

ESSER III Expenditure Plan

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

For more information please see the Instructions.

Other LEA Plans Referenced in this Plan

Plan Title	Where the Plan May Be Accessed
AB 86 Plan	https://www.pasoschools.org/cms/lib/CA01801048/Centricity/ModuleInstance/230/2021_Expanded_Learning_Opportunities_Grant_Plan_Paso_Robles_Joint_Unified_School_District_20210528.pdf
LCAP	https://www.pasoschools.org/domain/593

Summary of Planned ESSER III Expenditures

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

Total ESSER III funds received by the LEA

\$10,144,014

Plan Section	Total Planned ESSER III Expenditures
Strategies for Continuous and Safe In-Person Learning	\$4,974,000.00
Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)	\$5,080,000.00
Use of Any Remaining Funds	\$90,014.00

Total ESSER III funds included in this plan

\$10,144,014

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.

Much of the input for the ESSER III plan was derived during Stakeholder engagement meetings, surveys and focus groups related to the 2021-2024 LCAP development. As part of our the LCAP development process, Paso Robles Joint Unified School District (PRJUSD) connected with the following stakeholder groups to discuss how the district should prioritize recovery efforts specifically in the areas of safe in-person learning, lost instructional time, and other pandemic impacts: Students, families (including families that speak languages other than English), school and district administrators (including special education), teachers, principals, school leaders, and local bargaining units. Documentation related to these stakeholder engagement efforts can be found in our LCAP at <https://www.pasoschools.org/domain/593> including: identification of student needs (pages 5-8), stakeholder engagement (pages 11-

13) and a description of the aspect of the LCAP that were influenced by specific stakeholder input (pages 13-15). Additional stakeholder input can be found in our Expanded Learning Opportunities Grant Plan (pages 1-3) at https://www.pasoschools.org/cms/lib/CA01801048/Centricity/ModuleInstance/230/2021_Expanded_Learning_Opportunities_Grant_Plan_Paso_Robles_Joint_Unified_School_District_20210528.pdf In addition, PRJUSD also engaged in meaningful consultation with advocate groups on Tuesday, October 5th by Zoom meeting. Consultation with these groups recommended additional services in the area of mental health.

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

The results of the LCAP, ELO grant, and ESSER data collection indicated the following needs:

- Increased need for social-emotional and mental health supports for all students with a particular emphasis at the secondary levels. This increased need also includes supporting students in developing positive behaviors.
- Increased need for academic supports including intervention and tutoring in the key areas of reading and mathematics
- Expanded learning time to allow students to increase opportunities to engage in core academics, participate in enrichment activities and at the secondary level to recover credits toward meeting graduation requirements
- Specific support to English learners to assure that they are making progress toward English fluency
- Need to ensure a safe environment for student learning related to COVID 19 mitigation as reflected in actions related to reducing the spread of COVID and improving indoor air quality across the district.
- Expansion of transportation services given the current bus driver shortage in PRJUSD.
- Additional support to high school aged students in preparation for college, meeting college requirements, and college applications.
- Enrichment offerings which reengage students with school and their community
- Increase opportunity for hands-on learning including internship options as part of our Career Technical Education programs.

Community feedback along with suspension, attendance and chronic absenteeism data indicate that students require additional modes of support. Stakeholders identified the needed supports including: counseling, access to bilingual staff, family advocates, and career technical education programs which improve opportunities for employment post high school. Expanding current services requires additional staff along with equipment and technology upgrades to expand accessibility

Additionally, with the impact of COVID and efforts to implement additional interventions and supports on our campuses, we have found an increased need for staff recruitment and retention efforts.

Lastly, in order to provide safe schools and current school environments which function effectively with regard to technology and the increased dependency on digital and web-based programs significant upgrades are needed to facilities and infrastructure which directly impact student success and positive school experiences.

