



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
PVUSD Local Control Accountability Plan	https://www.pvusd.us/documents/Quicklinks/2021-2022-LCAP/PVUSD-2021-2022-LCAP-7.23.2021.pdf
PVUSD Expanded Learning Opportunities Grant Plan 6-11-2021	https://www.pvusd.us/documents/COVID-19/2021_Expanded_Learning_Opportunities_Grant_Plan_Palo_Verde_Unified_School_District_20210611.pdf
PVUSD COVID-19 Prevention Plan updated 8-17-2021	https://www.pvusd.us/documents/COVID-19/PVUSD-School-Reopening-Plan-updated-08.17.21.pdf

Plan Title	Where the Plan May Be Accessed
PVUSD School Reopening Plan updated 8-17-2021	https://www.pvUSD.us/documents/COVID-19/PVUSD-School-Reopening-Plan-updated-08.17.21.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

\$10,303,127

Plan Section	Total Planned ESSER III
Strategies for Continuous and Safe In-Person Learning	\$6,221,030
Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)	\$2,530,000
Use of Any Remaining Funds	\$1,552,097

Total ESSER III funds included in this plan

\$10,303,127

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.

Palo Verde Unified School District met regularly with members of the PVUSD Educational Partners Task Force (formerly known as the PVUSD COVID-19 Stakeholder Task Force) which consists of District administration, including Special Education administration, site administration, classified employees, certificated employees, local bargaining units representatives, parents, and community members. The Task Force met on June 16, 2020; June 25, 2020; July 2, 2020; July 9, 2020; July 16, 2020; July 23, 2020; July 30, 2020; August 20, 2020; September 2, 2020; October 8, 2020; October 29, 2020; November 19, 2020; December 17, 2020; January 21, 2021; February 17, 2021; March 11, 2021; April 22, 2021; June 24, 2021; and October 6, 2021.

PVUSD held several Local Control Accountability Plan (LCAP) meetings virtually for school site input from teachers, other educators, parents, and community members. These meetings were held on the following dates: May 5, 2021; May 11, 2021; May 12, 2021; and May 26, 2021.

PVUSD held several LCAP meeting in person with students at the various schools in the District. These meetings were held on the following dates: April 29, 2021; May 7, 2021; and May 19, 2021.

PVUSD held an LCAP meeting with DELAC on April 29, 2021.

PVUSD reviewed LCAP goals and actions with site leaders during several Action Planning meetings in the spring.

At each of these meetings, the District asked participants what they saw as their school's and the district's strengths, weaknesses, and opportunities for the upcoming three years.

PVUSD held an LCAP meeting with union representation to review the draft LCAP goals and actions on May 12, 2021.

PVUSD held an LCAP meeting with the Parent Advisory group to review the draft LCAP goals and actions on June 8, 2021.

PVUSD consulted with RC-SELPA on May 25 and June 2, 2021.

Currently, no Tribes or Civil Right Organizations have made themselves known to be present or served within the District.

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

At all PVUSD Educational Partners Task Force meetings held, all attendees were invited to provide feedback and share their input with the group. They were also invited to provide feedback privately via the phone or email. Based on educational partner feedback, PVUSD focused on improvement of classroom and school building HVAC and air filtration systems, student and staff connectivity and technology access, social and emotional learning, summer school and other additional student learning opportunities.

During the Spring LCAP meetings, students were concerned with returning to full-time instruction. They also recognized that classroom behavior was better during the hybrid program and hoped that lowered class sizes would continue. DELAC was concerned with student social emotional wellness. They also expressed interest in an in-person summer school program. They asked if there could be more behavioral support. The parent and community members appreciated the constant communication from the schools and district level. They were interested in seeing a more robust afterschool program and additional social emotional support for students. Parents recognized that parent participation and support was lower this year, as some parents are burned out from the Zoom teacher-led distance learning. Parents requested a more robust dual enrollment program for the high school students. Parents also wanted to see an early literacy program for all students and additional intervention time for struggling students. The Parent Advisory group were interested in the District offering an Expanded Transitional Kindergarten program and wanted to be sure that the high school has a plan for improving AP pass rates.

The LCAP and PVUSD Educational Partners Task Force meetings allowed the plans to be adjusted and actions added. These meetings allowed stakeholders to provide their input which helped PVUSD focus on additional actions as part of the ESSER III Expenditure Plan.

During the PVUSD Educational Partners Task Force meeting on October 6, 2021, members of the Task Force influenced the ESSER III Expenditure Plan through the feedback that the additional paraprofessionals and that the prevention coordinators are very helpful particularly for English Learner students. They also shared that hiring extra teachers to reduce class sizes is super helpful for the students. The community also influenced PVUSD's support for intervention reading programs and tasked PVUSD with researching an effective math intervention program.

