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
Da Vinci RISE Local Control Accountability Plan	https://www.davincischools.org/wp-content/uploads/2021/10/RISE-Annual-Update-for-Developing-2021-22-LCAP.pdf
Da Vinci RISE Expanded Learning Opportunities Grant	https://www.davincischools.org/wp-content/uploads/2021/10/RISE_2021_Expanded_Learning_Opportunities_Grant_Plan_Da_Vinci_RISE_High_School_20210923.pdf

Summary of Planned ESSER III Expenditures

Below is a summary of the ESSER III funds received by the LEA and how the LEA intends to expend these funds in support of students.

Total ESSER III funds received by the LEA
$ 304,474

Plan Section	Total Planned ESSER III
Strategies for Continuous and Safe In-Person Learning	$154,474
Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)	$150,000
Use of Any Remaining Funds	$0

Total ESSER III funds included in this plan

$ 304,474

Community Engagement

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

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

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

During the 2020-2021 school year, Da Vinci RISE parents, students, and stakeholders were given opportunities to attend discussions/meetings with school personnel both in-person and via web-conferencing to provide feedback/input/suggestions and to respond to surveys relating to the Expanded Learning Opportunities Grant Plan (ELOP) and the Local Control Accountability Plan (LCAP). At the beginning of the 2021-2022 school year, feedback was solicited from RISE stakeholders for the ESSER III Expenditure Plan. In conjunction with feedback and input from the prior school year and the recent feedback from stakeholders, Da Vinci RISE developed the ESSER III Expenditure Plan to address the most pressing needs as determined by stakeholder feedback. Stakeholder groups that contributed to the development of this plan include students, parents/guardians, teachers, support staff, parents/guardians of students with disabilities, parents/guardians of English Learners.

The RISE High School Site Council (SSC) met on Wednesday, October 13th, 2021 to provide feedback and insight on the ESSER III Expenditure Plan. Erin Whalen, Executive Director and Principal, shared the specificities of the fiscal allocations, budget, and services plan drafted by leadership. Feedback was provided orally and in writing through a Google survey completed by the School Site Council members. The SSC engaged families, students, certificated, and classified staff to ensure RISE provides appropriate and responsive measures to

mitigate learning loss and support enhancing and stabilizing students' academic and social-emotional outcomes. All feedback was reviewed by the RISE administrative team upon submittal and documented by the SSC secretary during the public meeting. The ESSER III Plan will then be brought to the Da Vinci RISE High School board on Wednesday, October 20th, for approval.

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

The feedback received during the 2020-2021 school year about the LCAP and ELOP was incorporated into the development of this plan as it remains consistent with more recent feedback relating to the ESSER III Expenditure Plan. Identified areas of need from prior and current feedback are the focus of the ESSER III plan. The main areas of focus as determined by various segments of the school community are listed below.

Item 1 is from responses/feedback/input given to the RISE administration, XQ Super Schools, and Los Angeles County Office of Education (LACOE) during the 2020- 2021 school year and is carried over to this plan as we seek to incorporate mitigation strategies during the 2021-2022 academic year. Given that the majority of RISE students have faced disruptions in their educational journey (history of chronic absenteeism, missed school due to transiency, homelessness, mental illness, child care, etc.), learning loss disproportionately impacted many of our students. With that, it is of the utmost importance that RISE educators are provided with adaptive learning programs, project-based and competency-driven curriculum to support RISE students in accelerated learning.

Items 2-3 are in relation to access to technology and mental health services as both tie directly to providing our students with what they need to access their learning. Both of these supports were reflected in our 2020 student survey. Given the pandemic, many RISE students returned to school with severe traumatic life experiences and challenges that required onsite mental health assistance. When unaddressed, traumas and triggers have the power to impede academic performance and social-emotional growth drastically. Continuing to invest in the internal services and support provided by RISE case managers, the school psychologist, behavior interventionists, MSW interns, and externally through our existing RISE co-location partnership helps our students healthily process the challenges pandemic and related societal impacts brought about. Technology is needed to ensure our students can access their learning when and where they need it. Our flipped classroom models allow students to continue learning anytime and anywhere, even if they need to juggle a job, childcare, meetings with their attorneys, etc.

