

ESSER III Expenditure Funds

80% of ESSER III funds (Resource Code 3213) for the broad range of activities

allowable uses categories will also be utilized during quarterly reporting on each of the ESSER funds

1. Any activity authorized by the ESEA, the Individuals with Disabilities Education Act (IDEA), the Adult Education and Family Literacy Act (AEFLA), or the Carl D. Perkins Career and Technical Education Act of 2006 (Perkins) or the McKinney Vento Homeless Education Assistance Act.
2. Coordinating preparedness and response efforts of LEA with state, local, tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses with other agencies to prevent, prepare for, and respond to coronavirus.
3. Providing principals and other school leaders with the resources necessary to address the unique needs of their individual schools.
4. Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.
5. Developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs.
6. LEA staff training and professional development on sanitation and minimizing the spread of infectious diseases.
7. Purchasing supplies to sanitize and clean the facilities of an LEA, including buildings operated by such agency.
8. Planning for, coordinating, and implementing activities during long-term closures, including how to provide meals, technology for online learning, guidance on IDEA requirements, and ensuring other educational services can continue to be provided consistent with all applicable requirements.
9. Purchasing educational technology (including hardware, software, and connectivity) for students served by the LEA that aids in regular and substantive educational interactions between students and their classroom teachers, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.
10. Providing mental health services and supports, including through the implementation of evidence-based full-service community schools.
11. Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.
12. Addressing learning loss among students, including low-income students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children in foster care, of the local educational agency, including 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 progress and assist educators in meeting students' academic needs, including through differentiating instruction.
 - Implementing evidence-based activities to meet the comprehensive needs of students.
 - Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment.
 - Tracking student attendance and improving student engagement in distance education.
13. School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.
14. Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air

conditioning systems, filtering, purification, and other air cleaning, fans, control systems, and window and door repair and replacement.

15. 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 for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff
16. Other activities that are necessary to maintain operations and continuity of services and continuing to employ existing staff.

Additionally, Section 2001(e)(1) of the ARP Act requires an LEA to reserve not less than 20 percent of its ESSER III allocation (Resource Code 3214) to address the academic impact of lost instructional time through the implementation of evidence-based interventions. Allowable uses of this portion of funds are:

1. Summer learning or summer enrichment
2. Extended day
3. Comprehensive afterschool programs
4. Extended school year programs
5. Evidence-based high dosage tutoring
6. Full-Service Community Schools
7. Mental health services and supports
8. Adoption or integration of social emotional learning into the core curriculum/school day
9. Other evidence-based interventions

ESSER III Formula Allocations

The Schedule of Allocations can be found on the [ESSER III Funding Results page](#).

- Been deemed an eligible LEA as reflected by a minimum U.S. Census Bureau estimated poverty count of 10 and poverty rate greater than 2%; and,
- Applied for funds on CARS no later than March 31, 2021 (deadline extended to April 16, 2021); and,
- Submitted the Local Control and Accountability Plan (LCAP) Federal Addendum no later than April 16, 2021

Exception

ESSER III fund allocations for new or significantly expanding charter schools in FY 2021–22 are based on their share of funding received under Title I, Part A in FY 2021–22. To have an FY 2021–22 Title I, Part A allocation, the charter school must have:

- Been deemed an eligible LEA as reflected by a minimum U.S Census Bureau-equivalent poverty count of 10 or more and a minimum poverty rate greater than 2% as of October 7, 2021; and,
- Applied for funds on CARS no later than March 31, 2022; and,
- Submitted the LCAP Federal Addendum no later than March 31, 2022

