

ENCORE



Junior & Senior High School for the Arts

ESSER III Expenditure Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
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School districts, county offices of education, or charter schools, collectively known as LEAs, that receive Elementary and Secondary School Emergency Relief (ESSER) funds under the American Rescue Plan Act, referred to as ESSER III funds, are required to develop a plan for how they will use their ESSER III funds. In the plan, an LEA must explain how it intends to use its ESSER III funds to address students' academic, social, emotional, and mental health needs, as well as any opportunity gaps that existed before, and were worsened by, the COVID-19 pandemic. An LEA may also use its ESSER III funds in other ways, as detailed in the Fiscal Requirements section of the Instructions. In developing the plan, the LEA has flexibility to include community input and/or actions included in other planning documents, such as the Local Control and Accountability Plan (LCAP), provided that the input and actions are relevant to the LEA's Plan to support students.

For more information please see the Instructions.

Other LEA Plans Referenced in this Plan

Plan Title	Where the Plan May Be Accessed
2021 Local Control Accountability Plan for Encore Education Corporation	https://www.encorehighschool.com/_files/ugd/c73969_85a321462643484e899543e448abe60a.pdf?index=true

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

\$1,717,675

Plan Section	Total Planned ESSER III
Strategies for Continuous and Safe In-Person Learning	\$1,185,946
Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)	\$531,729
Use of Any Remaining Funds	

Total ESSER III funds included in this plan

\$1,717,675

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 IFA for public input in the development of the plan

Encore Jr/Sr High School for the performing & visual arts is committed to meaningful stakeholder engagement to ensure school planning and improvement, especially in the time of COVID-19. In the development of the ESSER III Expenditure plan, Encore has ensured that staff and families understand the current needs of Encore as it relates to the local, state, and federal guidelines. This ESSER III plan has been informed by feedback received by students, families and staff from Spring 2020 to the present. Encore has made provisions for stakeholder engagement which promotes remote participation and addresses language accessibility. Encore used surveys, formal and informal meetings with parents and students, staff meetings, observations, recommendations from the charter authorizer, third party consultants, and financial and legal advisors. This plan used input from Encore's data team, administration, and fiscal advisor. This plan is an extension to the LCP and the LCAP to help build on the input from stakeholders over the past year. Parents, staff, and the community are invited to attend Board Meetings where the plan will be reviewed. The input collected from students, parents, teachers, administrators, and staff contributed to the development of the ESSER III plan.

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

Encore Education Corporation consulted community stakeholders throughout the process in a variety of formal and informal means to identify the critical areas of need for the use of funds to help mitigate learning loss.

Students - A variety of students were involved in informal focus groups through membership in actively engaged groups that met on campus during the reopening of the school and off campus via Zoom during the campus closures.

Families, including families that speak languages other than English - Parents were involved in the consultation process based off of annual surveys given to the parents via email and all call. Informal and formal conferences were held with a variety of parents. It was difficult to engage parents of families that speak languages other than English were more difficult to engage, so Encore employed the use of a third party English Learners Consultant and the newly hired EL Teacher/Coordinator for influence/consultation regarding EL students.

School and District Administrators including special education - Encore's administrative staff set various formal and informal meetings that happened frequently throughout the school closures and during the reopening/planning process regarding the critical needs for the students during the implementation of the reopening plan. School administrators meet informally daily. For Special Education, formal and informal meetings were held with the administrative counselors regarding critical needs. Within the SPED department, teachers and aides were part of formal and informal meetings regarding critical needs and wants to appropriately support students in terms of COVID reopening plans.

Teachers, Educators, and School Staff - The Executive Director/CEO held weekly virtual meetings with staff to discuss the critical needs and support wants for the support plans as they directly relate to COVID learning loss including social and emotional behavior supports. On top of the weekly all staff meetings, independent departments met regularly and in most cases bi-monthly, to gain appropriate knowledge to make informed decisions for appropriate reopening plans. For plans that were related to facilities, the facilities manager, risk manager, COO, and CEO met with various independent contractors and with each other to go over safety for HVAC and sanitation needs and the ability to provide a safer/healthier environment for all stakeholders.

