

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
LCAP	The LCAP can be accessed through the James Jordan Middle School website by hovering over the About Us menu, and selecting LCAP from the dropdown: https://www.jamesjordanms.com/apps/pages/index.jsp?uREC_ID=408948&type=d&pREC_ID=891210 .
Learning Continuity & Attendance Plan	The Learning Continuity & Attendance Plan can be access through the James Jordan Middle School website at: https://www.jamesjordanms.com/pdf/learn_cont20.pdf

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

\$ 1,203,951.00

Plan Section	Total Planned ESSER III Expenditures
Strategies for Continuous and Safe In-Person Learning	\$ 97,167.00
Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)	\$ 1,094,309.00
Use of Any Remaining Funds	\$ 12,475.00

Total ESSER III funds included in this plan

\$ 1,203,951.00

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.

In developing the LCAP, stakeholder groups were engaged and consulted in the following ways:

- The School Site Council and the ELAC, comprised of parents and staff, met monthly to reflect on data and provide input on plan development. Each group records its meeting proceedings to capture feedback and input provided to relay to school leadership.
- The Board meets monthly and includes a public comment portion to gather community feedback. Virtual meetings were held during coronavirus-related closures, with telephone call-in access, and translation was provided. Minutes of the meetings were recorded and included any public comment.

- Parents provided feedback and input during monthly parent meetings and an in-person learning survey; this includes special attention and consideration of our SPED students with questions directly related to serving students with special needs.
- Teachers provided feedback and input during weekly staff meetings, grade level meetings, and twice weekly lead teacher meetings.
- Teachers provided input on the tools and resources needed to improve progress toward our goals related to students with disabilities, a student group represented at JJMS at a greater percentage than the District.
- The Assistant Principal of Special Services meets frequently with Resource Specialist Program teachers and general education teachers to assess progress toward goals and receive input/feedback on how to improve progress. Feedback is recorded and provided in school leadership meetings.
- Students provided feedback in our Student Spring Survey, Student Store Survey, and the ELPAC preparation meetings with each grade level during the month of April.
- A public hearing on the LCAP was held in May 2021, during which public input was requested and recorded, and the plan was approved on June 17, 2021.

JJMS holds monthly parent meetings to address timely concerns and gather feedback on the educational program and services provided by the school. Parent meetings typically draw about 150 parents and family members each month. We have also implemented additional hours/days for parent conferences to ensure all parents can attend at days/times that are convenient for their schedules. Discussions during these conferences are used to inform changes/updates/revisions to programs and/or increases/changes in services provided, especially for our student subgroups. Outreach to parents and families is also conducted through schoolwide messaging platform, emails, phone calls, mail, and updates/announcements on our website. We include thorough instructions in English and Spanish on our website about how to communicate with school leadership. We incentivize parents to take part in school climate surveys (“Free Dress” passes for their children) in order to increase the number of respondents. We hold parent workshops on a variety of topics that interest the parent community, or that school leadership and/or teachers have requested. During these workshops, parents are invited to provide comment and engage in discussion on the related topic.

James Jordan Middle School serves a small number of Homeless Youth and maintains policies and procedures around serving and identifying these students to ensure their academic success. School personnel identify Homeless Youth. The Homeless Youth Liaison is responsible for ensuring homeless students are identified and receive additional services to ensure their success. All school personnel receive targeted professional development relating to the identification, services, and sensitivity around serving homeless youth and their families. Issues relating to identifying and delivering a full education to homeless youth at JJMS are discussed during regular staff meetings and grade level meetings, and include the Homeless Youth Liaison. The Homeless Youth Liaison maintains regular communication with homeless students and their families to ensure they are receiving needed services and to provide additional services if requested. All communication with homeless youth and families is recorded via notes to maintain in student files to ensure proper placement should the student need to transfer schools, or documentation is required for additional

services. While not directly included in this expenditure plan, JJMS is providing mental health services to all students who request it, but by default connects homeless youth and their families to local nonprofit organizations that provide mental health services.

