

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
TUSD 21-24 LCAP	TUSD website: https://www.tusd.org/educational-services/lcap
TUSD AB86 Plan	TUSD website: https://www.tusd.org/educational-services/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

\$15,517,269

Plan Section	Total Planned ESSER III Expenditures
Strategies for Continuous and Safe In-Person Learning	\$5,400,000
Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)	\$7,107,544
Use of Any Remaining Funds	\$3,009,725

Total ESSER III funds included in this plan

\$15,517,269

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.

In building the 21-22 LCAP, we created a new “Goal 6 - IMPLEMENT EFFECTIVE STRATEGIES TO ADDRESS THE LEARNING LOSS, SOCIO-EMOTIONAL AND RE-ENGAGEMENT NEEDS OF STUDENTS DUE TO COVID” which includes ALL actions and expenditures in the AB86 Plan and the ESSER III plan. Stakeholder engagement throughout the Spring of 2021 was significant, and highly focused on the additional actions in the new Goal 6:

All told, we held a total of 31 different listening sessions with principals, teacher union, 2 classified unions, SELPA, LCAP Parent Advisory Committee, DELMAC, our District Communications Committee (1 parent rep from each school), Parent Online Feedback Sessions, Student Groups, and Public Input via board workshop and public hearing.

Timeline:

Principals - 3/29 x 2, 3/30 x 2, 4/29 x 2, 4/30

Bargaining Units - TTA 4/13 and 5/10; CSEA 845 5/4; CSEA 5/4

Parent Advisory Groups - LCAP Parent Advisory 4/12, 5/3, 5/24 (final approval); DELMAC 2/4, 5/13, + 10/7/21; DCC 2/11, 4/15, 5/20, + 9/29/21 and 12/7/21

Students - 3/9, 3/17, 3/20

Parent Online Feedback Sessions - 3/17, 3/18

SELPA - 10/20, 3/18

Title I Parent Advisory 12/8/21

There are no known tribal organizations nor known civil rights groups with an active presence in Torrance to consult with.

Public Input - Board LCAP Workshop 5/12; Public Hearing 6/21

The superintendent (designee) responded in writing to all comments from the two DELMAC meetings and three PAC meetings held.

In addition, prior to attending their feedback sessions, principals conducted multiple sessions on their campuses with Site Councils, ELMACs, Leadership Teams, PTAs, Students, and Faculty and Staff.

The public was duly noticed of the opportunity to submit written comments regarding specific actions and expenditures in the LCAP, and a public hearing was held at a board meeting on June 21, prior to approval of the LCAP at a June 22 board meeting.

We received broad, informed and constructive feedback from every group. Some feedback affirmed existing actions and services, and some feedback identified additional needs, which were incorporated into the plan.

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

All of the feedback from stakeholder input was integrated into the AB86/ESSER III Goal 6. It is important to note that the AB86 ELO Plan and the ESSER III Plan are mirrors of each other. The AB86 ELO plan addresses actions and expenses in the 21-22 school year, and the ESSER III Plan duplicates those actions for the 22-23 school year, with enough remaining monies for some tapered supports in the 23-24 school year.

Significant new resources in Goal 6 - AB86/ESSER III have been dedicated to in-school supports, extended school day supports, extended school year supports, enrichment and reengagement opportunities for students, orientation/return to school programs, socio-emotional supports for students, and significant professional development for teachers, focused on the learning needs and socio-emotional needs of students returning to school.

Teacher feedback included the hope to identify experienced teachers for intervention positions, rather than filling them with new hires, and so in many cases, elementary schools were able to identify a well-trained veteran teacher to assume the new role of intervention teacher over the next two years, and be able to return to their teaching classroom assignment in two years.

Classified feedback included the expressed desire for additional professional development, so three additional work days of paid professional development for paraeducators and instructional assistants are being provided to support their work with students in need of academic and social-emotional support as they return to school.

