

ESSER III Expenditure Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Pioneer Union Elementary School District	Paul van Loon Superintendent	vanloonp@puesd.net 559-585-2400

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	https://drive.google.com/file/d/1pkUwy3o2qycrL30uIRp42Luv7Awqoeye/view
Expanded Learning Opportunity Grant Plan	https://drive.google.com/file/d/1zxbfi-JkTLVkJpKZsdatNV63cUJbBIYC/view

Summary of Planned ESSER III Expenditures

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

Total ESSER III funds received by the LEA

\$2,296,857

Plan Section	Total Planned ESSER III
Strategies for Continuous and Safe In-Person Learning	\$111,000
Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)	\$195,000
Use of Any Remaining Funds	\$1,990,857

Total ESSER III funds included in this plan

\$2,296,857

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.

The District engaged in meaningful consultation with a diverse group of stakeholders in a variety of ways to gather information to inform the development of the Expenditure Plan.

The district engaged the following groups:

- Students, including English Learners, were engaged in a dialogue about their needs in relation to the allowable expenditures for the ESSER III funds.

Student input included: Ensuring that social distancing is maximized in the classroom and other places at school; ensuring that cleaning of classrooms is conducted; not sharing classroom materials; opportunities for tutoring and afterschool programs, offer tutoring via Zoom, provide programs/classes for social emotional well being.

- Families, including those that speak languages other than English, through in person meetings and a questionnaire form related to the allowable expenditures for ESSER III funds.

Through meaningful consultation the following input was gathered: Counseling; sports; summer school and afterschool programs, support through paraprofessionals; enrichment activities for students including broadening elective options; computers, providing Chromebooks and internet to be prepared for closure; healthy lunches and opportunities for snacks during the day.

- Public: The district held a hearing for public input on the allowable expenditures for ESSR III funds at the Governing Board Meeting on September 8. The notice of the

hearing was posted in each school's weekly bulletin, posted on the district website and was included in the Governing Board agenda.
No input was given at the public hearing.

- The District Parent Advisory Council was engaged in meaningful consultation at the meeting of the council on September 28, 2021. Through meaningful consultation the following input was gathered: COVID Prevention including ensuring handwashing opportunities are afforded to students, outdoor eating area for staff, water bottle filling stations; math intervention teachers; assessment of students to ensure that those needing help the most get it; extended learning opportunities during breaks such as winter and spring breaks; tutoring support delivered through the Latchkey program, COVID testing available at school for students, increased aide time; counselor for the elementary sites; librarian at each elementary site;

- School and District Administrators, including principals and assistant principals, and special education administrators were engaged through in person meetings. Through meaningful consultation the following input was gathered: Ensuring adequate staffing in the health department to conduct contact tracing and follow safety guidelines: provide ongoing training as health guidelines change; be prepared to distribute chromebooks and hotspots during school closure; be prepared to provide meals during school closure; provide technology for instructional purposes during school closure; chromebooks for students; Mental health supports and services through a counselor and professional development to staff; provide summer school; provide assessments to monitor student growth.

- Teachers and other educators provided input through an open ended questionnaire form related to the allowable expenditures for ESSER III funds. Through meaningful consultation the following input was gathered: After school programs; additional support through aides; professional development for paraprofessionals on instructional strategies, curriculum and students social emotional needs; additional small group support/tutoring; smaller class sizes, math intervention programs; take measures for air quality; ensure regular cleaning of rooms and learning spaces; water bottle filling stations; counseling services; ensuring student access to meals; ensure regular and thorough cleaning of learning spaces; increase custodial services; upgrade to instructional delivery technology including interactive whiteboards, microphones, student Chromebooks and MiFi devices.

- School staff, including classified personnel, provided input open ended questionnaire form related to the allowable expenditures for ESSER III funds. Through meaningful consultation the following input was gathered: After school programs for students; enrichment activities and field trips; enhance safety procedures through coordination county-wide through with multiple agencies; try to provide more social interactions connecting students to students and students to teachers in-person to the greatest degree during school closures to combat social emotional issues.

