

Expanded Learning Opportunities Grant Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
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The following is the local educational agency's (LEA's) plan for providing supplemental instruction and support to students, including those identified as needing academic, social-emotional, and other supports, including the provision of meals and snacks. The plan will explain how the LEA will use the funds it receives through the Expanded Learning Opportunities (ELO) Grant to implement a learning recovery program for at least the students included in one or more of the following groups: low-income students, English learners, foster youth, homeless students, students with disabilities, students at risk of abuse, neglect, or exploitation, disengaged students, and students who are below grade level, including, but not limited to, those who did not enroll in kindergarten in the 2020–21 school year, credit-deficient students, high school students at risk of not graduating, and other students identified by certificated staff.

For specific requirements please refer to the Expanded Learning Opportunities Grant Plan Instructions.

Plan Descriptions

A description of how parents, teachers, and school staff were involved in the development of the plan.

GUSD stakeholders have been involved in the process of providing input to districtwide planning processes at every stage. Gathering stakeholder input is of paramount importance for the District. This plan is a reflection of input gathered as part of the development of the 2020-2021 LCP and the 2021-2024 LCAP. There have been several opportunities for stakeholder groups, including parents/guardians, teachers, and school staff, to provide input for the development of the program. Opportunities for input and feedback were available at board meetings, PTA council meetings, SPAC and DELAC meetings, and other district-level meetings with the superintendent. The superintendent's update at board meetings with public comment served as a forum to gather input from all stakeholder groups. Conversations with principals, school teams and ILTs informed the planning. Staff input was included in the bargaining unit MOUs with the GTA and CSEA. Return to school discussions at every school meeting also informed planning. During the 2019-2020 school year, GUSD embarked on a robust plan to gather more authentic input and this continued in a virtual setting during the 2020-2021 school year. Recommendations of the activities for the Expanded Learning Opportunities (ELO) Plan were shared by stakeholders at all meetings held in May.

The process of gathering stakeholder feedback included the following four formats to solicit staff, parent, student, and family voice:

- 1) Superintendent's Parent Advisory Council (SPAC) Meetings
- 2) Student Voice Panels
- 3) LCAP Meetings- highlighting specific LCAP priorities
- 4) District English Language Advisory Committee (DELAC) Meetings
- 5) Parent/guardian forums- at each school site
- 6) Board of Education Meetings and Town Hall Meetings
- 7) Stakeholder Surveys

1. Superintendent's Parent Advisory Council (SPAC) and Glendale Council PTA Meetings

The Superintendent's Parent Advisory Committee was formed in Fall 2019. Principals were asked to nominate 2-4 parent/guardian leaders from their school to encourage new and diverse voices. SPAC meetings were held in both the morning and evening to allow for maximum parent participation.

After a preliminary meeting on September 24, 2019, the SPAC members decided to work in small groups focusing on three themes:

- College and Career Readiness
- Inclusion/PBIS/Restorative Practices
- Budget

The small groups explored these themes in depth, examined data, and provided input directly to the Superintendent and presented their sub-group's recommendations at school Board meetings.

- SPAC 2019-2020 Meeting Dates
- September 24, 2019 (AM and PM)
- October 29, 2019 (AM)
- November 4, 2019 (PM)
- December 12, 2019 (AM and PM)
- February 5, 2020 (AM and PM)
- March 4, 2020 (AM and PM)
- April 1, 2020 (held virtually)
- May 6, 2020 (held virtually)

In 2020-2021, 10 SPAC meetings were held monthly the first Thursday of every month and were conducted virtually. Additionally, District PTA leaders from each school met monthly with the Superintendent to provide their feedback on District and school programs and services.

A draft of the LCP was presented at a joint meeting of the Superintendent's Parent Advisory Committee (SPAC) and Glendale Council PTA meeting with site-level PTA presidents on August 28, 2020. Questions received from these advisory committee meetings were responded to in writing by Superintendent Ekchian and posted on the District's website prior to the CDE adoption of the 2020 LCP.

On May 17, 2021 staff presented an outline the local control funding formula, State priorities, GUSD Board priorities, dashboard indicators/metrics, and the proposed LCAP priorities and goals for the 2021-2024 LCAP.

