



## ESSER III Expenditure Plan

Board Approved: November 4, 2021; Resubmitted to LACOE: January 20, 2022; Board Ratified: February 10, 2022

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 learners' 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 learners.

### Other LEA Plans Referenced in this Plan

Plan Title	Where the Plan May Be Accessed
Empower Generations LCAP	<a href="#">LCAP</a>
COVID-19 Safety Plan & Prevention Program	<a href="#">COVID Safety Plan</a>

### Summary of Planned ESSER III Expenditures

Below is a summary of the ESSER III funds received by the LEA and how the LEA intends to expend these funds in support of learners.

## Total ESSER III funds received by the LEA

\$172,012

Plan Section	Total Planned ESSER III Expenditures
Strategies for Continuous and Safe In-Person Learning	\$95,000
Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)	\$38,351
Use of Any Remaining Funds	\$38,661

## Total ESSER III funds included in this plan

\$172,012

## Community Engagement

An LEA's decisions about how to use its ESSER III funds will directly impact the learners, 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.

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.

Community engagement and consultation with educational partners and the community at large took place with schoolwide information and specific meeting discussions. The learners, staff, parents and community at large were notified of the ESSER funding and planning through the Monday Message. Through working with parent groups, the school received feedback on specific needs as a result of the pandemic. The staff analyzed data to develop the plan. They reviewed the plan with staff at meetings on the development of the plan. Empower Generations does not have a significant EL subgroup, nor an ELAC. The EL/ Homeless/Foster/Migrant administrative support personnel was included in the planning. The LEA also does not serve a tribe nor holds a civil rights organization partnership at this time. State and local requirements were monitored so that the plan remained current to ensure the facilities were prepared to be an ongoing safe space for instruction, social emotional needs were being met, and learning gaps addressed. Support staff communicated with and attended state and local health meetings for pertinent updates. Prior to board meetings, the agenda and ESSER III plan were posted at the meeting location and on the public website for all educational partners and the community at large. The information was also discussed at board meetings that are open to the public and community at large (which included opportunities for public comment). The special education administrative support team were in attendance during board meeting discussions and actions taken to approve this plan.

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

Based on the input from staff, learners, parents and the community at large, alongside academic and social-emotional observation of learners, additional technology, staffing, safety measures, curriculum, and/or social emotional supports were added to support the learners and mitigate learning loss. Ongoing input from state and local health departments drove specific safety measures needed to ensure a safe learning environment.

# Actions and Expenditures to Address Learner Needs

The following is the LEA’s plan for using its ESSER III funds to meet learners’ 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.

## 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

\$95,000
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Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
COVID-19 Safety Plan & Prevention Program; LCAP Goal 1, Action 9	Additional Staff	LCAP goal 1 was written in part to ensure school safety. This ESSER III funding will provide additional opportunities to ensure a safe and clean space for in-person instruction including but not limited to hiring additional office staff, custodians, care team providers, social workers, substitute facilitators, a nurse and/or facilitators (to support learners who are quarantined).	\$90,000
COVID-19 Safety Plan & Prevention Program; LCAP Goal 1, Action 9	Cleaning	LCAP goal 1 was written in part to ensure school safety. This ESSER III funding will provide additional opportunities to purchase supplies and/or support to sanitize and clean the facilities, and/or equipment and furniture to maximize social distancing. This includes but is not limited to masks, signage, desk dividers, hand sanitizer, etc.	\$2,500
COVID-19 Safety Plan & Prevention Program; LCAP Goal 1, Action 9	Facility Repair & Improvements	LCAP goal 1 was written in part to ensure school safety. This ESSER III funding will provide additional opportunities for school facility repairs and improvements to maximize preparedness and reduce the risk of virus transmission and exposure.	\$2,500

