



ESSER III Expenditure Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
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School districts, county offices of education, or charter schools, collectively known as LEAs, that receive Elementary and Secondary School Emergency Relief (ESSER) funds under the American Rescue Plan Act, referred to as ESSER III funds, are required to develop a plan for how they will use their ESSER III funds. In the plan, an LEA must explain how it intends to use its ESSER III funds to address students' academic, social, emotional, and mental health needs, as well as any opportunity gaps that existed before, and were worsened by, the COVID-19 pandemic. An LEA may also use its ESSER III funds in other ways, as detailed in the Fiscal Requirements section of the Instructions. In developing the plan, the LEA has flexibility to include community input and/or actions included in other planning documents, such as the Local Control and Accountability Plan (LCAP), provided that the input and actions are relevant to the LEA's Plan to support students.

For more information please see the Instructions.

Other LEA Plans Referenced in this Plan

Plan Title	Where the Plan May Be Accessed
PUSD LCAP Plan	PUSD Web Site – 2021-2024 Board Approved LCAP (https://www.pusdk12.org/documents/LCAP/2021/Paradise-2021-LCAP-Final-8.26.21.pdf)
Paradise Unified School District ESSER III	PUSD Web Site (https://www.pusdk12.org/)
Expanded Learning Opportunity Grant	PUSD Web Site (https://www.pusdk12.org/documents/About%20Us/PUSD-Expanded-Learning-Opportunities-Grant-Plan.pdf)

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

\$8,033,750

Plan Section	Total Planned ESSER III
Strategies for Continuous and Safe In-Person Learning	\$ 2,640,000
Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)	\$ 4,930,750
Use of Any Remaining Funds	\$ 463,000

Total ESSER III funds included in this plan

\$ 8,033,750

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.

Paradise Unified School District began gathering stakeholder feedback in March 2021.

In March 2021, PUSD sent out surveys to all stakeholders. All stakeholders included students, parents/guardians, classified and certificated staff. The LEA notified stakeholders about the surveys through phone calls, emails, texts, and social media.

After the stakeholders completed the survey, the results were compiled and displayed in a district presentation. The presentation was shared during Spring 2021 with the Superintendent's Parent and Community Group, the Superintendent's Employee Group, the Administration and Directors Team, and at Board meetings. During the stakeholder meetings, all stakeholders were encouraged to give more input into what prevention and mitigation strategies they felt would keep students safe and help with teaching and learning. All the feedback was compiled to help create the final plan.

In addition to the monthly advisories, PUSD held two public forums in March 2021, and PUSD welcomed all stakeholders to attend through ZOOM. These public forums allowed all stakeholders to share their ideas and input on PUSD LCAP and ESSER funding plans.

During the Administration and Directors Team meetings, discussions focused on "underserved students" and how to reach the needs of EL students, low-income students, foster youth, and the homeless. The Director of Student Services for PUSD shared best practices and current information on underserved students. In addition, PUSD Student Services Department has engaged with Rowell Family Empowerment of Northern California, The Office of Civil Rights, School Ties with Butte County Office of Education, and are members of Rural Schools Collaborative and the CA Rural Education Network. Twice a month a Social Justice committee made up of community members, parents, staff, current students, and previous students come together to raise awareness, share insights, explain issues at hand, and discuss ways to solve social justice issues in our schools and community.

In April 2021, PUSD consulted with Butte County SELPA to discuss how to incorporate compliance monitoring activities with the appropriate priority areas for students with disabilities.

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

Below are the steps PUSD took to engage in meaningful consultation with all stakeholders.

After PUSD compiled the survey data, all stakeholders could see the data in the district presentation that our Superintendent shared with all groups.

At the Superintendent's Employee Meeting on April 22, 2021, the Superintendent's Employee Advisory met to review the survey data and identified what appeared to be the priorities from the survey. The group then reviewed the priorities and, as a group, reached a consensus.

The priorities for spending were as follows:

1. Reduced class sizes
2. Social-Emotional Support
3. Additional Classified Staffing for interventions, cleaning, and support
4. Interventions before, during, and after school
5. Safety (HVAC, PPE, Cleaning)
6. Afterschool programs, interventions, and extra-curricular activities.

At the Superintendent's Community Meeting on May 4, 2021, our Superintendent shared data gathered from the survey with the Superintendent's Parent and Community Advisory. They went through a similar process as the Employee group did in April. Although the stakeholder survey clarified the priorities, the parents and community members once again prioritized the spending at the meeting. The priorities for safety, learning, and social and emotional support were as follows:

1. Additional Certificated Staff to reduce class sizes
2. Social-Emotional Support
3. Additional Classified Staffing for interventions and support
4. Interventions before, during, and after school
5. Safety (HVAC, PPE, Cleaning)
6. Afterschool programs, interventions, and extra-curricular activities.