The need for increased social-emotional support was expressed by all groups, including administrators, parents, teachers, and students. Thus, significant mental health supports were increased in the Goal 6 - AB86/ESSER III Plan, with high schools receiving 2x their existing mental health staffing, middle schools 4x their existing mental health staffing, and elementary schools receiving full day, 5-day per week counselors. As part of the additional mental health staff at every school, schools will be implementing frequent check-ins with students and providing on-site staff development to establish safe spaces and teacher understanding of the struggles that students may face upon their return.

Aligned with DELMAC feedback, we added Summer Interactive Read-Alouds for all students (EL or not) who are reading below grade level, and providing engaging Saturday Reading Camps during the school year for ELs and below grade level readers.

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

\$5,400,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP Goal 6, Action 6.1.1	Additional Teacher Staffing	Additional staffing to adhere to DPH recommended safety guidelines. ES to 26 avg, Secondary to 30 avg.	\$5,400,000

Addressing the Impact of Lost Instructional Time

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

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

\$7,107,544

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP Goal 6, Action 6.1.3	Middle School ELD-RTI-PBIS Staffing	Provide an additional .5FTE at each Middle School for ELD/RTI/PBIS support (.16 FTE for Shery)	\$500,000
LCAP Goal 6, Action 6.1.4	Elementary Intervention Teacher Staffing	Provide an additional Intervention Teacher (17 FTE) at each Elementary School	\$1,500,000
LCAP Goal 6, Action 6.1.5	Synchronous/ Asynchronous Teaching and Learning Tools	Provide additional synchronous and asynchronous teaching and learning tools for teachers and students.	\$696,255
LCAP Goal 6, Action 6.1.6	Connectivity and Devices	Provide additional connectivity and devices for students.	\$1,000,000
LCAP Goal 6, Action 6.1.7	Independent Study Options	Provide Independent Study options for students.	\$200,000
LCAP Goal 6, Action 6.1.8	Expanded Translation Services	Provide expanded translation services to parents.	\$200,000
LCAP Goal 6, Action 6.2.1, 6.2.2	Expanded Summer Learning Programs	Provide expanded summer programs to meet the learning needs of students in the Summer Learning Academy and English Learner programs.	\$900,000
LCAP Goal 6, Action 6.2.3	Summer Read-Alouds	Provide Summer Read-Alouds to supplement the Summer Slide program by providing a live reading component.	\$30,000

LCAP Goal 6, Action 6.2.4	Saturday Reading Camps	Provide Saturday Reading Camps for ELs and students reading below grade level.	\$260,000
LCAP Goal 6, Action 6.2.5	Accelerated Middle School Math Learning	Provide accelerated learning opportunities for targeted middle school students in math.	\$300,000
LCAP Goal 6, Action 6.2.6	Accelerated Elementary School Math Learning	Provide accelerated learning opportunities for targeted 5th graders in math.	\$300,000
LCAP Goal 6, Action 6.2.7	Accelerated High School Math Learning	Provide accelerated learning opportunities for targeted high school students in math.	\$300,000
LCAP Goal 6, Action 6.2.8	Accelerated Middle School and High School ELA Learning	Provide accelerated learning opportunities for targeted middle and high school students in ELA	\$50,000
LCAP Goal 6, Action 6.2.9	Before and After School Instructional Supports	Provide additional before and after school instructional supports at every school.	\$291,289
LCAP Goal 6, Action 6.2.10	High School Credit Recovery	Provide additional summer and school year credit recovery opportunities at each high school.	\$250,000
LCAP Goal 6, Action 6.3.9	Summer Accelerated Learning and Reengagement Activities	Provide site based summer accelerated learning and reengagement activities to students.	\$330,000

Use of Any Remaining Funds

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

Total ESSER III funds being used to implement additional actions

\$3,009,725

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP Goal 6, Action 6.3.1	Social Emotional HS Counseling	Provide additional social-emotional counseling at each high school.	\$450,000

