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
LCAP	https://www.newlamiddle.org/apps/pages/index.jsp?uREC_ID=183196&type=d&pREC_ID=452240&hideMenu=0

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

$946,302

Plan Section	Total Planned ESSER III Expenditures
Strategies for Continuous and Safe In-Person Learning	$0
Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)	$837,496
Use of Any Remaining Funds	$108,806

Total ESSER III funds included in this plan

$946,302

Community Engagement

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

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

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

New Los Angeles Charter School's has been deeply committed to engaging its community members with the development of the numerous school plans including this plan; and the transition to distance/virtual learning (Spring 2020) and the return to in-person instruction.

Our Leadership Team implemented numerous strategies to meaningfully consult and consider the perspectives and insights with our community members that took place through surveys, multiple virtual meetings, and multiple conversations to discuss the most effective strategies and interventions to address the impact of lost instructional time, and address the needs of our students to be funded with ESSER III Funds. Additional opportunities were also provided to solicit input from the public through online surveys and announcements posted on the school's website.

New Los Angeles Charter School meaningfully consulted with students through the Panorama evidence-based survey (April 2021), SEL Surveys administered by the Counselor, and Olweus Bullying Questionnaire (May 2021).

Members of our leadership team meaningfully consulted with families including those that speak a language other than English, parents of Unduplicated Pupils (English Learners, Foster Youth, Low-income), and parents of Students with Disabilities (SWD), through ELAC Meetings, monthly Coffee with the Principal meetings, school reopening meetings, vaccine informational sessions (March 2021 & September 2021), and School Safety Parent Workshops (August 2021). Interpreters were made available at each parent meeting, and upon request. In addition, all materials sent to families were provided in English and translated to Spanish, as identified by our (primary) language survey and the "15% and above translation needs" CDE criteria; and written in a language that

was understandable and accessible to parents. Accommodations as appropriate are also available for family members with disabilities; and providing information and school reports in a format (to the extent practicable) in a language that parents understand.

Meaningful consultation also took place with school administrators (including Principal) including Special Education Administrators through weekly Leadership meetings and Budget related meetings.

Members of our Leadership Team meaningfully consulted with teachers, school leaders, other educators (Paraprofessionals), and other school staff through weekly meetings including staff development, grade level coordinators, and monthly meetings with department leaders and schoolwide staff surveys.

The Leadership Team meaningfully consulted and engaged community partners, expanded learning providers and other community organizations that include but are not limited to: Arc, Share & Care, Open Paths (counseling services), Young Musician's Foundation (YMF), and Everybody Dance that took place Summer/Early Fall 2021.

New Los Angeles Charter School evaluated its stakeholder engagement opportunities and determined that the following community members/groups are neither present and/or currently served by our school: Civil Rights Groups, Disability Rights Groups, Tribes, and Individuals or advocates representing the interests of children with disabilities, English learners, Homeless, foster youth, migratory students, children who are incarcerated or other underserved students. However, parents of Unduplicated Pupils (low-income, foster youth, English Learners); representing Students with Disabilities, and representing students of color, were meaningfully consulted as noted earlier.

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

Members of our Leadership Team collected feedback and input provided by community members from surveys, multitude of meetings, and conversations that were considered, reviewed, analyzed, and influenced the development of this plan.

Student surveys revealed the need for counseling services to address social-emotional and/or mental health needs further exacerbated by the COVID-19 pandemic on our students. Parents/guardians input and feedback focused on the need for counseling services, food assistance, the need to return to in-person instruction, ensuring students have a safe learning environment at school and the need to address academic needs through programs such as summer school.

School and Special Education Administrators identified the need to provide teachers with additional support through coaching and professional development, expand counseling services for students, provide after-school enrichment opportunities, provide social-emotional learning opportunities for students, opportunities for students to engage in anti-racist work with staff/educators, provide additional academic supports for English Learners to attain English language proficiency, summer school, and the need to hire Teacher Assistants to provide targeted tier 2 academic supports for struggling learners.

Our teachers, paraprofessionals, other staff identified the following needs: counseling services for students, implementation of restorative practices, Instructional coaching for teachers on evidence-based strategies, and use of learning applications (ex. Peardeck, Nearpod, Newsela, Brain Pop and Padlet).

Feedback and input from Community Partners included providing enrichment and counseling services for our students.

