

ESSER III Expenditure Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Del Mar Union School District	Holly McClurg, Ph.D., Superintendent	hmcclurg@dmusd.org , 858-755-9301

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
2020 – 2021 Learning Continuity Plan	The 2020-2021 DMUSD Learning Continuity Plan can be found at this link
2021 – 2024 Local Control and Accountability Plan	The 2021-2021 DMUSD Local Control and Accountability Plan and future updates can be found at this link

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

\$ 1,820,078

Plan Section	Total Planned ESSER III Expenditures
Strategies for Continuous and Safe In-Person Learning	\$ 513,000
Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)	\$ 364,015
Use of Any Remaining Funds	\$ 943,063

Total ESSER III funds included in this plan

\$ 1,820,078

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.

Comprehensive community engagement was gathered as part of the 2020-2021 LCP and 2021-2024 LCAP development process.

2020-21 LCP Community Engagement:

Input and communication for key stakeholders occurred in a variety of formats throughout planning for reopening in the 2020-21 school year. Meaningful stakeholder feedback was solicited during the work of several committees, including the following:

District Reopening Task Force

Purpose: Involved the voices of informed people from a cross-section of relevant areas of expertise to incorporate requirements and guidelines into articulated plans for reopening DMUSD schools.

Dates:

Members: Physicians (parents), teachers, principals, cabinet, PTA President, DMSEF President

District Safe Reopening Planning Committee

Purpose: Engaged in discussion at the district level to address potential guidelines for the safe reopening of DMUSD schools.

Committee reconvened after HHS guidelines and reviewed the DMUSD Safe Reopening Plan template for the district. Members served as liaisons for the development of site-based plans.

Dates: 4/30/20, (Sub-committees) 5/6/20, 5/7/20, 5/12/20, 5/13/20, 5/14/20, 5/20/20, 7/20/20

Members: Department representation, teachers, principals, nurses

Site-based All Staff Safe Reopening Planning Meeting

Purpose: Involved all staff with the opportunity to gain knowledge regarding the safe reopening checklist and provide input regarding each site-specific plan.

Dates: 7/27/20

Members: Principal, teachers, support staff

Site-based Safe Reopening Planning Committee

Date: Convened by 7/31/20, various dates at each school.

Purpose: Examined protocols and routines for site-specific conditions to ensure plans for safe reopening represent a variety of perspectives and could be practicably implemented. This committee was involved in the writing and "work" of creating the plan, ultimately acting as liaisons between the committee and the whole staff.

Members: Principal, teachers (representatives from SPED, STEAM+, primary and upper-grade teachers), support staff (office staff, aides), parents (at least two, one member of PTA executive board)

Stakeholders were also engaged in meaningful dialogue through established formal groups, such as the School Board, Del Mar California Teachers Association (DMCTA), Parent Teacher Association (PTA), District English Language Advisory Committee (DELAC), District Leadership Group, and District Cabinet.

Additionally, the community was engaged through multiple webinars for both parents and teachers, as well through surveys.

Thoughtexchange provided the opportunity for families speaking another language other than English to participate in surveys via embedded translation tools. We confirmed all families have access to internet as part of preparing for distance learning. However, to ensure all families could provide feedback regardless of connectivity, parents were notified of meetings through the Blackboard calling system. Meeting notices were also posted in visible locations at school sites and at the district office and options for providing written comments regarding specific actions and expenditures were provided.

Students were engaged in focus groups facilitated by the site principal. These focus groups included students from all grade levels and from both the in-person and the distance learning program. Student perspective on aspects of the educational experience were analyzed and used to make needed adjustments for both academic support and social emotional wellness during the school year.

2021-24 LCAP Community Engagement

The superintendent, district office administration, and school site principals met with community members throughout the 2020-21 school year to share district and school site information related to the LCAP. Agendas reflect a broad range of topics, including the development of the Local Control and Accountability Plan (LCAP), Local Control Funding Formula (LCFF), budget information, implementation of California Standards, the instructional program focused on teaching and learning, facilities, and districtwide and site-specific data related to student progress. Involvement from students occurs through multiple classroom visitations, observation of student work, collection of anecdotal data, and focus groups with principals. Parent input and involvement in the development and annual review of districtwide and site-based objectives occurred via participation in scheduled parent meetings and surveys at the site and district level. Participation of all parents was solicited, including parents of second language learners, students receiving Special Education, families whose children receive free or reduced lunch, and families of foster youth.