LCAP Goal 6, Action 6.3.2	Social Emotional MS Counseling	Provide additional social-emotional counseling at each middle school.	\$600,000
LCAP Goal 6, Action 6.3.3	Elementary School Counseling	Provide additional counseling support at each elementary school	\$550,000
LCAP Goal 6, Action 6.3.8	Professional Development	Provide additional training for school staff on strategies to engage students and families in addressing students' social-emotional, health and academic needs.	\$300,000
LCAP Goal 6, Action 6.3.10	Middle School Intraumurals	Provide middle school after school intramurals to support their reengagement, connectedness and social-emotional needs.	\$100,000
N/A	District Indirect	<p>District indirect charges at the allowable rate of 6.96%. \$1,009,725 is the maximum allowable amount of indirect costs, but indirect costs will be charged only on actual plan expenditures, not estimated costs, and no indirect costs will be charged for expenses with object codes 4700, 5000, 6000-6999, or 7000-7499, which do not allow indirect charges.</p> <p><i>“General management costs are necessary for any program to exist. For instance, all programs will use the business office at one time or another for services such as contracts, purchasing, payroll checks, and personnel management. Without the benefit of an indirect cost rate, there would be no standard way for each program to contribute its share of the general management costs without spending a lot of staff time having to “time account” to each activity. By using an indirect cost rate, LEAs have a standardized, efficient way to recover a share of general management costs from individual programs.” - CDE Indirect Cost FAQ, 4/16/2021</i></p>	\$1,009,725

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
Additional Teacher Staffing	Class size averages	Annually during First 5 Days Student Counts (final staffing allocation determination)
Middle School ELD-RTI Staffing Elementary Intervention Staffing Connectivity and Devices Saturday Reading Camps Accelerated MS Math Learning Accelerated ES Math Learning Accelerated HS Math Learning Accelerated MS and HS ELA Learning Before and After School Instructional Supports Summer Accelerated Learning and Reengagement Activities	Guided Reading F+P Levels (K-5) iReady Math Scores (1-8) Mid-Year IAB Score, or alternative, in ELA and Math (6-12) CFA Data in ELA and Math (K-12, monitored weekly at sites as part of PLC and RTI) CAASPP Scores (3-8, 11)	Start of School, Mid-Year and End of Year Data Points Weekly site monitoring of CFA Data Annual CAASPP
Middle School PBIS Staffing	Attendance for at-risk of Chronically Absent Reduced behavioral referrals and suspensions	Weekly Monitoring of Attendance Ongoing Monitoring via SWIS reporting

Synchronous/Asynchronous Teaching and Learning Tools	Student usage and progress within learning tools	Quarterly
Independent Study Options	Coursework Progress of IS students	Ongoing by IS Teachers
Expanded Translation Services	Participation in Parent Meeting Language Breakout Rooms on Zoom Increased Translated Documents Increased Translation at In-Person Parent Meetings and IEPs	Annually, compiled by Language Assessment Center
Expanded Summer Learning Programs Summer Read Alouds	Pre/Post Assessments in Summer Learning Academy and Newcomer/English Learner Academies	Beginning and end of summer programs
High School Credit Recovery	Completion of grade improvement/credit recovery for all credit or A-G deficient students	Monitoring of January and June D/F grades in graduation and A-G required courses, and student completion of recovery coursework
Social Emotional MS Counseling Social Emotional HS Counseling Elementary School Counseling Middle School Intramurals	Ongoing monitoring of psych and counselor referrals, caseloads, referrals to outside counseling, and students successfully completing counseling (ok to exit counseling supports). Improved attendance for at-risk students receiving counseling Increased student feelings of effectiveness of support, outreach and environment via School Climate Survey	Ongoing caseload monitoring Weekly attendance monitoring for students at-risk of Chronic Absenteeism Annual student reporting of student engagement, student feelings of supportive environments, and student feelings of outreach/support via School Climate Survey
Professional Development	Measure of effectiveness, helpfulness of PD via post-PD participant survey.	At conclusion of each PD.

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.).