

ESSER III Expenditure Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Baypoint Preparatory Academy San Diego	Sabina Chaar, Executive Director	schaar@baypointprep.org , 760-203-4383

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
N/A	
N/A	

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

\$209,271.00

Plan Section	Total Planned ESSER III Expenditures
Strategies for Continuous and Safe In-Person Learning	\$148,012.27
Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)	\$43,956.30
Use of Any Remaining Funds	\$17,302.43

Total ESSER III funds included in this plan

| \$209,271.00

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.

To ensure Baypoint Preparatory Academy-San Diego (BPA-SD) elicited substantial representation and meaningful interested parties' engagement (interested parties/members: students, teachers/instructional staff, parents, and administration), interested parties were consulted through various methods of communication including surveys, virtual meetings, emails, and school website posting.

In order to help identify students learning loss and areas of greatest need, all interested parties were given an opportunity to engage in discussions during virtual meetings to address the ESSER III Expenditure Plan and the planning process to help identify supplemental instruction and support strategies for BPA-SD students, including at-risk students (low-income students, English learners, foster youth, homeless students, students with disabilities, disengaged students, and students who are below grade level, including, but not limited to, those who did not enroll in kindergarten in the 2020-21 school year).

The use of survey results from students, parents, and staff combined with academic data was essential throughout the process as they provided a systematic and organized way to consolidate information. The surveys were supportive in identifying how to best assist the students with supplemental instructions and support strategies. The results communicated satisfaction with BPA-SD's instructional programs and staff support. The interested parties conveyed that social-emotional well-being and the need for supplemental instructions and support strategies in the area of foundational skills are vital to address the learning loss. As a result, the BPA-SD administration refined and strengthened all the actions within the Plan.

Next, all parties were invited to attend a Parent/English Learner Advisory Committee (PAC/ELAC) meeting to address their students' learning loss and to ask questions. After the meeting, notes and a video recording of the meeting were made available, and efforts were made for all parties to provide feedback to finalize the Plan for supplemental instruction and support strategies.

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

The Plan embodies the perspectives and insights of each of the required members in identifying the unique needs of BPA-SD students, especially related to the effects of the Covid-19 pandemic. When the members' surveys revealed the need for refinement of the BPA-SD operations and schoolwide student outcomes, BPA-SD administration and instructional staff implemented the improvements and outlined the enhancements throughout the document. As a result, BPA-SD administration refined and strengthened all the subgroups and actions within the Plan.

The use of survey results from all members combined with academic data was essential throughout the process as it allowed for a systematic and organized way to consolidate information and analyze effectiveness, perceptions, and greatest needs.

As a result, BPA-SD members became more confident and continued to actively engage with BPA-SD administration and instructional staff. Moreover, BPA-SD teachers became more informed about the needs of their students and direction of the educational program. The above critical and constructive feedback has been crucial in creating improvements to the BPA-SD Plan.

The Plan informed and secured BPA-SD members' commitment to continue fostering and accelerating BPA-SD students' growth, both academically and socially-emotionally. As stated in the Plan actions, framed by all interested parties, BPA-SD's highest priority remains the need for supplemental instruction and the mental-socioemotional well-being of all students, including at-risk students. The successful activities/practices were evident throughout the academic model, adaptive curriculum, and school community engagement. All BPA-SD students, including at-risk students, accessed the adaptive curriculum through small group instruction conducive to academic and personal support for students. The distance learning educational plan delivered equitable and academically differentiated instruction in each subject curriculum, program, and served to enhance and improve student learning.

