

ENCORE



Junior & Senior High School for the Arts

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
2021 Local Control Accountability Plan for Encore Education Corporation	www.encorehighschool.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

\$1,717,675

Plan Section	Total Planned ESSER III
Strategies for Continuous and Safe In-Person Learning	\$1,185,946
Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)	\$531,729
Use of Any Remaining Funds	

Total ESSER III funds included in this plan

\$1,717,675

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.

Encore Jr/Sr High School for the performing & visual arts is committed to meaningful stakeholder engagement to ensure school planning and improvement, especially in the time of COVID-19. In the development of the ESSER III Expenditure plan, Encore has ensured that staff and families understand the current needs of Encore as it relates to the local, state, and federal guidelines. This ESSER III plan has been informed by feedback received by students, families and staff from Spring 2020 to the present. Encore has made provisions for stakeholder engagement which promotes remote participation and addresses language accessibility. Encore used surveys, formal and informal meetings with parents and students, staff meetings, observations, recommendations from the charter authorizer, third party consultants, and financial and legal advisors. This plan used input from Encore's data team, administration, and fiscal advisor. This plan is an extension to the LCP and the LCAP to help build on the input from stakeholders over the past year. Parents, staff, and the community are invited to attend Board Meetings where the plan will be reviewed. The input collected from students, parents, teachers, administrators, and staff contributed to the development of the ESSER III plan.

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

Encore identified needs and priorities that align with the intended uses for ESSER III expenditures based on community input largely from staff and students. The development of the plan was based on the priorities outlined by staff, students, and parents.

1. Learning Loss - At the completion of the 20/21 school year, assessments based on state test scores and overall grades identified needs for more individualized benchmark testing, measures for increased remediation campus wide, and an opportunity for students to reengage in the academic climate at Encore. Further, students need an opportunity to recover classes that they did not complete or did not pass.
2. Socioemotional wellbeing - Encore recognized that the integration back into in person instruction would be difficult for some students and the isolation for extended periods of time would have an affect on the social maturity of students. SEL training for staff and students was important in consideration for overall student achievement.
3. Mental Health Supports - Anticipating stress levels and coping skills from the students to be below grade level, Encore prepared for additional support for mental health.
4. Decreasing Suspension Rate - Anticipating below grade level behavior, SEL training for the purposes of discipline and additional help for discipline is a priority.
5. Technology and internet access - Planning for further school closures and connectivity for students not prepared to return to in person learning is a concern. Updating computers for students and teachers with additional tools to provide distance learning when necessary was included in the plan.
6. Facilities Improvements / Safe outdoor gathering space - Encore already had good outdoor gathering space where students and staff could easily spread out. Sanitation of the space was a concern that was addressed in the plan.
7. Facilities Improvements / Indoor air quality - HVAC improvements to update systems and improved circulation in all classes was a top priority in the safety within the classrooms. Extensive considerations for improved air quality and the ability to sanitize space was focused on the Big Top/physical fitness area.

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

\$1,185,946

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP, Goal #1, Action #1	HVAC Improvements	HVAC maintenance schedules are set for permanent changing of filters. Improved HVAC duct work and installation of new machinery will improve overall circulation on campus. Included in the new installation will be HVAC/circulation equipment in the Big Top structure where PE takes place and in the multi-purpose theater where larger amounts of people congregate. This installation will include expanded electricity in the F Building and Big Top to accommodate the expanded circulation/HVAC machinery.	\$75,266
LCAP, Goal #1, Action #2	Big Top Structure Sanitation Improvement	In an effort to improve sanitation methods in the general PE area, the asphalt floor will be replaced with a brushed concrete floor. This floor installation will happen over the summer and will remove the flooding issues within the Big Top structure and will give maintenance the ability to sanitize the floor appropriately. With this floor replacement, storage units that are currently inside the Big Top Structure for equipment will be replaced with chain link fenced areas to improve circulation. There will also be water and electricity added to install a washer and dryer in the Big Top	\$163,230

