ESSER III Expenditure Plan

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

<table>
<thead>
<tr>
<th>Plan Title</th>
<th>Where the Plan May Be Accessed</th>
</tr>
</thead>
<tbody>
<tr>
<td>2021-2024 Local Control and Accountability Plan (LCAP)</td>
<td><a href="https://www.placercoe.org/PCOEDocuments/PCOE/Educational-Services/Student-Services/Pathways-Charter-LCAP-Package.pdf">https://www.placercoe.org/PCOEDocuments/PCOE/Educational-Services/Student-Services/Pathways-Charter-LCAP-Package.pdf</a></td>
</tr>
<tr>
<td>Learning Continuity and Attendance Plan (LCP)</td>
<td><a href="https://www.placercoe.org/PCOEDocuments/PCOE/Educational-Services/Content-Areas/2020_Learning_Coherence_and_Attendance_Plan_Placer_County_Pathways_Charter_School_20201027.pdf#search=expanded%20learning">https://www.placercoe.org/PCOEDocuments/PCOE/Educational-Services/Content-Areas/2020_Learning_Coherence_and_Attendance_Plan_Placer_County_Pathways_Charter_School_20201027.pdf#search=expanded%20learning</a></td>
</tr>
<tr>
<td>Expanded Learning Opportunities Grant (ELO)</td>
<td><a href="https://www.placercoe.org/PCOEDocuments/PCOE/Educational-Services/Student-Services/2021_Expanded_Learning_Opportunities_Grant_Plan_Placer_County_Pathways_Charter_School_20210517.pdf#search=expanded%20learning">https://www.placercoe.org/PCOEDocuments/PCOE/Educational-Services/Student-Services/2021_Expanded_Learning_Opportunities_Grant_Plan_Placer_County_Pathways_Charter_School_20210517.pdf#search=expanded%20learning</a></td>
</tr>
</tbody>
</table>

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

1,176,728

<table>
<thead>
<tr>
<th>Plan Section</th>
<th>Total Planned ESSER III</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strategies for Continuous and Safe In-Person Learning</td>
<td>664,449</td>
</tr>
<tr>
<td>Addressing Lost Instruction Time (a minimum of 20 percent of the LEAs ESSER III funds)</td>
<td>485,528</td>
</tr>
<tr>
<td>Use of Any Remaining Funds</td>
<td>26,751</td>
</tr>
</tbody>
</table>

Total ESSER III funds included in this plan

1,176,728

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.

In developing the 2021-24 Local Control and Accountability Plan (LCAP) and the Expanded Learning Opportunities Grant (ELO), a robust menu of opportunities to share feedback was made available to families, teachers, principals, administrators, other school personnel, students, school site council/parent advisory committee (SSC/PAC), Foster Youth Liaison, and Board members beginning in Fall 2020. Stakeholder feedback was collected via electronic surveys, hard copy surveys, one-on-one phone calls, and virtually facilitated stakeholder feedback sessions, including structured data walks in January 2021.

Families of foster and homeless students were individually called by staff and verbally asked survey questions designed to solicit stakeholder feedback. A virtual feedback session was offered for Spanish-speaking families. Principals and administrators were engaged in an additional series of interactive meetings in March and April 2021, where targeted feedback was collected. Student feedback was also collected via
electronic and hard copy surveys and virtual focus groups. Pathways Charter staff solicited recommendations and comments from the public regarding actions and expenditures included in the plan. Special Education administrators and Placer County Probation administrators were also consulted regarding the development of the 2021-2024 LCAP.

Pathways Charter evaluated its stakeholder engagement opportunities and determined that Native American Tribes are neither present nor served by the LEA.

Stakeholder feedback opportunities were promoted by phone calls, email reminders, and one-page flyers in English and Spanish shared in hard copy and electronic formats.

Beginning in February 2021, a small team met to identify themes found between all stakeholder feedback pieces. First, data from surveys were analyzed. Next, comments from stakeholder engagement sessions and individual phone calls were condensed into one document. Then, feedback was organized into categories related to commonly identified areas. From there, areas of strength, areas of concern, and other themes were combined with analysis of student outcome data. Finally, these themes informed the seven supplemental instruction and support strategies described below. Members of the public were given the opportunity to comment on the proposed ELO at the Board meeting held in May 2021, and the LCAP at the Board meetings held on June 10, 2021.

