California Department of Education
July 2021

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
Not applicable	Not applicable

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

$40,195,181.00

Plan Section	Total Planned ESSER III Expenditures
Strategies for Continuous and Safe In-Person Learning	$23,867,000.00
Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)	$12,780,384.00
Use of Any Remaining Funds	$3,547,797.00

Total ESSER III funds included in this plan

$40,195,181.00

Community Engagement

An LEA's decisions about how to use its ESSER III funds will directly impact the students, families, and the local community. The following is a description of how the LEA meaningfully consulted with its community members in determining the prevention and mitigation strategies, strategies to address the academic impact of lost instructional time, and any other strategies or activities to be implemented by the LEA. In developing the plan, the LEA has flexibility to include input received from community members during the development of other LEA Plans, such as the LCAP, provided that the input is relevant to the development of the LEA's ESSER III Expenditure Plan.

For specific requirements, including a list of the community members that an LEA is required to consult with, please see the Community Engagement section of the Instructions.

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

Pasadena Unified (PUSD) coordinated townhall sessions at each of its school sites. Part of this process included the development of a common slide deck for principals to use during the sessions as well as an informational video explaining how prior Covid-19 funding has been utilized to address operational, instructional, and social-emotional needs across the districts' staff, students, and students' families. Principals then returned note and comments taken from the school site townhalls to the Special Projects, State & Federal Programs office where they were documented and summarized by theme/category.

The district also used a districtwide survey available in English and Spanish to collect input from families, teachers, school site staff, administrators, and community members. These results were summarized across various stakeholder groups and cross-walked with the themes that emerged from the school site townhalls.

The initial draft of this plan was presented to the local Board of Education on October 21, 2021 with opportunities for the Board to provide feedback and comment on the plan. This also provided an opportunity for public comment to be made regarding the content and development of this plan.

The final draft of this plan was presented to the local Board of Education on October 28, 2021 with final opportunities for the Board to provide feedback and comment on the plan. This served as the last opportunity for public input and comment on the development of the plan.

With respect to consultations with labor partners and other interested parties, consultations were held with each of the following groups (their interested groups noted parenthetically): CSEA (classified staff members); UTP (certificated instructional staff); and APSA (certificated management).

Regular meetings of the District English Learner Advisory Committee (DELAC), African American Parent Council (AAPC), District Advisory Committee (DAC), Local Control and Accountability Parent Advisory Committee (LCAP PAC), Parent Teacher Association (PTA) Executive Board, Foster Youth Council (FYC), and Community Advisory Committee (CAC) also served as channels for parent and students' families input starting with the development of PUSD's Expanded Learning Opportunity Plan. While no "official" student group represents the perspective of all PUSD students, PUSD does utilize a "Student Think Tank" where a group of secondary students regularly meet to have facilitated discussions regarding PUSD data outcomes, program ideas, and school operations. The Student Think Tank serves as one method for PUSD to include students' voice into its planning considerations. Other avenues include family feedback regarding students' needs.

Four broad themes emerged from the school site feedback and survey results. These were

> Focus on key components of Reading, ELA, and Math Curriculum

> Add instructional support staff to work with students

> Delivery interventions and supports for students with highest need

> Provide social-emotional learning opportunities

While these four broad categories may have been prioritized differently across parents/families; students; teachers; school leadership; and school staff, these four themes consistently appeared in the "top five priorities" for each group. To that end, specific strategies from this plan are aligned to these four broad categories.

Stakeholder feedback identified concerns for being able to accurately assess students' present levels of performance in math/reading in elementary grades. Similar concerns were noted at the secondary level; however, secondary school concerns included science/STEM areas of concern. Strategies to assist with both assessing and addressing key Reading, ELA, and Math Curriculum learning needs include

> Online reading resources (such as RazKids, NewsELA, and Scholastic digital libraries)