- The certificated bargaining unit was engaged in consultation through an open ended questionnaire form which was followed by a Zoom meeting to have further discussion. Through meaningful consultation the following input was gathered: Need for expanded afterschool and summer school programs; the need for professional development and curriculum for elective courses; training for paraprofessionals in SEL supports; professional development opportunities for elective courses; additional water bottle filling stations; continue to ensure the availability of PPE students; enrichment opportunities and ways for students to connect to school such as clubs and athletics; ensure sufficient custodial services to clean; technology for instructional delivery in preparation of potential school closures such as dual monitors, microphones and sufficient MiFi devices; counseling services full time for every campus for SEL support; air purification and air quality; smaller class sizes, additional special education staff.

- The classified bargaining unit was engaged in consultation through an open ended questionnaire form and also engaged in consultation through the LCAP stakeholder input process.

Through meaningful consultation the following input was gathered: Continue to assess facility needs through the Facilities Inspection Tool; surveillance cameras; assess maintenance and operations equipment.

- Individuals or Advocates representing the interests of students with disabilities: The district engaged the Special Education Local Plan Area (SELPA) in the development of the LCAP. Through consultation in the development of the district's LCAP the following input was given: Consider the needs of Students with Disabilities as a priority in the offering of services to address learning loss due to school closures and other services such as SEL supports.

- School Site Councils of Frontier Elementary School and Pioneer Elementary School representing students who are low-income. The school site principals met in-

person with their perspective School Site Councils to engage them in meaning consultation regarding the Plan. The following input was gathered: Afterschool programs to address learning loss; increase certificated intervention personnel; provide instructional materials for students performing below grade level; add music and art enrichment; increase librarian to one per school site; purchase additional library books.

- The King County Office of Education Youth Services Liaison representing Homeless and Foster Youth was contacted to provide input in the development of the plan. There was no input provided.

- The Tulare County Office of Education Area Administrator for Migrant Education was contacted and solicited for input for the development of the plan. Through meaningful consultation the following input was gathered: consider hybrid schedules is necessary for continuous and safe in person learning, provide infrastructure to accommodate proper social distancing, provide needed PPE, provide for disinfecting and cleaning supplies, provided needed safety materials and supplies, provide extended day instruction including materials, supplies, and books to accelerate learning for student, provide summer school instruction, materials, supplies, and books to accelerate learning for students, provide technology devices, provide technology infrastructure for internet connectivity, provide mental health supports such as educational social workers, counselors, and psychologists, provide access to meals and/or snacks during the regular day as well as extended day activities, provide technology and digital literacy training for parents, provide social emotional training for parents.

The following groups are not applicable to the District:

tribes
civil rights organizations

The LEA considered the perspective and insights of each of the representative community groups (i.e. English Learners, Homeless, Foster, ethnic group, etc.) and their unique needs and/or barriers to learning based on academic and other indicators of success such as, but not limited to, school engagement, especially related to the effects of COVID-19. The District will prioritize any additional services to student groups such as English Learners, foster, homeless, low-income student, and students of color that have traditionally performed below all students and who have greater barriers to success than other students groups.

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

The development of the plan was influenced by community input listed in the above section.

Section 1: Strategies for Continuous and Safe In-Person Instruction

Through meaningful consultation the following groups expressed the need for continued efforts to follow health and safety guidelines to provide for safe in-person instruction.

- Students including English Learners
- Families, including those that speak languages other than English
- School and District Administrators, including principals and assistant principals, and special education administrators
- Teachers
- School Staff
- Certificated bargaining Unit
- Area Administrator for Migrant Education

The actions influenced by the meaningful consultation of the aforementioned groups are:

Action 1.1 - Response efforts to mitigate the transmission of COVID -19 was influenced by the input from the: students, District Parent Advisory Council, school staff

Action 1.2 - Preventative actions to mitigate the transmission of COVID-19 was influenced by the input from the: students, District Parent Advisory Council, Area Administrator for Migrant Education

Action 1.3 - Projects to improve indoor air quality was influenced by the input from the: certificated bargaining unit, classified bargaining unit

Section 2: Addressing Lost Instructional Time

Through meaningful consultation the following groups expressed the need for strategies and actions to address lost instructional time.

