

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
LCAP/ELO	https://www.pucschools.org/neca/lcap/

Summary of Planned ESSER III Expenditures

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

Total ESSER III funds received by the LEA	
\$1,096,912	
Plan Section	Total Planned ESSER III Expenditures
Strategies for Continuous and Safe In-Person Learning	\$ 202,218.00
Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)	\$ 618,580.00
Use of Any Remaining Funds	\$ 276,114.00
Total ESSER III funds included in this plan	

\$1,096,912

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.

At **PUC Nueva Esperanza Charter Academy (NECA)** stakeholder feedback is an important core practice to our work with our parents, teachers, students, and school staff. Throughout the 2020-2021 school year, **PUC NECA**, collected feedback from parents, teachers, students, and school staff related to student needs and use of supplemental funding using the following platforms: online surveys, virtual meetings, and one-to-one virtual meetings to support our school's response to the school year under COVID-19. Our parents, teachers, students, and school staff are surveyed at various times throughout a school year allowing us at **PUC NECA** to continuously gather stakeholder feedback related to our school's response, supports, and services. Our stakeholder feedback structure and yearlong survey cadence has allowed us at **PUC NECA** to remain responsible, relational, responsive, and adaptive to the ever changing demands caused by COVID-19 on our students, school staff, families, and communities throughout the academic school year.

At **PUC NECA** the school used the following platforms to gather continuous feedback from school community members in support of the school's ESSER III Expenditure Plan. The school gathered feedback from school community members around the following 1) prevention and mitigation strategies to continuously and safely operate the school for in-person learning 2) strategies to address the academic impact of lost instructional time through evidence-based interventions 3) any additional strategies to support the holistic needs of students & 4) progress monitoring to ensure interventions address the academic and social emotional needs of all students particularly those disproportionately impacted by COVID-19. The school used the following platforms to collect school community member input, suggestions, and feedback to best support the use of ESSER III funds for all students at **PUC NECA**.

The school engaged school community members through its School Advisory Committee (SAC) and English Learning Advisory Committee (ELAC) to gather school community member feedback (i.e. parents, school staff, students, and community members) related to the school's use of ESSER III funds. The school also used scheduled professional development with school staff to gather school staff feedback, input, and suggestions to further the school's collective planning for the ESSER III Expenditure Plan. Lastly, the school also engaged students, community members, and the public at large through the use of focus groups hosted by the school to further gather feedback, input, suggestions and also **via Instagram, Facebook, and Twitter**. The ongoing engagement with school community members described above allowed the school to create an ESSER III Expenditure Plan that

is responsible and responsive to the various and unique needs of all students, particularly those disproportionately impacted by COVID-19, at **PUC NECA**.

Specifically, the school presented each school community group with the following opportunities:

Parents & Guardians: (including parents/guardians of English Learner, Homeless, Low-Income, Foster Youth, and Special Education):

- The school's ESSER III Expenditure Plan was presented to parents/guardians and school community members at the School Advisory Committee (SAC) and English Learning Advisory Committee (ELAC) to have them learn about the plan and gather ongoing feedback, input, and suggestions from parents/guardians and school community members.
- The school shared its School Success Plan, LCAP, & use of Supplemental Funds [i.e. ESSER III] for 2021-22 SY during a general parent meeting at the start of the year. This meeting was open to all parents/guardians, related to the school's success, where feedback, input, and suggestions were gathered related to the use of Supplemental Funds [i.e. ESSER III]. The meeting was held in both English and Spanish to meet the language needs of the parents/guardians at the school site. Documents being reviewed were provided online and shared on screen during the meeting.

Teachers & School Staff: (Principal, School Leaders, Paraprofessionals, Inclusion of Specialist-SPED Administration):

- The school's ESSER III Expenditure Plan was presented to school teachers and staff at scheduled professional development. This time allowed them to learn about the plan and gather feedback, input, and suggestions from the teachers and school staff.
- The school shared its School Success Plan, LCAP, & use of Supplemental Funds [i.e. ESSER III] for 2021-22 SY during professional development at the start of the year. This meeting was open to all teachers and staff, related to the school's success, where feedback, input, and suggestions were gathered related to the use of Supplemental Funds [i.e. ESSER III].
- The school reviewed its student data related to student academics, behavioral, and social-emotional needs by paying close attention to student groups that were disproportionately impacted by COVID-19, in support of the holistic supports and interventions for all students at the school.

