

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 |
|---|---|
| LEA Plan for Safe Return to In-Person Instruction | Website: http://www.gompersprep.org/wp-content/uploads/2021/07/LEA-Plan-for-Safe-Return-to-In-Person-Instruction-and-Continuity-of-Services-Updated-070821.pdf |
| COVID-19 Prevention Program | Website: http://www.gompersprep.org/wp-content/uploads/2021/04/GPA-COVID-19-Prevention-Program-CPP-1.pdf |
| LCAP & LCP | GPA LCAP GPA LCP |

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, 449, 253.00

| Plan Section | Total Planned ESSER III Expenditures |
|--|--------------------------------------|
| Strategies for Continuous and Safe In-Person Learning | \$1,076,942.54 |
| Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds) | \$2,354,810.46 |
| Use of Any Remaining Funds | \$17, 500.00 |

Total ESSER III funds included in this plan

\$3, 449, 253.00

Community Engagement

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

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

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

Gompers Preparatory Academy was founded on three guiding principles. 1) To provide a college preparatory education for all students 2) To hire the most effective staff members for our students, and 3) To engage parents in the process and provide a school that belongs to the community. Given this foundation, GPA works tirelessly to include parents, students, staff, and the community in

the ongoing decision making process through a cycle of communication, input, feedback and refinement. This cycle was enhanced through the Covid-19 pandemic as we gathered input and feedback from our stakeholders on our Distance Learning model in Spring 2020, and continued to engage with all stakeholders through the 2020/2021 school year for our phased reopening plans. The feedback we continue to receive has been instrumental in revising the Local Continuity and Attendance Plan (LCP), our 2021-2022 LCAP, and now our ESSER III Plan.

Channels for input over the past 18 months have included regular “Coffee with the Director” meetings, GPA Board meetings, staff, parent, and student surveys, parent engagement classes through our Family Support Center, and ongoing communication from GPA staff to families in regards to daily progress in classrooms and after school programming. Parents and community members continue to have the opportunity to provide input through our ongoing “Coffee with the Director” virtual meetings, virtual Board meetings, virtual Open House, and daily regular communication and access to leadership and staff. Survey data and feedback from stakeholders in Fall 2021 indicated the top three areas to address as learning loss (83%), students’ social and emotional well-being (70%), and improving facilities to improve environmental health and safety (59%).

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

The GPA community has been hit harder than most in San Diego County. Survey results and ongoing input through direct conversations during “Coffee with the Director” and family engagement sessions have shown a need to remain vigilant in regards to our reopening plans which includes ensuring all GPA staff be trained on Trauma informed practices to support students, families, and the community at large as we continue to navigate the pandemic. Trauma informed training was provided, as a result of input from our community, for all staff in August prior to the 21/22 school year beginning. The ESSER III plan has also been influenced by our community in regards to the ongoing need for all students and families to have access to technology. We continue to supply all GPA families with wifi at home as well as providing all students with a personal chromebook with accessories.

Staff, student, parent and community input also instigated the need for several new departments at GPA to meet the needs of each group. New departments were implemented at GPA including: Curbside service, translation service, home delivery service, technology service, and tutoring services.

Feedback from surveys influenced GPA’s plans as stakeholder input indicated the continued need for addressing learning loss through access to programs and activities. The top four focus areas stakeholders chose to address learning loss included additional support staffing to focus on the diverse needs of students in middle and high school (75%), professional development and training in engagement and social-emotional training (69%), positions to support academics and innovation in learning and engagement (56%), and academic remediation and recovery to include access to technology and after school programs (55%). GPA has allocated 68% of ESSER funds to “Addressing Lost Instructional Time” which is in direct alignment with feedback and input from stakeholders.

