

## ESSER III Expenditure Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Perris Union High School District	Grant Bennett, Superintendent	grant.bennett@puhsd.org 951-943-6369, ext. 80102

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
2021 Expanded Learning Opportunity Plan	<a href="http://www.puhsd.org/elo">http://www.puhsd.org/elo</a>
2021 Local Control Accountability Plan	<a href="http://www.puhsd.org/lcap">http://www.puhsd.org/lcap</a>
2020 Learning Continuity and Attendance Plan	<a href="http://www.puhsd.org/lcp">http://www.puhsd.org/lcp</a>

## Summary of Planned ESSER III Expenditures

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

### Total ESSER III funds received by the LEA

\$20,029,829

Plan Section	Total Planned ESSER III Expenditures
Strategies for Continuous and Safe In-Person Learning	\$16,023,863
Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)	\$4,005,966
Use of Any Remaining Funds	\$ 0.00

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

\$20,029,829

## 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.

Consultation with community members and key stakeholders has been an important part of the process to develop multiple plans over the past couple of years. These include the 2021 Learning Continuity and Attendance Plan (LCP), Expanded Learning Opportunities (ELO) Plan, and the 2021-22 to 2023-24 Local Control and Accountability Plan (LCAP). Throughout all of these planning processes, the voices of students, families, staff, and community members have informed the development of goals, actions, expenditures, metrics, and target outcomes. The Perris Union High School District (PUHSD) has provided multiple opportunities for stakeholder engagement, input and feedback.

An important aspect of the engagement process over the past two years has been the multiple planning cycles. Beginning with the initial planning to implement distance learning and moving into the LCP, ELO Plan, and 2021-22 LCAP, each round of community engagement has built upon the last. This has provided the opportunity to reinforce key priorities and deepen conversations about key ideas. The ESSER III Expenditure Plan is further building upon this foundation.

Timeline included:

**March:** The District made quick adjustments to elicit feedback amongst site leadership teams via bi-weekly Administrative meetings focusing on the seven supplemental instruction and support strategies that can be implemented.

**April:** To meaningfully engage our stakeholders, PUHSD held a virtual Parent Advisory Committee (PAC) and District English Learner Advisory Committee (DELAC) meeting conducted in both English and Spanish. The stakeholder meeting summarized the essential components of the ELO Plan in terms of a framework that began with the purpose of the plan to address learning loss focusing on the following student groups: low-income students, English learners, foster youth, homeless students, students with disabilities, students at risk of abuse, disengaged students, students who are below grade level, including credit-deficient students, high school students at risk of not graduating, and other students identified by certificated staff. The seven supplemental instruction and support strategies were reviewed and discussed, feedback was noted, and a timeline to include a survey to the PAC members and deadline to complete the ELO Plan was proposed.

**October:** Following our Virtual Parent Advisory Committee meeting on October 21, 2021, a survey to the committee members to provide feedback on what is needed in partnership to support students, staff, and families to meet the academic, mental health, and social-emotional well-being needs of students during the 2021-22 school year.

The District's efforts to engage stakeholders has been an important component of school planning and improvement. We value the input of our community and our goal is to review and analyze the information received to identify our community's preferences for school programs, services, and student outcomes. As this is a fluid situation, PUHSD will continue to respond to the needs of all stakeholders and make appropriate accommodations as needed.

The School Board approval of the ESSR III Expenditure Plan is scheduled for October 20, 2021.

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

As described above, the input received during each planning process over the past two years has built upon those that came before. The ESSER III Expenditure Plan has the advantage of this strong foundation of input and has been significantly influenced by the wealth of community input available from the Learning Continuity and Attendance Plan (LCP), Expanded Learning Opportunity Plan (ELO), and 2021-22 LCAP processes. The ELO plan shared with the board on October 21, 2021 focused on elements that closely align with community input. This is evidenced by the inclusion of additional social workers, additional intervention sections, MTSS counselors, tutors for our most "at-risk" students, college/career center clerks, and more. Additional actions that emerged in the planning process over time also have strong alignment to key community priorities. Following is a summary of key input emerging during each of the planning processes over the past eighteen months. Included are highlights of the overarching themes and specific priorities voiced by our Parent Advisory Committee (PAC), District English Language Advisory Committee (DELAC), district and site leadership teams and CSEA and PSEA utilizing the PRC and SRC process.