These activities were possible by providing Chromebooks to all students, purchasing Social Emotional Learning curriculum, and providing extended PD opportunities for BPA-SD staff on newly acquired curriculum and programs. Consequently, an additional improvement was achieved with greater teacher connectedness with students and their parents/guardians to serve their needs (daily instruction, after-school hours tutoring, and a variety of extracurricular activities). These actions will continue into the future academic years stated in the 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

\$148,012.27

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
Action I	BPA-SD Facility	<p>Construction began Spring 2020</p> <p>Completion of Phase I Summer 2021</p> <p>Completion of Phase II Summer 2023</p> <p>BPA-SD site is equipped with mechanical and nonmechanical heating,</p>	\$141,080.55

		ventilation, air conditioning, and filtering systems, portable purification and air booster fans, other control systems, and a more than sufficient number of windows and doors installations to maximize the entry of the natural light and air circulation. The school took on these improvements to ensure airflow and ventilation in the facility would reduce the spread of Covid-19. The school also added an outdoor playground to allow kids for safe outdoor activities.	
Action II	BPA-SD Facility Testing	<p>After the final inspection and approval of the fire, engineering, public works, planning, safety departments, and the California Department of Education-Oversight, BPA-SD welcomed all students to a permanent school facility for the 2021-22 academic year.</p> <p>Additionally, <u>Hers Testing</u> (circulation of fresh air) was conducted in each classroom, office, and other spaces throughout the facility.</p> <p>Moving forward, BPA-SD will ensure that all relevant architecture, building, health, and safety codes are adhered to at all times to provide a positive and safe learning environment for all students.</p>	\$0 - Used other funds
Action III	BPA-SD Facility Maintenance	<p>BPA-SD administration will conduct monthly facility inspections to screen for safety hazards. Staff will notify administrators of any facility issues in need of attention/repair.</p> <p>Daily and weekly deep cleaning services will maintain the facility.</p> <p>To maintain the operation of and continuity of services, BPA-SD will employ the necessary and sufficient number of employees.</p>	\$0 - Normal Duties
Action IV	BPA-SD <u>Covid-19 Safe Reopening/</u>	BPA-SD administration has worked closely with the Governing Board, teachers, and parents/guardians to develop the BCRP Plan and educational programs focusing on getting our students back in school while	\$6,931.72

	<p><u>Prevention Plan (BCRP) –</u></p>	<p>adhering to compliance requirements.</p> <p>The BCRP Plan was developed in consultation with the County of San Diego Health and Human Services Agency (HHSA), California Public Health Services (CDPH), The Division of Occupational Safety and Health (Cal/OSHA), and the California Department of Education.</p> <p>Daily and weekly deep cleaning services will maintain the facility.</p> <p>Adequate supplies to support healthy hygiene behaviors, including face-coverings, tissues, no-touch trash cans, soap, and hand sanitizer dispensers with at least 60% ethyl alcohol for staff and students who can safely use hand sanitizer, will be provided at all times.</p> <p>Personal Protective Equipment (PPE) will be provided at a level appropriate to employee job duties.</p> <p>Staff will be equipped with PPE, including gloves, eye protection, mask, and other appropriate protective equipment as required by the product instructions.</p> <p>Quarterly/as-needed revision of the BCRP Plan will be conducted to reflect changes it needs to address students, staff, and school safety.</p>	
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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

\$43,956.30

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
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Action I	Survey Results Staff	BPA-SD members agreed that supplemental instructions and support strategies in the area of foundational skills in all subjects are crucial to addressing the learning loss.	\$1,226.52
Action II	Program(s) Staff	<p>Additional student support inside of the classroom as well as for before and after school tutoring will help to close the achievement gap brought on by the Covid-19 pandemic. The school will hire two instructional coaches to support classroom learning to bridge any learning deficiencies and hire an additional instructional coach to provide students with before and after school care and tutoring.</p> <p>To help support all of its at-risk students through the academic methods and will provide training to BPA-SD staff on strategies that will address students' social-emotional needs.</p>	\$42,177.86
Action III	Assessment	<p>BPA-SD administration and instructional staff will continually examine assessment data to drive and improve the supplemental instruction in alignment with the Common Core Standards.</p> <p>BPA-SD Blended Learning model/program (station-rotations) will be bridged with the after-school tutoring/foundational program for data sharing and an ongoing adaptation to the individualized student learning plan.</p>	\$0
Action IV	Professional Development (PD)	<p>To ensure the delivery of impactful, targeted, and small group foundation skills instruction, BPA-SD teachers and instructional coaches will undergo extensive professional development delivered by field experts.</p> <p>The PD will focus on methods, skill-sets, and hands-on experience while sharing best practices among colleagues. The PD will train the coaches to effectively perform the following duties:</p>	\$551.92