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

\$6,221,030

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
PVUSD School Reopening Plan updated 8-17-2021 (page 8). PVUSD COVID-19 Prevention Plan updated 8-17-2021 (page 6).	Purchase school busses with improved ventilation	Purchase six school busses with upgraded HVAC systems and cameras for contact tracing. The use of ESSER III funds allows for additional resources to be utilized for contact tracing in the School reopening Plan, page 8, and the COVID-19 Prevention Plan, page 6, related to maximizing ventilation, to support upgraded ventilation and contact tracing.	\$1,500,000
PVUSD School Reopening Plan updated 8-17-2021 (page 8). PVUSD COVID-19 Prevention Plan updated 8-17-2021 (page 6).	Upgrade HVAC systems	Purchase new air conditioning units for classrooms to improve ventilation and circulation. The use of ESSER III funds allows for additional resources to be utilized for improved ventilation in the School reopening Plan, page 8, and the COVID-19 Prevention Plan, page 6, related to maximizing ventilation, to support upgraded ventilation.	\$1,000,000
PVUSD School Reopening Plan updated 8-17-2021 (page 13).	Shade structures	Purchase DSA-approved shade structures / tents for outside learning. The use of ESSER III funds allows for additional opportunities for outdoor learning to allow students and staff to benefit from outdoor ventilation through the purchase of shade structures.	\$1,000,000
PVUSD School Reopening Plan updated 8-17-2021 (page 8).	Hire additional LVNs	Hire two additional LVN positions for public health safety measures, contact tracing, and staff and student COVID testing. The use of ESSER III funds allows for additional staff to perform duties outlined on page 6 of the School Reopening Plan,	\$320,000
PVUSD LCAP 7-23-2021 (page 31).	Social emotional and behavioral supports	Fund health and wellness activities, programs and facilities that promote physical fitness and mental health wellness, two prevention coordinators, and an additional Dropout Prevention Specialist. The use of ESSER III funds allows for additional personnel to provide social emotional and behavior supports for students in addition to the Dropout Prevention Specialists funded through LCAP Goal 2, Action 4.	\$796,030

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
<p>PVUSD LCAP 7-23-2021 (page 31). PVUSD Expanded Learning Opportunities Grant Plan 6-11-2021 (page 3).</p>	<p>Positive Behavioral Intervention Supports professional development</p>	<p>Fund a consultant to train the coordinator of student services, the prevention coordinators, dropout prevention specialists, school counselors, teachers, and para-educators on effective positive behavior supports and interventions. This includes extra duty costs for professional development. The use of ESSER III funds allows for additional professional development and extra duty costs for personnel provided through LCAP Goal 2, Actions 1, 4, and 5. It also allows for additional professional development beyond the training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs provided for through the Expanded Learning Opportunities Grant Plan supplemental instruction and support strategies.</p>	<p>\$30,000</p>
<p>PVUSD LCAP 7-23-2021 (page 17). PVUSD Expanded Learning Opportunities Grant Plan 6-11-2021 (page 3).</p>	<p>Fund a consultant to support instructional leadership</p>	<p>Fund a consultant to provide mentorship and coaching for site administrators on effective instructional leadership practices addressing learning loss and building effective instructional programs. The use of ESSER III funds allows for professional learning for instructional leadership beyond the support provided through LCAP Goal 1, Action 1, and through the Expanded Learning Opportunities Grant Plan supplemental instruction and support strategies.</p>	<p>\$75,000</p>
<p>PVUSD LCAP 7-23-2021 (page 23).</p>	<p>Provide additional technology staff</p>	<p>Provide additional technology staff to support school sites with the ever-increasing technology needs for student to access on-line curriculum and interface with teachers when necessary during quarantining. The use of ESSER III funds allows for additional technology personnel beyond that provided for in LCAP Goal 1, Action 15.</p>	<p>\$280,000</p>
<p>PVUSD LCAP 7-23-2021 (page 18). PVUSD Expanded Learning Opportunities Grant Plan 6-11-2021 (page 3).</p>	<p>Provide additional technology</p>	<p>Technology upgrades to enhance functionality and communication capabilities and expand internet services to rural isolated areas. The use of ESSER III funds allows for additional technology beyond that provided for in LCAP Goal 1, Action 6, and through the Expanded Learning Opportunities Grant Plan supplemental instruction and support strategies.</p>	<p>\$1,220,000</p>

