

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
Local Control and Accountability Plan	The plan is available at the following URL: http://www.laaae.org/?page_id=1142

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
\$1,031,790

Plan Section	Total Planned ESSER III
Strategies for Continuous and Safe In-Person Learning	\$225,000

Plan Section	Total Planned ESSER III
Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)	\$806,790
Use of Any Remaining Funds	\$0

Total ESSER III funds included in this plan

\$1,031,790

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.

A variety of efforts are made to continuously engage stakeholders and solicit their feedback. Monthly family nights are hosted to provide parents and guardians with the opportunity to engage with school staff. At each family night, ongoing updates are provided by school staff, stakeholders are surveyed, and an open forum provides an avenue through which questions and concerns can be discussed. Coffee with the Principal meetings are also hosted monthly to allow a more casual format for receiving feedback from parents and guardians. Parent and guardian meetings are conducted in both English and Spanish. Public meetings and hearings are hosted on Zoom. Parents or guardians, students, staff, and other stakeholders may join via internet or phone connection. Information on how to join is publicly posted on the school website, shared via social media, and sent out through Blackboard. Technological support is available for stakeholders who require help getting connected to meetings.

Parents and guardians are also kept up to date with the digital notification system called Blackboard. Through this system, notifications are sent to families and staff via voice, text, and email to ensure the highest possible participation. Messages are sent in both English and Spanish. Additionally, Blackboard is used to ask questions to which users respond with written feedback. Blackboard is also used, along with posting announcements and updates on the school website and social media, to notify members of the public community about the opportunity to submit written comments on school policies and expenditures.

Additionally, stakeholders are continuously engaged through individual outreach. Outreach staff team members are bilingual in both English and Spanish and can communicate with parents and guardians in their preferred language. Outreach staff actively reach out to students and families who have demonstrated limited engagement through attendance logs and academic grade checks. Students who do not demonstrate daily engagement receive a call home from outreach staff to discuss any potential issues with accessing their lessons for the day and provide appropriate support.

Stakeholders are encouraged to attend school board meetings and share their feedback with the board of directors. The board of directors actively seeks parent, guardian, student, and staff input at board meetings. In addition, Principal updates provide the board with an overview of stakeholder feedback. Often Associated Student Body students present school updates to the board of directors as well. Feedback from staff is gathered at weekly staff meetings and through instructional leadership teachers. Student feedback is gathered through the Associated Student Body, Advisory classes, and biannual school retreats.

A discussion of the ESSER III expenditure plan was also conducted during the School Site Council meeting held on 9/29/2021.

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

Parent and guardian stakeholders have reported an appreciation for the school's academic plan and organizational structure for engaging students. In survey questions, a majority of parents indicated that their children were engaged and doing well and that outreach and communication with the school were keeping them well informed in the areas of continuity of learning, mental health and social emotional support being offered, pupil and family engagement mechanisms, and school nutrition offerings. Through individual outreach, our staff has identified numerous instances of students or parents having technological issues getting logged in to various platforms.

Teachers and faculty provide feedback and collaborate on best practices for engaging students and parents in the current environment at weekly staff meetings. At these meetings, staff discuss and share best practices, identify areas of school growth, and brainstorm areas for continued school improvement. For example, the identification of the need for additional paraprofessionals and academic coaches to support struggling students and mitigate learning loss from distance learning was a result of these meetings.

Student feedback has also provided useful information and feedback. Surveys conducted through the advisory class provide insight into school culture, social-emotional issues, and academic needs. The Associated Student Body leadership class also provides feedback on school needs. Often, student members of this group will present at public board meetings to share their insights and suggestions. One important issue identified is the need to rebuild school culture through engaging in-person activities that had diminished during distance learning.

