

ESSER III Expenditure Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Provisional Accelerated Learning Academy	Dwaine Radden, Sr. (Executive Director)	dradden@palcenter.org 909-887-7002

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
Expanded Learning Opportunities Grant Plan	School Website: https://www.palcenter.org/expanded-learning-opportunities
Local Control Accountability Plan (LCAP)	School Website- https://www.palcenter.org/lcap

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

\$641,310

Plan Section	Total Planned ESSER III Expenditures
Strategies for Continuous and Safe In-Person Learning	\$ 460,524
Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)	\$180,786
Use of Any Remaining Funds	\$ 0.00

Total ESSER III funds included in this plan

\$ 641,310

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.

Provisional Accelerated Learning (PAL) Academy received informative feedback from community engagement opportunities during the 2020-2021 school year. This feedback informed the development of the Expanded Learning Opportunities Grant Plan (ELOGP) and the Local Control Accountability Plan (LCAP) and in part, this ESSER III expenditure plan. Discussions focused on academic supports needed to help students with in-person learning through a welcoming culture and safe campus, the need for social-emotional learning/supports due to the stress and isolation of COVID19 , and reengaging students and parents, so that community feedback was incorporated into this report. These community engagement opportunities included the following PAL educational partners:

- **Students** -through school surveys at the end of the 2020-2021(June 2021) school year and surveys in August (based on assessing parents/students school preferences and technology needs) September of the 2021-2022 (Social Emotional needs, Impact of Covid).
- **Parents/guardians** (English and Spanish speaking) - Building on the 2020-2021 parent engagement activities, PAL staff continued to reach out to parents/guardians in July through August of 2021 through phone surveys, in person meetings and parent square postings to determine the needs and concerns of families.
- **Certificated Teachers** – PAL teachers shared their input on the Expanded Learning Opportunities Grant Plan (ELOGP) and the Local Control Accountability Plan (LCAP)at the end of 2020-2021 school year. At scheduled teacher collaboration meetings in August and October 2021, the teachers continued to give their feedback as to the needs and strategies that they thought would help students and staff deal with learning loss and other COVID related impacts on learning.
- **Support and Administrative staff**- Planning Team bi-weekly meetings continued from the 2002-2021 school year. This team met in August and October 2021 to review data, evaluate parent and partner feedback and to assess the needs of the school re logistics, social distancing in classes/on campus, accessing equipment and sanitation resources.
- **Special Education Teacher/Coordinator and the English Learner (EL) Coordinator**- scheduled meetings in August ,2021 with the Executive Director and Associate Heads of schools to discuss issues around special populations and to make sure that PAL met the CDE guidelines to develop additional support and resources for those students.
- **Executive Director, Associate Heads of School** and the Planning Team, also met in July and August, 2021 to explore an assess the school's reopening strategies/protocols, review the budget, evaluate ESSER III funding requirements and assess the school's needs.
- **Foster Youth and Homeless Liaison**- contributed input as to the needs of PAL's foster and homeless students (PAL serves less than 10 students in these two groups during the school year).

PAL, as a charter school does not engage with local bargaining units. To our knowledge, none of the educational partners attending, expressly identified themselves as representing a tribe, civil rights organizations, including disability rights organizations or individuals or advocates representing the interests of homeless students, migratory students, children who are incarcerated and other underserved students.

Additional meaningful input for the 2021-2022 school year came from PAL school Administrators, teachers and parent/student discussions during meetings and orientations when the needs of each family were discussed. PAL engagement with our school learning community (344 students/families, approximately 50 staff),was facilitated by two surveys, ongoing bi-weekly staff zoom and in-person meetings, data collection and input to/from families through Parent Square or by phone contact. Ongoing post COVID parent/student consultations allowed staff to gain information and insight from staff, student and parents. PAL sought to meaningfully consult with all required community members in the development of this spending plan in the following manner:

