



## ESSER III Expenditure Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Mueller Charter School	Dr. Maureen DeLuca, Executive Director	maureen.deluca@cvesd.org

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
LCAP 2021-24	<a href="http://muellercharterschool.org/uploads/3/5/4/8/35487343/muellercharterschool2021lcap.pdf">http://muellercharterschool.org/uploads/3/5/4/8/35487343/muellercharterschool2021lcap.pdf</a>
Extended Learning Opportunities Plan	<a href="http://muellercharterschool.org/uploads/3/5/4/8/35487343/mueller-bayfront2021_expanded_learning_opportunities_grant_plan_.pdf">http://muellercharterschool.org/uploads/3/5/4/8/35487343/mueller-bayfront2021_expanded_learning_opportunities_grant_plan_.pdf</a>
Federal Addendum	<a href="http://muellercharterschool.org/uploads/3/5/4/8/35487343/muellerbayfront2021_lcap_federal_addendum_may_27_for_board_approval_.pdf">http://muellercharterschool.org/uploads/3/5/4/8/35487343/muellerbayfront2021_lcap_federal_addendum_may_27_for_board_approval_.pdf</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

3, 646,434

Plan Section	Total Planned ESSER III
Strategies for Continuous and Safe In-Person Learning	1,420,000
Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)	2,226,434
Use of Any Remaining Funds	0

### Total ESSER III funds included in this plan

3,646,434

## 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.

Mueller/ Bayfront serves 76.1% % free/ reduced lunch, approximately 93% students of color, 87.4% are of Hispanic or Latinx descent, 35.7% are English Learners and 9.6% are students with disabilities ( CA Dashboard 2020). We serve TK-12 and are in close proximity to the

US/Mexico border and understand the distinct needs of our students and community. Mueller and Bayfront engaged in meaningful consultation with diverse groups on campus including students, families, administrators, teachers, support staff, classified staff and community members. The meaningful engagement of our diverse groups occurred during the spring time in the development of our LCAP and the Extended Learning Opportunities Grant. We were able to get focused input and suggestions by asking how we could better support the needs and interests of children with disabilities, English Learners, homeless students, foster youth, children with external risk factors and other underserved students. We have not identified migratory students. Instead, we have directly seen the impact of COVID-19 on our students who have family in nearby Tijuana, CA. We utilized a continuous cycle of on-going feedback to assure all respective groups had opportunities to provide suggestions regarding the 21-22 school year. We obtained input from staff utilizing our distinct leadership committees. Parents were provided a link for a parent survey related to LCAP and specific ways to support students and families for the upcoming school year. We continued to collect input using digital methods including electronic surveys and shared documents. This process provided suggestions on the safe return to in person instruction. Data continued to be collected into the start of our school year as we returned and adapted to the challenges due to COVID-19.

At the start of the 21-22 school year, we have continued to gather input from teachers, students, staff and parents. Virtual home visits were conducted for all families in TK-8 to gather qualitative input in addition to Open House for all students TK-12. Guiding questions included how we can best support students and families in the areas of academic and social emotional in direct response to the effects of the COVID-19 pandemic.

The following systems were utilized to gather meaningful consultation from diverse groups from Mueller Charter School/ Bayfront Charter. Input for LCAP, ELO and strategies for the ESSER III plan were gathered during the spring of 2021 and at the start of the 2021-22 school year by way of the following groups:

Certificated and Classified Personnel -input sessions provided surveys and shared documents.

Instructional Leadership Teams- ILT at Mueller/ Bayfront provide input for actions and services related to plans-provided specific feedback regarding return to in person instruction and LCAP & ELO

Resiliency Monitoring (Comprehensive Student Monitoring )/Support Staff Meetings - Provided input on tiered interventions for students in need of academic and/or social emotional supports as well as organizational trends.

Parent Council/Bayfront Community Council ( monthly meetings)( Parent Advisory Committees) - Mueller and Bayfront continues to emphasize the importance of parent input in school-wide decision making. The Parent Council ( at Mueller) and Community Council ( at Bayfront Charter High School) provided input into the plan and also strategies and actions the school could implement to support all students. District English Language Advisory Committee (meetings occur every trimester)- School Site personnel reviewed specific supports provided for English Language Learners and provided input regarding how we continue to support students and families.

Leadership Council consists of representatives including teachers from different grade levels, support staff and classified staff as well as the administrative team. They meet monthly and more if necessary to provide input on school-wide plans and decision-making. Their goal is to monitor progress towards the schools mission. They also provided input and feedback on the plan as it relates to goals and activities.

Charter Board - Our Charter Board meets monthly and provides input on our school goals and site specific plans for instructional improvement. The team includes community members, staff from both school sites, district representatives, students and parents. The plan and goals were developed based on input from the Board as well as they will provide final approval of our plan.

