <li>c. Number of employees hired</li> <li>d. Number of remaining vacancies</li> </ul>	<ul style="list-style-type: none"> <li>a. Semi-Annual survey of students &amp; staff at schools</li> <li>b. On-going hiring process</li> <li>c. Quarterly</li> <li>d. Quarterly</li> </ul>
(A2) Technology: Upgrade network hardware and software at our schools	<ul style="list-style-type: none"> <li>e. Completion of projects at identified sites</li> <li>f. Continuous monitoring of networks districtwide</li> </ul>	<ul style="list-style-type: none"> <li>e. Quarterly</li> <li>f. Quarterly</li> </ul>
(A3) Provide school sites with additional clerical help	<ul style="list-style-type: none"> <li>a. Number of COVID-19 cases and quarantined students as measured by the district's COVID-19 data</li> <li>b. Number of applicants</li> <li>c. Number of employees hired</li> </ul>	<ul style="list-style-type: none"> <li>a. Quarterly Data monitoring</li> <li>b. On-going hiring process</li> <li>c. Quarterly</li> <li>d. Quarterly</li> </ul>

	d. Number of remaining vacancies	
(A4) Expand maintenance staff to support safety at all schools	<ul style="list-style-type: none"> <li>a. Site-walk-through observations</li> <li>b. School Climate Survey</li> <li>c. Monitor sanitation and Safe School Guidelines</li> <li>d. Number of applicants</li> <li>e. Number of employees hired</li> <li>f. Number of remaining vacancies</li> </ul>	<ul style="list-style-type: none"> <li>a. Quarterly</li> <li>b. Semi-Annual survey of students &amp; staff at schools</li> <li>c. Quarterly</li> <li>d. On-going hiring process</li> <li>e. Quarterly</li> <li>f. Quarterly</li> </ul>
(A5) Upgrade HVAC systems in network server rooms	<ul style="list-style-type: none"> <li>a. On-going monitoring and review by Colbi Facilities Management Software</li> <li>b. Progress and completion of projects at identified sites</li> </ul>	<ul style="list-style-type: none"> <li>a. Quarterly</li> <li>b. Annually</li> </ul>
(A6) Install HVAC systems where needed Districtwide	<ul style="list-style-type: none"> <li>a. On-going monitoring and Review by Colbi Facilities Management Software</li> <li>b. Progress and completion of projects at various sites</li> </ul>	<ul style="list-style-type: none"> <li>a. Quarterly</li> <li>b. Annually</li> </ul>
(A7) Install additional therapy rooms where needed throughout the District	<ul style="list-style-type: none"> <li>a. Progress and completion of projects at various sites</li> </ul>	<ul style="list-style-type: none"> <li>a. Ongoing &amp; Annually</li> </ul>
(A8) Purchase of sanitation & Personal Protective Equipment (PPE) supplies	<ul style="list-style-type: none"> <li>a. View and run reports from Smarte to review inventory levels of sanitation &amp; PPE supplies</li> </ul>	<ul style="list-style-type: none"> <li>a. Monthly</li> </ul>
(A9) Provide an LVN at each site to support the health of our students	<ul style="list-style-type: none"> <li>a. Number of health screenings performed</li> </ul>	<ul style="list-style-type: none"> <li>a. Quarterly</li> </ul>
(B1) Expanded Learning Opportunities: Expanded learning opportunities after school and on Saturdays	<ul style="list-style-type: none"> <li>a. Number of students served</li> <li>b. Attendance rate of participating students</li> <li>c. Suspension rate of participating students</li> <li>d. Absenteeism rate of participating students</li> <li>e. Formative assessment performance of participating students</li> </ul>	<ul style="list-style-type: none"> <li>a. Quarterly</li> <li>b. Weekly</li> <li>c. Semi-annually</li> <li>d. Semi-annually</li> <li>e. Each grading period</li> </ul>
(B2) Continue the expanded Summer School Program for the next three years	<ul style="list-style-type: none"> <li>a. Number of students attending Summer School</li> </ul>	<ul style="list-style-type: none"> <li>a. Twice during summer school session</li> <li>b. At the conclusion of summer school session</li> <li>c. Twice during summer school session</li> </ul>