#### **Learning Continuity and Attendance Plan**

Some of the overarching ideas that emerged across community groups included:

- The pandemic provides an opportunity to do things differently and disrupt the status quo - to better serve all students

- One size does not fit all – training, instruction, and communication all need to meet the individual and group needs of students, families, and staff.
- We need to focus on our most vulnerable students in our planning and implementation.
- Parents, guardians, and caregivers need much more support to effectively partner in the education of students at home.
- Training and accountability for staff are both critical. We need to reduce the amount of variation in program implementation and the instructional experience of students and families. Specific training for distance learning is needed.
- Relationship building, Social Emotional Learning (SEL), and mental health need to be prioritized along with physical health and safety.
- More counseling services are needed in all schools in the areas of mental health, academics, and college planning.
- Tiered supports for students are needed and regular mental health and social emotional check-ins should be conducted to assess needs.
- Universal Design for Learning needs to be implemented so that we can see results.
- Students are diverse and need to continue learning in diverse ways. Multi-tiered support needs to improve.
- All vulnerable students should have similar wraparound services and supports. This should include an individual learning plan and a designated liaison that checks in with them and their family regularly.
- Consider partnerships with other entities to disrupt systemic inequality, address learning loss, mitigate impacts of COVID, and provide online learning

### **Expanded Learning Opportunities Plan**

Overarching ideas that emerged across community groups included:

- Summer school needs to be fun, engaging, and provide opportunities for social interaction in addition to addressing academic needs.
- Credit recovery is a critical need and should be made available in flexible formats during the summer and throughout the coming year. Students need a variety of options for completing credit recovery.
- Individualized learning plans and support will help to more effectively connect students to services and supports such as tutoring.
- Addressing social-emotional learning needs and trauma is very important and needs to happen first in order for us to fully address academic needs.
- We need to strategically reengage our students who have become disengaged over the last year

### **Local Control and Accountability Plan**

Overarching ideas that emerged included:

- Effective Implementation of a Multi-tiered System of Supports (MTSS)
- Increased Mental Health Supports
- Improvement of School and Classroom Culture and Climate
- Equitable Allocation of Resources
- Implementation Accountability

- Students need increased access to effective counseling – academic, college advising, and mental health. Counselors need to provide targeted support to meet the needs of specific student groups and the number of bilingual counselors should be increased.
- Implement regular academic check-ins and progress monitoring to ensure that students stay on-track for graduation and college eligibility
- Prioritize mental health and wellness – implement regular mental health checks for students and explore integration of mental health training for staff and curriculum for students
- Increased availability of academic supports to accelerate progress for students with learning gaps
- Increase the number of schools with student support centers that provide wrap-around services including access to a social worker and counselor
- Professional development for staff across a range of areas including SEL, trauma-informed practices, and mental health
- Provide resources and capacity building opportunities for parents/caregivers to support learning at home
- Increase and improve translation and interpretation for families and students

## 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

\$16,023,863

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
Expanded Learning Opportunity Plan	MTSS: Counseling Support	Hire Temporary Counselors <ul style="list-style-type: none"> <li>• Provide oversight, training, and support to site MTSS interventions</li> </ul>	\$2,746,447

		<ul style="list-style-type: none"> <li>• Ensure procedural safeguards are implemented and followed</li> <li>• Expand MTSS to additional school sites</li> <li>• Data collection and progress monitoring implementation</li> <li>• Provide support for the Home Hospital program</li> <li>• Direct Tier 2 and 3 support for students and support for teachers, site administrators on social emotional learning and behavioral health</li> <li>• Improve program delivery, analyze and expand academic, SEL, and college/career counseling services</li> </ul>	
Expanded Learning Opportunity Plan	Health Services	<p>School Nurses</p> <ul style="list-style-type: none"> <li>• Decrease caseload ratios</li> <li>• Overall health care promotion, education, access and referral coordination</li> <li>• Health screenings and access (oral, vision &amp; hearing health)</li> <li>• Manage infectious disease (COVID-19, flu)</li> </ul>	\$487,000
Expanded Learning Opportunity Plan	Academic Equity	<p>Academic Intervention</p> <ul style="list-style-type: none"> <li>• Provide access and opportunities for students to recover and/or accelerate credits to meet graduation requirements and grade level standards</li> <li>• Provide additional section allocations to be included in the master schedule for all school sites to support academic coaching, collaboration, and curriculum alignment</li> </ul>	\$5,411,799
Expanded Learning Opportunity Plan	College and Career Readiness	<p>Hire Career Center Clerks (PHS, LHS, PVHS, HHS)</p> <ul style="list-style-type: none"> <li>• Establish college and career centers across four high schools</li> </ul>	\$565,000

