

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	https://www.taylion.com/community-information/
NA	NA

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

\$302,508

Plan Section	Total Planned ESSER III Expenditures
Strategies for Continuous and Safe In-Person Learning	\$100,000
Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)	\$183,008
Use of Any Remaining Funds	\$19,500

Total ESSER III funds included in this plan

\$302,508

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.

Taylion High Desert Academy connected with the following educational partners to provide input that helped define the ESSER 3 Plan: students, teachers/instructional staff, administration staff (Principal, Special Ed Director, Executive Director, EL Coordinator, assessment team, office staff), board members and parents. To our knowledge, none of the required community members expressly identified as representing tribes or civil rights organizations. Each Educational Partner listed above were given the opportunity to participate in discussions that addressed the planning processes to identify support strategies and supplemental instruction for students. All students including at-risk, low-income, foster youth, homeless, English learners, students with disabilities, students who are below grade level, tribal and disengaged students are eligible under the plan. As the school details its educational partners on the progress of its ESSER 3 plan at upcoming board meetings (January 2022 and each month thereafter), PAC meetings and community events it will update the engagement section, as needed.

Feedback efforts included: Parent surveys were sent out via email and online in October 2021, press releases in the immediate geographic region were produced, and ongoing discussions with parents and students regarding school enrollment and course progress continued through the efforts of the teaching staff. Taylion also held weekly staff meetings beginning the start of the school year to address the needs of the school and how ESSER 3 dollars could supplement the programs and supports of the school. ESSER 3 funds were discussed openly at board meetings in June – October 2021 (during the financial report) prior to the plan approval allowing board members and the community to weigh in on what they felt would be the best use of these funds.

These efforts have and will continue to be a priority for Taylion as being a positive fixture in the local community and a resource for all students and families is an organizational priority and goal.

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

Taylion continued to offer a variety of options for remote participation in public meetings and hearings for all stakeholders. Board Meetings were held remotely via phone/online login options. Taylion opened the floor up for public comment as well as allowed board members to weigh in on ideas and consider best outcomes for the usage of ESSER 3 funds. Zoom was also utilized by administration for weekly staff meetings that included teachers/instructional staff, special ed teachers, school principal, EL Coordinator and other school staff. All of these engagement methods were used to receive input from educational partners during the development of the ESSER III Expenditure Plan.

Parents and students were a primary educational partner group targeted to provide Taylion with feedback. Based on the community survey responses sent out as the school began development of its plan, it was determined that most families preferred to be contacted on a weekly basis with text being the preferred method of delivery. Taylion used this data to drive communication associated with student engagement/re-engagement and to determine strategies and tools to utilize and access to address lost instructional time of students.

Recognizing the need of some students to engage in learning activities face-to-face, Taylion continues to offer direct instruction and communication with teachers on a one-to-one basis, addressing specific learning needs of students. In these particular cases, direct interaction (with safety measures in place) will be based on the academic needs of individual students, a family's comfort level with direct instruction, and the teacher's ability to safely perform duties in-person on a modified basis. That said, Taylion also works with students online and meets with students remotely (online) when this is the most appropriate and/or preferred method of contact. Doing so allows students to continue to access their courses, resources, and teacher support throughout the course of the year while mitigating direct physical contact that could potentially compromise the health of students and staff due to COVID-19 concerns.

Taking all of these responses and conversations with educational partners into account, Taylion will increase staffing (teachers and instructional support staff) to better support the direct instruction of its students. Taylion also found that these difficult times have provided unique challenges for teachers and have increased professional development efforts and added ongoing staff meetings to ensure every staff member feels they are supported by the school. Through conversations with teachers, Taylion has also brought on additional office staff to help to help support some reengagement strategies with students. These additional staff members will allow teachers to focus more of their efforts on the direct education of the student. Taylion will also add tutoring supports as well as additional summer school hours to provide additional learning time for students in need.

