

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 Accountability Plan (LCAP)	www.stallworthcharter.org
Learning Continuity and Attendance Plan	www.stallworthcharter.org
Safety Plan	www.stallworthcharter.org
Western Association of Schools and Colleges (WASC)	www.stallworthcharter.org

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

\$867,088.00

Plan Section	Total Planned ESSER III Expenditures
Strategies for Continuous and Safe In-Person Learning	\$109,058.00
Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)	\$263,030.00
Use of Any Remaining Funds	\$495,000.00

Total ESSER III funds included in this plan

\$867,088.00

Community Engagement

An LEA's decisions about how to use its ESSER III funds will directly impact the students, families, and the local community. The following is a description of how the LEA meaningfully consulted with its community members in determining the prevention and mitigation strategies, strategies to address the academic impact of lost instructional time, and any other strategies or activities to be implemented by the LEA. In developing the plan, the LEA has flexibility to include input received from community members during the development of other LEA Plans, such as the LCAP, provided that the input is relevant to the development of the LEA's ESSER III Expenditure Plan.

For specific requirements, including a list of the community members that an LEA is required to consult with, please see the Community Engagement section of the Instructions.

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

As the decisions on how to utilize the ESSER III funds directly impact the students, families, and local community, a school climate survey was completed at the end of 2020 - 2021 school year to receive feedback from stakeholders. In this survey, it was concluded that the LEA will expand the inclusion of all stakeholders by:

Stallworth Charter developed a collaborative team to examine, evaluate, and analyze student data. To analyze the data, Stallworth instructors completed a Needs Analysis and determined the strengths, weaknesses, opportunities, and threats (SWOT). The SWOT analysis was used to develop an intervention plan and differentiation strategies. Grade band cohorts were developed to analyze current data and implement interventions through the use of analytical tools, i.e., Performance Matters, to create standard based tests aligned to the curriculum to monitor student performance in weekly cohort meetings.

Teachers and instructional staff expressed the following:

54% felt the current PD was quite or extremely beneficial

Another 54% of teachers described the process for SSTs, IEPs, and counseling services to be quite or extremely difficult

62% described services received as not effective or somewhat effective

54% of teachers indicated that school leadership set a positive tone for the culture of the school

31% felt they had input in significant decisions on campus

Teachers chose the following items as the most important for continued school development: Continued technology upgrades, increase support for English Learners, and more collaboration and preparation time for teachers.

School personnel surveyed indicated a desire for additional extra-curricular activities for students and increased training in the curriculum and assessments used by teachers.

Stallworth Charter Parent Teacher Organization, bi-annual climate surveys, and on-campus opportunities to meet and discuss issues with staff.

Stallworth Charter has implemented **Student-Led Conferences** to increase parental involvement and ensure their participation in the development of students' goals.

Back to School Night addressed and communicated the following to minimize the spread of the infectious disease Covid-19 student academic and behavior expectations, safety protocols, social distancing measures, and sanitation of classroom and campus.

A meeting with the Parent Teacher Organization (PTO), School Site Council (SSC), and the English Learner Advisory Committee (ELAC) are continually held to address learning loss concerns; and to receive input from the committee regarding programs and resources.

Semi-Monthly Teacher Cohort meetings are held to analyze data and identify learning loss. Access to consultants is available to ensure learning loss strategies are implemented.

As a part of community engagement Stallworth students gave valuable input.

English Learners Parents gave valuable input.

PTO also met with nurse from Mary Magdalene Community Services for Covid-19 Pandemic Response:

Covid-19 Education

Covid-19 Vaccine and Testing Information

Free Take Home Covid Test Kits

Free multi-purpose cleaner, gloves, diapers, wipes, and children Mask

Focus Group were given \$25.00 gift cards with 10 or more participants

Parents surveyed expressed the following:

100 % of feel comfortable and include in campus activities

82-91% feel well informed about their students' progress and learning levels

94% feel encouraged to participate in their student's education

17% of respondents expressed as interest in receiving more information about reinforcing lessons at home

11% of parents with students that have identified needs (in the form of an IEP) indicated that they needed more information about how to assist their students

Parents of English Learners (ELL)

65% of those surveyed felt welcomed and included on campus

50% of parents of EL's were aware of the English Language Development (ELD) service their student receives

60% felt their students were receiving skills needed for future success

55% felt their students were acknowledge for their achievements

55% indicated that the school staff values their culture, makes participating in their student's education easy, and that teachers communicate Eld progress and achievements

Students surveyed expressed the following:

91.6% of students surveyed are satisfied or very satisfied with their relationship with their teachers.

92.6% of students receiving additional services at Stallworth charter were satisfied or very satisfied with their experiences

83% of students surveyed were satisfied with the communication of expectations

86.4% of student polled are satisfied or very satisfied with their safety on campus

72.9% of students are satisfied or very satisfied with the cleanliness of their campus

With regards to the supplemental remediation programs used, only 40.7% of students liked to use Achieve3000, but only 5.1% claimed it was difficult to use

The overwhelming majority of students polled (91.5%) liked or really liked Reading Plus and only 1.5% described the platform as difficult to use

74.6% of students liked using Wowzers, with only 5.1% describing it as difficult to use

79.7% of students liked using Flocabulary, another 3.4% found the platform difficult to use

Students indicated a need for more mathematics instruction to meet their goals (18% of those surveyed).

