

ESSER III Expenditure Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
PUC MILAGRO CHARTER ACADEMY	SASCHA ROBINETT, PRINCIPAL	S.ROBINETT@PUCSCHOOLS.ORG 323/223-1786

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
LCAP/ELO	https://www.pucschools.org/milagro/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

\$849,613	
Plan Section	Total Planned ESSER III Expenditures
Strategies for Continuous and Safe In-Person Learning	\$232,692
Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)	\$468,512
Use of Any Remaining Funds	\$148,409

Total ESSER III funds included in this plan

\$849,613

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.

At PUC Milagro Charter Academy stakeholder feedback is an important core practice to our work with our parents, teachers, students, and school staff. Throughout the 2020-2021 school year, PUC Milagro, collected feedback from parents, teachers, students, and school staff related to student needs and use of supplemental funding using the following platforms: online surveys, virtual meetings, and one-to-one virtual meetings to support our school's response to the school year under COVID-19. Our parents, teachers, students, and school staff are surveyed at various times throughout a school year allowing us at PUC Milagro to continuously gather stakeholder feedback related to our school's response, supports, and services. Our stakeholder feedback structure and yearlong survey cadence has allowed us at PUC Milagro to remain responsible, relational, responsive, and adaptive to the ever changing demands caused by COVID-19 on our students, school staff, families, and communities throughout the academic school year.

At PUC Milagro the school used the following platforms to gather continuous feedback from school community members in support of the school's ESSER III Expenditure Plan. The school gathered feedback from school community members around the following 1) prevention and mitigation strategies to continuously and safely operate the school for in-person learning 2) strategies to address the academic impact of lost instructional time through evidence-based interventions 3) any additional strategies to support the holistic needs of students & 4) progress monitoring to ensure interventions address the academic and social emotional needs of all students particularly those disproportionately impacted by COVID-19. The school used the following platforms to collect school community member input, suggestions, and feedback, to best support the use of ESSER III funds for all students at PUC Milagro.

The school engaged school community members through its School Advisory Committee (SAC) and English Learning Advisory Committee (ELAC) to gather school community member feedback (i.e. parents, school staff, students, and community members) related to the school's use of ESSER III funds. The school also used scheduled professional development with school staff to gather school staff feedback, input, and suggestions to further the school's collective planning for the ESSER III Expenditure Plan. Lastly, the school also engaged students, community members, and the public at large through the use of focus groups hosted by the school to further gather feedback, input, suggestions and also **via Instagram, Facebook, and Twitter**. The ongoing engagement with school community members described above allowed the school to create an ESSER III Expenditure Plan that

is responsible and responsive to the various and unique needs of all students, particularly those disproportionately impacted by COVID-19, at PUC Milagro.

Specifically, the school presented each school community group with the following opportunities:

Parents & Guardians: (including parents/guardians of English Learner, Homeless, Low-Income, Foster Youth, and Special Education):

-The school's ESSER III Expenditure Plan was presented to parents/guardians and school community members at the School Advisory Committee (SAC) and English Learning Advisory Committee (ELAC) to have them learn about the plan and gather ongoing feedback, input, and suggestions from parents/guardians and school community members.

-The school shared its School Success Plan, LCAP, & use of Supplemental Funds [i.e. ESSER III] for 2021-22 SY during a general parent meeting at the start of the year. This meeting was open to all parents/guardians, related to the school's success, where feedback, input, and suggestions were gathered related to the use of Supplemental Funds [i.e. ESSER III]. The meeting was held in both English and Spanish to meet the language needs of the parents/guardians at the school site. Documents being reviewed were provided online and shared on screen during the meeting.

Teachers & School Staff: (Principal, School Leaders, Paraprofessionals, Inclusion of Specialist-SPED Administration):

-The school's ESSER III Expenditure Plan was presented to school teachers and staff at scheduled professional development. This time allowed them to learn about the plan and gather feedback, input, and suggestions from the teachers and school staff.

-The school shared its School Success Plan, LCAP, & use of Supplemental Funds [i.e. ESSER III] for 2021-22 SY during professional development at the start of the year. This meeting was open to all teachers and staff, related to the school's success, where feedback, input, and suggestions were gathered related to the use of Supplemental Funds [i.e. ESSER III].

-The school reviewed its student data related to student academics, behavioral, and social emotional needs by paying close attention to student groups that were disproportionately impacted by COVID-19, in support of the holistic supports and interventions for all students at the school.

