



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
Local Control and Accountability Plan 2021	https://universitycharterschools.csuci.edu/Domain/110
Expanded Learning Opportunities Grant Plan	https://universitycharterschools.csuci.edu/Page/2594

Summary of Planned ESSER III Expenditures

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

Total ESSER III funds received by the LEA

1,086,484

Plan Section	Total Planned ESSER III
Strategies for Continuous and Safe In-Person Learning	124,488.40
Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)	599,779
Use of Any Remaining Funds	362,217.11

Total ESSER III funds included in this plan

1,086,484

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.

Community engagement is vital to the development, implementation, and accountability of school programs. Stakeholder groups need to meet throughout the year and have regular conversations about school progress toward goals and make changes to actions and services as they are deemed appropriate. The School Site Council, which is open to the public, acts as the Parent Advisory Committee and they meet regularly throughout the school year. While the SSC is specifically charged with examining the use of Federal Funds, UPCS has broadened their role to look at all of our programs as a whole. There were also opportunities to get the broader perspective from the school community through input meetings and a family survey. UPCS students and teachers were also given an opportunity to respond to a survey that helped to guide the development of the school's plans including the LCAP and all COVID relief money including ESSER. As new funding resources have been allocated, UPCS has added them to the regular opportunities for community input. By looking at all of these funding sources together UPCS was able to create programs and services that would be sustainable for 3-4 years and include them in the schools 21-24 LCAP.

Meetings with community groups are designed to explain the funding sources available to the school and the associated regulations and priorities. In this last year schools were presented with a new set of challenges related to the COVID-19 pandemic. Community members are provided background information like demographics, current data, and the metrics used to evaluate the current needs of students at the school and specifically the current needs of the underserved populations. Examples of things covered and discussed in each of these meetings include: an up-to-date review of the current year plan including a look at metrics, and goal setting for next year's plan. Through facilitated conversations parents/community members/student groups are given the opportunity to share their ideas for school improvement.

Family/Community input meetings specifically about goals related to the school plan and the use of local and federal resources:
August 3 and 4, 2020
April 29, 2021

Annual Family Survey:
May 2021

Annual Student Survey: This data is disaggregated by grade, special education, low income, and English learner status to assist the school in determining unique challenges that may be specific to these underserved groups.
May 2021

Annual Teacher/Staff Survey:
April/May 2021

The Board of Directors, SSC, and ELAC meet 1 time a month in general. At each of these groups meetings the current goals, actions, services, and metrics are discussed. These ongoing conversations around the plan keep the it alive and allow the school to make adjustments when things aren't working.

Board of Directors Meetings:

July 31, 2020
August 20, 2020
August 28, 2020
September 11, 2020
October 30, 2020
November 20, 2020
December 11, 2020
January 28, 2021
February 26, 2021
March 26, 2021
April 30, 2021
May 27, 2021
June 25, 2021

School Site Council (Parent/Teacher/Staff Advisory)

September 22, 2020
November 17, 2020
January 26, 2021
February 23, 2021
March 23, 2021
April 27, 2021
May 25, 2021
June 15, 2021

English Learner Advisory Council

September 29, 2020
November 17, 2020
January 26, 2021
February 23, 2021
March 30, 2021
May 21, 2021
June 3, 2021

The school leadership team regularly participates in a cycle of improvement. The meetings below were specifically focused on the 21-24 school plan.

Leadership Team - Admin, TOSA, and School Counselor

February 8, 2021

February 11, 2021

February 18, 2021

March 2, 2021

March 4, 2021

March 15, 2021

April 21, 2021

April 28, 2021

April 29, 2021

Consultations were held with the following:

VCOE - Equity Conference: Examining access, capacity, opportunity and outcomes for underserved students (English learners, students of color, foster youth, homeless youth)- February 25, 2021

VCOE - SELPA (Special Education)- March 2, 2021

VCOE - Homeless/Incarcerated Youth - April 23, 2021

Boys and Girls Club of Camarillo- 6/25/2021

Ventura County Diversity Collective - Holly Baxter August 12, 2021

While our Native American population is small, UPCS will be consulting with the Indian Education Consortium to better understand the needs of this community.