		<p>The instructional coaches will manage the tutoring program. They will come with experience working with individual students and small groups to reinforce instruction and/or skills within the individualized plan with an emphasis on supporting the needs of at-risk students.</p> <p>Additionally, they will assist all students with a Multi-Tiered System of Support and assessment administration.</p> <p>The instructional coaches will track all student attendance, work completion and chart student progress. Furthermore, the caches will utilize and adopt various individual learning styles while effectively engaging across diverse student populations including at-risk students. All of the above will lay the groundwork for developing a supplemental instruction framework for executing the Plan and future improvements.</p>	
Action V	<p>Materials</p> <p>Educational Services (methods, strategies, techniques)</p>	<p>Learning tools (ex: sensory manipulatives) to enhance collaborative, interactive learning</p> <p>Additional devices (Chromebooks)</p> <p>EL strategies support</p> <p>Multi-Tiered System of Support:</p> <ul style="list-style-type: none"> -Tier I Universal Interventions: small group instruction -Tier II: Targeted Interventions -Tier III: Intensive Interventions <p>English to Spanish translation support</p> <p>BPA-SD administration will monitor the implementation of the Plan by looking at measurable outcomes of at-risk students as well as increase interested parties' knowledge and opportunities to engage in further decision making. This Plan will help all BPA-SD students to succeed, build self-confidence, and become deeply engaged and invested in their</p>	\$0

} learning.

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

\$17,302.43

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
Action I	Creative Back Office Services	Charter School Consulting Firm that supports BPA-SD in developing targeted Covid-19 related strategic plans that are the foundation for BPA-SD fiscal sustainability: budgets, projected cash flows, alternative funding streams, payables and receivables, etc.)	\$4,709.01
Action II	Clifton Larson Allen Audit	Covid-19 related auditing services (Average Daily Attendance, Independent Study Program: synchronous, live interaction, invoices, etc).	\$1,575
Action III	Continuity of Services	Substitute costs for sicknesses, personnel fees for new staff hires, legal fees for new Covid laws, and new POS for nutrition, IT, and parent communication software	\$11,018.42

Ensuring Interventions are Addressing Student Needs

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

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
Social-Emotional Learning (SEL)	Professional development will be provided to all teachers and instructional coaches by mental health professionals with experience in the SEL curriculum to guide instructional staff on scientific practices for adaptive strategies for positive and lasting changes in the social-emotional state of a student. During supplemental sessions, the instructional coaches will monitor student behavior and its effects on students' academic performance (motivation and level of engagement). During the cooperative transmission of data, teachers and Instructional coaches will share documents, and monitor students for signs of emotional changes and stress. As part of the Plan, both the SEL curriculum and PD will be used by instructional staff to improve at-risk students' social-emotional skills and to support the students in their academics and daily/long-term life activities.	Instructional staff daily/weekly monitoring. As needed.
Academics: ELA MAT SCI	<p>To identify students in need of academic, social-emotional, and other integrated student support, BPA-SD's plan for assessing its students will include the use of diagnostic and formative assessments, internal benchmark assessments in all content areas, and members' input. BPA-SD's diagnostic assessments, including Measures of Academic Progress (NWEA MAP) and CAASPP Interim Assessment Blocks (CAASPP-IABs), will provide instructional staff with data to identify students in need of foundational skills and support.</p> <p>The academic year started with BPA-SD instructional staff examining students' diagnostic assessment results and implementing the NWEA MAP benchmark including fall initial ELPAC (EL only) results to establish a baseline for each student. BPA-SD implements NWEA MAP benchmark testing and analysis three times during the academic year (Fall, Winter, and Spring quarters) in order to compare data and observe</p>	<p>Diagnostic: daily/weekly</p> <p>Formative: bi-weekly</p> <p>NWEA: MAP: tri-annually</p> <p>CAASPP: annually</p>

growth over time.

