

## 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
Expanded Learning Opportunities (ELO)	<a href="https://www.gusd.net/ELOPlan">https://www.gusd.net/ELOPlan</a>
Local Control Accountability Plan (LCAP)	<a href="http://www.gusd.net/LCAPOverview">www.gusd.net/LCAPOverview</a>

## Summary of Planned ESSER III Expenditures

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

### Total ESSER III funds received by the LEA

\$46,552,069
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Plan Section	Total Planned ESSER III Expenditures
Strategies for Continuous and Safe In-Person Learning	\$12,000,000
Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)	\$9,310,414
Use of Any Remaining Funds	\$25,241,655

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

\$46,552,069

## 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.

Gathering community input for planning districtwide programs continues to be of paramount importance to Glendale Unified School District. During the past two years and throughout the pandemic the District has been actively engaging the community to gather input and feedback on programs and services that have informed the development of the plans, including the Learning Continuity Plan (LCP), Local Control Accountability Plan (LCAP), the Expanded Learning Opportunity (ELO) plan, and the ESSER III Expenditure Plan. The process of gathering community feedback which began during the 2019-2020 school year included the following seven formats to solicit parent, student, and family voices:

1. Superintendent’s Parent Advisory Committee Meetings
2. Student Voice Panels

3. LCAP Meetings – highlighting specific LCAP priorities
4. District English Language Advisory Committee (DELAC) Meetings
5. Parent/Guardian Forums – at each individual school site
6. Board of Education Meetings and Town Hall Meetings
7. Community Surveys

1. Superintendent's Parent Advisory Committee (SPAC) and Glendale Council PTA Meetings

The Superintendent's Parent Advisory Committee was formed in Fall 2019. Principals were asked to nominate 2-4 parent/guardian leaders from their school to encourage new and diverse voices. SPAC meetings were held in both the morning and evening to allow for maximum parent participation.

After a preliminary meeting on September 24, 2019, the SPAC members decided to work in small groups focusing on three themes: College and Career Readiness, Inclusion/PBIS/Restorative Practices, Budget. The small groups explored these themes in depth, examined data, and provided input directly to the Superintendent and presented their sub-group's recommendations at school Board meetings.

SPAC 2019-2020 Meeting Dates: September 24, 2019 (AM and PM), October 29, 2019 (AM), November 4, 2019 (PM), December 12, 2019 (AM and PM), February 5, 2020 (AM and PM), March 4, 2020 (AM and PM), April 1, 2020 (held virtually), May 6, 2020 (held virtually).

In 2020-2021, 10 SPAC meetings were held monthly the first Thursday of every month and were conducted virtually. Additionally, District PTA leaders from each school met monthly with the Superintendent to provide their feedback on District and school programs and services. A draft of the LCP was presented at a joint meeting of the Superintendent's Parent Advisory Committee (SPAC) and Glendale Council PTA meeting with site-level PTA presidents on August 28, 2020. Questions received from these advisory committee meetings were responded to in writing by Superintendent Ekchian and posted on the District's website prior to the CDE adoption of the 2020 LCP.

On May 6, 2021, staff presented to the SPAC an outline of the local control funding formula, State priorities, GUSD Board priorities, dashboard indicators/metrics, the draft of the new LCAP, and recommendations for the ELO grant. All in attendance had the opportunity to ask questions, and a feedback form was shared and posted on the District website to solicit questions and input on the draft. All questions were answered in writing by the Superintendent and posted on the GUSD website, in accordance with LCAP regulations. Staff held a similar community input meeting with Glendale Council PTA on May 7, 2021.

## 2. Student Voice Panels

In 2019-2020 and 2020-2021, five Student Voice Panels were conducted at each of the District high schools:

Crescenta Valley High School	October 29, 2019
Glendale High School	January 21, 2020
Hoover High School	March 24, 2020 (Virtual)
Hoover High School	October 20, 2020 (Virtual)
Clark Magnet High School	February 23, 2021(Virtual)

The District's Student Advisory Council (SAC) selected the students from each high school and determined the topics and questions for each forum. Diverse groups of high school students raised questions and shared their perspectives on issues that were important to them. Board Members asked clarifying questions and got feedback directly from students. Topics over the past two years have included themes such as: creating a sense of belonging; building school spirit; fostering stronger communication; improving attendance; race and equity; and school safety.

