

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

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
572,877

Plan Section	Total Planned ESSER III
Strategies for Continuous and Safe In-Person Learning	100,150

Plan Section	Total Planned ESSER III
Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)	472,727
Use of Any Remaining Funds	0

Total ESSER III funds included in this plan

572,877

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.

The school strongly encourages input from the public, its families, and staff. The school gathered public input at its scheduled family meeting and from staff members in order to get input on where they would like to see the funds allocated. Families were notified about the meeting and provided with an agenda in advance to see the different topics that would be covered. In addition to publicly notifying families by posting the agenda to the school website and sending it via parent engagement app, teachers sent flyers home with students and the office staff also called several families to notify them about the meeting.

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

The ESSER III Expenditures plan was reviewed at the family meeting in detail, and time was allocated to seek input through conversations. The School Director and Assistant Director documented any feedback that was given from the community and the staff. The community feedback included family requests to provide a safe school learning environment through recommended updates to the school gate and PPE so that the space was clean and safe enough for students to not experience any more learning loss. Further recommendations included providing students with technology, new school materials, and textbooks, as well as supplemental learning resources, and additional staff support in the classrooms. The staff recommended that money be allocated towards instructional supplies, technology, and online platforms to support the learning loss that students have experienced. The science lab was another suggestion, as it provides both project-based and

hands-on learning to students that struggled to engage in distance learning due to a lack of hands-on support in Science, a learning content area that was notably impacted by student learning loss. In addition to this, the hiring of another math teacher to provide more individualized support was suggested, as Math is another learning content area that has seen large impacts by learning loss, and was addressed by both staff and families.

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

100,150

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
	PPE	The feedback solicited included the recommendation of ongoing campus cleaning and disinfecting to ensure a safe learning environment for students and to stop the spread of the COVID-19 virus.	15,150
	School Safety - Gate Installation	Limiting the number of people on campus (and thus the chances of spreading the virus) would include installing a gate that does not require people to touch it to unlock it. In this way, the school staff could control who enters the campus, which would allow them to know who and how many people are on the campus, and limit the number of	15,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		people that walk onto school grounds since the school entrance's door is located on a busy main street.	
	School Improvements	It was also asked that renovations to the campus be made to ensure a safe learning environment for students and staff both inside and outside of the classrooms. These renovations include, but are not limited to: sanitary restrooms and learning spaces around campus (cleaning/creating more learning space) so that outside space could also be accessed for student learning. This would contribute to the school's priority of ensuring that the school can continue with in-person learning while minimizing the spread of COVID-19 virus.	40,000
	Visitor Management System	A digital visitor management system would allow for contactless check-ins and could include important emergency information. It would also better track the number of people on campus to prevent the spread of the COVID-19 virus.	10,000
	Marquee	This would serve as an opportunity to communicate with families and the public about important school information, including the possibilities of a COVID exposure or anything else that is related to COVID-19.	20,000

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

472,727

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
	Math Teacher	The hiring of an additional math teacher would help to create additional math class offerings for smaller classes, more math classes to offer, and more student support.	64,480
	Teacher Assistants	Teacher assistants would allow for additional teacher support and give students access to another staff member they can seek support from. This would also decrease the teacher to student ratio, and allow for the teachers to really focus on student learning loss.	134,783
	Special Education Assistant	A special education assistant would also address the impact of lost instructional time by allowing for the teacher to focus on the learning loss that has impacted students who are receiving special education services.	46,364
	Instructional Supplies	<p>Instructional supplies would allow students to access classroom materials to engage with their learning in ways that would better support their academic needs in all of their classes, including in the areas impacted by learning loss.</p> <p>Requests for Intro to Gaming and Game Theory Supplies: The purchase of these supplies would help to expose students to global games and provide space for strategic thinking. Students would be able to analyze human behavior in competitive spaces while applying the nature of real-world competition. The Game theory book/textbook would help me as an educator build a curriculum that is relevant, modern, and vetted.</p> <p>Requests for Miscellaneous School Supplies: Students are in need of more materials to work with. Having access to a wide selection of writing and coloring supplies would allow students to illustrate/execute their ideas in creative ways. Providing students with TI-30x calculators (or TI-84 calculators for Algebra 2) would assist with their higher thinking procedural fluency.</p>	25,000
	Supplemental Online Learning Platforms	Supplemental online learning platforms would serve as additional resources for teachers to provide more targeted or	25,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		<p>specific supports to the areas students show a learning loss by allowing students to continue practicing in these academic areas (such as their mathematical understanding).</p> <p>These online platforms would provide lessons and resources to encourage more individualized learning support, feedback, and data to develop individualized supports and interventions. Access points to the provided online platforms would be made public for each class via Google Classroom, which provides students with the current materials and assignments for each class. Providing students with access to online platforms, resources, and assignments makes it possible for students to complete assignments on time and continue learning when on or off campus.</p> <p>The high school ELA classes would begin to implement Vocabulary.com, a platform that offers a research-based, adaptive, and gamified learning environment that supports vocabulary instruction across content areas. For more information, see https://www.vocabulary.com/membership/research/.</p> <p>Throughout the pandemic, students have missed out on the opportunity to work with new types of technology, yet they are growing up in the modern age where they are consistently presented with endless information in all forms of delivery. Allowing students to experiment with creating their own podcasts and documentaries would help them find creative ways to deliver information to others. They'd also learn new technologies by learning how to use the hardware and editing software, which may spark interest in future careers for students, and create a critical lens to the global information presented on all platforms.</p> <p>Lastly, these funds would support our special education program by providing students with access to different</p>	