Student Advisory Groups including, Student Council, (Grades 7-8) and Student Advisory Board (9-12)- completed LCAP input student survey that helped in creating actions and services for the upcoming 21-22 school year. We also looked at available data from our Leader in Me student survey. Students participated in virtual home visits and student themes were gathered for use in this plan.

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

Mueller/Bayfront is committed to the process of gathering meaningful consultation by members of our school community. Throughout the course of the spring and into the start of the new school year, we have gathered input into the development of various plans reflected in our ESSER III plan including our LCAP, Federal Addendum and ELO Plan. Many of the themes that were gathered from input in the spring of 2021 mirrored the feedback we we received at the start of the school year. Our distinct groups recognized the following themes 1) maintaining safety measures and protocols to mitigate the spread of COVID-19 2) the need for additional academic supports for students to mitigate the learning loss 3) the need to support student wellness by social emotional supports and enrichment opportunities 4) operational actions directly identified as a need upon opening to full in person instruction. It is important to note that identified need occurred as we were responding to the new challenges of full in person instruction in the 21-22 and in adherence to CDC and local public health guidelines. It is also important to highlight that the actions and services depicted in the plan take into account the highest need students including our English Learners, Foster Youth, Homeless students, Students with Disabilities and students at risk or in immediate crisis.

Parents requested safety measures to prevent the spread of COVID, additional mental health supports as well as enrichment opportunities and academic supports for their children. While, we had in person instruction via a hybrid model in the Spring of 2021, the start of the 21-22 school year revealed the need for additional supports directly related to COVID -19. It was evident that additional personnel would be necessary for operational needs such as additional health professionals to support with COVID-related matters. The addition of summer session required a need for increased administrative time to be manage the program. Students wanted after school enrichment and opportunities for after school sports as well as continued access to counseling services. ARC and ATHLead were direct responses to that. In addition, to leasing gym space for students to safely participate in school sports. Our critical subgroups including English Learners, Foster Youth, Homeless students, Students with Disabilities and students at risk or in immediate crisis remain at the forefront of providing access as it relates to our academic support, social emotional support and enrichment programs.

ESSER Funds were used for the following actions, services and personnel:  
Strategies for Continuous and Safe In Person Learning:

Case Management for Homeless, Low Income and English Learners

- Parkway Gym Lease to provide a safe space for after school enrichment and sports
- 1 School Counselor funded by ESSER funds to support social emotional and wellness
- Fixtures, furniture and Equipment and supplies to support in person instruction
- Additional Custodial and Janitorial Time to prevent and mitigate the spread of COVID 19.
- Additional full time nurse-- This action will supplement existing LCAP goal by extending the duration of this action.
- 2 LVNS to support school nurse with COVID related incidents.
- 2 Distance Learning Teachers
- Increased administrative time to support with summer sessions
- Additional attendance secretary position
- 1 Bus Driver/ Bus Lease to transport students to additional classroom space
- Additional Classroom Space to accommodate students

To address lost instructional time and in response to input from meaningful consultation, the following actions are being implemented as a result of ESSER:

- Maintaining digital subscriptions
- Continue summer school program to mitigate learning loss
- Academic Intervention Teachers - Students will be identified by way of our comprehensive monitoring process with a focus on highest need students including: Low Income, English Learners, Foster Care, Student with -Disabilities and students experiencing homelessness.
- Increased substitute daily rate and for long term substitutes to attract highly qualified teachers
- Math Intervention teacher. This position will include teacher support and direct small group instructional support students in need of additional academic support.
- 2 Collaboration Teachers - These positions will assist in small group targeted intervention for our highest need students including: Low Income, English Learners, Foster Care, Student with Disabilities and students experiencing homelessness.

After School Enrichment Opportunities:

- ATHLead Program- Student enrichment ( TK-8). This may include intersessions, weekends and summer sessions.
- ARC program -Before and after school enrichment for high school students

