

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
2021-22 LCAP	School Website https://www.newdesignscharter.com

Summary of Planned ESSER III Expenditures

Below is a summary of the ESSER III funds received by the LEA and how the LEA intends to expend these funds in support of students.

Total ESSER III funds received by the LEA

\$2,711,592

Plan Section	Total Planned ESSER III Expenditures
Strategies for Continuous and Safe In-Person Learning	\$1,932,592.00
Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)	\$779,000.00
Use of Any Remaining Funds	N/A

Total ESSER III funds included in this plan

\$2,711,592

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

NDCS has a robust website that facilitates better communication between home and school. The school’s website and serves as a method of communication and is used to communicate the availability of services and the need for stakeholder input. In addition, students were given physical parent letter and flyers with information about the request for public input. Blackboard automated parent messages and phone calls were also made. During various committees and council meetings, town hall sessions, parent advisory meetings, assemblies, cohort meetings, and parent-student orientation we sought the input of all stakeholders.

Meetings were held with staff and parents where they had the opportunity to provide input. The meetings were conducted in virtual settings using the zoom meeting platform. Question and answer sessions focused on educational programs and reviews of student performance in distance learning. Student learning needs, staff instructional needs and parental informational needs were identified. In surveys the most prevalent concern and need was the social emotional needs of students, staff and even families that were facing unprecedented pressures brought about by COVID-19. The uncertainty of the situation brought about tremendous stress on both staff and families and their students. Another need voiced was for increased and improved technology.

During our townhall meetings and Coffee-with-the-Principal, parents were asked to provide input to the development of the ESSER III expenditure plan.

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

New Designs Charter School- believes that stakeholders have a wealth of relevant knowledge and experience that school leaders take into consideration to help the school's organizational operations become more impactful, sustainable and viable over the long-term.

NDCS stakeholders help NDCS to proactively consider the needs and desires of anyone who has a stake in the organization, which can foster connections, trust, confidence, and buy-in for the organization's key initiatives. The goal is to build and strengthen stakeholder engagement that can mitigate potential risks and conflicts with stakeholder groups, including uncertainty, dissatisfaction, misalignment, disengagement, and resistance to change.

When it comes to strategic planning, the stakeholder engagement process is critical. It's important that our stakeholders understand why the school exists, where it wants to go, and how it is going to get there. Furthermore, it's essential that our KEY stakeholders are aligned with and brought into the strategic direction of our organization so they can become advocates that can help achieve the organizational mission and vision.

The school received feedback from stakeholders that covered several areas. Primary, however, was an identified need for Mental Health and Social-Emotional Well-Being of students and staff. Social emotional well-being has been an influential undercurrent informing instruction during the pandemic and distance learning. This resulted in additional actions and services being added to the ESSER III Expenditure Plan. These additions are for increased Mental Health and Social- Emotional Well-Being for students through increasing Counselors available to students. New Designs will also add related programming that includes partnership for training and activities for students and staff with an outside professional group that specializes in mental health and social-emotional well-being.

The NDCS stakeholder engagement process entails identifying, mapping and prioritizing stakeholders to determine the best tactics for effective communication while making the best use of available resources:

Surveys - NDCS recognizes that while this method will work for many stakeholders, others may wish for more comprehensive communication method. NDCS used surveys to help gather input from a wide variety of stakeholders prior to the completion of the expenditure plan for our leadership team to consider. The surveys asked stakeholders about what they believed were the pressing needs of our school and how to best support our students and teachers. 56% of students indicated that providing school-based supports in counselling and mental health was essential. 54% of students indicated that improving student learning in Math and English was needed.

Town Hall Sessions - these group sessions include multiple stakeholder groups simultaneously. Some were devoted entirely to one stakeholder group, depending on their size or differing needs. During this challenging time of the pandemic, Town Hall sessions were held virtually and offered an opportunity for a two-way discussion between key stakeholders and school leaders prior to completing the expenditure planning process. This method allowed NDCS to engage multiple stakeholders simultaneously and have a

structured, yet organic, conversation. Most parents indicated that improving technology for students at school and at home was necessary to help students learn in the pandemic and post pandemic era.

Interviews - Interviews were conducted with teachers to create an opportunity for a structured and open dialogue without the added "noise" of a group session. This method allowed for a deeper conversation with key stakeholders and provided opportunities to really listen to their perspectives. During the interviews teachers stressed the need to provide more targeted services to English Learners and students with disabilities because of the fact that they have missed out on engagement with teachers.