Actions and Expenditures to Address Student Needs

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

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

Strategies for Continuous and Safe In-Person Learning

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

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

\$4,974,000.00

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
N/A	Maintain clean and COVID-safe learning environment	Schools with poor air quality and with facilities in poor condition complicate efforts to reopen schools in ways that make them equally safe and all students and staff are protected from virus transmission (EdSource). As we reviewed our COVID protocols and efforts to maximize air quality and protections to staff and students from virus transmission, proper mask attire, fogging equipment, and sanitation mechanisms are a top priority.	\$500,000
	Maintain clean and COVID-safe air quality	As we reviewed our COVID protocols and efforts to maximize air quality and protections to staff and students from virus transmission, air quality, HVAC systems, and large exhaust fans for indoor gymnasiums are a top priority.	\$450,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
	Touchless sinks to decrease transmission in high touch areas	As allowable based upon access to electrical, PRJUSD will upgrade to touchless sinks in high-touch spaces such as school and staff bathrooms	\$200,000
	Additional tech support	In response to the increase of digital programming due to COVID 19, PRJUSD will hire additional technology personnel to help response to student and staff needs.	\$80,000
	Water bottle refill stations	With the Center for Disease Control recommending replacement for high touch surfaces such as drinking foundations, PRJUSD will add water bottle refill stations at all campuses across the district. This will reduce the risk of transmission and exposure to environmental health hazards and support student health needs.	\$87,000
LCAP Goal 1, Action 7	COVID compliant transportation to/from school which prevent the spread of COVID 19	With a shortage in bus drivers and limitations on the transportation of students to schools while complying with CDC guidance around social distancing, PRJUSD will add two to three special education replacement school buses and six mobility vans to the transportation fleet. These vehicles require a class C license which is more feasible to hire while improving our ability to transport students with special needs to their designated school sites.	\$837,000
N/A	Staffing to support the increased response to student needs associated with COVID 19	With the return to in-person school, PRJUSD implemented measures to test students and staff as well as contact trace if/when a positive test was reported to our school sites. While this process has proven to limit the spread of positive cases to additional students and staff, it demands significantly more hours of work. PRJUSD will hire a COVID contact tracing full-time position as well as a registered nurse substitute to assist with the athletic and staff COVID testing. Lastly, we have added an additional LVN at the elementary level to	\$ 180,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		support with response to student needs and contact tracing. Year one of this LVN position was funded through AB 86 and Year two will be ESSER III funds.	
	Decrease pollutants and bacteria in the work environment	High traffic, carpeted areas frequently record higher levels of indoor air pollutants and germs than solid surfaces (MakeSpace) Replacing aging carpets with new materials easier to clean and designed to reduce molds and bacteria reduce the risk of virus transmission and exposure to environmental health hazards, and support the health needs of students and staff.	\$1,120,000
	Expand outdoor learning opportunities	<p>With the limitations of social distancing and efforts to limit virus transmission in our classrooms, PRJUSD will focus on opportunities which engage students in explorative and engaging learning opportunities outside of the traditional classroom setting.</p> <p>The Field Studies Collaborative program at PRHS provides opportunity for students to conduct hands-on research in a variety of settings which include Joshua Tree and Santa Cruz Island under the direction supervision of PRHS certificated staff.</p> <p>Lastly, we have reviewed our school campuses to evaluate potential space for outdoor learning environments and have identified three schools which would benefit from such an additional shade structure and learning space.</p>	\$1,280,000
	Additional PE equipment to minimize spread of COVID 19	PE equipment will be purchased for all elementary sites which limits sharing of high touch items and promotes positive social interactions.	\$40,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
	Additional outdoor seating for school and athletic events at PRHS	Bleachers will be purchased to support congregation of students and families with greater distancing for outdoor school events.	\$200,000

Addressing the Impact of Lost Instructional Time

A description of how the LEA will use funds to address the academic impact of lost instructional time.

