



ESSER III Expenditure Plan

ESSER III Expenditure Plan for Alpaugh Unified School District

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
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School districts, county offices of education, or charter schools, collectively known as LEAs, that receive Elementary and Secondary School Emergency Relief (ESSER) funds under the American Rescue Plan Act, referred to as ESSER III funds, are required to develop a plan for how they will use their ESSER III funds. In the plan, an LEA must explain how it intends to use its ESSER III funds to address students' academic, social, emotional, and mental health needs, as well as any opportunity gaps that existed before, and were worsened by, the COVID-19 pandemic. An LEA may also use its ESSER III funds in other ways, as detailed in the Fiscal Requirements section of the Instructions. In developing the plan, the LEA has flexibility to include community input and/or actions included in other planning documents, such as the Local Control and Accountability Plan (LCAP), provided that the input and actions are relevant to the LEA's Plan to support students.

For more information please see the Instructions.

Other LEA Plans Referenced in this Plan

Plan Title	Where the Plan May Be Accessed
Local Control Accountability Plan	The District's LCAP can be found on the district website: https://www.alpaughusd.org/
Expanded Learning Opportunity Plan	The Districts ELOP can be found on the district website: https://www.alpaughusd.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

1,527,552

Plan Section	Total Planned ESSER III
Strategies for Continuous and Safe In-Person Learning	125,000
Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)	375,000

Plan Section	Total Planned ESSER III
Use of Any Remaining Funds	1,027,552

Total ESSER III funds included in this plan

1,527,552

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.

Parents play an integral part of our District community. Their participation and consultation in determining the districts' programs and services for students is pivotal. Parents are asked to join committees throughout the year, and if that is not a possibility, the District provides surveys as a means to gather valuable input from parents, families and community members. The LCAP Parent/Community Survey was utilized to help represent perspectives and insights in identifying the strategies or activities to be implemented in this ESSER III Expenditure Plan.

Teachers and Other Educators

Members are active participants in the district’s comprehensive strategic planning since they are informed about the district’s programs and services beyond programs and services in the LCAP. Feedback from these surveys provided input into the services and programs needed to address the needs of students using ESSER III funds.

Pupils

Students in Grades 6-8 were asked to participate in an online survey where they were able to make recommendations on what types of programs or services they wanted to see ESSER funds spent. Students representing all of the district’s student subgroups had the opportunity to participate in the survey.

Opportunities for Public Comment

The tentative ESSER III use of funds presentation was presented and discussed at a regularly scheduled board meeting. The draft ESSER III Expenditure plan was presented on October 12, 2021. A public comment period is provided during each meeting for any member of the public to provide feedback or input into the ESSER III plan.

Opportunities provided for input from the Public has been provided at a minimum once per month at the regularly scheduled Board meetings. August 2021 board meeting an introductory overview of these funds was provided by the Business Manager and Superintendent as well as public comment and/or discussion. At the September 2021 Board meeting a presentation was given as to the draft of the ESSER III Plan, public comment and discussion was also held. On October 2021 Board meeting comment was given that the plan was being finalized and would be presented at a Special Board meeting on October 29, 2021. At this meeting information was shared that the district was working with the Tulare County Office of Education for additional information as to the funding uses, district needs, an appropriate planning to be proactive in accomplishing such. Throughout the process of achieving stakeholder input, translation services have been provided in all communications to include surveys, plans, and documents provided to parents and families in regards to this ESSER III Expenditure Plan and all plans listed here within.

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

The information below denotes the priority themes that resulted from the LCAP, ESSER III Plan surveys, and meetings with labor unions held to gather input for the Expanded Learning Opportunity (ELO) grant, which overlaps with the ESSER III allowable expenditures. Stakeholder influence on the ESSER III Expenditure Plan is evidenced by the direct alignment of the district's actions with the needs and interests identified by students, parents/families/community members, teachers, staff, principals, local bargaining unit leaders, Advisory Committees, and the Board of Trustees.. LCAP, ELO, ESSER

All stakeholders were asked to respond to the following prompts via survey. Select the 3 areas below that you believe are the most important priorities as the district responds go the impact of the Covid-19 Pandemic:

The results are as follows:

Programs and supports to address learning loss, to include additional staff to support academic learning loss: Parents/Families/Community 100 % Staff 100% Advisory Committee's 100%

Student social/emotional/mental well being supports: Parents/Families, Community 85%, Staff 90 %, Advisory Committee's 100 %

Improvements to facilities to improve environmental health and safety, such as HVAC units to improve indoor air quality, roofing projects to improve indoor air quality, and painting projects: Parents/Families/Community 25 % Staff 20% Advisory Committee's 20%

Continued emphasis on technology equipment, access, and supports: Parents/Families/Community 15% Staff 10% Advisory Committee's 18%

Additional support for special populations, such as students with disabilities, English Learners, Economically Disadvantaged Students, and other: Parents/Families/Community 60% Staff 70% Advisory Committee's 62%

All stakeholders were asked to identify the 4 areas that would best address learning loss:

The results are as follows:

Academic remediation and recovery to include after school programs: Parents/Families/Community 100% Staff 100% Advisory Committee's 100%

Positions to support Academics and Innovation to support the development of the learning loss programs: Parents/Families/Community 85% Staff 100% Advisory Committee's 95%
Provide summer program opportunities to address learning loss K--11: Parents/Families/Community 75% Staff 75% Advisory Committee's 80%
Instructional assistants to provide increased individualized instruction: Parents/Families/Community 70% Staff 70% Advisory Committee's 80%
Instructional software: Parents/Families/Community 50% Staff 35% Advisory Committee's 40%
Development of a Independent Study model: Parents/Families/Community 60% Staff 50% Advisory Committee's 50%
Training for educators to address strengthening the core instructional model: Parents/Families/Community 60% Staff 70% Advisory Committee's 60%

This data assisted in providing critical information for what our stakeholders value. This informed our decision making in formulating this plan.