While both groups easily identified focus areas from the survey, the priorities were different. For the community/parent group, there was a lot of interest in extra-curricular activities. The community/parents believed that students needed additional afterschool programs to engage their children and heal socially and emotionally. The staff group placed a higher priority on smaller class sizes and other classified staff to support interventions.

On September 7, 2021, the Superintendent reviewed the survey and priorities established in the initial meetings with the Superintendent's Parent/Community Advisory. The review was to determine if needs had changed during this time and if adjustments needed to be made to spending ELO and ESSER Funds. The stakeholder group still supported the actions that they identified in Spring 2021.

On September 23, 2021, the Superintendent's Employee Advisory met again to review funding for the ELO and ESSER funds. The purpose of the meeting was to make sure the budget reflected the priorities, check the current situation, and determine if adjustments needed to be made. Again, the conclusion for spending was the same that stakeholders identified in Spring 2021. PUSD has incorporated all the stakeholder feedback in the planning process and the final plan.

Actions and Expenditures to Address Student Needs

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

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

Strategies for Continuous and Safe In-Person Learning

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

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

\$ 2,640,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
E3-6,12,13, 15	Cleaning, Supplies, and Personal Protective Equipment	<p>Additional custodial staff for cleaning and HVAC maintenance for three years (\$1,320,000). This will include:</p> <ul style="list-style-type: none"> Custodial staff at PHS .5 Custodial staff at PR, CW, RV, PRES, and PJHS (total 2.5) Senior Head Custodial General Maintenance Worker (HVAC Filters) <p>Cleaning Supplies for three years (\$100,000)</p> <p>Touchless Soap Dispensers, Faucets, and paper towels (\$100,000)</p> <p>Personal Protective Equipment for three years (\$150,000)</p> <p>Water Filling Stations (\$100,000)</p>	\$1,770,000
E3-4, 7,11,15	Classified Staff to support COVID Health Needs and Tracing	<p>Additional staff to support tracking Contact Tracing and other COVID functions.</p> <ul style="list-style-type: none"> .5 Lead Teacher RV for three years (\$180,000) Health Secretary at PHS (\$240,000) 2. FTE.5 Health Secretary At PRES, PR, CW, PJHS (\$150,000) 1.0 District COVID Response Person to support attendance, compliance, and IS (\$300,000) 	\$ 870,000

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

\$ 4,930,750

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
E3-9,11,15 and LCAP	Reduction of class size TK-6	<p>Provide additional staffing to reduce class sizes for grades TK-6. Additional staff will allow for more individualized teacher-student instructional time, support social and emotional learning, mitigate learning loss and close the ELA/literacy and the math achievement gap between EL students, Foster Youth, Homeless students, and the general population.</p> <p>The goal is to keep class sizes for TK-3 at an average of 20 or lower. For 4-6 grades, the goal is to keep class sizes at an average of 25 or lower.</p> <p>4 FTE at grades TK-3 3 FTE at grades 4-6 Total (\$1,680,000)</p>	\$1,680,000
ELO-2/ E3-3,9,11,15 and LCAP	Elementary Intervention/Support	<p>Provide additional 6-hour aide support for all elementary schools to support students in the classroom and provide academic or SEL interventions.</p> <p>2.25 FTE</p>	\$168,750
E3-10	After school Intervention	<p>After school intervention provided by certificated and classified staff (\$200,000) for the years 2023-2024</p>	\$200,000
E3-1,9,11,15 and LCAP	Reduce Classes Sizes in Grades 7-12	<p>Provide additional staffing to reduce class sizes. The focus of this plan would be Math and English classes in grades 7-12. The goal is to keep English and math classes at the 7-12 level to an average of 25.</p>	\$ 2,112,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		<p>While the focus of this plan will be in the area of English and math, we also understand we need to meet and engage with kids wherever they are. Therefore, we will continue to keep additional sections of elective and CTE programs so that teachers can support students in small learning groups.</p> <p>.4 FTE Math at grades 7-8 .4 FTE English at grades 7-8 FTE Math at grades 9-12 FTE English at grades 9-12 6.0 FTE Other Course Areas</p>	
ELO-4/E3-3,11,15	Interventions for Credit Deficient Students	Provide grades 7-12 (5 Periods PHS and 2 Periods 7-8) for 2023-2024 1.4 Total FTE	\$ 140,000
ELO-4/E3-3,11,15	Connect Ed Class	Connect Ed provides individualized learning for students who are behind in credits and struggling academically and behaviorally. Connect Ed is a small self-contained setting primarily for grades 9-11.	\$ 80,000
ELO-3/E3-10	Additional Academic Counselor TK-6 and 9-12	Add an additional Academic Counselor for Grades 9-12 2.0 FTE for 2023-2024	\$ 160,000
ELO-3/E3-10	Summer School Credit Recovery	Providing four sessions of summer school for 2022-23 and 2023-24	\$ 60,000
E3-4,10,11,15	Accountability and Compliance COVID Curriculum and Instruction Coordinator	Add an additional director to support learning during COVID. The director will help focus learning on best practices, provide guidance for Independent Study, and comply with all matters COVID. .8 FTE Director of Curriculum and Instruction	\$ 330,000

