



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
2021-22 LCAP	https://valley.aspenps.org/ourpages/auto/2021/11/12/40951083/2021%20Local%20Control%20and%20Accountability%20Plan%20Aspen%20Valley%20Preparatory%20School.pdf?rnd=1636756862000

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

\$878,693

Plan Section	Total Planned ESSER III Expenditures
Strategies for Continuous and Safe In-Person Learning	\$200,000
Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)	\$578,693
Use of Any Remaining Funds	\$100,000

Total ESSER III funds included in this plan

\$878,693

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.

Aspen Valley Prep Academy fosters a culture of engaging its community members in many aspects of the school's educational program, decision-making, and community outreach, that support the school's mission and vision. Meaningful consultation took place with the following community members to obtain public input in the development of the ESSER III Plan, a process that has continued since the development of the school's 2021-22 LCAP. Discussions during recent meetings focused on the following areas: Safe in-person learning; Lost instructional time; and Other impacts related to the pandemic. During meetings with our community members, our Leadership Team presented various types of schoolwide internal assessment results, schoolwide student data, to guide the discussion on the effective use of ESSER III funds, implementation of tiered Evidence-based Interventions (EBI); identify methods and metrics to measure program effectiveness; and the frequency of progress monitoring.

Students were meaningfully consulted during weekly schoolwide rallies and were also surveyed to identify their concerns and priorities. Families/guardians were consulted during Town Hall meetings, English Learner Advisory Committee (ELAC) and Parent Advisory Committee (PAC), including families of Unduplicated Pupils (English Learners, Low-income, Foster Youth) and families representing Students with Disabilities (SWD). To ensure all families had opportunities to provide public input, Aspen Valley Prep Academy administered a parent survey that was available in English and Spanish, as identified in the Home Language Survey as the language group data that meets the '15% and above' translation needs, per the CDE. At parent/family/guardian meetings, interpreter services are provided and made available upon request. Accommodations as appropriate are made for family members with disabilities including providing information and school reports in a format (to the extent practicable) in a language that parents understand.

School Administrators, including the Administrative Leadership Team (comprised of the Executive Director, Site Director, Assistant Site Director, Academic Director, Operations Director, IT Director, Summit Learning Director and Special Education Director) met weekly during weekly Leadership meetings, staff development meetings, and planning meetings in preparation for the 2021-22 school

year. These meetings included a review and analysis of multiple forms of schoolwide and student data to determine which prevention and mitigation strategies to implement to address the academic and social-emotional impact of lost instruction time.

Teachers, Instructional Aides, Paraprofessionals (other educators and classified staff), were meaningfully consulted during staff meetings and professional development to ensure public input in the development of this plan.

The Special Education Director consulted with the El Dorado Charter SELPA during virtual meetings to gather input and insight with the development of this plan.

Members of the Administrative Leadership Team engaged in meaningful consultation with Community Partners, Expanded Learning Provider, and other Community Organizations including CSU Fresno Teaching Fellows Program (Graduate School); All4Youth Fresno County Superintendent of Schools (SEL); Parochial Sports League (PAL); and the Fresno Rescue Mission (food & housing insecurity) during virtual meetings

Aspen Valley Prep Academy evaluated its stakeholder engagement opportunities and determined that the following community members/groups are neither present and/or currently served by our school: Civil Rights Groups, Disability Rights Groups, Tribes, and Individuals or advocates representing the interests of migratory students, and children who are incarcerated. However, parents of Unduplicated Pupils (low-income, foster youth, English Learners); Students with Disabilities, and representing students of color, were meaningfully consulted, including our Resource Counselor who also serves as the Homeless & Foster Youth Liaison, as noted earlier.

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

The development of the ESSER III Expenditure Plan involved the compilation of input and feedback from community members, and an analysis of schoolwide and student data which were influential in this final plan. Feedback provided focused on determining prevention and mitigation strategies to address the academic impact of lost instructional time, including the implementation of evidence-based interventions and strategies, in alignment with our school's Tiered Interventions, Comprehensive Needs assessment, to address the academic, social-emotional/mental health, and behavioral needs of our students, in addition to Health & Safety protocols.

