

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 (LCAP)	The 2021-2024 LCAP can be found on Granada Hill Charter's website: https://www.ghctk12.com/charter-governance/accountability-compliance-reports/lcap
Expanded Learning Opportunities (ELO)	The ELO can be found on Granada Hills Charter's website: https://www.ghctk12.com/charter-governance/accountability-compliance-reports/lea

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

Original award - \$6,673,476

Dec 2021 revised entitlement increased by \$412,029 for a total award of \$6,685,505

Mar 2023 revised entitlement increased by \$1,922 for a total award of \$6,687,427

Plan Section	Total Planned ESSER III Expenditures
Strategies for Continuous and Safe In-Person Learning	\$4,899,581
Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)	\$1,665,125
Use of Any Remaining Funds	\$120,800

Total ESSER III funds included in this plan

\$6,685,505

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 following information pertains to presentations of the ESSER III grant to the various standing committees, which includes representative members of the school community. The committees are as follows: GHC Governing Board, English Learner Advisory Committee, Operations Committee, Curriculum and Instruction Committee, Student Services Committee, and the Parent Teacher Student Association.

GHC engaged in a meaningful consultation with our English Learner Advisory Committee (ELAC) on Thursday, September 30, 2021 by presenting an overview of the ESSER III Expenditure plan and actions the school is seeking to implement that address the needs of English Language Learners. Committee members were encouraged to provide input and feedback on the actions described in the plan by contacting Frank Tarczynski, Interim Administrative Director of Instruction.

GHC engaged in a meaningful consultation with our Operations Committee on Wednesday, October 20, 2021 by presenting an overview of the ESSER III fund and reviewing the actions for each section. Committee members were given the opportunity to ask questions during the presentation. Committee members were also informed they could contact Frank Tarczynski, Interim Administrative Director of Instruction, if they have more questions or feedback.

GHC engaged in a meaningful consultation with our Curriculum and Instruction Committee on Thursday, October 21, 2021 by presenting an overview of the ESSER III fund and reviewing the actions for each section. Committee members were given the opportunity to ask questions during the presentation. Committee members were also informed they could contact Frank Tarczynski, Interim Administrative Director of Instruction, if they have more questions or feedback.

GHC engaged in a meaningful consultation with our Governing Board on Monday, October 11, 2021 by presenting an overview of the ESSER III fund, including the expenditure categories and requirements, engagement requirements, and sample of actions that are being considered for the inclusion. **The plan was brought to the Governing Board on Monday, October 27, 2021 for additional comments before motioning to vote on approving the ESSER III Expenditure plan.**

GHC engaged in a meaningful consultation with our Parent Teacher Student Association (PTSA) on Wednesday, October 20, 2021 by presenting an overview of the ESSER III fund and reviewing the actions for each section. Committee members were given the opportunity to ask questions during the presentation. Committee members were also informed they could contact Frank Tarczynski, Interim Administrative Director of Instruction, if they have more questions or feedback.

GHC provides an opportunity for the public to comment on items on the GHC Governing Board agenda. The ESSER III Expenditure Plan was brought to the GHC Governing Board as agenda item #1 for the Monday, October 11, 2021 and Monday, October 27, 2021 meetings. The ESSER III Expenditure Plan also was made available for public review prior to both meetings. During those meetings the public did not provide any comment or input on the ESSER III Expenditure Plan.

GHC engaged in a meaningful consultation with our **Administrative Director for Special Programs** and other Administrative Directors of Instruction through weekly leadership meetings and monthly compliance meetings. Input provided resulted in

the need to add additional COVID-19 safety measures, such as additional PPE, MERV-13 filters, and new furniture. Input from the **Administrative Director for Special Programs** included ensuring students with an IEP or 504 Plan are able to access Tutoring Services and ensuring the Web-Based Educational Applications have accessibility guidelines for students with disabilities.

GHC does not have a student population belonging to Tribes in order to engage in a meaningful conversation about the ESSER III Expenditure Plan.

