



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
2021-2024 Local Control and Accountability Plan	https://www.sesd.org/Page/1231
2021 Expanded Learning Opportunities Grant Plan	https://www.sesd.org/site/Default.aspx?PageID=65

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

\$336,198

Plan Section	Total Planned ESSER III
Strategies for Continuous and Safe In-Person Learning	\$667,977
Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)	\$2,694,000
Use of Any Remaining Funds	

Total ESSER III funds included in this plan

\$3,361,977

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.

The stakeholder engagement process in which parents, guardians and community members provided input and feedback to the district was conducted throughout the months of March and April 2021. The district held two community forums and ten LCAP Parent Stakeholder Feedback Forums to provide parents, teachers, staff, students, and community members with opportunities to engage in meaningful collaborative conversations to inform our focus areas.

The intent and intended outcome for each stakeholder forum, was to provide our parent/ guardian stakeholders with the opportunity to provide substantive feedback to help guide the district as it drafted specific actions and strategies aligned to fiscal resources. Moreover, each forum provided parents with a review of the purpose for the LCAP and the implications the plan has on both the academic and social emotional success of all students, but particularly our most vulnerable students, English learners, students from low socio-economic backgrounds, foster youth, and students who may be experiencing homelessness. Parent stakeholders who attended the stakeholder feedback forums provided suggestions for actions and strategies for each of the five LCAP Goals.

Substantive feedback from DELAC members included suggestions for additional resources and strategies for the district's English Learner Programs, including English Language Development. There was a strong interest voiced by members to provide more support to newcomers and ELs who were not English proficient. There was consensus around the need to increase our reclassification rate, and the group agreed Goal 5 of the 2021-22 LCAP to increase the district's rate of English learner reclassification aligned to our DELAC goal to increase EL English proficiency. DELAC members also voiced interest in the district to continue to provide resources to programs to support parent outreach, particularly in the area of school governance. The suggestions and feedback provided by the DELAC and the Parent Feedback Forums were shared with the superintendent and his cabinet and informed the actions and strategies of the LCAP. The two DELAC meetings where the LCAP Goals were shared and discussed and members provided input were held on March 17 and April 28.

An additional consultation forum was also held for RAC on May 2, 2021 to provide the community (parents, community members and staff) with the opportunity to provide input into the writing of actions and strategies aligned to each of the new LCAP goals. SELPA consultation and input was provided on May 13, 2021.

In addition, safety surrounding the COVID-19 Pandemic was identified as an ongoing top priority from all stakeholder groups. Based upon this feedback the District allocated resources to support our layers of safety including staffing to support contact tracing/symptom screening, ventilation resources, and COVID-19 testing for students and staff.

This robust feedback was the basis for our developing the ESSER III plan in direct correlation with the LCAP as equitable outcomes for students remains a central driving force for all the work we undertake.

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

Several themes surfaced at these stakeholder forums:

Goal 2 in the LCAP was developed based on our current work and commitment to literacy instructional practices including foundational skills development outlined in Goal 2 and feedback received from teachers and parents during the Parent & Staff Feedback Forums held at each of our ten schools. The feedback inspired the addition of Support for Equitable Outcomes Teachers on Special Assignment. We have assigned one full time release teacher at every site to work directly with students to provide them with additional learning opportunities targeted on needed skills based on data.

Parents were very interested in the district supporting our English learners. This feedback inspired the writing of an individual goal in the LCAP, Goal 5, and the metric for accountability that will drive both the actions and strategies in each School Plan for Student achievement,

as well as the district's reclassification rate. this also holds true for the ESSER III plan as our English Learners were significantly impacted by the loss of in person instruction during the pandemic and this is a group our ToSAs are providing direct support to.

Another theme that emerged throughout the stakeholder feedback forums was the need to support mental health, and provide trauma informed training to all staff. This directly correlates to the addition of additional behavioral and counseling supports being provided to address social emotional learning (i.e. emotional regulation) especially for students PreK-2nd grade.

In the spirit of providing targeted extended learning opportunities, our summer programs are geared to primarily meet the needs of English learners, students from low socio-economic backgrounds, foster youth, and students who may be experiencing homelessness.

Spring 2021 Panorama results also indicated parents desire for programs to support their child's academics and safety at home.