> iReady (Reading/Math) and HMRI (Reading) assessment platforms

> Digital Science content and Supplemental Science Materials

> Behavior/Dyslexia screeners

Stakeholder feedback indicated that school communication and support were critical to ensuring families are informed and capable of providing continuity to students' learning at school and at home. Additional components within the stakeholder feedback included specific needs for English learner students and students with Individualized Education Plans (IEPs). Teachers, school leadership, and school staff all echoed concerns around the need for adequate substitute staffing levels. To help facilitate some of this, the district has already raised daily rates for substitutes to attract larger numbers of substitutes. Additional strategies include

> Providing substitute classroom coverage for IEP meetings

> Increase hours for community assistants at each school site

> Community partner coordination with Community Schools

> Staffing-cost off sets to maintain current staffing levels which allow for lower class sizes

> Recruitment efforts and partnership building with local teacher preparation programs

> Instructional aide staffing for English learner students

Hiring of long-term substitutes for traditionally "hard to fill" staffing vacancies

When shifting to academic interventions, strategies, and skill development, stakeholder feedback has indicated that strategies cannot be a "one size fits all" approach. To that end, a blend of strategies have been incorporated into this plan that provide additional options to students, their families, and classroom teachers in crafting the "just right" package of intervention strategies. Some of these include

Teacher professional development and supports for "just in time" (accelerated) learning

Twilight and Summer credit recovery opportunities

Summer learning opportunities to reinforce grade-level mastery across Summer break

Expanded tutoring options (utilizing Paper tutoring, Varsity tutoring, and supplemental teacher tutoring)

Foster youth liaisons and social worker services

Professional development for supporting Sheltered English Instruction (SEI)

Grading for equity secondary school professional development

Family engagement workshops and training classes (technology, supporting at home learning, ESL)

Stakeholder feedback, especially at the K-8 level, highlighted the need for increased opportunities for social-integration activities. At the secondary grade level, needs included building learning communities and facilitating students' transitions "back to in-person learning environments." Elements of this plan informed by this input include

Integration of arts programming into the Center for Independent Study K-7 grades

Alternative to suspension staff with emphasis on restorative approaches to school

Arts integration/cross-curricular lesson delivery and professional development

Secondary grades specific Social Emotional curriculum

Art/Music programming supports at school sites

Art/Music therapy options for students identified in need of Tier 2/Tier 3 supports

While these four broad priories informed major areas of the plan, less frequent feedback and stakeholder input was concerned with operational needs and "contingency planning" for what "on-going Covid mitigation activities" the district would need to continue. To this end, operational needs and items included below should be read as highlights of the contingency planning rather than as an exhaustive list of strategies.

Set aside funding for overtime and supplemental pay for school site office staff

Set aside funding for personal protective equipment, ventilation filters, and air purifier filters

Outdoor tents and equipment for eating and/or learning activities

Set aside funding for additional workforce labor in the district warehouse to process materials

Health service contracting and/or staffing to provide ongoing health screening and vaccine clinics

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

$ 23,867,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
N/A	Custodial staffing/overtime	Additional custodial staffing and overtime	$1,000,000.00
N/A	Health Services	Additional services for student health needs such as vaccine clinics and testing	$1,000,000.00
N/A	Independent study teaching staff	Additional teaching staff for expanded independent study program	$2,000,000.00
N/A	Air filtration	Additional upgrades to air conditioning filters and additional filters for air purifiers	$700,000.00
N/A	Air duct cleaning	Air duct cleaning at schools	$450,000.00
N/A	Classified Overtime	Classified staff overtime to ensure proper Covid Safety Protocols are followed	$3,000,000.00
N/A	Over-ratio teachers	Cost coverage of over-ratio teachers to maintain staffing levels at school sites and reducing class sizes where possible	$2,400,000.00

N/A	Substitute Pay	Increase in substitute pay and establish long term subs for schools with hard-to-fill vacancies	$900,000.00
N/A	Tech Support	Increased services for technology support including both hotspot services and Help Desk assistance	$4,000,000.00
N/A	Warehouse Workload	Increased warehouse support to reduce lead times to school sites for PPE and Instructional Materials	$370,000.00
N/A	Food Services	Payment of increased food cost due to supply chain interruptions/shortages	$4,804,000.00
N/A	Transportation Cost	Payment to cover increased transportation cost due to driver shortages	$2,480,000.00
N/A	PPE	Set aside for additional personal protective equipment (PPE)	$500,000.00
N/A	ATS program resources	Support for the Alternative to Suspension (ATS) program to embed additional restorative practices	$20,000.00
N/A	Outdoor learning space	Tent leasing for outdoor learning environment space	$1,000,000.00
N/A	Attendance Support	Truancy Prevention and Intervention services to assist with "no show" list, student re-engagement with independent study, and Student Attendance Review Board processes	$47,000.00

