

# 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
ELO	www.manzanitacharterschool.com
LCAP	www.manzanitacharterschool.com

## 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
\$681,333

<b>Plan Section</b>	<b>Total Planned ESSER III</b>
Strategies for Continuous and Safe In-Person Learning	222,000
Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)	215,875
Use of Any Remaining Funds	243,458

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

\$681,822

## 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.

the Charter LEA utilized community input gathered during in the development of the 2021-22 LCAP and the ELO in conjunction with additional input sought for the ESSER III plan to achieve meaningful consultation. The LEA's process to consult with groups includes consultation through meetings with a variety of committees/stakeholder groups, as well as, Local Surveys for Parents/Guardians, Staff (Classified and Certificated), and scholars. A variety of modes are used to provide notification of opportunities including email, mail, phone calls, and Parent Square.

### STUDENTS

Students 3-6 participate in a survey monkey each year to provide input, concerns and recommendations on the school's programs and services.

### FAMILIES

Manzanita seeks to engage all families in meaningful consultation. For families that speak a language other than English, translation is provided as need for meetings, engagement opportunities, notifications, agendas and the local survey.

#### PARENT/GUARDIAN LOCAL SURVEY

Parents/Guardians participate in an online survey 2x each year in which they voice their opinions or concerns and make recommendations on the LEA's programs and services. Translated surveys are available for families who speak a language other than English. Devices are available at each site for parents to take the survey or paper copies are available if needed. Parents/families received ESSER III Funds background information and appropriate uses. They were asked to provide guidance on how the district should prioritize the use of these funds through a survey provided digitally through Parent Square.

#### TEACHERS, OTHER EDUCATORS, SCHOOL STAFF

Teachers, other educators, and support staff participate in an online Local Survey annually to provide input and make recommendations. Meetings are scheduled to provide information and gather additional perspectives and insights. Manzanita Staff (Teachers, Other Educators, School Staff), received ESSER III Funds background information and appropriate uses. They were asked to provide guidance on how the LEA should prioritize the use of these funds through professional development meetings held after school.

#### LEA LEADERSHIP

The Charter LEA Leadership includes the Manzanita Governance Board; Superintendent/Principal; Fiscal Director; SPED Director and Assistant Principal who meet regularly throughout the school year. At these meetings, the Admin. Team conducts analysis of the LEA's student achievement data, school climate data and data showing the students' social emotional needs. They analyze the strengths and areas of need, consider the perspectives and insights of each of the required community groups, and the students (students who are low-income, English Learners, students of color, foster youth, homeless, students with disabilities, and migratory students) as they strategically plan for student success.

Members of the LEA Administrative Team participate in the annual Local Survey giving input and making recommendations on the programs, services and actions of the school. They also received ESSER III Funds background information and appropriate uses. They were asked to provide guidance on how the district should prioritize the use of these funds through both surveys and discussion meetings. The Team met to analyze the data, priorities, and actions needed in the ESSER III Plan.

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

Community input shared through the stakeholder engagement process including LCAP, ELO, and ESSER continue to have 3 consistent themes: (1) Student Learning Loss, (2) Safety for In-Person Learning, and (3) Social-Emotional concerns resulting from COVID19 pandemic. All three of these clear priorities are addressed within the ESSER III Plan.

### FAMILIES/FAMILIES THAT SPEAK A LANGUAGE OTHER THAN ENGLISH

Families' identified the following priorities for ESSER III Plan (with 1 being the highest priority):

- 1-Supporting social emotional learning, counseling, mental health and wellness resources for students and staff;
- 2-Implementing Key components of effective instruction in Reading, Language Arts, and Math
- 3-Providing additional learning opportunities during the school year

### TEACHERS AND OTHER EDUCATORS

Teachers and Other Educators identified the following priorities for ESSER III Plan (with 1 being the highest priority):

- 1-Supporting social emotional learning, counseling, mental health and wellness resources for students and staff
  - 2-Delivering classroom interventions and individualized supports
- Teachers had 2 priorities tie for their third priority.
- 3-Implementing Key components of effective instruction in Reading, Language Arts, and Math
  - 3-Providing additional learning opportunities during the school year

### SCHOOL STAFF

School Staff identified the following priorities for ESSER III Plan (with 1 being the highest priority):

- 1-Consistent safety measure practiced on site each day
- 2-Supporting social emotional learning, counseling, mental health and wellness resources for students and staff
- 3-Providing additional learning opportunities during the school year

### DISTRICT ADMINISTRATORS, SPECIAL EDUCATION ADMINISTRATOR, PRINCIPALS/SCHOOL LEADERS

Administrators identified the following priorities for ESSER III Plan (with 1 being the highest priority):