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		learning platforms and assistive technologies that support their IEP accommodations.	
	APEX	The online APEX courses allow students to re-take courses that they failed and received no credit in, ensuring that they can get back on track to graduate. By enrolling students in over 80 online courses of APEX, the school is better able to serve low performing students that have been impacted by the pandemic and need additional support.	60,000
	Science Materials	<p>Students are in need of more science materials to experience the world of science through phenomena. Many supplies were unavailable to students during the pandemic, such as microscopes, engineering kits, and solar system models. The funds could help provide lab supplies to make up for the 18 months that students did science classes at home and did not have access to lab supplies and to prepare students for college level science courses when they graduate. Resources for the science lab would allow students to engage in hands-on activities, which they were not able to do during distance learning, and would include science course content that was difficult to learn over Zoom.</p> <p>The funds would also be used to expand the existing high-school computer science curriculum to include new and engaging hands-on learning opportunities like TelloEDU drones, which are programmable autonomous flying drones designed to support student programming skills (block-based and text-based) and algorithmic thinking. Also included are teacher activity books in which teachers can find new and innovative ways to present scientific themes to students. Scientific literature for middle school students is also included.</p> <p>Requests for Garden Equipment: Students missed out on hands-on learning during the pandemic. The use of the garden has provided a chance for the students to step away from screens and understand the</p>	22,100

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		importance of micro ecosystems, community, nutrition, hard work, and trial and error. The implementation of school gardens is irreplaceable in science curriculum.	
	Professional Development	The staff would be able to engage in professional development activities that could help provide resources, ideas, and support systems to address the impact of lost instructional time on students, including both their academic and social-emotional needs.	20,000
	Technology	Technological investments would support student learning loss by giving students access to computers and internet services at home to complete their homework and make progress in any courses that were impacted by distance learning. In addition to this, it would allow the school to provide staff with the technology they'd need in the classroom to provide learning environments that promote academic progress after learning loss.	50,000
	Social-Emotional and Mental Health Needs	<p>The school has been, and will continue, providing training for the school counselor to support student attendance and promote a college-going culture. It will also continue to provide all staff with trauma informed, restorative justice, and suicide prevention trainings so that school can be a safe place for all students.</p> <p>Meeting students' social emotional needs would also include purchasing fidgets and other resources to help students better concentrate in class, as well as items that create positive school engagement with students and foster a supportive educational environment and sense of school pride.</p> <p>Requests for P.E. Equipment: P.E. is essential to students' mental and physical wellbeing. This equipment would allow them to experience a diverse curriculum in which they can play various sports, participate in conditioning exercises, and learn mindful movement</p>	10,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		practices like yoga. A focus on P.E. is more important than ever as students must counter the sedentary lifestyle of excessive screen time.	
	Summer School	The school plans to provide summer school as an opportunity to address learning loss and also address academic needs. Through this, it would be able to provide foundational literacy and math support, and assess what the learning needs are while also providing needed resources.	15,000

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

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Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures

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
Social Emotional and Mental Health Needs	<p>This is done on a daily basis as teachers do daily student check-in's and so does the school counselor. The staff trainings occur as the trainings are made available but the staff usually meets for professional development two times a month and participates in other trainings throughout the week that are not school-led. This can include in-person or online trainings.</p> <p>The AVID teachers and the school counselor keep in daily communication with students about their social emotional and mental health needs. The teachers will engage in various activities to address these needs, which can include anything from the implementation of circles and social well-being activities, to P.E. activities. The teachers also engage in reflections to monitor the progress of student impact.</p>	Daily, weekly, and ongoing. The activities of this will also happen in students' AVID and content classes, which would involve daily progress monitoring.
Academic Progress - Transcripts and APEX	<p>Academically, student transcripts are reviewed by the school counselor and discussed with teachers, students, and guardians, so missing credits due to the COVID-19 pandemic can be made up in time for graduation.</p> <p>The staff can also see students' learning progress with APEX immediately, as it gives live updates on their progress with their credit recovery course.</p>	The school counselor conducts weekly student transcript progress checks and meets with high school students monthly with an update about their graduation track. APEX monitoring is done daily and the teachers speak to students about progress updates daily.
Academic Progress - Supplemental Online Platforms and Instructional Supplies	The teachers can check on this daily through the internal daily student learning progress from day-to-day learning, through their daily reviews of how instruction went for the classes. They also check throughout the year as they continue	This will be done on a daily and ongoing basis.

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
	to asses the implementation and progress of the interventions in the classrooms.	
Academic Progress - Tech	<p>The tech will be provided to students to ensure that they have what they need to be successful in school while they are at home.</p> <p>The school will check to see who needs the tech and continue to monitor that they are able to engage in their learning from home as well to help with the learning loss that students have experienced.</p>	This will be done daily as teachers and office staff will be able to check students' progress on assignments and check in with them to see what additional resources are needed to support the learning loss they have experienced.

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.
- **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.).

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