August 2021 through October 2021

School and District administrators

During the months of August 2021 through October 2021 PAL's Executive Director and other school leaders had weekly and/or bi-weekly operational and feedback meetings with the following school administrators and staff: Supervising teachers, school counselors, academic teachers, the EL coordinator, the Foster Youth Liaison, the Special Education Administrator and the Associate heads of schools (For Middle and High School) to discuss enrollment, participation and academic performance school data that helped us to learn about our student's COVID 19 virtual learning challenges of the previous year(s). This was done to determine the needs of the PAL returning student population relative to the COVID 19 disruptions. This staff feedback was important in aligning this ESSER III spending plan to the existing school ELOGP and LCAP plans.

July and August 2021

Returning students and families

During the months of July and August 2021, all returning PAL students were interviewed and surveyed by the Supervising Teacher and their assigned school counselor as to their specific learning needs for in person/virtual learning. Academic grades were also reviewed to determine how each student was affected academically by their virtual learning experience. This also included assessing current technology needs and each student's historical academic challenges. All new students met with the intake team: the Associate Head of schools, a school counselor, (Special Ed administrator and the EL coordinator if applicable) and the student's Supervising Teacher. Meaningful notes were included on every student's Master Agreement or in the school's Aeries student information system.

September 2021

A School Social Emotional Survey for students was given during the first month of school to assess the returning school culture and to understand our student's social emotional needs. Our student's career readiness data was also reviewed in order to determine the purchase of career assessment resources and CTE Pathway classes needing development.

October 2021

Meeting for review of all data points and to write ESSER III draft.

The 2020 ELOGP, LCAP feedback and the current 2021 student, staff, parent and other educational partners input/feedback relative to the ESSER III spending plan requirements" to choose strategies for continuous and safe in-person learning and to address lost instructional time" was incorporated into the ESSER Draft. This document was then shared with the School Board, staff and teachers during school meetings and with other educational partners, including parents and the PAL community by posting it on the school's website and informing our educational partners of the opportunity to provide feedback and comment at the Board Meeting

School Board

The ESSER III Spending Plan was approved by the Board at a Governing Board meeting held on October 29th, 2021.

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

Feedback and comments from the ELOGP and LCAP informed the development of specific strategies for addressing the loss of instructional time and providing supplemental instruction and support to identified students. This spending plan is influenced by that yearlong feedback and from the educational partner engagement activities from the July to September 2021 reopening months. PAL Charter school reopened August 9th for in-person learning with the goals of supporting a safe in-person reopening while addressing learning loss and the academic, social, emotional, and mental health needs of all students and staff based on the alignment of those goals in the ELOGP, LCAP and this ESSER III spending plan.

Educational Partners feedback

PAL educational partners provided the feedback used to develop and /or expand services for continuous and safe in-person learning and to address lost instructional time. The decision for programs, actions, services, and expenditures for the ESSER III funding was also related to the following LCAP priority goals.

1. Increase of student success in ELA, math and literacy
2. Preparation of students to be college and career ready
3. Engagement of parents and families to support student success
4. School reopening- create a safe and welcoming learning environment where students will feel reconnected to the school environment.
5. Recruit, train, and retain high-quality staff who are committed, collaborative, caring, knowledgeable about social-emotional learning and for the 2021-2022 school year, implement ELOGP and ESSER III strategies to help students in accelerating learning.

Parents/Planning Team/ Teachers /Staff Feedback Themes

Safe Environments

In resuming in-person instruction, parents, school staff, teachers and the school Board and(through emails and other COVID19 reopening guidelines) the local S.B County health organizations expressed great concern (through the surveys, meetings, phone, zoom, CDC/CDE reopening guidelines) for staff and students to be in a safe in-person environment. This was the main concern. The