Students & Community: (Including Individuals representing children with disabilities, English Learners, Homeless Students, Foster Youth):

-The school's ESSER III Expenditure Plan was presented to student and school community focus groups. This time allowed them to learn about the plan and the school to gather feedback, input, and suggestions from students and school community members.

-The school shared its School Success Plan, LCAP, & use of Supplemental Funds [i.e. ESSER III] for 2021-22 SY at scheduled focus group sessions at the start of the year.

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

The school community **and public at large** input, gathered from the platforms described above, influenced the school's response and development of the ESSER III Expenditure Plan. The school also incorporated stakeholder feedback, gathered throughout the previous academic school year related to supplemental fund use, to further its planning and use of supplemental funds in support of all students. Stakeholder feedback from previous stakeholder meetings supported the focus on student success through student outcomes, engagement, and conditions of learning as outlined in the school's LCAP and Expanded Learning Opportunities Grant. The stakeholder feedback from the previous academic school year

highlighted strong support of the school to further its efforts and use of supplemental funds for all students and each significant subgroup. Specifically, community input influenced the development of the LCAP & Expanded Learning Opportunities Grant by highlighting the following: 1) Academics are important, especially mitigating learning loss caused by lost instructional time during virtual learning, 2) Children need more social emotional interactions with peers and adults, 3) Mental health education is important, and 4) Ensuring the school operates safely as students return to in-person instruction for the 2021-22 SY.

The ESSER III Plan includes the following based on community input gathered by the school site:

1. Continuous and safe in-person learning that reduces and prevents COVID-19:

Based on the multiple safety needs of elementary students, the community (families and school staff) determined that additional full-time safety personnel will be added to support students during the school day. These additional staff members will assist with supervision, COVID testing, cleaning, health clearance, and any needed duties required to implement needed safety protocols. This is in alignment with the PUC COVID-19 Containment, Response, and Control Plan.

2. Strategies to address the academic impact of lost instructional time through evidence-based interventions:

To best meet the diverse needs of students returning after 17 months away from school, the community (families and staff) determined that additional full-time paraprofessional staff will be needed to support the personalized attention required for student growth. Funds will be distributed over two years, continuing the additional support developed during the 2021-22 school year. The additional full-time paraprofessional staff will allow teachers to work with students in small groups to provide differentiated instruction, and for additional small group/one-on-one tutoring during and after the school day. Support for all students will be determined through the schoolwide MTSS (Multi-Tiered Support System) and needed interventions provided to those that require both Tier 2 and Tier 3 supports.

To best support teachers' professional development and planning needs, the community (families and staff) determined that additional summer development days were needed to prepare for and support the diverse needs of all students. Teachers will be provided an additional four days of summer development during the summer of 2022 and the summer of 2023.

3) Additional strategies to support the holistic needs of students:

To support and nurture the development of the whole child, the community (families and staff) determined that the students would benefit from extending the school's art program from a 12 week artist in residence program to a full year program. The funding will allow the program and needed materials to be funded over 2 years.

4) Progress monitoring to ensure interventions address the academic and social emotional needs of all students, particularly those disproportionately impacted by COVID-19:

To ensure that the extra funding has impact in closing gaps and meeting the diverse needs of the students, the community (families and staff) determined that the following methods would be used:

- *Triannual Diagnostic Benchmark Testing: Students will be given one-on-one diagnostic benchmark testing three times during the school year and additional iReady diagnostic testing to monitor growth and determine needs.
- *MTSS (Multi-Tiered System of Support): All student data (both academic and social emotional) will be filtered through the schoolwide MTSS system to determine school wide growth and needs, grade level specific growth and needs, and individual student's growth and needs. Intervention plans will be developed using this data to support and/or accelerate student growth.
- *Safety Inspections: PUC operational personnel will inspect the school's campus and safety operations at minimum 4 times a year using a developed checklist to ensure for both campus and COVID safety. These results will be shared as part of the school LCAP data
- *COVID Data Collection: PUC and the school site will collect data on all positive COVID cases, quarantine students, and share data with Los Angeles County Health Department to ensure protocols are effective in minimizing/eliminating any spread or need additional modification.
- *Anecdotal Records: Teachers will collect observational and one-on-one data through conferencing on a weekly basis to monitor engagement, social and emotional behavior, and academic understanding to support student's growth, set goals, and determine needed supports. This data will shape teachers' planning and provide the MTSS team any needed data for intervention planning.

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.