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

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
	Personal Protective Equipment and Cleaning Supplies	LAAAE purchases and distributes personal protective equipment including masks, disinfectants, gloves, and other materials to help protect everyone on campus from the transmission of COVID-19.	\$75,000
	COVID-19 Testing	LAAAE tests all staff and students on a weekly basis, pending county and district guidance. Weekly testing data must be analyzed, reviewed, and communication with staff, students, parents/guardians, the district, and the count health department.	\$100,000
	Staffing	LAAAE employs additional personnel for supervision of social distancing requirements and the implementation of health screening for all individuals who come on campus.	\$50,000

Addressing the Impact of Lost Instructional Time

A description of how the LEA will use funds to address the academic impact of lost instructional time.

Total ESSER III funds being used to address the academic impact of lost instructional time

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP, Goal #1, Action #1	i-Ready Benchmarks	<p>LAAAE will use internal benchmarks in ELA and mathematics to track student progress, set goals, and empower teachers with data to better differentiate for individual student needs. The program iReady will be implemented to benchmark students three times throughout the year. Based on benchmark results, each student will be provided with an individualized growth target to put each student on a path to grade level proficiency. iReady also provides students with differentiated remedial curriculum to help bring them to grade level. Lastly, iReady empowers teachers with detailed information on specific gaps in content knowledge for students to facilitate differentiated instruction.</p> <p>LAAAE will make available a Chromebook and internet connectivity for all students. These will support students in accessing curriculum and classes.</p>	\$50,000
LCAP, Goal #1, Action #2	<p>A-G and Career Technical Education Pathway Development</p> <p>LAAAE is also developing A-G course offerings including additional Advanced Placement classes.</p>	LAAAE is working to expand and improve opportunities in arts and business. LAAAE is offering a variety of Career Technical Education (CTE) grants and pathways. These allow students to engage in multi-year sequences of classes providing students with industry specific skills and knowledge with which they can pursue jobs and higher education after graduating. LAAAE offers a variety of visual and performing arts classes. Classes include Dance, Music Production, Radio, Film, Art, AP Studio Art: 2-D Design, Studio Art, and Animation. Business class offerings include Entrepreneurship, Intro to Business, and Economics.	\$100,000
LCAP, Goal #1, Action #3	English Language Development Program	LAAAE supports English language learners with designated and integrated English language development. English learners receive differentiated designated ELD support	\$75,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		<p>during tiered ELD classes that are built into their regular school schedule and taught by the ELD Coordinator. These classes provide English learners with protected time during the regular school day to focus on developing their English proficiency. ELD classes and curriculum are differentiated for students according to English proficiency to best meet the needs of each learner.</p> <p>English learners receive additional support throughout all of their regular classes through integrated ELD. All teachers at LAAAE implement integrated ELD strategies such as Specially Designed Academic Instruction in English (SDAIE) to support both English language development and comprehension of class content. ELD paraprofessionals also support English learners by providing both push-in and pull-out services.</p>	
LCAP, Goal #1, Action #4	Serving Students with Special Learning Needs	LAAAE supports special education students with differentiated support according to their individual needs. LAAAE also offers a Special Day Class for students. A special education coordinator reviews and assesses student needs in coordination with a school psychologist, teaches, parents, students, and other support staff. The special education coordinator works with teachers to develop their implementation of differentiated teaching strategies best suited to the needs of each student. Special education paraprofessionals also provide push-in and pull-out support for students as needed.	\$75,000
LCAP, Goal #1, Action #5	Academic Support Services and Graduation	LAAAE provides tutoring services for students who are struggling academically. Academic data is compiled on a weekly basis to assess which students are falling behind in their classes. These students are assigned to cohorts to be served by academic tutors and coaches who provide support both during and outside of regular classes. Tutors and coaches communicate with parents and guardians, help students with their school work, and facilitate goal setting to	\$50,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		help get students improve, helping students progress towards graduation.	
LCAP, Goal #2, Action #2	Multi-Tiered Systems and Supports	<p>LAAAE implements a number of initiatives to support students who have demonstrated issues in the areas of academics, behavior, attendance, and social-emotional wellbeing. LAAAE implements Multi-Tiered Systems and Supports (MTSS) in each of these categories in order to identify and support students and families who are struggling. A schoolwide Positive Behavior Intervention System (PBIS) also help students and improves school culture by providing positive incentives for students who do well. The PBIS system aligns with LAAAE's Schoolwide Learner Outcomes (SLOs) which are empathy, integrity, perseverance, innovation, and respect. These systems will also support targeted improvements for chronic absenteeism and suspension rates.</p> <p>The MTSS framework also incorporates parents and families through regularly held meetings such as Coffee with the Principal, School Site Council, English Learner Advisory Committee, Parent Teacher Organization, College and Career Readiness, and others. These include targeted engagement of parents of unduplicated pupils.</p>	\$100,000
LCAP, Goal #3, Action #1	Instructional Leadership Teachers	Instructional Leadership Teachers (ILTs) will engage teachers is quarterly individualized improvement plans. ILTs will guide teachers to self-identify an area for improvement based on perceived needs, develop a research based plan to improve, and conduct observations to monitor and support the teacher in implementing the plan. Teachers and staff will also engage in outside professional development specific to their learning needs.	\$100,000
LCAP, Goal #3, Action #2	Merit Based Teacher Compensation	Teacher compensation will include allocations of pay based on performance metrics in addition to regular salaries. Teacher observations and other evaluation criteria will affect these pay allocations. One set of performance based pay	\$100,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		criteria will be based on a teacher's individual work in the categories of class performance, professional growth, extracurricular engagement, and professionalism. Another set of performance criteria will be based on student test data. This will help with the sharing and implementation of evidence-based activities to meet the comprehensive needs of students and address the impact of lost instructional time.	
	Summer Programming	Credit recovery classes and enrichment opportunities are offered during summer months. Programming is designed to engage students as well as provide remedial support to those who have missed credits or otherwise need academic support.	\$156,790