20% of students polled wanted to see improvement in the quality of their lunches

20% of student wished to see improvement in their playground facilities

14.5% of students want to have longer recesses

7.2% of student wished for the removal of Covid protection protocols (like wearing masks and not being able to touch each other).

5.4% of students want cleaner restrooms

14.5% of students wanted sports

1.8% wanted to see the return of art class

3.6 % of respondents wanted to be able to communicate in Spanish more often

National Association for the Advancement of Colored People (NAACP) Stallworth Charter invited the NAACP to meet with the Stockton Charter School Consortium regarding the NAACP's lack of support for Charter schools in general. Upon meeting, the NAACP made themselves available and agreed to stay in communication for the good of all students.

Individual or other Advocates for underserved students:

The entire Stallworth Charter Community are considered advocates for underserved students as 95% of our students are underserved students.

Tribes and Local Bargaining Units:

Stallworth Charter does not have tribes or Local Bargaining Units

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

During the PTO Meetings and the English Learners Advisory Committee (ELAC) meetings:

Parents provided their input for developing the ESSER III expenditure plan. The information the committees deemed to benefit the school, the community, and their child's learning are:

Questions to parents: What can the school purchase to help students learn, feel safe, perform academic interventions and connect to the community?

Parent response:

More access to library/reading books for the students, more English help for the students in the classroom and also adult classes for the parents

Help students feel safe

More communication in Spanish

Academic interventions for students with learning gaps

Stallworth Administration and Staff:

Meet weekly to collaboratively discuss LCAP goals and monitor its implementation. The team continually assesses its strengths and areas for improvement. Collaboration occurs at Professional Development allowing staff input that focus on collected academic data which the team shares evidence-based intervention strategies to improve student achievement. The input from the administrators and staff were as follows:

Create portable libraries inclusive of Tk-4th and 4th – 8th, which will also be available for our afterschool program

Create a Science Lab, possible in modular space

Address needs of students in focused learning environment

Increased Positive Behaviors Interventions (PBIS)

Increase the school and students Internet services

Continued access to mental health professional during in-person and distant learning for possible campus closure

Students provided the following input:

Tk-2nd Grade Students:

Math games, level books, music and art, learning video games, rewards stamps stickers, and new carpet

3rd – 5th Grade Students:

Science experiments, art, dance and music classes, more choices of books, monthly award celebrations, more classrooms, Spanish cases, bring back student clubs, field trips, learning games, upgraded chrome books, more counseling sessions and better breakfast choices

6th – 8th Grade Students:

Reward implemented on Fridays, more classroom space, Science projects outside the classroom, playground equipment and more options for play, additional English Learner assistance, age appropriate PBIS rewards, more natural light in the classroom and more “mental health breaks.”

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

\$109,058.00			
Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
N/A	Covid-19 Protocols	To prevent the spread of COVID-19 virus, classified staff take the temperature of all students arriving at the school and conduct a short survey of any possible exposure. All staff must complete a short survey and temperatures are taken daily. vendors, guests, and anyone entering the buildings must wear a mask, their temperature is taken and sanitizer is offered.	\$52,058.00
N/A	Sanitation	The LEA will need to provide training for janitorial staff, with additional cleaning and sanitizing to ensure there is no spread of the coronavirus. Support staff will need to ensure that students wash their hands frequently. PPE is needed for each person on site, additional supplies for students is needed to ensure no sharing of supplies occurs.	[\$ 57,000.00]

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

\$263,030.00

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
Learning Continuity and Attendance Plan, Goal #N/A, Action #N/A P. 6	Chromebooks & Tablets	Maintaining the school's 1:1 ratio of devices to students by replacing and upgrading technology.	\$60,000.00
LCAP. Goal 1, Action #8 P. 11	Supplemental Programs	Providing remediation and supplemental curriculum through the use of Reading Plus (Reading and vocabulary support for grades 3rd – 8 th), SmartyAnts (foundational reading skills for grades TK-2), Nearpod/Flocabulary (all subjects for grades Tk – 8 th), Discovery Education (all subjects for grades Tk-8 th), Khan Academy (mathematics supplemental curriculum for grades K-8) and Wowzers (mathematics intervention for grades Tk-8 th). To provide access to physical books for students to read independently. Providing physical copies of leveled readers and decodable texts to support early foundational skills.	\$73,030.00
N/A	Instructional Aides	Hire additional paraprofessionals to support students' learning in the classroom.	\$90,000.00
N/A	Reading Intervention Specialist	Hire a reading specialist to support foundational reading instruction in K-3rd grade.	\$40,000.00

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

\$495,000.00

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
N/A	Additional Classroom Space	The LEA will add 2-3 Mobile Modulars on its premises	\$250,000.00
N/A	Additional Counselors	To address the social emotional needs of the students, to help the students feel safe, the LEA will hire two (2) additional counselors	\$120,000.00
N/A	Additional Playground Equipment	To promote physical activity and address the students desire for more grade level, appropriate, equipment.	\$125,000.00