common theme was that ESSER III funds should be used to provide increased improvements throughout the campus to minimize or eliminate virus transmission or any exposure to COVID 19 and to support the ongoing health safety of students. To achieve this goal, it was assessed by the feedback received that we needed to do the following 1. Upgrade classrooms to ensure staff and students have the space to engage in-person learning but be in a safe environment. 2. Inspect, repair our modular classrooms, do upgrade projects, add additional classrooms to accommodate social distancing and adjust spacing requirements to create space for smaller class sizes. The Planning Team assessment identified the need to check our filtration system and the air conditioning units and to purchase filtering and purification units to address COVID 19. As a small campus with limited classroom and common spaces, our educational partners (teachers, school staff, parents, students) also identified the need to create additional outdoor eating and learning areas to accommodate our student population outdoors. This included the upgrade of our PE field and existing outdoor spaces so that students could have access to fresh air and better spacing for gym and sports and not be confined to our small practice fields or the Community Room for special events, gym or other practice needs as was done prior to COVID 19. Other themes were temperature checks, nursing space for students and staff, signage and strategies to help students recover from the academic and emotional fallout of the transition to virtual learning. Some educational partner suggestions/comments/feedbacks regarding those concerns are detailed below.

Addressing Learning Loss-Teachers/Staff/Administrators comments/trends:

Extending School Day

“Add afternoon classes, and expansion of independent study time at home, Saturday school, we should take advantage of Fridays, the full day from 8-12 pm, Students should be required to spend more time in class on Fridays to catch up on missing assignments and for tutoring should be done by all teachers on Fridays, more in-person instruction hours per class, per week for all programs, switch to semesters instead of trimesters.”

Accelerating progress

“Ability for students to be given a combined Independent 1 and Independent 3 program to supplement instruction, continue the online/virtual learning-this model was beneficial for many and helped them thrive, create a hybrid program that allows students to learn from home and continue with the current process.”

Integrated Student supports

“Add tech classes so students are able to use technology to allow access to all aspects of online curriculum, add Classes or informational sessions on technology usage, many students struggle with basic troubleshooting, create a hot spot cyber cafe once every other week that offers in person tutoring, mentoring, safe space for students to catch up on work in, when we have more than one teacher for a subject we might vary the time those teachers are available for tutoring, if there are teachers interested in working different hours, if one math teacher is already working Friday 9:30-12, maybe another could be available on the weekend, or one evening, for 2 ½ hours but then get time off on Friday in exchange, the schedule could be based around student need and teacher availability/interest, I think we should consider a class where students learn how to learn as an elective, or possibly as part of orientation if that’s too long a time to spend on it, many of our students simply never learned that in order to actually retain information you need to read carefully,

concentrate, persevere and not be afraid of mistakes, group students by grade level ability instead of just grade level, add VAPA courses and more options for College-Prep electives, increase mental health and management of mental health so students will gain better coping skills, ongoing, in house, free counseling services from a LMFT or social worker with experienced working with our demographic and more than three years of experience, add a certificated mental health personnel (psychologist, counselor) “

Community Learning Hubs

“Add classes or informational sessions on technology usage, many students struggle with basic troubleshooting. Tablet (Access to technology, high-speed internet, and other academic supports- IT support) We need to add optional insurance for parents for Technology for Students and Teachers. This will help the school to get quick access to Chromebooks that are broken and need repairs.

Supports for credit deficiencies

“If a student is regularly failing multiple classes, not moving them on into the higher-level classes, nor adding number of classes, but rather finding correct placement for ability level and academic goals, discuss the testing with the students so they understand their scores and the areas they need to improve. Language arts foundational class for students who need it, Seminar classes with a supervising teacher who supports their caseload of students, intervention for skills and activities based on grade level.”

Additional Academic services

“ Discuss the testing with the students so they understand their scores and the areas they need to improve, implement, language arts foundational class for students who need it, seminar classes with a supervising teacher who supports their caseload of students, intervention for skills and activities based on grade level, give a financial literacy class, use data driven interventions”

SEL Training and activities for staff, students, parents

“Start small groups consisting of parents, teachers/staff, and students to support mental health awareness inside/outside of the classroom, have certain days out of each month geared towards mental health and wellbeing, create special activities throughout the year that promote learning beyond classroom content, provide experienced counselors to speak to regarding these issues and to be referred to outside resources when needed, train teachers when students need to be referred to a counselor, possibly reimburse classes taken by teachers, increase mental health and management of mental health so students will gain better coping skills, provide links of mental health services to have in hand, in case of an emergency.”