4. District DELAC Meetings

The purpose of DELAC is to solicit input from parents/guardians and advise the Board of Education on programs and services for English learners. District interpreters were in attendance to provide translation in Armenian, Korean, and Spanish, as needed.

In 2019-2020, DELAC meetings were initially held at the District Office and transitioned to virtual settings as of May 2020:

- October 14, 2019
- December 9, 2019
- January 27, 2020
- March 3, 2020
- May 18, 2020
- October 14, 2020
- December 3, 2020
- February 4, 2021
- March 8, 2021
- May 10, 2021

On May 10, 2021, staff presented an outline of the local control funding formula, State priorities, GUSD Board priorities, dashboard indicators/metrics, and the proposed LCAP priorities and goals for the 2021-2024 LCAP.

5. LCAP Parent Forums at each School Site

In 2019-2020, members of the Superintendent’s Cabinet and Educational Services teams each selected two schools to visit between December 2019 and March 2020, to increase parent feedback for the LCAP. Team members worked with site principals to determine the best date to visit, based on which school meeting would attract the largest and most diverse audience (e.g. PTA, SSC, ELAC, or Coffee w/ Principal). An interactive activity guide was developed to provide uniformity in gathering parent/guardian input. District interpreters were in attendance to provide translation in Armenian, Korean, and Spanish, as needed.

Due to this new format, parent participation increased by threefold from 51 parents in 2018-2019, to 146 parents in 2019-2020. This added individualized activity was well-received by site principals and parents and provided a wealth of feedback in the initial planning process.

6. Board of Education Meetings and Town Hall Meetings

Details for speaking virtually or in person at Board meetings and town hall events are posted on the GUSD website, disseminated through the GUSD App, and through social media providing opportunities for all stakeholders to speak or comment. Board meetings are televised on local Channel 15 and livestreamed and archived on the GUSD website. GUSD’s LCP was presented to the District’s governing board at a public hearing during a regularly scheduled Board meeting held on September 1, 2020. The agenda for the public hearing was posted 72 hours prior to the Board meeting.

Two town hall meetings were held on July 8, 2020, to solicit input on distance learning and safety protocols for the 2020-2021 school year. Hundreds of parents and teachers spoke and the meetings were livestreamed. Information was provided through the Public Information Office on how to give comments and District interpreters were in attendance to provide translation in Armenian, Korean, and Spanish, as needed.

Responses from town hall/school Board meetings, and parent advisory groups included the desire for a more consistent instructional schedule that included more synchronous instructional time with classroom teachers, as well as regular office hours. This feedback was consistent across elementary and secondary schools and resulted in modifications to the 2020-2021 distance learning instructional schedule.

7. Stakeholder Surveys

Parent, student, and teacher surveys were used throughout the 2019-2020 and 2020-2021 school years to solicit feedback on instructional schedules in elementary and secondary levels. The results of student, staff and parent surveys were carefully analyzed and used to assist in the development of the Learning Continuity and Attendance Plan.

At the end of the 2019-2020 school year, multiple surveys were developed specifically for parents/guardians, teachers/staff, and students to gather information on students' remote learning experience initiated by COVID-19. The goal was to better understand their experiences and use the data to make improvements. In all, 5,700 parents completed the survey from May 18–29, 2020, accounting for 19,022 households in Glendale Unified for a completion percentage of 30%. All grades and schools were represented in the survey results. The breakdown of respondents in each language survey is as follows – English: 5,423; Armenian: 83; Korean: 127; Spanish: 67. The responses were broken down by levels – Elementary: 3,843; Middle: 859; and High: 998.

Parent survey results indicated that remote learning had been effective for many students but the experience varied throughout schools and classrooms: 42% of parents said students made adequate progress in their learning during remote instruction; 30% indicated they received communication from teachers every day; 36% of parents said students had opportunities to socially interact with others; 58% of parents said that the amount of work students received was “just right;” and 69% of parents said students felt safe when videoconferencing. GUSD utilized these results in designing the fall distance learning instructional schedules, and designing professional development and instructional resources for teachers to support student's academic success and well-being.

