

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
Expanded Learning Opportunities Plan (ELO)	https://4.files.edl.io/9aa6/05/19/21/212518-6cef8b2c-7efe-4e92-9675-d5b8ab730e92.pdf
PUSD Plan for Safe Return to In-Person Instruction and Continuity of Service Plan	https://4.files.edl.io/dde4/07/23/21/161952-e4116260-f99e-406e-b185-beca109812f5.pdf
Learning Continuity and Attendance Plan	https://4.files.edl.io/3d2d/10/15/20/225954-81a40486-a9f5-4f34-8553-2ee3b7d450d5.pdf

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

\$75,313,571.00

Plan Section	Total Planned ESSER III Expenditures
Strategies for Safe Return to In-Person Instruction and Continuity of Service Plan	\$54,532,035.00
Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)	\$15,062,715.00
Use of Any Remaining Funds	\$5,718,821.00

Total ESSER III funds included in this plan

\$75,313,571.00

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.

Consultation with students, families, school and district administrators (including special education administrators), teachers, school staff, and local bargaining unions have been involved in identifying and prioritizing student needs since early into the 2020 - 2021 school year. Topics of ongoing discussion include those regarding supplemental instruction as well as strategies for mental, social and emotional support. In addition, preparations for our student's safe return to in person instruction has been an ongoing collaborative effort with not only PUSD staff and parents, but also the Department of Public Health and the Los Angeles County of Education. Community input regarding the needs of low-income, foster youth, homeless, and students with disabilities has been encouraged during:

- *District Advisory Committee
- *District English Learner Advisory Committee
- *Community Advisory Committee
- *Parent Advisory Committee
- *Principal's Advisory Committee
- *Student Survey, and
- *Parent/Community and Staff Surveys

In addition, staff has participated in City meetings to gather the input of our Pomona families to support their needs. Parents, teachers and school staff were involved in aligning and prioritizing student supports needed with the understanding that there might be funding being made available in the future. Schools staff and teachers were engaged in the process of identifying which supplemental instruction and support strategies to implement. This process took place during Thursday Principal's meetings, conversations with Associated Pomona Teacher Union, California State Employee Association and surveys. Parents and community members were engaged via Zoom meetings and surveys.

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

Consultations with students, families, school and district administrators (including special education administrators), teachers, school staff, and local bargaining unions provided suggestion for our district to incorporate more opportunities for students to re-engage in school by addressing academic needs via tutoring, social emotional needs through physical activity, as well as arts and music. Each type of intervention has been included in this plan to provide both in school and beyond the school day activities and events to continue to engage students and their families.

Further consultation with stakeholder groups included the need to address student's social emotional wellbeing. Stakeholders identified the need to provide long term support to students with coping mechanisms, risk of dropping out of school, and trauma that includes the loss of family members. Service providers have been contracted to incorporate resilience building and restorative practices to address barriers students face with learning, connectivity, and engagement.

Stakeholder groups, including community groups also recommended that extending the offerings of additional mentoring and tutorial sessions would help students to mitigate learning loss and support their academic needs. Summer school opportunities, intervention teachers, and career pathway guidance using contracted services were suggested and included in this plan. These academic supports are incorporated to help students reach grade level performance that was impacted due to COVID-19. Stakeholders also requested students continue to receive support with writing, math, and science, all of which have been included in the tutorial offerings in this plan.

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

\$54,532,035.00

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
1a. Safe Return to In-Person Instruction and Continuity Plan Mitigation Measure: Isolation, Quaring, and Contact Tracing	COVID-19 Testing Costs	Regular COVID-testing will continue to be implemented as a strategy to mitigate the number of school and community members disproportionately impacted by the pandemic.	\$2,366,775.00
2a. Safe Return to In-Person	Cleaning Supplies	Routine cleaning, at least daily during operational hours, and more frequently in high touch areas will continue to be implemented to help mitigate the spread of COVID.	\$1,051,900.00

