

ESSER III Expenditure Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Carter G. Woodson Public Charter	Dr. Linda Scott, CEO	Lscott@agapeschools.org 559-229-3529

School districts, county offices of education, or charter schools, collectively known as LEAs, that receive Elementary and Secondary School Emergency Relief (ESSER) funds under the American Rescue Plan Act, referred to as ESSER III funds, are required to develop a plan for how they will use their ESSER III funds. In the plan, an LEA must explain how it intends to use its ESSER III funds to address students’ academic, social, emotional, and mental health needs, as well as any opportunity gaps that existed before, and were worsened by, the COVID-19 pandemic. An LEA may also use its ESSER III funds in other ways, as detailed in the Fiscal Requirements section of the Instructions. In developing the plan, the LEA has flexibility to include community input and/or actions included in other planning documents, such as the Local Control and Accountability Plan (LCAP), provided that the input and actions are relevant to the LEA’s Plan to support students.

For more information please see the Instructions.

Other LEA Plans Referenced in this Plan

Plan Title	Where the Plan May Be Accessed
Local Control and Accountability Plan (LCAP)	Carter G. Woodson’s LCAP can be found at https://www.agapeschools.org/agape-inc-reporting.html
Learning Continuity and Attendance Plan	Carter G. Woodson’s Learning Continuity and Attendance Plan can be found at https://www.agapeschools.org/learning-continuity-and-attendance-plan.html
Expanded Learning Opportunities Grant (ELO)	Carter G. Woodson’s ELO can be found at https://www.agapeschools.org/agape-inc-reporting.html

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

[\$1,176,700]

Plan Section	Total Planned ESSER III Expenditures
Strategies for Continuous and Safe In-Person Learning	[\$868,926]
Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)	[\$307,774]
Use of Any Remaining Funds	[\$ 0.00]

Total ESSER III funds included in this plan

[\$1,176,700]

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.

Carter G. Woodson Public Charter completes a yearly needs assessment for planning and assessing measures and making high quality implementations to ensure the needs of students, academic growths, social emotional and the health and wellness of the student's concerns are address. After the needs assessment was conducted newsletters, informational parent letters and school messenger notices were communicated to stakeholders to provide opportunities to give feedback on the operations at Carter G. Woodson. To ensure all stakeholders are aware of campus updates, all materials are written and spoken in English, Spanish and based on needs supplied on the home language survey data obtained during enrollment. The Elementary and Secondary School Emergency Relief (ESSER) funds under the American Rescue Plan Act, referred to as ESSER III funds input gathering process was in conjunction to gathering input for the Local Control and Accountability and the Expanded Learning Opportunities Grant addressing learning losses.

Stakeholders included:

Agape non-profit governing board	Teachers	FUSD parents
School Site Council (SSC)	Support Staff	FUSD ISGI Specialist
District English Learner Advisory Committee (DELAC)	Students	Local Community Businesses
Parent Council	Fresno CASA Representative	Foster Youth
Administrators	Fresno Metro Black Chambers of Commerce Representative	Title 9 Coordinator
Principals	Carter G. Woodson Parent and Community	

The charter contacted to all stakeholders were via mail, personal calls, email and personal delivery of flyers and notices during July and August. Based on the feedback, the charter determined and identified state of the art resources, technology usage, additional CTE opportunities for the Medical and Business pathways and interactive course supplement materials and software such as Edgenuity, Achieve3000, Discovery Science and moving forward with a new math textbook adoption is needed to reduce learning losses and increase student interest for on-time graduations. The charter also determined that additional professional development to teachers and staff in social emotional learning (SEL) strategies, health and wellness and reengagement activities and strategies were key to meet the additional needs to students and family. Lastly, staff allocations to ensure that each site are staff adequately for providing high quality instruction.

With the ESSSR III fund, the charter prioritized setting individual learning goals, health and wellness initiatives, COVID-19 protocols and procedures, facility's needs, technology rollouts for one-on-one devices (tablets, Chromebook, desktops, remote and home internet service to students with disabilities, Homeless and Foster, English Learners, and at-risk students. The charter also determined targeted professional development is needed for teachers and staff as the charter moved to in-person instruction in the areas of student engagement, reengagement strategies, and higher order thinking skills. These efforts are in place to reduce chronic absenteeism for students, increase academic interest, reduce credit-deficiency, and coping mechanisms to maximize instructional time, reduce learning gaps, anxiety and learning hesitancy. During the pandemic, students were provided one to one device, additional check-ins by counselors and teachers and provided opportunities for one-on-one and/or small group interventions via in-person or zoom or Microsoft Team. With these efforts, the charter was able to increase daily attendance and student performances during distance learning. Additionally, in the event of future school closures, adjustments to the charter's multi-Tiered levels of Support to included acquiring consulting therapist and contracted district psychologist.