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

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Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures

Ensuring Interventions are Addressing Student Needs

The LEA is required to ensure its interventions will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students most impacted by the COVID–19 pandemic. The following is the LEA’s plan for ensuring that the actions and

expenditures in the plan are addressing the identified academic, social, emotional, and mental health needs of its students, and particularly those students most impacted by the COVID–19 pandemic.

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
i-Ready Benchmarks	Review of i-Ready benchmark scores and progress.	i-Ready benchmarks are taken three times per year.
A-G and Career Technical Education Pathway Development	A-G and Career Technical Education Pathway participation rates.	A-G and CTE pathway participation rates and compiled and reviewed annually.
English Language Development	English learner progress and English learner proficiency as measured by ELPAC.	English learner progress as measured by the ELPAC is reviewed annually.
Serving Students with Special Learning Needs	Scores of students with disabilities on ELA and Mathematics SBAC testing.	SBAC testing and review of student scores occurs annually.
Academic Support Services and Graduation and Multi-Tiered Systems and Supports	Academic, social-emotional, behavioral, and attendance progress monitoring through tiered data systems.	Academic, social-emotional, behavioral, and attendance data is compiled and reviewed weekly.
Instructional Leadership Teachers and Merit Based Teacher Compensation	Teacher observation scores and reflections.	Teacher observation scores are reviewed quarterly.

ESSER III Expenditure Plan Instructions

Introduction

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

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

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

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

For additional information regarding ESSER III funding please see the ARP Act Funding web page at

<https://www.cde.ca.gov/fg/cr/arpact.asp>.

For technical assistance related to the completion of the ESSER III Expenditure Plan, please contact EDReliefFunds@cde.ca.gov.