The stakeholder engagement process specific to the development of the 2021-22 LCAP began in March 2021. Health and safety guidelines required site and district staff to be creative with connecting with stakeholders to elicit feedback. Both site and district meetings were held remotely on Zoom and included:

Established Advisory Committees:

Stakeholders engaged in meaningful dialogue and provided input on the LCAP through formal groups such as the School Board, Parent Teacher Association (PTA), Presidents' Advisory Council, English Language Advisory Committee (ELAC), District English Language Advisory Committee (DELAC), School Site Council (SSC), Del Mar California Teachers Association (DMCTA), Classified Advisory Committee, District Wellness Advisory Committee, District Leadership Group, and District Cabinet.

District:

- Parent-Teacher Association Presidents' Advisory Committee (PAC) 5/5/21
- School Board 4/28, 5/26
- District English Language Advisory Committee 5/5/21, 6/15/21
- Del Mar California Teachers Association (DMCTA) Included in site-specific input sessions
- District Cabinet – Numerous sessions throughout the school year
- Special Education Local Plan Area Administrators (SELPA) 1/4/21, 1/29/21 (Held jointly with Instructional Services)
- District Leadership Group 3/10/21, 4/14/21, 5/12/21
- Principal Meetings 4/19/21, 4/23/21

School Site Level:

- Staff Meeting - all school sites 5/11/21

- Site-based community meetings: Ashley Falls 5/9/21, Carmel Del Mar 5/7/21, Del Mar Heights 5/18/21, Del Mar Hills 5/19/21, Ocean Air 5/2/21, Sage Canyon 4/29/21, Sycamore Ridge 5/11/21, Torrey Hills 5/15/21, 5/13/21
- Principals' focus groups with students held spring 2021

Outreach via Technology:

Technology was used to communicate information and request feedback and prioritization for program needs from the Del Mar School District Community at large. A survey for all stakeholders was posted on the district and site websites from April 12- April 26, 2021. Requests for feedback and participation in the online survey was sought through email communication as well as districtwide 'all-calls.' Over 1000 stakeholders, including staff (23%), parents (80%), and community members (1%) representing all schools and programs responded to the survey and provided over 750 written comments. Of the respondents, 25% were parents of students learning English, 14% were parents of students receiving special education services, and 2% were parents of children participating in the free or reduced lunch program.

Once proposed actions had been identified and presented to staff and parent committees and at a public hearing held during the May Board meeting, participants were invited to provide feedback via a Google Survey for which there were 160 submissions.

A public hearing was held on May 26, 2021 and the final version of the LCAP was presented and board approved on June 30, 2021

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

Community input had significant impact on the development of this plan. Examples include:

- Administrative and instructional staffing for a distance learning program allowing families an alternative in-person instruction
- The hiring of additional custodial staff to support health and safety guidelines established for in-person instruction
- Obtaining tents to support increased opportunities for outdoor instruction
- Increased numbers of buses to allow social distancing for students being transported to school
- The purchase of diagnostic software to allow close monitoring of student progress and differentiated supplemental learning

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

\$ 513,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
2020 – 2021 Learning Continuity Plan	Additional Custodial Staff	Additional custodial staff to provide disinfecting throughout the day	\$ 219,000
2020 – 2021 Learning Continuity Plan	Additional Vehicle for Transportation	Additional vehicle to follow health and safety guidelines for physical distancing on a bus	\$ 97,000
2020 – 2021 Learning Continuity Plan	Outdoor Tents	Tents to facilitate the use of outdoor spaces to maximize physical distancing	\$ 198,000

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

\$ 364,015

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
2020 – 2021 Learning Continuity Plan, 2021 – 2022 Local Control Accountability Plan, Goal 1, Action 11 and 12	Supplemental Instructional and Diagnostic Assessment Software	Supplemental and diagnostic assessment software to identify students with significant learning loss and provide supplemental differentiated intervention. Includes software and professional learning related to software implementation.	\$ 226,015
2020 – 2021 Learning Continuity Plan	Co-Teaching Teacher on Special Assignment	Teacher on special assignment will provide professional learning and coaching with the goal of facilitating collaboration between special education and general education teachers to assure appropriate accommodations, modifications and supports are in place for students.	\$ 138,000

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

\$ 943,063

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
2020 – 2021 Learning Continuity Plan	Administrative Support for Distance Learning Program	Provide distance learning program oversight and assistance	\$ 237,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
2020 – 2021 Learning Continuity Plan	Distance Learning Instructional Staff	Instructional staff for distance learning program	\$ 706,063

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
Supplemental Instructional and Diagnostic Assessment Software	Student progress will be monitored via the embedded diagnostic assessments for math and reading	All students grade K-6 will take the diagnostic assessment at least three times during the year.
Co-Teaching Teacher on Special Assignment	Students will be monitored through classroom formative assessment and through district interim assessments	Formative assessment will occur daily, to guide immediate instructional adjustments District interim assessment occurs three time each year.