- Students including English Learners
- Families, including those that speak languages other than English
- School and District Administrators, including principals and assistant principals, and special education administrators
- Teachers
- School Staff
- Certificated Bargaining Unit
- School Site Councils
- Area Administrator for Migrant Education

The actions influenced by the meaningful consultation of the aforementioned groups are:

Action 2.1 - Summer Learning Opportunities, was influenced by the input from families, site and district administration, the certificated bargaining unit, School Site Councils, and Area Administrator for Migrant Education.

Action 2.2 - After School Program for the Middle School, was influenced by the input from students, families, teachers, other school staff, the certificated bargaining unit, School Site Councils, and Area Administrator for Migrant Education.

Section 3: Use of any Remaining Funds

Through meaningful consultation the following groups expressed input for use of remaining funds.

- Students including English Learners
- Families, including those that speak languages other than English
- School and District Administrators, including principals and assistant principals, and special education administrators
- Teachers and other educators
- Certificated Bargaining Unit
- District Parent Advisory Council
- Area Administrator for Migrant Education

The actions influenced by the meaningful consultation of the aforementioned groups are:

Action 3.1 - Provide continuity of services during school closure was influenced by the input from the families, including those that speak languages other than English and Area Administrator for Migrant Education

Action 3.2 - Technology Upgrades for continuity of services and reduction of opportunity gaps students was influenced by the input from the families, school and district administrators, teachers, certificated bargaining unit, and Area Administrator for Migrant Education

Action 3.3 - Mental Health Services and Supports, was influenced by the input from students, families, school and site administration, the certificated bargaining unit, the District Parent Advisory Council, and Area Administrator for Migrant Education.

Action 3.4 - Intervention and Special Education Coordinator, was indirectly influenced by the input from all stakeholder groups who provided feedback as the Coordinator will support the planning, implementation, and monitoring of programs addressing lost instructional time as well as those for special education students.

There were common threads of concerns and suggestion made by stakeholders which were:

Provide additional supports such as afterschool and summer school

Increase social emotional and behavioral supports

Need for increased interventions

Continued focus on COVID-19 mitigation efforts and actions to further prevent spread of COVID-19 in order to reduce quarantines and provide for continuous in person instruction

Professional development in addressing the unique needs of English Learners. (Being addressed outside of this plan)

Professional development for para-professionals. (Being addressed outside of this plan)

Technology for increased interactions between students and their classroom teachers, including, but not limited to, upgraded presentation technology, interactive boards, dual screens, and additional Chromebooks.

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

\$111,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
N/A	DISCONTINUED - Response efforts to mitigate the transmission of COVID-19.	Action 1.1) The LEA will further develop procedures and strategies to increase the efficiency of implementing public health protocols, including trace contacting and other health guidance.	\$0
N/A	Preventative actions to mitigate the transmission of COVID-19.	Action 1.2) The District will take action reduce the potential for transmission of COVID-19 by purchasing cleaning/sanitization supplies and constructing outdoor learning/eating spaces.	\$3,000
N/A	Projects to improve indoor air quality.	Action 1.3) The District will repair, upgrade and replace heating, ventilation and air conditioning systems.	\$55,000
N/A	Strategies to implement health protocols.	Action 1.4) The District will provide additional time for nursing staff for implementation of health protocols and custodial staff to clean spaces used to by students and staff.	\$53,000

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

\$195,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP, Goal 2, Action 4	Summer Learning Opportunities	Action 2.1) The District will provide an expanded and enhanced summer learning opportunity by offering it to more students, with additional days, extended time, and more personnel supports including but not limited to transportation for summer school and expanded meal offerings.	\$195,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
ELOP Plan	DISCONTINUED (Action moved to alternate funding source) - After School Program for Middle School	Action 2.2) The District will provide a comprehensive after school program for the middle school to provide academic supports and enrichment activities.	\$0