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

The ESSER III Plan was developed in conjunction with the schools LCAP. During the 20-21 school year there were thoughtful conversations and opportunities for input. The goals, actions and services for our comprehensive LCAP and use of Federal Funds including COVID money, were developed after themes emerged in the feedback. The parent/teacher advisory group spent the most time discussing things related to the development of goals, actions and services related to the schools plan and the use of both state and federal resources. The two main themes that emerged were that of social-emotional and learning gaps and the need for comprehensive supports and programs to address the increased needs. Opportunities for intervention, assistance, and extension of the school year into the summer to assist with the learning gap and acceleration of learning. A focus on the further development of social emotional supports both within the classroom and with pull out programs and counseling. After school opportunities came up in with both student and family surveys for both academic support and school connectedness and social emotional support through sports and enrichment clubs. Teachers and community members expressed concerns about meeting the increased needs of students because of further gaps between students achievement levels due the pandemic. The professional development plan for the year was designed to address this concern specifically. Professional development is

focused on meeting the various needs of students within Tier 1 instruction. The parent/teacher advisory made decisions for the ESSER III money in light of the other funding sources for the 21-24 school years to complement one another and create a cohesive plan.

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

124,488.40

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
N/A	PPE, cleaning and sanitation supplies	Purchase of supplies to sanitize and clean, PPE for students and staff. This will help prevent the spread of COVID 19 (Allowable Use 7)	6,000
N/A	Additional Custodial and Campus Supervisors	Additional staff to support COVID mitigation Plan (Allowable Use 15 and 16)	118,488.40

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

599,779

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP Goal 1, Action 1 and ELO Strategy Area # 6	Intervention Program Staffing	UPCS will provide reading and math intervention opportunities before, during, and after school and during school breaks, fall break and spring break. Due to lost instructional time and learning gaps created by the pandemic, this program's goals are to increase outcomes for and address the unique needs of our most challenged subgroups: homeless, English Learners, low socioeconomically disadvantaged, students with disabilities and any student at-risk of not meeting grade level standards. Additional staff will be allocated to provide these services. Intervention services will be provided by fully credentialed teachers. (Allowable Use 4 and 12)	280,000
LCAP Goal 1, Action 3 and ELO Strategy Area # 1	Summer School 22, 23, 24	UPCS will provide a full day summer school program that will include opportunities for intensive extended year intervention integrated with theme based enrichment. This is in order to address the lost instructional time due to the pandemic. (Allowable Use 11 and 20% allowable use 1)	195,000
LCAP Goal 3, Action 3	Increased School Psychologist Contract	UPCS will contract additional hours (20%+)with the school psychologist, beyond what is required to support special education programs, to support work around social emotional supports and programs and increase needs of students due to pandemic. (Allowable Use 20% - 7)	36,779
LCAP Goal 1, Action 4 and ELO Strategy Area #2	Increased Instructional Aide Time	UPCS will provide the K/1 teachers will a 3 hour aide daily to assist challenges young students are facing due to the pandemic. In the past the teachers had a 1.5 hour aide daily. The aides will assist with differentiation in the classroom and allow for a smaller adult to student ratio. Aides will receive training from the Curriculum and Instruction Team. (Allowable Use 4 and 12)	80,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP Goal 1, Action 8	Increased Instructional Aide Time for Special Education Students	UPCS will increase the special education instructional aides from 5.5 hours a day to 6.5 hours a day to better support special education programs and the increased needs students are experiencing due to the pandemic. (Allowable Use 4 and 12)	8,000

