

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
Local Control Accountability Plan	http://asathrive.org/docs/C1LCAP2021.pdf
Expanded Learning Opportunities Grant	http://asathrive.org/docs/ExpandedLearningOpportunitiesGrantPlanASAThrive.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

\$434,673

Plan Section	Total Planned ESSER III Expenditures
Strategies for Continuous and Safe In-Person Learning	\$ 347,738
Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)	\$ 86,935
Use of Any Remaining Funds	[\$ 0.00]

Total ESSER III funds included in this plan

\$434,673

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.

To ensure that Allegiance's plan is tailored to the specific needs faced by our students, Allegiance meaningfully consulted with community members, including families, school and special education administrators, and staff members. Perspective of various stakeholders, including those collected in the development of the LCAP and ELO plans, were considered and informed the plan. Neither tribes, civil rights organizations, nor bargaining units are currently stakeholders in Allegiance, nor are there any incarcerated students enrolled at Allegiance, these groups have not provided input in the development of the plan.

As a school of choice, Allegiance frequently solicits stakeholder input in a variety of formats including live forums and digital surveys.

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

Through a variety of formats, Allegiance provided opportunities to engage the community. The opportunities included:

- Conversation with the Community (virtual Townhall-like forums) on August 23, 2021 provided opportunities for all stakeholders, including teachers, classified staff, parents, including parents of English Learners, students with disabilities, homeless and foster

youth, and migratory children to provide input on the development of the plan. Topics discussed included current CDPH health guidance and the in-person learning model. Feedback from stakeholders included the gratitude in offering all aspects of the instructional program (e.g., STEAM Lab, Music/Drama), request for dedicated space for both Music/Drama teachers, and request to provide on-campus volunteer opportunities for parents.

- English Language Advisory Committee (ELAC) on September 9, 2021 provided an opportunity for parent/guardians of English Learners to provide input on the development of the plan. Topics discussed included the EL Master Plan, ELD Instruction, EL Reclassification Process. Feedback from stakeholders included requests for a dedicated ELD physical classroom (currently EL instructor shares space with counselor and psychologist as well as provides instruction throughout campus).

- Public Hearing of the Regular Meeting of the Board of Directors on September 13, 2021 provided opportunities for all stakeholders, including teachers, classified staff, parents, including parents of English Learners, students with disabilities, homeless and foster youth, and migratory children to provide input on the development of the plan. Public hearing input included support for additional modular classrooms on campus as well as a request to offer clubs, sports and on-campus volunteer opportunities for parents.

- School Site Council (SSC) on September 29, 2021 provided opportunities for all stakeholders, including teachers, classified staff, parents, including parents of English Learners, students with disabilities, homeless and foster youth, and migratory children to provide input on the development of the plan. Topics discussed included the proposal for adding 3 modular classrooms to the campus and properly outfitting all classrooms with STEAM-aligned supplemental materials. Feedback from stakeholders included support for additional modular classrooms in order to optimize Allegiance's programs as well as a strong desire to realize on-campus volunteer opportunities for parents.

- Previous LCAP and ELO public hearings held during the 2020-2021 school year provided opportunities for all stakeholders, including teachers, classified staff, parents, including parents of English Learners, students with disabilities, homeless and foster youth, and migratory children to provide input on the development of the plan. Topics included updates the Learning Continuity and Attendance Plan, NWEA MAP assessment, CDPH Guidance, Instructional Models including Distance Learning, Hybrid, and In-Person, Full Implementation of Allegiance's program, including, enrichment and intervention, as well as the 2021 Summer School Plan. Feedback from stakeholders included requests to fully implement Allegiance's program, including all enrichments, as well as providing intervention to students who would require it after months of disruption to their learning.

- Staff Meetings held in Spring, 2020 through September, 2021 provided teachers, classified staff, and administrators opportunities to provide input on the development of the plan. Topics included professional development in STEAM-aligned instruction, assessment, and CDPH guidance. Feedback provided by staff included support for additional modular space on campus and support for accelerating supports through, but not limited to, supplemental materials aligned to standards and STEAM model.

- LCAP stakeholder surveys during the 2019-202 school year provided opportunities for all stakeholders, including teachers, classified staff, parents, including parents of English Learners, students with disabilities, homeless and foster youth, and migratory children to provide input on the development of the plan. Feedback provided included a substantial support of Allegiance providing

the full extent of its program including enrichment classes and interventions, adequate PPE to provide uninterrupted in-person learning, and interventions for eligible students.

Each of these opportunities for community engagement were promoted using the school's effective means of communication, including robocalls, social media, email, and the Seesaw classroom app.

Priorities Identified through Community Engagement:

Through the previously mentioned opportunities for community engagement, several priorities were identified when hearing from parents, community members, and staff. The priorities, in turn, directly influenced the development of this plan. Those priorities are:

- Take adequate measures to continue to provide in-person learning, including securing adequate PPE, maintaining clean rooms;
- Provide the full extent of the programs included in Allegiance's charter, including all enrichment courses and middle school electives; and
- Provide real-time targeted intervention and acceleration for students based on identified needs. Stakeholders expressed concerns that the disruption due to COVID-19 would result in a high number of students requiring interventions to meet grade-level expectations. End of year (2020-2021) assessment data indicated that while the majority of students experienced academic gains, a higher percentage of students were below end of year benchmarks than in previous years. Stakeholders asked for additional support including summer school, after school tutoring and interventions within the school day. Staff, recognizing that interventions outside of the regular school day would potentially result in lower participation, prioritized providing in-school intervention focused on foundational reading skills, fluency, vocabulary and comprehension as well as number sense, place value, and the four operations of adding, subtracting, multiplying, and dividing. Acceleration discussed among school staff and community stakeholders was the desired outcome of interventions- for students to experience a rate of learning that would result in them "catching up" to peers meeting grade level expectations.