Staff surveys included responses from 1,204 certificated and 1,181 classified staff members and solicited input on best practices to inform planning for distance learning. A staff survey to gather feedback on desired instruction and professional development was also developed and received 813 responses. Teachers listed the specific instructional technology programs that would be most beneficial for distance learning in the Fall, as well as, which programs they would need additional training and support. The District developed a comprehensive professional development plan that all teachers participated in on August 18 and 19, 2020. Based on results from the teacher surveys specifically, the District created 54 professional development sessions during the week of August 10-14, 2020, with more than 6,000 participants registered. to best support the areas of needed training teachers indicated on the survey.

A student survey gathered information on students' remote learning experiences during Spring 2020. The student survey was designed to gather information on the types of learning students experienced and the supports needed to effectively participate in distance learning. The intent of the survey was to better understand stakeholder experiences and utilize the survey results to further improve distance learning experiences for Fall 2020. A total of 3,932 students in grades 4 – 12 completed the survey. The District's student survey results indicated that 23% of students agreed or strongly agreed that they "learned as much each day as I did when we were in school." Accordingly, 30% of students agreed or strongly agreed that they "had opportunities to talk to other students during remote learning." Moreover, 57% of students agreed or strongly agreed that they "felt safe in video conferencing through platforms such as Zoom, Google Meets, etc."

In addition to the previously mentioned formats to solicit input, the Superintendent and District leadership met weekly with principal in level-alike meetings and monthly with the group as a whole. On January 21, 2021, District leadership and site principals discussed top priorities for the 2021 LCAP. The annual LCAP self-reflection tool was administered to principals in April 2021. At the April 28, 2021 Principals' Meeting, Assembly Bill (AB) 86 and draft LCAP goals were presented to solicit input from District administrators and site principals. Some of the priorities from the input from principals included: targeting the essential standards, differentiated small group instruction, block scheduling (secondary), blended learning, social-emotional support, and using data to drive instruction.

Input and questions were solicited from participants during these meetings and surveys, as well as input and questions from GUSD's local SELPA. All questions were answered in writing by the Superintendent and posted on the GUSD website, in accordance with LCAP regulations.

Recommendations for the Expanded Learning Opportunities Plan and the 2021-2024 LCAP

The Expanded Learning Opportunities Plan and the Local Control Accountability Plan has been collaboratively created and revised with input and participation from the Board of Education, District leadership, LCAP Stakeholder Committee, Superintendent's Parent Advisory Committee, Glendale Council PTA, District English Language Advisory Committee members, principals, counselors, teacher specialists, students and staff.

It is recommended that the ELO and the new 2021-2024 LCAP include provisions for the following:

- Focus on Early Literacy
- Targeted Interventions
- Extended Day Kindergarten
- Block Schedules at the Secondary Level
- Blended Learning
- Increased Professional Development on Technology Integration
- Increased Teacher Collaboration Time
- Teacher Office Hours

- Extended Learning and Enrichment Opportunities
- Reduction of Combination Classes
- Summer and Saturday School Opportunities
- Social-Emotional Learning and Well-being
- Student and Staff Support for Mental Health
- Culturally Relevant and Responsive Education
- Increased Family Engagement Opportunities

A description of how students will be identified and the needs of students will be assessed.

GUSD's last complete CA Dashboard year was 2019 and we saw a few indicators with declining outcomes: chronic absenteeism and suspension rates increased and graduation rates decreased. English Language Arts performance and college/career readiness maintained their levels. We need to address all of these indicators to ensure continued student success. We also need to expand supports for student subgroups who are disproportionately underperforming compared to their peers: English Learners (ELA, CCI, chronic absenteeism, grad rate, suspension rate), Students with disabilities (Math, chronic absenteeism, grad rate, suspension rate), Homeless (CCI, chronic absenteeism, grad rate, suspension rate), Socioeconomically disadvantaged (chronic absenteeism, grad rate, suspension rate), African American students (Math, chronic absenteeism, suspension rate), Foster (chronic absenteeism, suspension rate), Hispanic (chronic absenteeism, suspension rate), White (chronic absenteeism, grad rate, suspension rate).

Students in the following groups will automatically be identified using enrollment data: low income, English learners, foster youth, homeless students, and students with disabilities. The Student Wellness Services department identifies students at risk of abuse, neglect, or exploitation. Schools identify disengaged students and students who are below grade level (including, but not limited to, those who did not enroll in kindergarten in the 2020-2021 school year, credit-deficient students, high school students at risk of not graduating, and other students identified by certificated staff).