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 afterschool programs, or extended school year programs.
 - For purposes of this requirement, “evidence-based interventions” include practices or programs that have evidence to show that they are effective at producing results and improving outcomes when implemented. This kind of evidence has generally been produced through formal studies and research. There are four tiers, or levels, of evidence:
 - **Tier 1 – Strong Evidence:** the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented randomized control experimental studies.
 - **Tier 2 – Moderate Evidence:** the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented quasi-experimental studies.
 - **Tier 3 – Promising Evidence:** the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented correlational studies (with statistical controls for selection bias).
 - **Tier 4 – Demonstrates a Rationale:** practices that have a well-defined logic model or theory of action, are supported by research, and have some effort underway by a State Educational Agency, LEA, or outside research organization to determine their effectiveness.
 - For additional information please see the Evidence-Based Interventions Under the ESSA web page at <https://www.cde.ca.gov/re/es/evidence.asp>.
- The LEA must use the remaining ESSER III funds consistent with section 2001(e)(2) of the ARP Act, including for:
 - Any activity authorized by the Elementary and Secondary Education Act (ESEA) of 1965;
 - Any activity authorized by the Individuals with Disabilities Education Act (IDEA);
 - Any activity authorized by the Adult Education and Family Literacy Act;
 - Any activity authorized by the Carl D. Perkins Career and Technical Education Act of 2006;
 - Coordination of preparedness and response efforts of LEAs with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to COVID-19;

- Activities to address the unique needs of low-income students, students with disabilities, English learners, racial and ethnic minorities, homeless students, and foster youth, including how outreach and service delivery will meet the needs of each population;
 - Developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs;
 - Training and professional development for staff of the LEA on sanitation and minimizing the spread of infectious diseases;
 - Purchasing supplies to sanitize and clean the facilities of an LEA, including buildings operated by such agency;
 - Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under IDEA, and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements;
 - Purchasing education technology (including hardware, software, and connectivity) for students who are served by the LEA that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment;
 - Providing mental health services and supports, including through the implementation of evidence-based full-service community schools;
 - Planning and implementing activities related to summer learning and supplemental after school programs, including providing classroom instruction or online learning during the summer months and addressing the needs of underserved students;
 - Addressing learning loss among students, including underserved students, by:
 - Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiated instruction,
 - Implementing evidence-based activities to meet the comprehensive needs of students,
 - Providing information and assistance to parents and families of how they can effectively support students, including in a distance learning environment, and
 - Tracking student attendance and improving student engagement in distance education;
- Note:** A definition of “underserved students” is provided in the Community Engagement section of the instructions.
- School facility repairs and improvements to enable operation of schools to reduce risks of virus transmission and exposure to environmental health hazards, and to support student health needs;

- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and nonmechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door replacement;
- Developing strategies and implementing public health protocols including, to the greatest extent practicable, policies in line with guidance from the Centers for Disease Control and Prevention (CDC) for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff;
- Other activities that are necessary to maintain the operation of and continuity of services in LEAs and continuing to employ existing staff of the LEA.

Other LEA Plans Referenced in this Plan

In developing the plan, the LEA has flexibility to include community input and/or actions included in other planning documents, such as the Local Control and Accountability Plan (LCAP) and/or the Expanded Learning Opportunities (ELO) Grant Plan, provided that the input and/or actions address the requirements of the ESSER III Expenditure Plan.

An LEA that chooses to utilize community input and/or actions from other planning documents must provide the name of the plan(s) referenced by the LEA and a description of where the plan(s) may be accessed by the public (such as a link to a web page or the street address of where the plan(s) are available) in the table. The LEA may add or delete rows from the table as necessary.

An LEA that chooses not to utilize community input and/or actions from other planning documents may provide a response of “Not Applicable” in the table.

Summary of Expenditures

The Summary of Expenditures table provides an overview of the ESSER III funding received by the LEA and how the LEA plans to use its ESSER III funds to support the strategies and interventions being implemented by the LEA.

Instructions

For the ‘Total ESSER III funds received by the LEA,’ provide the total amount of ESSER III funds received by the LEA.