Instruction and Continuity Plan Mitigation Measure: Cleaning and Healthy Facilities			
3a. Safe Return to In-Person Instruction and Continuity Plan Mitigation Measure: Mask	Personal Protection Equipment	Personal Protect Equipment will continue to be made available to help prevent the spread of COVID for the safe operations of in-person learning.	\$2,103,800.00
4a. Safe Return to In-Person Instruction and Continuity Plan Mitigation Measure: Improving Ventilation	Air Purifiers/Filters	Air purifiers will continue to be made available and maintained to help improve the air quality indoors during in-person learning.	\$1,051,900.00
5a. N/A	HVAC/Doors/ Window	HVAC/Doors/Windows continue to be replaced as needed to improve indoor air quality, to increase circulation to mitigate the spread of COVID, and to maintain the health and safety of staff, students, and the community.	\$46,000,000.00
6a. Safe Return to In-Person Instruction and Continuity Plan Mitigation Measure: Outdoors and Physical Distancing	Outdoor Classrooms	Outdoor classrooms on school campuses will continue to be provided as an alternative setting for in-person instruction.	\$1,957,660.00

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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

\$15,062,715.00

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
1b. ELO Plan, Strategy #1	Jump Start for Kinder	Students who did not attend Kinder and/or first grade will continue to be provided with additional learning opportunities prior to the beginning of the school year to address gaps in academic skills created by the pandemic and encourage them to attend school.	\$81,193.00
2b. ELO Plan, Strategy #1	STEM	Elementary students will continue to have access to STEM activities after school and on Saturdays to engage them with critical thinking skills to address their academic needs.	\$401,297.50
3b. ELO Plan, Strategy #1	Middle School Summer School	Summer School will continue to be implemented at Middle Schools to provide students with ongoing opportunities to remediate skills that will address academic gaps resulting from the pandemic. Campus supervisors and clerical staff will also continue to provide support during summer school activities.	\$284,101.00
4b. ELO Plan, Strategy #2	Intervention Teachers	Academic interventions will continue to be implemented by Intervention Teachers, at all schools, to address the impact of lost instructional time.	\$1,875,991.20
5b. ELO Plan, Strategy #2	Academic Tutoring and Homework Support	Students in Elementary and selected Middle and High Schools will continue to be provided with after school homework support and tutoring to help close academic gaps and learning loss.	\$1,882,673.00
6b. ELO Plan, Strategy #2	Academic Tutoring for 8th and 9th grade	Math tutoring and mentoring support will continue to be implemented for students in 8th and 9th grade to foster their leadership and academic skills.	\$455,378.00

7b. ELO Plan, Strategy #2	Hands On Science Activities	Engaging hands-on science activities will continue to be implemented for students in Middle school to increase their attendance and social wellbeing.	\$125,298.00
8b. ELO Plan, Strategy #2	School Counselors	Counselors at Elementary, Middle, and High schools will continue to receive special assignment hours to develop curriculum, deliver interventions, and support students with social, emotional and academic needs to address learning loss.	\$95,892.00
9b. ELO Plan, Strategy #2	Social Emotional and Academic Tutoring	Students will continue to be provided academic tutoring and social emotional support to help close the academic gaps and increase school connectivity.	\$707,998.00
10b. ELO Plan, Strategy #3	Student Mentoring	Mentoring services will continue to be implemented for African American students who are disproportionately impacted by the pandemic. These services will continue to be implemented to help reduce learning loss, increase students' social emotional wellbeing, and their connections to academic resources.	\$159,507.00
11b. ELO Plan, Strategy #3	Mentoring Services	Mentoring opportunities will continue to be implemented so that students have ongoing support to develop their character, leadership, social, and vocational skills.	\$2,601,298.00
12b. ELO Plan, Strategy #3	Assemblies	Musical Performances and assemblies will continue to be implemented and provided at Elementary, Middle, and High school as an opportunity to maintain student engagement and to increase their social emotional needs.	\$46,704.00
13b. ELO Plan, Strategy #3	Art for students with IEPs	Visual and performing arts supplies will continue to be provided to students with IEPs at Elementary Schools to address their social skills and provide opportunities for them to stay engaged in school to mitigate the impact of lost instructional time.	\$21,038.00
14b. ELO Plan, Strategy #3	Art Nights	Art Nights will continue to be implemented by providing teachers with special assignment hours, event materials, and supplies to engage Elementary school students and their families.	\$54,567.00

