

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 and Accountability Plan (LCAP)	www.sthelenaunified.org - LCAP web page
Expanded Learning Grant Expenditure Plan	[Expanded Learning Grant Plan - May 20, 2021 Board Meeting (www.sthelenaunified.org)]
COVID-19 Prevention Program Plan	COVID-19 Prevention Program Plan (www.sthelenaunified.org)

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

Current authority of \$1,432,495. Future authority of \$502,761 for a total of up to \$1,935,256.

Plan Section	Total Planned ESSER III Expenditures
Strategies for Continuous and Safe In-Person Learning	\$400,000
Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)	\$735,256
Use of Any Remaining Funds	\$800,000

Total ESSER III funds included in this plan

\$1,935,256.

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.

SHUSD administration has garnered feedback from its community members through various forums (meetings with bargaining unit representatives, emergency response teams, Superintendent's subcommittees, Parent-Teacher Group meetings, School Site Council English Learner Advisory Committee {ELAC} and others) throughout the course of the pandemic, which has informed the development and implementation of strategies to provide safe in-person instruction and address academic support and intervention as described in the district's other LEA Plans. The plans used to inform the development of the ESSER III Expenditure Plan include the COVID-19 Prevention Program (CPP) Plan, the Expanded Learning Opportunity Grant Plan, and the Local Control and Accountability Plan (LCAP). The ESSER III Expenditure Plan was presented to the SHUSD Steering Committee on September 14, 2021 and for Public Hearing during a regular meeting of the Board of Trustees on October 21, 2021 prior to Board approval.

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

The district's various stakeholder groups are made up of participants representing a microcosm of the larger school community. The LCAP Steering Committee and Superintendent's Subcommittees (ranging from Equity and Wellness/Climate to Business Operations) typically include district and site administration, faculty, classified staff, parents, members of outside agencies, and a student representative in some instances (e.g. on the LCAP Steering Committee). Spanish translation is provided in certain forums, e.g. ELAC and "Town Hall" meetings, and the interests of children with disabilities, English learners and other underserved students are represented by various participants across all collaborative groups.

Almost as soon as the pandemic began, work across all district committees and collaborative groups shifted priorities to focus on supporting students and families during closure, followed by preparations for the safe return to in-person instruction. More recently committees and groups have addressed (within their purview) how to meet students' ongoing mental health and social-emotional needs in addition to mitigating learning loss. Last year, for example, a virtual "Town Hall" and two student panels were led by the LCAP Steering Committee to gain input on a variety of topics, including the question "*what successful processes can we use to work together to support student success?*" In another example, representatives on the Superintendent's Subcommittee on Wellness provided feedback on the importance of increasing mental health services through the district's partnership with an outside agency. Parent feedback during a September 2, 2021 "Town Hall" meeting on COVID-19 protocols and testing helped to inform how the district communicates information about signing students up for rapid-testing. Employees were able to provide input on various aspects of COVID-19 response and academic support during regular "faculty feedback" sessions, and administration conducts weekly communications meetings with bargaining unit leadership.

The consistent themes that emerged among all forums and collaborative efforts centered around providing more academic support during the school year and in the summer, more homework help, more opportunities for project-based learning and real-world experiences, additional extra-curricular offerings, opportunities for peer-to-peer collaboration, and increased counseling support to address mental health and social-emotional needs.

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

\$ 400,000			
Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
COVID-19 Prevention Program Plan (CPP) <u>2021-22 LCAP:</u> Goal 2/Action 10	COVID-19 Prevention and Response – Supplies, Equipment, Services and Personnel	Funds will be allocated to purchase additional personal protective equipment (e.g. face coverings), testing supplies/services not covered by the California Department of Public Health (CDPH) K-12 Testing Program, and cleaning, disinfecting, and sanitizing supplies/equipment as needed. Portable air filters, replacement HVAC system filters, and maintenance/repair services on the district’s HVAC systems will also be paid for using this allocation, to maintain or improve adequate ventilation as a mitigation strategy to reduce viral spread. Additional personnel costs associated with continuously and safely operating schools will be charged to ESSER III funds; e.g. substitute teachers, additional staff time needed to support cleaning after exposure/outbreaks, and additional	\$400,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		staff time or personnel to assist with the district's student/staff COVID-19 testing program; including possible expansion of the program to provide more opportunities for students to get tested. CDPH guidance is constantly monitored for changes which inform purchasing and staffing decisions.	