Addressing the Impact of Lost Instructional Time

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

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

$12,780,384

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
N/A	CTE Instructional Staff	Additional CTE instructional staff to provide additional opportunities for CTE pathway completion	$470,657.00
N/A	Classroom Libraries	Additional materials to diversify and supplement middle/high school classroom reading libraries	$280,000.00
N/A	Psych IEP Materials	Additional psychologist testing materials to support initial and triennial IEP assessments.	$260,000.00
N/A	After school arts	After school arts enrichment opportunities with individualized and 1-to-1 instructional opportunities	$110,000.00
N/A	Tutoring platforms/ sessions	After school, virtual, and on-demand tutoring platforms including Paper, Varsity, and teacher supplemental	$808,000.00
N/A	Tutoring (EL Students)	After/Before school certificated staff tutoring for English learner students	$55,000.00
N/A	Art Therapy	Art therapy services for secondary school students.	$100,000.00
N/A	Behavior analyst services	Board certified behavior analysts to support Behavior Support Plans' development and implementation	$453,998.00

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
N/A	Financial Aid Advisors	Career/Financial Aid Advisors for high school campuses	$117,410.00
N/A	ELD Substitutes	Certificated substitute to provide push-in/small group EL support and secondary ELD teacher assistant; supplemental pay rate for EL Paraprofessionals with bachelors in English to support English learner small group work	$125,000.00
N/A	LEARNs Programming	Cost offsets for Free/Reduced Price Meal eligible students at non-ASES funded schools to participate in LEARNs After School Program	$98,750.00
N/A	Counseling Special Ed	Counseling intern services for special education	$315,000.00
N/A	Counseling Materials	Counseling materials and curriculum to support social/emotional needs of students with IEPs	$30,000.00
N/A	Digital Science	Digital online learning materials for science instruction	$28,740.00
N/A	Summer Credit Recovery (EL)	English learner and recently reclassified English learner extended year and summer learning credit recovery	$50,000.00
N/A	FY Liaison	Expanded Foster Youth Liaison services through supplemental hours	$4,100.00
N/A	Twilight/Summer	Expanded credit recovery opportunities (Twilight/Summer)	$90,120.00
N/A	Family Engagement	Family engagement and training opportunities for family engagement in grades 6 through 9 to support attendance and at home learning	$60,000.00

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
N/A	GATE Enrichment	GATE enrichment opportunities for elementary/middle school students	$67,000.00
N/A	Home hospital	Home hospital instruction services for special education	$298,764.00
N/A	Community schools support	Increase community engagement/support at community schools	$102,550.00
N/A	Social Services (Continuation)	Increased social services for continuation students	$95,124.00
N/A	Behavior Support Plans	Materials to support behavior support plan implementation	$10,000.00
N/A	Music software	Music creation technology subscriptions for grades K-12	$30,000.00
N/A	Nearpod	Nearpod lesson delivery subscription with expanded access to both social-emotional learning and English learner library resources	$258,037.00
N/A	Online Assessment Platform (teacher created)	Online K-12 customizable assessment platform for K-12 math, science, history/social studies, ELA, and computer science. Instantaneous assessment results and analytic reports available.	$693,000.00
N/A	iReady/HMRI adaptive assessment	Online adaptive assessment platform subscription for Reading/ELA (K-12) and Math (K-12)	$152,000.00
N/A	Digital Online Libraries	Online digital guided/independent reading libraries and instructional materials	$80,595.00

