**ESSER III Expenditure Plan**

**Local Educational Agency (LEA) Name**  
Escuela Popular Accelerated Family Learning Center

**Contact Name and Title**  
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Executive Director

**Email and Phone**  
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408-426-6593
School districts, county offices of education, or charter schools, collectively known as LEAs, that receive Elementary and Secondary School Emergency Relief (ESSER) funds under the American Rescue Plan Act, referred to as ESSER III funds, are required to develop a plan for how they will use their ESSER III funds. In the plan, an LEA must explain how it intends to use its ESSER III funds to address students’ academic, social, emotional, and mental health needs, as well as any opportunity gaps that existed before, and were worsened by, the COVID-19 pandemic. An LEA may also use its ESSER III funds in other ways, as detailed in the Fiscal Requirements section of the Instructions. In developing the plan, the LEA has flexibility to include community input and/or actions included in other planning documents, such as the Local Control and Accountability Plan (LCAP), provided that the input and actions are relevant to the LEA’s Plan to support students.

For more information please see the Instructions.

### Other LEA Plans Referenced in this Plan

<table>
<thead>
<tr>
<th>Plan Title</th>
<th>Where the Plan May Be Accessed</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELO Grant Plan</td>
<td>Escuela Popular Website <a href="https://www.escuelapopular.org/expanded-learning-opportunities-grant-plan/">https://www.escuelapopular.org/expanded-learning-opportunities-grant-plan/</a></td>
</tr>
</tbody>
</table>

### Summary of Planned ESSER III Expenditures

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

<table>
<thead>
<tr>
<th>Plan Section</th>
<th>Total Planned ESSER III</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strategies for Continuous and Safe In-Person Learning</td>
<td>$200,993.00</td>
</tr>
<tr>
<td>Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)</td>
<td>$564,079.90</td>
</tr>
<tr>
<td>Use of Any Remaining Funds</td>
<td>$65,401.05</td>
</tr>
</tbody>
</table>

Total ESSER III funds included in this plan $830,077.95
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.

Escuela Popular has communicated with stakeholders in their primary language and has provided opportunities to provide feedback in various ways such as online surveys, phone calls, home visits, Facebook, Google Classroom and Hangouts, and ParentSquare. Specific school staff such as our Student & Family Services Coordinators act as the direct contact to students and families to collect feedback.

Escuela Popular developed an online survey in May to collect feedback regarding experience with online learning and how to improve our Flexible Learning Plan for the new school year. A virtual Stakeholder Feedback survey was created during Fall, Winter, and Spring. Successful participation was accomplished, about 253 families provided feedback (75 % responses). Hotline numbers were shared so that students can connect directly with someone from the school at any time to ask any questions or provide feedback. Recently, we surveyed our students again with the main goal being to get feedback from stakeholders (students) in regards to the program delivery hours, accessibility, connection with teachers, use of technology, etc., and needs such as the internet, devices, technology support, housing, financial support, etc. Teachers and staff assisted in reaching out to students to complete the survey to reach as many students as possible.

During this process of engagement, parallel work is being done by the Student & Family Engagement Lead and Student & Family Services Coordinator presented on the LCAP and Annual Update at the May family night. The School Site Council and ELAC met to review the LCAP and Annual Update. In April, we also surveyed staff to get feedback on their experience with teaching online and areas for improvement. A Flexible Learning Committee that included sub-committees for department and grade-levels were created; Instructional Leaders met weekly with their respective committees.

The Flexible Learning Committee met every other week to discuss the upcoming needs, receive updates, and troubleshoot areas that needed improvement. The Flexible Learning Committee will continue to meet as part of our Professional Development plan (PD). The PD plan builds on EP’s learning goals and the new focus on supporting flexible learning during the various stages.
In preparation for the 2021-2022 LCAP, teachers and staff provided input on the progress of the LCAP and Annual Update via Departmental meetings, Flexible Learning Committee meetings, and analysis of Quarterly Student Survey results. Various task force groups were created and met regularly to support the implementation of objectives in the SWAP/LCAP such as Recruitment & Retention, College and Career Advising, and a Re-opening Task Force that worked on Curriculum and Instruction, Safety and School Operations, and Student Engagement & Wellbeing.

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

Based on the feedback we received from students, families, and staff the following strategies will be implemented to address school safety and learning loss.

Stakeholders expressed the need for the school to take steps to keep the health, safety, and wellbeing of students and staff by safely operating the school for in-person learning to reduces or prevents the spread of the COVID-19 virus.
* PPE Gear to provide all staff and students with appropriate PPE gear as needed.
* New position for COVID-19 Support Specialist to oversee the monitoring of the Safe In-Person Learning Continuity plan and act as a parent liaison.
* Facilities maintenance and repairs to ensure the school provides a safe environment to decrease the spread of COVID-19.
* Supplies to sanitize and clean the facilities.

Other strategies influenced by community input was to provide additional instructional support to mitigate lost instructional time:
* Additional paraprofessional/teacher assistance to support small group or individual instruction.
* Designated PD time for teachers to refine learning goals and curriculum.
* Provide PD to teachers on identifying learning gaps and providing support.
* Providing extended instructional learning time through Summer School and Saturday Academy.
* Supports for credit deficient students to complete graduation or grade promotion requirements.