As a result of the feedback and input from our community members and an analysis of schoolwide assessment data the following includes the specific aspects that will be funded with ESSER III Funds that focuses on the implementation of evidence-based interventions to address the academic needs of our struggling learners:

- Addressing Student Academic Needs to Accelerate Learning: To address Lost Instructional Time: Use of Teacher Assistants to provide targeted Tier 2 academic supports in alignment with our MTSS.
- Maintain Continuity of Services – Educators that support our educational program

Approximately, 89% of ESSER funds have been allocated to address the impact of lost instructional time.

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

$0

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
Not applicable	Not applicable	Not applicable	$0

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

$837,496

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
Not applicable	Addressing Student Academic Needs to Accelerate Learning	New Los Angeles Charter School will implement the following programs/services to support our struggling learners with evidence-based interventions and provide Tier 2 targeted academic support through small group and	$413,613

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		one-on-one instruction during the instructional day for student struggling academically including Unduplicated Pupils (UP) and Students with Disabilities (SWD). • Summer School Academic Enrichment Program (Teachers & Teacher Assistants) • Paraprofessionals to support Students with Disabilities (SWD) • English Language Development (ELD) certificated teacher to assist English Learners (EL) with English Language Proficiency, and increase reclassification rates All students will also participate in a science-based outdoor education learning opportunity that integrates the Next Generation Science Standards (NGSS), community/team building activities and SEL. Extending instruction and learning outside of the classroom which is essential for our students in addition to providing them with experiential learning opportunities and address the impact of lost instructional time.	
Not applicable	Addressing Student Social-emotional & behavioral Needs	New Los Angeles Charter School will provide integrated student supports to address other barriers to learning including behavioral and/or social-emotional issues. Behavior Interventionists (BII) will meet with students and assist teachers in providing instructional and behavioral support to behaviorally challenged students in Special Education Programs, monitors and redirects student progress regarding inappropriate behaviors and performance, supports acquisition of appropriate skills and	$423,883

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		behaviors. The Counselor will provide social-emotional support and evidence-based strategies for students identified through our MTSS model including Unduplicated Pupils (UP) and Students with disabilities. Per the CDE's website and guidance "mental health services and supports is an allowable use of the 20% ESSER Allocation to address academic impact of lost instructional time. https://www.cde.ca.gov/fg/cr/arpact.asp (as noted below) Additionally, Section 2001(e)(1) of the ARP Act requires an LEA to reserve not less than 20 percent of its ESSER III allocation (Resource Code 3214) to address the academic impact of lost instructional time through the implementation of evidence-based interventions. Allowable uses of this portion of funds are: 1. Summer learning or summer enrichment 2. Extended day 3. Comprehensive after-school programs 4. Extended school year programs 5. Evidence-based high dosage tutoring 6. Full-Service Community Schools 7. Mental health services and supports 8. Adoption or integration of social emotional learning into the core curriculum/school day 9. Other evidence-based interventions	

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
$108,806

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
Not applicable	Teacher Retention/ Continuity of Services	The COVID-19 pandemic has further exacerbated teacher shortages statewide, creating further challenges to maintain appropriate staffing levels which impacts student learning and the return to in-person instruction. To ensure the continuity of services for our students, funds will be used to promote teacher retention rates schoolwide.	$108,806

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
Addressing Student Academic Needs to Accelerate Learning	1. Administer i-Reading ELA & Math Assessment (3 times/year) to measure student academic progress throughout the academic school year 2. Administer CAASPP ELA & Math Assessment (Grades 6-8) 3. Leadership Team Meeting: Data analysis 4. MTSS Meetings: Identification & monitor progress. 5. Department Meetings: review samples of student work, data, and student progress.	1. Trimester (3 times/year) 2. Annual 3. Monthly 4. Monthly 5. Bi-weekly
Addressing Student Social-emotional & behavioral Needs	1. Identification of students for Counseling services: MTSS 2. Identification of students for BII: MTSS	1. Monthly 2. Monthly 3. 2-3 times/year

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
	3. Administer Panorama SEL evidence-based Survey measure SEL competency. 4. Administer Olweus Bullying Survey. 5. Implementation of Restorative Practices 6. Data: Student behavior incidents/referrals. 7. Data: Suspension Rates 8. Data: Attendance Rates 9. Data: Chronic Absenteeism Rates	4. 2 times/year 5. Monthly 6. Monthly 7. Monthly 8. Monthly 9. Monthly
Teacher Retention/ Continuity of Services	1. Teacher retention incentive pay. 2. Teachers will participate in professional development (summer and weekly during the academic school year). 3. Principal will provide instructional coaching for General Education Teachers; Director of Special Education will provide coaching for Special Education educators. The Principal and Director of Special Education will conduct classroom observations, feedback, coaching and facilitate professional development on evidence-based strategies.	1. Annual 2. Weekly 3. Weekly