As a result of these seven critical needs identified by the Encore community members, the following recommendations and actions were put into this Action Plan:

HVAC Improvements - The teachers and students that work directly in the Big Top voiced concerns regarding the circulation of the air within the Big Top. This happened in one of the formal staff meetings and in informal conferences with the students. As a result of these concerns, follow up meetings occurred with the facilities manager, risk manager, COO, and CEO. During that meeting, a tentative action plan to update HVAC and make sure that permanent maintenance schedules for the HVAC systems were created. This led to the facilities manager and the COO meeting with HVAC specialists that tuned up existing systems that were in proper working order and replacement of systems that needed to be updated based on needs identified during the creation of the plan.

Socioemotional wellbeing and Mental Health Supports - During the weekly meetings held with teachers by the CEO, it was identified that students were in need of social emotional support upon the reopening of school. Further meetings held with the counseling department and the uptick of students reaching out for support (Including counseling calls for county crisis support for individual students) determined the need for SEL support services. As a result of these support services, Encore employed the use of SEL self-strategies through the new curriculum "Edgenuity." Additional in person support was contracted, "Rock My Campus" for both students and staff (The social emotional wellbeing concerns were also raised for staff that had been isolated through the pandemic.) To make sure the students would have extra access to support, two intern counselors were added to Encore's staff to lower the caseload numbers for the counseling department. Plans for specific groups led by each member of the counseling team for more in-depth support was also planned. Parents also added in put regarding social emotional growth, status, and wellbeing for their students by participating in informal Zoom meetings with the COO and in direct contact with the CEO through the website Chat. The parent input validated the input from the teachers, staff, and administration.

Decreasing Suspension Rate - Through formal and informal meetings with the COO, Assistant Dean of Students, Counseling, and Teachers, it was determined that students would likely return to in-person instruction with some social immaturity based on time away from school structure. This determination was supported by informal and formal meetings with parents of students with disciplinary issues held one on one with the COO. Meetings with the Academic Director and the teaching staff solidified concerns from the administrative team. As a result of these meetings, it was determined that Encore would reinstate the role of Assistant Dean of Students to help with disciplinary issues that occurred on campus. Encore would also implement the use of the SEL curriculum provided by Edgenuity as part of the rehabilitation process. Further, the addition of two intern counselors would help with student identification of students that need extra support based on the lower caseload for each individual counselor. Using restorative practices, Encore will work to support the appropriate emotional growth of students and therefore lowering anticipated suspension rates as students return to in person instruction.

Technology and Internet Access - Surveys sent to parents and students identified the need for internet access and updated technology for the students. Meetings with the IT Manager, the Academic Director, the COO, and Department Chairs determined that the computers that the teachers were using could not support the newly added necessity for Zoom instruction. As a result of these meetings, the plan for updating student Chromebooks and adding new computers on campus to keep up with the rapidly changing technology needs of supporting distance learning/Zoom access was created. Within the building of this plan, the facilities manager, COO, and IT Manager were consulted to add electricity to buildings on campus that could not support the updated electricity needs stemming from the addition of extensive technology for both teachers and students. Additionally, meetings with the IT manager and the Academic Director were critical to the upgrade and purchase of new computers for the teachers to make sure that the computers purchased for the teachers would be able to support distance learning and the new curriculum adoption that moved all of Encore's curriculum to online platforms.

Facilities Improvements - Safe Outdoor Gathering Places - Through formal and informal conferences with students, issues identified regarding the current outdoor gathering places were identified. Specifically, the outdoor benches and eating spaces for students were old and consisted of wood surfaces that posed questions about the ability to sanitize them properly in the midst of a pandemic. Informal meetings with campus aides supported the concerns of the students regarding the ability to sanitize the porous surfaces for outdoor gathering spaces. Teachers in the Big Top further expressed concerns about sanitation due to the inability to sanitize or hose down the interior communal spaces of the Big Top. These informal and formal meetings led to meetings with the COO, CEO, Facility Manager, and Risk COVID Manager to plan the upgrade of the outdoor gathering spaces and the indoor Big Top spaces. Specifically, all outdoor furniture that was being used for frequent communal gatherings that was wood was to be removed from the quad and replaced with nonporous metal picnic and park benches that can be easily cleaned and sanitized. Inside the Big Top, working with third party contractors, the COO, and the facilities manager, plans for a concrete floor that could be hosed down and sanitized versus the asphalt floor were created. Further, chain link spaces were planned for a better circulation of PE and circus equipment and better circulation of the overall Big Top facility.

