

ESSER III Expenditure Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Para Los Niños Evelyn Thurman Gratts Primary	Lorena Rodriguez, Principal	Lrodriguez@paralosninos.org (213) 481-3200 Ext. 901

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
Local Control and Accountability Plan	The Local Control and Accountability Plan can be found on the school's website, www.paralosninos.org , under the Compliance menu: https://paralosninos.org/wp-content/uploads/2021/11/CES-LCAP-2021-2022-Revised-11.4.21.pdf
Safe Return to In-Person Instruction Plan	The Safe Return to In-Person Instruction Plan can be found on the school's website, www.paralosninos.org , under the Compliance menu: https://paralosninos.org/wp-content/uploads/2022/02/Para-Los-Ninos-Charter-Return-Plan-Template-6.25.21.pdf
Expanded Learning Opportunities Grant Plan	The ELO Grant Plan can be found on the school's website, www.paralosninos.org , under the Compliance menu.

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

\$ 838,191.00

Plan Section	Total Planned ESSER III Expenditures
Strategies for Continuous and Safe In-Person Learning	\$ 26,508.00
Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)	\$ 641,683.00
Use of Any Remaining Funds	\$ 170,000.00

Total ESSER III funds included in this plan

\$ 838,191.00

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.

Students: Para Los Niños Evelyn Thurman Gratts Primary conducted a needs assessment with parents and students to gather input on desired interventions, timeframes, and frequency. Counselors and mental health staff provide feedback on individual

students during social workers coordinator check-ins, school services team meetings, and integrated services check-ins. Additionally, PLN will continue to solicit feedback organically from students through in-class interactions and observations.

Families: Para Los Niños employs robust engagement strategies to ensure parents/guardians have equal and ample opportunity to provide feedback and input to school leadership and staff. Direct engagement strategies include robocalls/text messages to parents/guardians, reminders to participate in meetings posted on Class Dojo to parents, informational flyers to parents sent home with students, invitation to participate in feedback sessions posted at the entrance of the school, a monthly calendar distributed to families with information to participate in Café de Padres and Learning with the Principal, Board Meetings, School Site Council Meetings, and other schoolwide events. The vast majority of PLN families are Spanish-speaking, as such, all communications to parents/guardians are provided in both English and Spanish, and all meetings with parents/guardian are conducted in English and Spanish.

Families are formally engaged during Café de Padres and Learning with the Principal, our monthly parent information meetings, during which families are provided with information related to school operations, upcoming events, and other relevant information pertaining to student academics and overall school progress in meeting academic goals. During these meetings families are provided the opportunity to give input through an open forum (conducted virtually during mandated school closures).

Additionally, PLN maintains a School Site Council whose membership includes parents, teachers, staff, and school administration. The Council meets monthly and participants discuss school organization, curriculum, and future planning initiatives. Discussion and feedback are recorded through meeting minutes for the Council.

PLN's English Learners Advisory Council is composed of parents of English Learners and the staff who work with our English Learners population. Parents and staff discuss concerns and initiatives specific to this student population, ensuring they are being well served by the school. Additional services and resources for English Learners are identified during these meetings and reported out to school leadership.

Informal opportunities for engagement and input are realized through PLN's Open Door Policy, which encourages parents/guardians to visit their children's classroom during the school day.

PLN conducts an annual school climate survey, which is distributed to parents/guardians to gather impressions of school connectedness, gauge satisfaction with the educational program, and solicit feedback from respondents. Survey results are reviewed annually by school leadership.

In the Spring and Fall of 2021, PLN held virtual meetings on re-entry and re-opening plans for families, during which school leadership explained the plans, answered questions, and took feedback from families.

School & District Administrators, including Special Education Administrators: PLN holds regular all-staff meetings to present relevant schoolwide information. During these meetings, staff, including teachers, school leadership, our Director of Special Education, along with counselors, discuss issues impacting the entire student body. Academics are the primary focus, however, during mandated school closures, special focus was placed on ensuring our most vulnerable students, especially our special education students, were being contacted regularly and supported in the best way possible to ensure their continued persistence. Additionally, weekly Principals Plus meetings are held among the PLN school Principals to discuss organization-wide trends and how to best leverage resources across the schools.

Teachers, Principals, School Leaders, Other Educators, School Staff, and Local Bargaining Units: In addition to regular all-staff meetings detailed above, teachers and other direct instructional staff (e.g., instructional aides), and school leadership meeting during weekly Instructional Leadership Team meetings to discuss issues related to instructional delivery. During these meetings, teachers and instructional staff provide input to school leadership on their student observations, where gaps in instructional delivery may exist, and how best to use PLN's extensive network of support and resources to ensure all students are receiving the best education possible. These meetings were especially important during virtual learning, during which rapid adjustments had to be made in order to maintain continuous student engagement. A monthly newsletter is distributed to staff across the PLN organization to notify staff of upcoming opportunities to engage in planning on school- and organization-wide initiatives. On a monthly basis, PLN holds organization-wide meetings to engage staff across the school sites and identify any common trends among the school populations. During these meetings, discussions are held to leverage organization-wide resources to ensure the success of all students across the network. Additionally, teachers were surveyed on the LCAP and ESSER III Plan to gather their input on funding priorities specific to these funding streams.