Use of Any Remaining Funds

A description of the how the LEA will use any remaining ESSER III funds, as applicable.

Total ESSER III funds being used to implement additional actions

\$463,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
E3-8	Improve Technology and Infrastructure	Maintain technology support for the district with a Network Technician.	\$ 80,000
ELO-1/E3-10,11	Saturday School	Provide Saturday school to make up for lost learning, decrease absenteeism rate, and improve engagement.	\$ 10,000
E3-9	Social-Emotional Counselor Support	PUSD has been providing Social-Emotional Counseling by BCOE for the past three years. This has been funded with grant money from North Valley Fund Group. This funding is now ending and is anticipated to end at the end of the 2021-2022 school year. This counseling supports students and staff. PUSD will use it for the 2023-2024 School Year.	\$ 373,000

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
Continued Implementation of Common Assessments	1. Implement Common Core assessments consistent with district-adopted curriculum. All staff will be trained in eduClimber, a computer	1. Summative assessments will be given at the end of each unit which is approximately 3-6 weeks. Formative assessments will take place weekly and are for classroom use.

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
	<p>program that will house assessment data for the district.</p> <ol style="list-style-type: none"> 2. STAR Reading/Math and ORF's for grades 2-6 3. BPST grades 1-2 4. ESGI in TK and K 	<ol style="list-style-type: none"> 2. Beginning of year baseline and then at the end of each trimester, and end of year 3. Beginning of year baseline and then at the end of each trimester, and end of year 4. Beginning of year baseline and then at the end of each trimester, and end of year
i-Ready	<p>Grades K through 8 will take the Reading and Math diagnostic test Training will be provided by iReady after the first and second diagnostic windows</p>	<p>This happens three times throughout the year. Beginning, Winter, and Spring.</p>
Grades 9-12 Assessment Data and Information	<ol style="list-style-type: none"> 1. Math and English (NWEA MAP) 2. Graduation Rate Indicator 3. College and Career Indicator 4. Monitor Failing student list (Also Grades 7-8) 	<ol style="list-style-type: none"> 1. This happens three times throughout the year. Beginning, Winter, and Spring. 2. End of Year 3. End of Year 4. Every nine Weeks
Implementation of C&I Director during COVID	<p>Assessments dates will be provided to staff so that common assessments times are provided.</p>	<p>The C&I/Compliance Director will monitor each testing cycle listed above.</p>
Cleaning, Supplies, and Personal Protective Equipment	<p>The district and site head custodians will monitor the plan and make sure steps are continuing to be taken to implement the cleaning and safety plan.</p>	<p>Monthly</p>
Classified Staff to support COVID Health Needs and Tracing	<p>Classified staff will continue to monitor and support contact tracing, covid functions, and attendance compliance.</p>	<p>Daily</p>

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
Reduction of class size TK-6 and Reduce Classes Sizes in Grades 7-12	The Superintendent will monitor class sizes for all grades.	Monthly
Elementary Intervention/Support, After School Intervention, Interventions for Credit Deficient Students, Connect Ed Class, Summer School Credit Recovery, Accountability and Compliance COVID Curriculum and Instruction Coordinator	The Director of Curriculum and Instruction will check in with TK-12 principals and Tk-12 staff to ensure interventions are supporting learning loss and social and emotional learning, specifically focusing on the unduplicated students.	Every 6 weeks
Social-Emotional Counselor Support, Additional Academic Counselor TK-6 and 9-12	Director of Student Services with check in with counselors and monitor and support counseling staff	Every 6 weeks
Improve Technology Infrastructure	Director of Technology will continue to support and evaluate technology for the students and staff	Every 6 weeks

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 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.).

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