15b. ELO Plan, Strategy #3	Art Supplies for Elementary Schools	Classroom sets of art supplies at Elementary school will continue to be provided so students can continue to engage in creative hands-on activities that address their social skills and enhance their academic instruction.	\$218,806.00
16b. ELO Plan, Strategy #3	Art Supplies for Secondary Schools	Art programs at secondary schools will continue to be implemented by providing art supplies to motivate and engage students by using project based 2-D and 3D creative inquiry.	\$105,192.00
17b. ELO Plan, Strategy #3	Substance Abuse Support	High school students with substance use/abuse concerns will be provided with ongoing support via the continued implementation of support groups and individual substance use intervention sessions that are designed to improve a students mental health and wellness.	\$17,482.00
18b. ELO Plan, Strategy #3	Transportation to Assist with Attendance	Regular COVID-testing will continue to be implemented as a mitigation strategy to reduce the number of school and community members disproportionately impacted by the pandemic.	\$62,631.50
19b. ELO Plan, Strategy #3	Healing Trauma Through the Arts	Staff will continue to be provided with workshops on mental wellness to maintain ongoing support and services to students, staff, and parents. Art will also continue to be implemented as a tool to help heal the impact of traumatic experiences and address the social and mental health needs of students.	\$5,260.00
20b. ELO Plan, Strategy #3	Mental Health and Grief Counseling	Grief counseling sessions and training workshops will continue to be provided to students, parents, and school staff to address their social, emotional, and mental health needs.	\$251,297.50
21b. ELO Plan, Strategy #4	Mental Health Workshops	Mental Health staff will use special assignment hours to continue the implementation of wellness and wellbeing workshops, which will continue to be available after regular hours.	\$93,710.97
22b. ELO Plan, Strategy #5	Academic Tutoring for Middle and High School Students	Academic tutoring will continue to be implemented after school so students in middle and high school will have continuous opportunities to close the academic gaps created during the pandemic.	\$1,458,967.00

23b. ELO Plan, Strategy #5	Writing Skills and Support	Writing tutorial supports will continue to be implemented so students in grades 9-12 can continue to increase their academic writing skills that were impacted by the pandemic.	\$501,298.00
24b. ELO Plan, Strategy #5	Student Outreach	Extensive support and aggressive outreach will continue to be provided to students who have disengaged from school and are at risk of dropping out.	\$156,618.00
25b. ELO Plan, Strategy #6	Support for Students with Special Education Needs	Enrichment programs to support social skill development for K-12 students with autism will continue to be implemented after school to support their academic and social needs.	\$372,373.00
26b. ELO Plan, Strategy #6	Monitoring of Engagement	School Site Coordinators will continue to receive special assignment hours to develop training for school sites, present information to teachers, help identify social emotional learning strategies to increase student connections, and monitor student engagement using data to address the needs of students.	\$59,746.00
27b. ELO Plan, Strategy #7	Resilience Building Training	Teachers will receive ongoing trauma informative training so they can continue implementing supports and providing resources to address the social, emotional, and mental wellbeing of students.	\$79,672.00
28b. ELO Plan, Strategy #7	Restorative Practices	Staff will receive ongoing training to continue the implementation of restorative practices in maintaining the skills needed to address the social and emotional needs of students resulting from the loss of opportunities due to the pandemic.	\$3,682.00
29b. ELO Plan, Strategy #7	Professional Learning Communities	Special assignment hours for teachers to participate in Professional Learning Communities will continue to be implemented to review data and develop strategies that can address academic gaps associated with the loss of instructional time.	\$315,570.00
30b. ELO Plan, Strategy #3	Sky Breathing	Mental health classes using breathing and relaxation techniques are available to students, staff, and parents and will continue to be implemented to support students' social emotional needs.	\$121,298.00

31b.N/A	CTE Pathways	Career Pathway opportunities and support from contracted services will continue to be implemented to address the opportunity gaps faced by high school students.	\$2,101,297.50
32b. ELO Plan Strategy #3	Youth Mental Health First Aiders	Staff will receive ongoing training as Youth Mental Health First Aiders to continue the implementation of services that address barriers to student learning by understanding, identifying, and responding to signs of mental illness and substance abuse disorders in youth.	\$315,570.00
33b. ELO Plan Strategy #3	Mental Health Transportation for Students	Students experiencing extreme mental health issues will continue to receive expedited transportation to medical facilities to address their social, emotional, and mental health needs.	\$9,993.05
34b. ELO Plan Strategy #3	Social Emotional Competence	Services will continue to be implemented to address student social health needs by promoting their problem solving skills, positive classroom behaviors, and social skills.	\$19,314.78

Use of Any Remaining Funds

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

Total ESSER III funds being used to implement additional actions

\$5,718,821.00

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
1c. Learning Continuity and Attendance Plan School Nutrition	School Nutrition	A safe and healthy meal service environment that provides breakfast and lunch will continue to be available on a daily basis Monday-Friday, at designated locations to all students including those participating in distance learning or quarantined.	\$5,259,500.00