- 1-Supporting social emotional learning, counseling, mental health and wellness resources for students and staff
- 2-Delivering classroom interventions and individualized supports
- 3-Implementing Key components of effective instruction in Reading, Language Arts, and Math
- 4-Making facility improvements and upgrades to ensure a healthy campus
- 5-Developing Family Engagement options

### STUDENTS

Student surveys indicated the ongoing need for actions addressing the social, emotional and mental health needs of students

Students indicate the need for time - time in class, time with their teacher, time with other students  
Student feedback also includes the need for engaging and interesting instructional opportunities and additional help

### CONTINUOUS SAFE IN-PERSON LEARNING

Making facility improvements and upgrades

A sample of comments:

- Improving the cleaning process (classified)
- More sanitizing areas (parent)
- High levels of filtration and improved air quality (parent)
- Safety and sanitation (parent)
- Safety of students and staff is a priority (parent)
- Universal masking (parent)
- . Increased outdoor learning (teachers/parents)

RESULTING IN:

INCREASING OUTDOOR LEARNING OPPORTUNITIES

### ADDRESSING THE IMPACT OF LOST INSTRUCTIONAL TIME

Implementing Key components of effective instruction in Reading, Language Arts, and Math Providing additional learning opportunities during the school year

Delivering classroom interventions and individualized supports

A sample of comments:

- Temporary instructional aid positions or extended hours to help with small group instruction with math similar to reading. (teacher)
- Hire more Instructional aides for small group (teacher)
- Offer more outdoor and enrichment learning (teachers/parents)
- More access to on site counseling services (parent/teacher)
- More support staff (teacher)
- I think additional support staff/instructional aides allows for more one on one support and small groups (teacher)
- Priority should be getting kids caught up (administration)
- After school support (Parent)

RESULTING IN:

WINTIME

Professional Planning Preservice Days

Temporary Additional Instructional Aides Hours

### ANY REMAINING FUNDS

Supporting scholars and staff. with high level academic enrichment was the number 1 priority overall, as well as, for each of the Stakeholder groups. Understanding that these needs must be addressed in order to successfully address the impact of lost instructional time, the District

is committed to meeting those needs.

RESULTING IN:  
OUTDOOR Education Teacher  
STEM Teacher

## 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

220,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
N/A	Part time administrators and teaching instructor	Additional support for ongoing in person learning to handle discipline and administrative duties to keep campus safe and operational	100,000
LCAP	Transportation - Additional bus added to contracted fleet	Increase one bus to keep students in home-school transportation socially distant	89,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
ELO	Upkeep and costs of classroom safety	Ensure ongoing social distancing in classrooms and public areas	3,000
ELO	Campus Sanitation	Additional days and hours to ensure campus is sanitized	30,000

## 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

136266

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
N/A	Extended Learning Day	Small group interventions after school for 1 hr with educators	62,006
LCAP	Professional Counseling	Address Covid-19 related social emotional trauma/needs	74,358
LCAP	Assessment and instructional tools	Collection of data and utilization of tools to address loss of learning	79,707

## 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

243458

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
ELO	Essential Elective Learning Programs	STEM to maintain/enhance ELA, Science, Technology and Math state standars - 1 full time TOSA	100,000
ELO	Essential Elective Learning Programs	Outdoor Education program to offer a learning opportunity outdoors in nature and align with science/environmental instruction	115,000
ELO	Supplies for Essential Elective Learning	Purchase of equipment and supplies to implement these learning opportunities	28,458

## 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
Ensure continuous school safety is implemented and maintained (Add'l bus, cleaning service, additional admin and support staff)	Administration is directly involved with any social distancing challenges on home - school transporation and corrective action will be taken immediately. Campus safety and cleanliness is checked daily. Discipline actions with part time TOSA, Assistant Prinicpal, Part time administrator and Superintendent will ensure campus is running smoothly daily.	Daily
Ensure Loss of Learning needs are met (extended learing, instructional platforms and assessment tools, on site professional counseling	Teaching staff will meet weekly with administration in grade level PLC's regarding students that require additional focus on learning goals with the results of assessment tools and group collaboration. Attendance for the additional hour per day will be taken. Professional counseling will meet with instructional staff and administration to report	Daily, weekly

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
	progress in the area of social emotional well being.	
Ensure Additional Programs for intervention are successful (STEM, Outdoor Education)	The additional educational programs in the ESSER III Plan complement existing intervention programs. Improved testing scores will be available to review. Student engagement in these programs are showing extremely high interest which will increase the overall educational experience of all scholars.	Daily, weekly, monthly, annually

# 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](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.).

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