Student Voice Panels promote leadership, advocacy, civic engagement, and provide students a voice in creating positive change throughout the District.

## 3. LCAP Community Meetings

LCAP community meetings include members from the bargaining units and SELPA, and address each LCAP priority. In 2019-2020, the meetings were held at the District Office and in 2020-2021, the meetings were held virtually and were live streamed to capture a wider home audience. District interpreters were in attendance to provide translation in Armenian, Korean, and Spanish, as needed.

December 2, 2019 – Student Achievement

January 13, 2020 – School Safety/Social Emotional Learning

March 2, 2020 – Budget

December 7, 2020 – Academic Achievement

January 25, 2021 – Health, Safety and Social Emotional Wellness

March 1, 2021 – Budget

May 17, 2021 – Presentation of LCAP Draft

On May 17, 2021 staff presented an outline of the local control funding formula, State priorities, GUSD Board priorities, dashboard indicators/metrics, and the draft of the new LCAP. All in attendance had the opportunity to ask questions, and a feedback form was shared and posted on the District website to solicit questions and input on the draft. All questions were answered in writing by the Superintendent and posted on the GUSD website, in accordance with LCAP regulations.

#### 4. District DELAC Meetings

The purpose of DELAC is to solicit input from parents/guardians and advise the Board of Education on programs and services for English learners. District interpreters were in attendance to provide translation in Armenian, Korean, and Spanish, as needed.

In 2019-2020, DELAC meetings were initially held at the District Office and transitioned to virtual settings as of May 2020:

October 14, 2019	October 14, 2020
December 9, 2019	December 3, 2020
January 27, 2020	February 4, 2021
March 3, 2020	March 8, 2021
May 18, 2020	May 10, 2021

On May 10, 2021, staff presented an outline of the local control funding formula, State priorities, GUSD Board priorities, dashboard indicators/metrics, the draft of the new LCAP, and recommendations for the ELO grant. All in attendance had the opportunity to ask questions, and a feedback form was shared and posted on the District website to solicit questions and input on the draft. All questions were answered in writing by the Superintendent and posted on the GUSD website, in accordance with LCAP regulations.

#### 5. LCAP Parent Forums at each School Site

In 2019-2020, members of the Superintendent's Cabinet and Educational Services teams each selected two schools to visit between December 2019 and March 2020, to increase parent feedback for the LCAP. Team members worked with site principals to determine the best date to visit, based on which school meeting would attract the largest and most diverse audience (e.g. PTA, SSC, ELAC, or Coffee w/ Principal). An interactive activity guide was developed to provide uniformity in gathering parent/guardian input. District interpreters were in attendance to provide translation in Armenian, Korean, and Spanish, as needed.

Due to this new format, parent participation increased by threefold from 51 parents in 2018-2019, to 146 parents in 2019-2020. This added individualized activity was well-received by site principals and parents and provided a wealth of feedback in the initial planning process.

#### 6. Board of Education Meetings and Town Hall Meetings

Details for speaking virtually or in person at Board meetings and town hall events are posted on the GUSD website, disseminated through the GUSD App, and through social media providing opportunities for all community members to speak or comment. Board meetings are televised on local Channel 15 and livestreamed and archived on the GUSD website. GUSD's LCP was presented to the District's governing board at a public hearing during a regularly scheduled Board meeting held on September 1, 2020. The agenda for the public hearing was posted 72 hours prior to the Board meeting.

Two town hall meetings were held on July 8, 2020, to solicit input on distance learning and safety protocols for the 2020-2021 school year. Hundreds of parents and teachers spoke and the meetings were livestreamed. Information was provided through the Public Information Office on how to give comments and District interpreters were in attendance to provide translation in Armenian, Korean, and Spanish, as needed.

Responses from town hall/school Board meetings, and parent advisory groups included the desire for a more consistent instructional schedule that included more synchronous instructional time with classroom teachers, as well as regular office hours. This feedback was consistent across elementary and secondary schools and resulted in modifications to the 2020-2021 distance learning instructional schedule.

Presentations on the LCAP goals and the budget are made at Board Meetings where the community has the opportunity to learn more and provide input through the shared electronic feedback form.