2c. Not applicable	Computer/technology replenishment	Students and staff will have ongoing access to the replacement of computers and related equipment to address opportunity gaps and to support their academic needs.	\$459,321.00
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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
1a. COVID-19 Testing Costs	Weekly testing for unvaccinated individuals	Biannually
2a. Cleaning Supplies	Cleaning and sanitation schedules will be created to measure performance.	Biannually
3a. Personal Protection Equipment	Monthly supplies will be provided to schools and discounted from our inventory.	Biannually
4a. Air Purifiers/Filters	Regular monitoring of equipment status and replacement of filters on schedule.	Biannually
5a. HVAC/Doors/ Window	Project schedule of replacement of units.	Ongoing
6a. Outdoor Classrooms	Project schedule for installation of outdoor classrooms.	Ongoing
1b. Jump Start for Kinder	Monitor Kinder Attendance for students to measure overall Chronic Absenteeism.	Annually
2b.STEM	Surveys will be administered to students participating to measure engagement.	Annually

3b. Middle School Summer School	Summer School courses and attendance records will be reviewed to measure middle school students enrollment in summer school.	Once / End of the program
4b. Intervention Teachers	Lexile scores will be reviewed in grades 3 - 12 to measure learning growth.	Annually
5b. Academic Tutoring and Homework Support	Academic reports will be used to monitor student progress in English Language Arts and Mathematics.	Annually
6b. Academic Tutoring for 8th and 9th grade	Pre and Post assessments will be given to student in 8th and 9th grade to monitor their progress in Mathematics	Biannually
7b. Hands On Science Activities	Attendance records will be reviewed to measure the number of students served as well as participation.	Annually
8b. School Counselors	Grade Level Counselor meetings will review student visit data to measure student progress and determine additional needs - agenda, meeting schedule.	Annually
9b. Social Emotional and Academic Tutoring	Academic reports will be used to monitor student progress in English Language Arts and Mathematics.	Annually
10b. Student Mentoring	Student surveys will be administered to African American male students in grades 4-12 to measure students' perception and social emotional connections.	Annually
11b. Mentoring Services	Academic reports will be used to monitor student progress in English Language Arts and Mathematics.	Annually
12b. Assemblies	Attendance reports will be used to monitored and measure participation and engagement	Annually

13b. Art for students with IEPs	Academic reports will be used to monitor student progress in English Language Arts and Mathematics	Annually
14b. Art Nights	Surveys will be administered to students participating to measure social emotional connectedness.	Annually
15b. Art Supplies Elementary	Surveys will be administered to students participating to measure social emotional connectedness.	Annually
16b. Art Supplies Secondary	Scores on student projects will be collected to measure the effectiveness of student engagement.	Biannually
17b. Substance Abuse Support	<p>1. The CRAFFT 2.1 health screening tool will be administered to middle and high school students caught with and/or referred for alcohol, tobacco and other drug use to measure the level of risk and clinical action needed to support students.</p> <p>2. Students scoring high will be referred to counseling treatment and will be administered a pre- and post assessment to determine effectiveness of treatment and evaluate additional support for follow-up.</p> <p>3. Support group attendance</p>	Annually
18b. Transportation to Assist with Attendance	Attendance records will be used to monitor student absences.	Annually
19b. Healing Through the Arts	<p>1. Pre/Post assessments will be administered to K-12 students, parents and staff who participate in AWBW workshops to measure the transformational wellness outcomes of each workshop.</p> <p>2. AWBW workshop offerings and schedules</p>	Biannually
20b. Mental Health and Grief Counseling	1) The CRAFFT 2.1 health screening tool will be administered to middle and high school students caught with and/or referred for alcohol, tobacco and other drug	Biannually

