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
Local Control Accountability Plan (LCAP)	Available on the School's LCAP webpage: https://miruscharter.com/wp-content/uploads/2021/06/Mirus-21-22-LCAP-All-Components.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

$456,233

Plan Section	Total Planned ESSER III Expenditures
Strategies for Continuous and Safe In-Person Learning	$108,386
Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)	$116,691
Use of Any Remaining Funds	$231,156

Total ESSER III funds included in this plan

$456,233

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.

Mirus regularly consults with community members to understand the academic, social-emotional and physical needs of their students and families. Mirus utilizes multiple methods to engage the community, including school events, trainings, meetings and surveys. Additionally, Mirus's educational model is centered on a strong school-to-home partnership. This partnership allows teachers, counselors and school leaders to consult with students and parents on a regular basis to discuss individual needs. All information received from community members is organized and analyzed to determine if existing programs and services are effective in meeting the needs of the school community and if new approaches are needed.

The following school community members have contributed to the development of the ESSER III Plan with corresponding methods:

- **Students**: Ongoing virtual and in-person PPEP Meetings, Character and Leadership Development Program, Wellness Week, College and Career Week, Senior Night Events and Surveys
- **Parents and Family Members**: Ongoing virtual and in-person PPEP Meetings, Family Learning Series Trainings, Virtual Parent Night Events, Senior Night Events and Surveys
- **Parents and Family Members of English Learners, Students With Disabilities, Foster and Homeless Youth, and Other Underserved Student Groups**: Opportunities to meet in-person or virtual with school administrators, Family Learning Series Trainings, Virtual Parent Night Events, Senior Night Events and Surveys
- **Teachers, Education Specialists and Certificated Teacher Resources (CTRs)**: Resource Center Meetings, Instructional Meetings, Altus University Trainings, Department Meetings and Surveys
- **School Staff**: Office Meetings, Department Meetings, Altus University Trainings and Surveys
- **Learning Lead, Administrator of Instructional Services, Special Education Coordinator:** Weekly Huddle Meetings and Surveys
- **Senior School Leadership Team**: Weekly Huddle Meetings
- **School Site Council**: Ongoing Meetings
- **English Language Advisory Committee**: Ongoing Meetings

It is important to note that Mirus encourages all educational partners to participate in engagement and planning activities, including the development of the ESSER III. To our knowledge, none of the participants attending ESSER III engagement events expressly identified as representing a tribe, civil rights organization or community advocates of underserved student groups (SWDs, ELs, Foster and Homeless).

A summary of the input collected from each school community group is provided below, along with how it relates to development of the ESSER III Plan.

- Students want access to safe and supportive in-person school locations that are quiet and distraction-free. They report that access to instructional staff for in-person coaching and support will help them meet their individual academic goals.
- Parents and family members desire educational options for students such as remote learning and access to in-person instruction. Parents and family members require that school locations follow all health and safety precautions that help mitigate the spread of disease. This school group is concerned with student math and English skills and require additional opportunities for instruction.
- Parents and family members of underserved student groups require safe environments for students to learn, engaging curriculum and highly trained instructional staff. This school group is concerned with potential educational barriers, including access to home technology, transportation services, and a school nutrition program.
- Teachers, Education Specialists and Certificated Teacher Resources report that they want safe environments to teach, specifically facilities that are disinfected daily by janitorial services and HVAC systems that are capable of improving air quality. This school group requires new systems and tools to improve communication with students, parents and family members.

- School staff require technologies that enhance capability to perform essential work functions remotely. This group requires ongoing training and coaching that focus on full integration of these new technologies.
- Learning Lead, Administrator of Instructional Services, Special Education Coordinator require school locations that are safe, supportive and engaging to students and families. This group requires specialized educational programs and strategies that will increase student engagement and academic achievement, including additional paraprofessionals who can provide academic tutorials and assist teachers with implementation of the instructional plan.
- Senior Leadership Team report that they want safe environments for teachers to teach and students to learn. This group is committed to providing enhanced technologies to all employees to execute their essential job functions and provide an educational program to students and families that will meet their academic, social-emotional and physical needs.
- School Site Council and English Language Advisory Committees report that the educational program need to be focused on meeting the needs of All Students and ensuring that the most vulnerable student groups receive additional academic support and services that will close potential achievement gaps. This group support programs that break educational barriers, including providing Chromebooks and internet hotspots to families and healthy food options provided at each school location.

The ESSER III plan was presented and made available to the public for comment during the Board of Directors Meeting on Tuesday, October 19, 2021. The agenda was posted at least 72 hours prior to the meeting.