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

\$1,990,857

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
N/A	DISCONTINUED (Action moved to alternate funding source) - Maintain Continuity of Operations and Services	Action 3.1) The district will maintain continuity of services increasing the capacity to store food and commodities in response to supply chain issues and in preparation for long term closures.	\$0
N/A	Technology upgrades for continuity of services and reduction of opportunity gaps.	Action 3.2) The district will provide technology upgrades that substantively aids in regular and substantive interactions between students and their teachers.	\$120,000
Expanded Learning Opportunities (7425)	Mental Health Services and Supports	Action 3.3) The District will continue to provide mental health supports for all grade levels through social-emotional learning curriculum as well as counseling services for the elementary schools.	\$570,000
N/A	Intervention and Special Education Coordinator	Action 3.4) The District will provide a Coordinator to plan, support, and monitor the District MTSS initiatives including academic, social-emotional, and mental health programs, as well as the special education services for all three school sites.	\$320,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
N/A	IDEA Related Supports	Action 3.5) The District will provide additional staff and services to support the special education program.	\$290,857
N/A	Professional Development	Action 3.6) The District will provide professional development training and materials for teachers and other staff to support student learning and best instructional practices.	\$30,000
N/A	Certificated staff to support student learning	Action 3.7) The District will provide additional certificated staff to support student learning.	\$400,000
N/A	Instructional Resources	Action 3.8) The District will provide instructional resources to support student learning.	\$160,000
N/A	Indirect Costs	Action 3.9) The District will take allowable indirect costs to support the general management of the ESSER III grant.	\$100,000

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
Response Efforts to Mitigate the Transmission of COVID-19	Action 1.1) DISCONTINUED	
Preventative Actions to Mitigate the Transmission of COVID-19	Action 1.2) The district will monitor the progress of this action by routine review of project completion for school facility repairs and improvements to reduce the risk of virus transmission to mitigate the impact of COVID-19 on the health and well-being of students and promote continuous in person instruction. Upon project completion, the district will monitor COVID-19 rates in the district to oversee the effects of the preventative actions and promote	Project progress will be monitored monthly. COVID-19 rates will also be monitored monthly after project completion.

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
	<p>consistent access to in-person instruction. Additionally, the district will routinely monitor and replenish the inventory of cleaning and sanitation supplies recommended to combat the spread of the COVID-19 virus. This will promote consistent access to in-person instruction for students and support their social, emotional, and mental health needs through regular school attendance. The needs of all students, including those from low-income families, students of color, English Learners, children with disabilities, students experiencing homelessness, foster youth, and migratory students, are addressed through this action.</p>	
<p>Projects to Improve Indoor Air Quality</p>	<p>Action 1.3) The district will monitor the progress of this action by routine review of project completion for projects designed to improve indoor air quality. Upon project completion, the district will monitor COVID-19 rates in the district to oversee the effects of the preventative actions improving indoor air quality and promote consistent access to in-person instruction. This will promote a healthy and safe learning environment and provide for consistent access to in-person instruction for students and support their social, emotional, and mental health needs through regular school attendance. The needs of all students, including those from low-income families, students of color, English Learners, children with disabilities, students experiencing homelessness, foster youth, and migratory students, are addressed through this action.</p>	<p>Project progress will be monitored monthly. COVID-19 rates will also be monitored monthly after project completion.</p>
<p>Strategies to Implement Health Protocols</p>	<p>Action 1.4) The District will monitor the progress of this action by reviewing nursing and custodial schedules and ensuring that all targeted spaces are appropriately cleaned and maintained on a routine basis. This will promote health and safety for staff and students and provide for consistent access to in-person instruction and support their social, emotional, and mental health needs through regular school attendance. The needs of all students, including those from low-income families, students of color, English Learners, children with disabilities, students experiencing homelessness, foster youth, and migratory students, are address through this action.</p>	<p>Strategy implementation will be monitored on a monthly basis.</p>