Facilities Improvements - Indoor Air Quality - Through formal and informal conferences with teachers and administration, updates to HVAC were listed as primary concerns for students, teachers, and administrators. As a result, meetings were held with the COO, CEO, Risk/Covid Manager, and Facilities Manager to create an HVAC plan. The HVAC plan would include a maintenance schedule, and expansion of HVAC systems where large numbers of the community would gather (Big Top and Theater). It also included the expansion of trouble areas for HVAC within classrooms including F11, F7, F29, and F30. This expansion included the installation of "mini-split" systems to increase the movement of air and improvement of overall circulation. Additional spaces that had increased circulation installed include the Student Store in the F Building, the lactation room and the staff break room in the F Building. Repairs to broken HVAC units happened throughout the campus including the A and D building and several relocatable buildings on campus. The COO and the Facilities Manager met with third party consultants to create an appropriate plan for overall HVAC improvements. This work is ongoing.

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

\$1,185,946

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
Action #1	HVAC Improvements	HVAC improvement plans were modified and expanded for ESSER III beyond the LCAP Goal to include the new installation of HVAC equipment. The original LCAP plan included the establishment of maintenance schedules, but the ESSER funding allowed for the overall improvement and expansion of equipment to create expanded circulation based on the need created from COVID-19 pandemic.	\$75,266
Action #2	Big Top Structure Sanitation Improvement	In an effort to improve sanitation methods in the general PE area, the asphalt floor will be replaced with a brushed concrete floor. This floor installation will happen over the summer and will remove the flooding issues within the Big Top structure and will give maintenance the ability to sanitize the floor appropriately. With this floor replacement, storage units that are currently inside the Big Top Structure for equipment will be replaced with chain link fenced areas to improve circulation. There will also be water and electricity added to install a washer and dryer in the Big Top	\$163,230

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
Action #3	Outdoor Gathering Areas	<p>structure to be able to sanitize equipment that is used during circus training classes. Finally, a hands free water bottle fountain will be installed inside the Big Top structure to improve sanitation for student hydration. A specific sanitation schedule will be developed and implemented.</p> <p>ESSER funding has been used to create larger spaces for outdoor gathering areas to allow for social distancing when required.</p>	\$59,295
Action #4	Indoor Storage Spaces	<p>Maintenance and Sanitation needs visible storage areas to be able to store and sanitize items that are needed through the school year. This plastic shelving will get items off of the floor and make it possible to sanitize storage spaces more thoroughly. A specific sanitation schedule will be developed and implemented.</p>	\$25,489
Action #5	Curriculum	<p>ESSER III funding was used to purchase the new curriculum "Edgenuity" for most subjects on campus. Edgenuity is also being used for SEL training and specific Friday remediation and credit recovery. Specifically, during period 0 on Fridays, each student participates in personally tailored remediation called "MyPath" that is set up directly through Edgenuity. Further, Encore has employed the use of Tutor.com to provide 24/7 personal academic support to all students on campus as a direct response to learning loss during the pandemic.</p>	\$170,743
Action #6 Goal #2, Action #2	Instructional Aides	<p>ESSER funding was used exclusively for this action as a direct result of increased need for remediation stemming from Distance Learning and school closures due to the pandemic.</p>	\$85,806
Action #7 Goal #2, Action #3	Junior High Team Teaching	<p>This strategy includes the addition of four additional teachers, additional training, and incentivized stipends for additional workload given to the teachers. These additions are planned ESSER III funded expenditures and are anticipated to be renewed for the next two years.</p>	\$403,617

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
Action #8 Goal #3, Action #1	Community Engagement	ESSER III funding will be used for specific advertising and social media target marketing. ESSER III funding will also be used to set up receptions and activities to help with re-engagement.	\$67,500
Action #9 Goal #3, Action #3	Student Engagement	ESSER III funding will be used for "Awesome Tag" engagement, Field trips, competition participation and other opportunities for students to engage and "show up" for activities at school.	\$45,000
Action #10 Goal #3, Action #4	Teacher Engagement	ESSER III funding will be used for teachers that are working directly with distance learning students as incentive pay. Funds will also be used for personal professional development based on social emotional health and strategizing time management platforms. This will also cover the reinstatement of period subbing during the teacher shortage.	\$90,000

