ESSER III Expenditure Plan

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

For more information please see the Instructions.

Other LEA Plans Referenced in this Plan

Plan Title	Where the Plan May Be Accessed
Local Control and Accountability Plan (LCAP)	The LCAP is located under *Important Info* on the main menu. *Important Info* will take you to the LCAP. Click here for the LCAP landing page.
EDCOE Learning Recovery Plan	To see implementation timeline and expenditures for the proposed EDCOE Learning Recovery Plan, click here.

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.

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Total ESSER III funds received by the LEA

$885,549.00

Plan Section	Total Planned ESSER III Expenditures
Strategies for Continuous and Safe In-Person Learning	$330,000.00
Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)	$555,549.00
Use of Any Remaining Funds	$ 0.00

Total ESSER III funds included in this plan

$885,549.00

Community Engagement

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

Expenditure Plan.

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

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

The LEA was unable to physically meet with key stakeholders, but did publish various electronic surveys in order to solicit feedback from all interested parties (students, staff, parents). Surveys included a School Climate and LCAP Budget Survey. The School Climate Survey collected parents', staff (certified and classified), and students' overall satisfaction with the school program, areas of improvement, and perceptions related to safety and COVID mitigation strategies. (The REACH School Site Council (RSSC) was consulted in the development of the parent survey questions.)

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As it pertains to the LCAP, the LEA polled parents and staff for feedback and input related to the proposed goals, actions, services, and expenditures. Both surveys were administered during the Spring trimester of 2021 with time between each survey cycle to allow stakeholders enough time to respond.

The surveys were released electronically through Jotform, a surveying online application, and shared via various electronic platforms Class Dojo with all stakeholders. Considering that a large portion of students attended in-person instruction during the spring semester, teachers dedicated time, in-class, to administer the climate survey to students. For students that were on a hybrid or distance learning for the year, teachers shared the survey via various online portals (e.g., Seesaw and Google Classrooms). The 4th-6th grade student survey included a section for students to share thoughts and feelings related to feelings of safety, connection, and academic rigor. Each survey collected anonymous responses.

The survey responses were shared with two of our school governing bodies, the REACH Governing Board and the School Site Council through regularly scheduled meetings.

STAKEHOLDER ENGAGEMENT:

Parent feedback data for the ESSER III Plan was extracted from the various meetings that were held last year. The LCAP and other accountability plans consist of a parent involvement criteria component intended to assist parents in holding LEAs accountable for delivering sound instruction using multi-tiered systems of support in a safe and caring environment. To ensure that-the ESSER III Expenditure Plan was influenced by stakeholder input, REACH used the following data sources in curating an allocation plan for ESSER III funding:

Climate Surveys

The LEA conducted climate surveys during Spring of 2021. Parents, students, and school staff, which includes teachers, administrators, and other personnel, were polled via a climate survey seeking input and feedback in key areas related to school operations. The climate survey included questions pertaining to academic rigor, social-emotional needs, school climate, school communication, parent engagement, and feedback around COVID-19 protocols. Through the parent survey, the school was able to note that families continued to be satisfied with the quality of instruction and praised the teaching and classified staff for their commitment during the pandemic. Grade-level specific climate surveys suggested high student satisfaction rates in the area of social-emotional support, particularly as it relates to feelings of safety, belonging, feeling seen and being heard.

Meetings

Parent participation in meetings has improved significantly with the use of the Zoom platform. However, the LEA still finds that parent participation drops precipitously when meetings' primary focus is on the LCAP and other compliance areas soliciting parent participation related to school operations. For this reason, the LEA proactively accessed the various parents committees when seeking parent feedback pertaining to plans, actions, services, and goals outlined in the various plans. Said parent meetings included the REACH School Site Council (RSSC), English Language Advisory Committee (ELAC) and African American Advisory Council (AAPAC). In such meetings, school administrators reviewed local assessment data, proposed goals, actions, services, and funding allocations and solicited parent feedback with regards to each goal, action, service and expenditure. By using existing

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platforms, which also included regularly scheduled board meetings, the school was able to speak directly to its stakeholders and get their feedback. Summations of the outcomes were then shared at a parent meeting allowing an opportunity for final feedback from parents to be heard in order to capture a full spectrum of ideas and opinions.