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
Curriculum and frameworks & Instructional Material <ul style="list-style-type: none"> • Academic Needs • Supplemental Programs • Chromebooks 	Student progress is monitored by teachers, administration, and parents. To ensure that students are making academic gains toward proficiency in ELA and Math, the teachers input the students’ progress or regression on a shared document that is utilized within their cohorts and during PD. During teacher cohort meetings (K-2nd, 3rd-5th, 6th-8th) and PD meetings instructional goals, methods, materials and assessments are shared based on the	Bi-Weekly/Quarterly

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
	<p>needs of the students. The teachers will assess student progress through common benchmark, and through the use of formative assessment during instructions.</p> <p>Universal Design Learning practices are used for flexibility in information presentation to students. It is also used to reduce instructional barriers. EL students will receive designated supports from the ELD Coordinator, a BCLAD teacher and the instructional aids whom can provide bi-lingual translation.</p> <p>To involve the parents in the student’s academic progress academic goals are set with parents during the student led conferences. Parents collaborate with their child and the teacher creating specialized and attainable and actionable academic goals. Student led conferences are held quarterly, but an additional conference is held if progress does not occur.</p> <p>Through the LEA’s supplemental curriculum (Reading Plus, Smarty Ants, Wowzers, and Flocabulary-Nearpod, Khan Academy, Discovery Education) provides a personal learning path where the student data is monitored for growth.</p> <p>The supplemental curriculum uses blended learning which provides a combination of direct instruction and digital instruction.</p> <p>The digital programs data exhibits the students current ELA and Math levels in reading, fluency, comprehension, computation, vocabulary, and phonemic awareness. Teachers and parents can connect support and instructions that are aligned to standards throughout the learning process.</p> <p>Chromebooks are monitored by the Computer Lab technician for up-to-date software. The Chromebooks are updated when need to support local and state</p>	

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
	<p>assessments that students take. The Computer Lab triages each Chromebook per the request of teachers or students. Students each have their own Chromebook to ensure their ability to complete assigned assignments that require digital submission.</p>	
<p>Additional Space and Additional Equipment</p> <ul style="list-style-type: none"> • Classrooms • Playground Equipment 	<p>Playground equipment activities will be monitored by teachers, instructional aids and physical fitness employees. Student’s physical activities will be observed and noted if there are changes in their social and emotional attributes. Additional classroom space and playground equipment will raise moral of the student’s behavior, and social and emotional traits will be monitored by staff. The additional class space will afford the students with space, which aids in eliminating conflict.</p> <p>The facility manager will provide a report of the condition of the playground equipment and the added classrooms.</p>	<p>Monthly/Yearly</p>
<p>Additional Staff:</p> <ul style="list-style-type: none"> • Instructional Aids • Reading Specialist • Counselors 	<p>Additional instructional aids and counselors will be added for student safety. The instructional aids progress is monitored by their classroom teacher, their supervisor, and administration. Instructional aids will meet with administration to review their progress in supporting teachers to implement interventions and grade-appropriate curriculum.</p> <p>The additional counselor’s support will be monitored through check-in/check-out data that tracks student behavior. The counselors will support students in small groups or whole class interventions addressing various social and emotional concerns.</p>	<p>Daily/Weekly/Monthly</p>

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
	<p>For emotional, social and mental needs, students have access to counselors. To ensure positive behaviors the LEA has a PBIS program.</p> <p>The PBIS program awards the students with school monetary “Eagle Bucks” The students are afforded the privilege to purchase items with their Eagle Bucks from the student store, thus reinforcing positive behavior.</p> <p>Students struggling with emotional and mental needs can self-refer to see a counselor, or the student can be referred by a parent, staff member or teacher.</p> <p>A reading specialist will support student with reading, a schoolwide learning outcome. The reading specialist will report to the various grade-ban (K-2nd, 3rd-5th, 6th-8th) cohorts of the progress students are making within the designated reading groups. Students will be placed in designated reading groups and the reading specialist will support the students in building comprehension, vocabulary, phonics and phonemic awareness.</p>	
<p>School Safety</p> <ul style="list-style-type: none"> • COVID-19 Protocols • Sanitation 	<p>The COVID-19 protocols are monitored daily with the temperature checks, the hand sanitizer stations, air purifiers, gloves, mask for adults and children. To eliminate the spread of COVID-19 from water fountains, the students are provided individual water bottles for drinking.</p> <p>All guest walking into the school is checked-in with COVID-19 protocols and checked-out. All students are checked-in with the school’s COVID-19 protocols daily. Students displaying any COVID-19 symptoms are sent home immediately. The sign-in forms are collected daily by office staff.</p> <p>COVID-19 communication, and information provided to parents, students and staff. Medical staff provided</p>	<p>Daily</p>

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
	<p>support for un-answered questions regarding COVID-19 and any myths.</p> <p>Every space in the school has air purifiers to keep the air clean. The facility manager will replace the filter in the air purifiers quarterly. The janitorial staff uses special created sanitation spray, and disinfectant wipes to reduce germs.</p>	

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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