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
N/A	Digital Online Libraries (EL)	Online supplemental reading and lesson materials for English learner students with dedicated professional development sessions	$120,000.00
N/A	Equity Grading	PD for secondary school teachers (grading for equity)	$32,400.00
N/A	Padlet	Padlet premium virtual bulletin boards for teacher/student instructional use	$60,000.00
N/A	Parent ESL Classes	Parent ESL classes at each school stie	$25,000.00
N/A	EL Parent Workshops	Parent training workshops for families of English learners related to home supports for learning	$15,000.00
N/A	Work-based learning	Pathway Industry Community Connectors services to provide work-based learning opportunities	$150,000.00
N/A	DLIP Professional Development	Professional development for DLIP teachers related to accelerated learning supports	$25,000.00
N/A	UDL/MTSS	Professional development for Universal Design for Learning (UDL) and embedded Multi-Tier Systems of Support (MTSS)	$116,544.00
N/A	Accelerated Learning PD	Professional development for curriculum specialists focusing on accelerated learning and culturally responsive instructional delivery models	$20,000.00
N/A	EL Accelerated Learning PD	Professional development for elementary and secondary teachers to support English learner students in accelerated learning	$44,000.00

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
N/A	Accelerated Learning PD	Professional development for teachers and instructional coaches focusing on accelerated learning and culturally responsive instructional delivery models	$40,000.00
N/A	Arts Integration and PD	Provide integrated arts professional development, ELA, English Language Development, and history integration.	$60,000.00
N/A	IEP Admin Designee	Recruitment of retired certificated administrators to provide administrator designees for IEP meetings at school sites	$86,360.00
N/A	FY Advocates	Resources to support Foster Youth Advocates at each school site	$16,800.00
N/A	Secondary math PD	Secondary mathematics professional development	$100,000.00
N/A	SEL High School Curriculum	Social Emotional Learning Curriculum implementation for grades 9-12	$15,000.00
N/A	IEP Substitutes	Substitute teachers to cover classroom teacher IEPs	$250,000.00
N/A	K-8 Summer Programming	Summer enrichment programming for K-8 students and after school programming	$406,000.00
N/A	Spanish Language Arts	Supplemental Spanish language arts programming with dedicated professional development sessions	$100,000.00
N/A	Summer Counselors	Supplemental counselor Summer hours to work with parents and students to prevent Summer learning loss	$14,515.00

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
N/A	Supplemental targeted resources	Supplemental learning supports, materials, staffing based on identified site needs which include, but are not limited to, library services, tutoring, community assistants, and instructional aides	$3,923,020.00
N/A	Math tutoring K-5	Supplemental math supports and tutoring in grades K-5 schools	$30,000.00
N/A	Reading tutoring K-5	Supplemental reading supports and tutoring in grades K-5 schools	$140,000.00
N/A	Increased science materials	Supplemental science education materials in middle/high schools to increase STEM options	$85,000.00
N/A	Dyslexia Training/PD	Teacher training on the utilization of dyslexia curriculum	$267,500.00
N/A	ADLIP Programming	Temporary support for ADLIP programming and curriculum development	$120,000.00
N/A	Training/Coaching Inclusion Model	Training and coaching for staff on inclusion models for special education instructional planning, delivery, and assessment	$140,000.00
N/A	Community Schools community engagement	Transitional planning for community engagement/support staff at CA Community Schools	$340,000.00
N/A	Virtual Units of Study	Virtual Units of Study for grade K-8	$435,400.00
N/A	Writing Units of Study	Writing Units of Study for grades K-8	$335,000.00

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
N/A	Assessment tracking (SpEd)	iPad mini to provide psychologists and coordinators with data tracking and entering of assessment results for special education students	$24,000.00

Use of Any Remaining Funds

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

Total ESSER III funds being used to implement additional actions

$3,547,797.00

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
N/A	Ed Tech training/support	Additional hours for Ed Tech training, office hours, and supports	$134,879.60
N/A	Arts enrichment (independent study)	Arts integration and enrichment programming at Center for Independent Study	$83,000.00
N/A	Technology Support	Build out of 1-to-1 devices to meet current demand; provide charging stations for chromebooks/laptops; and provide technology troubleshooting/supports	$2,582,083.40
N/A	HR Recruitment/Processing	Recruitment and processing of new staff members	$500,000.00
N/A	Psychologist services IEPs	Increase psychological services to support initial assessments for student IEPs	$247,834.00