#### 7. Community Surveys

Parent, student, and teacher surveys were used throughout the 2019-2020 and 2020-2021 school years to solicit feedback on instructional schedules in elementary and secondary levels. The results of student, staff and parent surveys were carefully analyzed and used to assist in the development of the Learning Continuity and Attendance Plan, the Local Control Accountability Plan, the Expanded Learning Opportunity grant plan, and the ESSER III Expenditure plan.

At the end of the 2019-2020 school year, multiple surveys were developed specifically for parents/guardians, teachers/staff, and students to gather information on students' remote learning experience initiated by COVID-19. The goal was to better understand their experiences and use the data to make improvements. In all, 5,700 parents completed the survey from May 18–29, 2020, accounting for 19,022 households in Glendale Unified for a completion percentage of 30%. All grades and schools were represented in the survey results. The breakdown of respondents in each language survey is as follows – English: 5,423; Armenian: 83; Korean: 127; Spanish: 67. The responses were broken down by levels – Elementary: 3,843; Middle: 859; and High: 998. Parent survey results indicated that remote learning had been effective for many students but the experience varied throughout schools and classrooms: 42% of parents said students made adequate progress in their learning during remote instruction; 30% indicated they received communication from teachers every day; 36% of parents said students had opportunities to socially interact with others; 58% of parents said that the amount of work students received was “just right;” and 69% of parents said students felt safe when videoconferencing. GUSD utilized these results in designing the fall distance learning instructional schedules, and designing professional development and instructional resources for teachers to support student’s academic success and well-being.

Staff surveys included responses from 1,204 certificated and 1,181 classified staff members and solicited input on best practices to inform planning for distance learning. A staff survey to gather feedback on desired instruction and professional development was also developed and received 813 responses. Teachers listed the specific instructional technology programs that would be most beneficial for distance learning in the Fall, as well as, which programs they would need additional training and support. The District developed a comprehensive professional development plan that all teachers participated in on August 18 and 19, 2020. Based on results from the teacher surveys specifically, the District created 54 professional development sessions during the week of August 10-14, 2020, with more than 6,000 participants registered. to best support the areas of needed training teachers indicated on the survey. A student survey gathered information on students' remote learning experiences during Spring 2020. The student survey was designed to gather information on the types of learning students experienced and the supports needed to effectively participate in distance learning. The intent of the survey was to better understand community experiences and utilize the survey results to further improve distance learning experiences for Fall 2020. A total of 3,932 students in grades 4 – 12 completed the survey. The District’s student survey results indicated that 23% of students agreed or strongly agreed that they “learned as much each day as I did when we were in school.” Accordingly, 30% of students agreed or strongly agreed that they “had opportunities to talk to other students during remote learning.” Moreover, 57% of students agreed or strongly agreed that they “felt safe in video conferencing through platforms such as Zoom, Google Meets, etc.”

In addition to the previously mentioned formats to solicit input, the Superintendent and District leadership met weekly with principal in level-alike meetings and monthly with the group as a whole. On January 21, 2021, District leadership and site principals discussed top priorities for the 2021 LCAP. The annual LCAP self-reflection tool was administered to principals in April 2021. At the April 28, 2021 Principals’ Meeting, Assembly Bill (AB) 86 (Expanded Learning Opportunities grant) and draft LCAP goals were presented to solicit input from District administrators and site principals. Some of the priorities from the input from principals included: targeting the essential standards, differentiated small group instruction, block scheduling (secondary), blended learning, social-emotional support, and using data to drive instruction.

Furthermore, in 2020-21, Glendale Unified launched a Working Group to Ensure Culturally Relevant and Responsive Education, made up of students, teachers, school and district administrators and staff, parents/guardians, and community members. The CRRE Working Group focused on five key areas: eliminating bias in curricula and instructional materials, actively recruiting a more diverse workforce and providing professional development to ensure culturally competent, anti-biased leadership, analyzing student discipline data and continuing the use of Restorative Practices to build community, engaging students and families, and connecting with community partners to proactively develop inclusive school communities. CRRE Working Group committee members utilizing the Theory of Change tool and process examined the five key areas and made recommendations to inform the District's plan and vision of ensuring a culturally relevant and responsive education.