The school will continue to support the health and safety of all students, school staff, and families by following the science, governance, and stakeholder feedback related to the school's response to COVID-19. This includes following the PUC COVID-19 Containment, Response, and Control Plan and having a School COVID-19 Task Force to further support a collective effort to health and safety. The School COVID-19 Task Force will progress monitor the school's COVID-19 data, implementation of safety mitigation strategies, and provide ongoing training and development

to students, families, and staff [as needed] to help prevent the spread of COVID-19. This is a comprehensive plan that ensures that all federal, state, county, and local guidance is adhered to by the school in support of health and safety. The COVID-19 Containment Plan covers academics, operations, food services, response to positive COVID-19 cases, human resources for employees, and other aspects of COVID-19 Containment, Response, & Control. In support of cleaning and disinfecting high touch areas the school will hire additional campus personnel to further support health and safety. The school will follow standard public health mitigation strategies with all students and school staff to further support health and safety during in-person instruction. The school will provide adequate supplies such as hand sanitizer, hand-washing stations, disposable gloves, and disposable masks. The school will provide a daily COVID-19 screening application for all to use prior to entering the school building as well as routine COVID-19 testing for all students and staff. Lastly, the school will work closely with the governing agencies in the county to report and contact trace all positive COVID-19 student and staff cases to further prevent the spread of COVID-19.

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

\$232,692			
Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
Goal 5/Outcome 3/4	Campus Aides	Campus Aide staff positions are adequately staffed to ensure health and safety procedures are followed	\$192,686.50
Goal 5/Outcome 3/4	Office Assistant	Office Assistant staff position is adequately staffed to ensure health and safety compliance and support families safety concerns and needs	\$40,005

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.

To ensure that the diverse academic and social emotional needs of the students are supported, additional paraprofessional staff is essential. To support the individualized attention needed to ensure the growth of all students during this time, each classroom will be assigned trained and qualified paraprofessionals. These paraprofessionals will support the differentiation of instruction that will include small group and individual learning, after school tutoring, and the additional classroom management required to ensure COVID safety. This funding will allow for six full time assistants to be funded over two years.

In addition to the general education assistants, there is also a need for additional paraprofessionals in special education. The addition of full time inclusion assistants will ensure that the accommodations and supports outlined in the student’s IEP are supported, monitored, and adjusted as needed beyond what is provided in the general education classroom. These assistants will be trained not only in support methods, but also in anecdotal data collection that will be used on a weekly basis to ensure students’ needs are being met and that they are on path to meet both their IEP goals, as well as their current grade level’s expectations. This funding will allow for two full time inclusion assistants to be funded over two years.

To ensure teachers are prepared to meet the multiple challenges currently facing all educators, additional professional development is essential. Teachers need additional training in social emotional support and universal design, and the time to plan and prepare to incorporate all new learning. Professional development during the summer allows the previous year’s data to inform needs, and the time for teachers to take in new learning and plan for implementation. This funding will allow for four additional days of summer professional development to be funded over two years.

Total ESSER III funds being used to address the academic impact of lost instructional time

\$468,512

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
Goal 6/Outcome 1,2,3, 4,5	Teachers Assistants	Teacher Assistant staff positions are adequately staffed to ensure implementation of student supports and interventions within the schoolwide MTSS framework	\$329,450
Goal 6/Outcome 1,2,3	Inclusion Assistants	Inclusion Assistant staff positions are adequately staffed to ensure the implementation of push-in support to meet the individualized needs within students IEP	\$118,942
Goal 3/Outcome 2	Teacher Summer Professional Development	Provide additional summer professional development days for all teachers to support their learning, planning, and	\$20,120

		preparation for the diverse academic and social emotional needs of students	
--	--	---	--

Use of Any Remaining Funds

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

The use of art-based methods have been shown via research to be an effective method for supporting students' social emotional development by helping them to express and communicate their thoughts and feelings through creating. It is taking an art-therapy approach class-wide to develop students' ability to explore and express feelings beyond just talking. This is especially effective with elementary children who do not always have the language to share and discuss their emotions.

Engaging students in art education also develops students' collaboration skills, creative thinking, and ability to problem solve -all essential 21st century skills. After 17 months of being separate from peers and learning mostly through screens, students need multiple methods beyond core academics to engage them in developing essential skills. Extending the school's Artist in Residency program from 12 weeks to 30 weeks will allow the program to have a more substantial impact on students' development. Professional artists will collaborate with classroom teachers to co-create learning that extends beyond general academics to expanding students' creative thinking, problem-solving, and ability to express emotion in creative ways. The funding will pay for the Artist in Residency team and the needed art materials for instruction and student creation across two years.