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 September 30, 2021 and must be submitted for review and approval within five days of adoption. A school district must submit its ESSER III Expenditure Plan to its COE for review and approval; a COE must submit its plan to the California Department of Education for review and approval. A charter school must submit its plan to its chartering authority for review and to the COE of the county in which the charter school operates for review and approval.

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

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

For additional information regarding ESSER III funding please see the ARP Act Funding web page at https://www.cde.ca.gov/fg/cr/arpact.asp.

For technical assistance related to the ESSER III Expenditure Plan template and instructions, please contact LCFF@cde.ca.gov. For all other questions related to ESSER III, please contact EDReliefFunds@cde.ca.gov.

Fiscal Requirements

- The LEA must use at least 20 percent (20%) of its ESSER III apportionment for expenditures related to addressing the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs.

- For purposes of this requirement, "evidence-based interventions" include practices or programs that have evidence to show that they are effective at producing results and improving outcomes when implemented. This kind of evidence has generally been produced through formal studies and research. There are four tiers, or levels, of evidence:
  - **Tier 1 – Strong Evidence**: the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented randomized control experimental studies.
  - **Tier 2 – Moderate Evidence**: the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented quasi-experimental studies.
  - **Tier 3 – Promising Evidence**: the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented correlational studies (with statistical controls for selection bias).
  - **Tier 4 – Demonstrates a Rationale**: practices that have a well-defined logic model or theory of action, are supported by research, and have some effort underway by a State Educational Agency, LEA, or outside research organization to determine their effectiveness.
- For additional information please see the Evidence-Based Interventions Under the ESSA web page at https://www.cde.ca.gov/re/es/evidence.asp.

- The LEA must use the remaining ESSER III funds consistent with section 2001(e)(2) of the ARP Act, including for:
  - Any activity authorized by the Elementary and Secondary Education Act (ESEA) of 1965;
  - Any activity authorized by the Individuals with Disabilities Education Act (IDEA);
  - Any activity authorized by the Adult Education and Family Literacy Act;
  - Any activity authorized by the Carl D. Perkins Career and Technical Education Act of 2006;
  - Coordination of preparedness and response efforts of LEAs with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to COVID-19;
  - Activities to address the unique needs of low-income students, students with disabilities, English learners, racial and ethnic minorities, homeless students, and foster youth, including how outreach and service delivery will meet the needs of each population;
  - Developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs;
  - Training and professional development for staff of the LEA on sanitation and minimizing the spread of infectious diseases;
  - Purchasing supplies to sanitize and clean the facilities of an LEA, including buildings operated by such agency;

- Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under IDEA, and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements;
- Purchasing education technology (including hardware, software, and connectivity) for students who are served by the LEA that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment;
- Providing mental health services and supports, including through the implementation of evidence-based full-service community schools;
- Planning and implementing activities related to summer learning and supplemental after school programs, including providing classroom instruction or online learning during the summer months and addressing the needs of underserved students;
- Addressing learning loss among students, including underserved students, by:
    - Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiated instruction,
    - Implementing evidence-based activities to meet the comprehensive needs of students,
    - Providing information and assistance to parents and families of how they can effectively support students, including in a distance learning environment, and
    - Tracking student attendance and improving student engagement in distance education;

  Note: A definition of "underserved students" is provided in the Community Engagement section of the instructions.
- School facility repairs and improvements to enable operation of schools to reduce risks of virus transmission and exposure to environmental health hazards, and to support student health needs;
- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and nonmechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door replacement;
- Developing strategies and implementing public health protocols including, to the greatest extent practicable, policies in line with guidance from the Centers for Disease Control and Prevention (CDC) for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff;

- Other activities that are necessary to maintain the operation of and continuity of services in LEAs and continuing to employ existing staff of the LEA.

Other LEA Plans Referenced in this Plan

In developing the plan, the LEA has flexibility to include community input and/or actions included in other planning documents, such as the Local Control and Accountability Plan (LCAP) and/or the Expanded Learning Opportunities (ELO) Grant Plan, provided that the input and/or actions address the requirements of the ESSER III Expenditure Plan.