Ensuring Interventions are Addressing Student Needs

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

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
Accelerated Learning PD	Copies of agenda, workshops attended and reflections on what was learned and how it will be applied in their day to day work. All collected via Teachpoint.	As training occurs
ADLIP Programming	Number of students served, and progress in language assessments	Testing windows (midyear & end of year)
After school arts	# of students engaging in arts programs iReady Assessment for math and ELA	Comparison of students served versus prior year These are monitored two times throughout the year for all grade levels The first monitoring occurs by December The final monitoring occurs at the end of the school year
Air duct cleaning	This will be monitored by inspecting the ducts once the vendor cleans them	Twice annually
Air filtration	Air conditioning filters will be changed every three months and air purifiers will be changed as needed	The first monitoring occurs by December Costs will be monitored quarterly and update in the interim and Unaudited Actual reports
Art Therapy	enrollment, therapists check in and report	Bi-monthly basis with data collection at beginning, middle, and end of service

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
Arts enrichment (independent study)	# of students served, panorama survey	beginning, middle, and end of service
Arts Integration and PD	pre and post surveys	beginning and end of service
Assessment tracking (SpEd)	which psychologists had the iPads for data tracking prior to implementation and the which psychologists received the iPads post implementation; number of students assessed pre- and post-implementation	Items will be monitored after the initial purchase of assessment tools to determine if psychologists received the intended assessment tools. monitored quarterly at minimum
ATS program resources	The advocate works alongside the ATS certificated teacher in order to provide more personalized supports, restorative opportunities and attend to the basic needs of the program. (food services, daily logs, etc)	Daily interactions with identified students. Site visits to follow-up with students and their improvements or added resources needed for their success.
Attendance Support	Aeries attendance data for identified truant students	Monthly
Behavior analyst services	The total number of students served by BCBAs will increase from baseline. IEPs out of compliance due to lack of evaluation by the BCBA will be reduced.	Monitoring will occur each semester.
Behavior Support Plans	A sample of the students receiving the reinforcers will be conducted to determine the effectiveness of the reinforcers.	Monitoring will occur each semester.
Classified Overtime	Personnel Requisitions and Overtime sheets will be required.	This will be monitored by reviewing the number of unfilled position quarterly

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
Classroom Libraries	HMH Reading Inventory and iReady Diagnostic results will be monitored for student improvement; teacher feedback	These are monitored three times throughout the year for all grade levels The first monitoring occurs by September The second monitoring occurs by December The final monitoring occurs at the end of the school year
Community Schools community engagement Community schools support Social Services (Continuation)	Community Schools Service Tracker which records the community partner services that students/families are connected to and how the referral was made.	This is monitored monthly to identify patterns in students being served and to identify additional services that need to be provided.
Counseling Materials	Progress will be determined by a survey of counseling tool needs by the psychologists prior to implementation	Monitoring will occur each semester.
Counseling Special Ed	Maintain recordkeeping of service delivery and student outcomes (on specific mental health measures) Provide program evaluation outcome reports	Monitoring will occur three times a year.
CTE Instructional Staff	CTE Completer data and student course enrollment Linked Learning student data which includes graduation rates, project involvement, and work-based learning experience completion	The data for this group will be monitored yearly Enrollment will be monitored each grading period
Custodial staffing/overtime	Number of Complaints coming from sites regarding cleanliness and number of requests for additional custodians	This is monitored daily

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
Digital Online Libraries	iReady Reading Assessment	These are monitored three times throughout the year for grade levels 1st - 5th and twice per year for grade K The first monitoring by September (grades 1st-8th) by December (grade K) The second monitoring by February (grades 1st - 8th) The final monitoring occurs at the end of the school year (K-8th)
Digital Online Libraries (EL)	Reclassification numbers of English Learners, RFEPs maintaining grade level standards	This would be monitored two times throughout school year. The first monitoring occurs in December. The second time would occur in May at the end of the school year.
Digital Science	Science Benchmarks, California Science test	Science Benchmarks are given twice per year; once in the Fall by December and once in the Spring semester by the end of the year
DLIP Professional Development	Reclassification numbers of English Learners at DLIP schools, RFEPs maintaining grade level standards, Level 1 and 2 ELs will grow by at least one proficiency level on overall summative ELPAC score, AAPPL scores will increase in target language towards grade level proficiency;	This would be monitored two times throughout school year. The first monitoring occurs in December. The second time would occur in May at the end of the school year.

