

## ESSER III Expenditure Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
El Sol Science and Arts Academy	Monique Daviss Executive Director	<a href="mailto:mdaviss@elsolacademy.org">mdaviss@elsolacademy.org</a> (714) 543-0023

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
El Sol Science and Arts Academy 2021 – 2024 Local Control Accountability Plan (LCAP)	<a href="http://www.elsolacademy.org/policies-2/">http://www.elsolacademy.org/policies-2/</a>
El Sol Science and Arts Academy Expanded Learning Opportunities Grant Plan	<a href="http://www.elsolacademy.org/policies-2/">http://www.elsolacademy.org/policies-2/</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 students.

**Total ESSER III funds received by the LEA**

\$1,807,222.00

<b>Plan Section</b>	<b>Total Planned ESSER III Expenditures</b>
Strategies for Continuous and Safe In-Person Learning	\$323,748.34
Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)	\$1,369,844.57
Use of Any Remaining Funds	\$113,629.09

**Total ESSER III funds included in this plan**

\$1,807,222.00

## Community Engagement

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

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

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

El Sol Science and Arts Academy actively engaged stakeholders, including parents, teachers, school staff and community partners in the development on the plan. This effort was led by the Director of Community Development Sara Flores, in partnership with the Director of Curriculum and Instruction. Ms. Flores is the designated administrator for Special Education Services and directs all programs related to Homeless Services, support for English Language Learners and Foster Youth. As a Dual Immersion school, all school community meetings and communication materials are conducted/provided in English and Spanish. As a full service Community School, we actively participate with a variety of community development and social justice advocate organizations including: UnidosUS, Human Relations Commission and the Anti-Defamation League. El Sol does not have tribal representation in

its area of service. El Sol invited its full complement of stakeholders to participate in biweekly conferences between the leadership team and other stakeholders covering a range of groups and perspectives including educators, support staff and administrators. These sessions allowed all members to share best practices and provide a forum for staff to identify strategic supports and request resources to improve the overall reach and impact of best practices in all learning contexts. Daily interaction with students gave teachers real time data, allowing them to bring timely and relevant feedback to staff meetings about specific student needs including the use of technology and the need for essential mental health services. Administrators activated a site based instructional leadership team to continue to build capacity among educators and as a result allow this core group to document needs and help take stock of existing resources while continuing to plan to fill in gaps. Educational advisory committees continued to meet and allow for relevant feedback cycles between administrators and teachers – offering a continuous pipeline for feedback. In order to meaningfully engage students and families, electronic and telephonic surveys were conducted. Families shared feedback on programming, areas of need and services provided to students. The plan was also shared with the school's Parent Advisory Committee (PAC) to gather input regarding educational programming, reengagement strategies and supports and services necessary to help their children succeed academically. Lastly, families had direct access to administrators, particularly the Director of Community Life and Early Childhood Education. This feedback offered important insights into the overall experience of diverse family populations. Lastly, conversations with community partners supported El Sol's belief that vulnerable student populations benefit greatly from consistent access to well qualified mental health staff who are responsive to student needs.

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

Stakeholder feedback was carefully reviewed by the administrators at El Sol. Of particular interest was feedback on the educational services offered to students during hybrid learning, summer reengagement and beyond. Families and students were grateful for the technology resources offered during distance learning. As a result, there has been a significant emphasis on making sure that students have access to devices in the classroom and beyond. The need to provide families with clarity regarding their role in the digital classroom surfaced as a topic of interest. Therefore, guidance documentation was rolled out to families, providing additional resources and tools to enhance parent involvement and leverage technology use. Laptop and hotspot distribution has continued through the fall.

#### Expanded Learning Opportunities Summer and Beyond

Additionally, all students had access to a 5-week enrichment-based STEAM summer program. Students participated in sessions that allowed them to connect with teachers and peers through project-based learning. The culmination of the summer program resulted in a schoolwide student led project showcase. Key learnings led to conversations with classroom teachers about the implications of project-based learning during the fall reopening. Summer programming will extend beyond the 2021-2022 academic school year. Summer programming feedback also led to implementation of stronger alignment between VAPA and core subject teachers. The partnership will allow students to grow their language skills, while offering increased opportunities for social interaction.

#### Climate and Culture

Students and parents reported the loss of interactions and comradery during distance learning. Stakeholders called for increased programming in socio-emotional learning and wellness. As a result, wellness initiatives were established in collaboration with the

Dean of Culture and Climate and the on-site mental health clinician. When it is safe to do so, families will participate in on-site workshops on how to support students' emotional development at home, while also learning how to identify early signs of distress.

