

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 Grant	https://www.pvusd.net/LCAP
Local Control Accountability Plan	https://www.pvusd.net/LCAP

Summary of Planned ESSER III Expenditures

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

Total ESSER III funds received by the LEA

\$36,720,095	
Plan Section	Total Planned ESSER III Expenditures
Strategies for Continuous and Safe In-Person Learning	[\$22,200,000.00]
Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)	[\$9,011,553.00]
Use of Any Remaining Funds	[\$4,544,460.00]

Total ESSER III funds included in this plan

[\$ 36,720,095]

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.

The District utilized multiple methods to gather community input from the Community. The District utilized data received through a Thought Exchange from the Expanded Learning Opportunities Grant to help build a foundation of needs based on community input. The District then put out two ESSER III Surveys. The First ESSER III Survey asked the community on input as to how the District
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should Allocate both ESSER II and ESSER III funding. This survey was sent out to all our families via our community outreach emails. This survey was supplemented with two Virtual town hall meetings one in English and one in Spanish. The District created a Special Board meeting to approve a preliminary budget for ESSER II and ESSER III and welcomed the community input at this meeting. During the meeting the District received feedback from the community and interest in another survey when Certificated Staff was back on site. A second ESSER III survey was offered in September and ran until October. The Survey asked community where they would like to see the money allocated and even allowed for open ended responses to allow all thoughts to be heard. Lastly the Superintendent held multiple Conversations with the Superintendent in which she listened to and received written feedback from staff on how to allocate the funding.

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

The District evaluated the community input received via Surveys, Board Meetings, and Superintendent Conversations to develop the ESSER III plan. The District evaluated the data and identified the most common responses from the Community. The District found overwhelming interest in supporting the Social Emotional Health of Students, Providing Additional Tutoring/In Class Supports, Administering High Quality Assessments, and Improving Indoor Air Quality and improving Site Safety. Utilizing this feedback the District created a plan that addresses the major needs brought forth by the community through the creation of a Family Engagement and Wellness Center, Additional Social Emotional Staffing, Continuation of ELO Grant Intervention Teachers and Instructional Aides, and improvements to Air Quality and Safety at all sites.

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

[\$ 22,200,000]

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP, Goal #6	Facility Repairs and Safety Improvements	Improvements to Air Quality via HVAC repairs, Roofing Repairs, Siding Replacements and Boiler Replacements. Improvements to site facilities to promote safe outdoor activities and learning. These items will provide students with access to more outdoor learning areas as well as improve indoor air quality for students and staff.	\$22,000,000
LCAP, Goal #6	Purchasing of Personal Protective Equipment and Safety Equipment	Utilize funding to continue to provide Masks, Hand Sanitizer, Filters and Other Personal Protective Equipment/Safety Equipment. This funding will allow the district to continue to purchase PPE through 23/24 to ensure compliance with CDPH guidelines.	\$200,000

Addressing the Impact of Lost Instructional Time

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

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

[\$ 9,011,553]

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP, Goal #1	Continue Instructional Aide supports at all Elementary Sites for leveled literacy intervention (Level 1)	In the ELO Grant Plan the District allocated 32 Instructional Aides at the Elementary Schools to support students. Using ESSER funding the District will continue these supports through the 23/24 Fiscal Year. These additional aides serve as in-class supports for our students to help address learning loss caused by the COVID-19 pandemic. These aides will continue to support students through the 23/24 Fiscal Year helping focus on literacy intervention.	\$1,676,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP, Goal #1	Additional Counselor for Alternative Ed Schools for High School Redirection (Level 1)	One additional Counselor to support Renaissance and New School through the 23/24 Fiscal Year. These additional supports will help some of our vulnerable students in alternative education placement to receive additional counseling options. These additional supports will help our students regain learning loss due to the COVID-19 Pandemic.	\$240,000
LCAP, Goal #1	Support for Additional Academic Acceleration through Partnerships through expanded academic opportunities, enrichment and extended learning time	Continue Academic Supports/Expanded Opportunities for students through partnerships with Life Lab, El Sistema, Latino Youth Film Institute, Early Academic Outreach Program and Digital Nest through 23/24 Fiscal Year. These additional partnerships will provide students with expanded academic learning opportunities and enrichment often not available to vulnerable student populations.	\$5,969,553
LCAP, Goal #1	Summer learning and Afterschool Supplemental programs	Expanded Summer School, Winter Intercession, and additional afterschool opportunities to assist students with learning loss due to the COVID-19 the pandemic. This funding will allow the District to provide additional hours/salary to staff to support students after school and during winter intercession. The funding can also be used to supplement summer school in 21/22, and 22/23.	\$1,000,000
LCAP, Goal #1	Staffing Support for Community Learning Hubs	Provide staffing and resources for Community Learning Hubs located all district high schools through the 23/24 school year to provide students with additional tutoring supports. These Community learning hubs will allow students to come after hours to help address learning loss due to the COVID-19 Pandemic. Tutoring supports as well as study spaces will be available to students to have a safe and quiet place to study/learn.	\$126,000