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
Dyslexia Training/PD	A sample of students using the product will be tested each semester to determine the program's effectiveness.	Monitoring will occur each semester.
Ed Tech training/support	Teachpoint to track training, attendance and feedback.	After each session.
EL Accelerated Learning PD	Reclassification numbers of English Learners, RFEPs maintaining grade level standards, Level 1 and 2 ELs will grow by at least one proficiency level on overall summative ELPAC score.	This would be monitored three times through out the school year. The first time would occur in September after ELPAC results have been released. The second monitoring would occur in January after release of first semester grades. The final monitoring would occur during June after the 2nd semester grades are released.
EL Parent Workshops	Academic achievement of EL students and building a community of learners. Students will be more engaged as parent involvement increases. Reclassification numbers of English Learners, RFEPs maintaining grade level standards.	This would be monitored two times throughout school year. The first monitoring occurs in December. The second time would occur in May at the end of the school year.
ELD Substitutes	Reclassification numbers of English Learners, RFEPs maintaining grade level standards; teacher, site feedback; ELAC feedback	Reclassification rates begin in the Fall and continue until the testing of students again the upcoming spring; RFEPs are monitored twice a year - Fall and Spring
Equity Grading	Teacher belief survey (pre/post) and student grade distributions	Beginning and end of year; each grading/progress reporting period
Family Engagement	Number of parents attending and academic and behavior progress data of their students	Monitoring will occur per semester

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
Financial Aid Advisors	FAFSA/CADA Data Student College Application data Counselor feedback and reporting Senior Survey	FAFSA/CADA data will be monitored monthly starting in October with final counts in March Student college applications and acceptances will be monitored starting in November until May acceptance
Food Services	There has been substantial increase to food costs caused by the Pandemic. Monitor increased costs based on prior COVID costs and reasons why vendors say the costs are being increased	Costs will be monitored quarterly and update in the interim and Unaudited Actual reports
FY Advocates	Interactions with identified students; follow-up notes and summary reports	Weekly summary and monthly review
FY Liaison	Grades reviews, attendance/discipline records review, and student goals progress review	Monthly
GATE Enrichment	# of students engaging in the program, student products, use in secondary review teacher surveys, student products	throughout the year/quarterly beginning, middle, and end of service
Health Services	Number of students/families seen; number of immunizations administered	Monitored weekly and reviewed monthly
Home hospital	Review of each student in Home Hospital or Home Instruction to determine if the student was placed based upon physical health needs or mental health needs.	Three times per year
HR Recruitment/Processing	Monitoring of number of vacancies, length of time, and time require for on-boarding newly hired staff	Monthly

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
IEP Admin Designee	Review IEPs held during the 21-22 school year that include a learning recovery plan	Monitoring will occur each semester
IEP Substitutes	Review IEPs held during the 21-22 school year that include a learning recovery plan	Monitoring throughout each semester
Increased science materials	Science Benchmarks, California Science Test	Benchmarks are administered 2x per year and CAST is every spring in grades 5, 8,and 11
Independent study teaching staff	Monitor this by using the Norm Day enrollment numbers verses enrollment numbers of 2020-21	Costs will be monitored quarterly and update in the interim and Unaudited Actual reports
iReady/HMRI adaptive assessment	iReady Assessment for math and ELA results	These are monitored three times throughout the year for all grade levels The first monitoring occurs by September The second monitoring occurs by December The final monitoring occurs at the end of the school year
K-8 Summer Programming	Student enrollment and completion	Program enrollment and completion data to be gathered from the program records
LEARNs Programming	Parent and student surveys and school attendance	Twice per year (Winter and Spring)
Math tutoring K-5	Number of students served; iReady math assessment results	These are monitored three times throughout the year for all grade levels The first monitoring occurs by September The second monitoring occurs by December The final monitoring occurs at the end of the school year