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

The stakeholder engagement process influenced the development of the ESSER III Expenditure Plan in the following ways:

1. Academic Supports

Data from 2020-2021 Fall to Winter MAP assessments shows that Pathways Charter has an area of growth in general Tier I supports for all students. Data suggests patterns of unfinished learning in Reading and Language Usage for all students. Stakeholders also expressed concern about patterns in the data and had questions regarding the decline in academic performance. Actions focus heavily on improving Tier I instructional practices through professional development and coaching, increasing staff understanding and usage of MAP growth target data, and providing academic intervention to students. Teachers requested additional English Learner professional development, coaching, and opportunities to observe other teachers implementing effective strategies.

The Leadership Team selected metrics to measure ongoing staff skill development, student perception of voice and choice within instruction, and formative and summative assessments to measure academic growth and achievement.

Strategies:
- Fund four Teaching Assistants/Office Assistants to provide instructional support to students, prioritizing students with disabilities, and free up administrators to allow time to engage in more rigorous coaching with teachers.
- Add ten additional school days at iLearn to accelerate learning.
- Supplemental Summer instruction at iCARE to accelerate learning and provide opportunities for credit recovery.
- Provide English Language Development professional development to site coordinators and teachers.
2. College and Career Readiness

iCARE teachers and parents requested resources to support students transitioning to college or career after high school. Graduation and CCI data from the 2019-20 LCAP informed Goal 2 of the 2021-24 LCAP. In 2019-20, 98% of Pathways Charter school students graduated with their one-year cohort. In 2019-20, 0% of Pathways Charter students were "prepared" as measured by the College and Career Indicator on the California Dashboard. Stakeholder reactions to these data points informed actions that expand CTE and enrichment courses and increase parent and student engagement in college and career readiness activities.

Strategies:
- Provide an Office Assistant to quickly turn around enrollment assistance to adults getting their high school diploma.
- Fund an academic counselor to support college and career readiness.

3. Mental Health and Social-Emotional Well-Being

Parents requested additional SEL supports for students. Pathways Charter staff and parents expressed concerns about the CHKS result related to school connectedness and had suggestions about digging deeper into healthy connection strategies. Provide quarterly professional development on a variety of topics (see Mental Health and Social-Emotional Well-Being section for full details)

Strategies:
- Provide Positive Behavioral Interventions and Supports related to student and family engagement.
- Provide counseling sessions (cognitive-behavioral therapy (CBT) and dialectical behavioral therapy (DBT) practices such as mindfulness, distress tolerance, emotional regulation, examining negative self-talk or self-thought, implementing positive, healthy coping skills) through a trauma-informed lens.
- Fund a Behavior Specialist to provide behavior support to ensure successful student outcomes.
- Fund a Pupil Personnel Services Credential intern to increase individual counseling services via the Prevention Supports and Services department.

4. In-person Instructional Safety practices

In response to parent and staff feedback and in compliance with local, state, and federal guidelines for safety, Pathways Charter School has developed a Framework for Reopening Schools.

Strategies:
- Continue to provide essential protective gear, cleaning supplies, hand-washing supplies, signage, and thermometers to all school sites.
• Continue to provide devices, Kajeet Hotspots, and other needed technology.
• Continue to provide rigorous cleaning practices to mitigate the spread of COVID-19.