Staff presented an outline of the local control funding formula, State priorities, GUSD Board priorities, dashboard indicators/metrics, the draft of the new LCAP, and recommendations for the ELO grant to SPAC on 5/7/21, DELAC on 5/10/21, and at the LCAP community meeting (including the members of the bargaining units) on 5/17/21. Input and questions were solicited from participants during all meetings and surveys, as well as input and questions from GUSD's local SELPA. All in attendance had the opportunity to ask questions, and a feedback form was shared and posted on the District website to solicit questions and input on the draft from all community members. All questions were answered in writing by the Superintendent and posted on the GUSD website, in accordance with LCAP regulations.

The individual LCAP parent forums, as outlined above, provided a wealth of feedback in the initial planning process. Before the pandemic and school closures occurred, a total of 24 site meetings were held before school closures to gather feedback: Parent Input Forums (<https://tinyurl.com/2hu9mjhd>). Meetings that were held virtually after school closures do not have charts.

Parent, student, and teacher surveys were used throughout the 2019-20 and 2020-21 school years to guide and provide feedback on instructional schedules in elementary and secondary. The Superintendent's Parent Advisory Council (SPAC) meetings were held monthly during the 19-20 and 20-21 school years which provided parents immediate access to the superintendent to ask direct questions, share ideas, and give feedback. Additionally, district PTA leaders from each school met monthly with the superintendent to give feedback. DELAC meetings continued to be held in person and virtually after school closures.

After school closures occurred in March 2020, GUSD continued to have a robust campaign to gather community input. At the end of the 2019-2020 school year, an extensive effort to seek community feedback on the remote learning experience was embarked upon. Multiple surveys were developed specifically for parents/guardians, teachers/staff (including both GTA and CSEA bargaining units), and students. Additionally, during the months of May and June 2020, the Superintendent held regular meetings with parents and sought feedback from the Superintendent's Parent Advisory Council (SPAC), District PTA leadership and site PTA Presidents, and



the District English Learners Advisory Committee (DELAC). In addition, two Town Hall Meetings were held on July 8, 2020 (11am and 5:30pm). Hundreds of parents and teachers spoke at both televised town hall meetings to provide input on whether or not to continue with distance learning in the fall. Information was provided through the Public Information Office on how to give comments and translations in Armenian, Korean, and Spanish were provided. Details for speaking virtually or in person at board meetings and town hall events were clearly posted on the GUSD website and disseminated through the GUSD App and social media providing opportunities for all community members to speak or comment. Board meetings were televised on local Channel 15. Additionally, a reminder phone call and an email with this information was sent to all community members. The Learning Continuity and Attendance Plan (LCP) was adopted by the governing board at a regularly scheduled board meeting held on September 15, 2020. Links to join the virtual board meetings via zoom, and instructions for providing public communication, were posted on the GUSD website at [www.gusd.net/ReturnToSchool](http://www.gusd.net/ReturnToSchool).

The GUSD developed a parent survey to gather information on students' remote learning experience initiated by COVID-19. Town Hall Meetings were designed to gather information on student learning experiences and the support they received during remote learning. The goal was to better understand their experiences and use the data to make improvements. In all, 5,700 parents completed the survey from May 18–29, 2020 from the 19,022 households in Glendale Unified for a completion percentage of 30%. All grades and schools were represented in the survey results and 24% of respondents were dual immersion parents. The survey was available in four languages. The breakdown of respondents in each language survey is as follows: English: 5,423, Armenian: 83, Korean: 127, and Spanish: 67. The responses were broken down by levels: Elementary: 3,843, Middle: 859, and High: 998. Parent survey results indicated that remote learning had been effective for many students but the experience varied throughout schools and classrooms: 42% of parents said students made adequate progress in their learning during remote instruction, 30% indicated they received communication from teachers every day, 36% of parents said students had opportunities to socially interact with others, 58% of parents said that the amount of work students received is "just right", and 69% of parents said students feel safe when videoconferencing. The GUSD utilized these results in designing the fall distance learning instructional schedules and in designing professional development and instructional resources for teachers to support student's academic success and well-being during distance learning in the fall. As mentioned above survey data was critical to gather information and feedback. A detailed analysis of survey questions can be found here: Parent Survey on Remote Learning (<https://tinyurl.com/bdckdx4c>).