In addition, we discovered the need for PD to get proficient in the use of technology for instruction by staff, students, and parents; as well as, the need to acquiring devices to accommodate staff and student needs.

Actions and Expenditures to Address Student Needs
The following is the LEA’s plan for using its ESSER III funds to meet students’ academic, social, emotional, and mental health needs, as well as how the LEA will address the opportunity gaps that existed before, and were exacerbated by, the COVID-19 pandemic. In developing the plan, the LEA has the flexibility to include actions described in existing plans, including the LCAP and/or Expanded Learning Opportunity (ELO) Grant Plan, to the extent that the action(s) address the requirements of the ESSER III Expenditure Plan. For specific requirements, please refer to the Actions and Expenditures to Address Student Needs section of the Instructions.

### Strategies for Continuous and Safe In-Person Learning

A description of how the LEA will use funds to continuously and safely operate schools for in-person learning in a way that reduces or prevents the spread of the COVID-19 virus.

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

<table>
<thead>
<tr>
<th>Plan Alignment (if applicable)</th>
<th>Action Title</th>
<th>Action Description</th>
<th>Planned ESSER III Funded Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>PPE Gear</td>
<td>To provide all staff and students with appropriate PPE gear as needed.</td>
<td>$22,606.00</td>
</tr>
<tr>
<td>N/A</td>
<td>New Position for Covid-19 Support Specialist</td>
<td>A new position has been added for the 2021-2022 school year and possibly 2022-2023 if needed. This position is required to oversee the monitoring of the Safe In-Person Learning plan and site monitoring of updates to increase health and safety.</td>
<td>$120,000.00</td>
</tr>
<tr>
<td>N/A</td>
<td>Facilities</td>
<td>Continue to maintain facilities, including AC Units by performing regular maintenance and repairs as needed. Including AC Units by performing regular maintenance and air filter changes as recommended by manufacturer in all classrooms and offices to ensure the school provides a safe environment to decrease the spread of Covid 19. (For School Years 21-22 &amp; 22-23)</td>
<td>$30,000.00</td>
</tr>
<tr>
<td>N/A</td>
<td>Custodial Supplies</td>
<td>Additional supplies needed by custodians to sanitize and clean the facilities to decrease the spread of Covid 19. (For School Years 21-22 &amp; 22-23)</td>
<td>$28,387.00</td>
</tr>
</tbody>
</table>
### Addressing the Impact of Lost Instructional Time

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

<table>
<thead>
<tr>
<th>Plan Alignment (if applicable)</th>
<th>Action Title</th>
<th>Action Description</th>
<th>Planned ESSER III Funded Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>LCAP, Goal 1, Action 1</td>
<td>Student Learning Goals</td>
<td>If we review and refine student learning goals in all courses, then we impact students’ awareness of learning goals that will result in higher student engagement because our data shows that students who are EL and ERL have demonstrated higher passage rates.</td>
<td>$139,972.05</td>
</tr>
<tr>
<td>LCAP, Goal 1, Action 4</td>
<td>PD for Performance Tasks</td>
<td>Provide professional development to teachers on administering and assessing performance tasks.</td>
<td>$13,903.75</td>
</tr>
<tr>
<td>LCAP, Goal 2, Action 1</td>
<td>Alignment of Curriculum</td>
<td>Evaluate existing curriculum and instructional practices to ensure alignment to English Language Development (ELD), Common Core, Physical Fitness Standards, and Next Generation Science Standards.</td>
<td>$50,730.40</td>
</tr>
<tr>
<td>ELO Grant</td>
<td>Extending Instructional Learning Time</td>
<td>The ESSER III funds will allow us to extend instructional learning time to provide additional summer school classes</td>
<td>$25,844.00</td>
</tr>
<tr>
<td>ELO Grant</td>
<td>Accelerating Progress to Close Learning Gaps</td>
<td>The ESSER III funds will allow us to extend the accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports.</td>
<td>$281,469.70</td>
</tr>
<tr>
<td>ELO Grant</td>
<td>Supports for credit deficient students</td>
<td>The ESSER III Funds will allow us to extend the supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students’ college eligibility</td>
<td>$20,160.00</td>
</tr>
<tr>
<td>N/A</td>
<td>Saturday Academy</td>
<td>The school will be open for students to receive ELD and Math intervention support in small groups.</td>
<td>$32,000.00</td>
</tr>
</tbody>
</table>

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

$564,079.90

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**Use of Any Remaining Funds**

ESSER III Expenditure Plan for Escuela Popular Accelerated Family Learning Center
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