Public Engagement: members of the public are sought out for service on the JJMS Board of Trustees. The Board currently includes a member of Teach for America, the director of a nonprofit providing mental health services to our neighborhood, a financial development officer who works for an organization that lends money to charter schools, one current JJMS parent, and one former JJMS parent. As such, our board is 80% members of the public. Further, Board of Trustee meetings are open to the public via in-person attendance or through virtual attendance. Public Comment time is reserved at the start of every meeting to provide designated time to gather public input on topics on the agenda or not on the agenda. JJMS strives to make its operations transparent and thus maintains an updated website with documentation of plans, processes, procedures to ensure the public can see how the school operates and can engage with school leadership if desired.

JJMS evaluated its stakeholder engagement opportunities and determined tribes, civil rights organizations, foster youth, and children who are incarcerated are neither present nor served by JJMS. Likewise, JJMS teachers and personnel are not represented by a local bargaining unit.

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

Parents requesting continued Zoom access for parent and board meetings, and continued supplying of necessary technologies (Chromebooks, accessories, wifi hotspots). In particular, parents with more than one child attending JJMS expressed concern about students sharing Chromebooks and hotspots; funds are allocated to provide one Chromebook and one hot spot *per student*.

Teachers requested additional in-classroom instructional support, especially related to preparing for ELPAC. They also requested additional professional development around serving EL students, and the continued maintenance of low staff/student ratios to ensure individualized instruction. Teachers also expressed concern about health and safety as it related to in-person learning, as such, funding for a School Nurse is included.

Students also requested additional supports and preparation for ELPAC assessments, and requested videos be made about the ELPAC would be helpful for them in preparation for the assessments.

In school climate surveys, qualitative observations, and assessment data, teachers and school leaders identified the need for additional teaching staff, mental health support, and SPED support, particularly in the areas of additional training to improve in-class services to SPED and additional time to collaborate with Educational Specialist co-teaching partners.

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

\$97,167.00			
Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
Learning Continuity Attendance Plan	PPE & Supplies	Personal Protective Equipment and supplies to ensure adherence to local Los Angeles County public health guidelines and reduce the likelihood of illness transmission (air filters, masks, gloves, air purifiers, thermometers, face shields, etc.). 2022-23 and 2023-24 academic years.	\$20,167.00
Learning Continuity Attendance Plan	School Nurse	School Nurse salary for 2022-23 to monitor the health of our students and staff while on campus. The School Nurse will help ensure safety measures on campus are aligned to local Los Angeles County health guidelines and develop and implement mitigation efforts to prevent the spread of illness.	\$77,000.00

Addressing the Impact of Lost Instructional Time

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

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

\$ 1,094,309.00

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
Learning Continuity Attendance Plan	Chromebooks & Accessories	Additional computers and related accessories (headphones) for student use in the 2022-23 and 2024-25 (thru September 30) academic years, to ensure all students are supplied with a functional laptop to aid in their learning. These computers will also be leveraged if mandated closures are announced by Los Angeles County health officials (or State officials), or if students fall ill, or they must quarantine due to virus exposure.	\$494,790.00
LCAP, Goal 8, Action 1	Wifi Hotspots	Wifi-connected hotspots in years 2022-23 and 2023-24 to replace nonfunctional hotspots and purchase new hotspots to ensure continuous internet connectivity for every JJMS student.	\$108,000.00
n/a	New Teacher	Salary for one new teacher (2022-23, 2023-24, partial 2024-25) to accommodate the need for physical distancing during in-person instruction, to reduce class sizes, and provide additional instructional support to JJMS students to ameliorate learning losses caused by mandated distance learning.	\$159,193.00
Learning Continuity Attendance Plan	Paraprofessionals	Salary for two additional paraprofessionals (2022-23, 2023-24, partial 2024-25) to provide in-person instructional support to classroom teachers, and provide supervision of students and adherence to physical distancing protocols.	\$214,338.00
LCAP, Goal 1, Action 3; Goal 2, Action 6	Classified Staff	One Classified staff salary (2022-23, 2023-24, partial 2024-25) to provide 50% SPED services support and 50% mental health services support to students.	\$117,988.00