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

\$5,080,000.00

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP Goal 1, All Students and families will be connected to school and engaged in learning.	Attendance outreach and support during COVID 19	<p>When families, communities and schools work together, students are more successful and the entire community benefits. (US Dept.of Education)</p> <p>With the time away from in-person school over the past 18 months, many students and families have disengaged from the school setting with particular impact on our low-income and limited English proficient students. Through our LCAP, Goal 1, PRJUSD remains committed to afterschool programs and athletics which invite students to participate and engage with their school environment and practice socialization in a positive way.</p> <p>Additionally, PRJUSD will implement the A2A attendance program to support efforts of returning every child to school on a consistent basis. In an effort to continue instruction through short-term independent study during quarantine, PRJUSD will compensate staff to support</p>	\$132,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		students with the continuation of instruction during this time.	
	Elementary guidance specialists	With the anticipated increase in student behaviors upon return from distance learning, PRJUSD has two full-time Guidance Specialists at the elementary setting to provide support with student behavior, positive reinforcements, attendance outreach, parent communication, and instructional supports. Year one is funded through AB 86 and Year two through ESSER III funds.	\$260,000
LCAP Goal 1, All Students and families will be connected to school and engaged in learning.	Social-emotional support	PRJUSD will increase access and supports for behavior intervention programming and social-emotional curriculum particularly at the secondary level to help mitigate the great impact of COVID and lost learning time on student wellness. PRJUSD will hire two additional psychologists to assist with the high number of assessments and behavioral supports due to the learning loss both academically and behaviorally during COVID.	\$260,000
LCAP Goal 1, All Students and families will be connected to school and engaged in learning.	Mental health support	PRJUSD will provide additional mental health support to support all students which may included support to wellness rooms and/or additional staff.	\$130,000
LCAP Goal 1, All Students and families will be connected to	Credit recovery for high school students	PRHS has hired an additional teacher to provide credit recovery opportunities to students whose grades were	\$1,075,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
<p>school and engaged in learning.</p> <p>LCAP Goal #2</p> <p>All students will be college and career ready</p>		<p>negatively impacted by distance learning within the regular school day.</p> <p>PRJUSD will continue to offer a robust summer school program for credit recovery options in the summer of 2022, 2023, and 2024 at PRHS utilizing in-person and Edgenuity instructional delivery systems.</p>	
<p>LCAP Goal #2</p> <p>All students will be college and career ready</p>	<p>Algebra 1 support at PRHS</p>	<p>PRJUSD will hire algebra tutors to provide real-time support in PRHS algebra classes to support students in staying on track for graduation.</p>	<p>\$23,000</p>
<p>LCAP Goal 1, All Students and families will be connected to school and engaged in learning.</p>	<p>Behavior support K-8</p>	<p>In response to the anticipated and actualized increase of student behaviors after extended time in distance learning, PRJUSD hired eight behavior paraeducators (one for each elementary and middle school site) to facilitate reteaching of appropriate behavior and return to classrooms.</p>	<p>\$420,000</p>
<p>LCAP Goal #2</p> <p>All students will be college and career ready</p>	<p>Increased opportunities for career readiness post high school graduation</p>	<p>With the loss of instructional learning time during COVID 19 and opportunity to participate in hands-on internship of work experiences, students are not as prepared for their post-high school ventures. PRJUSD will offer paid student internship opportunities through the CTE pathways at PRHS during the summer of 2022 and 2023 which offer exposure to hands-on learning and community experiences.</p> <p>Additionally, ESSER III funds will provide some funding to expand hands-on opportunities for students in our CTE</p>	<p>\$300,000</p>

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		pathways and best preparing students for workforce options post-high school.	
LCAP Goal #3 All English Learners will make progress each year toward reclassification	Parent education for English Learner families	<p>With 18.4% of our student population being English Learners, PRJUSD is committed to a system which supports English acquisition and supports on campus as well as welcomes our Spanish speaking families to be involved and engaged in their child's education.</p> <p>In supplement to the English Learner supports in our LCAP plan, PRJUSD will use ESSER III funds to provide additional PIQE (Parent Institute for Quality Education) parent classes at the elementary, middle and high school levels as well as informational classes for our migrant families.</p>	\$30,000
LCAP Goal #3 All English Learners will make progress each year toward reclassification	Professional development for certificated/classified staff	PRJUSD will allocate additional funds to train teachers and paraeducators in the best instructional practices for our English Learner (EL) programs to include designated and integrated language development support.	\$20,000
LCAP Goal #4 All Students will read on grade-level by grade 3 Action 1 AB 86 Expanded Learning Opportunity Grant Plan Action	Literacy coach at each elementary school	<p>Academically, children who are not reading on grade level by the end of third grade struggle in every class, year after year, because over 85 percent of the curriculum is taught by reading. (Readingfoundation.org)</p> <p>With the compounding impact of COVID 19 on the literacy deficit seen in our youngest learners, PRJUSD has hired a literacy coach at each elementary school to support specifically with early reading acquisition and intervention. These positions are funded through AB 86 year one and ESSER III year two.</p>	\$770,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		Over the course of the past 18 months, PRJUSD provided reading material to students to ensure access to grade-level material and independent reading options while distance learning. As an addition to our focus on literacy at the elementary level, we plan to enhance and replenish books in our school libraries.	
LCAP Goal #4 All Students will read on grade-level by grade 3	LETRS foundational reading professional development for elementary teachers	PRJUSD has collaborated with our PRPE partners to negotiate compensation for every elementary teacher to participate in a two-year professional development opportunity focused on teaching foundations of reading in our classrooms.	\$600,000
	Curriculum Coordinator	In response to the increase of curriculum needs and digital access to programming, PRJUSD added a Curriculum Coordinator positions funded through AB 86 year one and ESSER III year two.	\$130,000
LCAP Goal #5 All Students will be prepared to take algebra by the end of 8 th grade Action 1 AB 86 Expanded Learning Opportunity Grant Plan Action	Math Intervention teachers at each elementary school	With acknowledgement that the impact of COVID 19 has affected student learning, PRJUSD identified a specific indicator of algebra readiness by the end of eighth grade to ensure preparedness for high school and beyond. In an effort to intervene early to mitigate learning loss in the area of mathematics, PRJUSD will add math intervention staff at all elementary schools. With the first year funded via AB 86, the second year of funding these positions will be through this ESSER III plan. (Middle school TOSAs and math intervention sections are currently in the LCAP plan).	\$750,000
	Special Education supports and resources	Students with disabilities served under IDEA or Section 504 who have been learning remotely might not have been able to access the same assistive technology devices and services they would receive if they were attending school in person.	\$180,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		In response to the increased needs for some of our most struggling students due to the COVID-19 pandemic school closure as well as materials such as classroom items, alternative communication devices/technology, and additional services to mitigate learning loss and keep students safe with the increased limitations of COVID.	