In the Total Planned ESSER III Expenditures column of the table, provide the amount of ESSER III funds being used to implement the actions identified in the applicable plan sections.

For the ‘Total ESSER III funds included in this plan,’ provide the total amount of ESSER III funds being used to implement actions in the plan.

Community Engagement

Purpose and Requirements

An LEA's decisions about how to use its ESSER III funds will directly impact the students, families, and the local community, and thus the LEA's plan must be tailored to the specific needs faced by students and schools. These community members will have significant insight into what prevention and mitigation strategies should be pursued to keep students and staff safe, as well as how the various COVID-19 prevention and mitigation strategies impact teaching, learning, and day-to-day school experiences.

An LEA must engage in meaningful consultation with the following community members, as applicable to the LEA:

- Students;
- Families, including families that speak languages other than English;
- School and district administrators, including special education administrators;
- Teachers, principals, school leaders, other educators, school staff, and local bargaining units, as applicable.

“Meaningful consultation” with the community includes considering the perspectives and insights of each of the required community members in identifying the unique needs of the LEA, especially related to the effects of the COVID-19 pandemic. Comprehensive strategic planning will utilize these perspectives and insights to determine the most effective strategies and interventions to address these needs through the programs and services the LEA implements with its ESSER III funds.

Additionally, an LEA must engage in meaningful consultation with the following groups to the extent that they are present or served in the LEA:

- Tribes;
- Civil rights organizations, including disability rights organizations (e.g. the American Association of People with Disabilities, the American Civil Liberties Union, National Association for the Advancement of Colored People, etc.); and
- Individuals or advocates representing the interests of children with disabilities, English learners, homeless students, foster youth, migratory students, children who are incarcerated, and other underserved students.
 - For purposes of this requirement “underserved students” include:
 - Students who are low-income;
 - Students who are English learners;
 - Students of color;

- Students who are foster youth;
- Homeless students;
- Students with disabilities; and
- Migratory students.

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

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

Instructions

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

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

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

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

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

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

- For the purposes of this prompt, “aspects” may include:
 - Prevention and mitigation strategies to continuously and safely operate schools for in-person learning;

- Strategies to address the academic impact of lost instructional time through implementation of evidence-based interventions (e.g. summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs);
- Any other strategies or activities implemented with the LEA’s ESSER III fund apportionment consistent with section 2001(e)(2) of the ARP Act; and
- Progress monitoring to ensure interventions address the academic, social, emotional, and mental health needs for all students, especially those students disproportionately impacted by COVID-19

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

Planned Actions and Expenditures

Purpose and Requirements

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

Instructions

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

Strategies for Continuous and Safe In-Person Learning

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

- If the action(s) are included in another plan, identify the plan and provide the applicable goal and/or action number from the plan. If the action(s) are not included in another plan, write “N/A”.
- Provide a short title for the action(s).

- Provide a description of the action(s) the LEA will implement using ESSER III funds for prevention and mitigation strategies that are, to the greatest extent practicable, in line with the most recent CDC guidance, in order to continuously and safely operate schools for in-person learning.
- Specify the amount of ESSER III funds the LEA plans to expend to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA.

Addressing the Impact of Lost Instructional Time

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

- If the action(s) are included in another plan, identify the plan and provide the applicable goal and/or action number from the plan. If the action(s) are not included in another plan, write “N/A”.
- Provide a short title for the action(s).
- Provide a description of the action(s) the LEA will implement using ESSER III funds to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs.
- Specify the amount of ESSER III funds the LEA plans to expend to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA.

Use of Any Remaining Funds

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

- If the action(s) are included in another plan, identify the plan and provide the applicable goal and/or action number from the plan. If the action(s) are not included in another plan, write “N/A”.
- Provide a short title for the action(s).
- Provide a description of any additional action(s) the LEA will implement to address students’ academic, social, emotional, and mental health needs, as well as to address opportunity gaps, consistent with the allowable uses identified above in the Fiscal Requirements section of the Instructions. If an LEA has allocated its entire apportionment of ESSER III funds to strategies for

continuous and safe in-person learning and/or to addressing the impact of lost instructional time, the LEA may indicate that it is not implementing additional actions.

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

Ensuring Interventions are Addressing Student Needs

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

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

Complete the table as follows:

- Provide the action title(s) of the actions being measured.
- Provide a description of how the LEA will monitor progress of the action(s) to ensure that they are addressing the needs of students.
- Specify how frequently progress will be monitored (e.g. daily, weekly, monthly, every 6 weeks, etc.).