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

\$12,475.00

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
Learning Continuity Attendance Plan	Zoom & Esignature Licenses	Licenses for Zoom Business, Zoom Education, and Esignature (2022-23, 2023-24, partial 2024-25).	\$12,475.00

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
PPE & Supplies	PPE and other health equipment (air purifiers, thermometers, etc.) will be distributed daily to school site staff and students to ensure the reduced likelihood of illness transmission. Teachers and staff are responsible for positively encouraging students’ adherence to COVID19 safety protocols.	Daily visual monitoring of staff and student adherence to safety protocols; monthly infections rates among school site personnel and students.
School Nurse	The development and implement plan for mitigating the spread of any illness among students and staff. The frequency of use of the School Nurses’s services by staff and students.	Daily temperature readings; weekly use logs from School Nurse; monthly counts of coronavirus among students and staff; monthly counts of other illnesses/infections among students and staff; annual school climate surveys.

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
Chromebooks & Accessories	Technology and accessories purchases will be monitored at the classroom and schoolwide levels. Progress toward reaching achievement standards will be monitored through achieving a continual 1:1 student:computer ratio, NWEA MAP assessments, daily observation by teaching staff, and in-class and at-home assignments. Teaching staff, paraprofessionals, and school administrators will monitor academic achievement progress in addition to attendance patterns to determine if these supports are working and if they need to be adjusted or supplemented to reach desired outcomes.	Monthly NWEA MAP assessments; daily classroom observations; monthly schoolwide achievement data analysis; daily attendance tracking; weekly online engagement data, if applicable.
Wifi Hotspots	Purchases new hotspots to ensure continuous internet connectivity for every JJMS student will be monitored qualitatively through family feedback on adequate connectivity and quantitatively by assignments completed and connection data.	Daily attendance tracking; weekly/monthly assignment completion; monthly family feedback; annual school climate survey data.
New Teacher	The new teacher will be monitored through performance evaluations. The impact of the new teacher will also be measured through the number and frequency of coronavirus infections among the campus community, as their hiring is also considered a mitigation effort to reduce the spread of coronavirus during in-person instruction.	Annual performance evaluations; monthly counts of coronavirus infections among students and staff; annual school climate surveys.
Paraprofessionals	Feedback from teachers on effectiveness of paraprofessional instructional support; quantitative data on progress toward academic outcomes through NWEA MAP assessments and teacher-delivered assessments (homework, group assignments, etc.); student attendance rates (i.e.,	Weekly staff meetings; monthly NWEA MAP assessments; quarterly report cards; monthly attendance rates; monthly behavioral issues reports; annual performance evaluation; annual school climate surveys.

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
	chronic absenteeism); reduction in behavioral issues due to increased supervision.	
Classified Staff	The impact of the additional Classified Staff to support SPED and mental health support services will be monitored through feedback from other SPED and mental health support staff; the increase in personnel to address SPED and mental health issues, and therefore greater attention to individual students requiring these services; an increase in the use of mental health services, especially among those families previously resistant to the support.	Weekly staff meetings; monthly attendance rates; monthly referral for services reports; monthly county of students being served by all SPED and mental health personnel (increase); annual performance evaluation; annual school climate surveys.
Zoom & Esignature Licenses	Seamless and reliable connectivity, and streamlined operational activities, particularly during mandated distance learning. These tools also reduce the number of people required to visit the campus (e.g., board members, parents, vendors), thereby reducing the likelihood of virus transmission and ensuring the safety of in-person learning protocols. The school and board will also leverage these technologies to provide greater access to public meetings and other convenings.	Daily school site visitor logs; monthly board meeting attendance; monthly counts of coronavirus infections among students and staff; annual school climate surveys.

ESSER III Expenditure Plan Instructions

Introduction

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

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

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

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

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

For technical assistance related to the ESSER III Expenditure Plan template and instructions, please contact LCFF@cde.ca.gov. For all other questions related to ESSER III, please contact EDReliefFunds@cde.ca.gov.

Fiscal Requirements

- The LEA must use at least 20 percent (20%) of its ESSER III apportionment for expenditures related to addressing the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs.