Though we have students who have disabilities, GHC did not directly engage in meaningful conversations with advocacy organizations. GHC did engage in meaningful conversations with members of our Special Programs, Counseling, and Wellness Center, including school counselors, social workers, case managers, psychologists, and support providers. Input provided from those departments included ensuring equal access to school services for students with disabilities, ensuring vaccine clinics accommodate students and families with disabilities, and ensuring summer programs address the social-emotional and mental health needs of students because of the COVID-19 pandemic, including interrupted learning loss, grieving the loss of a loved one, and difficulty adjusting to in-person instruction.

GHC has a low population of homeless students, foster youth, migratory students, and incarcerated youth. Support and advocacy for these students are managed through the Wellness Center and Counseling. Discussions concerning how to provide support for these students was sought out. Input included ensuring communications with Varsity Tutors does not provide sensitive information regarding those students, yet there is plan for how to provide access to Varsity Tutors' n services. Input also addressed ensuring homeless students and foster youth have access to an updated Chromebook and hotspot and ensuring clear communication regarding vaccine clinic dates and times.

The following Columbia Survey (published April 6, 2021) was used to inform the 2021-2024 LCAP and the Expanded Learning Opportunities Grant Plan. It is included in this expenditure plan as some of the actions from the LCAP and ELO are also included in the ESSER III plan.

- Parents feel confident with the academic program but would like to see social emotional support as students transition back to in-person learning. Lack of socialization was the top concern by far for the TK-8 parents, especially with the young developmental age and for many, being at a new school with no friends. For some, however, whose students had previously suffered anxiety, shyness, or bullying, have seen an improvement in student learning.

- Staff in the TK-8 expressed their most significant social-emotional concern was the young students' lack of opportunity to collaborate with their peers and build relationships that would help with feelings of loneliness and isolation. Twelve percent of the staff felt it was difficult to build community online.
- Stakeholder feedback opportunities were provided through a google form survey. Presentation of summer school and focused efforts around return to school academic intervention and acceleration with a foundation of social emotional learning supports, were provided through School-Based Committee meetings (School Site Council, Student Services Committee, Curriculum and Instruction) and PTSA meetings for the TK-8 program and the 9-12 program. Stakeholders were made aware of the following supplemental instructional support strategies what will be implemented with the grant:

GHC solicits weekly feedback from students and parents through a text-based survey called Possip. Possip surveys allow students and parents to provide feedback on areas of concerns as well as to provide positive feedback to teachers, staff, and administration. Through two administration of the survey, GHC has surfaced the following needs that can be addressed using ESSER III funds:

- Parents overwhelmingly shared their gratitude for GHC's COVID-19 safety measures, including wearing masks, testing, and access to COVID-19.
- Parents overwhelmingly shared a need to be able to attend sporting and live events.
- Students shared their concerns about COVID-19 safety measures, including wearing masks, testing, and access to COVID-19 vaccines.

In the spring of 2023, GHC reviewed the original expenditure plan against the current state of the school in post-Covid operations. Based upon feedback from various educational partners and in consultation with other state-allocated grants, updates were made to the original expenditure plan to reflect the changing needs of GHC. New actions are written in RED and previously identified actions that are no longer applicable have a STRIKETHROUGH.

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

The meaningful consultation with our English Language Advisory Committee resulted in the support for the actions the school has identified in the expenditure plan that will continue to provide English Language Learners a safe and in-person learning environment, including preventative measures to stop the spread of COVID-19 such as new classroom furniture, purchasing new PPE, ensuring HVAC systems are all up-to-date and cleaned.

The meaningful consultation with our Governing Board resulted in the continued development of the ESSER III plan in concert with all representatives of the school community.

The meaningful consultation with our Curriculum and Instruction Committee resulted in the continued development of the ESSER III plan as presented.

The meaningful consultation with our Operations Committee resulted in the consideration of how the funds are allocated across the TK-8 program and the high school program.

The meaningful consultation with our Parent Teacher Student Association resulted in the continued development of the actions listed in the plan. Members of the Parent Teacher Student Association did not provide additional questions or feedback on the actions listed in the plan.