The District developed staff surveys to gather input. Respondents included 1,204 certificated staff and 1,181 classified staff. A staff survey to gather feedback on desired instruction and professional development and received 813 responses. The District also developed a student survey to gather information on students' remote learning experiences during spring 2020. The student survey was designed to gather information on the types of learning students experienced and the supports needed to effectively participate in distance learning. The intent of the survey was to better understand community experiences and utilize the survey results to further improve distance learning experiences for fall, 2020. A total of 3,932 students in grades 4 – 12 completed the survey. Results of the staff and parent surveys were carefully analyzed and used to assist in the development of the Learning Continuity and Attendance Plan. Return to School staff survey results indicated that 78% of certificated staff and 87% of classified staff needed child care support. Based on the instructional technology and professional development survey, teachers listed the specific instructional

technology programs that would be most beneficial for distance learning in the fall as well as which programs they would need additional training and support. Based on teacher feedback, the District developed a week-long professional development plan for the week of August 10-14, 2020 that included voluntary training on a variety of topics. Over 6000 participants were noted as being registered in August 2020.

The District's student survey results indicated that 23% of students agreed or strongly agreed that they "learned as much each day as I did when we were in school" Accordingly, 30% of students agreed or strongly agreed that they "had opportunities to talk to other students during remote learning". Moreover, 57% of students agreed or strongly agreed that they "felt safe in video conferencing through platforms such as Zoom, Google Meets, etc.

Responses from town hall/school board meetings and parent advisory groups included the desire for a more consistent instructional schedule that included more synchronous instructional time with classroom teachers as well as regular office hours. This feedback was consistent across elementary and secondary and resulted in modifications to the 2020-2021 distance learning instructional schedule. Based on the parent and student survey results on their distance learning experiences and on research, the district developed a comprehensive Professional Development plan that all teachers participated in on August 18 and 19 to review best practices in distance learning. Based on results from the teacher surveys specifically, the District created 54 professional development sessions during the week of August 10-14 to best support the areas of needed training teachers indicated on the survey. Based on District parent, staff and student survey results, feedback from public communications and state guidelines from the CDE and Public Health Officials, the GUSD governing board made the decision to begin the fall semester with all students participating in an online distance learning model. The primary difference in the spring remote learning schedule and the fall distance learning instructional schedules had to do with adding consistent synchronous instructional periods with classroom teachers on a daily basis. Regular office hours were added. This was a direct result of community input.

A draft of the Learning Continuity and Attendance Plan (LCP) was presented to parent advisory groups for review, comment and feedback. A draft of the LCP was shared at the District English Learner Advisory Committee (DELAC) held virtually on August 28, 2020. District interpreters were in attendance to provide translation in Armenian, Korean, and Spanish as needed. A draft of the LCP was also presented to the Superintendent's Parent Advisory Committee (SPAC) and District PTA leadership and site PTA presidents held on August 28, 2020. Questions received from these advisory committee meetings were responded to in writing by Dr. Ekchian, GUSD's Superintendent of Schools, and posted on the District's website prior to the California Department of Education, adoption of the 2020 LCP. GUSD's LCP was presented to the District's governing board at a public hearing during a regularly scheduled board meeting held on September 1, 2020. The agenda for the public hearing was posted prior to 72 hours of the start of the board meeting.

On January 21, 2021, district administrators and site principals worked under the guidance of Jay Westover to discuss top priorities for the 2021 LCAP. At the April 28, 2020 Principals' Meeting, the AB 86 (Expanded Learning Opportunities grant) and the draft LCAP were presented for input and to gather feedback from district administrators and site principals. The annual LCAP self-reflection tool was administered to principals in April 2021. Input from principals included the following priority areas:  
<https://tinyurl.com/54wychn4>

Bargaining groups participated in the LCAP and community meetings. A meeting was held with the SELPA on May 20.

GUSD evaluated its community engagement opportunities and determined that Civil Rights groups, tribes, and advocates are neither present nor served by the district. GUSD works closely with the PTA Council as noted in the above description of the community engagement.

#### Recommendations of Priorities, Goals, Outcomes, and Actions/Services for the 2021-2024 LCAP

The Local Control Accountability Plan has been collaboratively created and revised with input and participation from the Board of Education, District leadership, LCAP community Committee, Superintendent's Parent Advisory Committee, Glendale Council PTA, District English Language Advisory Committee members, principals, counselors, teacher specialists, students and staff.

