ESSER III Expenditure Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
The O'Farrell Charter School	Cindy Wagner Superintendent	cindy.wagner@ofarrellschool.org (619)262-3009

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 Accountability Plan (LCAP)	The plan is posted on school website under Governance Tab. The file can be accessed at the following link: https://4.files.edl.io/2fe9/06/18/21/161822-04540b20-9ddd-497c-9581-b92dc7842e3d.pdf
Expanded Learning Opportunities Grant Plan	The plan is posted on school website under Governance Tab. The file can be accessed at the following link: https://go.boarddocs.com/ca/ofar/Board.nsf/files/C2SU977AE860/$file/OCS%20Expanded%20Learning%20Opportunities%20Grant%20Plan%2021-22.pdf

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

3,502,668

Plan Section	Total Planned ESSER III
Strategies for Continuous and Safe In-Person Learning	583,554
Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)	1,693,297
Use of Any Remaining Funds	1,225,264

Total ESSER III funds included in this plan

3,502,115

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.

During the development of the 2021-2024 LCAP, stakeholder engagement was instrumental in the development of goals and action steps. The following needs were identified during a robust stakeholder engagement process:

- -Academic supports to mitigate learning loss and offer academic acceleration
- -Increased social emotional and mental health supports
- -Support for two way family communication and family involvement
- -Additional technology devices, connectivity, and infrastructure
- -Additional personnel to support student needs (academic, mental health, social emotional learning)
- -Resume extracurricular activities once it is safe to do so

During the beginning of the 2021-2022 school year administrative staff, credentialed staff, classified staff, students, and families were

provided opportunities for further input once returning to school. These opportunities included input sessions, surveys and focus groups. These sessions centered on student and organization needs as we return to in person instruction as well as prioritizing a safe learning environment.

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

This plan incorporates actions and expenditures in the following themes identified through stakeholder input:

Ensuring a Healthy and Safe Environment actions include employing a COVID Response Team; securing additional PPE, cleaning supplies, etc.; facilities improvement to promote distancing; and additional supervision to support distancing and stable grouping.

Supporting Academic Acceleration, Growth, and Stamina actions include extra credentialed staff to support academic needs of students including academic support and intervention, classroom assistants, and academic high school counselor from Expanded Learning Opportunities Grant Plan. In addition, technology to support student learning has been included in this plan.

Rebuilding Strong Social Structures, Engaging Students, and Supporting Mental Health actions include maintaining student advocates from Expanded Learning Opportunities Grant Plan; professional development in the area of student mental health and social emotional learning; and the implementation of a social emotional universal screener.

Increasing Organizational Staffing, Support, and Capacity actions include temporary clerical support in school offices, independent study teachers, and additional substitutes.

Additional action has also been added as a contingency, given the unknown and unpredictable nature of the COVID-19 pandemic and associated costs.

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

583,552

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
N/A	1.1 COVID Response Team	Employ a COVID Response Team to address positive cases, contact tracing, COVID testing and other such pandemic related health needs. This team includes COVID clerks fro contact tracing and working with families. In addition, one health professional will be employed on this team, pending availability.	211,500
N/A	1.2 Additional Clerical and Office Support	Employ a temporary office clerk to assist with the increased needs related to quarantined students, independent study requirements, and family communication, given the restrictions for visitors and volunteers. Maintain systems such as DocuSign to support remote meetings and work, as needed.	62,526
N/A	1.3 Health Related Materials and Supplies	Purchase additional PPE, cleaning, and disinfecting supplies as needed.	90,000
N/A	1.4 Facility Improvements	Ensure facilities promote mitigation strategies such as, but not limited to, distancing, non-shared spaces, and air quality. Examples include additional lunch tables, shade structures, air filters, additional furniture, etc.	90,000
N/A	1.5 Additional Supervision	Employ additional supervision to support distancing, mask enforcement, outdoor meals, and events.	129,528