Public Comment Sessions

The LEA receives stakeholder feedback from public comment sessions. Notifications go out well in advance of meetings. Reminders are sent on various platforms to solicit as many parent participants as possible. Platforms include: ClassDojo, email, text messages and robo calls. Participation for stakeholder meetings continues to be low which is why the LEA also includes climate surveys as a means for gathering feedback and data from all stakeholders.

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

Information from climate surveys and parent meetings was used to identify stakeholder input. Common themes were noted. Areas of improvement were identified and included in the actions and services. Funds were then allocated to ensure full implementation of each goal.

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

$330,000.00

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
NA	Furniture Purchase	Due to the pandemic, students are not allowed to congregate in large settings, and instead of eating in the	$80,000.00

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| | | school multi-purpose room, the school has two options for lunch and snacks: (1) students may eat at their desks inside the classroom or (2) students may eat outdoors when weather permits. Due to the great weather in Southern California, it makes sense to allow students to eat outdoors as often as possible since masks must be removed indoors when eating. Therefore, the LEA will purchase outdoor lunch benches and install a shade structure in order to provide adequate seating and maximum comfort for eating outdoors for snack and lunch. | |
| NA | Construction. Facility expansion. | The single site charter has 2 classrooms that are smaller in size that do not allow adequate opportunity for physically distancing students. The LEA will install one new modular building 20 x 40 and will expand the size of an existing modular building (from 20 x 30 to 20 x 40) thereby providing more space for students and better opportunities for physically distancing while learning indoors. | $250,000.00 |

Addressing the Impact of Lost Instructional Time

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

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

$555,549.00

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
$15,000.00 addressed in EDCOE Learning Recovery Plan	Reading acquisition for students experiencing learning loss due to COVID19 pandemic.	Read 180/System 44 to address reading loss. To address learning loss for all students at risk of failure, the LEA will devote additional instructional time, outside of core instruction, for students to interact with and benefit from	$45,000.00

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under Reading Program		the research-based online reading program. The program remediates and plugs missing skills allowing an opportunity for struggling readers to catch up with their grade level peers.	
NA	Software to support learning recovery of EL students.	Lexia English. Lexia English software purchase and use will address the learning loss in students for whom English is a second language.	$4,600.00
NA	Software to support acquisition of reading in TK/Kindergarten students	Lexia Core 500. Lexia Core 500 software purchase and use is intended to address the learning deficits in TK/K students allowing them to catch up with grade level peers.	$1,700.00
NA	Teacher supports to undergird classroom instruction	Instructional coaching to support classroom instruction. Supports include lesson planning, coaching and feedback, lesson observations, modeling and collaboration over a two year period. This action includes 1.0 FTE instructional coach and .75 FTE assistant principal.	$315,000.00
NA	Intervention to address impact of lost instructional time	Expansion of Intervention Team. The LEA has a dedicated team of intervention specialists that provide support to the teaching staff by working in small groups or 1:1 with students. The team of intervention staff is overseen by our administrative instructional specialist. This action includes the hiring of 2 additional staff members: 1.0 FTE Certified Staff (55,000) and 1.0 FTE Classified Staff (35,000).	$90,000.00
NA	Acquisition and Use of Technology to support student learning	Increase Access to Technology. Promote digital literacy and enhance overall academic performance through the use of technology: (1) purchase 10 additional devices per classroom in TK-K, and (2) Replace and repair existing technology.	$20,000.00

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| NA | Core Curricula Materials/Student Supplies | Purchase, Replenish Learning Materials aimed at supporting struggling learners. Curriculum, Materials, and supplies shall be purchased over the next two years to support in-person learning. Materials include individual sets of math and other center materials, purchase of resources, curriculum supplemental materials as well as additional reading materials and supplies. | $79,249.00 |

Use of Any Remaining Funds

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

Total ESSER III funds being used to implement additional actions

$0.00

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
NA	NA	None	NA

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
Ongoing Progress Monitoring	Using common assessments, assessment data from reading and math software, spiral review and in the moment checks for understanding, teachers will monitor student progress and understanding of key academic concepts on an ongoing basis.	Daily, Weekly