The Superintendent has determined that the 2021-2024 LCAP will serve as the GUSD Strategic Plan "Roadmap to Success for Educating the Whole Child" and is reflected and supported by the GUSD Board Priorities. It is recommended that the new 2021-2024 GUSD LCAP include provisions for the following:

- Focus on Early Literacy
- Targeted Interventions
- Extended Day Kindergarten
- Block Schedules at the Secondary Level
- Blended Learning
- Increased Professional Development on Technology Integration
- Increased Teacher Collaboration Time
- Teacher Office Hours
- Extended Learning and Enrichment Opportunities
- Reduction of Combination Classes

- Summer and Saturday School Opportunities
- Social-Emotional Learning and Well-being
- Student and Staff Support for Mental Health
- Culturally Relevant and Responsive Education
- Increased Family Engagement Opportunities

The GUSD ESSER III Expenditure Plan reflects the findings and recommendations from the community input and aligns with the goals and actions presented in the 2021-24 LCAP and the ELO grant plans.

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

The GUSD ESSER III Expenditure Plan reflects the input provided by the community members and is aligned with the goals and actions in the 2021-24 LCAP and the ELO grant plans. The following are specific areas that were recommended through various methods of engaging the community members.

A focus on early literacy ensures that a strong foundation is built in the early grades, setting the students up for success as they matriculate to higher grades. This focus is supported through smaller class sizes, reduction of combination classes, support staff such as education assistants for targeted support, and extended day kindergarten. Additionally, implementation of a comprehensive multi-tiered systems of support (MTSS) allows early identification and targeted intervention to address learning gaps through evidence-based strategies. Expanded learning opportunities in the form of summer school, before/after and Saturday school will allow learning to continue beyond the regular school day. These are highlighted in LCAP Goal #1, which focuses on maximizing student achievement. Actions for meeting LCAP Goal #1 include elementary and secondary supports for instruction, special education instructional services, English Learner support, educational technology support, GATE program support, and intervention.

Community input also included a recommendation for increased teacher collaboration time and teacher office hours. The District is working closely with the schools and the bargaining units in examining the schedules at all levels to address this. Implementation of block scheduling at the secondary level is one strategy to address this. These are highlighted in LCAP Goal #1, which focuses on maximizing student achievement. Actions for meeting Goal #1 include elementary and secondary supports for instruction, special education instructional services, English Learner support, educational technology support, GATE program support, and intervention.

Providing a robust mental social emotional learning program was another key recommendation from community members. GUSD is committed to a comprehensive mental health program that includes the Student Wellness Services Department in collaboration with all other departments, schools, and the community resources. These are highlighted in LCAP Goal #2, which focuses on fostering a positive culture of learning. Actions for meeting Goal #2 include providing health and wellness supports, parent engagement and outreach, restorative justice implementation, drug and violence prevention, and applying community feedback.

Furthermore, teacher professional development was a top recommendation, with the emphasis on ensuring all staff are provided with differentiated training opportunities in all areas, and especially in technology integration for blended learning. Additionally, training and support for delivering culturally relevant and responsive education allows educators to create a supportive learning environment for all. These are highlighted in LCAP Goal #1, which focuses on maximizing student achievement. Actions for meeting Goal #1 include elementary and secondary supports for instruction, special education instructional services, English Learner support, educational technology support, GATE program support, and intervention.

Increased and focused family engagement creates a collaborative partnership with families strengthening communication and connection needed to nurture student growth. These are highlighted in LCAP Goal #2, which focuses on fostering a positive culture of learning. Actions for meeting Goal #2 include providing health and wellness supports, parent engagement and outreach, restorative justice implementation, drug and violence prevention, and applying community feedback.

Increased services to ensure and maintain the health and safety of the students and staff are outlined in LCAP Goal #3.