Department Meetings – Department meetings played an essential part in the formulation of the expenditure plan. Department Chairs facilitated discussions with teachers in their assigned department. Based on the categories highlighted on the plan, the departments identified priorities and or initiatives that they deem important to meet the academic and social and emotional needs of NDCS students. Department inputs were communicated to the principal and the rest of the school leadership team to inform the overall plan

Actions and Expenditures to Address Student Needs

The following is the LEA’s plan for using its ESSER III funds to meet students’ academic, social, emotional, and mental health needs, as well as how the LEA will address the opportunity gaps that existed before, and were exacerbated by, the COVID-19 pandemic. In developing the plan, the LEA has the flexibility to include actions described in existing plans, including the LCAP and/or Expanded Learning Opportunity (ELO) Grant Plan, to the extent that the action(s) address the requirements of the ESSER III Expenditure Plan.

For specific requirements, please refer to the Actions and Expenditures to Address Student Needs section of the Instructions.

Strategies for Continuous and Safe In-Person Learning

A description of how the LEA will use funds to continuously and safely operate schools for in-person learning in a way that reduces or prevents the spread of the COVID-19 virus.

Total ESSER III funds being used to implement strategies for continuous and safe in-person learning

\$1,932,592

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP, Goal 2, Action 2.01,2.02,2.03	Adequate Personnel	The ongoing pandemic and the need for social distancing and safety protocols have increased the demand for additional teachers and safety and custodial staff. There is a need to maintain smaller class sizes and supervise students more closely. Therefore, we will hire more staff and increase personnel cost to ensure the maintenance	\$ 932,592

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		of smaller class sizes, adequate safety and campus supervision personnel, behavioral counselors, and custodial staff.	
LCAP, Goal 2, Action 2.07	School facility and ventilation system	When schools have facilities in poor conditions with poor air quality it becomes difficult to reopen school and remain open in ways that make them equally safe and all students and staff are protected from virus transmission (EdSource). The Centers for Disease Control (CDC) has called for the replacement of high-touch, and other communal fixtures, such as water fountains, to reduce the spread of COVID-19. We will therefore retrofit school facility, remodel existing bathrooms, construct additional restrooms, install additional refillable water stations, and upgrade HVAC systems to improve ventilation and infection control.	\$1,000,000

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

\$779,000.00

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP, Goal 1, Action 1.05, 1.07	Social and Emotional Wellness and Mental Health	Focusing on the social and emotional needs of students is foundational to improving academic outcomes. The teaching of social and emotional skills can be woven into classroom supports and how teachers design instruction and the kinds of learning opportunities they provide to students. During Advisory, teachers will use evidence-	\$100,000.00

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		based strategies and curriculum to teach social and emotional skills. Teachers will also be trained to address the social and emotional needs of students. We will augment our PBIS program to address the behavior of students who have been impacted by poverty and the pandemic. We also need to address the Mental Health needs of students who have experience various levels of trauma and abuse.	
LCAP, Goal 2, Action 2.09	Technology and Technology infrastructure	One of the results of the pandemic and distance learning is that we now must rethink the landscape of education and shift to a more pragmatic way of instruction delivery. Technology has become more than a tool but a necessary part of education. We will therefore need to examine our technological resources and ensure that they are relevant and up to date for effective instruction. We will therefore do the following: conduct a thorough evaluation of our technological platforms and resources. We will also purchase Chromebook devices to implement and maintain a one-to-one Chromebook program; invest in Promethean Boards that will allow for relevant and engaging instruction delivery; purchase Hotspots for students to allow for internet connectivity at home. We will also upgrade our aging network infrastructure to ensure a robust and stable technology infrastructure that is able to support instruction.	\$250,000.00
LCAP, Goal 2, Action 2.05	Professional Development	ESSA evidence-based practices when used demonstrate high effect rates for schools who provide extensive professional development for educators on how to effectively implement programs alongside other school staff, such as school counselors, the extended learning academy team. Providing the space for coordination between the regular day teachers and extended learning academy personnel will allow for the effective planning	\$75,000.00