The meaningful consultation with the Columbia College Survey resulted in the continued supplementing of the summer programs in TK-8 by extending those programs and services 2 additional years.

The meaningful consultation with the weekly Possip surveys resulted in GHC partnering with Finalsite to provide streaming options for parents and other members of the community to be able to attend sporting and live events. Additionally, the survey results and feedback demonstrated a continued to implement all of our COVID-19 safety measures, including providing vaccine clinics, ensuring we have enough PPE, and ensuring all of our facilities have upgraded air filtration systems.

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

\$4,899,581

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
N/A	Classroom Furniture	GHC will purchase new classroom furniture to ensure safety.	FY21/22 - \$8,926 FY22/23 - \$234,910 FY23/24 - \$310,546 Total: \$554,382
N/A	PPE	GHC purchased face coverings and personal protective equipment (PPE); cleaning and disinfection; COVID-19 diagnostic testing, screening and temperature scanning; and signage for social distancing.	FY23/24 - \$40,000 FY24/25 - \$43,200 Total: \$83,200
N/A	HVAC MERV 13 Filter Maintenance Plan	GHC routine maintenance plan for MERV 13 filter monitoring and replacement schedule for a total of 243 units.	FY21/22 - \$15,145 FY22/23 - \$48,849 FY23/24 - \$50,597 FY24/25 - \$54,645 Total: \$167,237
N/A	Outdoor Furniture	Additional furniture for outdoor eating and study areas and to allow teachers to host their class outside.	FY22/23 - \$306,374 Total: \$306,374
N/A	Chromebook Replacement	Two-year plan to replace approximately 5000 student-issued Chromebooks for high school in order to combat the wear and tear caused by online learning because of distance learning and broadcasting/independent study while in quarantine.	FY21/22 - \$2,770,291 FY23/24 - \$380,061 Total: \$3,150,352
N/A	Computer Labs	Replacing and updating approximately 180 desktop computers in 4.5 computer labs located on the Zelzah campus.	FY21/22 - \$143,631 Total: \$143,631

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
N/A	Laptop Replacement	Replacing approximately 250 laptops for teachers and staff.	FY22/23 - \$494,405 Total: \$494,405

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

\$1,665,125

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP, Goal #1 (Pupil Achievement and Outcomes), Action #6 (Interventions to Support Struggling and At-Risk Students)	Tutoring	GHC partnered with Varsity Tutors to provide 1:1 support to high school students who are required to quarantine because of a positive COVID-19 test or are asked to quarantine as a result of being a close contact to someone who tested positive for COVID-19. This is an extension of the normal tutoring services GHC offers, which is online and student-led. Students who have an individualized education plan will be provided with an opportunity to receive 1:1 or small group tutoring in reading and math through Brainstrust. And, incoming grade 9 students who score low on their initial NWEA diagnostic will be placed in small group tutoring with Mathnasium and will receive an individualized math learning plan throughout STA. Additional tutoring for high school students struggling in math will also be available through Mathnasium.	FY21/22 - \$180,000 FY22/23 - \$224,870 FY23/24 - \$247,700 FY24/25 - \$272,470 Total: \$925,040

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		<p><i>How does the action supplement the action in other plan(s)?</i></p> <p>GHC provides a variety of tutoring options – online only tutoring where students do not directly engage with a tutor; a writing and math center led by student tutors; and after school tutoring that is led by student tutors for all courses. Varsity Tutors provides a personalized and direct Tutor-to-Student service that includes a data-tracking platform and is specifically used for students who are asked to quarantine because of a positive COVID-19 test or because of contact tracing. This supplements the tutoring services GHC offers by providing students negatively impacted by COVID-19 to receive a greater, more personalized level of support than what the other tutoring services can offer; additionally, the data-tracking platform allows the school and teachers to monitor students’ engagement and academic progress in order to deploy additional services and supports</p>	
N/A	Wellness Center	<p>The Wellness Center will bring many, though not yet all, of the high schools' mental health-related staff under one roof - mainly the School Social Workers. The 504 Coordinator/Counselor will also be present due to the often overlap of students who qualify for a 504 Plan based on a mental disability. The Wellness Center will serve as the first point of contact and help triage students for any need — social-emotional, academic or otherwise. The wellness center team will work closely with the schools' guidance counselors, school psychologists, and other staff members that contribute to a student's</p>	<p>FY21/221 - \$10,703 FY23/24 - \$50,000 FY24/25 - \$10,000 Total: \$70,703</p>