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

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

\$ 460,524

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP - Goal 3.1- Safe Environments	1. Equipment and supply purchases.	Purchase a year of PPE and classroom sanitizing supplies for teachers and students to use daily. Purchase equipment (purification units, filters)-upgraded filters and classroom and office purification units for all classrooms, offices and common school spaces(Board room, Community room) and install safety themed signage for the campus and classrooms.	\$88,000
N/A	2. Isolation Room	Add Nurses room to isolate symptomatic students and for use in weekly COVID 19 testing	\$10,524
N/A	3. Expand Cleaning staff.	Hire two additional cleaning staff for 2021-2022 school year	\$75,000

N/A	4. Hire a COVID 19- /sanitizing contractor.	For the 2021-2022 school year contract with cleaning provider for deep cleaning/ sanitizing using a defogging spray of all school indoor spaces once per week.	\$ 33,000
LCAP- Goal 3.1- Safe Environments	5. Social Distancing protections for classrooms.	Addition of Covid 19 protective shields and reorganize all existing classrooms to accommodate reduced size classes for social distancing requirements.	\$30,000
N/A	6. Classroom renovations/repairs and additions.	Renovate existing classrooms as needed and add 3 modular classrooms. Repair/installation of air-conditioning units along with appropriate insulation in all classrooms and replacement of any windows and doors based on classroom ventilation/safety evaluations.	\$110,000
N/A	7. Add outdoor classrooms and spaces for student use	Purchase outdoor shaded pavilions for outdoor classrooms/lunch areas ,develop the football field for PE and multipurpose use, and add a dual gym/classroom space.	\$114,000
		TOTAL	\$460,524

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

\$180,786

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
<p>Expanded Learning Opportunities Grant(ELOGP)</p> <p>1. Additional academic services for students.</p> <p>2. Accelerating progress to close learning gaps.</p>	<p>1. Expand After School Tutoring, in person/virtual to all 6-12 grades.</p>	<p>Contract with Scholarly Foundations tutoring company to expand tutoring services for all students grades 6-12 to increase student achievement by focusing on academic literacy strategies.</p>	<p>\$60,000</p>
<p>Expanded Learning Opportunities Grant(ELOGP)</p> <p>1. Training for school staff on strategies to engage students and</p>	<p>2. PD/Training for School Staff</p>	<p>Professional development costs for all teachers and administrators to participate in:</p> <ul style="list-style-type: none"> a. Professional Development using selected Consultants/Trainers. b. Purchase of Online Content 	<p>\$ 54,524</p>

<p>families in addressing students' social emotional health and academic needs</p> <p>/ LCAP Goals-</p> <p>Goal 2.2 Continue to provide staff development by providing classroom teachers with training ELA/ELD for working with ELs, math and English literacy for all students.</p>		<p>c. Enrollment in targeted periodic and single session workshops.</p> <p>d. Attendance at conventions.</p>	
<p>Expanded Learning Opportunities Grant(ELOGP)</p> <p>1. Additional academic services for students.</p> <p>2. Accelerating progress to close learning gaps.</p> <p>/ LCAP Goals</p> <p>Goal 1.5- provide academic support including coordination of instruction, math and English interventions, enrichments.</p>	<p>3. Purchase academic supplemental resources/consumables for special populations.</p>	<p>Purchase supplemental/consumables/resources for the Learning Intervention for Teachers (LIFT) support program and targeted resources for Special Education and ELD teachers</p>	<p>\$25,000</p>
<p>N/A</p>	<p>4. Salaries/Benefits for addition of part-time instructional staff.</p>	<p>5. Hire 2 part-time, paraprofessionals to work in the classroom with the Math teachers to support tiered interventions. Salaries/Benefits costs.</p>	<p>\$41,262</p>
		<p>TOTAL</p>	<p>\$180,786</p>