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

\$347,738

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
N/A	STEAM Lab, Special Education, and In-Person Learning Spaces	<p>Allegiance received CDE approval on August 27, 2021 for our Equipment and Capital Expenditure Request to install three modular classrooms on our campus. As described in the request for approval, the modular buildings help prepare for, prevent, and respond to the COVID-19 pandemic by providing much needed additional space on our campus. Currently, due to our commitment to implement all tenets of our charter, respond to the intense academic and mental health needs of our students, and serve our students with disabilities, many of our services and programs operate out of shared space. Shared space is not ideal to mitigate the spread of COVID-19 nor is it ideal to optimize the services and programs for our students. The plan for each modular is as follows:</p> <ol style="list-style-type: none"> 1. STEAM Lab: As described in our charter petition, all students participate in STEAM lab instruction. To accommodate the entire school population, additional STEAM lab space is needed beyond the one STEAM lab currently on campus. A second STEAM lab would allow us to reduce the amount of students using the same space on campus to receive STEAM lab instruction. All students would directly benefit from this additional modular building and the amount of shared space on campus would be reduced. 2. Special Education Services: Currently, several of our services, including speech therapy and occupational therapy, are provided in a shared 	\$333,000

space with other programs, including counseling and interventions. A modular building dedicated to providing special education services would limit the amount of shared space on campus as recommended by current health guidance issued by the California Department of Public Health. Students with disabilities would directly benefit from this modular building as would students receiving math and reading intervention as the services would no longer be limited to sharing the same classroom space.

3. Administrative office: As our school is its own LEA, the entirety of compliance, accountability, business services, human resources, and day-to-day operations operate from the same campus resulting in limited space to operate our programs and services for students. An additional modular building would free up much-needed space for student interventions and services. This would reduce crowded spaces significantly as well as the need to share current spaces. Student interventions, counseling support, English Language Development (ELD), and Special Education Services would each be provided dedicated spaces to operate out of thus reducing the likelihood of COVID spread. Students across the school, including those requiring mental health support, ELD instruction, and more would directly benefit by installing this modular building.

Through community engagement efforts, the priorities of providing in-person learning as well as the full extent of our charter-identified enrichment programs emerged. In order to do so, dedicated space for each of our programs is required. *Any funds not used for the capital expenditure*

		<i>will be used to support the next action, "PPE and Cleaning Supplies"</i>	
n/a	PPE and Cleaning Supplies	In line with the most current CDPH guidance, regular cleaning, hand-washing and mask use helps mitigate the spread of COVID-19. Allegiance will continue to maintain a 3 month supply of adequate PPE and clearing supplies.	\$ 14,738

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

\$86,935

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
N/A	Accelerating Supports	<p>In alignment with our LCAP and charter, as well as to support the ELO Plan's strategy of Accelerating Progress to Close Learning Gaps, grade-level teams identify additional supplemental instructional, intervention, and challenge materials designed to support the academic and social emotional needs of our students through a proposal process based on evidence.</p> <p>First, grade-level teams and service providers identify the needs of their students through evidence-based assessments and direct observation. Evidence-based assessments include DIBELS, ESGI, Bill Davidson Math Sprints, and NWEA MAP. Secondly, grade level teams or service providers draft proposals and submit them to administration for approval. Proposals include an explanation of how the supplemental resource supports</p>	\$86,935

		the LCAP and charter petition as well as the evidence-base supporting the use of the resource. Next, administrators review and evaluate the proposals and then approve or deny the request. If approved, materials are procured and implemented. Among the materials procured are IXL, SIPPS intervention, Mystery Science, are Wonders ELD.	
[Plan, Goal #, Action #]			

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

\$ 0.00

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
Accelerating Supports: Academic and Social Emotional Support 2021-2022	Through the use of multiple measures, including Benchmark data, student and family survey data, the efficacy of the actions taken will be monitored throughout the 2021-2022 school year.	The frequency for benchmark data monitoring will be every three months/year. For students receiving more intensive intervention, the frequency of progress monitoring the efficacy of supports will be

	<ul style="list-style-type: none"> ● Eureka Math-aligned Locally-developed progress monitoring assessment: All grades; Assessment measures pre/post mastery of module standards and pre-requisite standards. ● Bill Davidson Sprints: All grades; Tools designed to internalize operations and develop number sense. ● DIBELS: All grades; Assessment measures foundational reading skills, including phonemic awareness, phonics, fluency, general reading comprehension. ● ESGI: grades TK and K, measures kindergarten readiness skills, including early phonemic awareness, letter sounds, speaking and listening; comparing quantities, counting, shape recognition. ● NWEA MAP: Grades 3 through 8; measures K-12 math, reading, and language usage. 	<p>bi-weekly. Student and family survey data will be collected every three months.</p> <ul style="list-style-type: none"> ● Eureka Math-aligned Locally-developed progress monitoring assessment: administered monthly to students receiving math intervention ● Bill Davidson Sprints: administered weekly to students receiving math intervention ● DIBELS: screening assessment administered to all students at the beginning (August), middle (January), end (May) of year or upon enrollment; progress monitoring administered every two weeks to all students receiving intervention as well as any student scoring below benchmark on beginning, middle, end of year screening assessment ● ESGI: administered to all TK and K students as a screening and outcome assessment: screening is administered at the beginning (August), middle (January), end (May) of year or upon enrollment; outcome assessment is administered approximately monthly ● NWEA MAP: benchmark assessment is administered at the beginning (August), middle (January), end (May) of year
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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 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 after school 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 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.).