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		well-being as well as partnering community organizations that provide more targeted mental health services, such as Child Family Guidance, Asian Pacific Counseling and Treatment Center, Insight Treatment Center, etc.	
N/A	TK-8 Student Resource Center	The Student Resource Center will be a physical space dedicated to fostering academic and social-emotional growth in students in Grades 6-8. The Student Resource Center will serve as a hub for information related to College/Career Readiness, High School preparedness, student wellness, and will be a central location for student counseling groups.	FY21/22 - \$1,101 FY23/24 - \$5,000 FY24/25 - \$2,000 Total: \$8,101
N/A	World Languages Curriculum	The World Languages and Cultures department adopted new curricula for all levels of the Spanish program, French program, Korean program, and Mandarin program.	FY22/23 - \$220,873 Total - \$220,873
N/A	Math Curriculum	For 2023-2024, the math department will be purchasing curricula for Geometry, Introduction to Data Science, and Financial Life Cycle. The department is also piloting a new Algebra II curriculum for 2023-2024.	FY23/24 - \$200,000 Total - \$200,000
N/A	YMCA Tutoring	YMCA will provide tutoring services for students in grades sixth through eighth during the 2023-2024 school year.	FY23/24 - \$28,350 Total - \$28,350
N/A	Instructional Materials & Science Equipment	Sanitizer cabinets are used to sterilize students' goggles using UV light. Splash goggles are standard goggles used to protect students' eyes from hazardous materials. An additional class set of goggles are also being purchased in case of emergencies.	FY21/22 - \$12,058 FY23/24 - \$125,000 FY24/25 - \$75,000 Total: \$212,058

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		Purchasing Project Lead the Way curriculum materials, resources, and professional development for 2023-2024 to 2025-2026; purchasing AP Chemistry e-textbooks and class sets; upgrades to science equipment and upgrades.	

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

\$120,800

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
N/A	Finalsite Streaming powered by LocalLive	In order to provide students, families, and community members an opportunity to attend live events, including sports, GHC partnered with Finalsite to live stream sporting events and other school-sponsored events. This option will allow families who are unable to attend events because of COVID-19 to watch the events live. Additionally, all events will be recorded and available for the school community to watch at a later date.	FY21/22 - \$25,040 Total: \$25,040
N/A	DocuSign	DocuSign is a document signing software that can be used to legally and securely collect approvals and online signatures from educational partners, vendors, and other persons engaging with GHC.	FY22/23 - \$8,400 FY23/24 - \$42,000 FY24/25 - \$45,360 Total: \$95,760

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
Academic Support <ul style="list-style-type: none"> ● Varsity Tutoring ● Braintrust ● Mathnasium ● YMCA Tutoring 	1. Student engagement and interaction with assigned tutors is monitored through a dedicated web portal provided by Varsity Tutors, Braintrust, YMCA Tutoring, and Mathnasiums Individual Learning Plans.	1. Daily 2. Weekly 3. Six-week grading period.
Mental Health/Social-Emotional Support <ul style="list-style-type: none"> ● Wellness Center (HS) ● Student Resource Center 	For the Wellness Center (HS) and Student Resource Center (MS), student engagement and interaction are monitored by the frequency of visits and reported satisfaction through eSchool documentation, check-in form, and/or follow-up satisfaction survey.	1. Daily - eSchool documentation and/or check-in form. 2. At the end of S1 and S2 - follow-up and implement action steps based on data from satisfaction surveys.
Mitigating the Spread of COVID-19 <ul style="list-style-type: none"> ● Classroom Furniture ● Outdoor Furniture ● PPE ● HVAC/MERV 13 Filters 	1. Monitor PPE inventory. 2. Replacement schedule for HVAC/MERV 13 filters.	1. Weekly. 2. Replacement per manufacturer and CDC/LACDPH guidance.
Tech Maintenance and Upgrades <ul style="list-style-type: none"> ● Computer Labs ● Chromebooks ● Laptop Replacement 	1. Maintenance and upgrade schedule hardware in computer labs. 2. Maintenance and replacement schedule for Chromebooks. 3. Maintenance and replacement schedule for Chromebooks.	1. Yearly 2. Yearly 3. Yearly