Multiple measures, including districtwide assessments, classroom formative assessments, and teacher observational notes are considered in identifying students for services.

A description of how parents and guardians of students will be informed of the opportunities for supplemental instruction and support.

Parents/guardians of students identified for supplemental instruction and support receive a personal communication via phone or email from their teacher, school administrator, or a member of the District Equity, Access, and Family Engagement, Student Support Services, or Student Wellness Services department. For more general communication about available support and services, Glendale

Unified utilizes multiple communication methods to reach families. District and school administrators primarily use the Blackboard communication system to send messages via phone, email, and/or text message to families. Messages are translated into Armenian, Spanish, and/or Korean depending on the school's population. In addition to targeted messages, the District sends a weekly "News & Events" email blast to all students, families, employees, and community members and most schools send a weekly newsletter and/or phone call to their communities with general information and upcoming events. The District and each school also have websites and social media channels where important information is posted regularly. School administrators, and the District's Equity, Access, and Family Engagement and Student Wellness Services department also make personal phone calls to identified "hard to reach" students and families, including homeless or foster youth, English learners, and newcomer families, to share important information.

A description of the LEA's plan to provide supplemental instruction and support.

To address the areas of identified needs, the District ELO Grant will provide a combination of District and school services. The District services will include expanded instructional time opportunities during summer, and to support acceleration and early literacy, the District will utilize paraprofessionals (Education Assistants) who will provide targeted support to identified students, including English learners and individuals with exceptional needs. Furthermore, community liaisons will support schools in building partnership with the families to support the whole child. Funds will be allocated to schools to address school specific needs, focusing on addressing academic achievement and mental health services.

Districtwide services to address the instructional strategies include:

- summer learning opportunities for elementary schools
- support for early literacy and acceleration through certificated and classified staffing
- use of paraprofessionals (Education Assistants) to provide targeted support to identified students, including English learners and individuals with exceptional needs
- use of parent/community liaisons to support schools in building partnerships with families to support the whole child
- allocating funds to schools for site level planning and decision making

School level services will be collaboratively planned locally and may include services such as:

- RtI Academic interventions
- On-site licensed SEL support (coordinated with Student Wellness Services)
- Support for language classes
- Support for English learners, students who are socio-economically disadvantaged, foster-homeless and/or have special needs
- Afterschool homework help
- Increased and extended Afterschool/Saturday School/School Year planned and structured opportunities
- Other enrichment opportunities (if aligned to intent of funding and intended student groups):
- GATE/Enrichment programs
- Art/Music Classes

Schools, in collaboration with stakeholders, will create a plan that addresses the scope of the instructional strategies in the grant guidance, prioritizing the needs of the identified students. The plans are due to the Assistant Superintendent of Education Services on or before June 30, 2021. The District will support schools in the implementation and monitoring of their plans.

The plan will be updated as needed to address identified student needs.

Expenditure Plan

The following table provides the LEA's expenditure plan for how it will use ELO Grant funds to support the supplemental instruction and support strategies being implemented by the LEA.

Supplemental Instruction and Support Strategies	Planned Expenditures	Actual Expenditures
Extending instructional learning time	\$5,993,094	[Actual expenditures will be provided when available]
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports	\$5,993,094	[Actual expenditures will be provided when available]
Integrated student supports to address other barriers to learning	\$3,525,349	[Actual expenditures will be provided when available]
Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports	\$881,337	[Actual expenditures will be provided when available]
Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility	\$881,337	[Actual expenditures will be provided when available]
Additional academic services for students	\$176,267	[Actual expenditures will be provided when available]
Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs	\$176,267	[Actual expenditures will be provided when available]
Total Funds to implement the Strategies	\$17,626,747	[Actual expenditures will be provided when available]

A description of how ELO Grant funds are being coordinated with other federal Elementary and Secondary School Emergency Relief Funds received by the LEA.

If the cost of the planned activities in any of the seven areas exceeds the ELO funding, the activities will continue according to the needs of the students, and the additional funding needed will be drawn from remaining eligible ESSER II and ESSER III funds.