## 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

\$38,351

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP: Goal 1, Actions 3, 5, 6 & 7; Goal 2, Action 5	Learning Loss	LCAP goals 1 and 2 were written in part to target children below proficiency and mitigate learning loss. This ESSER III funding will provide additional opportunities to mitigate learning loss targeting all kids below proficiency including but not limited to professional development, curriculum, and/or school supplies.	\$28,351
N/A	Staffing	Incentive for hiring hard-to-fill positions.	\$10,000

## Use of Any Remaining Funds

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

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

\$38,661

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP Goal 2, Actions 7, 8, 9, 10	Mental Health	LCAP goal 2 was written in part to support the social emotional well-being of learners. This ESSER III funding will provide additional opportunities to purchase of advisory curriculum and trauma-informed curriculum and/or programs to support social-emotional learning.	\$25,000
N/A	Technology	Provide technology and/or additional support for learning activities.	\$8,000

N/A	School Equipment	School equipment updates and purchases to support classroom activities and hands-on learning opportunities.	\$2,661
LCAP Goal 2, Action 2; Goal 3, Action 2	High School	LCAP goals 2 and 3 were written in part to support career opportunities and partnerships for high schoolers. This ESSER III funding will increase opportunities for high school learners to pursue career interests.	\$2,000
LCAP Goal 2, Action 4	School Attendance	LCAP goal 2 was written in part to encourage school attendance. This ESSER III funding will provide transportation services to serve low income learner needs, return learners to in-person instruction, mitigate learner attendance loss, and improve engagement.	\$1,000

## Ensuring Interventions are Addressing Learner Needs

The LEA is required to ensure its interventions will respond to the academic, social, emotional, and mental health needs of all learners, and particularly those learners 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 learners, and particularly those learners most impacted by the COVID–19 pandemic.

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
Monitor Learning Loss	Analysis of state and local assessments: NWEA MAP assessments will be administered to learners in all grades levels in ELA and Math to measure learner progress on specific standards addressed during the school year. CAASPP results for ELA and Math Staffing analysis (with hiring incentives as needed)	Ongoing/Semester/Annually
Mental Health, Technology, School Equipment, High School, School Attendance	Staff feedback based on semester social-emotional reports of progress of each learner across all grade levels. Needs analysis of technology & school equipment School Attendance Analysis Evaluation of School Partnerships	Ongoing/Semester
Cleaning and Maintaining Healthy and Safe Facilities	Safety walks FIT tool for SARC Staff analysis Needs analysis of cleaning supplies	Ongoing/Annually

**ESSER III Expenditure Plan  
Executive Summary for Board Information  
October 2021**

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 detailing how they will use their ESSER III funds to, at a minimum, address learners' 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 is required to address the following:

- The extent to which and how the funds will be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent CDC guidance on reopening schools, in order to continuously and safely open and operate schools for in-person learning.
- How the LEA will use the minimum of 20% of funds it reserves for learning loss 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 after school programs, or extended school year programs.
- How the LEA will spend its remaining ESSER III funds consistent with the allowable uses.
- How the LEA will ensure that the interventions it implements, including but not limited to the interventions to address learning loss, will respond to the academic, social, emotional, and mental health needs of all learners, and particularly those learners disproportionately impacted by the COVID–19 pandemic, including learners from low-income families, learners of color, English learners, children with disabilities, learners experiencing homelessness, children in foster care, and migratory learners.

In developing their plan, LEAs must engage in meaningful consultation with specified educational partners, including: learners; families; school and charter school administrators (including special education administrators); and facilitators, directors, school leaders, other educators, school staff, and their unions. In addition, LEAs must also engage in meaningful consultation, to the extent they are present or served by the LEA, with: Tribes; civil rights organizations (including disability rights organizations); and stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children in foster care, migratory learners, children who are incarcerated, and other underserved learners. Finally, LEAs must provide the opportunity to provide public input and take such input into account.

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 County Office of Education (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, the plan must be made publicly available on the LEA's website.

Malaka Donovan, School Director