Students & Community: (including individuals representing children with disabilities, English Learners, Homeless Students, Foster Youth):

- The school's ESSER III Expenditure Plan was presented to student and school community focus groups. This time allowed them to learn about the plan and the school to gather feedback, input, and suggestions from students and school community members.
- The school shared its School Success Plan, LCAP, & use of Supplemental Funds [i.e. ESSER III] for 2021-22 SY at scheduled focus group sessions at the start of the year.

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

The school community **and public at large** input, gathered from the platforms described above, influenced the school's response and development of the ESSER III Expenditure Plan. The school also incorporated stakeholder feedback, gathered throughout the previous academic school year

related to supplemental fund use, to further its planning and use of supplemental funds in support of all students. Stakeholder feedback from previous stakeholder meetings supported the focus on student success through student outcomes, engagement, and conditions of learning as outlined in the school's LCAP and Expanded Learning Opportunities Grant. The stakeholder feedback from the previous academic school year highlighted strong support of the school to further its efforts and use of supplemental funds for all students and each significant subgroup. Specifically, community input influenced the development of the LCAP & Expanded Learning Opportunities Grant by highlighting the following: 1) Academics are important, especially mitigating learning loss caused by lost instructional time during virtual learning, 2) Children need more social emotional interactions with peers and adults, 3) Mental health education is important, and 4) Ensuring the school operates safely as students return to in-person instruction for the 2021-22 SY.

The ESSER III Plan includes the following based on community input gathered by the school site:

- 1. Continuous and safe in-person learning that reduces and prevents COVID-19:** This includes following the PUC COVID-19 Containment, Response, and Control Plan. The plan requires routine cleaning of all buildings will occur daily. The school will provide adequate supplies such as hand sanitizer, hand-washing stations, disposable gloves, and disposable masks. Standard public health and hygiene practices will be followed. Additional campus personnel will be hired to ensure this is followed as prescribed in the plan. Part of the personnel will include an additional Student Services Coordinator (SSC) as well as Teacher's Assistants (TAs) for non-core classes. Families and staff have expressed appreciation for the additional staff in maintaining a safe campus environment. In general, families are grateful to have their children return to campus and have expressed their gratitude through surveys as well as in family meetings. Families are also concerned about the regression that took place last year and hope that schools will be able to stay open moving forward. Staff have also reported an increase in student participation and engagement. They have also seen an increase in academic progress. Staff had expressed during summer hiring additional personnel to assist with supervision and behavior intervention with the return to campus would be a key element of successful transition back.
- 2. Strategies to address the academic impact of lost instructional time through evidence-based interventions.** The school provides extended day programming, data driven student intervention, and supports and services for the school's significant subgroups. Additional personnel will also play a large part in addressing the impact of lost instruction. During the previous school year, every teacher was able to have a TA. In end of year reflections, teachers expressed the importance of continuing to keep a second adult in every classroom for the next couple of school years as students transition back to in person learning. Families reported during SAC/ELAC meetings as well as Family Meetings that the addition of a second adult has been helpful and students have expressed that they feel more supported. Moreover in an effort to target intervention for identified Tier 3 students, the 2022-2023 & 2023-2024 school years will include a Learning & Engagement Coordinator. This individual will oversee the following tasks: Attendance, Clinical Counseling, Behavior Intervention and Social Emotional Learning curriculum implementation. This position will be an essential piece in providing layers of support for students who have higher needs. Lastly, funding will be utilized to purchase three year iReady licenses for students in both Reading and Math. The iReady program has been an important intervention tool in identifying student academic learning gaps as well as providing support to close those gaps. Parents and students have expressed that the iReady program has supported their academic growth. Teachers have also reported the usefulness of the programs data tracking for grouping of students and adjusting instruction.

3) Additional strategies to support the holistic needs of students. The school provides mental health counseling, restorative practices for behavior, and school and college counseling to further support the unique needs of all students, particularly those disproportionately impacted by COVID-19. Addressing the needs of the whole child has never been more important. The Advisory period is being utilized strategically not only for academic intervention but also for the implementation of Social Emotional Curriculum, SEE Learning, developed by Emory University. At the end of last school year, staff shared the need for additional resources for helping students identify their emotions and cope with difficulties. This curriculum is designed based on the Community Resilience Model and provides tools for students to be able to use for self-regulation as well as reflection. It is also a positive resource for building community amongst students and helping them find common ground with one another after spending a significant time apart. Additionally, the continued incorporation of clinical counseling was a need identified by all stakeholders. Approximately 20% of the student population participated in counseling last year. The addition of an Associate Marriage and Family Therapist (AMFT) is a critical component of creating consistency for the next few years as students readjust and rebuild. Our current intern program prevents counselors from remaining longer than one academic year.