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	Daily progress monitoring allows teachers to adjust instruction based on student need and in so doing are able to reteach a lesson, spiral review, and adjust the pace of a lesson, in the moment, in order to maximize student learning.	
Reading Acquisition: All students reading by 4th grade and a catchup plan for students reading below grade level in grades 4 through 6.	Beginning with baseline data in both Renaissance STAR and DIBELS Assessments, reading progress will be assessed and tracked throughout the school year to ensure that students are making adequate progress towards end of the year goals. Using Child Find, students suspected of a disability will be identified. All students not making adequate progress towards end of the year goals will receive intervention support.	After initial baseline assessments are administered, progress will be monitored once per trimester for STAR Assessments and twice per year using DIBELS data.
Reading and Math Proficiency: Reading and Math supports for all students not making adequate progress towards end of the year goals.	Beginning with baseline data in Renaissance STAR for both English Language Arts and Mathematics, student academic levels will be assessed and monitored for progress towards end of the year goals. All students not making adequate progress will receive additional supports by way of small group instruction with the classroom teacher, small group pull-outs/push-ins by intervention and special education team (where applicable). Some students will receive free tutoring after school. All students not at grade level participate in 30 additional minutes per day of _Learning Academy_ where missing skills are retaught and gaps in learning addressed.	After initial baseline assessments are administered, progress will be monitored once per trimester.

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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 September 30, 2021 and must be submitted for review and approval within five days of adoption. A school district must submit its ESSER III Expenditure Plan to its COE for review and approval; a COE must submit its plan to the California Department of Education for review and approval. A charter school must submit its plan to its chartering authority for review and to the COE of the county in which the charter school operates for review and approval.

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

- Written in an understandable and uniform format;

- Written in a language that parents can understand, to the extent practicable;

  o   If it is not practicable to provide written translations to a parent with limited English proficiency, the plan must be orally translated for parents

- Provided in an alternative format to a parent who is an individual with a disability as defined by the Americans with Disabilities Act, upon request; and

- Be made publicly available on the LEA's website.

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

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

Fiscal Requirements

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

- For purposes of this requirement, "evidence-based interventions" include practices or programs that have evidence to show that they are effective at producing results and improving outcomes when implemented. This kind of evidence has generally been produced through formal studies and research. There are four tiers, or levels, of evidence:
  - **Tier 1 – Strong Evidence**: the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented randomized control experimental studies.

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

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

  - **Tier 4 – Demonstrates a Rationale**: practices that have a well-defined logic model or theory of action, are supported by research, and have some effort underway by a State Educational Agency, LEA, or outside research organization to determine their effectiveness.
- For additional information please see the Evidence-Based Interventions Under the ESSA web page at https://www.cde.ca.gov/re/es/evidence.asp.

- The LEA must use the remaining ESSER III funds consistent with section 2001(e)(2) of the ARP Act, including for:
  - Any activity authorized by the Elementary and Secondary Education Act (ESEA) of 1965;
  - Any activity authorized by the Individuals with Disabilities Education Act (IDEA);
  - Any activity authorized by the Adult Education and Family Literacy Act;
  - Any activity authorized by the Carl D. Perkins Career and Technical Education Act of 2006;
  - Coordination of preparedness and response efforts of LEAs with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to COVID-19;
  - Activities to address the unique needs of low-income students, students with disabilities, English learners, racial and ethnic minorities, homeless students, and foster youth, including how outreach and service delivery will meet the needs of each population;
  - Developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs;
  - Training and professional development for staff of the LEA on sanitation and minimizing the spread of infectious diseases;

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

- Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under IDEA, and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements;

- 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;

- o Developing strategies and implementing public health protocols including, to the greatest extent practicable, policies in line with guidance from the Centers for Disease Control and Prevention (CDC) for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff;
- o Other activities that are necessary to maintain the operation of and continuity of services in LEAs and continuing to employ existing staff of the LEA.

Other LEA Plans Referenced in this Plan

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

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

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

Summary of Expenditures

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

Instructions

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

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

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

Community Engagement

Purpose and Requirements

An LEA's decisions about how to use its ESSER III funds will directly impact the students, families, and the local community, and thus the LEA's plan must be tailored to the specific needs faced by students and schools. These community members will have significant

insight into what prevention and mitigation strategies should be pursued to keep students and staff safe, as well as how the various COVID–19 prevention and mitigation strategies impact teaching, learning, and day-to-day school experiences.

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

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

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

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

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

    - Students who are low-income;

    - Students who are English learners;

    - Students of color;

    - Students who are foster youth;

    - Homeless students;

- ▪ Students with disabilities; and

- ▪ Migratory students.