Community engagement is key to supporting the School's comprehensive strategic planning, formulation of goals, actions and performance measures. The School continues to consult with community members throughout the 2021-2022 school year and their input will be integrated into future school plans.

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

Mirus is an academic intervention program committed to providing a personalized education to all students that will meet their unique needs. Students and family members report that they enroll in Mirus because they want an educational program that provides a safe environment, supportive culture, opportunity to graduate on-time and prepare for college and career pathways. While these key student and parent requirements have remained consistent even during the COVID-19 pandemic, the School has had to alter operations and approaches to meet their needs. In order to ensure that all students remain on-track for grade level promotion and graduation, the school plans to utilize ESSER III funds to hire additional paraprofessionals and add supplemental teaching days to increase student engagement and academic achievement in core courses.

From the onset of the COVID-19 pandemic, Mirus has continued to meet key staff, student and parent requirements by remaining agile and innovative. Mirus has been able to provide a rigorous online curriculum to those students and families who prefer to remain in distance learning due to concerns related to COVID-19. Additionally, Resource Centers have remained open to those families who prefer in-person instruction and support. The School has taken tremendous care in integrating COVID-19 health and safety protocols into each school location. As a result, families report high levels of satisfaction with school safety and the overall educational program. The school plans to utilize ESSER III funds in future years to maintain these health and safety protocols, including

providing Personal Protective Equipment (PPE) at all school locations, daily janitorial services that clean and disinfect surfaces and upgraded HVAC systems designed to improve air quality.

While families remain very satisfied with the educational program, the School recognizes that the COVID-19 pandemic has impacted all aspects of life for the school community and is thus committed to developing an ESSER III Plan focused on increasing both academic achievement and the social-emotional health of all students, particularly for underserved student groups. Mirus has a robust Data Integration System that monitors, measures and responds to student learning. This system is capable of quickly identifying students of underserved student groups that need additional support and services to meet grade level standards. These additional educational support opportunities include added time in Resource Centers, one-on-one tutoring provided by CTRs, nutrition and technology devices such as Chromebooks and internet data plans, for connectivity, that will ensure equity and access to the full instructional program and curriculum.

Since the onset of the COVID-19 emergency, School employees have worked tirelessly in remote and in-person environments to support school operations, and most importantly, help students meet their individual academic goals. Based upon feedback from staff, the school plans to utilize ESSER III funds to digitize student cumulative records. This will allow school employees to quickly access student records and remotely develop personalized educational plans. School staff expressed interest in improved work tools to complete essential job functions in increasingly digital world while remaining compliant with Federal, State and local requirements. Therefore, the school plans to initiate and expand the integration of Avaya Cloud, DocuSign and cloud-based solutions through the use of ESSER III funds.

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

$108,386

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP, Goal 4	COVID-19 Health and Safety Protective Equipment	Personal Protective Equipment (PPE) and other resource center safety needs for school members and students to minimize potential exposure to disease and meet the policies and guidance provided by the Centers for Disease Control (CDC) – expanded beyond the 2021-22 LCAP to include the 2022-23 and 2023-24 years	$5,125
LCAP, Goal 4	COVID-19 Health and Safety Prevention Services	Janitorial services to clean and disinfect surfaces of germs which further reduces any risk of spreading infection – increased cleaning services in all school locations from 2-3 days per week to 5 days per week	$97,475
LCAP, Goal 4	COVID-19 Health and Safety Prevention Systems	HVAC systems inspection, testing, maintenance, repair, and upgrade to improve air quality in school facilities – added quarterly maintenance inspection for all school locations, including increased MERV/HEPA quality filters	$5,786

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

$116,691

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP, Goal 1	Additional Educators and Supplemental Teaching Days	Add Paraprofessional (CTR) supports and supplemental teaching days from credentialed teaching staff to provide targeted Math and ELA tutorials to students failing or at risk of failing with the intention to increase student academic confidence, skills and knowledge – add two	$116,691

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		additional Paraprofessionals for the 2022-23 and 2023-24 school years	

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

$231,156

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
N/A	Digitize Student Cumulative Records	Partner with Konica Minolta to digitize student cumulative records to allow school staff to quickly, accurately and remotely develop a personalized educational plan for each student that considers prior performance and educational experiences - these personalized educational plans will address the academic, social-emotional and behavior needs of students	$77,793
LCAP, Goal 2	Equity and Access to the Educational Program	Provide Chromebooks and internet data plans to underserved students to aid in regular substantive educational interaction/synchronous learning between educators and pupils which will help remove opportunity gaps – additional funding for the 2022-23 and 2023-24 school years	$114,041
LCAP, Goal 4	Expanded School Nutrition Program	Provide a School Nutrition Program to reduce food insecurity and improve health and development of youth – increased and expanded meal offerings to all students at no cost and available at any time – expanded offerings	$5,125