Expanded Learning Opportunities Grant Plan Instructions: Introduction

The Expanded Learning Opportunities Grant Plan must be completed by school districts, county offices of education, or charter schools, collectively referred to as Local Educational Agencies (LEAs), that receive Expanded Learning Opportunities (ELO) Grant funds under California *Education Code (EC)* Section 43521(b). The plan must be adopted by the local governing board or body of the LEA at a public meeting on or before June 1, 2021, and must be submitted to the county office of education, the California Department of Education, or the chartering authority within five days of adoption, as applicable. The plan must be updated to include the actual expenditures by December 1, 2022.

For technical assistance related to the completion of the Expanded Learning Opportunities Grant Plan, please contact ELOGrants@cde.ca.gov.

Instructions: Plan Requirements

An LEA receiving ELO Grant funds under *EC* Section 43521(b) is required to implement a learning recovery program that, at a minimum, provides supplemental instruction, support for social and emotional well-being, and, to the maximum extent permissible under the guidelines of the United States Department of Agriculture, meals and snacks to, at a minimum, students who are included in one or more of the following groups:

- low-income,
- English learners,
- foster youth,
- homeless students,
- students with disabilities,
- students at risk of abuse, neglect, or exploitation,
- disengaged students, and
- students who are below grade level, including, but not limited to, those who did not enroll in kindergarten in the 2020–21 school year, credit-deficient students, high school students at risk of not graduating, and other students identified by certificated staff.

For purposes of this requirement

- “Supplemental instruction” means the instructional programs provided in addition to and complementary to the LEAs regular instructional programs, including services provided in accordance with an individualized education program (IEP).
- “Support” means interventions provided as a supplement to those regularly provided by the LEA, including services provided in accordance with an IEP, that are designed to meet students’ needs for behavioral, social, emotional, and other integrated student supports, in order to enable students to engage in, and benefit from, the supplemental instruction being provided.

- “Students at risk of abuse, neglect, or exploitation” means students who are identified as being at risk of abuse, neglect, or exploitation in a written referral from a legal, medical, or social service agency, or emergency shelter.

EC Section 43522(b) identifies the seven supplemental instruction and support strategies listed below as the strategies that may be supported with ELO Grant funds and requires the LEA to use the funding only for any of these purposes. LEAs are not required to implement each supplemental instruction and support strategy; rather LEAs are to work collaboratively with their community partners to identify the supplemental instruction and support strategies that will be implemented. LEAs are encouraged to engage, plan, and collaborate on program operation with community partners and expanded learning programs, and to leverage existing behavioral health partnerships and Medi-Cal billing options in the design and implementation of the supplemental instruction and support strategies being provided (*EC* Section 43522[h]).

The seven supplemental instruction and support strategies are:

1. Extending instructional learning time in addition to what is required for the school year by increasing the number of instructional days or minutes provided during the school year, providing summer school or intersessional instructional programs, or taking any other action that increases the amount of instructional time or services provided to students based on their learning needs.
2. Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports including, but not limited to, any of the following:
 - a. Tutoring or other one-on-one or small group learning supports provided by certificated or classified staff.
 - b. Learning recovery programs and materials designed to accelerate student academic proficiency or English language proficiency, or both.
 - c. Educator training, for both certificated and classified staff, in accelerated learning strategies and effectively addressing learning gaps, including training in facilitating quality and engaging learning opportunities for all students.
3. Integrated student supports to address other barriers to learning, such as the provision of health, counseling, or mental health services, access to school meal programs, before and after school programs, or programs to address student trauma and social-emotional learning, or referrals for support for family or student needs.
4. Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports.
5. Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students’ college eligibility.
6. Additional academic services for students, such as diagnostic, progress monitoring, and benchmark assessments of student learning.
7. Training for school staff on strategies, including trauma-informed practices, to engage students and families in addressing students’ social-emotional health needs and academic needs.

As a reminder, *EC* Section 43522(g) requires that all services delivered to students with disabilities be delivered in accordance with an applicable IEP.

Fiscal Requirements

The following fiscal requirements are requirements of the ELO grant, but they are not addressed in this plan. Adherence to these requirements will be monitored through the annual audit process.