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

\$100,000			
Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP Goal 2, Action 2	Online Curricula	Dreamcatcher – College Career curriculum licenses. Part of the ‘Path to Success’ curriculum. Introductory to colleges and careers for high school students. Helps student identify interest in a career path.	\$50,000

		<p>APEX licenses added for 6th-12th grade students because of enrollment growth and driven by the distance learning methods necessitated by COVID-19 impact on the learning environment.</p> <p>StrongMind licenses added for 6th-12th grade students because of enrollment growth and driven by the distance learning methods necessitated by COVID-19 impact on the learning environment</p> <p>Edmentum BASE licenses added to provide a strong SEL coursework for our gr 6-12 students</p> <p>Florida Virtual School licenses added to provide robust online classes for THDA students in K-5</p>	
<p>LCAP Goal 2, Action 1</p>	<p>Professional Development</p>	<p>Taylion has a history of providing staff professional development opportunities via remote presentations and will continue to do so via Zoom (internally), and via any other online communication platforms preferred by vendors and training professionals contracted with the work with staff. Technology support is available via a ticketing system with a local vendor, TNN. Professional development opportunities that will be added/provided remotely include '6+1 Writing' training, School Pathways training, Graphite Squad (online drawing elective) training, Exact Path training, BASE SEL training, monthly school professional development, staff meetings, and leadership meetings weekly.</p> <p>Staff and administrators work weekly to collaborate and share ideas on best distance learning practices for students to mitigate any learning losses. Staff holds internal PD sessions, both in person and virtually, to ensure students are meeting the needs and excelling in the programs being offered during the pandemic. Best practices will also be shared to help reduce the spread of the virus.</p>	<p>\$20,000</p>

NA	Covid Safety Measures	<p>Appropriate safety measures such as plexiglass shields, masks, gloves, and general cleaning supplies must be always available and in place.</p> <p>Additionally, an increase in the deeper office cleaning utilizing a professional cleaning service will be in place.</p> <p>(3) Air purifiers will be purchased, one at each facility to ensure staff and student safety.</p>	\$30,000
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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

\$183,008

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP Goal 1, Action 2	Assessments	<p>Renaissance/STAR – Add Renaissance/STAR licenses to allow teachers to identify growth areas for students and to embed appropriate interventions in their individualized learning plans.</p> <p>Taylor will begin the school year with Renaissance STAR assessments focusing on ELA and mathematics to address learning loss and to measure learning status in ELA, English language development, and math. Taylor also will consult with a provider (we are exploring internal staff and external consultants) who will meet with all staff to gather data and tools needed, analyze the data, and then create tailored assessment reports to show what that data means and how best to improve student outcomes</p>	\$10,000

		<p>utilizing interventions and possibly different assessment tools.</p> <p>At the beginning of 2nd semester, all Taylion students will complete the Renaissance STAR assessments for a second time. This will be completed to compare learning growth semester over semester and to assist in either the calibration of individualized learning plans or the development of new plans as appropriate. Additionally, students may be connected with coursework and curriculum in programs such as APEX and StrongMind when their identified needs align with coursework suited to their specific areas of need and growth. The syncing of these data tools with online curricula platforms will better support teacher's and administrator's when tailoring a student' learning plan, which will ultimately increase a student's test scores on CAASPP and ELPAC.</p> <p>Taylion will utilize Tier 1 interventions for usage of the programs listed above.</p>	
NA	Tutors	<p>Implementing new curriculum technologies and tutoring services for students to increase test scores and better prepare students for college. These platforms and interventions will help assist in student learning and increase social and emotional skills. Tutors are hired on a contract basis to target Math interventions for all grade levels to be done both online and through a hybrid approach. Students will be able to access services Monday-Friday based on their grade levels, needs, and both through individual and group sessions via Tier 2 interventions. In addition to math tutoring services, students will access "6+1 Writing Traits" exercises, with all staff being trained to ensure students are able to break</p>	\$168,008

		down the writing process to improve their writing across all subjects (Tier 1 Intervention)	
NA	Expanded Math Curriculum	THDA employed a Math Specialist to create a new Common Core aligned Integrated Math curriculum. The curriculum is designed to better support in-person learning as well as effectively sync to math intervention supports for student growth.	\$5,000

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

\$19,500

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
NA	Creative Back Office (Back Office Team)	The school's back office will help with all tracking and reporting of the school's stimulus funding as well as provide best practices and vendors to the school to expense the funds appropriately. The school is working with Zach Wolfe (Director of Operations at Creative Back Office) to effectively manage its ESSER funds. Zach will provide additional reports and guidance as needed.	\$12,000
NA	Needs of Special Population(s)	Curriculum to enhance continued support of THDA English Learners will be purchased. Taylion is also exploring conferences like CAFE to better support its EL population and the teacher's supporting those specific students. Special education staff will also participate in monthly Desert Mountain SELPA meetings for additional supports as well as SPED conferences. ELPAC	\$7,500