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

\$531,729

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
Action #11	NWEA Benchmarks	ESSER funds are used to implement test taking strategies and provide expanded benchmarks to monitor student achievement and the closure of academic gaps incurred due to distance learning and school closures during the pandemic.	\$35,601
Action #12	PSAT testing	PSAT and expanded prep of the PSAT for the junior high school students is a State recognized benchmark system. Encore is using ESSER funds to provide this extra benchmark testing to monitor progress on learning loss mitigation.	9,005

Action #13	Academic Director	This is a new position where a portion of the ESSER funding is being used for the AD time spent specifically on Learning Loss Mitigation professional development and monitoring as a direct result of distance learning and pandemic school closures.	\$24,120
Action #14	Teacher Intervention	Teachers have taken on extra duties that are not aligned with their normal job description as a direct result of distance learning and pandemic school closures. The extra duties - such as independent study teaching, IT support, extra tutoring, extended professional development, and additional lesson planning; are being expensed to ESSER funding.	\$393,003
Action #15	Student Incentives	ESSER funds are being used to incentivize students to increase effort on tests and in class. These incentives include awesome tag rewards, academic field trips, and other curriculum-based rewards.	\$20,000
Action #16	Teacher Incentives	ESSER funds will be used to provide teacher incentives for marked improvement of their student caseloads.	\$50,000

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

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
ACTION #1 – HVAC REPAIRS	The facilities manager will keep track of completion of the construction projects. The facilities manager will provide reporting to Encore’s school board.	Twice annual
ACTION #2 - BIG TOP IMPROVEMENTS	The facilities manager will keep track of completion of construction projects. The facilities manager will provide reporting to Encore’s school board.	Twice annual
ACTION #3 – OUTDOOR GATHERING AREAS	The facilities manager will keep track of completion of construction projects. The facilities manager will provide reporting to Encore’s school board.	Twice annual
ACTION #4 – INDOOR STORAGE SPACE	The risk manager will keep track of ongoing updates to the progress made of organizing indoor storage space. The risk manager will provide reporting to Encore’s school board.	Twice annual
ACTION #5 - CURRICULUM	The Academic Director is responsible for the oversight of implementation of the new curriculum. This will be monitored through classroom visits, curriculum use reports, and teacher feedback surveys/meetings. The Academic Director will provide a comprehensive report to the Encore school board that will include specific data regarding usage of curriculum in the classroom and feedback from the students and the teachers.	Twice annual

ACTION #6 – INSTRUCTIONAL AIDES	Human Resources Manager will hire instructional aides. Academic Director will train instructional aides. Academic Director will work with the instructional aides to target specific students to get the additional academic support. Data will be collected on overall academic achievement of specific target caseload. The Academic Director will present a report to the Encore School Board once a year in June to go over the data of academic achievement based on the implementation of instructional aides.	Annually
ACTION #7 – JUNIOR HIGH TEAM TEACHING	The CEO and the Academic Director will work directly with the entire junior high teaching team to work and revise the team-teaching program model. Surveys will be administered to teachers, students, and parents quarterly to monitor satisfaction of the program. Further data will be collected at the conclusion of each round of benchmark testing to monitor academic growth for junior high students.	<ul style="list-style-type: none"> Teacher, student, and parent surveys are administered quarterly. Benchmarks will take place three times per year. <p>Updated reporting on team teaching will be presented to the Encore School Board twice a year.</p>
ACTION #8 – COMMUNITY ENGAGEMENT	Progress on this action will be monitored by the number of community members that take part in the committees on campus. The CEO will monitor how many community members are actively involved in Encore committees. The CEO will provide an annual data report regarding this action to the Encore School Board	Once a year
ACTION #9 – STUDENT ENGAGEMENT	Progress on this action will be monitored by the number of students that take part in activities on campus. The Assistant Dean of Activities is responsible for monitoring the progress of engagement and will record numbers of students involved. The administration of Encore will distribute surveys twice a year to students for quality assurance and student engagement. The Assistant Dean of Students is responsible for reporting student engagement/involvement in school activities.	<ul style="list-style-type: none"> Student Survey - At the end of each semester <p>Engagement Recording - Assistant Dean of Students will provide engagement data to the Encore School Board in their regular report every other month.</p>
ACTION #10 - TEACHER ENGAGEMENT	The Academic Director is responsible for overseeing the improvement of teacher engagement. The Academic Director will keep reports of attendance at professional development and will report monthly to the Encore School Board. The Human Resources Manager will create and present a report annually to the Encore School Board showing year over year teacher retention rates. The Staff Liaison will administer job satisfaction surveys twice annually and report outcomes of the surveys to the Encore School Board.	<ul style="list-style-type: none"> Attendance data for Professional Development and Staff meetings are presented to the Encore School Board by the Academic Director every month. Human Resources Manager presents teacher retention rates annually. <p>Staff liaison will present job satisfaction rates for staff twice a year (the end of each semester).</p>