## 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

\$323,748.34

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
Action # 1 LCAP	Additional janitorial staff	El Sol will continue to invest in ongoing facility repairs and maintenance, cleaning supplies and services to mitigate the spread of COVID-19. Additional janitorial staff will be hired and existing staff hours will be adjusted to accommodate for growing needs around cleaning and disinfecting of the entire school campus as a result of COVID protocols.	\$323,748.34

## 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

\$1,369,844.57

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
Action # 1 LCAP	Instructional Aides and Student Support`	Hiring of additional instructional aides to support in school interventions for students who were especially impacted by school closures. Offer impacted students with small group and one on one instruction. Decrease aide to student ratio from 5:1 to 3:1. ESSERIII funds will allow for additional actions that include providing interventionists with coaching and professional learning opportunities that will enhance their ability to deliver focused intervention in specific foundational skills.	\$1,032,990.74
Action # 2 LCAP	After School Staff	Hiring of additional after school staff to support with reengagement and enrichment programming during out of school hours. Additional tutoring staff will be hired to provide strategic math support for an hour after school Monday – Friday. Additional ESSER funds will also be used to train newly hired staff on how to provide differentiated supports during instructional blocks. Funds will also be used towards the purchase of intervention curriculum such as Read Naturally and Word Study.	\$336,853.83

**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**

\$113,629.09

Plan Alignment (if applicable)	Action Title	Action Description	
Participation in strategic interventions and supports	Using formative and summative assessments, including STAR math/reading and DIBELS, students early literacy skills and foundational math skills will be assessed	Formative assessments will be tracked during each unit of study and at each 6-week summative marking period. DIBELS assessment results will be evaluated at the conclusion of each intervention cycle. Intervention cycles will run from 4-6 weeks. Progress monitoring tools such as running records and phonemic awareness checks will be conducted on a weekly basis. The full battery of assessments will be conducted at the end of the 4 <sup>th</sup> or 6 <sup>th</sup> week to track overall progress and reading growth. Additional funds will help provide teachers with at least one additional release day to analyze data and plan for small group intervention.	\$113,629.09

## 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
Participation in strategic interventions and supports	Using formative and summative assessments, including STAR math/reading and DIBELS, students early literacy skills and foundational math skills will be assessed.	Formative assessments will be tracked during each unit of study and at each 6-week summative marking period. DIBELS assessment results will be evaluated at the conclusion of each intervention cycle.
After school staff	Track hiring patterns. Determine if number of staff hired is meeting the existing need of students in need of support across grade level and content area. Maintain small student to teacher ratio.	Evaluate enrollment trends on a biweekly basis to determine if staffing targets and reengagement targets are being met. Link results to assessment outcomes: foundational skill targets (i.e., STAR, oral reading records,

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
		developmental reading inventories)
Instructional Aides and Support Staff	Track hiring patterns and trends. Monitor the number of newly hired staff and take inventory of current training attendance and future professional learning opportunities. Conduct staff surveys on efficacy of training and follow up with in-class checks.	Trainings will vary depending on need and year of hire. All staff will attend monthly staff meetings – attendance logs. Monthly observations and debriefs with Academic Program Coordinator.
Additional Janitorial Staff	Track COVID transmission rates in school as well as local community and work with local public health and CAL OSHA to understand the most updated protocols for cleaning and disinfecting the campus. Conduct staff surveys on cleanliness of classrooms and campus.	The Director of Operations will conduct weekly assessments of custodial workload, including the cleanliness and timeliness of response in the need to disinfect or isolate classrooms. Conduct monthly reviews of campus disinfectant stations and expanded campus maintenance footprint to maintain student and staff distance requirements.
Enrollment and participation in enrichment activities	Expansion of extracurricular offerings for all students, with emphasis on students at risk.	Extracurricular enrollment and participation will be tracked at every progress monitoring 6-week period, to ensure equitable access and participation across all groups. Attendance and enrichment enrollment will be tracked weekly to ensure equitable access to STEAM based activities across all subgroups.
Professional Development in focused SEL and Trauma	Professional learning opportunities in trauma informed practices will be offered to all classified and certificated staff.	Professional Learning enrollment and attendance will be monitored by the Dean of Culture and Climate on a monthly basis. Staff subgroups will be offered differentiated professional learning to support all student subgroups including Foster youth.

# ESSER III Expenditure Plan Instructions

## Introduction

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

The plan must be adopted by the local governing board or body of the LEA at a public meeting on or before October 29, 2021 and must be submitted for review and approval within five days of adoption. A school district must submit its ESSER III Expenditure Plan to its COE for review and approval; a COE must submit its plan to the California Department of Education for review and approval. A charter school must submit its plan to its chartering authority for review and to the COE of the county in which the charter school operates for review and approval.

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

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

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

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