		assessments will be utilized to determine necessary intervention supports to EL students as well. Renaissance learning will be instrumental through Tier 1 Interventions for EL students.	
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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
<ul style="list-style-type: none"> - Online Curricula - Assessments - Expanded Math Curriculum - Needs of Special Population 	<p>Taylion will begin the school year with Renaissance STAR assessments focusing on ELA, English language development, and mathematics. Doing so allows Taylion to identify and address the individual needs of students. Once bridged with Renaissance assessment results with the Edmentum program, individual learning paths will be created for each student in both ELA and math, which they will follow, being driven by any identified learning loss.</p> <p>At the beginning of 2nd semester, all Taylion students will complete the Renaissance STAR assessments for a second time. This will be completed to compare learning growth semester over semester and to assist in either the calibration of individualized learning plans or the development of new plans as appropriate. Additionally, students may be connected with coursework and curriculum in programs such as APEX and StrongMind when their identified needs align with coursework suited to their specific areas of need and growth.</p> <p>Edmentum/Exact Path interventions will be added as an additional support for students based on their Renaissance results and ongoing progress and growth.</p>	<p>Renaissance STAR testing: tri-annually (August, January, May)</p> <p>CAASPP: annually</p> <p>ELPAC: Initial Assessment when enrolled, summative assessment in Spring</p> <p>Curricula: Weekly</p>

These actions above will be measured via student participation in each program and student growth will be measured tri-annually. The school will also look at how many courses will be completed each semester by the student(s).

Using an intervention called Thrive, the school can count how many courses are being completed by each student, which requires them to complete 25 hours of the intervention Exact Path and BASE SEL. Using these interventions will show data on how each student is progressing and if the interventions are working or if a new method is needed.

SEL Curriculum and Communication specifically:

Parent Survey asks about parents' sense of social/emotional wellness, particularly important given the impact of COVID-19 on the school environment and community. Each 7-12th grader will begin the school year by being assigned an elective course that includes SEL curriculum with a focus on Growth Mindset. Doing so will engage students and staff alike in discussion and content aimed at further developing a trauma-responsive learning environment. Additionally, mental health and wellness resources will be provided to the school community through the counseling department, which will be readily available to support the school community as needed. School staff will be provided opportunities to increase trauma-informed knowledge and skills over the course of the year, primarily during monthly professional development trainings.

Resources such as the Suicide Prevention Hotline and other wellness-related resources will be disseminated via the school website, emails, texts, robocalls, etc. All teachers will check in on a weekly basis with students both in-person (when appropriate) and virtually, guiding discussion and embedding skills and techniques that address stress, time management, trauma, healthy behaviors, etc., into their lessons and coursework.

	<p>(Edmentum’s BASE SEL curriculum has been assigned to students 6-12 for their focus on “Thrive Thursdays”. BASE courses include lessons such as: Adjusting to Today’s New “Normal”, Coronavirus (COVID 19), and Mindfulness.</p> <p>To further bolster SEL supports, Taylion’s Counselor reviews all identified students each learning period and as needed, works with students and families to address their individual academic and personal needs</p>	
Tutors	<p>This will be measured based on the number of students participating in tutoring sessions. Taylion will utilize the login hours documented by a tutor’s time and time logged by the student in each intervention support platform. From there, data will be assessed each semester to see the progress made by students receiving tutoring supports.</p>	Measured: Each Semester
Professional Development	<p>Staff will participate in weekly and monthly internal professional development meetings to discuss best practices for better staff and student outcomes. Annually, any staff attending trainings/conferences will report back to all school members during monthly staff meetings and board meetings to share the insights and lessons learned from these trainings.</p>	<p>Monthly for staff meetings Annually for conferences</p>
Covid Safety Measures	<p>Progress will be monitored weekly. Taylion consults with a custodial provider to come multiple times a week to clean the school’s facilities. Logged hours/invoices by the custodian weekly will be used as the metric to ensure cleaning is performed timely and Taylion staff will ensure the cleaning is up to school standards each week. Staff will report any issues to Administration at the end of each week if cleaning is not up to standards.</p>	Weekly
Creative Back Office (Back Office Team)	<p>Progress will be monitored monthly via financial presentations to Taylion’s board. The back office will provide best practices and any shifting changes to the</p>	Monthly/Quarterly

	<p>school's ESSER 3 plan to discuss openly with the board and all other educational partners. Taylion's back office will also complete all quarterly ESSER 3 reports. All quarterly reporting will be reviewed with Taylion Administration to ensure understanding and proper compliance to seamlessly bridge the operations of the school with the back office.</p>	
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ESSER III Expenditure Plan Instructions

Introduction

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

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

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

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

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