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

\$4,544,460

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP, Goal #6	Additional Mental Health Supports	Continuation of Additional Social Emotional Counselors and Mental Health Clinicians through the 23/24 Fiscal Year. COVID-19 had a major impact on the social emotional well-being of our students, these funds will be used to continue funding additional staff to support our students through these difficult times. As we utilize a whole child approach, we recognize the importance that social emotional well being has on a students' academic progress.	\$1,192,450
LCAP, Goal #7	Establishment of Family Engagement and Wellness Center	Provide wrap around services to students and families during after school and weekend hours. Our Family Engagement and Wellness Center will focus on the whole child, whole family and whole community approach. These funds will be used for staffing at the Family Engagement and Wellness center and allow students to receive supports even after school hours.	\$209,550
LCAP, Goal #6	Additional Campus Safety	The District will provide additional campus safety at sites to help with student safety due to the impacts of the COVID-19 Pandemic and Distance Learning. This will include additional Campus Safety Officers as well as School Resource Officers (SRO) at two of the high schools. A PVUSD September 21, 2021 Google survey of approximately 2300 secondary students, staff and families and a Thought Exchange with 12,366 ratings	\$767,770

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		<p>both identified additional campus supervisors as the number one priority to improve student safety. In addition, research (SRO Congressional Report 2013 “School Resource Officers: Law Enforcement Officers in Schools) has shown that SROs lead to an increased sense of safety which results in higher academic outcomes. Through the new partnership of the SRO with a PVUSD mental health clinician, the team will leverage their unique skills to focus on preventative measures surrounding the CASEL 5 which addresses five broad and interrelated areas of competence: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.</p>	
LCAP, Goal #6	Continuation of Virtual Academy	The District will continue to fund the Virtual Academy for students who wish to continue a virtual learning environment due to the impacts of the pandemic through the 23/24 school year.	\$2,374,690
[LCAP, Goal #6	Purchase and access to Educational Technology	The District will continue to refresh technology for student 1:1 access. During that Pandemic every student was given a Chromebook to take home and the District provided hotspots for students with little to no internet connection at home. These funds will be used to continue support hotspots for students as well as to refresh Chromebook purchases through the 23/24 school year.	\$964,082

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
Facility Repairs and Safety Improvements	The District is submitting applications through CDE and will be implementing projects utilizing both ESSER II and ESSER III Funding. The State Approves all projects prior to start and the Planning/Facilities Department will be monitoring the status of each project	Projects are monitored on a weekly basis to ensure completion date within the guidelines of ESSER funding.
Purchasing of Personal Protective Equipment and Safety Equipment	The District will continue to provide PPE for Students and Staff as required by CDPH guidelines. The Director of Purchasing will continue to monitor supplies to be readily available in the district warehouse	Supplies will be monitored as they are ordered to ensure the District always has PPE available
Continue Instructional Aide supports at all Elementary Sites for leveled literacy intervention (Level 1)	The District has multiple key performance indicators in regards to early literacy to track student progress including Dynamic Indicators of Basic Early Literacy Skills (DIBELS), Indicators del Exito en la Lectura (IDEL), Measures of Academic Progress (MAP), and Systematic Instruction of Phonemic Awareness, Phonics and Spelling (SIPPS).	The District will use DIBELS and IDEL universal screener data and MAP data each trimester as well as SIPPS data every 10 lessons to track progress of students during small group instruction.
Additional Counselor for Alternative Ed Schools for High School Redirection (Level 1)	The District implements a four year plan for each high school student including students in alternative educational settings through the use of Naviance.	Each student will have multiple contacts throughout the year (at least once per semester) with the counselor to discuss four year plan and set appropriate goals.
Support for Additional Academic Acceleration through	The District partners with outside non-profit organizations to provide on-going and enriching	Each partner organization meets monthly with staff to review data and identify next