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

\$1,076,942.54

| Plan Alignment (if applicable) | Action Title | Action Description | Planned ESSER III Funded Expenditures |
|--------------------------------|--|---|---------------------------------------|
| ESSER III | Improve air quality, ventilation, and movement of air in learning spaces | HVAC systems have been upgraded with MERV-13 filters. Air conditioning units in portable classrooms have been upgraded with HEPA filters. Air purifiers have been placed in all indoor learning spaces and meeting areas. Units are designed to measure the percentage of particles being filtered from the air and the rate at which the air is being circulated through the room. Adequate air movement, especially indoors, is a beneficial mitigation measure to reduce the risk of transmission. Units will be maintained and serviced regularly, including replacing filters. | \$410,000 |
| ESSER III | Increase the amount of outdoor spaces for students to maintain physical distancing to the greatest extent possible | Canopies, tents, and outdoor furniture have been strategically placed around campus to create outside learning spaces for students. We have also set up additional furniture and seating areas for students during lunch. All students eat lunch outside in assigned seating areas. Maximizing the time that students are outdoors | \$370,000 |

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| | | (versus indoors) and physically distant to the greatest extent possible also reduces the risk of transmission. | |
| ESSER III | Implementing hand hygiene practices | We have placed portable handwashing stations outside the restrooms and in common areas around campus. Each classroom has a hand sanitizing dispenser for student use. Hand sanitizing pump spray and hand sanitizing gel are available at each entrance/exit and as students arrive and depart the lunch areas. Signage has been posted reminding students and staff of proper hand hygiene practices. | \$55,000 |
| ESSER III | Enhanced cleaning and sanitizing of school site | Cleaning supplies approved by the Environmental Protection Agency (EPA) to protect against the spread of COVID-19 have been acquired. We have implemented the use of electrostatic sprayers to effectively and efficiently clean all hard and porous surfaces around campus. | \$170,920.34 |
| ESSER III | Personal Protective Equipment | We have supplies of face masks, gloves, face shields, desk shields, sanitizing solution, disinfecting solution, protective gowns, biohazard containers, contactless infrared thermometers, wipes, N95 masks, plexiglass barriers, and cleaning supplies on site. We are continually monitoring inventory and ordering as needed. | \$50,000.00 |
| ESSER III | COVID testing | GPA offers testing at the nurses office. We have two types of testing. Weekly PCR testing for those staff members that are not vaccinated AND rapid antigen testing as response testing for possible exposures. | \$21, 022.20 |

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

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|----------------|
| \$2,354,810.46 |
|----------------|

| Plan Alignment (if applicable) | Action Title | Action Description | Planned ESSER III Funded Expenditures |
|---|---|--|--|
| Esser III | Online curriculum that students can access digitally | Students have access to multiple online platforms that support learning in various subject areas, including, but not limited to: Achieve 3000, Actively Learn, Let's Go Learn, Learning Upgrade, Flocabulary, Grammarly, NGSS Science, and Scholastic online. | \$150,739.08 |
| ESSER III | Provide wifi access for students | Each student receives wifi access. Access to technology ensures that all students can continue learning in whatever setting is deemed necessary. Wifi's for each household is essential in ensuring the digital divide is closed and everyone has access to learning opportunities. Equitable access to technology and communication is essential for both in person and distance learning environments. | \$1,388,000.00 |
| ESSER III | Student Resources/materials and 1:1 chromebooks | Students receive chromebooks to take home and use daily at school, they also receive additional school supplies and resources from GPA to ensure they are prepared and ready to learn. This includes but is not limited to, binders, dividers, paper, pens, pencils, calculators, planners, protractors, rulers, erasers, etc. | \$343,648.99 |
| ESSER III | Mental Health and Social-Emotional Supports | UPAC counseling, New Vision counseling, Full time SEL coordinator, Wellness Wednesday resources and posts, Trauma informed Professional Development for all staff, Virtual Calming room, Summer recess, Check your mood week resources, Student leadership programs (Teen Leap, StarPal, Level Up, Making Change), Food support and Thanksgiving delivery for families. | \$200,000.00 |
| ESSER III | Providing targeted intervention for struggling students | Co-teach model in ELA and Math classrooms to support students who need additional targeted instruction. Supports in other classes include paraprofessionals working with targeted small groups and individual students to address learning loss. Academic success | \$272,422.39 |