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

<table>
<thead>
<tr>
<th>Plan Alignment (if applicable)</th>
<th>Action Title</th>
<th>Action Description</th>
<th>Planned ESSER III Funded Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>LCAP, Goal 1, Action 8</td>
<td>Provide extended learning opportunities</td>
<td>Provide additional school days to promote student learning, acceleration, credit recovery, and skill maintenance.</td>
<td>7,697</td>
</tr>
<tr>
<td>LCAP, Goal 3, Action 4</td>
<td>Maintain data systems for Multi Tier System of Supports (MTSS)</td>
<td>Continue to utilize student information systems (e.g., AERIES) and program data analysts to support entry and analysis of high-quality academic and engagement data. Teams will continue to analyze MTSS data to determine whether systems changes or supports are needed at the site level.</td>
<td>184,556</td>
</tr>
<tr>
<td>Plan Alignment (if applicable)</td>
<td>Action Title</td>
<td>Action Description</td>
<td>Planned ESSER III Funded Expenditures</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>------------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>---------------------------------------</td>
</tr>
<tr>
<td>LCAP, Goal 1, Action 4</td>
<td>Provide English Language Development (ELD) supports</td>
<td>Obtain support from PCOE’s Equity, Innovation, and Supports (EIS) department to provide ELD professional development to site administrators and teachers to increase knowledge and application of ELD standards, curriculum, and strategies. PCOE English Language Coordinator(s) will follow the process for reclassifying eligible students.</td>
<td>13,277</td>
</tr>
<tr>
<td>LCAP, Goal 1, Actions 3 and 5</td>
<td>Provide instructional coaching to all teachers. Provide additional academic supports for all students</td>
<td>Site administrators will facilitate individual coaching cycles with all staff at least twice a year, with coaching support from SELPA/PCOE team as needed, focusing on increased use of formative assessment and foundations of effective lesson design for all students. Add site support staff to help support Administrators' availability to provide coaching. Provide individual and small group academic interventions for students who qualify for tiered support to increase the percentage of students who meet their MAP growth targets.</td>
<td>273,787</td>
</tr>
<tr>
<td>LCAP Goal 2, Action 8</td>
<td>Provide central office support to ensure the timely transfer of records</td>
<td>Ensure rapid enrollment of returning adult students seeking to earn their high school diploma by providing central office support to quickly access existing transcripts from schools where they were previously enrolled.</td>
<td>41,094</td>
</tr>
<tr>
<td>ELO Plan</td>
<td>Provide community learning hubs, devices and hotspots.</td>
<td>Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports.</td>
<td>37,727</td>
</tr>
<tr>
<td>ELO Plan</td>
<td>Additional academic services for students and professional development for school staff</td>
<td>Subscriptions for NWEA MAP, Liveschool, and SWIS. Professional development for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs.</td>
<td>20,445</td>
</tr>
<tr>
<td>LCP</td>
<td>COVID-19 mitigation supplies</td>
<td>Provide Essential Protective Gear, Cleaning supplies, hand-washing supplies, signage, thermometers to all school sites and employees</td>
<td>19,941</td>
</tr>
<tr>
<td>LCP</td>
<td>Charter Materials and Supplies</td>
<td>Provide staff and students with the appropriate web-based platforms and curricular materials to support virtual learning - Zoom licenses, Screencast-O-Matic</td>
<td>65,925</td>
</tr>
</tbody>
</table>
### 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

<table>
<thead>
<tr>
<th>Plan Alignment (if applicable)</th>
<th>Action Title</th>
<th>Action Description</th>
<th>Planned ESSER III Funded Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>LCAP Goal 1, Actions 3 and 5</td>
<td>Provide instructional coaching to all teachers. Provide additional academic supports for all students.</td>
<td>Add site support staff to help support Administrators' availability to provide coaching. Provide individual and small group academic interventions for students who qualify for tiered support to increase the percentage of students who meet their MAP growth targets.</td>
<td>117,620</td>
</tr>
<tr>
<td>LCAP Goal 2, Action 2</td>
<td>Increase parent and student outreach related to college and career readiness.</td>
<td>Academic Advisor will help with college and career readiness. The academic counselor will increase staff, student, and parent education concerning college and career readiness options, including increasing student exposure to various college and career programs, administering career assessments, and administering the PSAT. The academic counselor will connect students with certificate and trade programs, academic enrichment classes at Sierra College, and job placement resources (Golden Sierra). The academic counselor will assist students</td>
<td>146,328</td>
</tr>
<tr>
<td>Plan Alignment (if applicable)</td>
<td>Action Title</td>
<td>Action Description</td>
<td>Planned ESSER III Funded Expenditures</td>
</tr>
<tr>
<td>-------------------------------</td>
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<td>--------------------------------------</td>
</tr>
<tr>
<td>N/A</td>
<td>Incentive payments to teachers</td>
<td>Incentive payments to teachers for PLC participation, reduced suspensions, increased attendance, and academic achievement.</td>
<td>13,277</td>
</tr>
</tbody>
</table>

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

26,751
<table>
<thead>
<tr>
<th>Plan Alignment (if applicable)</th>
<th>Action Title</th>
<th>Action Description</th>
<th>Planned ESSER III Funded Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>Curriculum &amp; Instruction Coordinator</td>
<td>Provide supports to PCOE programs in analyzing data, providing professional development and strategies, and supporting systems that will address unfinished learning and accelerate learning.</td>
<td>13,474</td>
</tr>
</tbody>
</table>

