

ESSER III Expenditure Plan

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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
Local Control and Accountability Plan (LCAP)	PUSD website
Expanded Learning Opportunities Grant (ELO)	PUSD website

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

\$38,019,226

Plan Section	Total Planned ESSER III Expenditures
Strategies for Continuous and Safe In-Person Learning	\$27,215,380
Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)	\$10,803,846
Use of Any Remaining Funds	[\$ 0.00]

Total ESSER III funds included in this plan

\$38,019,226

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.

Paramount Unified School District has engaged in meaningful stakeholder input prior to and throughout the pandemic. These efforts were refined and improved through the Local Control and Accountability Plan (LCAP) development process as well as the Expanded Learning Opportunities Grant (ELO) development. Virtual meetings were held with stakeholder groups and surveys generated valuable perspectives and information from thousands of parent, student, staff, and community respondents. Throughout the past 18 months of the pandemic conditions, all stakeholder feedback was used to monitor existing programs and services as well as guide future planning efforts. Alignment of priority interests and needs has been continuously analyzed. All plans informed the development of subsequent plans. Below is a list of the various meeting groups along with the corresponding dates they met as well as descriptors for various stakeholder input gathering methods:

Stakeholder input consisted of the following:

Staff Surveys

Student Surveys

Parent Surveys

Two Community Forums (conducted during the 2019-20 school year)

Parent Presentations at Each School Site

EL PAC/DELAC

PAC

LCAP Committee

Recording with Link to Survey on PUSD Website

Student Focus Group

Consult with SELPA

Public Hearing at School Board Meeting

Surveys - PUSD continues to use surveys to gather input. This gives all stakeholders a voice and also provides PUSD long-term data to evaluate trends. The following groups completed surveys on the impact of LCAP services to inform the new three-year LCAP that begins with the 2021 school year: all students in grades 7, 12, and 11th-grade students from the new Odyssey High School. All parents and teaching staff were surveyed as well. The response rates were as follows:

Parents - 3,532 completed surveys

Staff - 515 completed surveys

Students - 941 completed surveys

Parent Engagement

English Learner Parent Advisory Committee (EL PAC)/DELAC: The EL PAC and DELAC serve as one committee. The members are composed of parents of English Learner students. Members are elected by parents of English Learners and represent each school's ELAC. At each meeting, a different state priority or LCAP goal was presented to the group. Parents were also presented data related to the priority or goal. During in-person meetings, parents were given prompts related to the material and had the opportunity to discuss in small table groups. Each table recorded notes to share with the larger group. During virtual meetings, parents were able to have more focused discussions in breakout rooms with a facilitator. By allowing parents the opportunity to talk in smaller groups,

there was a greater likelihood that all parents would actively participate with their peers without the pressure of speaking in front of a larger audience.

The EL PAC/DELAC met on the following dates:

September 27, 2019

October 17, 2019

December 5, 2019

January 30, 2020

February 27, 2020

April 30, 2020 (virtual meeting)

May 21, 2020 (virtual meeting)

September 10, 2020 (virtual meeting)

October 15, 2020 (virtual meeting)

December 3, 2020 (virtual meeting)

January 28, 2021 (virtual meeting)

February 25, 2021 (virtual meeting)

April 1, 2021 (virtual meeting)

May 20, 2021 (virtual meeting)

During the May 20 virtual meeting, the LCAP was presented to the EL PAC DELAC. Participants did not have questions. However, the following comments were made and recorded in the minutes. Comments and superintendent responses are posted on the district website.

- I love it
- I like it but I think it needs more activities for kids with special needs.
- Love all, especially the multi-tiered
- I agree with having the coaches, social workers, and parent liaisons available at each school

Parent Advisory Committee (PAC): The PAC is composed of representatives from every school site. Members include parents of English Learner, Foster Youth, and low-income students. At each meeting, a different state priority or LCAP goal was presented to the group. Parents were also presented data related to the priority or goal. This group tended to be a smaller group of participants. Therefore, discussion was facilitated with the whole group.

The PAC met on the following dates:

January 10, 2020

February 21, 2020

April 24, 2020 (virtual meeting)

May 29, 2020 (virtual meeting)

September 11, 2020 (virtual meeting)

March 19, 2021 (virtual meeting)

May 14, 2021 (virtual meeting)

During the May 14 virtual meeting, the LCAP was presented to the PAC. Participants did not have questions. However, the following comments were made and recorded in the minutes. Comments and superintendent responses are posted on the district website.

- I really like it
- I like everything, it looks interesting. thank you
- I agree we need an assessment to help teachers focus on what students need support in

LCAP Committee - The LCAP Committee includes teachers, principals, administrators, other personnel, bargaining unit presidents (certificated and classified), SELPA Director, superintendent, and two Governing Board members. The committee reviewed the LCAP goals, actions, and services, analyzed state indicators, local data, survey results, and methods for gaining stakeholder input.