Additional services and staffing to support students and families participating in Independent Study are included in the ESSER III Expenditure 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**

\$12,000,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP, Goal 3, Action 5	Health Services	Services for COVID-19 testing and contact tracing (Vital, Primex, Mend, Healthcare IT Leaders, etc.) - potential costs beyond funding provided through LACOE	\$2,000,000
LCAP, Goal 3, Action 3	Plant/Maintenance Services	Compliance with LACDPH “Reopening Protocols for K-12 Schools: Appendix T1”. Implement multiple layers of COVID-19 mitigation strategies to limit cases and transmission. Includes: Continuing supply of PPE, air filtration, cleaning supplies, signage, HVAC upgrades, outdoor areas, and increased cleaning staff.	\$10,000,000

**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**

\$9,310,414

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP, Goal 1, Action 11	Expanded Learning Opportunities	To ensure continuous instructional support that goes beyond the instructional day and year, secondary students are provided with expanded learning opportunities during summer. This provides students the	\$1,500,000

		opportunity for credit recovery and to receive intervention support in areas with significant gaps.	
LCAP, Goal 1, Action 7  ELO Grant	Instructional Support - School Level	The District supports students, by ensuring that in addition to the core instruction they are provided with carefully designed targeted interventions to close the achievement gap. All elementary schools provide evidence-based academic interventions in ELA and Math based on ongoing data analysis of multiple measures. Working closely with the central office support staff, directors, coordinators, and teacher specialists, as part of a thorough needs assessment and root cause analysis process, at the beginning of the school year, each school examines their most current data to identify gaps and possible resource inequities. The school leadership teams, working collaboratively with the district staff, review and identify evidence-based strategies and approaches in a tiered system of support that meet the school's unique combination of needs. The intervention plans are reviewed and supported by the central office staff, who also monitor the implementation of interventions and the progress towards the goals. Additionally, central office staff support learning across schools through professional development opportunities to build capacity for teachers and staff in meeting students' needs.	\$5,810,414
LCAP, Goal 1, Action 5	Educational Technology	In its efforts to close the digital divide, GUSD provides technology access to students with a goal of 1:1 ratio student to device (computers/chromebooks). Timely technology device maintenance (computer/chromebooks) is provided to staff and families to ensure student access to technology.	\$2,000,000

## 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**

\$25,241,655

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
NA	Independent Study	Independent Study, per AB130, is available to students in TK-12 and provides students and families this alternative instructional strategy if they are not able to return to school. This action supports effective implementation of Independent Study, including appropriate staffing and instructional resources and platforms.	\$3,000,000
LCAP, Goal 2, Action 2	Health and Wellness Services (psychological services)	Social Emotional Learning and Support are at the forefront of everyone's work in GUSD. The Student Wellness Services (SWS) Department staff work closely with each school's administrative team to ensure that all students and families receive the supports needed. SWS Department also provides social work supervisors to provide guidance, training, and assistance to social work interns. Individual and group counseling, parent support groups, social emotional support through psychological service providers are offered based on identified needs. Additional psychological service providers support all schools with individual and group counseling and parent support groups. The foster/homeless counselor provides academic, attendance, social emotional, and support services limited to unduplicated students and families.	\$1,000,000
LCAP, Goal 1, Action 9	Instructional Support - Secondary (Block Scheduling)	GUSD is implementing block scheduling at the middle and high school levels to increase student access to courses and to expand the instructional time for English learners, low income, and foster youth.  Teachers need more time to complete lesson plans, examine and review practices and collaborate to develop	\$6,000,000



supports for at-risk students. Students need opportunities to better understand and retain material and to build relationships. Peer to peer interactions in a structured classroom setting are particularly impactful for English Learners and would also benefit low income and foster youth. In shorter or traditional classroom periods there is typically insufficient time for English Learners to interact with peers and engage in meaningful activities that will improve their language acquisition. A schedule is needed to accommodate these needs.

According to the National Education Association, block scheduling allows students to have more time for reflection and less information to process over the course of a school day. Research found that students retain information longer, and teachers are able to individualize instruction because of the reduced number of students they see during the day. Block scheduling increases students' ability to focus their attention on the learning building a better understanding and effective implementation of the skill. Increased students achievement and improved students behavior are additional findings from research on block scheduling.

The increased course access ensures that English learners have the greater opportunity for elective courses developing a broad experience with the varying learning experiences, including CTE, Visual and Performing Arts, World Languages, etc. The block schedule creates an expanded learning time for students allowing the teacher the opportunity to provide the additional individualized support necessary during the guided and independent practice following the lesson. The increased learning time with the teacher is key to learning for English learners, low income and foster youth, as for most, due to their family and life circumstances, academic learning is often limited to the time spent in school.