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|--|--|---|--|
| | | <p>classes/programs as well as additional tutoring services are also in place to address the diverse needs of students. Let's Go Learn (Math progress), Achieve 3000 (Reading progress), Actively Learn (Science, ELA, History) and online programs are implemented to assess and provide support for and strategies for students struggling in math, science, history and/or English. GPA Family Services Coordinators continue to participate in the SDCOE District liaison meeting for homeless and foster care to remain up to date with relevant resources and best practices.</p> | |
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Use of Any Remaining Funds

A description of how the LEA will use any remaining ESSER III funds, as applicable.

Total ESSER III funds being used to implement additional actions

\$17, 500.00

| Plan Alignment (if applicable) | Action Title | Action Description | Planned ESSER III Funded Expenditures |
|--------------------------------|---|--|---------------------------------------|
| ESSER III | Project Based Learning Professional Development | <p>GPA staff engage this year in ongoing Project Based Professional Development to learn how to provide meaningful and engaging real world experiences to students. Professional development is offered in differentiated levels to ensure it fits the needs of all staff. Students will benefit from this training as staff become more knowledgeable and confident in developing relevant, engaging standards-based lessons that bring learning to life and provide access for all learners. Transform educational consulting is supporting this work throughout the 2021/2022 school year. https://transformschool.com/</p> | \$17, 500.00 |
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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 |
|---|---|--|
| Tutoring Supports, Targeted Small Group Instruction, Individualized Instruction | GPA measures the effectiveness of our tutoring supports, targeted small group instruction, differentiation and individualized instruction by monitoring student progress through Lexile levels, ongoing formative and summative assessments, quarter final scores, and written reports from tutors and support staff working with our most at-risk students. In addition, we measure the effectiveness of our services and supports by monitoring daily attendance, engagement, and impact on students’ grades and assessment levels. | Academic growth and progress are monitored through regular updates in Powerschool as well as through our Quarter Final system that takes place 4 times each year. Assessments including Lexile LevelSet provide quarterly data points. Daily attendance rates are also used to track school engagement and to flag potential at-risk students for early interventions. |
| Improved teaching and learning through differentiated Professional Development | Progress is monitored through ongoing staff coaching and informal/formal observations. At GPA, our Director is the lead mentor teacher on staff. His classroom is also a model for staff to learn and see PD in action. Progress of staff growth is monitored by involvement in on-the-spot PD provided in our model classroom, as well as the ongoing PD provided by outside sources. | Staff growth is monitored each quarter through ongoing coaching, informal observations, and student/parent feedback |
| Technology support including both hardware and software | Progress will be monitored through formative and summative assessments, grade reports, and parent/student feedback. | The efficacy of our hardware/software programs will be monitored quarterly. Students will take ongoing assessments on purchased software programs that track growth in specific content areas. |

ESSER III Expenditure Plan Instructions

Introduction

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

The plan must be adopted by the local governing board or body of the LEA at a public meeting on or before September 30, 2021 and must be submitted for review and approval within five days of adoption. A school district must submit its ESSER III Expenditure Plan to its COE for review and approval; a COE must submit its plan to the California Department of Education for review and approval. A charter school must submit its plan to its chartering authority for review and to the COE of the county in which the charter school operates for review and approval.

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

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

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

For technical assistance related to the 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.

- o 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.
- o 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:
 - o Any activity authorized by the Elementary and Secondary Education Act (ESEA) of 1965;
 - o Any activity authorized by the Individuals with Disabilities Education Act (IDEA);
 - o Any activity authorized by the Adult Education and Family Literacy Act;
 - o Any activity authorized by the Carl D. Perkins Career and Technical Education Act of 2006;
 - o 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;
 - o 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;
 - o Developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs;
 - o Training and professional development for staff of the LEA on sanitation and minimizing the spread of infectious diseases;
 - o 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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