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

\$735,256

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
Expanded Learning Opportunities Grant Plan, page 2-4 <u>2021-22 LCAP</u> : Goal 1/Action 10, 11, 13, 14 Goal 2/Action 11	Expanded Winter/Summer School Programs – 2021 and beyond	Additional classes/learning opportunities are offered during the winter and summer breaks beginning in 2021 for all grade levels, including credit recovery at the high school level; with a focus on serving students who meet one or more of the following subgroups: Low Income, English Learner, Students with Disabilities, Students Below Grade Level Proficiency, Foster Youth, and Homeless Youth. Physical education enrichment and socio-emotional services are also provided within the program, through outside contracts with the UpValley Family Center and the St. Helena Boys and Girls Club. Expanded winter and summer offerings require more staffing, expanded contracts with outside providers, additional supplies/materials, continued food service, and	\$300,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		<p>transportation to support students' participation in the program.</p> <p>Expanded Learning Opportunities Grant dollars were used to fund new summer programs initially; ESSER III funding will help to enhance and continue them throughout the spending cycle. Ongoing program development will continue to be informed by feedback from staff, parents, and students.</p>	
<p>Expanded Learning Opportunities Grant Plan, page 2-4</p> <p><u>2021-22 LCAP:</u> Goal 1/Actions 2-4 and 11, 13, 14 Goal 2, Action 11,</p>	<p>Before, During and After School Academic Support Program, 2021 and beyond</p>	<p><u>Grades TK-2:</u> Class size in grades TK-2 is sustained at 10-13 students to provide individualized support from certificated and classified staff (which includes additional Para Educator hours). Transitional Kindergarten (TK) and Kindergarten (K) teachers push into first and second grade classrooms after early TK/K dismissal to assist with instruction, and an Intervention Teacher has been added to serve students (in grades TK-5) who need additional assistance in reading and mathematics. Para Educators also provide small group academic support afterschool for our TK-K students who attend the on-site Boys and Girls Club program.</p> <p><u>Grades 3-12:</u> Before, during and after school intervention is provided for students in grades 3-12 by certificated and classified staff (which includes additional Para Educator hours during and after the school day in grades 3-8, e.g. to provide small group support). Homework support is provided for students in grades 6-12 designated as having mild to moderate disabilities and receive special education services. Parent trainings are also provided to help parents learn to support their students' academic progress at home.</p>	<p>\$300,000</p>

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		Expanded Learning Opportunities Grant dollars were used to fund new school-year academic support programs initially; ESSER III funding will help to enhance and continue them throughout the spending cycle. Ongoing program development will continue to be informed by feedback from staff, parents, and students.	
Expanded Learning Opportunities Grant Plan, page 3 2021-22 LCAP, Goal 1/Action 1, Goal 2/Action 7	Additional Online Programs and Technology, 2021 and beyond	Personalized learning and tutoring programs are added and/or expanded such as PAPER, Edmentum, and ImagineLearning, Lexia and DreamBox to assist students with math, English Language Arts skills, and homework completion. A bank of wireless hotspots with licenses will be kept in stock to ensure students have access to reliable Internet service at home. Funds will also be used to purchase additional technology as needed to support continuous learning.	\$135,256

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

\$800,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
2021-22 LCAP, Goal 4, All Actions	Respond to the social, emotional and mental health needs of all students	SHUSD is a “basic aid” district that receives approximately 83% of its revenue from property taxes. Due to the pandemic (and also the Glass/Hennessy fires of 2020), “Basic aid” districts within Napa County have been advised by county officials to budget for 0% property tax growth beginning in 2021-22. A projected General Fund budgetary deficit of (\$1,794,304) in 2023-24 has been decreased by \$800,000 to (\$994,304) through the planned use of ESSER III funds to help the district sustain school counseling, the Multi-Tiered System of Support (MTSS) program/staffing, intervention support (classified and certificated), the new Social Worker-Community Liaison position, and outside contracted mental health services. Should property tax revenue projections improve to the extent that continuance of these services is assured, district administration will work with school sites to identify other appropriate uses of the funds related to student learning and other district needs.	\$800,000

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
COVID-19 Prevention and Response – Supplies, Equipment, Services and Personnel Short title(s) of the action(s)	Availability of personal protective equipment and cleaning/disinfecting supplies – sites have shared tracking documents that employees can use to communicate needs with custodians and administration. Physical check of inventory, and HVAC systems/portable air scrubbers for needed filters. District administration is monitoring staff time needed for classroom coverage, cleaning, and testing. Additionally, administration is monitoring CDPH guidance for updates.	Ongoing – staffing needs are discussed during weekly Cabinet meetings and administrative leadership meetings. The Superintendent meets with other school leaders and the Napa County Public Health Officer weekly.
Expanded Summer School Programs – 2021 and beyond	District and site administration and staff will monitor academic progress using multiple measures; including but not limited to the following: SAT results at SHHS, the California Assessment of Student Performance and Progress (CAASPP) results for mathematics and English and particularly for underserved groups, e.g. English learners, Students with Disabilities (SWD), and students who are Socio-Economically Disadvantaged (SED); Measure of Academic Progress (MAP) results in mathematics and reading, and the English Learner Progress Indicator (ELPI), and the Early Assessment Program (EAP). English learner reclassification data will also be analyzed, in addition to graduation rates and A-G course completion at SHHS.	Monthly, quarterly, semi-annually, and annually dependent upon the metric used.
Before, During and After School Academic Support Program, 2021 and beyond		Monthly, quarterly, semi-annually, and annually dependent upon the metric used.
Additional Online Programs and Technology, 2021 and beyond		

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
	[A description of how progress will be monitored]	
Respond to the social, emotional and mental health needs of all students	California Healthy Kids Survey, suspension/expulsion rates, absentee rates, graduation rates, completion of A-G course requirements, the Social Emotional Learning survey, and qualitative interviews/anecdotal data from students and staff.	Monthly, quarterly, semi-annually, and annually dependent upon the metric used.

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.).

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