## **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

1,420,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP Goal 2 Action 2	Case Management for Homeless, Low Income and English Learners	Support Services which include school counselor and social workers will develop a system of support for highest need students. This action will supplement our current work outlined in the LCAP. This action would allow us to increase the amount over 3 years in direct response to the needs of our students and families due to COVID-19. Funds would supplement the purchase of items including hygiene kits, clothing, food support for students and other necessary supports for our critical subgroups TK-12.	15,000
N/A	Parkway Gym Lease	Mueller/Bayfront has leased space to support after school athletics programs and provide ample space for safe in-person after school enrichment over the duration of 2 years.	80,000
N/A	Additional School Counselor ( Funded out of ESSR Funds)	Mueller and Bayfront funded additional positions to support social/emotional and wellness for students, which complements our existing counseling departments resulting in improved social emotional growth and overall wellness for our students, staff and community over the duration of 2 years. This action will support all students with specific supports to our critical subgroups including Low Income, English Learners, students with disabilities, students experiencing homelessness and children in foster care.	200,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
N/A	Fixtures, furniture and equipment to support safe return to in- person instruction.	These actions items will support prevention and mitigation strategies in managing COVID-19 as it relates to safe return to in person instruction. This may include shade structures outdoor furniture, HVAC filters and other equipment needed to assure safety for our students and staff.	50,000
N/A	Additional Custodial/ Janitorial Time	Mueller and Bayfront will continue to invest in additional custodial and janitorial time to ensure safety and reduce the transmission of COVID 19.	100,000
LCAP Goal 2 Action 7	Additional Full time nurse	Mueller and Bayfront invested in an an additional full time nurse for a total of 2 ( 1 at Mueller, 1 at Bayfront). This action will supplement our existing LCAP goal by extending the duration of this action. This is critical in our safe return to in person-instruction as we implement prevention and mitigation strategies related to COVID-19.	100,000
N/A	2 Additional LVNS to support operational supports for COVID -19. More clerical and health supports to manage COVID -related logistics ( i.e contact tracing,)	We will also add 2 additional full time LVNS to assist with COVID related situations and to ensure a safe and timely response to contact tracing to minimize the spread of COVID 19.	100,000
N/A	2 Distance Learning Teachers	Mueller and Bayfront will fund 2 Distance Learning Teachers to support at home learning due to COVID 19 related circumstances.	100,000
N/A	Increased Administrative Time	With the addition of summer school and increased demands of time to address COVID-19, administrative time was increased to support with the necessary demands including the Director of Finance position and 5 additional days for principals in TK-8.	50,000
N/A	Additional office/secretary position	This action was implemented to address the additional needs due to COVID-19 and to provide additional support for attendance because of the increased demands of COVID. This position is critical in assuring the the safe operations of schools for in-person learning. (i.e attendance	65,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		support, Independent study contract, communication with families and staff).	
N/A	Additional classroom space ( Classroom Space Lease and utilities)	In order to accommodate students, and assure that there is adequate space, Mueller/Bayfront will pursue a leasing option for additional classroom space. The investment in additional space for in person learning is to mitigate crowding, and allow for 3-6 feet between students to prevent the spread of COVID-19 over the duration of 2 years.	460,000
N/A	Bus/ Transportation ( Bus Lease)	Mueller/ Bayfront is seeking to lease a Bus to safely transport our students to various educational related locations and also accommodate student transportation to our existing classrooms at the Living Coast Discovery Center and for future field trips.	100,000

## 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

2,226,434

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
N/A	Maintaining digital subscriptions	Mueller/Bayfront invest in digital subscriptions to supplant instruction for students and extend their learning time by way of access to such programs.	172,191
ELO Plan Supplemental Instruction and Support	Summer School ( 15 days )	Mueller/ Bayfront implemented the summer school program. This included up to 24 teachers for both school sites. We hope to maintain a summer school program to address	350,000



Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
Strategies - Extending instructional learning time		<p>impact of lost instructional time. ESSR funds will allow for the continuation of program to address academic impact of lost instructional time.</p> <p>Students will be identified by way of our comprehensive monitoring process with a focus on our highest need students including ( Low Income, English Learners, Foster Care, Students with Disabilities and students experiencing Homelessness).</p>	
LCAP Goal 3 Action 6	2 Collaboration Teachers	<p>Mueller invested in 2 additional full time collaboration teachers to address the academic impact of lost instructional time. These positions will also serve to provide small group targeted intervention for our highest need students including ( low income, English learners, foster care, students with disabilities and students experiencing homelessness).</p> <p>ESSER funds will allow for the continuation of program to address academic impact of lost instructional time.</p>	200,000
ELO Plan- Community Learning Hubs	ATHLead Program	<p>Mueller contracted with ATHLead Program which will provide after school enrichment for our students. This may include intersessions, weekends and summer sessions.</p> <p>ESSER funds will allow for continuation of this program which is included in ELO Plan. ( Note: model delivery adjusted due to the need for structured activities during lunch to minimize mix of cohorts and to mitigate and prevent the spread of COVID-19).</p>	500,000
ELO Plan- Community Learning Hubs	ARC Program	<p>Bayfront contracted with ARC ( high school provider), which will provide experiential learning outside of the regular school day in direct response to mitigating lost instructional time due to COVID 19. This may include intersessions, weekends and summer sessions. ESSER funds will allow for continuation of this program which is included in ELO Plan.</p>	500,000
LCAP Action 9 Goal 1	Academic Intervention Teachers ( Reading Intervention Teacher)	<p>Mueller invested LCAP funds for a Reading Intervention Teacher. ESSER funds will allow for this additional intervention teacher over the 2 years to address lost instructional time. Students will be identified by way of our</p>	200,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		comprehensive monitoring process with a focus on our highest need students including ( Low Income, English learners, Foster Care, Students with Disabilities and students experiencing homelessness).	
N/A	Increasing Substitute Daily Rate and for Long Term Substitutes	Mueller/Bayfront plan to address academic impact of lost instructional time by assuring that students are receiving highly qualified substitutes and long term substitutes. We have increased the substitute daily and long term rate to match the district rate in direct response to the shortage and in direct response to the impact of COVID-19. (Planned funds were calculated by an average 72 teachers x 10 days)	104,243
N/A	Math Intervention Teacher	Mueller plans to invest in a Math intervention teacher over the duration 2 years to address the academic impact of lost instruction time. This position will include teacher support and direct small group instructional support students in need of additional academic support. Students will be identified by way of our comprehensive monitoring process with a focus on our highest need students including ( low income, English learners, foster care, students with disabilities and students experiencing homelessness).	200,000