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
Summer Learning Opportunities	Action 2.1) The district will monitor the progress of this action by reviewing student academic data from a pre- and post- assessment before and at the end of the summer learning opportunities to monitor for growth. This will reinforce academic instruction for students as well as provide for their social, emotional, and mental health needs through a connection with the school community and enhanced enrichment opportunities. The needs of all students, including those from low-income families, students of color, English Learners, children with disabilities, students experiencing homelessness, foster youth, and migratory students, are addressed through this action.	Progress will be monitored at the before and at the end of the summer learning opportunities.
After School Program for the Middle School	Action 2.2) DISCONTINUED - This action was moved to an alternate funding source.	
Maintain Continuity of Operations and Services	Action 3.1) DISCONTINUED - This action was moved to an alternate funding source.	
Technology Upgrades for Continuity of Services and Reduction of Opportunity Gaps	Action 3.2) The district will monitor the progress on this action by review of progress of the acquisition and installation of technology infrastructure to increase educational interactions and the completion technology upgrades to support substantive teacher student educational interactions. This will assist the district in being able to provide regular and substantive educational interactions between students and classroom teachers as well as other educational support staff. Upon project completion, the district will monitor student academic progress at sites with the technology infrastructure projects. The needs of all students, including those from low-income families, students of color, English Learners, children with disabilities, students experiencing homelessness, foster youth, and migratory students, are addressed through this action.	Progression acquisition and installation technology infrastructure and will be monitored monthly until completion. Academic progress monitoring will be trimesterly.

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
Mental Health Services and Supports	Action 3.3) The district will monitor the progress on this action by reviewing pre- and post-assessment student social-emotional learning data. This will provide guidance for the district the social, emotional, and mental health needs of students which also impact their academic needs and ability to learn. The needs of all students, including those from low-income families, students of color, English Learners, children with disabilities, students experiencing homelessness, foster youth, and migratory students, are addressed through this action.	Progress will be monitored three times per year.
Intervention and Special Education Coordinator	Action 3.4) The district will monitor the progress on this action by reviewing student data related to the district's MTSS program and review individual education plans. This will reinforce academic, social, emotional, and mental health needs of all students, including those from low-income families, students of color, English Learners, children with disabilities, students experiencing homelessness, foster youth, and migratory students, are addressed through this action.	Progress will be monitored once each trimester.
IDEA related supports	Action 3.5) The district will monitor the progress on this action by reviewing student data and specific program supports and individualized needs arise. This will reinforce school success for students with disabilities and provide support for their academic, social, emotional, and mental health needs of students with disabilities which may also include those from low-income families, students of color, English Learners, students experiencing homelessness, foster youth, and migratory students.	Progress will be monitored monthly at minimum as needs arise.
Professional Development	Action 3.6) The district will monitor the progress on this action by reviewing the professional development calendar and purchase orders for	Progress will be monitoring three times per year at the end of each trimester.

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
	materials and supplies as they pertain to professional development. This will reinforce academic and social emotional learning success for all students including those from low-income families, students of color, English Learners, students experiencing homelessness, foster youth, and migratory students.	
Certificated staff to support student learning	Action 3.7) The district will monitor the progress on this action through the review of certificated staffing records. This action will reinforce academic and social emotional learning success for all students including those from low-income families, students of color, English Learners, students experiencing homelessness, foster youth, and migratory students.	Progress will be monitoring at the beginning and end of the 23-24 school year.
Instructional Resources	Action 3.8) The district will monitor the progress on this action through review of purchase orders related to instructional materials and other resources to support student learning in both academics and social-emotional learning. This will reinforce overall student success for all students including those from low-income families, students of color, English Learners, students experiencing homelessness, foster youth, and migratory students.	Progress will be monitored three times per year at the end of each trimester.
Indirect Costs	Action 3.9) The district will monitor the progress on this action by review of the district budget at each quarterly expenditure reporting and/or the annual review. This action will reinforce all other actions in the ESSER III Plan to the betterment of all students and staff including students from low-income families, students of color, English Learners, students experiencing homelessness, foster youth, and migratory students.	Progress will be monitored every three months.

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/fq/cr/arpact.asp>.

For technical assistance related to the completion of the ESSER III Expenditure Plan, please contact EDReliefFunds@cde.ca.gov.