Total ESSER III funds being used to implement additional actions

\$148,409

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP Goal 5 Outcome 1/2/4	Artist in Residency Staff	Artist staff positions are adequately staffed to ensure the implementation of the schoolwide art program to support social emotional development and growth	\$140,400
LCAP Goal 5 Outcome 1/2/4	Art Materials	Art materials purchased to support instruction and student creation in the development of social emotional expression	\$8,009

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
Campus Aides	<p>Who Monitors: This is monitored by HR staff and Site Leader, and Operations Managers and/or Office Manager</p> <p>How Monitored: Site Leader uses job duty statement to monitor staff and check-ins with HR to inform HR of needed positions. Time & Effort Report is also generated. Site Leader fills out a Personnel Action Form (PAF) and submits to HR if additional staff is needed.</p>	Frequency: Monthly
Office Assistant	<p>Who Monitors: This is monitored by HR staff and Site Leader, and Office Manager</p> <p>How Monitored: Site Leader uses job duty statement to monitor staff and check-ins with HR to inform HR of needed positions. Time & Effort Report is also generated. Site Leader fills out a Personnel Action Form (PAF) and submits to HR if additional staff is needed.</p>	Frequency: Monthly
Teachers Assistants	<p>Who Monitors: This is monitored by HR staff and Site Leader, Classroom Teacher</p> <p>How Monitored: Site Leader uses job duty statement to monitor staff along with classroom teacher check-ins, and check-ins with HR to inform HR of needed positions. Time & Effort Report is also generated. Site Leader fills out a Personnel Action Form (PAF) and submits to HR if additional staff is needed.</p>	Frequency: Monthly

Inclusion Assistants	<p>Who Monitors: This is monitored by HR staff and Site Leader, and Classroom Teacher</p> <p>How Monitored: Site Leader uses job duty statement to monitor staff along with classroom teacher check-ins, and check-ins with HR to inform HR of needed positions. Time & Effort Report is also generated. Site Leader fills out a Personnel Action Form (PAF) and submits to HR if additional staff is needed.</p>	Frequency: Monthly
Teacher Summer Professional Development	<p>Who Monitors: Site Leader and Instructional Leader</p> <p>How Monitored: Schoolzilla Site-level data analysis along with use of Teacher Development System (TDS)</p>	Frequency: Weekly
Artist in Residency Staff	<p>Who Monitors: This is monitored by HR staff and Site Leader, and Classroom Teacher</p> <p>How Monitored: Site Leader uses job duty statement to monitor staff along with classroom teacher check-ins, and check-ins with HR to inform HR of needed positions. Time & Effort Report is also generated. Site Leader fills out a Personnel Action Form (PAF) and submits to HR if additional staff is needed.</p>	Frequency: Monthly
Art Materials	<p>Who Monitors: Site level: Site Leader, District level: Chief Financial Officer and Finance Dept.</p> <p>How Monitored: Check purchase orders and GL Report to ensure proper resources are being purchased.</p>	Frequency: Monthly

ESSER III Expenditure Plan Instructions

Introduction

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

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

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

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

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

For technical assistance related to the 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 (e.g. the American Association of People with Disabilities, the American Civil Liberties Union, National Association for the Advancement of Colored People, etc.); and
- Individuals or advocates representing the interests of children with disabilities, English learners, homeless students, foster youth, migratory students, children who are incarcerated, and other underserved students.
 - For purposes of this requirement "underserved students" include:
 - Students who are low-income;
 - Students who are English learners;
 - Students of color;
 - Students who are foster youth;
 - Homeless students;
 - Students with disabilities; and
 - Migratory students.

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

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

Instructions

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

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

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

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

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

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

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

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

Planned Actions and Expenditures

Purpose and Requirements

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

Instructions

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

Strategies for Continuous and Safe In-Person Learning

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

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

Addressing the Impact of Lost Instructional Time

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

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

Use of Any Remaining Funds

After completing the Strategies for Continuous and Safe In-Person Learning and the Addressing the Impact of Lost Instructional Time portions of the plan, the LEA may use any remaining ESSER III funds to implement additional actions to address students' academic, social, emotional, and mental health needs, as well as to address opportunity gaps, consistent with the allowable uses identified above in the Fiscal Requirements section

of the Instructions. LEAs choosing to use ESSER III funds in this manner must provide the total amount of funds being used to implement actions with any remaining ESSER III funds, then complete the table as follows:

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

Ensuring Interventions are Addressing Student Needs

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

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

Complete the table as follows:

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

California Department of Education

June 2021