An LEA that chooses to utilize community input and/or actions from other planning documents must provide the name of the plan(s) referenced by the LEA and a description of where the plan(s) may be accessed by the public (such as a link to a web page or the street address of where the plan(s) are available) in the table. The LEA may add or delete rows from the table as necessary.

An LEA that chooses not to utilize community input and/or actions from other planning documents may provide a response of "Not Applicable" in the table.

Summary of Expenditures

The Summary of Expenditures table provides an overview of the ESSER III funding received by the LEA and how the LEA plans to use its ESSER III funds to support the strategies and interventions being implemented by the LEA.

Instructions

For the 'Total ESSER III funds received by the LEA,' provide the total amount of ESSER III funds received by the LEA.

In the Total Planned ESSER III Expenditures column of the table, provide the amount of ESSER III funds being used to implement the actions identified in the applicable plan sections.

For the 'Total ESSER III funds included in this plan,' provide the total amount of ESSER III funds being used to implement actions in the plan.

Community Engagement

Purpose and Requirements

An LEA's decisions about how to use its ESSER III funds will directly impact the students, families, and the local community, and thus the LEA's plan must be tailored to the specific needs faced by students and schools. These community members will have significant insight into what prevention and mitigation strategies should be pursued to keep students and staff safe, as well as how the various COVID–19 prevention and mitigation strategies impact teaching, learning, and day-to-day school experiences.

An LEA must engage in meaningful consultation with the following community members, as applicable to the LEA:

- Students;
- Families, including families that speak languages other than English;
- School and district administrators, including special education administrators;
- Teachers, principals, school leaders, other educators, school staff, and local bargaining units, as applicable.

"Meaningful consultation" with the community includes considering the perspectives and insights of each of the required community members in identifying the unique needs of the LEA, especially related to the effects of the COVID-19 pandemic. Comprehensive strategic planning will utilize these perspectives and insights to determine the most effective strategies and interventions to address these needs through the programs and services the LEA implements with its ESSER III funds.

Additionally, an LEA must engage in meaningful consultation with the following groups to the extent that they are present or served in the LEA:

- Tribes;
- Civil rights organizations, including disability rights organizations (e.g. the American Association of People with Disabilities, the American Civil Liberties Union, National Association for the Advancement of Colored People, etc.); and
- Individuals or advocates representing the interests of children with disabilities, English learners, homeless students, foster youth, migratory students, children who are incarcerated, and other underserved students.
    - For purposes of this requirement "underserved students" include:
        - Students who are low-income;
        - Students who are English learners;
        - Students of color;
        - Students who are foster youth;
        - Homeless students;
        - Students with disabilities; and
        - Migratory students.

LEAs are also encouraged to engage with community partners, expanded learning providers, and other community organizations in developing the plan.

Information and resources that support effective community engagement may be found under *Resources* on the following web page of the CDE's website: https://www.cde.ca.gov/re/lc.

Instructions

In responding to the following prompts, the LEA may reference or include input provided by community members during the development of existing plans, including the LCAP and/or the ELO Grant Plan, to the extent that the input is applicable to the requirements of the ESSER III Expenditure Plan. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broad understanding among the LEA's local community.

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

A sufficient response to this prompt will describe how the LEA sought to meaningfully consult with its required community members in the development of the plan, how the LEA promoted the opportunities for community engagement, and the opportunities that the LEA provided for input from the public at large into the development of the plan.

As noted above, a description of "meaningful consultation" with the community will include an explanation of how the LEA has considered the perspectives and insights of each of the required community members in identifying the unique needs of the LEA, especially related to the effects of the COVID-19 pandemic.

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

A sufficient response to this prompt will provide clear, specific information about how input from community members and the public at large was considered in the development of the LEA's plan for its use of ESSER III funds. This response must describe aspects of the ESSER III Expenditure Plan that were influenced by or developed in response to input from community members.

- For the purposes of this prompt, "aspects" may include:
    - Prevention and mitigation strategies to continuously and safely operate schools for in-person learning;
    - Strategies to address the academic impact of lost instructional time through implementation of evidence-based interventions (e.g. summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs);
    - Any other strategies or activities implemented with the LEA's ESSER III fund apportionment consistent with section 2001(e)(2) of the ARP Act; and
    - Progress monitoring to ensure interventions address the academic, social, emotional, and mental health needs for all students, especially those students disproportionately impacted by COVID-19

For additional information and guidance, please see the U.S. Department of Education's Roadmap to Reopening Safely and Meeting All Students' Needs Document, available here: https://www2.ed.gov/documents/coronavirus/reopening-2.pdf.