Items 4-5 are related to the 2021 RISE LCAP feedback and insight process. An integral component of the RISE model is co-locating with nonprofit wraparound service providers to provide enrichment, vocational, mentorship, and mental health resources and supports to students. This need has surfaced in all feedback cycles within the 2019-2020 and 2020-21 school years. More specifically, Item 5 is taken directly from feedback from our ELAC, SSC, and student surveys. Given the campus closures, RISE students were not afforded the opportunity to engage in the full scope of college and career exposure and transitional support activities. For many RISE students, this is the first time they've been provided with the resources needed to think about their futures and what opportunities are possible after high school. RISE will use these funds to expand opportunities provided by RISE co-location partners and

1. Ensuring access to interventions to mitigate learning loss are available to assist struggling students, students with disabilities, and English Learners;
2. Providing students with access to educational technology to maximize learning opportunities;

3. Providing students access to mental health services and supports;
4. Ensuring the LEA continues to do what is necessary to maintain operations and continuity of services through co-location partnerships;
5. Expanding college and career exposure opportunities.

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

$154,474

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
ESSER III and LCAP	Offer case management and mental health services to all RISE students	RISE will continue to collaborate with our co-location partners and University partnerships to provided individualized case management and mental health support for all RISE students. This will also assist with resource allocation and mentorship for struggling students to ensure an individualized approach to supporting student needs.	$140,000
ESSER III	Professional development for RISE staff on non-violent crisis intervention strategies and trauma informed care	In addition to the individualized (micro) approach taken by RISE mental health team and partners, RISE staff must also be equipped with the skills needed to create a preventative and responsive learning environment to address and support our students appropriately. Given the challenges	$4,474

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		RISE students have faced, these trainings will assist in maintaining safety to ensure conducive in-person learning.	
ESSER III	Maintain up-to-date air purifiers and sanitation equipments to help reduce the risk of and prevent the spread of COVID-19	RISE will maintain air purifiers and approved cleaning equipment and supplies for all three campuses to reduce the spread of COVID-19.	$10,000

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
$150,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
ESSER III, LCAP, ELOP	Provide targeted intervention and support to struggling students	RISE will incorporate adaptive reading and math strategies and programs through Actively Learn, ALEKS and DreamSeeDo to provide students with targeted literacy supports. Through data derived from NWEA MAP growth testing, students will be supported based on their individualized performance data. RISE will also provide increased instructional minutes through academic coaches or teaching interns.	$10,000
ESSER III, ELOP	Provide access to technology to assist with access to educational services both on and off campus	RISE will use the funds to continue to provide RISE students with 1:1 Chromebooks and wifi jet packs upon request. Students will also be provided with adaptive learning technology to support a flipped classroom model to ensure students can access their learning when and how they need it.	$60,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
ESSER III and LCAP	Provide college and career exploration opportunities and transitional services	RISE will work with our academic counselor, educational specialists, and co-location partners to provide college and career exploration opportunities through USC's World of Work curriculum. All RISE students will be provided with field trip opportunities to local colleges and universities.	$80,000

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

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
Case management and mental health services	Coordinator of services and partnerships will liaison with mental health service provider(s) to review/update the needs of students.	Monthly

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
Professional development for RISE staff on NCI intervention strategies and trauma informed care	Quarterly professional development sessions will train staff in NCI and trauma informed strategies.	Quarterly
Maintain up to date air purifiers and sanitation equipments	Utilizing CDPH Sanitation and Safe School Guidance.	Continuously
Targeted intervention and support to struggling students	Academic progress monitoring; MAP Growth assessment data; ALEKS level-set data; Achieve 3000/Actively Learn Lexile level data; log of participating in intervention opportunities (intersession and summer school).	Weekly to quarterly depending on data being monitored
Technology to assist with access to educational services	The IT director and campus office manager will keep a log identifying to whom each Chromebook and wifi jet pack is assigned. Participation rates in online platforms will be consistently reviewed to ensure engagement and academic progress.	Continuously
Provide college and career exploration opportunities and transitional services	The RISE academic counselor and World of Work instructors will work to set up at least one College and Career exploration experience for each RISE campus every quarter.	Quarterly

ESSER III Expenditure Plan Instructions

Introduction

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

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

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

- Written in an understandable and uniform format;

- Written in a language that parents can understand, to the extent practicable;

  o 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;

  - o 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;

  - o 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;

  - o Providing mental health services and supports, including through the implementation of evidence-based full-service community schools;

  - o 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;

- o 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.