### 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.

<table>
<thead>
<tr>
<th>Action Title(s)</th>
<th>How Progress will be Monitored</th>
<th>Frequency of Progress Monitoring</th>
</tr>
</thead>
<tbody>
<tr>
<td>LCAP Goal 1, Actions 3 and 5</td>
<td>Site Administrators will meet monthly to develop the professional development and professional learning schedules and content; each Administrator will arrange coaching for staff at their sites. Additional instructional assistants/office assistants will support administrators’ ability to provide PD, PLCs, and coaching. Instructional assistants/office assistants will also provide individual and small group academic interventions for students who qualify for tiered support to increase the percentage of students who meet their MAP growth targets. Monthly reports and progress updates will be provided to the PCOE LCAP Monitoring Team to ensure this action is occurring as intended.</td>
<td>Monthly planning meetings with administrators; monthly progress updates on this action provided to the PCOE LCAP Monitoring Team.</td>
</tr>
<tr>
<td>Action Title(s)</td>
<td>How Progress will be Monitored</td>
<td>Frequency of Progress Monitoring</td>
</tr>
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<td>---------------</td>
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</tr>
<tr>
<td>LCAP Goal 3, Action 4 Maintain data systems for MTSS. Develop a data oversight team and data systems.</td>
<td>PCOE's Data Quality Team (DQT) will meet monthly to identify improvement needs, develop action plans, and report on progress towards data system goals. Data systems will continue to monitor the academic and social-emotional-behavior progress and needs of students. Progress and needs of PCOE's data systems supporting Multi-Tiered System of Supports (MTSS) will be reviewed monthly at structured DQT meetings.</td>
<td></td>
</tr>
<tr>
<td>LCAP Goal 1, Action 4 Provide English Language Development (ELD) supports</td>
<td>Administrators will provide updates at monthly meetings, outlining the EL supports developed in collaboration with PCOE's EIS department. The PCOE ELD Coordinator will provide ongoing updates on the number and percentage of eligible students reclassified as English proficient. Monitor professional development attendance and collect survey data. Monthly updates at Leadership Team Meetings.</td>
<td></td>
</tr>
<tr>
<td>LCAP Goal 1 Action 10; Goal 2, Action 3; Goal 3, Actions 1-2 Behavior Specialist to provide MTSS support ELO Plan PBIS Support</td>
<td>The PBIS Coach/Behavior Specialist will support and monitor the fidelity of implementation of PBIS and culturally proficient practices through monthly team PBIS meetings and via the analysis of outcome/survey data disaggregated by student group. Tiered Fidelity Inventory (TFI) scores will be reported annually to the LCAP Monitoring Team/Leadership Team. Two Cultural Proficiency PDs will be provided annually; the impacts on student performance and success will be measured via disaggregated student survey data, MAP data, and discipline data. Monthly monitoring of student outcome data at PBIS meetings; annual reporting to the LCAP Monitoring team regarding PBIS fidelity via the TFI. School climate survey data will be reported annually.</td>
<td></td>
</tr>
<tr>
<td>LCAP Goal 3, Action 7 Provide counseling services and opportunities for social-emotional learning.</td>
<td>The PPS Intern from the PSS department will provide on-site social-emotional-learning supports one day per week across the charter programs, which site administrators will monitor with progress summaries reported in the monthly LCAP actions tracking document. Monthly progress updates on this action provided to the PCOE LCAP Monitoring Team.</td>
<td></td>
</tr>
<tr>
<td>LCAP Goal 1, Action 8</td>
<td>Pathways iCARE will provide extended summer session instructional days, and Pathways iLearn Monitored by the annual monitoring of student outcome data at PBIS meetings; annual reporting to the LCAP Monitoring team regarding PBIS fidelity via the TFI. School climate survey data will be reported annually. Monthly progress updates on this action provided to the PCOE LCAP Monitoring Team. Student achievement data</td>
<td></td>
</tr>
<tr>
<td>Action Title(s)</td>
<td>How Progress will be Monitored</td>
<td>Frequency of Progress Monitoring</td>
</tr>
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</tr>
<tr>
<td>Provide extended learning opportunities</td>
<td>will provide ten additional days of instruction per year, as indicated on their official site calendars.</td>
<td>(MAP growth targets) will be reviewed at Leadership Team Meetings after each testing administration (3x/year).</td>
</tr>
<tr>
<td>LCAP Goal 2, Action 2</td>
<td>The Academic Counselor will maintain tracking systems to log every student/family contact related to FAFSA, linkages to local job training agencies, and additional student outreach activities. This data will be reported monthly to the LCAP Monitoring Team by the program administrator. Progress will be analyzed against the LCAP metric target (at least 50% of students will complete the FAFSA and receive linkages to job training agencies). Track the percentage of graduating students connected with local job training resources and submit FAFSA applications.</td>