- For purposes of this requirement, “evidence-based interventions” include practices or programs that have evidence to show that they are effective at producing results and improving outcomes when implemented. This kind of evidence has generally been produced through formal studies and research. There are four tiers, or levels, of evidence:
 - **Tier 1 – Strong Evidence:** the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented randomized control experimental studies.
 - **Tier 2 – Moderate Evidence:** the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented quasi-experimental studies.
 - **Tier 3 – Promising Evidence:** the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented correlational studies (with statistical controls for selection bias).
 - **Tier 4 – Demonstrates a Rationale:** practices that have a well-defined logic model or theory of action, are supported by research, and have some effort underway by a State Educational Agency, LEA, or outside research organization to determine their effectiveness.
- For additional information please see the Evidence-Based Interventions Under the ESSA web page at <https://www.cde.ca.gov/re/es/evidence.asp>.
- The LEA must use the remaining ESSER III funds consistent with section 2001(e)(2) of the ARP Act, including for:
 - Any activity authorized by the Elementary and Secondary Education Act (ESEA) of 1965;
 - Any activity authorized by the Individuals with Disabilities Education Act (IDEA);
 - Any activity authorized by the Adult Education and Family Literacy Act;
 - Any activity authorized by the Carl D. Perkins Career and Technical Education Act of 2006;
 - Coordination of preparedness and response efforts of LEAs with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to COVID-19;
 - Activities to address the unique needs of low-income students, students with disabilities, English learners, racial and ethnic minorities, homeless students, and foster youth, including how outreach and service delivery will meet the needs of each population;
 - Developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs;
 - Training and professional development for staff of the LEA on sanitation and minimizing the spread of infectious diseases;
 - Purchasing supplies to sanitize and clean the facilities of an LEA, including buildings operated by such agency;
 - Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under

IDEA, and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements;

- Purchasing education technology (including hardware, software, and connectivity) for students who are served by the LEA that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment;
- Providing mental health services and supports, including through the implementation of evidence-based full-service community schools;
- Planning and implementing activities related to summer learning and supplemental after school programs, including providing classroom instruction or online learning during the summer months and addressing the needs of underserved students;
- Addressing learning loss among students, including underserved students, by:
 - Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiated instruction,
 - Implementing evidence-based activities to meet the comprehensive needs of students,
 - Providing information and assistance to parents and families of how they can effectively support students, including in a distance learning environment, and
 - Tracking student attendance and improving student engagement in distance education;

Note: A definition of “underserved students” is provided in the Community Engagement section of the instructions.

- School facility repairs and improvements to enable operation of schools to reduce risks of virus transmission and exposure to environmental health hazards, and to support student health needs;
- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and nonmechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door replacement;
- Developing strategies and implementing public health protocols including, to the greatest extent practicable, policies in line with guidance from the Centers for Disease Control and Prevention (CDC) for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff;
- Other activities that are necessary to maintain the operation of and continuity of services in LEAs and continuing to employ existing staff of the LEA.

Other LEA Plans Referenced in this Plan

In developing the plan, the LEA has flexibility to include community input and/or actions included in other planning documents, such as the Local Control and Accountability Plan (LCAP) and/or the Expanded Learning Opportunities (ELO) Grant Plan, provided that the input and/or actions address the requirements of the ESSER III Expenditure Plan.

An LEA that chooses to utilize community input and/or actions from other planning documents must provide the name of the plan(s) referenced by the LEA and a description of where the plan(s) may be accessed by the public (such as a link to a web page or the street address of where the plan(s) are available) in the table. The LEA may add or delete rows from the table as necessary.

An LEA that chooses not to utilize community input and/or actions from other planning documents may provide a response of “Not Applicable” in the table.

Summary of Expenditures

The Summary of Expenditures table provides an overview of the ESSER III funding received by the LEA and how the LEA plans to use its ESSER III funds to support the strategies and interventions being implemented by the LEA.

Instructions

For the ‘Total ESSER III funds received by the LEA,’ provide the total amount of ESSER III funds received by the LEA.