<p>ACTION #11 – NWEA BENCHMARKS</p>	<p>The Academic Director is responsible for working with the Academic Department chairs to train and administer NWEA benchmarks three times per year. The Academic Director will work with the Data Committee to create a data report of outcomes from the benchmarks that will be presented to the Encore School Board three times per year. This report will include student growth and overall achievement.</p>	<ul style="list-style-type: none"> NWEA benchmarks are completed three times per year based on a schedule created by the Academic Director. <p>Data reports are presented to the Encore School Board three times per year, about 45 days after the benchmark tests are administered to students.</p>
<p>ACTION #12 - PSAT BENCHMARK TESTING</p>	<p>The Academic Director is responsible for working with the counseling department to schedule and administer the PSAT benchmark test to junior high students. The data committee is responsible for reporting the results of the benchmark test showing year over year results.</p>	<ul style="list-style-type: none"> Annual testing <p>Annual presentation to the Encore School Board</p>
<p>ACTION #13 – ACADEMIC DIRECTOR</p>	<p>The CEO is responsible for providing the board with an annual performance review of the Academic Director. The effectiveness of the Academic Director will be measured on the performance review, satisfaction surveys from the teaching staff, data reporting showing student achievement and student growth, and teacher retention.</p>	<ul style="list-style-type: none"> Annual performance review Data reports presented to the Encore School Board three times per year Satisfaction surveys administered twice per year <p>Teacher retention report presented once a year</p>
<p>ACTION #14 – TEACHER INTERVENTION</p>	<p>The Academic Director and the Data Committee are responsible for measuring student achievement in response to teacher intervention. Additionally, student and parent satisfaction surveys will be administered twice annually to measure the effectiveness of the teacher interventions. The results of these satisfaction surveys will be reported to the Encore School Board.</p>	<ul style="list-style-type: none"> Data reports presented to the Encore School Board three times per year Student satisfactions survey completed twice annually Parent satisfaction surveys completed twice annually <p>Reporting to the Encore School Board twice annually</p>
<p>ACTION #15 – STUDENT INCENTIVES</p>	<p>The CEO, Academic Director, and Assistant Dean of Students will be responsible for administering the student incentive programs. The results of these incentives will be measured by completion rates of benchmark testing, chronic absenteeism reports, rate of suspension, and rate of student engagement in student activities. The results of these actions will be presented to the Encore School Board once a year.</p>	<ul style="list-style-type: none"> Completion rates of benchmark testing will be reported three times per year Chronic absenteeism will be reported twice per year Rate of suspension will be reported twice per year <p>Student engagement in student activities will be presented twice per year.</p>

**ACTION #16 –
TEACHER INCENTIVES**

The CEO, Academic Director, and Human Resources Manager will be responsible for administering the teacher incentive programs. The administrative team will work with the staff liaison to ensure the effectiveness of these programs. The results of these incentives will be measured by the staff satisfaction surveys administered twice annually by the staff liaison and the staff retention report presented to the Encore School Board once per year.

- Staff Satisfaction surveys twice annually
Staff retention report once per year

ESSER III Expenditure Plan Instructions

Introduction

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

The plan must be adopted by the local governing board or body of the LEA at a public meeting on or before 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.

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 succinctly 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.).

California Department of Education
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