Use of Any Remaining Funds

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

Total ESSER III funds being used to implement additional actions

\$ 0.00

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
Not Applicable	Not Applicable	Not Applicable	Not Applicable

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
1. Equipment and supply purchase	PPE and equipment expenses/purchases, will be monitored by the Director of Business Services through the work and purchase orders, delivery records and school inventory lists. Head of schools and maintenance supervisor will be responsible for distribution and equipment installation monitoring	Daily /weekly/monthly/end of year inventory/reporting.

2. Isolation Room	Associate of Schools and school nurse will implement setup and document equipment and supply purchases with work orders and inventory lists. A weekly report will be made to the executive director about usage and resource needs.	At beginning of project and weekly reporting.
3. Expand Cleaning staff.	Observing daily logs, scheduling of staff by Maintenance Supervisors, monitoring completion of work orders.	Daily attendance, bi weekly timecards, 3-month performance evaluation, end of year budget report.
4. Hire a COVID 19- /sanitizing contractor.	Maintenance supervisor and head of school's evaluation of contractor performance.	Weekly, Monthly, 6-month review of performance.
5. Social Distancing protections for classrooms.	Written work orders from Executive Director/Planning team, Equipment receipts. Maintenance supervisor sign off.	Reviewed at beginning/completion of project and then Monthly
6. Classroom renovations/repairs and additions.	Through Head of Operations/staff work orders and physical installation of needed equipment. The maintenance supervisor and the Asst Heads of schools will maintain submitted maintenance requests and signed off completion sheets for scheduled and contracted services.	Weekly/ Monthly/Quarterly/end of calendar year reporting
7. Add outdoor classrooms and spaces for student use.	Equipment expenses/purchases, will be monitored by the Director of Business Services through the work and purchase orders, delivery records and school inventory lists. Head of schools and maintenance supervisor will be responsible for equipment installation monitoring.	Daily /weekly/monthly/end of year inventory/ reporting.

	Addressing the Impact of Lost Instructional Time Interventions	
1. Expand After School Tutoring, in person/virtual to all 6-12 grades.	Intervention coordinator will review tutoring sign up lists, contractor tutoring schedules and compile student performance data for evaluation of the effectiveness of the tutoring program.	Weekly and end of semester reports to Executive Director and Heads of Schools.
2. PD/Training for School Staff	The Lead teachers and Associate head of schools will use surveys ,classroom observations and feedback from collaboration meetings and also monitor sign in sheets for each PD activity.	Monthly Teacher Collaboration meetings/End of Semester/End of calendar year. At end of each PD activity and teacher end of year surveys.

3. Purchase academic supplemental resources/consumables for special populations.	Associate Head of School will monitor purchase order requisitions, delivery and inventory lists. Intervention Coordinator will oversee and monitor delivery to teachers and classroom use.	Quarterly, End of Semester report on usage and student performance in the program.
4. Salaries/Benefits for addition of part-time instructional staff.	Associate head of schools will implement and monitor classroom schedules of parttime staff and do classroom observations and student data collection.	Daily attendance, bi weekly timecards, 3-month performance evaluation, end of year budget report and use of student performance data.

ESSER III Expenditure Plan Instructions

Introduction

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

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

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

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

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

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

Fiscal Requirements

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

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

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

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

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

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

Other LEA Plans Referenced in this Plan

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

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

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

Summary of Expenditures

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

Instructions

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

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

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

Community Engagement

Purpose and Requirements

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

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

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

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

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

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

- Tribes;
- Civil rights organizations, including disability rights organizations (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 (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 (daily, weekly, monthly, every 6 weeks, etc.).

California Department of Education
June 2021