- o 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;

- o 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;

- o 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;

- o 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.
  - o For purposes of this requirement "underserved students" include:
    - ▪ Students who are low-income;

- Students who are English learners;

- Students of color;

- Students who are foster youth;

- Homeless students;

- Students with disabilities; and

- Migratory students.

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

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

Instructions

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

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

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

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

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

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

- For the purposes of this prompt, "aspects" may include:

  - Prevention and mitigation strategies to continuously and safely operate schools for in-person learning;

- ○ Strategies to address the academic impact of lost instructional time through implementation of evidence-based interventions (e.g. summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs);

- ○ Any other strategies or activities implemented with the LEA's ESSER III fund apportionment consistent with section 2001(e)(2) of the ARP Act; and

- ○ Progress monitoring to ensure interventions address the academic, social, emotional, and mental health needs for all students, especially those students disproportionately impacted by COVID-19

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

Planned Actions and Expenditures

Purpose and Requirements

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

Instructions

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

Strategies for Continuous and Safe In-Person Learning

Provide the total amount of funds being used to implement actions related to Continuous and Safe In-Person Learning, then complete the table as follows:

- If the action(s) are included in another plan, identify the plan and provide the applicable goal and/or action number from the plan. If the action(s) are not included in another plan, write "N/A".

- Provide a short title for the action(s).

- Provide a description of the action(s) the LEA will implement using ESSER III funds for prevention and mitigation strategies that are, to the greatest extent practicable, in line with the most recent CDC guidance, in order to continuously and safely operate schools for in-person learning.

- Specify the amount of ESSER III funds the LEA plans to expend to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA.

Addressing the Impact of Lost Instructional Time

As a reminder, the LEA must use not less than 20 percent of its ESSER III funds to address the academic impact of lost instructional time. Provide the total amount of funds being used to implement actions related to addressing the impact of lost instructional time, then complete the table as follows:

- If the action(s) are included in another plan, identify the plan and provide the applicable goal and/or action number from the plan. If the action(s) are not included in another plan, write "N/A".

- Provide a short title for the action(s).

- Provide a description of the action(s) the LEA will implement using ESSER III funds to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs.

- Specify the amount of ESSER III funds the LEA plans to expend to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA.

Use of Any Remaining Funds

After completing the Strategies for Continuous and Safe In-Person Learning and the Addressing the Impact of Lost Instructional Time portions of the plan, the LEA may use any remaining ESSER III funds to implement additional actions to address students' academic, social, emotional, and mental health needs, as well as to address opportunity gaps, consistent with the allowable uses identified above in the Fiscal Requirements section of the Instructions. LEAs choosing to use ESSER III funds in this manner must provide the total amount of funds being used to implement actions with any remaining ESSER III funds, then complete the table as follows:

- If the action(s) are included in another plan, identify the plan and provide the applicable goal and/or action number from the plan. If the action(s) are not included in another plan, write "N/A".

- Provide a short title for the action(s).

- Provide a description of any additional action(s) the LEA will implement to address students' academic, social, emotional, and mental health needs, as well as to address opportunity gaps, consistent with the allowable uses identified above in the Fiscal Requirements section of the Instructions. If an LEA has allocated its entire apportionment of ESSER III funds to strategies for continuous and safe in-person learning and/or to addressing the impact of lost instructional time, the LEA may indicate that it is not implementing additional actions.

- Specify the amount of ESSER III funds the LEA plans to expend to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA. If the LEA it is not implementing additional actions the LEA must indicate "$0".

Ensuring Interventions are Addressing Student Needs

The LEA is required to ensure its interventions will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students most impacted by the COVID–19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.

The LEA may group actions together based on how the LEA plans to monitor the actions' progress. For example, if an LEA plans to monitor the progress of two actions in the same way and with the same frequency, the LEA may list both actions within the same row of the table. Each action included in the ESSER III Expenditure Plan must be addressed within the table, either individually or as part of a group of actions.

Complete the table as follows:

- Provide the action title(s) of the actions being measured.

- Provide a description of how the LEA will monitor progress of the action(s) to ensure that they are addressing the needs of students.

- Specify how frequently progress will be monitored (e.g. daily, weekly, monthly, every 6 weeks, etc.).

California Department of Education
June 2021