In the Total Planned ESSER III Expenditures column of the table, provide the amount of ESSER III funds being used to implement the actions identified in the applicable plan sections.

For the ‘Total ESSER III funds included in this plan,’ provide the total amount of ESSER III funds being used to implement actions in the plan.

Community Engagement

Purpose and Requirements

An LEA’s decisions about how to use its ESSER III funds will directly impact the students, families, and the local community, and thus the LEA’s plan must be tailored to the specific needs faced by students and schools. These community members will have significant insight into what prevention and mitigation strategies should be pursued to keep students and staff safe, as well as how the various COVID–19 prevention and mitigation strategies impact teaching, learning, and day-to-day school experiences.

An LEA must engage in meaningful consultation with the following community members, as applicable to the LEA:

- Students;
- Families, including families that speak languages other than English;
- School and district administrators, including special education administrators;

- Teachers, principals, school leaders, other educators, school staff, and local bargaining units, as applicable.

“Meaningful consultation” with the community includes considering the perspectives and insights of each of the required community members in identifying the unique needs of the LEA, especially related to the effects of the COVID-19 pandemic. Comprehensive strategic planning will utilize these perspectives and insights to determine the most effective strategies and interventions to address these needs through the programs and services the LEA implements with its ESSER III funds.

Additionally, an LEA must engage in meaningful consultation with the following groups to the extent that they are present or served in the LEA:

- Tribes;
- Civil rights organizations, including disability rights organizations (e.g. the American Association of People with Disabilities, the American Civil Liberties Union, National Association for the Advancement of Colored People, etc.); and
- Individuals or advocates representing the interests of children with disabilities, English learners, homeless students, foster youth, migratory students, children who are incarcerated, and other underserved students.
 - For purposes of this requirement “underserved students” include:
 - Students who are low-income;
 - Students who are English learners;
 - Students of color;
 - Students who are foster youth;
 - Homeless students;
 - Students with disabilities; and
 - Migratory students.

LEAs are also encouraged to engage with community partners, expanded learning providers, and other community organizations in developing the plan.

Information and resources that support effective community engagement may be found under *Resources* on the following web page of the CDE’s website: <https://www.cde.ca.gov/re/lc>.

Instructions

In responding to the following prompts, the LEA may reference or include input provided by community members during the development of existing plans, including the LCAP and/or the ELO Grant Plan, to the extent that the input is applicable to the requirements of the ESSER III Expenditure Plan. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broad understanding among the LEA's local community.

A description of the efforts made by the LEA to meaningfully consult with its required community members and the opportunities provided by the LEA for public input in the development of the plan.

A sufficient response to this prompt will describe how the LEA sought to meaningfully consult with its required community members in the development of the plan, how the LEA promoted the opportunities for community engagement, and the opportunities that the LEA provided for input from the public at large into the development of the plan.

As noted above, a description of "meaningful consultation" with the community will include an explanation of how the LEA has considered the perspectives and insights of each of the required community members in identifying the unique needs of the LEA, especially related to the effects of the COVID-19 pandemic.

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

A sufficient response to this prompt will provide clear, specific information about how input from community members and the public at large was considered in the development of the LEA's plan for its use of ESSER III funds. This response must describe aspects of the ESSER III Expenditure Plan that were influenced by or developed in response to input from community members.

- For the purposes of this prompt, "aspects" may include:
 - Prevention and mitigation strategies to continuously and safely operate schools for in-person learning;
 - Strategies to address the academic impact of lost instructional time through implementation of evidence-based interventions (e.g. summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs);
 - Any other strategies or activities implemented with the LEA's ESSER III fund apportionment consistent with section 2001(e)(2) of the ARP Act; and
 - Progress monitoring to ensure interventions address the academic, social, emotional, and mental health needs for all students, especially those students disproportionately impacted by COVID-19

For additional information and guidance, please see the U.S. Department of Education's Roadmap to Reopening Safely and Meeting All Students' Needs Document, available here: <https://www2.ed.gov/documents/coronavirus/reopening-2.pdf>.