<td>Monthly updates provided to the PCOE LCAP Monitoring team.</td>
</tr>
<tr>
<td>ELO Plan</td>
<td>Meetings with information and technology staff to review available and assigned technology. Verify adequate technology and process needed technology purchases in a timely manner. Outreach to students and families to ensure access to technology for educational purposes.</td>
<td>Monthly communication with Information and technology staff, students and families.</td>
</tr>
<tr>
<td>ELO Plan</td>
<td>Meetings with maintenance and operations staff to review supplies and cleaning protocols. Verify adequate supplies and cleaning schedules at school sites.</td>
<td>Monthly communication with maintenance and operations staff.</td>
</tr>
<tr>
<td>ELO Plan</td>
<td>PCOE’s Assessment Coordinator will report to the Leadership Team and LCAP Monitoring team at least 3x/year after each testing</td>
<td>Minimum of 3x/year (after each test administration).</td>
</tr>
<tr>
<td>Action Title(s)</td>
<td>How Progress will be Monitored</td>
<td>Frequency of Progress Monitoring</td>
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</tr>
<tr>
<td>who meet their MAP growth targets in Reading, Math, and Language Usage</td>
<td>administration and will support the analysis of student progress in these academic areas.</td>
<td></td>
</tr>
<tr>
<td>ELO Plan</td>
<td>CAASPP - Percentage of iLearn students who meet or exceed standards in ELA, Math, and Science</td>
<td>Minimum of 1x/year, after CAASPP administration. Minimum of 2x/year, after MAP administrations. Subscriptions are renewed annually. Liveschool and SWIS will be monitored monthly.</td>
</tr>
<tr>
<td>Additional academic services for students and professional development for school staff</td>
<td>NWEA MAP - Percentage of students who meet their NWEA MAP growth targets in ELA and Math. PCOE's Assessment Coordinator and iLearn administrator will report to the Leadership Team and LCAP Monitoring team annually to determine whether students are making progress towards their achievement goals. PBIS Coach will monitor Liveschool and SWIS platforms to ensure accuracy of data input and analysis. Sites will use these data sources monthly in site-based PBIS meetings.</td>
<td></td>
</tr>
<tr>
<td>LCAP Goal 2, Action 8</td>
<td>Data Analysts will track the length of time it takes for record transfers and report out on the range and average length of time at least 2x/year.</td>
<td>At least 2x/year</td>
</tr>
<tr>
<td>Provide central office support to ensure the timely transfer of records</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Plan Alignment - N/A</td>
<td>Review progress on LCAP goals and other metrics to determine funding for this action. Monitor academic achievement scores, attendance, suspensions, enrollment, PLC participation, and differentiated instruction. Principals will monitor PLC attendance and evaluate instruction.</td>
<td>Monthly</td>
</tr>
<tr>
<td>Action Title(s)</td>
<td>How Progress will be Monitored</td>
<td>Frequency of Progress Monitoring</td>
</tr>
<tr>
<td>-----------------------------------------</td>
<td>-------------------------------------------------------------------</td>
<td>-------------------------------------------</td>
</tr>
<tr>
<td>Plan Alignment - N/A</td>
<td>Surveys, LCAP data, Differentiated Assistance data, Academic Dashboard data</td>
<td>After each PD session, Annually</td>
</tr>
<tr>
<td>Curriculum &amp; Instruction Coordinator</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**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](https://www.cde.ca.gov/fg/cr/arpact.asp).

*For technical assistance related to the completion of the ESSER III Expenditure Plan, please contact [EDReliefFunds@cde.ca.gov](mailto: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;
o 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.

o 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;

o 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;

o 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;

o 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


Planned Actions and Expenditures

Purpose and Requirements

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

Instructions

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

Strategies for Continuous and Safe In-Person Learning

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

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

Addressing the Impact of Lost Instructional Time

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

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

Use of Any Remaining Funds

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

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

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

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

Complete the table as follows:

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

California Department of Education
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