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
Music software	Rate of use of the online platforms by registered students	throughout the year/quarterly
Nearpod	Nearpod Usage Reports	Monthly
	Reclassification numbers of English Learners, RFEPs maintaining grade level standards	Two times throughout school year. The first monitoring occurs in December. The second time would occur in May at the end of the school year.
Online Assessment Platform (teacher created)	Common Assessments for 9th - 12th Math & K - 12th Science and Social Studies	These are monitored two times throughout the year for all grade levels The first monitoring occurs by December The final monitoring occurs at the end of the school year
Outdoor learning space	This is monitored by the number of tents requested or currently deployed at sites	Costs will be monitored quarterly and update in the interim and Unaudited Actual reports
Over-ratio teachers	Monitor this using Norm Day enrollment verses enrollment projections	Costs will be monitored quarterly and update in the interim and Unaudited Actual reports
Padlet	Padlet Schoolwide Activity Monitoring Tool. Teacher Belief Survey, pre and post use.	Monthly monitoring using the school wide activity tool. Survey in August and May
Parent ESL Classes	Academic achievement of EL students and building a community of learners. Students will be more engaged as parent involvement increases and parents learn second language - English. Reclassification numbers of English Learners, RFEPs maintaining grade level standards.	This would be monitored two times throughout school year. The first monitoring occurs in December. The second time would occur in May at the end of the school year.

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
PPE	Monitor this using the warehouse order system	Monitor monthly for usage and need to reorder
Psych IEP Materials	Progress will be determined by a survey of assessment tool needs by the psychologists prior to implementation and the amount of tools needed post implementation.	Items will be monitored after the initial purchase of assessment tools to determine if psychologists received the intended assessment tools.
Psychologist services IEPs	They will support the BCBA and support students by their BIPs	Monitoring will occur each semester.
Reading tutoring K-5	Number of students served; iReady reading assessment results	These are monitored two times throughout the year for all grade levels The first monitoring occurs by December The final monitoring occurs at the end of the school year
Secondary math PD	Interim assessments for students and coaching logs	Interim assessments will be given no less than 2 times per year. Coaching logs with teacher progress to be collected quarterly.
SEL High School Curriculum	We will use attendance and Aeries student data to monitor discipline records. Additionally, we will also provide trainings to leads to support students and improve wellbeing.	1x a quarter
Spanish Language Arts	Reclassification numbers of English Learners, RFEPs maintaining grade level standards, APPLL assessment	This would be monitored three times throughout school year. The first monitoring occurs in September. The second time would occur in early January. The final monitoring will occur in May at the end of the school year.

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
Substitute Pay	This will be monitored by the number of unfilled substitute and full-time positions	Costs will be monitored quarterly and update in the interim and Unaudited Actual reports
Summer Counselors	Clearinghouse college persistency data Student College Application data Counselor feedback and reporting	The process for identifying students needing extra support will happen on May 1st, and go through August 14th. Counselors will be responsible for following up with students and families through the process until they are attending college Freshmen
Summer Credit Recovery (EL)	Completion rates by registered students; graduation rate of ELs Reclassification numbers of English Learners, RFEPs maintaining grade level standards	This would occur after the extended year/summer learning credit recovery program in late July and August. This would occur after the extended year/summer learning enrichment program in late July and August. The second time would occur in October to assess reclassification rates of ELs attending the extended year/summer learning enrichment program.
Supplemental targeted resources	Student attendance; school climate survey results; school site parent advisory group feedback; school instructional leadership team feedback; principal implementation reviews	Ongoing throughout the semester with trimester review
Tech Support	Monitor this by the number of calls to help desk, additional purchase orders for software and hot spots	Costs will be monitored quarterly and update in the interim and Unaudited Actual reports
Technology Support	Destiny Inventory reports Help Desk Ticketing	Aug/Jan/June Inventory Review Monthly Ticket Review