		<ul style="list-style-type: none"> <li>• Compiles, evaluates, organizes, maintains, and disseminates educational and career planning information</li> <li>• Schedules schools, colleges, military, and other personnel for presentations to students regarding career opportunities</li> <li>• Develop career exploration opportunities with a special focus on underrepresented student populations</li> <li>• Conducts and assists with classes on career education</li> <li>• Assists with planning for College and Career Nights and Fairs</li> <li>• Administers and assists with implementation of group interest tests, surveys, and schedules</li> </ul>	
Expanded Learning Opportunity Plan	Academic Support	<p>Address the disproportionate impact and loss of educational support caused by the pandemic for our most vulnerable students:</p> <p>Gen Ed Tutors/ELL</p> <ul style="list-style-type: none"> <li>• Tutoring tailored to the unique needs of students and families with specialization in engagement and relationship building.</li> <li>• Tutors with built-in assessment and progress monitoring.</li> </ul> <p>Paraeducators</p> <ul style="list-style-type: none"> <li>• Assist teachers with observations, behavior modification for the purpose of implementing lesson plans and/or developing students' adaptive and behavioral skills</li> <li>• Implements instructional programs and lesson plans under the supervision of the teacher for the purpose of assisting the teacher and student academically</li> </ul>	\$4,934,117

		<ul style="list-style-type: none"> <li>Monitors individual students (both in special education and general education) for the purpose of providing a safe and positive learning environment</li> </ul> <p>AVID Tutors</p> <ul style="list-style-type: none"> <li>Trained in the use of AVID strategies to enhance academic performance of targeted high school students and serve as role models and mentors.</li> <li>Assist students in all phases of the formal writing process, including brainstorming, clustering, revision, and editing</li> <li>Conduct tutorial sessions in all subject areas individually or in small groups or conduct mini lessons in the writing process in all subject areas, study skills, and other aspects of college preparation.</li> </ul>	
Learning Continuity and Attendance Plan	HVAC	Provide improved ventilation and air exchange into educational interior spaces by installing new units and controls to optimize and improve the indoor air quality.	\$1,074,000
Learning Continuity and Attendance Plan	School Safety	Supplies to mitigate the spread of COVID-19 and safety operate school <ul style="list-style-type: none"> <li>Personal Protective Equipment (PPE) including masks, gloves, and hand sanitizer.</li> <li>Signage for school sites, testing opportunities, and additional work required to address COVID-19 context.</li> </ul>	\$805,500

## 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

\$4,005,966



Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
Expanded Learning Opportunity Plan	Summer School: Gen Ed	Provide expanded summer school in 2021 to 2023 with a focus on credit recovery. This will also include school connectedness, building relationships, physical and mental health, connecting with families, and high impact tutoring. Summer school will be offered at all schools across the district including middle school sites. Programs will be offered one week after the regular school year ends.	\$1,413,749
Expanded Learning Opportunity Plan	Summer School: SPED	Provide students with extended learning opportunities for credit recovery. In addition, special education students will have the opportunity to recover lost services such as speech, occupational therapy, and physical therapy.	\$895,855
Expanded Learning Opportunity Plan	Summer School: Transportation	Provide transportation for students to attend extended school year summer school.	\$214,800
Expanded Learning Opportunity Plan	Social Workers: Temporary Positions	<p>Social Workers to be provided at all schools based on students' needs will include:</p> <ul style="list-style-type: none"> <li>● Coordination of social emotional services for students</li> <li>● Individual therapy for Tier 3 students</li> <li>● Counseling- individual, group, and family</li> <li>● Crisis intervention, home visits, parent support and education, and advocacy for students, families, and school systems</li> <li>● Identifying and addressing unmet physical and mental health needs</li> <li>● Linkage Services</li> </ul>	\$1,481,562

## Use of Any Remaining Funds

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

### Total ESSER III funds being used to implement additional actions

\$ 0.00

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
			\$ 0.00

## Ensuring Interventions are Addressing Student Needs

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

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
MTSS: Counseling Support	<p>Student support services will monitor progress to the extent actions are implemented across the district and in each school. Progress monitoring may include:</p> <ul style="list-style-type: none"> <li>a. # of students served and intensity of services</li> <li>b. Data collection by counselors and social workers of student interactions via Google form capturing at risk behaviors and student trauma.</li> <li>c. Student Climate Survey</li> <li>d. Student SEL Survey</li> </ul>	<ul style="list-style-type: none"> <li>a. Quarterly</li> <li>b. Quarterly</li> <li>c. Annually</li> <li>d. Semi-Annually</li> </ul>