- The LEA must use at least 85 percent (85%) of its apportionment for expenditures related to providing in-person services in any of the seven purposes described above.
- The LEA must use at least 10 percent (10%) of the funding that is received based on LCFF entitlement to hire paraprofessionals to provide supplemental instruction and support through the duration of this program, with a priority for full-time paraprofessionals. The supplemental instruction and support provided by the paraprofessionals must be prioritized for English learners and students with disabilities. Funds expended to hire paraprofessionals count towards the LEAs requirement to spend at least 85% of its apportionment to provide in-person services.
- An LEA may use up to 15 percent (15%) of its apportionment to increase or improve services for students participating in distance learning or to support activities intended to prepare the LEA for in-person instruction, before in-person instructional services are offered.

Instructions: Plan Descriptions

Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broad understanding among the LEA's local community.

A description of how parents, teachers, and school staff were involved in the development of the plan

Describe the process used by the LEA to involve, at a minimum, parents, teachers, and school staff in the development of the Expanded Learning Opportunities Grant Plan, including how the LEA and its community identified the seven supplemental instruction and support strategies that will be implemented. LEAs are encouraged to engage with community partners, expanded learning programs, and existing behavioral health partnerships in the design of the plan.

A description of how parents and guardians of students will be informed of the opportunities for supplemental instruction and support.

Describe the LEA's plan for informing the parents and guardians of students identified as needing supplemental instruction and support of the availability of these opportunities, including an explanation of how the LEA will provide this information in the parents' and guardians' primary languages, as applicable.

A description of how students will be identified and the needs of students will be assessed

Describe the LEA's plan for identifying students in need of academic, social-emotional, and other integrated student supports, including the LEA's plan for assessing the needs of those students on a regular basis. The LEA's plan for assessing the academic needs of its students may include the use of diagnostic and formative assessments.

As noted above in the Plan Requirements, "other integrated student supports" are any supports intended to address barriers to learning, such as the provision of health, counseling, or mental health services, access to school meal programs, before and after school programs, or programs to address student trauma and social-emotional learning, or referrals for support for family or student needs.

A description of the LEA's plan to provide supplemental instruction and support

Describe the LEA's plan for how it will provide supplemental instruction and support to identified students in the seven strategy areas defined in the Plan Requirements section. As a reminder, the LEA is not required to implement each of the seven strategies; rather the LEA will to work collaboratively with its community to identify the strategies that will be implemented. The plan must include a description of how supplemental instruction and support will be provided in a tiered framework that bases universal, targeted, and intensive supports on students' needs for academic, social-emotional, and other integrated student supports. The plan must also include a description of how the services will be provided through a program of engaging learning experiences in a positive school climate.

As a reminder, *EC* Section 43522(g) requires that all services delivered to students with disabilities be delivered in accordance with an applicable individualized education program. Additionally, LEAs are encouraged to collaborate with community partners and expanded learning programs, and to leverage existing behavioral health partnerships and Medi-Cal billing options in the implementation of, this plan (*EC* Section 43522[h]).

Instructions: Expenditure Plan

The 'Supplemental Instruction and Support Strategies' column of the Expenditure Plan data entry table lists the seven supplemental instruction and support strategies that may be supported with ELO Grant funds.

Complete the Expenditure Plan data entry table as follows:

In the 'Planned Expenditures' column of the data entry table, specify the amount of ELO Grant funds being budgeted to support each supplemental instruction and support strategies being implemented by the LEA and the total of all ELO Grant funds being budgeted.

The plan must be updated to include the actual expenditures by December 1, 2022. In the 'Actual Expenditures' column of the data entry table the LEA will report the amount of ELO Grant funds that the LEA actually expended in support of the strategies that it implemented, as well as the total ELO Grant funds expended.

A description of how these funds are being coordinated with other federal Elementary and Secondary School Emergency Relief Funds received by the LEA

Describe how the LEA is coordinating its ELO Grant funds with funds received from the federal Elementary and Secondary School Emergency Relief (ESSER) Fund provided through the federal Coronavirus Response and Relief Supplemental Appropriations Act of 2021 (Public Law 116-260), also known as ESSER II, to maximize support for students and staff.

California Department of Education
March 2021