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

\$90,014.00

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
[Plan, Goal #, Action #]	Updated technology to support increased dependency on digital learning and communication	With the transition to a greater dependency on digital learning and electronic meeting settings, PRJUSD found multiple areas of our infrastructure to be unsatisfactory in maintaining these platforms successfully. We will use ESSER III funds to upgrade the AV, camera and projector systems at multiple school sites in addition to our district office to support community meetings and staff trainings. Additionally, teacher computer systems and classroom technology were upgraded during COVID to best provide instruction, however, we also need to update staff computer systems across the district to include school offices, counselors, maintenance, transportation, and district office.	\$90,014

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
Maintain clean and COVID safe learning environment	Supervisor/principal to conduct monthly random audits. Supervisor to track complaints and address immediately.	Monthly
Maintain clean and COVID safe air quality	Tri-annual air filter replacement. Ensure spills are addressed immediately so pollutants do not permeate flooring.	Tri-annual or quarterly
Touchless sinks to decrease transmission in high touch areas	Personal hygiene is an important way to reduce the spread of COVID 19 and other bacteria. Reducing the need to touch surfaces eliminates the risk of transmission.	Daily cleaning
Additional technology support	Response time to work orders	Monthly
Water bottle refill stations	New fill stations track number of gallons of water dispensed and water bottles saved	Annually
COVID compliant transportation to/from school which prevent the spread of COVID 19	Transportation supervisor to monitor seating patterns on bus routes	Part of check-ride process
Staffing to support the increased response to student needs associated with COVID 19	Staff and student COVID 19 testing compliance as well as audit of accurate coding of absences	Monthly
Decrease pollutants and bacteria in the work environment	Supervisor/principal to conduct monthly random audits. Supervisor to track complaints and address immediately. Smart material selection that contain	Monthly

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
	toxics and remove potential sources of indoor pollutant through monthly walk-throughs.	
Expand outdoor learning opportunities and additional outdoor seating for school and athletic events	COVID 19 infection rates	Weekly
Additional PE equipment to minimize spread of COVID 19	COVID 19 infection rates	Weekly
Attendance outreach and support during COVID 19	Attendance rates and Short-term independent study completion	Monthly
Elementary guidance specialists	Attendance rates, Aeries intervention entries, Positive Behavior Intervention and Support “PBIS” implementation on campuses	Monthly
Social-emotional support	Attendance rates, intervention tab entries	Monthly
Mental health support	Attendance rates, Intervention tab entries in Aeries	Monthly
Credit recovery for high school students	Graduation rate data, On-track rate data, A-G completion rates	Annually, On-track data quarterly
Algebra 1 support at PRHS	Graduation rate data, Algebra 1 course pass rate	Semester on pass rate, graduation data annually
Behavior support K-8 and additional psychologist support	Suspension rates, Office discipline referral data	Monthly
Increased opportunities for career readiness post high school graduation	CTE pathway completion %, Total number of student interns, Increased % of workplace learning	Annually

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
Parent education for English Learner families	ELAC (English Learner Advisory Committee) attendance, Increased A-G completion and graduation rates for English Learner populations	Annually
Professional development for certificated/classified staff in ELD instruction	Increased A-G completion and graduation rates for English Learner populations, ELPAC reclassification rates, Administrator observation feedback	Annually
Literacy coach at each elementary school and LETRS foundational reading professional development for elementary teachers	Reading growth as measured by Iready diagnostic assessment and annual CAASPP assessment	Trimester, CAASPP annually
Curriculum Coordinator	Increased fidelity to district-adopted interventions and core materials as measured by curriculum usage data	Monthly
Elementary math intervention teachers and middle school math support sections	Math growth as measured by Ready Math diagnostic assessment and annual CAASPP assessment	Trimester, CAASPP annually
Special Education supports and resources	Increased attendance and performance of students with disabilities as measured by annual assessment (CAA or CAASPP)	Annually
Do Boardroom AV and Camera upgrade to support distance community meetings and staff trainings	Increased online/virtual attendance to Board meetings Professional development calendar 2021-2022	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.).

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