Health Services	<p>The Educational Services division will monitor progress of the actions implemented across the district and school sites. Progress monitoring may include:</p> <ul style="list-style-type: none"> <li>a. Staff to student caseload ratios</li> <li>b. # of health screenings performed</li> <li>c. # of contact tracing contacts made</li> </ul>	<ul style="list-style-type: none"> <li>a. Semi-Annually</li> <li>b. Annually</li> <li>c. Semi-Annually</li> </ul>
Academic Equity	<p>The Educational Services division will monitor progress in which actions are implemented across the district and school sites. Progress monitoring may include:</p> <ul style="list-style-type: none"> <li>a. Student participation in credit recovery</li> <li>b. Student participation in accelerated courses</li> <li>c. Student pass/fail rate</li> </ul>	<ul style="list-style-type: none"> <li>a. Every six weeks</li> <li>b. Every six weeks</li> <li>c. Every six weeks</li> </ul>
College and Career Readiness	<p>School sites will monitor students</p> <ul style="list-style-type: none"> <li>a. # of students utilizing the career centers</li> <li>b. % of students participating in college and career experiences</li> </ul>	<ul style="list-style-type: none"> <li>a. Semi-Annually</li> <li>b. Semi-Annually</li> </ul>
Academic Support	<p>The Educational Services division will monitor progress in which actions are implemented across the district and school sites. Progress monitoring may include:</p> <ul style="list-style-type: none"> <li>a. # and % of Paraeducators and tutors hired and trained to support academic intervention efforts.</li> <li>b. # of sections assigned to Paraeducators and tutors</li> <li>c. % of expected dollars expended</li> <li>d. # of students served</li> </ul>	<ul style="list-style-type: none"> <li>a. Quarterly</li> <li>b. Quarterly</li> <li>c. Quarterly</li> <li>d. Quarterly</li> </ul>
HVAC	Installation of HVAC units across the district.	<ul style="list-style-type: none"> <li>a. Quarterly</li> </ul>
School Safety	The Educational Services Division will monitor progress to the extent actions are implemented	<ul style="list-style-type: none"> <li>a. Daily, or as frequently as possible</li> <li>b. Daily, or as frequently as possible</li> <li>c. Quarterly</li> </ul>

	<p>across the district and in each school site. Progress monitoring may include:</p> <ul style="list-style-type: none"> <li>a. COVID Dashboard</li> <li>b. COVID mitigation, testing, contact tracing</li> <li>c. % of expected dollars expended</li> </ul>	
<p>Summer School: Gen Ed Summer School: SPED Summer School: Transportation</p>	<p>The Educational Services Division will monitor progress to the extent actions are implemented across the district and in each school site. Progress monitoring may include:</p> <ul style="list-style-type: none"> <li>a. Schools offering summer school will monitor student enrollment</li> <li>b. # of semester credits awarded</li> <li>c. Disaggregate student demographics (Gen Ed / SPED)</li> <li>d. % of expected dollars expended</li> <li>e. # of students utilizing summer transportation</li> </ul>	<ul style="list-style-type: none"> <li>a. June/July</li> <li>b. End of summer school term</li> <li>c. End of summer school term</li> <li>d. End of summer school term</li> </ul>
<p>Social Workers: Temporary Positions</p>	<p>The Educational Services Division will monitor progress to the extent actions are implemented across the district and in each school site. Progress monitoring may include:</p> <ul style="list-style-type: none"> <li>a. # of students served for Tier 2 and 3 <ul style="list-style-type: none"> <li>i. Individual Therapy</li> <li>ii. Group Counseling</li> <li>iii. Family Intervention</li> </ul> </li> <li>b. # of students referred to outside resources</li> </ul>	<ul style="list-style-type: none"> <li>a. Semi-Annually</li> <li>b. Semi-Annually</li> </ul>

# ESSER III Expenditure Plan Instructions

## Introduction

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

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

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

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

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

*For technical assistance related to the ESSER III Expenditure Plan template and instructions, please contact [LCFF@cde.ca.gov](mailto:LCFF@cde.ca.gov). For all other questions related to ESSER III, please contact [EDReliefFunds@cde.ca.gov](mailto:EDReliefFunds@cde.ca.gov).*