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

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

Instructions

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

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

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

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

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

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

- ● For the purposes of this prompt, "aspects" may include:

  - ○ Prevention and mitigation strategies to continuously and safely operate schools for in-person learning;

  - ○ Strategies to address the academic impact of lost instructional time through implementation of evidence-based interventions (e.g. summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs);

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

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

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

Planned Actions and Expenditures

Purpose and Requirements

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

Instructions

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

Strategies for Continuous and Safe In-Person Learning

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

- If the action(s) are included in another plan, identify the plan and provide the applicable goal and/or action number from the plan. If the action(s) are not included in another plan, write "N/A".

- Provide a short title for the action(s).

- Provide a description of the action(s) the LEA will implement using ESSER III funds for prevention and mitigation strategies that are, to the greatest extent practicable, in line with the most recent CDC guidance, in order to continuously and safely operate schools for in-person learning.

- Specify the amount of ESSER III funds the LEA plans to expend to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA.

Addressing the Impact of Lost Instructional Time

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

- If the action(s) are included in another plan, identify the plan and provide the applicable goal and/or action number from the plan. If the action(s) are not included in another plan, write "N/A".

- Provide a short title for the action(s).

- Provide a description of the action(s) the LEA will implement using ESSER III funds to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs.

- Specify the amount of ESSER III funds the LEA plans to expend to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA.

Use of Any Remaining Funds

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

- If the action(s) are included in another plan, identify the plan and provide the applicable goal and/or action number from the plan. If the action(s) are not included in another plan, write "N/A".

- Provide a short title for the action(s).

- Provide a description of any additional action(s) the LEA will implement to address students' academic, social, emotional, and mental health needs, as well as to address opportunity gaps, consistent with the allowable uses identified above in the Fiscal Requirements section of the Instructions. If an LEA has allocated its entire apportionment of ESSER III funds to strategies for continuous and safe in-person learning and/or to addressing the impact of lost instructional time, the LEA may indicate that it is not implementing additional actions.

- Specify the amount of ESSER III funds the LEA plans to expend to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA. If the LEA it is not implementing additional actions the LEA must indicate "$0".

Ensuring Interventions are Addressing Student Needs

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

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

Complete the table as follows:

- Provide the action title(s) of the actions being measured.

- Provide a description of how the LEA will monitor progress of the action(s) to ensure that they are addressing the needs of students.

- Specify how frequently progress will be monitored (e.g. daily, weekly, monthly, every 6 weeks, etc.).

California Department of Education
June 2021

Table A1

Student Groups	Highest Priority Needs
Students from Low Income Families	- Closing the digital divide - Chronic absenteeism - Mental health and trauma - Closing the achievement and opportunity gaps - Cost-effective child care
Students fo color: Line item for each.	- Nutrition services to address food insecurities - Academic supports to address learning acceleration - Increased social and emotional support and wraparound services for students who may be facing additional hardships during the pandemic - Formative Assessments, observations, and local data to determine instructional levels - Access to reliable technology, including devices, broadband, and connectivity
Students by Gender: Line item for each.	Next year's data
English Learners	- Designaged, integrated English Language Development (ELD) for all ELs during transition back to in-person instruction - Increased social and emotional support and wraparound services for immigrant students who may be facing additional hardships during the pandemic - Formative assessments, observations, and local data to determine instructional levels for all typologies of students who are English Learners, newcomers, ELs with disabilities, etc.) - Access to reliable technology, including devices, broadband, and connectivity - Development and support of English Learner Advisory Councils in order to promote and encourage parent and family participation
Students Experiencing Homelessness	- Academic, social and emotional programs, and mental health supports - Outreach to identify families experiencing homelessness and ensuring families self-identify as experiencing homelessness in order to connect them with additional resources - Ensuring student attendance and academic learning engagement in an effort to support learning

	acceleration. ● Access to stable housing and stable food sources for families
Children and youth in foster care	● Intentional, scheduled communication to reengage them in school ● Targeted interventions to address learning acceleration ● Community partnerships and collaborations to re-evaluate policies and strategies for youth in care

TABLE C1.