Expenditure Plan

AMCS Total Funding: \$1,510,849.00		PTMS Total Funding: \$1,244,841.00	
Strategies for Continuous & Safe In-Person Learning (40%) = \$604, 339	Addressing Lost Instructional Time (60%) = \$906, 510	Strategies for Continuous & Safe In-Person Learning (40%) = 500, 000	Addressing Lost Instructional Time (60%) = 744, 841
Actions and Expenditures to Address Student Needs (page 5)			
Item- Funding Amount	Item- Funding Amount	Item- Funding Amount	Item- Funding Amount
PPE & Cleaning (Act 1)-\$18,130 (3%)?		PPE & Cleaning (Act 1)-\$15,000 (3%)	
Weekly COVID Testing- Staff salary <ul style="list-style-type: none"> • Jeanette Santana- 12 hours per week- \$1,200 x 40= • Danya Palomares- 4 hours per week- \$4,800 • Nora Saenz- (60%) \$36,000? 		Weekly COVID Testing- <ul style="list-style-type: none"> • Jackie 18 hours per week-\$21,600 • Nora Saenz-(40%) \$24,000 	
<ul style="list-style-type: none"> • LCAP Goal #2 -- 			
Total \$60,130	Total \$0	Total \$60,600	Total \$0
\$604, 339- \$60,130=\$544,209	\$906,510- \$0=\$906,510	\$500,000- \$60,600=\$439,400	\$744,841-\$0=\$744,841
Addressing the Impact of Lost Instructional Time (page 6)			
Item- Funding Amount	Item- Funding Amount	Item- Funding Amount	Item- Funding Amount
Tiered Intervention Reading Program <ul style="list-style-type: none"> • EL • SpEd Orton-Gillingham \$20,000	Sped Aide- \$80,000	Tiered Intervention Reading Program <ul style="list-style-type: none"> • EL • SpEd Orton-Gillingham \$20,000	Sped Aide- \$80,000
School-Wide Reading Program Amplify- \$25,000	Math Inter Teach-\$200,000	School-Wide Reading Program (NAME)- \$25,000	ELD Aide- \$80,000
Positive Behavior Interventions and Supports with Coordinator and Coaching from LACOE <ul style="list-style-type: none"> • LACOE's Fee- \$5,000 • Stipend- \$2,000 	Dean- \$100,000 (50%)	Positive Behavior Interventions and Supports with Coordinator and Coaching from LACOE <ul style="list-style-type: none"> • LACOE's Fee- \$5,000 • Stipend- \$2,000 	ELA Inter Teach-\$200,000
Attendance and Engagement <ul style="list-style-type: none"> • Attendance Clerk's salary-\$53,620 • Dean's 50%- \$100,000 	SEL for Foster & Homeless Youth <ul style="list-style-type: none"> • Assistant Principal \$45,000(50%) 	Attendance and Engagement <ul style="list-style-type: none"> • Attendance Clerk's salary-\$26,400 • Assistant Principal-\$44,000 	Math Inter Teach-\$200,000
		SEL Foster & Homeless Counselor-\$200,000	
Total \$544,209	Total \$485,329	Total \$322,400	Total \$560,000

\$544,209 - \$205,620 = 338,589	\$906,510 - \$425,000=\$481,510	\$439,400- \$322,400=\$117,000	\$744,841-\$560,000=\$184,841
Use of Any Remaining Funds (page 7)			
Item- Funding Amount	Item- Funding Amount	Item- Funding Amount	Item- Funding Amount
Ensure parent involvement, pupil engagement, and a positive school climate are occurring. \$112,863	Academic Equity <ul style="list-style-type: none"> Psychologist \$240,755 Counselor \$240,755 	Ensure parent involvement, pupil engagement, and a positive school climate are occurring. \$39,000	Academic Equity <ul style="list-style-type: none"> Psychologist \$184,840
Ensure parent involvement, pupil engagement, and a positive school climate are occurring. <ul style="list-style-type: none"> PBIS Increase 2 way communication (ParentSquare, PowerSchool, other Apps used) \$112,863		Ensure parent involvement, pupil engagement, and a positive school climate are occurring. <ul style="list-style-type: none"> PBIS Increase 2 way communication (ParentSquare, PowerSchool, other Apps used) \$39,000	
Academic Equity <ul style="list-style-type: none"> PD Training \$112,863		Academic Equity <ul style="list-style-type: none"> PD Training \$39,000	
Total \$338,589	Total \$481,510	Total \$117,000	Total \$184,841
\$338,589-\$338,589 = \$0	\$481,510 - \$481,510 = \$0	\$117,000- \$117,000 = \$0	\$184,841 - \$184,841 = \$0

AMCS-

- 604,339K
 - 18,130 - is 3% (of the 40% of total)
 - For PPE and Cleaning (Action 1)
 - 586,209 -
 - For Sped Aide (80,000)
 - 586,209 -
 - Math Intervention Teacher (200,000/906,510)
 - #3 Increase student outcomes in Math
 - 306,209
 - School Psych/ or Dean/ or ...
- 906,510K

PTMS-

- 500K-
- 746,904K
-

Actions and Expenditures to address needs
In Person

#1 PTLAMS 15,000k
PPE

#2 - PTLA Sped Aide - 80,000

1 ELD Aide - 80,000 == \$160,000

#3 - Increase Student Outcome

ELA/Math Intervention and COUNSELOR 746,904k (address learning loss)