## Fiscal Requirements

- The LEA must use at least 20 percent (20%) of its ESSER III apportionment for expenditures related to addressing the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs.
  - For purposes of this requirement, “evidence-based interventions” include practices or programs that have evidence to show that they are effective at producing results and improving outcomes when implemented. This kind of evidence has generally been produced through formal studies and research. There are four tiers, or levels, of evidence:
    - **Tier 1 – Strong Evidence:** the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented randomized control experimental studies.
    - **Tier 2 – Moderate Evidence:** the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented quasi-experimental studies.
    - **Tier 3 – Promising Evidence:** the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented correlational studies (with statistical controls for selection bias).
    - **Tier 4 – Demonstrates a Rationale:** practices that have a well-defined logic model or theory of action, are supported by research, and have some effort underway by a State Educational Agency, LEA, or outside research organization to determine their effectiveness.
  - For additional information please see the Evidence-Based Interventions Under the ESSA web page at <https://www.cde.ca.gov/re/es/evidence.asp>.
- The LEA must use the remaining ESSER III funds consistent with section 2001(e)(2) of the ARP Act, including for:
  - Any activity authorized by the Elementary and Secondary Education Act (ESEA) of 1965;
  - Any activity authorized by the Individuals with Disabilities Education Act (IDEA);
  - Any activity authorized by the Adult Education and Family Literacy Act;
  - Any activity authorized by the Carl D. Perkins Career and Technical Education Act of 2006;
  - Coordination of preparedness and response efforts of LEAs with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to COVID-19;

- Activities to address the unique needs of low-income students, students with disabilities, English learners, racial and ethnic minorities, homeless students, and foster youth, including how outreach and service delivery will meet the needs of each population;
  - Developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs;
  - Training and professional development for staff of the LEA on sanitation and minimizing the spread of infectious diseases;
  - Purchasing supplies to sanitize and clean the facilities of an LEA, including buildings operated by such agency;
  - Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under IDEA, and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements;
  - Purchasing education technology (including hardware, software, and connectivity) for students who are served by the LEA that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment;
  - Providing mental health services and supports, including through the implementation of evidence-based full-service community schools;
  - Planning and implementing activities related to summer learning and supplemental after school programs, including providing classroom instruction or online learning during the summer months and addressing the needs of underserved students;
  - Addressing learning loss among students, including underserved students, by:
    - Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiated instruction,
    - Implementing evidence-based activities to meet the comprehensive needs of students,
    - Providing information and assistance to parents and families of how they can effectively support students, including in a distance learning environment, and
    - Tracking student attendance and improving student engagement in distance education;
- Note:** A definition of “underserved students” is provided in the Community Engagement section of the instructions.
- School facility repairs and improvements to enable operation of schools to reduce risks of virus transmission and exposure to environmental health hazards, and to support student health needs;

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

## **Other LEA Plans Referenced in this Plan**

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

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

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

## **Summary of Expenditures**

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

### **Instructions**

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

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

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



# Community Engagement

## Purpose and Requirements

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

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

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

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

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

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

- Homeless students;
- Students with disabilities; and
- Migratory students.

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

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

## **Instructions**

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

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

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

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

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

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

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

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

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

## **Planned Actions and Expenditures**

### **Purpose and Requirements**

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

### **Instructions**

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

### **Strategies for Continuous and Safe In-Person Learning**

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

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

- Provide a description of the action(s) the LEA will implement using ESSER III funds for prevention and mitigation strategies that are, to the greatest extent practicable, in line with the most recent CDC guidance, in order to continuously and safely operate schools for in-person learning.
- Specify the amount of ESSER III funds the LEA plans to expend to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA.

### **Addressing the Impact of Lost Instructional Time**

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

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

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

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

- If the action(s) are included in another plan, identify the plan and provide the applicable goal and/or action number from the plan. If the action(s) are not included in another plan, write “N/A”.
- Provide a short title for the action(s).
- Provide a description of any additional action(s) the LEA will implement to address students’ academic, social, emotional, and mental health needs, as well as to address opportunity gaps, consistent with the allowable uses identified above in the Fiscal Requirements section of the Instructions. If an LEA has allocated its entire apportionment of ESSER III funds to strategies for

continuous and safe in-person learning and/or to addressing the impact of lost instructional time, the LEA may indicate that it is not implementing additional actions.

- Specify the amount of ESSER III funds the LEA plans to expend to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA. If the LEA it is not implementing additional actions the LEA must indicate “\$0”.

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

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

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

Complete the table as follows:

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