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

\$2,530,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
PVUSD LCAP 7-23-2021 (page 22). PVUSD Expanded Learning Opportunities Grant Plan 6-11-2021 (page 3).	Hold summer school 2022, 2023	Run summer school for two years for all students Kinder through 12th, with an emphasis on English Learners, Students with Disabilities, Low-Income students, Homeless students, and Foster Youth. The use of ESSER III funds allows for additional personnel to provide for summer learning for students in addition to the summer learning opportunities funded through LCAP Goal 1, Action 11, and through the Expanded Learning Opportunities Grant Plan supplemental instruction and support strategies.	\$400,000
PVUSD LCAP 7-23-2021 (page 17, 18, 24).	Hire extra teachers	Hire extra teachers to lower class sizes for safety and learning loss. The use of ESSER III funds allows for additional personnel to provide for lower class sizes in addition to the personnel funded through LCAP Goal 1, Actions 2, 7, 23, 24, 25, and 26.	\$2,000,000
PVUSD LCAP 7-23-2021 (page 17, 22, 31). PVUSD Expanded Learning Opportunities Grant Plan 6-11-2021 (page 3).	Fund a reading specialist consultant, trainer, and mentor and a math intervention trainer	Fund a reading specialist consultant, trainer, and mentor to provide professional development for preschool through third grade teachers on effective pre-reading and reading strategies. Provide professional development on Corrective Reading and intensive reading intervention programs for grades four through nine. Research an effective math intervention program to support learning loss in math and provide professional learning for teachers in the program that is chosen. . The use of ESSER III funds allows for additional professional learning provided in LCAP Goal 1, Actions 1 and 14, and Goal 2, Actions 1 and 5.	\$90,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
PVUSD LCAP 7-23-2021 (page 17, 18, 19). PVUSD Expanded Learning Opportunities Grant Plan 6-11-2021 (page 3).	Fund consultants to provide English Language Development professional development	Fund a consultant to provide English Language Development professional development for secondary teachers across the content areas and for elementary teachers. The use of ESSER III funds allows for additional professional development support beyond that provided in LCAP Goal 1, Actions 1, 4, and 9.	\$40,000

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

\$1,552,097

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
PVUSD LCAP 7-23-2021 (page 22, 31, 35). PVUSD Expanded Learning Opportunities Grant Plan 6-11-2021 (page 3). PVUSD School Reopening Plan updated 8-17-2021 (page 5, 14).	Continuity of services (ADA)	Continuity of services set aside to offset anticipated loss of ADA. The LCAP includes several actions designed to improve student attendance, including Goal 1, Action 10; Goal 2, Action 1, 3, 4, and 5; and Goal 3, Action 1. The use of ESSER III funds allows for PVUSD to be able to offset Average Daily Attendance Loss that may occur during the 2021-22 school year despite these actions being in place.	\$1,552,097

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
Purchase school busses with improved ventilation	Review of purchase orders and student attendance rates as well as COVID-19 student and staff symptom and exposure rates at Cabinet.	Monthly
Upgrade HVAC systems	Review of purchase orders and student attendance rates as well as COVID-19 student and staff symptom and exposure rates at Cabinet.	Monthly
Shade structures	Review of purchase orders and student attendance rates as well as COVID-19 student and staff symptom and exposure rates at Cabinet.	Monthly
Hire additional LVNs	Review of Personnel Status Forms as well as COVID-19 student and staff symptom and exposure rates at Cabinet	Quarterly
Social emotional and behavioral supports	Review of student attendance and student discipline records at Action Planning Meetings and at Cabinet	Monthly
Positive Behavioral Intervention Supports professional development	Review of student attendance and student discipline records at Action Planning Meetings and at Cabinet	Monthly
Fund a consultant to support instructional leadership	Review of student academic scores in Reading and Mathematics at Action Planning Meetings and at Cabinet	Three times a year
Provide additional technology staff	Review of Personnel Status Forms and student academic scores in Reading and Mathematics at Cabinet	Quarterly
Provide additional technology	Review of purchase orders and student academic scores in Reading and Mathematics at Cabinet	Monthly

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
Hold summer school 2022, 2023	Review of Personnel Status Forms and student academic scores in Reading and Mathematics at Cabinet	Annually
Hire extra teachers	Review of Personnel Status Forms, student attendance and student discipline records, and student academic scores in Reading and Mathematics at Cabinet	Quarterly
Fund a reading specialist consultant, trainer, and mentor	Review of student academic scores in Reading at Action Planning Meetings and at Cabinet	Three times a year
Fund consultants to provide English Language Development professional development	Review of student academic scores in Reading at Action Planning Meetings and at Cabinet	Three times a year
Continuity of services (ADA)	Review of student attendance across the sites and at the district level as well as as well as COVID-19 student symptom and exposure rates at Action Planning Meetings and at Cabinet	Monthly

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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