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

1,693,297

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
Expanded Learning Opportunities Grant	2.1 Extra Credentialed Staff for Academic Support and Intervention such as, but not limited to, RTI Teachers	Employ additional credentialed teachers to serve as Response to Intervention Teachers, Academic Support Teachers, or additional staff at each school level. These teachers provide additional and targeted intervention and instruction to address individualized learning needs that are a result of lost instructional time.	932,464
Expanded Learning Opportunities Grant	2.2 Academic Counselor	Employ an additional high school academic counselor to support and monitor the learning needs of students to ensure college and career readiness.	202,491
Expanded Learning Opportunities Grant	2.3 Classroom Assistants	Employ additional classroom assistants to provide small group instruction and support academic needs of students during the 2022-2023 school year.	175,342
LCAP, Goal 1, Action 6	2.4 Intersession and Summer School	Conduct academic and social emotional intersession courses and summer school sessions to support students in need of learning loss mitigation.	40,000
	2.5 Assessment Tools	Use progress monitoring assessments, such as, but not limited to MAP assessments to monitor student growth and identify learning needs. Use a universal screener to determine the social emotional needs of students, especially as related to the loss of instructional time and in person learning.	43,000
LCAP Goal 1, Action 9	2.6 Technology for Learning	Ensure adequate access to student devices, connectivity and infrastructure to support learning both at school and at home. Access to technology devices throughout the school day and at home is critical to ensure continued learning both	300,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		during in person learning, during potential quarantine, and any potential future school closures.	

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

1,225,264

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
Expanded Learning Opportunities Grant	3.1 Student Advocates	Employ student advocates to support the mental health needs of students and serve as resources to families.	681,034
	3.2 Professional Development	Provide professional development in the areas of mental health, equity, and restorative practices in order to address social emotional needs of students, especially those disproportionally impacted by COVID 19.	75,000
	3.3 Independent Study Teachers	Employ independent study teachers to support students who must be quarantined and those families selecting a virtual option instead of in person learning.	280,550
	3.4 Contingency	Set aside a contingency amount for unforeseen needs due to the unpredictable nature of the COVID 19 pandemic, CDPH guidance, Cal-OSHA requirements, etc.	135,000
LCAP Goal 1, Action 4	3.5 Substitutes	Employ additional roving substitutes and/or daily substitutes to meet the demands of staff quarantine, absences., and professional learning.	53,680

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
1.1 COVID Team	COVID Dashboard, quarantine tracking documents, and communication tools will be reviewed to ensure compliance and effectiveness.	Continuously
1.2. Office and Clerical Support	Office operations will be monitored in a continuous manner which includes, but is not limited to monitoring of independent study contracts, family communication tools, and adherence to COVD protocol.	Continuously
1.3 Health Supplies, PPE, etc. 1.4. Facilities Improvements	Utilizing CDPH Sanitation and Safe School Guidance, staff will monitor site operations to ensure compliance.	Continuously
1.5 Additional Supervision	Supervision logs, student discipline referrals, and safety logs will be reviewed on a regular basis.	Monthly
2.1 Additional Credentialed Staff 2.2 Academic Counselor 2.3 Classroom Assistants	MAP, DRA, and other benchmark Assessments will be administered to assess students' academic levels as well as monitor expected/actual growth. Advanced Placement exam results, graduation rates, and college acceptance rates will also be monitored.	Three times per year for progress monitoring assessments and end of year for graduation, AP and college acceptance rates.
2.4 Intercession and Summer School	Intersession and Summer School enrollment and attendance will be monitored, as well as tracking of academic data listed above for students in attendance.	After each intercession and at end of summer school
2.5. Assessment Tools	Measures of Academic Progress, a Social-Emotional Learning (SEL) Screener, and other	Three times per year

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
	assessment data will be collected to monitor use of and effectiveness of these tools.	
2.6 Technology for Learning	Inventory and repair records for student devices will be maintained and monitored. Data will be monitored for use of HotSpots and connectivity resources.	Annually
3.1 Student Advocates 3.2 Professional Development	Student mental health will be measured through a Social Emotional Universal Screener. Counseling and contact logs will be maintained and monitored for student advocates. Student behavior referrals will be monitored on a regular basis to determine effectiveness of preventative measures taken by student advocates and the implementation of restorative practices.	Three times per year
3.3 Independent Study Teachers	Independent Study record keeping including attendance, participation and contract completion will be monitored and measured as required by AB186.	Continuously
3.4 Contingency	Fiscal records, safety plans, and COVID protocols will be reviewed to ensure compliance with latest CDPH guidance.	Continuously
3.5 Substitutes	Substitute logs will be monitored on a regular basis to ensure adequate coverage for COIV related issues and absences.	Monthly

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.).

California Department of Education
June 2021