The following is a summary of the key input that emerged from the meaningful consultation with community members:

- Provide additional Tier 1 academic intervention in ELA
- Provide Instructional Coaching for teachers with CKLA Curriculum, reading strategies and phonemic awareness
- Provide professional learning opportunities (Coaching) for Instructional Aides to ensure effective evidence-based interventions and strategies are implemented.
- Acquire additional Instructional Aides with core content knowledge to accelerate student learning & address learning gaps

- Provide additional SEL supports including trauma-informed practices, SEL wellbeing, regulation of emotions, anxiety due to the pandemic
- Provide additional SEL counseling services for students
- Provide extended learning opportunities (after-school tutoring, summer school) to address the academic impact of lost instructional time
- Prioritize enrollment for Homeless & Foster Youth students- Provide an after-school sports league to increase physical activity, reduce anxiety, and contributes to character building traits: self-confidence, self-esteem, manage emotions, social skills, perseverance, and teamwork.

Aspen Valley Prep Academy's ESSER III Plan was significantly influenced by community input and focuses on the following key areas:

- Continuous & Safe In-person Learning: ensuring PPE is provided to reduce the risk of virus transmission & conduct COVID-19 testing and contact tracing
- Addressing the Impact of Lost Instructional Time – providing Instructional Aides to serve our English Learners (EL), Students with Disabilities (SWD) and struggling learners; after-school (extended day) tutoring services; intensive Summer School Program; and strategies to address the SEL needs of our students – Counselor, Psychologist, SEL curriculum
- Remaining Funds: Instructional Coach to support teachers with CKLA curriculum, reading strategies and phonemic awareness to strengthen literacy instruction schoolwide.

The input and feedback from our community members influenced the development of Aspen Valley Prep Academy's ESSER III Plan with over 65% of funds (exceeding the 20% minimum) allocated to provide additional evidence-based intervention/strategies to our students in alignment with our school's program that identifies, addresses, and provides academic, social-emotional/mental health, and behavioral, supports through a tiered, and data-driven approach.

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

\$200,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
Not applicable	Health & Safety	<p>To reduce the risk of virus transmission and exposure to environmental health hazards, and to support student health needs, Aspen Valley Prep Academy will purchase Personal Protective Equipment (PPE) for students and staff.</p> <p>Aspen Valley Prep Academy has identified staff that will conduct COVID-19 testing, contact tracing, notification to families, and will communicate with the Fresno County Department of Public Health. This action will ensure the school maximizes its strategy of reducing the risk of COVID-19 transmission and support the health needs of students.</p>	\$200,000

Addressing the Impact of Lost Instructional Time

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

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

\$578,693

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
Not applicable	Academic Supports & Intervention	<p>Aspen Valley Prep Academy has identified and prioritizes the need to address student learning gaps that existed before and has been further exacerbated due to the COVID-19 pandemic in combination with distance learning. Our most vulnerable student groups: English Learners, Low-income, homeless, foster youth, and Students with Disabilities, will be prioritized to receive the following academic supports and interventions.</p> <p>Instructional Aides will be placed in classrooms with students who are struggling academically to provide targeted academic support in the classroom and through pull-out instruction with a focus on English Language Arts, English Language Development (ELD), and Mathematics. Instructional Aides hold a minimum of a bachelor's degree and participate in coaching led by Site Administrators.</p> <p>Additional Special Education Aides will be hired to provide additional academic support for Students with Disabilities (SWD) to accelerate student learning.</p>	\$335,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		<p>Aspen Valley Prep Academy will offer after-school tutoring services led by credentialed teachers for struggling learners to address learning gaps and improve academic outcomes.</p> <p>An intensive and comprehensive summer school program will be implemented prioritizing students struggling academically (Unduplicated Pupils & Students with Disabilities). If staffing permits, Summer School will be open to students of all grade levels to further accelerate student learning.</p>	
Not applicable	SEL & Mental Health Supports	<p>ESSER III Funds will be used to expand social-emotional and behavioral supports that include an SEL Counselor; and School Psychologist, to provide Tiers 1 & 2 support, including small group, individual, behavior counseling, services, and behavior plans.</p> <p>Aspen Valley Prep Academy has implemented Second Step a program rooted in social-emotional learning (SEL) that helps transform schools into supportive, successful learning environments. ESSER III Funds will be used to purchase Second Step SEL consumables and the Positive Behavioral Interventions & Supports (PBIS Store). PBIS is an evidence-based, three-tiered framework based on data, systems, and practices, used in schools to identify, and support positive behavior. The PBIS store provides incentives for positive outcomes, reducing negative behavior, referrals, and disciplinary actions.</p>	\$243,693