Fiscal Requirements

- The LEA must use at least 20 percent (20%) of its ESSER III apportionment for expenditures related to addressing the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs.
 - For purposes of this requirement, "evidence-based interventions" include practices or programs that have **evidence** to show that they are effective at producing results and improving outcomes when implemented. This kind of evidence has generally been produced through formal studies and research. There are four tiers, or levels, of evidence:

- **Tier 1 – Strong Evidence:** the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented randomized control experimental studies.
 - **Tier 2 – Moderate Evidence:** the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented quasi-experimental studies.
 - **Tier 3 – Promising Evidence:** the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented correlational studies (with statistical controls for selection bias).
 - **Tier 4 – Demonstrates a Rationale:** practices that have a well-defined logic model or theory of action, are supported by research, and have some effort underway by a State Educational Agency, LEA, or outside research organization to determine their effectiveness.
- **For additional information please see the Evidence-Based Interventions Under the ESSA web page at <https://www.cde.ca.gov/re/es/evidence.asp>.**
- The LEA must use the remaining ESSER III funds consistent with section 2001(e)(2) of the ARP Act, including for:
 - Any activity authorized by the Elementary and Secondary Education Act (ESEA) of 1965;
 - Any activity authorized by the Individuals with Disabilities Education Act (IDEA);
 - Any activity authorized by the Adult Education and Family Literacy Act;
 - Any activity authorized by the Carl D. Perkins Career and Technical Education Act of 2006;
 - Coordination of preparedness and response efforts of LEAs with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to COVID-19;
 - Activities to address the unique needs of low-income students, students with disabilities, English learners, racial and ethnic minorities, homeless students, and foster youth, including how outreach and service delivery will meet the needs of each population;
 - Developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs;
 - Training and professional development for staff of the LEA on sanitation and minimizing the spread of infectious diseases;
 - Purchasing supplies to sanitize and clean the facilities of an LEA, including buildings operated by such agency;
 - Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under IDEA, and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements;
 - Purchasing education technology (including hardware, software, and connectivity) for students who are served by the LEA that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment;
 - Providing mental health services and supports, including through the implementation of evidence-based full-service community schools;
 - Planning and implementing activities related to summer learning and supplemental after school programs, including providing classroom instruction or online learning during the summer months and addressing the needs of underserved students;

- Addressing learning loss among students, including underserved students, by:
 - Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiated instruction,
 - Implementing evidence-based activities to meet the comprehensive needs of students,
 - Providing information and assistance to parents and families of how they can effectively support students, including in a distance learning environment, and
 - Tracking student attendance and improving student engagement in distance education;

Note: A definition of “underserved students” is provided in the Community Engagement section of the instructions.

- School facility repairs and improvements to enable operation of schools to reduce risks of virus transmission and exposure to environmental health hazards, and to support student health needs;
- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and nonmechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door replacement;
- Developing strategies and implementing public health protocols including, to the greatest extent practicable, policies in line with guidance from the Centers for Disease Control and Prevention (CDC) for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff;
- Other activities that are necessary to maintain the operation of and continuity of services in LEAs and continuing to employ existing staff of the LEA.

Other LEA Plans Referenced in this Plan

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

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

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

Summary of Expenditures

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

Instructions

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

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

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

Community Engagement

Purpose and Requirements

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

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

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

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

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

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

- Students who are English learners;
- Students of color;
- Students who are foster youth;
- Homeless students;
- Students with disabilities; and
- Migratory students.

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

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

Instructions

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

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

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

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

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

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

- For the purposes of this prompt, “aspects” may include:
 - Prevention and mitigation strategies to continuously and safely operate schools for in-person learning;

- Strategies to address the academic impact of lost instructional time through implementation of evidence-based interventions (e.g. summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs);
- Any other strategies or activities implemented with the LEA’s ESSER III fund apportionment consistent with section 2001(e)(2) of the ARP Act; and
- Progress monitoring to ensure interventions address the academic, social, emotional, and mental health needs for all students, especially those students disproportionately impacted by COVID-19

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

Planned Actions and Expenditures

Purpose and Requirements

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

Instructions

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

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