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
Partnerships through expanded academic opportunities, enrichment and extended learning time	opportunities to students. Each organization has an individual evaluation cycle to review key performance indicator data (i.e. MAP data, Attendance, Grades) on student participating in their programs.	steps or pivots which need to be made to better serve the students and families.
Summer learning and Afterschool Supplemental programs	Students attending summer learning and after school programs are monitored according to both academic and social emotional data to compare their progress versus the progress of non-participating students.	Expanded Cabinet reviews the Key Performance Indicators by subgroup every quarter.
Staffing Support for Community Learning Hubs	Staffing at the Learning Hubs will track the number of students visiting the Learning Hubs. Students identified through the Site and District Wellness Teams will be referred to the Learning Hubs for more support.	School site administrators and Student Services will monitor the data monthly to track participation and effectiveness of strategy for referred students.
Additional Mental Health Supports	The District implemented Sown to Grow this year District-wide to track the social emotional needs of our students. The District is also implementing Now Pow to track mental health referrals to outside partners.	The District Wellness Team will monitor the Sown to Grow data monthly as well as review the case load counts in Now Pow.
Establishment of Family Engagement and Wellness Center	Students identified through the Site and District Wellness Teams will be referred to the Wellness Centers for more support. The District is also implementing Now Pow to track referrals to outside partners.	School site administrators and Student Services will monitor the data monthly to track participation and effectiveness of strategy for referred students and families
Additional Campus Safety	The District will continue to monitor minor infractions, suspension and expulsion data to determine the level of safety of the campus.	The information is tracked through Synergy by date, location and type of incident through the PBIS teams at each site.

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
Continuation of Virtual Academy	Students enrolled at Virtual Academy will continue to take all of the assessments taken by students in the other PVUSD schools.	Expanded Cabinet reviews the Key Performance Indicators by subgroup every quarter.
Purchase and access to Educational Technology	The Technology Department will ensure that all students have access to a working computer through the on-site support of the Site Techs. Hot spots monitoring will be done through the Technology Department.	The Site Techs are monitoring the use of the Chromebooks on a daily basis.

ESSER III Expenditure Plan Instructions

Introduction

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

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

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

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

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

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

Fiscal Requirements

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

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

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

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

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

Other LEA Plans Referenced in this Plan

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

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

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

Summary of Expenditures

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

Instructions

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

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

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

Community Engagement

Purpose and Requirements

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

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

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

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

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

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

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

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

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

Instructions

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

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

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

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

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

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

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

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

Planned Actions and Expenditures

Purpose and Requirements

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

Instructions

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

Strategies for Continuous and Safe In-Person Learning

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

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

Addressing the Impact of Lost Instructional Time

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

- If the action(s) are included in another plan, identify the plan and provide the applicable goal and/or action number from the plan. If the action(s) are not included in another plan, write "N/A".

- Provide a short title for the action(s).
- Provide a description of the action(s) the LEA will implement using ESSER III funds to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs.
- Specify the amount of ESSER III funds the LEA plans to expend to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA.

Use of Any Remaining Funds

After completing the Strategies for Continuous and Safe In-Person Learning and the Addressing the Impact of Lost Instructional Time portions of the plan, the LEA may use any remaining ESSER III funds to implement additional actions to address students’ academic, social, emotional, and mental health needs, as well as to address opportunity gaps, consistent with the allowable uses identified above in the Fiscal Requirements section of the Instructions. LEAs choosing to use ESSER III funds in this manner must provide the total amount of funds being used to implement actions with any remaining ESSER III funds, then complete the table as follows:

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

Ensuring Interventions are Addressing Student Needs

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

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

Complete the table as follows:

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

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