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		and monitoring of the progress of students. The funds will be used to improve and provide additional professional development as outlined in the LCAP. This will provide training to teachers, administrators, and tutors in the Extended Learning Academy.	
N/A	Academic Interventions	Extending instructional learning time by increasing the number of instructional days or minutes provided during the school year through after school, Saturday School, summer school and intersession programs. We will also provide small group and one-on-one tutoring based on their learning needs. Summer school will involve credit recovery, learning loss recovery, 6-12th grade enrichment program that will increase instructional time through longer days or additional instruction. Credentialed teachers will provide intensive instruction/intervention to small groups of students. The primary focus of the summer instruction will be on English Language arts and mathematics proficiency. Throughout the year we will measure	\$200,000
N/A	Curriculum and supports for English Learners and Students with Disabilities	The pandemic has worsened the learning gaps for English Learners and Students with Disabilities. Providing services remotely for these students has not been very successful. Students with disabilities have the extra burden of accessing their much-needed services and supports that were provided in person before the pandemic. We will use evidenced based methods and resources to support student learning-loss as well as their social and emotional well-being. We will therefore hire more assistants to provided targeted services and tutoring and to catch up on services. We will also provide	\$154,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		evidence-based curriculum and support programs that address their academic and social and emotional needs.	

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

N/A

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
N/A	N/A	N/A	[\$ 0.00]

Ensuring Interventions are Addressing Student Needs

The LEA is required to ensure its interventions will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students most impacted by the COVID–19 pandemic. The following is the LEA’s plan for ensuring that the actions and expenditures in the plan are addressing the identified academic, social, emotional, and mental health needs of its students, and particularly those students most impacted by the COVID–19 pandemic.

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
Adequate Personnel	The school will conduct needs assessments to determine the optimum number of teachers, administrators, safety personnel, campus aides, supervision staff, custodial staff needed to ensure a safe and conducive learning environment for students.	We will evaluate this annually

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
School facility and ventilation system	We will utilize the services of health and safety experts as well as facility experts to determine the best way to reconfigure spaces and bathrooms for the health and safety of all staff and students. This assessment will ensure new ventilation systems operate properly and provide acceptable indoor air quality for the current occupancy level for each space. This monitoring will provide us with the information needed to address critical building-related environmental health issues thus ensuring that students and staff are able to work and learn in a safe environment.	We will evaluate this annually
Social and Emotional Wellness and Mental Health	Progress will be monitor using surveys, discipline referrals and Student Success Team meetings. The data will be monitored by the School Leadership Team.	Progress will be monitored monthly, and modifications made based on results
Technology and Technology infrastructure	Progress will be monitored using surveys to determine which students need devices and internet connectivity at home. We will also utilize the services of network consultants to make a thorough assessment of our network and make recommendations of what needs to be done to bring the network up to current standards.	Progress will be monitored every six months
Professional Development	Progress will be monitored using teacher observations and evaluations that are tailored towards student growth. Diagnostic and assessment data will be collected and analyzed, and professional developments adjusted to meet student needs.	Progress will be monitored every six months
Academic Interventions	We will monitor student progress through formative assessment. Teachers will use diagnostic, formative, and summative assessments to monitor student learning, and to	Progress will be monitored every month and modifications made based on results

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
	<p>plan adjustments to future instruction. Progress will also be monitored using iReady, Exact Path, Smarter Balance Interim assessments. The data will be monitored by the School Leadership Team.</p>	
<p>Curriculum and supports for English Learners and Students with Disabilities</p>	<p>Progress will be monitored using the Student Study Team (SST) process. This will be done when students are not responding to in-class interventions, not completing assignments and their grades are falling. Data will be gathered and examined by the School Leadership Team meetings to determine student needs for tiered supports in identified areas. We will also utilize the Achieve 3000 to monitor the progress of our English Learners</p>	<p>Progress will be monitored every month and modifications made based on results</p>

ESSER III Expenditure Plan Instructions

Introduction

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

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

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

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

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

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

Fiscal Requirements

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

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

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

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

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

Other LEA Plans Referenced in this Plan

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

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

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

Summary of Expenditures

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

Instructions

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

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

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

Community Engagement

Purpose and Requirements

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

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

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

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

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

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

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

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

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

Instructions

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

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

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

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

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

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

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

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

Planned Actions and Expenditures

Purpose and Requirements

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

Instructions

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

Strategies for Continuous and Safe In-Person Learning

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

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

Addressing the Impact of Lost Instructional Time

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

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

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

Use of Any Remaining Funds

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

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

Ensuring Interventions are Addressing Student Needs

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

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

Complete the table as follows:

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

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