Planned Actions and Expenditures

Purpose and Requirements

As noted in the Introduction, an LEA receiving ESSER III funds is required to develop a plan to use its ESSER III funds to, at a minimum, address students' academic, social, emotional, and mental health needs, as well as the opportunity gaps that existed before, and were exacerbated by, the COVID-19 pandemic.

Instructions

An LEA has the flexibility to include actions described in existing plans, including the LCAP and/or ELO Grant Plan, to the extent that the action(s) address the requirements of the ESSER III Expenditure Plan. When including action(s) from other plans, the LEA must describe how the action(s) included in the ESSER III Expenditure Plan supplement the work described in the plan being referenced. The LEA must specify the amount of ESSER III funds that it intends to use to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA. Descriptions of actions provided should include sufficient detail yet be sufficiently succinct to promote a broad understanding among the LEA's local community.

Strategies for Continuous and Safe In-Person Learning

Provide the total amount of funds being used to implement actions related to Continuous and Safe In-Person Learning, then complete the table as follows:

- If the action(s) are included in another plan, identify the plan and provide the applicable goal and/or action number from the plan. If the action(s) are not included in another plan, write "N/A".
- Provide a short title for the action(s).
- Provide a description of the action(s) the LEA will implement using ESSER III funds for prevention and mitigation strategies that are, to the greatest extent practicable, in line with the most recent CDC guidance, in order to continuously and safely operate schools for in-person learning.
- Specify the amount of ESSER III funds the LEA plans to expend to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA.

Addressing the Impact of Lost Instructional Time

As a reminder, the LEA must use not less than 20 percent of its ESSER III funds to address the academic impact of lost instructional time. Provide the total amount of funds being used to implement actions related to addressing the impact of lost instructional time, then complete the table as follows:

- If the action(s) are included in another plan, identify the plan and provide the applicable goal and/or action number from the plan. If the action(s) are not included in another plan, write "N/A".

- Provide a short title for the action(s).
- Provide a description of the action(s) the LEA will implement using ESSER III funds to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs.
- Specify the amount of ESSER III funds the LEA plans to expend to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA.

Use of Any Remaining Funds

After completing the Strategies for Continuous and Safe In-Person Learning and the Addressing the Impact of Lost Instructional Time portions of the plan, the LEA may use any remaining ESSER III funds to implement additional actions to address students' academic, social, emotional, and mental health needs, as well as to address opportunity gaps, consistent with the allowable uses identified above in the Fiscal Requirements section of the Instructions. LEAs choosing to use ESSER III funds in this manner must provide the total amount of funds being used to implement actions with any remaining ESSER III funds, then complete the table as follows:

- If the action(s) are included in another plan, identify the plan and provide the applicable goal and/or action number from the plan. If the action(s) are not included in another plan, write "N/A".
- Provide a short title for the action(s).
- Provide a description of any additional action(s) the LEA will implement to address students' academic, social, emotional, and mental health needs, as well as to address opportunity gaps, consistent with the allowable uses identified above in the Fiscal Requirements section of the Instructions. If an LEA has allocated its entire apportionment of ESSER III funds to strategies for continuous and safe in-person learning and/or to addressing the impact of lost instructional time, the LEA may indicate that it is not implementing additional actions.
- Specify the amount of ESSER III funds the LEA plans to expend to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA. If the LEA it is not implementing additional actions the LEA must indicate "$0".

Ensuring Interventions are Addressing Student Needs

The LEA is required to ensure its interventions will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students most impacted by the COVID–19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.

The LEA may group actions together based on how the LEA plans to monitor the actions' progress. For example, if an LEA plans to monitor the progress of two actions in the same way and with the same frequency, the LEA may list both actions within the same row of

the table. Each action included in the ESSER III Expenditure Plan must be addressed within the table, either individually or as part of a group of actions.

Complete the table as follows:

- Provide the action title(s) of the actions being measured.
- Provide a description of how the LEA will monitor progress of the action(s) to ensure that they are addressing the needs of students.
- Specify how frequently progress will be monitored (e.g. daily, weekly, monthly, every 6 weeks, etc.).

California Department of Education
June 2021