	<ul style="list-style-type: none"> <li>b. Number of students who successfully complete summer school with a passing grade</li> <li>c. Summer School grades</li> <li>d. Number of students participating in Summer School enrichment programs</li> <li>e. Summer School survey</li> </ul>	<ul style="list-style-type: none"> <li>d. Twice during summer school session</li> <li>e. At the conclusion of summer school session</li> </ul>
(B3) Add additional teachers to support English Learner students	<ul style="list-style-type: none"> <li>a. ELPAC Scores</li> <li>b. Number of students served</li> <li>c. Percentage of ELs receiving 1 or more D/F grades</li> </ul>	<ul style="list-style-type: none"> <li>a. Annually</li> <li>b. Twice a year</li> <li>c. Every six weeks (grades)</li> </ul>
(B4) Contract additional mental health providers to support Social and Emotional health.	<ul style="list-style-type: none"> <li>a. Site-walk-through observations</li> <li>b. School Climate Survey</li> <li>c. Number of SES services provided</li> </ul>	<ul style="list-style-type: none"> <li>a. On-going</li> <li>b. Annually</li> <li>c. Semi-annually</li> </ul>
(B5) Hire additional Guidance Counselors to reduce student to Counselor ratio (350 to 1)	<ul style="list-style-type: none"> <li>a. Monitor Counselor to student caseload ratios (350 to 1)</li> <li>b. Number of students who graduate</li> <li>c. Percentage of students receiving 1 or more D/F grades</li> </ul>	<ul style="list-style-type: none"> <li>a. Twice a year</li> <li>b. Annually</li> <li>c. Each grading period</li> </ul>
(B6) Provide funding for instructional materials supporting Social and Emotional Support (SES)	<ul style="list-style-type: none"> <li>a. Review School Climate Survey and YouthTruth Survey results to address needs</li> <li>b. Monitor purchase of high quality SES materials and resources at each school site</li> <li>c. Monitor budgets and purchasing process</li> </ul>	<ul style="list-style-type: none"> <li>a. Quarterly &amp; Annually</li> <li>b. Quarterly</li> <li>c. Quarterly</li> </ul>
(B7) Provide support to our core areas by continuing to support the Content Specialists Program	<ul style="list-style-type: none"> <li>a. Analyze Synergy-integrated assessment data for intervention entry- and exit-criteria and progress monitoring</li> <li>b. Percentage of students receiving 1 or more D/F grades in the core</li> <li>c. Monthly Instructional Leadership meetings with the District office to address ongoing needs and challenges</li> <li>d. Walkthroughs</li> </ul>	<ul style="list-style-type: none"> <li>a. Twice a year (at each semester)</li> <li>b. Each grading period</li> <li>c. Monthly</li> <li>d. Weekly</li> </ul>

<p>(B8) Continue purchase of technology based instructional materials/programs</p>	<ul style="list-style-type: none"><li>a. Review reports that show usage data</li><li>b. Compare usage data to student outcomes in the formative assessment cycle</li><li>c. Training on use of instructional materials</li><li>d. Teacher and student surveys</li></ul>	<ul style="list-style-type: none"><li>a. Quarterly</li><li>b. Each grading period</li><li>c. Twice a year</li><li>d. Annually</li></ul>
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# ESSER III Expenditure Plan Instructions

## Introduction

School districts, county offices of education (COEs), or charter schools, collectively known as local educational agencies (LEAs), that receive Elementary and Secondary School Emergency Relief (ESSER) funds under the American Rescue Plan (ARP) Act, referred to as ESSER III funds, are required to develop a plan for how they will use ESSER III funds to, at a minimum, address students' academic, social, emotional, and mental health needs, as well as the opportunity gaps that existed before, and were exacerbated by, the COVID-19 pandemic.

The plan must be adopted by the local governing board or body of the LEA at a public meeting on or before October 29, 2021 and must be submitted for review and approval within five days of adoption. A school district must submit its ESSER III Expenditure Plan to its COE for review and approval; a COE must submit its plan to the California Department of Education for review and approval. A charter school must submit its plan to its chartering authority for review and to the COE of the county in which the charter school operates for review and approval.

In addition, consistent with the requirements of the ARP, Volume 86, *Federal Register*, page 21201, April 22, 2021, the ESSER III Expenditure Plan must be:

- Written in an understandable and uniform format;
- Written in a language that parents can understand, to the extent practicable;
  - If it is not practicable to provide written translations to a parent with limited English proficiency, the plan must be orally translated for parents
- Provided in an alternative format to a parent who is an individual with a disability as defined by the Americans with Disabilities Act, upon request; and
- Be made publicly available on the LEA's website.

For additional information regarding ESSER III funding please see the ARP Act Funding web page at <https://www.cde.ca.gov/fq/cr/arpact.asp>.

*For technical assistance related to the ESSER III Expenditure Plan template and instructions, please contact [LCFF@cde.ca.gov](mailto:LCFF@cde.ca.gov). For all other questions related to ESSER III, please contact [EDReliefFunds@cde.ca.gov](mailto: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.).