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		structure to be able to sanitize equipment that is used during circus training classes. Finally, a hands free water bottle fountain will be installed inside the Big Top structure to improve sanitation for student hydration. A specific sanitation schedule will be developed and implemented.	
LCAP, Goal #1, Action #3	Outdoor Gathering Areas	For improving sanitation methods for outside gathering spaces, the wood picnic and park benches will be replaced with perforated metal equipment that is coated with a plastic coating that has the ability to be sanitized. A specific sanitation schedule will be developed and implemented.	\$59,295
LCAP, Goal #1, Action #4	Indoor Storage Spaces	Maintenance and Sanitation needs visible storage areas to be able to store and sanitize items that are needed through the school year. This plastic shelving will get items off of the floor and make it possible to sanitize storage spaces more thoroughly. A specific sanitation schedule will be developed and implemented.	\$25,489
LCAP, Goal #2, Action #1	Curriculum	There is an immediate need for technology-based curriculum that meets state standards with extended remediation platforms, allowing teachers and instruction to be tailored to the mitigated learning loss for each individual student. Specifically English and Math will adopt new curriculum for the purposes of filling gaps that were created during the school closures and distance learning during the 2019/2020 and 2020/2021 school years. Focus on remediation opportunities is key for this curriculum adoption.	\$170,743
LCAP, Goal #2, Action #2	Instructional Aides	For the period of one school year, two additional instructional aides will be hired for junior high grade levels to support credentialed teachers with push in / pull out support for both advanced and struggling students. As full time instructional aides, they will work directly with junior high teams during the 21/22 school year to implement extended remediation for student achievement gaps.	\$85,806
LCAP, Goal #2, Action #3	Junior High Team Teaching	With the incoming junior high grade level students not having the experience in a middle school environment, junior high credentialed teacher team will be moving to a team teaching model in the 2021/2022 school year to focus on	\$403,617

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		learning loss. Based on standardized benchmarks administered through NWEA, teachers will target student achievement gaps through team teaching and team support. There will be seven credentialed teachers, two instructional aides, two SPED aides, one counselor, a Dean of Students, and the Director of Academics that will work with students each week to mitigate learning loss. This model may be renewed at the end of the 2021/2022 school year, but is currently planned for only the 2021/2022 school year.	
LCAP, Goal #3, Action #1	Community Engagement	Stakeholder engagement and participation in activities will increase by at least 10% each school year as a result of engagement efforts and the conclusion of the COVID-19 pandemic.	\$67,500
LCAP, Goal #3, Action #3	Student Engagement	After a year and a half of not participating in person at school, it is going to be a challenge to get the student to engage in school activities and classes. Diversified attendance efforts and incentive programs for the students will increase participation by at least 10% each school year for the next three years.	\$45,000
LCAP, Goal #3, Action #4	Teacher Engagement	After two stressful years of redesigning education, teachers and staff have slightly disengaged due to fatigue and stress. Incentive programs, competitive pay, and increased levels of input will improve teachers engagement year over year for the next three school years.	\$90,000

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

\$531,729

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP, Goal #4, Action #1	NWEA Benchmarks	NWEA benchmarks will be implemented three times per year	\$35,601
LCAP, Goal #4, Action #2	PSAT testing	Annual testing to collect data for improved student achievement	9,005
LCAP, Goal #4, Action #3	Academic Director	Focused Director for curriculum and instruction to improve student achievement	\$24,120
LCAP, Goal #4, Action #4	Teacher Intervention	15% of all teachers diverting from normal duties for intervention and addressing lost instructional time	\$393,003
LCAP, Goal #4, Action #6	Student Incentives	Students actively engaging in reaching testing goals will receive incentives including field trips.	\$20,000
LCAP, Goal #4, Action #7	Teacher Incentives	Teachers will receive a cash stipend for students that reach testing goals.	\$50,000

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

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
	SEL Training for students	Social Emotional Learning supports targeted for students to help improve mental well being for students. (Rock My Campus)	
	SEL Training for staff	Social Emotional Learning supports targeted to help staff cope with mental stress and anxiety associated with teaching.	
	Enrollment Activities	Improved marketing to replace loss of enrollment as a direct response to COVID-19 closures.	

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
	Facility Improvements	Improvements that improve the methods for cleaning the campus and keeping facilities sanitized.	
	Credit Recovery Materials	Use of any curriculum for the purposes of getting students back on track after the pandemic.	
	Custodian Services	Night time custodians to help with the sanitation and cleaning of the campus.	
	Summer School	Annual use of summer school as a means for credit recovery and remediation	

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
SEL Schoolwide Training (Rock My Campus)	Student Surveys	Twice annual
SEL Discipline Training (Edgenuity)	Rate of repeat discipline students	Annually
Friday Homeroom Intervention	Results of Benchmark Testing through NWEA	Three times annually
Friday Period 9 Credit Recovery	Reporting of Credit Recovery Completed	Quarterly
Summer School Credit Recovery	Reporting of Credit Recovery Completed	Annually
SEL Training Staff	Staff Surveys	Twice annual
Enrollment Activities	Actual student enrollment	Ongoing

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
Custodian Services	Inspections of quality of work	Monthly
HVAC Improvements	Inspections of quality of work	At completion of projects/ongoing
Big Top Sanitation Improvement	Inspections of quality of work	At completion of projects/ongoing
Outdoor Gathering Spaces	Inspection of space	Quarterly
Indoor Storage Spaces	Inspection of space	Quarterly
Curriculum	Benchmark testing/PSAT testing	Three times annually/Once annually
Instructional Aides	Staff Reviews	Annually
Junior High Team Teaching	Benchmark testing, staff reviews, classroom evaluations	Ongoing
Engagement	Surveys	Twice 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.

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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