There are no local bargaining units present at Para Los Niños Evelyn Thurman Gratts Primary.

Civil Rights Organizations, including Disability Rights Organizations; 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: PLN Charter Elementary School evaluated its stakeholder engagement opportunities and determined that tribes, migratory students and children who are incarcerated are neither present nor served by PLN. PLN employs a full-time Director of Special Education who meets regularly with instructional staff and school leadership to evaluate the services provided to our SPED students. The school's ELAC and School Site Council assist in monitoring and evaluating the services provided to English Learners, who make up a significant number of our student population, and instructional staff are provided with targeted professional development in English Learner instruction. Instructional Leadership Team meetings address issues relating to English Learner instructional delivery during their regular meetings. Although they make a small percentage of students PLN serves, homeless youth and foster youth receive direct interventions through our mental health services Intake Coordinator. The Intake Coordinator evaluates homeless students and foster youth to determine the best services

and resources to connect them with. The Intake Coordinator meets regularly with school leadership to provide updates and feedback on serving these student groups, in addition to the general student population that also has access to mental health services as needed. The PLN Family Resource Specialist is responsible for maintaining external resources contacts and making regular contact with students and families who may benefit from additional support services.

Community Engagement: PLN operates as a community school, as such, we offer programs that engage the community beyond only students and families, including Best Start and Project Innovations LA, in addition to partnering with County food banks and other organizations providing basic needs. Though informal, the community members engaging with these various services provide their insight, input and feedback when interacting with staff; their feedback is always taken into consideration when planning community-based initiatives or adjusting service delivery to meet the needs of our community members.

Additionally, a draft version of this ESSER III Plan was posted to the school's website and the entire school community was invited to review and provide feedback on the action items and associated funds being proposed. Lastly, PLN's LCAP was presented with an explicit invitation for public comment during the public hearing at the May 27, 2021 Board Meeting.

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

The overarching theme of the feedback and input from the community was directing efforts and resources to closing academic achievement gaps exacerbated by the pandemic closures and distance learning, particularly in reading and literacy. Additionally, support for social-emotional wellness, focused primarily on prevention and response initiatives for the return to in-person learning, were expressed by the community.

Specifically, families requested greater and more timely visibility into student performance metrics, including attendance, class grades, and performance on class assignments. Families and teachers requested updates to Personalized Learning Plans for each student that will reflect three separate sets of data taken at the beginning of the year and at two subsequent points during the academic year. These data sets will make it easier for families and teachers to make progress comparisons of their students and help identify adjustments in instructional delivery strategies or identify additional instructional resources for individual students. Teachers requested targeted intervention resources for reading instruction and assessment, including a staff member dedicated to implementing a reading intervention program for students who require additional instruction beyond what can be provided by a single teacher in the classroom. Teachers also requested a review of attendance in the intervention programs to ensure those students who need additional support are attending regularly. Families also requested more individualized support for students in the classroom, like instructional aides that can address individualized learning needs during in-class instruction.

Teachers and staff requested targeted professional development in social-emotional wellness support with a special focus on serving students and families through a culturally-relevant, trauma-informed lens that recognizes the lived experiences of our students and their families.

Additionally, every stakeholder group expressed the need for additional personnel to assist in bringing students back to the campus and reorient them to in-person learning. Reducing teacher-to-student ratios were a common theme in feedback received from instructional staff and school leadership.

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

\$ 26,508.00

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
Safe Return to In-Person Instruction Plan	PPE/Safety/Testing	PLN purchased Personal Protective Equipment for all staff and students to reduce the spread of the COVID-19 virus. Each school was provided with masks for students and staff, Isolation Room PPE Boxes (face shields, gloves, shoe booties, isolation gowns), screening equipment (rolling plexiglass screens, cones, temperature check devices, sidewalk signs), plexiglass installed in high foot traffic areas, hand sanitizing stations, disinfection solution, and outdoor/indoor signage. Funds for FY22.	\$ 26,508.00

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

\$ 641,683.00

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP, Goal 3, Action 3	mCLASS Math	PLN purchased the mCLASS intervention program in addition to the intervention programs identified in the LCAP to help accelerate progress toward grade level proficiency in mathematics and to provide more detailed data and insight into student performance. Funds for FY23 and FY24.	\$5,000.00