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
Training/Coaching Inclusion Model	PUSD goal setting and Stetson creates matrix and accountability rubrics.	Monitoring will occur each semester.
Transportation Cost	Increase in transportation costs over prior and any use of multiple transportation companies such Hop/Skip Drive and other vendors	Costs will be monitored quarterly and update in the interim and Unaudited Actual reports
Tutoring (EL Students)	Reclassification numbers of English Learners, RFEPs maintaining grade level standards	This would be monitored two times throughout school year. The first monitoring occurs in December. The second time would occur in May at the end of the school year.
Tutoring platforms/ sessions	Number of students served, and performance on math & ELA interim assessments (progress monitoring)	Testing windows (midyear & end of year)
Twilight/Summer	Student enrollment and completion	Program enrollment and completion data to be gathered from the program records
UDL/MTSS	Gathering accurate and reliable data Correctly interpreting and validating data Using data to make meaningful instructional changes for students Establishing and managing increasingly intensive tiers of support Evaluating the process at all tiers to ensure the system is working	Monitoring will occur each semester

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
Virtual Units of Study	iReady Reading Assessment	These are monitored three times throughout the year for grade levels 1st - 5th and twice per year for grade K The first monitoring by September (1st-8th) by December (K) The second monitoring by February (1st - 8th) The final monitoring occurs at the end of the school year (K-8th)
Warehouse Workload	This will be monitored by the number of on-time deliveries to sites for both PPE and cafeteria supplies Volume of materials processed: timeline of receipt, inventory, delivery	Cost will be monitored quarterly and updated through 2022-23 Fiscal Year Q2 & Q4
Work-based learning	Work based learning experience completion Internship placement data Senior survey data (disaggregated by pathway students and engagement)	This data is monitored quarterly.
Writing Units of Study	iReady Reading Assessment	These are monitored three times throughout the year for all grade levels The first monitoring occurs by September The second monitoring occurs by December The final monitoring occurs at the end of the school year

ESSER III Expenditure Plan Instructions

Introduction

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

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

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

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

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

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

Fiscal Requirements

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

- For purposes of this requirement, "evidence-based interventions" include practices or programs that have evidence to show that they are effective at producing results and improving outcomes when implemented. This kind of evidence has generally been produced through formal studies and research. There are four tiers, or levels, of evidence:

    - **Tier 1 – Strong Evidence**: the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented randomized control experimental studies.

    - **Tier 2 – Moderate Evidence**: the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented quasi-experimental studies.

    - **Tier 3 – Promising Evidence**: the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented correlational studies (with statistical controls for selection bias).

    - **Tier 4 – Demonstrates a Rationale**: practices that have a well-defined logic model or theory of action, are supported by research, and have some effort underway by a State Educational Agency, LEA, or outside research organization to determine their effectiveness.

  - For additional information please see the Evidence-Based Interventions Under the ESSA web page at https://www.cde.ca.gov/re/es/evidence.asp.

- The LEA must use the remaining ESSER III funds consistent with section 2001(e)(2) of the ARP Act, including for:

  - Any activity authorized by the Elementary and Secondary Education Act (ESEA) of 1965;

  - Any activity authorized by the Individuals with Disabilities Education Act (IDEA);

  - Any activity authorized by the Adult Education and Family Literacy Act;

  - Any activity authorized by the Carl D. Perkins Career and Technical Education Act of 2006;

  - Coordination of preparedness and response efforts of LEAs with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to COVID-19;

  - Activities to address the unique needs of low-income students, students with disabilities, English learners, racial and ethnic minorities, homeless students, and foster youth, including how outreach and service delivery will meet the needs of each population;

  - Developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs;

  - Training and professional development for staff of the LEA on sanitation and minimizing the spread of infectious diseases;

  - Purchasing supplies to sanitize and clean the facilities of an LEA, including buildings operated by such agency;

  - Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under

IDEA, and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements;

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.).

California Department of Education
June 2021