	<p>use to measure the level of risk and clinical action needed to support students.</p> <p>2) Students scoring high will be referred to counseling treatment and will be administered a pre- and post assessment to determine effectiveness of treatment and evaluate additional support for follow-up.</p> <p>3) Support group attendance</p>	
21b. Mental Health Workshops	<p>1. Pre/Post assessments will be administered to high school students, parents and staff attending workshops to measure effectiveness of each training.</p> <p>2. Workshop offerings/calendar and attendance records.</p>	<p>1. Biannually</p> <p>2. Annually</p>
22b. Academic Tutoring for Middle and High School Students	<p>Academic reports will be used to monitor student progress in English Language Arts and Mathematics.</p>	<p>Annually</p>
23b. Writing Skills and Support	<p>Academic reports will be used to monitor student progress in English Language Arts and Mathematics.</p>	<p>Annually</p>
24b. Student Outreach	<p>Regularly scheduled data chat meetings to discuss new students and to monitor the progress of existing students. Monthly- agenda.</p>	<p>Biannually</p>
25b. Support for Students with Special Education Needs	<p>1. Use the Social Skills Improvement System, Social Emotional Learning Edition(SSIS-SEL) and Social Responsiveness Scale Second Edition (SRS-2) assessment tools for K-12 students with autism to identify social skills goals and measure progress towards goals..</p>	<p>1. The first week and the 12th week of the program.</p>

	<p>2. Staff will use observations during each session with students to monitor progress towards identified social skills goals.</p>	<p>2. The first week and the 12th week of the program.</p>
26b. Monitoring of Engagement	<p>1. The CA Healthy Kids Survey (CHKS) will be administered to 5th, 7th, 9th, 11th, and Non-Traditional students to measure school climate.</p> <p>2. The CA Parent School Survey (CPSS) will be administered to all parents to measure parent perceptions of school climate.</p> <p>3. The CA School Staff Survey (CSSS) will be administered to all school staff to measure staff perceptions of school climate.</p> <p>4. Cal-SCHLS School Site Coordinator meetings-agenda and attendance.</p>	<p>1. Annually - Spring</p> <p>2. Annually -Spring</p> <p>3. Annually - Spring</p> <p>4. Review of documents at the end of each semester</p>
27b. Resilience Building Training	<p>1. Teacher Perception Surveys will be administered to participants to monitor the social, emotional, and mental wellbeing of students.</p> <p>2. Workshop offerings/calendar and attendance records</p>	<p>Annually</p>
28b. Restorative Practices	<p>SART and SARB reports will be reviewed to measure the number of students needing services.</p>	<p>Biannually</p>
29b. Professional Learning Communities	<p>1. Monthly PLC meetings will be used to monitor student progress.</p> <p>2. Lexile growth data will be analyzed for identified students to monitor students progress</p>	<p>Annually</p>

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30b. Sky Breathing	Attendance reports will be used to monitor and measure participation and engagement.	Annually
31b. CTE Pathways	<ol style="list-style-type: none"> 1. Precision Exams- pre & post- Test Assessments will be administered to CTE students. 2. Career Technical Education pre-post assessment will be administered to CTE students in grades 10,11,& 12 grades, to validate skills attained with CTE standards. 	Annually
32b. Youth Mental Health First Aiders	<ol style="list-style-type: none"> 1. Pre/Post assessments will be administered to staff attending workshops to measure effectiveness of each training. 	Biannually
33b. Mental Health Transportation for Students	Documentation of ambulatory services for K-12 students in crisis will be collected.	Biannually
34b. Social Emotional Competence	<ol style="list-style-type: none"> 1. The Incredible Years Parent Program Satisfaction Questionnaire will be administered to participating parents to evaluate the program. 2. Observation Surveys will be given to teachers of the 4-8 year old students participating in the Dino Years Program to evaluate the program. 3. Workshop offerings/calendar and attendance records. 	<ol style="list-style-type: none"> 1. Once / End of the program 2. Twice / Beginning and end of program 3. Annually
1c. School Nutrition	Breakfast and Lunch Meal counts are recorded daily.	Annually
2c. Computer/technology replenishment	Inventory of computers will be used to analyze the computer needs.	Annually

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 after school programs, or extended school year programs.

- o 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.
- o 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:
 - o Any activity authorized by the Elementary and Secondary Education Act (ESEA) of 1965;
 - o Any activity authorized by the Individuals with Disabilities Education Act (IDEA);
 - o Any activity authorized by the Adult Education and Family Literacy Act;
 - o Any activity authorized by the Carl D. Perkins Career and Technical Education Act of 2006;
 - o 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;
 - o 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;
 - o Developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs;
 - o 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 spend 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 after school programs, or extended school year programs.
- Specify the amount of ESSER III funds the LEA plans to spend 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 spend to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA. If the LEA it is not implementing additional actions the LEA must indicate “\$0”.

Ensuring Interventions are Addressing Student Needs

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

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

Complete the table as follows:

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

California Department of Education
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