LCAP, Goal 1, Action 8	Instructional Support - Elementary (Single-grade classes)	<p>All students benefit greatly from individualized and targeted instruction, where they have the increased opportunity for one-on-one support and to clarify their questions. Combination (split) classes at the elementary level reduce these students' access to the teacher and staff, as they require a greater level of independence on the students' part. Offering single grade classes at the elementary level instead of splitting classes among two grade levels maximizes the teacher's effectiveness in providing immediate academic support and feedback to English learners, low income, and foster youth.</p> <p>Increased teacher and student interaction is important for supporting all students, however it is especially key for English learners, low income, and foster youth. In order to increase services for targeted students, GUSD provides single grade classes at the elementary level to ensure that there is greater focus on small group instruction and individualized assistance as teachers provide instruction on the key standards. The single grade classes allow teachers to differentiate instruction and provide targeted interventions in a timely manner. This allows the teacher to use all the instructional minutes focusing on the essential standards for a single grade level in ELA and Math, to close the academic gap for students.</p>	\$8,241,655
NA	Unemployment Insurance Rate Increase	Unemployment Insurance rate increase from 0.05% to 0.5% for 2021-22 and 2022-23 due to impact of COVID-19	\$2,000,000
NA	Technology Infrastructure	Update bandwidth, Wifi, firewalls, system software, data center components, classrooms TVs, student audio equipment	\$5,000,000

## 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
<p>Expanded Learning Opportunities (Secondary)</p> <p>Instructional Support - School Level</p> <p>Instructional Support - Elementary</p> <p>Instructional Support - Secondary</p>	<p>District Assessments:</p> <ul style="list-style-type: none"> <li>● ESGI for TK-K, Math and ELA</li> <li>● iReady assessments in grades K-5, Math and ELA</li> <li>● NWEA MAP for grades 6-12, Math and ELA</li> <li>● AAPPL/language test for grades 3-8 in dual immersion programs</li> <li>● MDTP math readiness assessment</li> <li>● Bilingual Competency Exam</li> </ul> <p>State Assessments:</p> <ul style="list-style-type: none"> <li>● Interim CAASPP Assessments, Math and ELA</li> <li>● CAASPP Assessments, Math and ELA</li> <li>● CAST Assessment</li> <li>● Summative ELPAC Assessment for English Learners</li> <li>● Physical Fitness Test</li> </ul>	<p>District Assessments are administered up to three times per year depending on the assessment.</p> <p>State Assessments are administered annually in the spring.</p>
<p>Educational Technology</p>	<p>Working closely with schools to maintain the 1:1 ratio.</p> <p>Continue to replace and repair chromebooks as needed.</p>	<p>Ongoing</p>
<p>Health and Wellness Services</p>	<p>SEL Survey (Panorama) for grades 4-12</p>	<p>Administered two times per year, fall and spring.</p>
<p>Plant/Maintenance Services</p>	<p>Facility Inspection Tool - FIT</p>	<p>Annual</p>

	<p>Annual school facility conditions evaluation in categories: systems, interior, cleanliness, electrical, restrooms/fountains, safety, structural, and external. GUSD has maintained a FIT rating of 99-100% for the past several years.</p> <p>Compliance with LACDPH “Reopening Protocols for K-12 Schools: Appendix T1”</p> <p>Ongoing compliance with LACDPH reopening guidelines to implement multiple layers of COVID-19 mitigation strategies to limit cases and transmission.</p>	Ongoing
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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](mailto:LCFF@cde.ca.gov). For all other questions related to ESSER III, please contact [EDReliefFunds@cde.ca.gov](mailto:EDReliefFunds@cde.ca.gov).*

## Fiscal Requirements

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

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

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

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

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

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

## Other LEA Plans Referenced in this Plan

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

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

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

## Summary of Expenditures

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

### Instructions

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

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

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

## Community Engagement

### Purpose and Requirements

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

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

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



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

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

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

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

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

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

## Instructions

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

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

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

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

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

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

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

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

# Planned Actions and Expenditures

## Purpose and Requirements

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

## Instructions

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

## Strategies for Continuous and Safe In-Person Learning

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

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

## Addressing the Impact of Lost Instructional Time

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

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

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

### **Use of Any Remaining Funds**

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

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

### **Ensuring Interventions are Addressing Student Needs**

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

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

Complete the table as follows:

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

California Department of Education  
June 2021