Fiscal Requirements

- The LEA must use at least 20 percent (20%) of its ESSER III apportionment for expenditures related to addressing the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs.
 - For purposes of this requirement, "evidence-based interventions" include practices or programs that have **evidence** to show that they are effective at producing results and improving outcomes when implemented. This kind of evidence has generally been produced through formal studies and research. There are four tiers, or levels, of evidence:

- **Tier 1 – Strong Evidence:** the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented randomized control experimental studies.
 - **Tier 2 – Moderate Evidence:** the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented quasi-experimental studies.
 - **Tier 3 – Promising Evidence:** the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented correlational studies (with statistical controls for selection bias).
 - **Tier 4 – Demonstrates a Rationale:** practices that have a well-defined logic model or theory of action, are supported by research, and have some effort underway by a State Educational Agency, LEA, or outside research organization to determine their effectiveness.
- **For additional information please see the Evidence-Based Interventions Under the ESSA web page at <https://www.cde.ca.gov/re/es/evidence.asp>.**
- The LEA must use the remaining ESSER III funds consistent with section 2001(e)(2) of the ARP Act, including for:
 - Any activity authorized by the Elementary and Secondary Education Act (ESEA) of 1965;
 - Any activity authorized by the Individuals with Disabilities Education Act (IDEA);
 - Any activity authorized by the Adult Education and Family Literacy Act;
 - Any activity authorized by the Carl D. Perkins Career and Technical Education Act of 2006;
 - Coordination of preparedness and response efforts of LEAs with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to COVID-19;
 - Activities to address the unique needs of low-income students, students with disabilities, English learners, racial and ethnic minorities, homeless students, and foster youth, including how outreach and service delivery will meet the needs of each population;
 - Developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs;
 - Training and professional development for staff of the LEA on sanitation and minimizing the spread of infectious diseases;
 - Purchasing supplies to sanitize and clean the facilities of an LEA, including buildings operated by such agency;
 - Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under IDEA, and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements;
 - Purchasing education technology (including hardware, software, and connectivity) for students who are served by the LEA that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment;
 - Providing mental health services and supports, including through the implementation of evidence-based full-service community schools;
 - Planning and implementing activities related to summer learning and supplemental after school programs, including providing classroom instruction or online learning during the summer months and addressing the needs of underserved students;

- Addressing learning loss among students, including underserved students, by:
 - Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiated instruction,
 - Implementing evidence-based activities to meet the comprehensive needs of students,
 - Providing information and assistance to parents and families of how they can effectively support students, including in a distance learning environment, and
 - Tracking student attendance and improving student engagement in distance education;

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

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

Other LEA Plans Referenced in this Plan

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

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

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

Summary of Expenditures

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

Instructions

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

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

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

Community Engagement

Purpose and Requirements

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

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

- Students;
- Families, including families that speak languages other than English;
- School and district administrators, including special education administrators;
- Teachers, principals, school leaders, other educators, school staff, and local bargaining units, as applicable.

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

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

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

- Students who are English learners;
- Students of color;
- Students who are foster youth;
- Homeless students;
- Students with disabilities; and
- Migratory students.

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

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

Instructions

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

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

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

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

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

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

- For the purposes of this prompt, “aspects” may include:
 - Prevention and mitigation strategies to continuously and safely operate schools for in-person learning;

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

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

Planned Actions and Expenditures

Purpose and Requirements

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

Instructions

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

Strategies for Continuous and Safe In-Person Learning

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

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

- Specify the amount of ESSER III funds the LEA plans to expend to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA.

Addressing the Impact of Lost Instructional Time

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

- If the action(s) are included in another plan, identify the plan and provide the applicable goal and/or action number from the plan. If the action(s) are not included in another plan, write “N/A”.
- Provide a short title for the action(s).
- Provide a description of the action(s) the LEA will implement using ESSER III funds to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs.
- Specify the amount of ESSER III funds the LEA plans to expend to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA.

Use of Any Remaining Funds

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

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

Ensuring Interventions are Addressing Student Needs

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

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

Complete the table as follows:

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

California Department of Education
June 2021