## Use of Any Remaining Funds

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

### Total ESSER III funds being used to implement additional actions

0

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures

# 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
ARC & ATHLead enrichment programs	Student participation and overall effectiveness will be evaluated weekly at administrative meetings.	Weekly meetings.
Social Emotional /Mental Health Needs : Additional School Counselor, case management for homeless, low income, and English Learners	<p>Monitor counseling referrals TK-12. Assure that students are linked up with appropriate counseling services by way of school based counseling services and outside referrals. Additional counselors were added to support students mental health and social emotional needs by way of school based counseling services including classroom guidance lessons, group counseling and individual counseling.</p> <p>Resiliency Monitoring Process (TK-8) Support staff and classroom teachers will monitor academic, social-emotional, mental health needs, health and any other needs of students. This occurs 3 times a year and the team develops individualized interventions to support students at risk.</p> <p>We also utilize California Healthy Kids Survey Data, Leader in Me survey data and student wellness survey data.</p>	<p>Weekly and as needed. Counseling Department Meetings &amp; Support Staff Meeting Resiliency Progress monitoring will occur 2-3 times a year. Every classroom teacher will meet with the support staff to monitor the progress and overall growth of students. Fall/Spring Wellness surveys ( students, families)</p>

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
Operational Facilities: HVAC, custodial, COVID related safety, Parkway Gym Lease, National University, Bus Transportation Lease	Operational /Facilities data will be monitored weekly by administrative meeting and office meetings occurring weekly. Data that will be reviewed will include custodial logs and frequency and effectiveness of COVID- related actions. ( i.e cleaning, filter changes, facilities needs)	Weekly meetings. Administrative and Office Staff.
Operational Student Services: additional attendance clerk , 2 LVNS & Nurse	Attendance data and COVID-related incidents will be monitored by administrative and office staff team.	Weekly office staff meetings
Summer School Program 14 additional days of instruction	Mueller and Bayfront will continue to collect assessment data for our students to monitor progress and to develop interventions. We will continue to monitor our critical subgroups ( EL'S, Homeless & FY, Low Income, SWD and at risk students) carefully to provide the appropriate interventions. IReady Achieve Data ( Grades 2nd-8th grade) Grade Reports Classroom based assessments.	Weekly: IReady, Achieve data , Grade Reports, Classroom based assessments
Additional Academic Personnel:Math Intervention Teacher (TK-8), Collaboration Teachers, Academic Intervention Teacher, Distance Learning Teachers	Math data by way of MAP IReady Achieve Data ( Grades 2nd-8th grade) Grade Reports Classroom based assessments.	MAP data will be analyzed 2 times a year (3rd- 12th grade Fall/Spring) 3 times a year (TK-2nd). We will also analyze Iready usage and student growth monthly. Achieve data is collected and analyzed monthly to assess student growth. Every 5 week report card progress report. Classroom based assessments
Increased sub daily rate	Progress will be monitored by way of administrative meetings weekly.	Weekly meetings will occur to assess effectiveness of teachers in sub and long term substitute positions.



# ESSER III Expenditure Plan Instructions

## Introduction

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

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

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

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

For additional information regarding ESSER III funding please see the ARP Act Funding web page at

<https://www.cde.ca.gov/fg/cr/arpact.asp>.

*For technical assistance related to the completion of the ESSER III Expenditure Plan, please contact [EDReliefFunds@cde.ca.gov](mailto: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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