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

362,217.11

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP Goal 3, Action 1, ELO Plan Strategy Area #3	Social Emotional Curriculum and Supports	UPCS will continue to support the social and emotional needs of our students through conflict resolution and the adoption of a K-5 SEL curriculum and a 6-8 curriculum that will compliment the foundation we have already built over the last couple of years. This includes assemblies for students. Students social emotional needs have increase as a result of the pandemic. (Allowable Use 10 and 20% use 8, 7)	15,000
LCAP Goal 2, Action 8	Professional Development focused on Resilience and Trauma Informed Practices	UPCS will provide faculty and staff with training focused on resilience and trauma informed practices. Students social emotional needs have increase as a result of the pandemic. (Allowable Use 10 and 20% 8, 7)	28,000
LCAP Goal 3, Action 4	SEL supports in and out of the classroom	UPCS will provide a trained paraprofessional to work in a non-directive play area in 1:1 session for K/1 students referred by teachers and identified using a screening tool. Each K-5 classroom will have a Calming Corner for students to access as a safe space. Calming Corners will be	8,500

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		equipped with comforting objects and soothing materials that can promote mindfulness, breathing, and reflection Sensory Paths will be painted around the school to provide students opportunities to engage in activities that trigger the brain to make connections between sight, touch, sound and enable student to complete complex, multi-stage tasks. Students social emotional needs have increase as a result of the pandemic. (Allowable Use 10 and 20% 8,7)	
LCAP Goal 3, Action 2	Counseling Services	UPCS will employ a fulltime school counselor as well as contract for additional counseling with an outside agency. We believe that our students, especially unduplicated student groups, may suffer traumas from the pandemic that may require additional supports over the next several years. Students social emotional needs have increase as a result of the pandemic.(Allowable Use 10 and 20% 8,7)	24,000
LCAP Goal 3, Action 10	After School Programs	UPCS will offer extended after school opportunities to students to support social-emotional interconnectedness. This will address increased social emotional and interpersonal challenges students are facing due to the pandemic. (Allowable Use 11)	29,717.11
LCAP Goal 1, Action 6	Access to After School Programs	Provide bussing to the Camarillo Boys and Girls Club. Students are provided with a safe and affordable childcare program, enrichment programs, sports programs, and homework help/tutoring. his will address increased social emotional and interpersonal challenges students are facing due to the pandemic. (Allowable Use 11)	25,000
LCAP Goal 1, Action 10	Materials to Support Language Arts and Reading in English and Spanish	UPCS is committed to providing students with a wide range of reading materials to increase reading fluency and comprehension and a general passion for reading. To accomplish that goal UPCS will expand classroom libraries, the school physical library, and the school digital library. As a result of the pandemic, UPCS has an increased need for both physical books, lost during distance learning and more digital books that students can access at all times. (Allowable Use 4 and 12)	73,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP Goal 2, Action 1	Learning Partnership Professional Development	Teachers will participate in job-embedded professional development working with grade level teams, support personnel, and a partner teacher. To provide time in classrooms, putting into practice what is being studied, UPCS has also increased the number of collaboration days for teachers to provide more days, built into the regular work day, where teachers can learn together. A primary focus of this work will be on strategies for meeting the diverse needs and achievement gap of our unduplicated pupils. Due to the pandemic, the range of needs in a classroom have grown exponentially and require increased skills on the part of the teacher to provide low floor/high ceiling tasks, differentiation, and intervention. (Allowable Use 3, 4, 12)	119,000
LCAP Goal 1, Action 9	Technology	UPCS will maintain the technology and equipment needed for teaching and learning and to support school closures and students on quarantine/isolation due to COVID. (Allowable Use 8)	40,000

Ensuring Interventions are Addressing Student Needs

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

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
PPE, cleaning and sanitation supplies	The Executive Director, health tech, and custodial staff will monitor the use of PPE, cleaning and sanitation supplies and make sure the guidelines are being followed by completing site inspections, inventory monitoring, and	Ongoing Monitoring will be done monthly by site inspection and annually via a parents, student, staff survey. (refer to CDC/VCPH/CDPH guidance)