The LCAP Committee met on the following dates:

December 4, 2019

March 24, 2021 (virtual meeting)

May 5, 2021 (virtual meeting)

PUSD Community Forums - Community Forums were instituted during the 2019-2020 school year as a result of input gained from the 2018-2019 LCAP Committee in order to increase stakeholder input. During the forum, participants were presented with data and information related to LCAP goals and actions. After the general presentation, participants sat in small groups with facilitators. Each participant rotated to four different tables with a trained facilitator. Each facilitator was trained on one specific topic or data set. They were also trained in ways to solicit feedback from each participant with leading questions. Facilitators recorded participant feedback and questions. There were two tables for each topic in order to present material in English and Spanish.

November 16, 2019

March 7, 2020

School Site LCAP Input Meetings - While the LCAP Community Forums were designed to bring stakeholders together to gain input, attendance was low. In an effort to promote stakeholder input beyond the annual surveys, each school site conducted LCAP Input Meetings. The Director of K-5 Schools prepared a presentation and talking points for sites to use during the meetings, which ensured the same information was shared across the district. In addition, surveys were used to gain input. This method was chosen to increase the likelihood that all participants could provide feedback. All materials were presented in English and Spanish. The site meetings increased parent participation with 409 participants. The plan is to continue this practice in the future.

Student Focus Group - As a means to gain more student input, a student focus group was conducted for the first time. Three representatives from each high school attended the focus group meeting. The meeting was conducted virtually. Students were asked open-ended questions about LCAP actions and services. The open-ended questions allowed participants to provide insights that are difficult to capture from a survey. The meeting was held on April 14, 2021.

Video and Link to Survey - A short video and link to a survey were posted on the PUSD website as another means to gain stakeholder feedback. English and Spanish videos were available for review and input. This did not yield many participants. PUSD will need to decide whether to continue with this strategy and increase outreach or discontinue.

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

As is noted in the previous section, expansive stakeholder engagement efforts resulted in thousands of people providing input and feedback into the District's planning and decision-making processes. Attention was paid not only to the total number of respondents but making sure the feedback was from a representative subpopulation of the overall community. This input and feedback were used to guide decision making. The information below denotes the priority themes that resulted from the LCAP surveys as well as input gathered in the development of the Learning Continuity and Attendance Plan (LCP) as well as the ELO. Stakeholder influence on

the ESSER Plan is evidenced by the direct alignment of the District's actions with the needs and interests identified by students, parents, staff, labor leaders, community partners, and the Board of Education.

EL PAC/DELAC

- Ensure there is a strong focus on social-emotional learning
- Increase parent and community engagement
- Add opportunities for specialized programs
- Continue to support the effective use of technology skills at all grade levels

PAC

- Ensure there is a strong focus on social-emotional learning
- Increase parent and community engagement
- Add opportunities for specialized programs
- Put interventions in place for students in need

LCAP Committee

- Ensure there is a strong focus on social-emotional learning
- Continue with professional development when returning to in-person instruction
- Continue to support the effective use of technology skills at all grade levels
- Put interventions in place for students in need
- Increase parent and community engagement

Student Surveys and Student Focus Group

- Continue to support the effective use of technology skills at all grade levels
- Add opportunities for specialized programs

Staff Surveys

- Ensure there is a strong focus on social-emotional learning
- Continue with professional development when returning to in-person instruction
- Continue to support the effective use of technology skills at all grade levels
- Put interventions in place for students in need

Parent Surveys and Parent Meetings

- Ensure there is a strong focus on social-emotional learning
- Continue to support the effective use of technology skills at all grade levels
- Put interventions in place 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

\$ 27,215,380

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCP – Actions Related to In-Person Instructional Offerings and Expanded Learning Opportunity (ELO) Grant Plan	School Operations	Certificated and classified staff and material resources acquired resulting in enhanced independent study and home hospital programs.	\$ 4,552,834
LCAP Goal #3, Action #8	School Health and Safety	Certificated and classified staff and material resources to provide expanded health services, mitigate the spread of Covid and enhanced air circulation, support student wellness, provide Covid testing and contact tracing, coordinate school health services, and monitor the increased complexities of student movement, gathering, and management on school campuses.	\$ 8,921,574
LCAP, Goal #2, Action #7	Multi-Tiered System of Supports	Certificated and classified staff, and material resources will be acquired to provide additional support to school sites in the implementation of MTSS, direct tier 2 and 3 supports to students, and coaching and consultation to teachers, site administrators and staff on social emotional learning, and behavioral health.	\$ 6,240,972
LCAP, Goal #2, Action #9 and 11	Site-based Collaboration and Intervention Support	Certificated and classified staff will engage in professional collaboration and targeted academic and social emotional supports to support EL students to increase reclassification rates and decrease the LTEL population.	\$ 1,500,000
LCAP, Goal #2, Action #2	Professional Learning/Development and Continuation of Services/Programs	Expand professional development in in Math, Language Arts, Integrated and Designated ELD, Science, Health, History-Social Science, Instructional Technology, Special Education, CTE and electives for teachers and	\$ 6,000,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		administrators to provide and lead effective instruction using evidence-based strategies. Provide for continuation of qualified services and programs for students.	