Funding source	Prior/current SEA and LEA uses (including funding amounts, if applicable)	Planned SEA and LEA uses (including funding amounts, if applicable)
ESSER I SEA Reserve (CARES Act)	$112,231,000 was allocated to increase rates for specific meals served during the pandemic. Eligible LEAs received an increased rate of $0.75 for breakfasts and lunches served during statewide closures from March 13, 2020, through August 2020. The CDE began issuing rate increase payments in December 2020. $45,000,000 was awarded, on a competitive basis, for grants to LEAs, including COEs, to support and expand existing community schools. Community schools that provide integrated pupil supports, community partnerships, and expanded learning opportunities will help address the trauma and loss of learning that have resulted from the COVID-19 crisis. $6,000,000 for University of California Office of the President Subject Matter Programs to support learning acceleration in mathematics, science,	*The SEA has allocated all available funds.*

	and English and language arts through existing California Subject Matter Projects. $1,500,000 for state administration.	
Governor's Emergency Education Relief Fund (GEER I) (CARES Act)	$355,227,000 (California's entire GEER I allocation) was awarded to LEAs based on special education count, pupils age three to twenty-two by district of service. The GEER I Fund (along with other state and federal funds) shall be used for activities that directly support academic achievement and learning acceleration related to COVID-19 school closures. The GEER I Funding was packaged with $4,439,844,000 in federal Coronavirus Relief Fund (CRF) and $539,926,000 in state general fund for this purpose.	*The SEA has allocated all available funds.*

| CRF (CARES Act) | $4,439,844,000 in federal CRF was awarded to LEAs based three different formulas, including one based on share of students with exceptional needs, one based on LEA share of specified individuals including low-income students, homeless students, and foster youth, and one based on share of overall school funding.

The CRF (along with other state and federal funds) shall be used for activities that directly support academic achievement and learning acceleration related to COVID-19 school closures.

The CRF was packaged with $355,227,000 in GEER I (California's entire allocation) and $539,926,000 in state general fund for this purpose. | *The SEA has allocated all available funds.* |

ESSER II SEA Reserve (CRRSA Act)	*Funds not yet disbursed; it is estimated that disbursement of these funds will begin in December 2021.*	$670,963,000 (California's entire ESSER II SEA Reserve) will be combined with GEER II, ESSER III SEA Reserve and State General Fund dollars to fund $4.6 billion in Expanded Learning Opportunity (ELO) grants. ELO grants will be used as part of a learning recovery program that includes accelerated learning, additional instructional time, integrated pupil supports to address other barriers to learning, and more activities.

GEER II (CRRSA Act)	*Funds not yet disbursed; it is estimated that disbursement of these funds will begin in December 2021.*	$153,966,000 (California's entire GEER II share) will be combined with ESSER II SEA Reserve, ESSER III SEA Reserve, and State General Fund dollars to fund $4.6 billion in Expanded Learning Opportunity (ELO) grants. ELO grants will be used as part of a learning recovery program that includes accelerated learning, additional instructional time, integrated pupil supports to address other barriers to learning, and more activities.

Notes:

The investment ensures that the students have the supports they need to learn and thrive, including integrated health, mental health, and social services, alongside with high-quality, supportive instruction through expanded learning time, such as tutoring. The funding for the California Community Partnership Act is targeted at communities with high levels of poverty, and grantees may provide the following support services:

- Health and wellness services, including physical examinations, immunizations, hearing and visions screening, and a variety of mental health services.
- Training for teachers, early educators, and school personnel in the detection of mental health problems, the impact of trauma and toxic stress, trauma-informed care and education, building resiliency, and helping pupils and families heal.
- Outreach, risk assessment, and education for pupils and families.
- Youth-focused substance use disorder prevention and treatment programs that are culturally and gender competent, trauma informed, and evidence-based.
- Family support and parenting education, including child abuse prevention and parenting programs such as home visits or, when in-person home visits are not possible, virtually conducted home visits.
- Academic support services, including tutoring, mentoring, employment, and community service internships, and in-service training for teachers and administrators.
- Counseling, including family counseling, peer-to-peer counseling, and suicide prevention.
- Services and counseling for children who experience violence, toxic stress, or adverse childhood experiences in their communities.
- Nutrition services to reduce food insecurity.
- Youth development services, including tutoring, mentoring, career development, and job placement.

Using data collected from LEAs, CDE will report out on all available data to help inform both LEAs and the public on the impact of current strategies and progress on those strategies. This data includes the following, disaggregated by student group where applicable:

- Assessment results, including assessments other than California Assessment of Student Performance and Progress (CAASPP)
- Chronic absenteeism
- Suspension and expulsion
- Student access to appropriately credentialed and assigned teachers
- School staffing reports
- Results of school climate surveys
- Per-pupil expenditure data