4) Progress monitoring to ensure interventions address the academic and social emotional needs of all students particularly those disproportionately impacted by COVID-19. The school will progress monitor the school-based interventions for the academic and social emotional needs of all students tied to the ESSER III Expenditure Plan throughout the academic school year at quarterly check points. The school's targeted interventions will use baseline assessment, along with additional student data points gathered by the school site, to determine the student's areas of growth and achievement. The school will use baseline data to then progress monitor the interventions and make adjustments to those interventions as needed throughout the year based on internal progress monitoring of student success. This will be done through site-level quarterly data analysis (academic, social emotional, & behavioral), ongoing data collection and tracking, & quarterly School Advisory Committee (SAC) & English Learning Advisory Committee (ELAC) throughout the school year. Staff meet weekly to discuss student academic and behavior progress and adjust supports as needed. Grades, assessment, anecdotal, and observational data guide discussion and support the determination of whether a student is progressing or not. Additionally, parent conferences are planned for each semester in order for school personnel to meet with families and discuss students' areas of growth as well as areas of concern. In the most recent meetings, staff was able to share students' recent scores on the MAP assessment as well as current grades.

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.

The school will continue to support the health and safety of all students, school staff, and families by following the science, governance, and stakeholder feedback related to the school’s response to COVID-19. This includes following the PUC COVID-19 Containment, Response, and Control Plan and having a School COVID-19 Task Force to further support a collective effort to health and safety. The School COVID-19 Task Force will progress monitor the school’s COVID-19 data, implementation of safety mitigation strategies, and provide ongoing training and development to students, families, and staff [as needed] to help prevent the spread of COVID-19. This is a comprehensive plan that ensures that all federal, state, county, and local guidance is adhered to by the school in support of health and safety. The COVID-19 Containment Plan covers academics, operations, food services, response to positive COVID-19 cases, human resources for employees, and other aspects of COVID-19 Containment, Response, & Control. In support of cleaning and disinfecting high touch areas the school will hire additional campus personnel to further support health and safety. The school will follow standard public health mitigation strategies with all students and school staff to further support health and safety during in-person instruction. The school will provide adequate supplies such as hand sanitizer, hand-washing stations, disposable gloves, and disposable masks. The school will provide a daily COVID-19 screening application for all to use prior to entering the school building as well as routine COVID-19 testing for all students and staff. Lastly, the school will work closely with the governing agencies in the county to report and contact trace all positive COVID-19 student and staff cases to further prevent the spread of COVID-19. The SSC will support day to day routines and procedures to ensure students safely interact with one another inside and outside of the classroom. Their focus will be on supervision during breaks and lunches as well as follow up with behavior issues as needed. The TAs will be assigned to Art, Music, and Physical Education in order to support classes that tend to have a non-traditional structure. They will ensure students maintain proper distance and follow covid safety protocols while on campus in addition to assisting with the execution of the lesson. In the case of Physical Education, the TA will assist with taking students to the park routinely as part of the workout regime with students.

Total ESSER III funds being used to implement strategies for continuous and safe in-person learning

\$ 202,218.00			
Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
[LCAP Plan, Goal #2, Action #1]	Campus aides & Supervision staff	Campus aides and supervision staff positions are adequately staff to ensure health and safety procedures are followed.	\$202,218.00

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.

The school will continue to focus on the academic needs of the student population in an effort to close achievement gaps and accelerate growth given the impact of the global pandemic. Schools will target funds into the following areas 1). Assessment and/or data collection to support with understanding where each student is on their pathway toward mastery. 2) Professional development focused on the analysis of data and responding to data as well as a focus on effective teaching strategies to accelerate learning 3) Systems of Intervention - embedding school-wide interventions to support student growth given the school's data analysis. 4) Professional development and/or coaching to support the growth of special populations (SWD, ELs, SED, Latinx) Teacher's Assistants will be key in supporting small group instruction throughout all core content classes. TAs support will also enable the core teacher to focus on students with highest need. With the use of data from MAP, iReady, and teacher designed assessments, students will be grouped strategically to better meet their academic needs. Both homogeneous and heterogeneous grouping methods will be utilized depending on the assignments and needs of the class. TAs also attend weekly training with their Teacher partner to continue their own professional development in service of best supporting students. The Learning & Engagement (L&E)Coordinator will be available to support in an admin-like capacity and will monitor student progress through the Multi-Tiered Systems of Support in place. Approximately 10% of students struggle with chronic absenteeism and this individual will be equipped to follow up with families to determine the root challenge. With Covid also continuing to impact families, this individual will also serve as a liaison between students absent due to medical reasons with the teaching staff to ensure that the student does not fall behind. Moreover the L&E coordinator will also assist in other areas that may prevent a student from being able to fully engage in the learning environment. These areas include behavior intervention, social emotional learning, and clinical counseling. By regularly monitoring Tier 3 and possibly, Tier 2 students, this person will be able to connect students and families with needed resources. Lastly, funds will be utilized to support the continued use of the iReady program. The data from the iReady program will continue to be an integral part of data driven instructional practices used at the site, particularly for small group intervention. Students will be provided time during Advisory to work on at least one Reading and one Math lesson each week.