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

\$ 10,803,846

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP, Goal #1, Action #13	Expanded Learning	Certificated and classified staff will provide comprehensive summer learning, intersession opportunities, and extended day opportunities for TK-12 grade students. These opportunities will include academic support, social-emotional learning, enrichment, career exploration, VAPA, and transition support (ES to MS and MS to HS). Additionally, these opportunities will support, supplement, and expand existing opportunities for before and after school services to students in support of learning recovery and re-engagement in the school community.	\$ 10,803,846

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

[\$ 0.00]

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
[Plan, Goal #, Action #]	[Short title of the action]	[A description of the action]	[\$ 0.00]
[Plan, Goal #, Action #]	[Short title of the action]	[A description of the action]	[\$ 0.00]
[Plan, Goal #, Action #]	[Short title of the action]	[A description of the action]	[\$ 0.00]

Ensuring Interventions are Addressing Student Needs

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

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
School Operations	<p>Student Services will progress monitor the extent to which actions are implemented across the district:</p> <ol style="list-style-type: none"> # of students served in independent study and home hospital programs Extent to which additional staff are hired and trained to support efforts 	<ol style="list-style-type: none"> Semi-annual Quarterly
School Health and Safety	<p>Human Resources and Business Services will progress monitor the extent to which actions are implemented across the district:</p> <ol style="list-style-type: none"> Covid Dashboard 	<ol style="list-style-type: none"> Twice/week Semi-annual Semi-annual On-going Replacement per CDC guidance

	<ol style="list-style-type: none"> 2. Covid Safety Plan 3. Documentation of Covid mitigation, testing, contact tracing, management efforts 4. Identified HVAC replacement schedule/timeline 5. Replacement schedule of HVAC filters 6. Cleaning and sanitation schedules 7. Extent to which additional staff are hired and trained to support efforts 	<ol style="list-style-type: none"> 6. Daily, weekly, monthly schedule per CDC/LACDPH guidelines 7. Quarterly
Multi-Tiered System of Supports	<p>Student Services and Special Education will progress monitor the extent to which actions are implemented across the district:</p> <ol style="list-style-type: none"> 1. # of students served and intensity of services 2. Student climate survey 3. Second Step PTs will be administered to progress monitor progress towards SEL goals 4. Extent to which additional staff are hired and trained to support efforts 5. MTSS implementation and its relationship to academic behavioral and social emotional student outcomes by student group 	<ol style="list-style-type: none"> 1. Quarterly 2. Annual 3. Ongoing 4. Quarterly 5. Annual
Site-based Collaboration and Intervention Support	<p>Educational Services will progress monitor the extent to which actions are implemented across the district:</p> <ol style="list-style-type: none"> 1. Collaboration/PLC Schedules, agendas, minutes 2. Universal screener administered to all students in K-5 3. MAPs administered to students in grades 3-9 in both ELA and Math 	<ol style="list-style-type: none"> 1. Ongoing 2. Data collected and analyzed 3 times per year 3. Semi-annually
Professional Learning/Development and	<p>Educational Services will progress monitor the extent to which actions are implemented and services are continued across the district:</p>	<ol style="list-style-type: none"> 1. Annual 2. Annual 3. Annual 4. Annual

Continuation of Services/Programs	<ol style="list-style-type: none"> 1. # of trainings offered 2. # of staff participating in training 3. # of services/programs continued 4. Staff survey 5. Extent to which additional staff are hired and trained to support efforts 	5. Quarterly
Expanded Learning	<p>Educational Services will progress monitor the extent to which actions are implemented across the district:</p> <ol style="list-style-type: none"> 1. Descriptive documentation of expanded programs and services (including extended day) 2. Student participation in expanded learning offerings 3. MAPs growth monitoring will be used to measure student progress 4. Extent to which additional staff are hired and trained to support efforts 	<ol style="list-style-type: none"> 1. Semi-annual 2. Semi-annual 3. Semi-annual and pre/post summer 4. Annual

ESSER III Expenditure Plan Instructions

Introduction

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

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

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

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

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

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

Fiscal Requirements

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

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

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

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

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

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

Other LEA Plans Referenced in this Plan

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

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

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

Summary of Expenditures

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

Instructions

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

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

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

Community Engagement

Purpose and Requirements

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

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

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

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

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

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

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

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

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

Instructions

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

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

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

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

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

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

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

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

Planned Actions and Expenditures

Purpose and Requirements

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

Instructions

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

Strategies for Continuous and Safe In-Person Learning

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

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

Addressing the Impact of Lost Instructional Time

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

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

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

Use of Any Remaining Funds

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

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

Ensuring Interventions are Addressing Student Needs

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

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

Complete the table as follows:

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

California Department of Education
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