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

\$667,977

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
	Hire two additional Health Assistants	Provide additional Health Assistants to augment the existing 10 FTE to support school sites by acting as substitutes and assisting with COVID-19 contact tracing.	\$100,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
	Staff COVID-19 Testing	Provide weekly onsite staff COVID-19 testing for monitoring and compliance requirements outlined in the California Public Health Department order.	\$475,000
	Additional Ventilation Resources for School and District	Provide additional air purifiers to augment existing ventilation systems.	\$92,977

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

\$2,694,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
	Hire two additional behavior specialists.	The district will add 2 additional behavior specialists to address the behavior needs (i.e emotional regulation). This will also support the needs of students who have decided to be educated at home through independent study, but require additional support to fully access learning. In reviewing discipline and behavior data has been noted that students In PreK- 2nd grade are requiring significant more support in emotional regulation and students in special education with more significant needs are requiring more 1:1 supports to be safe and to access their learning.	\$244,000
Extended Learning Opportunity Grant	Summer Learning	Our Summer Explorations Program is run in collaboration with the Stanford Teacher Education Program. This provides targeted students with instruction, supports, and expanded learning opportunities. Our target student population are	\$300,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		those that come for low socio economic backgrounds as we run this as an Academic Summer Camp.	
	Bridge to Kindergarten	This summer program is for new Kindergarten students enrolled in our district who have not attended preschool, and come from families that are identified as low socio-economic status.	\$50,000
LCAP Goal 2, Action 11	Support for Equitable Outcomes Teachers on Special Assignment	We will extend the term for these 10 teachers for the 2022-23 school year (one at every school site). They will continue to provide direct student support in order to leverage the assets our student bring to our schools, as we maximize and individualize the support we are able to provide them. The targeted focus of instruction is literacy and math through an SEL lens as we strive to meet the academic as well as the social emotional needs of our students.	\$2,100,000

Use of Any Remaining Funds

A description of the how the LEA will use any remaining ESSER III funds, as applicable.

Total ESSER III funds being used to implement additional actions

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures

Ensuring Interventions are Addressing Student Needs

The LEA is required to ensure its interventions will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students most impacted by the COVID–19 pandemic. The following is the LEA’s plan for ensuring that the actions and expenditures in the plan are addressing the identified academic, social, emotional, and mental health needs of its students, and particularly those students most impacted by the COVID–19 pandemic.

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
Identifying students to receive reading intervention through Support For Equitable Outcomes (SEO) TOSAs	Using 2020-2021 end of year data, combined with 2021-2022 beginning of the year data, the SEO TOSAs identified students, primarily in first and second grade, that were most in need of reading intervention. They used Fountas and Pinnell reading levels, as well as data from our kindergarten's foundational literacy assessments for their initial student identification.	Initial identification for literacy interventions and support was based on end of year (Summer 2021) and beginning of year (Fall 2021) data
Reading Progress Monitoring through SEO TOSAs	After identifying students and their literacy gaps for intervention purposes, SEO TOSAs monitor progress of their interventions using an initial baseline of data more specific to the students' specific needs. For example, this may be syllable blending, letter identification, phoneme blending or segmenting, etc.	Weekly monitoring progress on the specific intervention component.
Identifying students for math intervention through Support for Equitable Outcomes (SEO) TOSAs	Using 2020-2021 end of year data, combined with 2021-2022 beginning of the year data, the SEO TOSAs identified students, primarily in first and second grade, that were most in need of math intervention. They used NWEA MAP Growth Math assessment data, as well as data from our kindergarten's foundational math assessments for their initial student identification.	Initial identification for math interventions and support was based on end of year (Summer 2021) and beginning of year (Fall 2021) data
Math Progress Monitoring through SEO TOSAs	After identifying students and their math gaps for intervention purposes, SEO TOSAs diagnose individual student areas of development using a math numeracy student interview. Through this math interview, specific student strategies are identified and built upon	Weekly monitoring progress on the specific intervention component.

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
	to enable students to access grade level content.	
Progress Monitoring for Exit Criteria in both Reading and Math	Using a combination of data points - Fountas and Pinnell benchmark assessment system, NWEA screeners, math numeracy student interviews, etc. SEO TOSAs monitor progress more deeply than their weekly monitoring in order to determine whether a student is progressing enough to be "exited" out of the intervention group in order to serve another group of students.	Every 6 weeks through the progress monitoring cycle
Math and Reading trimester progress monitoring	Using the identified students receiving intervention, data is run each trimester to show growth of the students receiving intervention from the SEO TOSAs. In math, this is NWEA MAP Growth Math assessment and in reading, NWEA MAP Growth Reading and Fountas and Pinnell Benchmark Assessment System.	Every trimester during the local benchmark assessment window
Additional behavior support	Behavioral progress will primarily be monitored through SWIS referral data, but may also be monitored through individual behavioral data systems, tracking the number of SST plans with behavior as the primary area of concern, and tracking the cost of contracted 1:1 behavior supports.	SWIS data - ongoing. Individual student data - daily or weekly, depending on the data system. Number of SST plans with behavior as the primary area of concern/cost of contracted 1:1 behavior supports - annually.

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 completion of the ESSER III Expenditure Plan, please contact EDReliefFunds@cde.ca.gov.

Fiscal Requirements

- The LEA must use at least 20 percent (20%) of its ESSER III apportionment for expenditures related to addressing the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs.
 - 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.).

California Department of Education
June 2021