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

\$618,580

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
[LCAP Plan, Goal #3, Action #7]	Resources to accelerate learning	Resources to accelerate learning will be purchased to be used for targeted subgroups such as English Learners, Low-income, Homeless, Foster Youth, and Students with disabilities.	\$ 30,000.00

[LCAP Plan, Goal #6, Action 1]	Intervention Programs for ELA and Math	English Language Arts and Math Intervention programs for Low-income, Foster Youth, English Learners. (3 year i-Ready Reading and Math licenses)	\$ 58,846
Not Applicable	Personnel to Support Learning & Engagement	Support the school's subgroups/priority populations based on the academic, social-emotional, and behavioral data provided by the school site through the schools multi-tiered system of supports and the School Success Plan/LCAP Goals.	\$ 529,734.00

Use of Any Remaining Funds

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

The school will use any remaining ESSER III funds, as applicable, to further Social-emotional support, professional development and technology upgrades. The addition of the Associate MFT will contribute stability and consistency to Tier 3 students. This individual will be able to work in this capacity for 3 years and will be an asset to the yearly assigned interns. They will support the implementation of Social Emotional Learning as well as serve as a resource for providing trauma informed training for staff. Additionally, funds will be utilized to further develop teacher's use of equitable grading practices. The school will partner with outside organizations for ongoing training and support. Lastly, any remaining funds will be utilized in the final year to support technology upgrades as necessary. Primarily among student laptops to maintain a 1:1 ratio. Lastly, NECA will contribute to the shared costs for the addition of a Director of Behavior for PUC Schools.

Total ESSER III funds being used to implement additional actions

[\$ 276,114.00]

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
[LCAP Plan, Goal #6, Action #6]	Social-emotional Support	Increased social-emotional support through increased Clinical counseling staff and hours at each school site.	\$ 174,498.00
Not Applicable	Professional Development	Professional Development to support teacher use of equitable grading practices that support academic growth for all students, including sub-group.	\$35,000.00

Not Applicable	Technology Upgrades	Support the continued use of 1:1 ratio of technology for students. Provide updates to needed equipment.	\$59,616.00
Not Applicable	Behavioral Support	Addition of a Director of Behavior in support of student behavioral needs.	\$7,000

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
Campus aides & Supervision staff	Who Monitors: This is monitored by HR staff, Operations Managers and/or Office Manager How Monitored: Site Leader uses job duty statement to monitor staff and check-ins with HR to inform HR of needed positions. Time & Effort Report is also generated. Site Leader fills out a Personnel Action Form (PAF) and submits to HR if additional staff is needed.	Frequency: Monthly
Resources to accelerate learning	Who Monitors: Site level: Site Leader, District level: Chief Financial Officer and Finance Dept. How Monitored: Check purchase orders and GL Report to ensure proper resources are being purchased.	Frequency: Monthly
Intervention Programs for ELA and Math	Who Monitors: Site Leader and teachers How Monitored: During data analysis days, site leaders and teachers will review iReady ELA and Math data to gauge academic progress for each subgroup.	Frequency: Quarterly
Personnel to Support Learning & Engagement	Who Monitors: Director of Student and Parent Engagement and Parent Engagement Coordinator	Frequency: Weekly & Monthly

	<p>How Monitored: Monitor parent engagement data, such as referrals . Additional supports are then determined, such as additional outreach and parent groups based on need. Additional questionnaires are provided on a monthly basis and data analyzed and future needs determined.</p>	
Social-emotional Support	<p>Who Monitors: Director of Clinical Services and Clinical Supervisors</p> <p>How Monitored: The Clinical Supervisors monitor and approve additional hours for clinical counselors for group and individual counseling sessions.</p>	Frequency: Weekly
Professional Development	<p>Who Monitors: Site Leader</p> <p>How Monitored: Schoolzilla Site-level data analysis along with use of TeacherDevelopment System (LDS)</p>	Frequency: Quarterly and On-going throughout the year
Technology Upgrades	<p>Who Monitors: Director of Information Technology</p> <p>How Monitored: School-level reports using Incident IQ system to track and monitor requests related to technology.</p>	Frequency: Daily
Behavioral Support	<p>Who Monitors: Director of Behavior Intervention and Site Leader</p> <p>How Monitored: Site level behavior data is. placed in Power School for site leader revie. Use Behavior Growth plans and monitor and debrief with admin at various times during check-ins or observations.</p>	Frequency: Daily and On-going