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP, Goal 2, Action 8	Thanksgiving Break Camp	During the 2022 Thanksgiving Break, PLN will run an academic and enrichment program/camp for the three days leading up to the Thanksgiving Holiday. Participating students will receive targeted academic instruction for part of the day and enrichment activities for the other part of the day. Supplements after school and summer enrichment activities planned in the LCAP. Funds for FY23 and FY24.	\$15,000.00
n/a	New Teachers	The school will hire new teachers to ensure a consistent average class size of 16 students. These small class sizes, paired with our investment in Instructional Aides, will ensure students are receiving timely individualized attention to support their academic achievement and bring them up to grade level proficiency in a small and supportive setting. Funds for FY23 and FY24.	\$400,000.00
LCAP, Goal 3, Action 13	Instructional Aides	PLN will hire additional Instructional Aides to provide academic support to students in-class. The aides will work with all special education students in addition to providing supplemental instructional guidance to other students in the classroom. The Instructional Aides will lower the student-to-adult ratio and ensure students are receiving individualized and small group supplemental instructional guidance to bring students up to grade level proficiency. Funds for FY23 and FY24.	\$221,683.00

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

\$ 170,000.00

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP, Goal 3, Action 3	Student Information System	Purchase Infinite Campus, a student information system that will allow parents/guardians to access student attendance data, course grades, and performance on assignments, to better understand gaps in learning and opportunities for growth, in near real-time. Funds for FY23 and FY24.	\$30,000.00
LCAP, Goal 3, Actions 9 & 17	Student Information System Coordinator	PLN will hire a Student Information System Coordinator to implement the new student information system, provide training to teachers and staff on how to be utilize its features, and provide assistance to parents/guardians in accessing their student's information. The Coordinator will also run data reports to provide to instructional staff in an effort to better understand schoolwide student achievement and identify opportunities for growth. Funds for FY23 and FY24.	\$42,500.00
LCAP, Goal 3, Action 14	Professional Development	All staff will receive professional development in implementing Social-Emotional Wellness concepts and approaches in their daily interactions with students. This PD will have a particular focus on understanding the lived experiences of the student population PLN serves and how it impacts their educational journey (culturally relevant, trauma informed) and supplements the PD they already receive. Funds for FY23 and FY24.	\$7,500.00
LCAP, Goal 3, Action 9	School Psychologist	PLN will hire a School Psychologist to support the mental and emotional health of our student population, with a special focus on providing targeted mental health intervention to our students who are classified as special education and receive special education services (17.4%). Funds for FY23 and FY24.	\$90,000.00

Ensuring Interventions are Addressing Student Needs

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

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
PPE/Safety/Testing	<p>PPE and other health equipment will be distributed daily to school site staff and students to ensure the reduced likelihood of illness transmission.</p> <p>Teachers and staff are responsible for positively encouraging students’ adherence to COVID19 safety protocols.</p>	Daily visual monitoring of staff and student adherence to safety protocols; monthly infections rates among school site personnel and students.
mCLASS Math	<p>The effectiveness of the mCLASS Math Intervention Program will be monitored through daily in-class observations by teachers and instructional aides, individual student class assignment completion and grades, formative and summative assessments through i-Ready and teacher-designed assessments, in addition to summative assessments through state mandated testing. Teachers will also provide feedback during staff meetings on their satisfaction with the intervention program in helping them assess their students’ progress toward achievement goals.</p>	Daily in-class student observations; weekly and monthly teacher-designed benchmark assessments; weekly staff meetings to review data; thrice annual i-Ready assessments; annual SBAC.
Thanksgiving Break Camp	<p>Following the Camp, instructional leadership and school leadership will meet to share their impressions of the effectiveness of the Camp program. Feedback will be gathered in the form of a survey to parents/guardians of the students who participated. Staff will also be informally surveyed</p>	End-of-Camp survey to parents/guardians; end-of-camp meeting with instructional leadership and school leadership; end-of-camp feedback from instructional aides and teachers who delivered the program; annual school community survey.

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
	in order to make adjustments for future Camps (Spring Break, summer, etc.).	
New Teachers	New teachers will be hired to start in the 2022-23 academic year, with the intention of maintaining small class sizes. Teachers' effectiveness of providing individualized attention and instruction to students will be monitored through classroom observations by instructional leadership, increases in referrals for student support services like mental health (the logic being that more focused one-on-one attention will reveal academic or social-emotional issues sooner than if class sizes were larger and/or had fewer instructional aides), and formative and summative assessments. Teachers will be evaluated annually in accordance with staff performance evaluation procedures.	Weekly with instructional staff meetings to monitor progress toward grade level proficiency; thrice annual i-Ready assessments; weekly and monthly attendance rates; monthly behavioral issues reports; monthly referrals for services; annual performance evaluations; annual school community surveys.
Instructional Aides	The effectiveness of instructional aides will be gathered from feedback from teachers on effectiveness of their instructional support; quantitative data on progress toward academic outcomes through i-Ready assessments and teacher-designed assessments (homework, group assignments, etc.); student attendance rates (i.e., chronic absenteeism); reduction in behavioral issues due to increased supervision. Instructional Aides will be evaluated in accordance with staff performance evaluation procedures.	Weekly with instructional staff meetings to gauge effectiveness of Instructional Aides; thrice annual i-Ready assessments; weekly and monthly attendance rates; monthly behavioral issues reports; annual performance evaluations; annual school community surveys.
Student Information System	Progress toward securing and implementing the Student Information System will be monitored by the Student Information System Coordinator. The	Monthly benchmarks against implementation timeline; schedules of trainings for instructional and school staff prior to the start