<table>
<thead>
<tr>
<th>Plan Alignment (if applicable)</th>
<th>Action Title</th>
<th>Action Description</th>
<th>Planned ESSER III Funded Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>LCAP, Goal 1, Action 6</td>
<td>Google Classroom Tracking Learning Goals</td>
<td>Implement Google Classroom to house and track selected student learning goals</td>
<td>$15,401.05</td>
</tr>
<tr>
<td>N/A</td>
<td>Purchasing educational technology &amp; maintenance of technology hardware and software</td>
<td>Purchasing educational technology including hardware and software to aid students in regular and substantive educational interactions between students and their classroom teachers.</td>
<td>$50,000.00</td>
</tr>
</tbody>
</table>

Ensuring Interventions are Addressing Student Needs

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

<table>
<thead>
<tr>
<th>Action Title(s)</th>
<th>How Progress will be Monitored</th>
<th>Frequency of Progress Monitoring</th>
</tr>
</thead>
<tbody>
<tr>
<td>PPE Gear, Facilities, and Custodial Supplies</td>
<td>Our Business Manager and School Operations Coordinator will monitor and ensure that all classrooms, offices, cafeteria, common areas, and all high-touch areas are clean and sanitized daily; and campus conditions, in general, are safe. Our School Operations Coordinator will ensure all PPE Gear is used properly and provided to all staff and students in need.</td>
<td>The Business Manager will continue to monitor weekly to ensure this is being done properly and everyone is supplied with needed PPE Gear. The School Operations Coordinator will monitor the positive COVID-19 cases and exposures to confirm effectiveness of protocol and procedures.</td>
</tr>
<tr>
<td>COVID Support Specialist</td>
<td>This new position will be working in collaboration with the School Operations Coordinator to ensure the number of students sent home or missing school due to COVID-19</td>
<td>Daily attendance will be monitored daily and weekly; as well as positive COVID-19 cases and exposures will be monitored monthly.</td>
</tr>
<tr>
<td>Action Title(s)</td>
<td>How Progress will be Monitored</td>
<td>Frequency of Progress Monitoring</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Student Learning Goals, PD for Performance Tasks, Alignment of Curriculum</td>
<td>Instructional Leaders will work with Teachers on student achievement, student engagement, and professional development to identify learning gaps and monitor student growth. Instructional Leaders and Instructional Staff will receive professional development from Assessment staff to desegregate and analyze student achievement data to guide instruction.</td>
<td>Department and grade level meetings are scheduled weekly to monitor student achievement data and receive professional development. Student progress and credit recovery will be monitored every six weeks.</td>
</tr>
<tr>
<td>Extending Instructional Learning Time, Accelerating Progress To Close Learning Gaps, Support For Credit Deficient students, and Saturday Academy</td>
<td>Progress reports of students receiving extended learning time such as summer school, Saturday Academy, and individual/small group instruction will be monitored. Students' achievement reports will be pulled from our assessment database and credit completion reports will be pulled from our Student Information System to be evaluated and monitored by our Instructional Leaders.</td>
<td>Student achievement data, such as NWEA assessments, final grades, performance tasks, summative and formative assessments, will be monitored quarterly.</td>
</tr>
<tr>
<td>Google Classroom Tracking Learning Goals, Purchasing educational technology &amp; maintenance of technology</td>
<td>Our Facilities &amp; Technology Specialist and our IT Support will be monitoring our technology needs through our IT request ticketing system to ensure that staff and students have working devices, access to wifi, and access to all educational platforms.</td>
<td>The IT request ticketing system will be monitored weekly. Quarterly technology meeting will take place with school leadership to review needs.</td>
</tr>
</tbody>
</table>
ESSER III Expenditure Plan Instructions

Introduction

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

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

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

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

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

For technical assistance related to the completion of the ESSER III Expenditure Plan, 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.

  o 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:

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

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

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

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

  o 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;

  o 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;

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

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

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

  o 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;
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
Community Engagement

Purpose and Requirements

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

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

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

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

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

- Tribes;
- Civil rights organizations, including disability rights organizations (e.g. the American Association of People with Disabilities, the American Civil Liberties Union, National Association for the Advancement of Colored People, etc.); and
- Individuals or advocates representing the interests of children with disabilities, English learners, homeless students, foster youth, migratory students, children who are incarcerated, and other underserved students.

  - For purposes of this requirement “underserved students” include:
    - Students who are low-income;
- Students who are English learners;
- Students of color;
- Students who are foster youth;
- Homeless students;
- Students with disabilities; and
- Migratory students.

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

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

Instructions

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

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

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

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

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

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

- For the purposes of this prompt, “aspects” may include:
  - Prevention and mitigation strategies to continuously and safely operate schools for in-person learning;
Strategies to address the academic impact of lost instructional time through implementation of evidence-based interventions (e.g. summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs);

- Any other strategies or activities implemented with the LEA’s ESSER III fund apportionment consistent with section 2001(e)(2) of the ARP Act; and

- Progress monitoring to ensure interventions address the academic, social, emotional, and mental health needs for all students, especially those students disproportionately impacted by COVID-19.


Planned Actions and Expenditures

Purpose and Requirements

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

Instructions

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

Strategies for Continuous and Safe In-Person Learning

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

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

Addressing the Impact of Lost Instructional Time

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

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

Use of Any Remaining Funds

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

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

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

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

Complete the table as follows:

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

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