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
	survey responses regarding the status of facilities.	
Additional Custodial and Campus Supervisors	The Executive Director and Director of Student Services will monitor that COVID protocols are being adhered to with fidelity.	Ongoing Additional needs will be assessed regularly in conjunction with changes to CDC/VCPH/CDPH guidance.
Intervention Program Staffing	This action will be monitored by the Director of Curriculum and Instruction and/or the Intervention Coordinator during bi-weekly scheduled meetings with the Intervention Team. During these meetings, student data will be reviewed to ensure that students are placed in appropriate interventions and informed determinations on when to exit a student. and that ongoing communication is occurring with the classroom teacher and SST team, as appropriate. Additionally, these positions will be monitored by the Director of Curriculum and Instruction. On-going training will be provided to the intervention team.	Monitoring will occur at minimum bi-weekly. Pre/Post Assessments Trimester Reporting to Families Weekly Team Talk Meetings
Summer School	Students identified for extended year summer school for targeted intervention will be given pre and post assessment and teachers will give weekly formative assessments to monitor effectiveness of the program.	Monitoring will occur weekly. Pre/Post Assessments
Increased School Psychologist Contract	The action will be monitored by the Director of Student Services and Director of Curriculum and Instruction. The team will meet at minimum monthly to discuss the programs, services, and caseloads of service providers working with students in the area of social-emotional supports	Monitoring will occur monthly.
Increased Instructional Aide Time for K/1 classrooms	The effective use of instructional assistants will be monitored by both the classroom teacher and the Director of Curriculum and Instruction. The intention of this intervention is to provide	Monitoring will occur monthly during grade level meetings as well as during student monitoring conferences each trimester.

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
	<p>small group, differentiated instruction for students identified by the classroom teacher via formative or summative assessments. The classroom teacher supervises and plans the intervention program and monitoring tools. Students move in and out of these interventions based on progress towards learning goals. Monitoring will occur monthly during grade level meetings as well as during student monitoring conferences each trimester.</p>	
<p>Increased Instructional Aide Time for Special Education Students</p>	<p>The effective use of special education instructional assistants will be monitored by both the special education teacher and the Director of Student Services. The intention of this services is to provide additional small group, differentiated instruction for students with IEPs. The special education teacher supervises and plans the services provided by the instructional aide.</p>	<p>Monitoring will be done weekly by the special education teacher and adjustments are made based on outcomes and needs.</p>
<p>Social Emotional Programs Social Emotional Curriculum and Supports Professional Development focused on Resilience and Trauma Informed Practices SEL supports in and out of the classroom Counseling Services</p>	<p>The action will be monitored by the Director of Curriculum and Instruction and the Director of Student Services with the assistance of the School Counselor and the School Psychologist. The team will meet at minimum twice a month to review referrals, student progress and implementation.</p>	<p>Monitoring will occur twice a month. Annually students will participate in survey.</p>
<p>After School Programs After School Programs - on campus Access to After School Programs - off campus</p>	<p>The Executive Director and Director of Student Services will review monthly the students who are accessing after school program opportunities. Regular communication with outside service providers regarding student participation and success/challenges.</p>	<p>Monitoring will occur monthly and also be reviewed through the annual student and family surveys.</p>

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
Materials to support Language Arts and Reading in English and Spanish	The Director of Curriculum and Instruction will survey teachers as to their specific student needs for reading materials at various levels and materials will be purchased based on those surveys given annually.	Monitoring will occur annually through a teacher survey and formatively on an as needed basis.
Learning Partnerships - Professional Development	The action will be monitored by the Director of Curriculum and Instruction via formative and summative surveys given to teachers.	Monitoring will occur twice a year through a teacher surveys.
Technology	The Executive Director will work with the technology department to monitor technology repairs and replacements.	Monitoring will happen ongoing as technology tickets are submitted.

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.).

California Department of Education
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