NWEA: MAP and CAASPP-IABs will contain predictive performance with time and reports that use standards to guide the teachers. Additionally, the teachers will monitor the usage and the quality of task completion to evaluate student performance, address any academic regression, and communicate the performance to students and parents. Additionally, the MAP, ELPAC, and CAASPP-IABs data and effectiveness of the academic programs will influence direct changes to the individual student, small group, tutoring/foundational sessions, and class daily schedule and structure as needed.

The CAASPP-IAB assessment results will be directly connected and are accompanied by a "Tools for Teachers" website that provides an assembly of structured instructional resources and teacher PD for targeted interventions and enrichment strategies. BPA-SD instructional staff will use benchmarks to collaborate and determine the effectiveness of instructional practices and students' level of understanding.

Data collected from the diagnostic assessments and personalized learning programs will be evaluated and compared with the students' set goals and outcomes. This process will allow the instructional staff to look at student academic performance, learning loss, and growth over time in English Language Arts, Math, and Science.

ESSER III Expenditure Plan Instructions

Introduction

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

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

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

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

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

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

Fiscal Requirements

- The LEA must use at least 20 percent (20%) of its ESSER III apportionment for expenditures related to addressing the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs.
 - For purposes of this requirement, "evidence-based interventions" include practices or programs that have evidence to show that they are effective at producing results and improving outcomes when implemented. This kind of evidence has generally been produced through formal studies and research. There are four tiers, or levels, of evidence:
 - **Tier 1 - Strong Evidence:** the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented randomized control experimental studies.
 - **Tier 2 - Moderate Evidence:** the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented quasi-experimental studies.
 - **Tier 3 - Promising Evidence:** the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented correlational studies (with statistical controls for selection bias).
 - **Tier 4 - Demonstrates a Rationale:** practices that have a well-defined logic model or theory of action, are supported by research, and have some effort underway by a State Educational Agency, LEA, or outside research organization to determine their effectiveness.
 - For additional information please see the Evidence-Based Interventions Under the ESSA web page at <https://www.cde.ca.gov/re/es/evidence.asp>.
- The LEA must use the remaining ESSER III funds consistent with section 2001(e)(2) of the ARP Act, including for:
 - Any activity authorized by the Elementary and Secondary Education Act (ESEA) of 1965;
 - Any activity authorized by the Individuals with Disabilities Education Act (IDEA);
 - Any activity authorized by the Adult Education and Family Literacy Act;
 - Any activity authorized by the Carl D. Perkins Career and Technical Education Act of 2006;
 - Coordination of preparedness and response efforts of LEAs with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to COVID-19;
 - Activities to address the unique needs of low-income students, students with disabilities, English learners, racial and ethnic minorities, homeless students, and foster youth, including how outreach and service delivery will meet the needs of each population;
 - Developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs;

- o Training and professional development for staff of the LEA on sanitation and minimizing the spread of infectious diseases;
- o Purchasing supplies to sanitize and clean the facilities of an LEA, including buildings operated by such agency;
- o Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under IDEA, and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements;
- o Purchasing education technology (including hardware, software, and connectivity) for students who are served by the LEA that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment;
- o Providing mental health services and supports, including through the implementation of evidence-based full-service community schools;
- o Planning and implementing activities related to summer learning and supplemental after school programs, including providing classroom instruction or online learning during the summer months and addressing the needs of underserved students;
- o 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.

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

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

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

Instructions

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

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

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

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

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

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

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

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

Planned Actions and Expenditures

Purpose and Requirements

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

Instructions

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

Strategies for Continuous and Safe In-Person Learning

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

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

Addressing the Impact of Lost Instructional Time

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

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

Use of Any Remaining Funds

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

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

Ensuring Interventions are Addressing Student Needs

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

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

Complete the table as follows:

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

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