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		allow for dietary restrictions, personal preferences and nutritional value	
N/A	Improved Communication Tools and Methods	Utilization of Avaya Cloud communication tools to provide user friendly methods and enhanced opportunities of regular interaction between educators and students	$7,887
N/A	Electronic Signature Platform	An e-signature platform was crucial in obtaining student/parent signatures and continuing business operations in a remote environment; the School has partnered with DocuSign to meet its e-signature needs and will continue to utilize these services to support student, family and employee safety concerns	$17,270
LCAP, Goal 5	Full Integration of the WAVE	Maintain and improve upon additional technologies that were recently implemented, the WAVE, to allow for remote file access, best practice sharing, culture building and operational ticketing	$9,040
N/A	Continuous Operation of School Facilities	Other unforeseen activities that are necessary to maintain the operation of and continuity of services in resource centers and/or LEA office locations. There is not a budgeted allocation in the plan since any future expenditures are unknown at this time.	$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. 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
• COVID-19 Health and Safety Protective Equipment • COVID-19 Health and Safety Prevention Services • COVID-19 Health and Safety Prevention Systems	The Executive School Safety Committee will collect and analyze information related to community members' satisfaction with safety protocols implemented at all school locations to mitigate the spread of infectious disease. Information will include survey data, number of students attending Resource Centers, feedback gathered at multiple meeting venues and visit observations. Safety questions will be embedded into ongoing surveys for students, parents and school employees. The School will aim to exceed a 90% safety satisfaction/perception on these survey questions.	The Executive School Safety Committee will meet quarterly to review safety plans, relevant information and consider adjustments to protocols and procedures. School Leaders will meet at weekly Huddle Meetings to discuss feedback collected from community members, trends, best practices and potential needs.
• Additional Educators and Supplemental Teaching Days	Instructional staff will monitor student engagement rates for All Students, and by underserved student groups. The engagement target will be 84% for All Students and student groups. In addition, the School will utilize Measures of Academic Progress by NWEA to evaluate and respond to student skills levels related to Reading, Language and Mathematics. Students will be assessed in the fall semester and again in the spring semester to measure growth. The growth target will be 60% for All Students and student groups.	Student engagement and academic performance will be monitored daily by teachers, counselors and school leaders.
• Digitize Student Cumulative Records	The School's Operation Department will monitor the percentage of student cumulative records that have been digitized and available to school	Progress monitoring will be completed on a monthly basis and be reported to school community members.

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
	employees. The School will aim to digitize more than 775,000 pages of student records.	
• Equity and Access to the Educational Program	Teachers, counselors and school leaders will quickly identify which students and families need home technology. The School will utilize its inventory system to record which students have technology checked-out and for how long. School community members will meet to discuss the impact of the Connect Program on student engagement and performance. The School will strive to ensure that 100% of students and families in need of home computing and/or mobile data plans receive them.	Progress monitoring will be completed on a weekly basis to ensure student and family needs are being met.
• Expanded School Nutrition Program	Each school location will record how many meals are provided to students throughout the week. School locations will order additional meals as needed. The School will strive to ensure that 100% of students have access to a free and nutritious meal.	Progress monitoring will be completed on a weekly basis to ensure all students have access to the Nutrition Program.
• Improved Communication Tools and Methods • Electronic Signature Platform	School staff will use the School Pathways Contact Manager management tool to record daily communication and methods used, including Avaya Cloud and DocuSign features. A Monthly Storybook will be made available to the school community that summarizes communication methods utilized Schoolwide and segmented by teacher and staff member. School employees will also be given the opportunity to provide feedback related to the new systems via surveys, meetings and trainings. Communication satisfaction questions will be embedded into ongoing school surveys. The School will aim to exceed a 90%	Communication between staff and students will be monitored on weekly basis.

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
	satisfaction rate related to communication tools on these surveys.	
• Full Integration of the WAVE • Continuous Operation of School Facilities	By conducting weekly meetings and in-person visits to school locations, school administrators will evaluate integration of the WAVE and identify potential physical needs/improvements of school sites. School employees will be surveyed on both satisfaction with technology tools and operation of facilities. The School will aim to exceed a 90% satisfaction rate related to these survey categories.	The Director of Operations and Technology will facilitate a quarterly IT meeting with staff to review pertinent data and evaluate key systems.

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;

  o 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;

o 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;

o Providing mental health services and supports, including through the implementation of evidence-based full-service community schools;

o 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

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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