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

\$100,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
Not applicable	Professional Learning	Provide all teachers with instructional coaching on evidence-based strategies and interventions to improve student academic outcomes, address learning loss, and opportunity gaps further exacerbated by COVID-19 pandemic especially with our most vulnerable student groups: English Learners, low-income, Homeless youth, and foster youth. The Instructional Coach will focus on ELA (CKLA Curriculum), conduct classroom/teacher observations, facilitate, and lead professional development and provide feedback to teachers ensure strategies taught during professional development are implemented by teachers with fidelity.	\$100,000

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
Health & Safety	<ol style="list-style-type: none"> 1. Ensure CDPH Sanitation; Safe School Guidelines; and CDPH Safe School COVID-19 guidelines are adhered to. 2. Purchase of PPE supplies 3. Monitor & document COVID-19 testing, supplies, contact tracing. 4. Administrative Leadership Team meetings 	<ol style="list-style-type: none"> 1. Monthly 2. Monthly 3. Weekly/bi-weekly 4. Weekly
Academic Supports & Intervention	<ol style="list-style-type: none"> 1. Hire Instructional Aides. 2. Hire Special Education Aides 3. Administer i-Ready ELA & Math Assessment (Gr K-8) 4. CAASPP ELA & Math: Gr 3-8 5. Reclassification Rates (EL): ELPAC 6. % of EL who progress in English Proficiency (reported annually LCAP) and Dashboard 7. After-school tutoring – Participation Rates 8. Summer School Participation Rates 9. Monitor student progress during Intervention Team Meetings 10. Monitor Students with Disabilities (SWD) - IEP Meetings 11. Monitor and discuss with staff during Staff Development/LCAP Update Meetings 	<ol style="list-style-type: none"> 1. Annual 2. Annual 3. Trimester (3 times/year) 4. Annual 5. Annual 6. Annual 7. Monthly 8. Annual 9. Monthly 10. Monthly 11. Bi-weekly (every 2 weeks) 12. Bi-weekly (every 2 weeks) 13. Bi-Monthly (every 2 months)

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
	<p>12. Grade level (Teacher) Planning Meetings: review samples of student work, data, and student progress.</p> <p>13. Collaborative discussions with Parents during: Parent Advisory Committee (PAC), ELAC/DELAC/EL-PAC, & LCAP meetings.</p>	
SEL & Mental Health Supports	<p>Aspen Valley Prep Academy will measure and monitor student social and emotional competencies through:</p> <ol style="list-style-type: none"> 1. Intervention Team Meetings: Identify students – SEL/Mental health needs – CASEL Framework, SEL Universal screener. 2. Identification of students for Counseling services: Tiered supports (caseload – Counselor & Psychologist) 3. Administer SEL School Climate Survey. 4. Data: Student behavior incidents/referrals. 5. Data: Suspension Rates 6. Data: Attendance Rates 7. Data: Chronic Absenteeism Rates 8. Behavior Plans 9. Climate & Culture Team: Implementation of Second Step 10. Purchase of Second Step consumables 11. PBIS Store (rewards) 12. Implementation of Restorative Practices 	<ol style="list-style-type: none"> 1. Monthly 2. Monthly 3. Trimester (3 times/year) 4. Monthly 5. Monthly 6. Monthly 7. Monthly 8. Monthly 9. Monthly 10. Annual 11. Monthly 12. Monthly
Professional Learning	1. Professional Development Plan	1. Monthly (developed annually)

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
	<ul style="list-style-type: none"> 2. Teacher participation rates: Professional Development 3. Classroom observations 4. Feedback cycle, Instructional Coaching 5. Lesson Plan review 6. Teacher Surveys 	<ul style="list-style-type: none"> 2. Weekly 3. Weekly 4. Weekly/Bi-weekly 5. Monthly 6. Semi-annual (2 times/year)

ESSER III Expenditure Plan Instructions

Introduction

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

The plan must be adopted by the local governing board or body of the LEA at a public meeting on or before September 30, 2021 and must be submitted for review and approval within five days of adoption. A school district must submit its ESSER III Expenditure Plan to its COE for review and approval; a COE must submit its plan to the California Department of Education for review and approval. A charter school must submit its plan to its chartering authority for review and to the COE of the county in which the charter school operates for review and approval.

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

- Written in an understandable and uniform format;
- Written in a language that parents can understand, to the extent practicable;
 - 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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