ESSER III Expenditure Plan Instructions

Introduction

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

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

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

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

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

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

Fiscal Requirements

- The LEA must use at least 20 percent (20%) of its ESSER III apportionment for expenditures related to addressing the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs.
 - For purposes of this requirement, "evidence-based interventions" include practices or programs that have evidence to show that they are effective at producing results and improving outcomes when implemented. This kind of evidence has generally been produced through formal studies and research. There are four tiers, or levels, of evidence:
 - **Tier 1 – Strong Evidence:** the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented randomized control experimental studies.
 - **Tier 2 – Moderate Evidence:** the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented quasi-experimental studies.

- **Tier 3 – Promising Evidence:** the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented correlational studies (with statistical controls for selection bias).
 - **Tier 4 – Demonstrates a Rationale:** practices that have a well-defined logic model or theory of action, are supported by research, and have some effort underway by a State Educational Agency, LEA, or outside research organization to determine their effectiveness.
 - For additional information please see the Evidence-Based Interventions Under the ESSA web page at <https://www.cde.ca.gov/re/es/evidence.asp>.
- The LEA must use the remaining ESSER III funds consistent with section 2001(e)(2) of the ARP Act, including for:
 - Any activity authorized by the Elementary and Secondary Education Act (ESEA) of 1965;
 - Any activity authorized by the Individuals with Disabilities Education Act (IDEA);
 - Any activity authorized by the Adult Education and Family Literacy Act;
 - Any activity authorized by the Carl D. Perkins Career and Technical Education Act of 2006;
 - Coordination of preparedness and response efforts of LEAs with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to COVID-19;
 - Activities to address the unique needs of low-income students, students with disabilities, English learners, racial and ethnic minorities, homeless students, and foster youth, including how outreach and service delivery will meet the needs of each population;
 - Developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs;
 - Training and professional development for staff of the LEA on sanitation and minimizing the spread of infectious diseases;
 - Purchasing supplies to sanitize and clean the facilities of an LEA, including buildings operated by such agency;
 - Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under IDEA, and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements;
 - Purchasing education technology (including hardware, software, and connectivity) for students who are served by the LEA that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment;
 - Providing mental health services and supports, including through the implementation of evidence-based full-service community schools;
 - Planning and implementing activities related to summer learning and supplemental after school programs, including providing classroom instruction or online learning during the summer months and addressing the needs of underserved students;
 - Addressing learning loss among students, including underserved students, by:
 - Administering and using high-quality assessments that are valid and reliable, to accurately assess students’ academic progress and assist educators in meeting students’ academic needs, including through differentiated instruction,
 - Implementing evidence-based activities to meet the comprehensive needs of students,

- Providing information and assistance to parents and families of how they can effectively support students, including in a distance learning environment, and
- Tracking student attendance and improving student engagement in distance education;

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

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

Other LEA Plans Referenced in this Plan

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

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

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

Summary of Expenditures

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

Instructions

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

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

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

Community Engagement

Purpose and Requirements

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

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

- Students;
- Families, including families that speak languages other than English;
- School and district administrators, including special education administrators;
- Teachers, principals, school leaders, other educators, school staff, and local bargaining units, as applicable.

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

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

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

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

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

Instructions

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

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

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

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

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

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

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

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

Planned Actions and Expenditures

Purpose and Requirements

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

Instructions

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

Strategies for Continuous and Safe In-Person Learning

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

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

Addressing the Impact of Lost Instructional Time

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

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

Use of Any Remaining Funds

After completing the Strategies for Continuous and Safe In-Person Learning and the Addressing the Impact of Lost Instructional Time portions of the plan, the LEA may use any remaining ESSER III funds to implement additional actions to address students' academic, social, emotional, and mental health needs, as well as to address opportunity gaps, consistent with the allowable uses identified above in the Fiscal Requirements section

of the Instructions. LEAs choosing to use ESSER III funds in this manner must provide the total amount of funds being used to implement actions with any remaining ESSER III funds, then complete the table as follows:

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

Ensuring Interventions are Addressing Student Needs

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

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

Complete the table as follows:

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

California Department of Education

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