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
	purchase of the System and its implementation will be monitored against a timeline, with the intention of the System being fully operational by the start of the 2022-23 academic year.	of the 2022-23 academic year; 2022-23 academic year schedules of trainings for parents/guardians on its use; monthly SIS reports discussed at staff meetings; annual school community surveys.
Student Information System Coordinator	The Student Information System Coordinator will be responsible for initiating and monitoring the implementation of the Student Information System. Their progress will be monitored against a timeline for implementing the system and providing school site staff trainings and a schedule of trainings for parents/guardians on how to effectively use the system. The Coordinator will be evaluated annually in accordance with staff performance evaluation procedures.	Monthly benchmarks against implementation timeline; schedules of trainings for instructional and school staff prior to the start of the 2022-23 academic year; 2022-23 academic year schedules of trainings for parents/guardians on its use; monthly SIS reports discussed at staff meetings; annual performance evaluations; annual school community surveys.
Professional Development	Professional development focused on Social-Emotional Wellness concepts and approaches for all school site staff will be provided on a monthly basis throughout the academic year and will be reflected on the school's annual professional development calendar. Progress toward implementing this specific professional development will be monitored through the scheduling of PD sessions with internal or external trainers. Post-session feedback will be requested from staff and may influence PD provided in the future to ensure the sessions are aligning with the intention of this initiative.	Monthly professional development sessions on social-emotional wellness; post-session informal feedback/discussions on quality of session; monthly adverse student behavior incidents; monthly chronic absenteeism rates; monthly number of staff referrals of students to school psychologist and/or other mental/emotional support services; annual SBAC; annual school community surveys.
School Psychologist	The School Psychologist's support of the mental and emotional health of our student population,	Monthly caseload count; monthly reports of adverse behavior incidents among student

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
	<p>and our special education students in particular, will be monitored through the number of students the School Psychologist sees on a weekly basis. The academic and behavioral performance of those students will be used as a metric for monitoring the effectiveness of the School Psychologist's work in promoting the positive social-emotional development and academic achievement in our students. Feedback from parents/guardians will also be used to measure their effectiveness. A reduction in adverse behavior in students is expected along with a reduction in chronic absenteeism. The School Psychologist will be evaluated annually in accordance with staff performance evaluation procedures.</p>	<p>population; daily teacher observations; monthly attendance reports; annual number of referrals for outside services provided to families by School Psychologist; annual SBAC; annual performance evaluation; annual school community survey.</p>

ESSER III Expenditure Plan Instructions

Introduction

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

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

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

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

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

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

Fiscal Requirements

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

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

- IDEA, and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements;
- Purchasing education technology (including hardware, software, and connectivity) for students who are served by the LEA that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment;
 - Providing mental health services and supports, including through the implementation of evidence-based full-service community schools;
 - Planning and implementing activities related to summer learning and supplemental after school programs, including providing classroom instruction or online learning during the summer months and addressing the needs of underserved students;
 - Addressing learning loss among students, including underserved students, by:
 - Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiated instruction,
 - Implementing evidence-based activities to meet the comprehensive needs of students,
 - Providing information and assistance to parents and families of how they can effectively support students, including in a distance learning environment, and
 - Tracking student attendance and improving student engagement in distance education;
- Note:** A definition of "underserved students" is provided in the Community Engagement section of the instructions.
- School facility repairs and improvements to enable operation of schools to reduce risks of virus transmission and exposure to environmental health hazards, and to support student health needs;
 - Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and nonmechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door replacement;
 - Developing strategies and implementing public health protocols including, to the greatest extent practicable, policies in line with guidance from the Centers for Disease Control and Prevention (CDC) for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff;
 - Other activities that are necessary to maintain the operation of and continuity of services in LEAs and continuing to employ existing staff of the LEA.

Other LEA Plans Referenced in this Plan

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

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

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

Summary of Expenditures

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

Instructions

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

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

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

Community Engagement

Purpose and Requirements

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

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

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

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

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

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

- Tribes;
- Civil rights organizations, including disability rights organizations (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 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