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
<p>Classroom-Based Needs</p> <ul style="list-style-type: none"> • Science Equipment • World Languages Curriculum • Math Curriculum • Instructional Materials & Resources (Science) 	<ol style="list-style-type: none"> 1. Replacement and sanitation schedule for science equipment (goggles). 2. The World Languages and Cultures department adopted a new curriculum for Spanish courses, French courses, Mandarin courses, and Korean courses. Implementation will be supported through ongoing professional development and individual teacher support. 3. The Math department will be adopting a new Geometry curriculum for the 2023-2024 school year as well as a curriculum for newly adopted courses - Introduction to Data Science and Financial Life Cycle. Additionally, the department is exploring adopting a new curriculum for Algebra II. Implementation will be supported through ongoing professional development and individual teacher support. 	<ol style="list-style-type: none"> 1. Yearly for replacement; bi-weekly for sanitation of goggles (after labs). 2. Grades and assessments. 3. Grades and assessments.
<p>Community Connection & Engagement</p> <ul style="list-style-type: none"> • Finalsite Streaming • Docusign 	<ol style="list-style-type: none"> 1. Sports and live events schedules are uploaded to the platform and the marketing team oversees Finalsite’s production team’s production workflow. 2. Records maintained for auditing and legal purposes. 	<ol style="list-style-type: none"> 3. After each event, Finalsite provides additional analytics such as the number of views and how long the average viewer watched. 4. Yearly

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

- Purchasing supplies to sanitize and clean the facilities of an LEA, including buildings operated by such agency;
- Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under IDEA, and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements;
- Purchasing education technology (including hardware, software, and connectivity) for students who are served by the LEA that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment;
- Providing mental health services and supports, including through the implementation of evidence-based full-service community schools;
- Planning and implementing activities related to summer learning and supplemental after school programs, including providing classroom instruction or online learning during the summer months and addressing the needs of underserved students;
- Addressing learning loss among students, including underserved students, by:
 - Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiated instruction,
 - Implementing evidence-based activities to meet the comprehensive needs of students,
 - Providing information and assistance to parents and families of how they can effectively support students, including in a distance learning environment, and
 - Tracking student attendance and improving student engagement in distance education;

Note: A definition of “underserved students” is provided in the Community Engagement section of the instructions.

- School facility repairs and improvements to enable operation of schools to reduce risks of virus transmission and exposure to environmental health hazards, and to support student health needs;
- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and nonmechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door replacement;

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

Other LEA Plans Referenced in this Plan

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

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

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

Summary of Expenditures

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

Instructions

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

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

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

Community Engagement

Purpose and Requirements

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

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

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

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

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

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

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

- Students with disabilities; and
- Migratory students.

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

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

Instructions

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

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

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

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

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

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

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

- Any other strategies or activities implemented with the LEA's ESSER III fund apportionment consistent with section 2001(e)(2) of the ARP Act; and
- Progress monitoring to ensure interventions address the academic, social, emotional, and mental health needs for all students, especially those students disproportionately impacted by COVID-19

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

Planned Actions and Expenditures

Purpose and Requirements

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

Instructions

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

Strategies for Continuous and Safe In-Person Learning

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

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

Addressing the Impact of Lost Instructional Time

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

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

Use of Any Remaining Funds

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

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

Ensuring Interventions are Addressing Student Needs

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

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

Complete the table as follows:

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

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