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

The charter held multiple meeting and public hearings regarding the ESSER III Expenditure Plan. After the initial feedback from stakeholders, the charter held a public hearing on July 20, 2021, with the DELAC, Parent Councils and School Site Council. Stakeholders were given an opportunity to provide feedback via verbally and/or written by email and/or survey monkey. Materials were made public in multiple languages on the school’s website and sent via email and by postage. Additionally, a public hearing and meeting was held on August 9, 2021, with the Agape Board of Directors and stakeholders to finalize and approve. The Agape Board of Directors approved revisions on October 25, 2021. Notifications were provided to all stakeholders in accordance with the law. Within the meetings, the Agape Board of Directors, School Site Council, District English Learner Advisory Committee receive and discuss survey data collected from stakeholder regarding expenditure expectations. The Boards and Committees also reviewed student academic achievement and performance data and contributed input to the continuation of program improvement, staffing needs, interventions, and technology. All comments from the public hearings were incorporated into this ESSER. Also, within the meetings and public hearings, the Boards and Committees discussed how funding will be allocated to service students with disabilities, English Learners, Foster and Homeless youth, parenting teens, underserved students such as incarcerated and migrate students. We currently do not have representatives and/or students enrolled as tribal and collective bargaining organizations, this is reflected within enrollment and accordance to the Charter’s bylaws.

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

[\$868,926]

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
Goal 1, Action 1/Action 2	In-Person Instructional	Professional Development to Principals, Teachers and Support Staff Technology Devices for 1-1 instruction	\$367,630
Goal 2, Action 1	Targeted Intervention	COVID-19 Prevention purchases, protocol and procedure protocols updates Extended Learning Expansions – (5) Saturday Schools	
Goal 3, Action 1		Health and Wellness Expansions Staffing allocations (Subs/TA/Mentors and Medical Assistants)	

Goal 1, Action 1/Action 2	In-Person Instructional Targeted Intervention	Student Supports – Counseling services and Mental Health Contractors Online platforms such as Edgenuity, Acheieve3000 and Discovery Science and Math Textbook Adoptions	\$ 501,296
Goal 2, Action 1	Social Emotional and Mental health support	Academic Resources	
Goal 3, Action 1	Credit recovery	Hybrid Learning In-person Learning Health and wellness equipment Technology	
Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures

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

[\$307,774]

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
Goal 1, Action 1/Action 2	Pupil Learning Loss	Reengagement activities and strategies	\$126,371
Goal 2, Action 1		Professional development for Principals, Teachers and Support Staff	
Goal 3, Action 1		Student Attendance and Academic Tracking System Extended Learning Expansion – summer expansion Technology 1-1 for students – Chromebook, Tablets and Hotspots Transportation – additional busing Literacy and Mathematics supplement software	
Goal 5, Action 1	Conditions and Climate	COVID-19 PPE and Materials Portables Sanitizer Machines Portable Handwashing Machines HVAC updates Disinfectant and Sanitizing Case Tracking Meal	\$181,403

		Climate Survey	
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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

Not applicable; no remaining ARP ESSER III funds to spend.

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
[Plan, Goal #, Action #]	[Short title of the action]	[A description of the action]	[\$ 0.00]
[Plan, Goal #, Action #]	[Short title of the action]	[A description of the action]	[\$ 0.00]
[Plan, Goal #, Action #]	[Short title of the action]	[A description of the action]	[\$ 0.00]

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
Mental Health and Student Support – Emotional Supports	Contracted Mental Health and School guidance counselors’ check-ins Social Emotional Check-ins Student Attendance Tracking After-school Program ISGI Check-ins Food services	Weekly with needed follow-ups Weekly, Monthly Daily Daily, Weekly Weekly, Monthly and Quarterly Daily

Pupil and Family Engagement and Outreach – SEL Supports	Monthly Newsletters Principal Messages Teacher to Student check-ins EL Program – ELD scheduling PBIS/MTSS Implementations Foster and Homeless check-ins	Monthly Daily, Weekly Daily, Weekly Monthly, Quarterly and Semi-Annual Daily, Weekly Weekly, Monthly and Annually
Technology – Student Capabilities	1:1 Student Ratio – Chromebooks, Tablets and Desktops Help desk	Daily, Weekly Weekly, Monthly and On-going
Professional Development – High Quality Instruction and Supplements	Teaching and Learning Classroom Observation PLC Supplement Materials Credit Recovery Flex Scheduling Tiered Re-Engagement Strategies Professional Development	Weekly, Monthly and Quarterly Daily and Weekly Weekly, Monthly Daily, Weekly Daily, Weekly Daily, Weekly and Quarterly Weekly, Monthly and Quarterly
Facilities – Cleaning and Maintenance	COVID-19 PPE HVAC Infrastructure Environmental Hazards	Daily, Weekly Daily, Weekly Daily, Weekly Daily, Weekly

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 ESSER III Expenditure Plan template and instructions, please contact LCFF@cde.ca.gov. For all other questions related to ESSER III, 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.

- 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.

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.).