Planned Actions and Expenditures

Purpose and Requirements

As noted in the Introduction, an LEA receiving ESSER III funds is required to develop a plan to use its ESSER III funds to, at a minimum, address students' academic, social, emotional, and mental health needs, as well as the opportunity gaps that existed before, and were exacerbated by, the COVID-19 pandemic.

Instructions

An LEA has the flexibility to include actions described in existing plans, including the LCAP and/or ELO Grant Plan, to the extent that the action(s) address the requirements of the ESSER III Expenditure Plan. When including action(s) from other plans, the LEA must describe how the action(s) included in the ESSER III Expenditure Plan supplement the work described in the plan being referenced. The LEA must specify the amount of ESSER III funds that it intends to use to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA. Descriptions of actions provided should include sufficient detail yet be sufficiently succinct to promote a broad understanding among the LEA's local community.

Strategies for Continuous and Safe In-Person Learning

Provide the total amount of funds being used to implement actions related to Continuous and Safe In-Person Learning, then complete the table as follows:

- If the action(s) are included in another plan, identify the plan and provide the applicable goal and/or action number from the plan. If the action(s) are not included in another plan, write "N/A".
- Provide a short title for the action(s).
- Provide a description of the action(s) the LEA will implement using ESSER III funds for prevention and mitigation strategies that are, to the greatest extent practicable, in line with the most recent CDC guidance, in order to continuously and safely operate schools for in-person learning.
- Specify the amount of ESSER III funds the LEA plans to expend to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA.

Addressing the Impact of Lost Instructional Time

As a reminder, the LEA must use not less than 20 percent of its ESSER III funds to address the academic impact of lost instructional time. Provide the total amount of funds being used to implement actions related to addressing the impact of lost instructional time, then complete the table as follows:

- If the action(s) are included in another plan, identify the plan and provide the applicable goal and/or action number from the plan. If the action(s) are not included in another plan, write "N/A".

- Provide a short title for the action(s).
- Provide a description of the action(s) the LEA will implement using ESSER III funds to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs.
- Specify the amount of ESSER III funds the LEA plans to expend to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA.

Use of Any Remaining Funds

After completing the Strategies for Continuous and Safe In-Person Learning and the Addressing the Impact of Lost Instructional Time portions of the plan, the LEA may use any remaining ESSER III funds to implement additional actions to address students’ academic, social, emotional, and mental health needs, as well as to address opportunity gaps, consistent with the allowable uses identified above in the Fiscal Requirements section of the Instructions. LEAs choosing to use ESSER III funds in this manner must provide the total amount of funds being used to implement actions with any remaining ESSER III funds, then complete the table as follows:

- If the action(s) are included in another plan, identify the plan and provide the applicable goal and/or action number from the plan. If the action(s) are not included in another plan, write “N/A”.
- Provide a short title for the action(s).
- Provide a description of any additional action(s) the LEA will implement to address students’ academic, social, emotional, and mental health needs, as well as to address opportunity gaps, consistent with the allowable uses identified above in the Fiscal Requirements section of the Instructions. If an LEA has allocated its entire apportionment of ESSER III funds to strategies for continuous and safe in-person learning and/or to addressing the impact of lost instructional time, the LEA may indicate that it is not implementing additional actions.
- Specify the amount of ESSER III funds the LEA plans to expend to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA. If the LEA it is not implementing additional actions the LEA must indicate “\$0”.

Ensuring Interventions are Addressing Student Needs

The LEA is required to ensure its interventions will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students most impacted by the COVID–19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.

The LEA may group actions together based on how the LEA plans to monitor the actions’ progress. For example, if an LEA plans to monitor the progress of two actions in the same way and with the same frequency, the LEA may list both actions within the same row of the table. Each action included in the ESSER III Expenditure Plan must be addressed within the table, either individually or as part of a group of actions.

Complete the table as follows:

- Provide the action title(s) of the actions being measured.
- Provide a description of how the LEA will monitor progress of the action(s) to ensure that they are addressing the needs of students.
- Specify how frequently progress will be monitored (e.g. daily, weekly, monthly, every 6 weeks, etc.).

California Department of Education
June 2021