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

125,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
N/A	Sanitation and Minimizing the Spread of infectious disease	The district will continue to mitigate the impact of the pandemic by providing the resources necessary to sanitize and clean all facilities operated by the LEA. Planned activities include, but are not limited to: A) PPE, fogging, cleaning solution, sanitizer, B) Staff to ensure sanitizing and cleaning of school and district facilities occur (i.e. Custodians).	125,000

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

375,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP Goal 1 action 4, Expanded Learning Opportunities grant	Expansion of Learning Programs/Services	The district will plan and support evidence-based intervention programs/services for students to provide supplemental support of learning recovery, independent study programs and to address the needs of low-income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care. Use of academic coach for intensive training, coaching and collaborative team work. a) Hiring academic coach b) Training and professional development of personnel c) Purchasing materials and supplies for the delivery of the intervention programs. d) Purchase of furniture to support classroom flexibility	320,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		e) Edgenuity to support learning loss/expanded learning	
Expanded Learning Opportunities Grant	Expanded Learning Opportunities	<p>The district will plan and implement 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.</p> <p>a) After school tutoring to supplement, and expand existing opportunities for before and after school services to students in support of learning recovery and re-engagement in the school community.</p> <p>b) Summer learning opportunities that will include academic support, social-emotional learning, and enrichment.</p> <p>c) Attendance incentives</p>	55,000

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

1,027,552

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
N/A	Maintaining Operations and Continuity of Service	District administrator and support salaries will result in an increased capacity to manage the pandemic caused complexities of school operations such as: assist in front office management, outreach and increased, communication with parents, and families coordinating of support for	582,800

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		<p>students and their needs coordinating of personnel on campus due to elevated levels and/or shortages. Extend and support the levels of staffing under the Expanded Learning Opportunities grant who support intervention programs and address the learning gaps of students.</p> <ul style="list-style-type: none"> a. Additional maintenance/bus driver b. Outside learning hub/shade structure <p>*CDE Approval</p> <ul style="list-style-type: none"> c. Support Services such as Director of Student Services d. Technology staff to support in-person and independent study program e. Upgrade food services equipment 	
LCAP Goal 3 Action 1, Expanded Learning Opportunities	Expansion of Students in the Learning Process	<p>Expand supports for social-emotional and behavioral needs, counseling services, collaborating to promote social and emotional learning.</p> <ul style="list-style-type: none"> a. Behavioral Specialist b. Psychologist 	115,000
LCAP Goal 3 Action 3, Expanded Learning Opportunities	Sustain a school climate of safety and connectedness	<p>Promote school connectedness by providing students with health education and support, emotional and social skills necessary to be actively engaged in school.</p> <ul style="list-style-type: none"> a. School nurse, counselor and/or mental health specialist b. Increased after school sports supplies and equipment. c. Food services mobile cart 	100,000
Extended Learning Opportunity, LCAP Goal 2, Action 4	Instructional materials and supplies	<p>The district will provide students the necessary instructional supplies and materials needed for specialized lessons, enrichment, technology components, expanded learning opportunities, and to address the learning needs of students throughout the year.</p> <ul style="list-style-type: none"> a. Programs/Applications b. Curriculum supplements c. Apple Tv's to assist with flexible teaching in classroom d. Ear Pods 	10,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP Goal 2 Action 6	Expansion of Learning Supports	Extend the levels of staffing under the Expanded Learning Opportunity grant who support evidence-based programs and work with students in small groups.	219,752

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
Sanitation and Minimizing the Spread of Infectious Disease	Maintenance Operations and Transportation (MOT) Department will progress monitor the extent to which actions are implemented across the district and at each building. Some of the measures being monitored include: a. PPE availability, foggers, sanitation supplies b. Monitor custodian schedules	Monthly
Expansion of Learning programs/services	District leadership will monitor the extent to which actions are implemented across the district and in each grade level. Measures include: a. Student participation in intervention programs and by student groups b. Number of Students served and intensity of services c. If professional development is delivered, survey to determine effectiveness of training	Quarterly, Annual

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
Expanded Learning Opportunities	District will monitor the extent to which actions and programs are being implemented across the district. Measures may include: a. Student academic outcomes by learning program and student group b. Student participation in extended programs	Summer school and afterschool tutoring pre/post assessment
Maintaining Operations and Continuity of Services	District leadership will progress monitor the extent to which actions are implemented across the district. Measures may include: a. Increased services and communications for parents via various applications b. Number of students in interventions c. Number of unfilled positions, or positions needed for extended services	a. Annual b. Quarterly c. Monthly
Expansion of Students in Learning Process	The District will program and monitor the school climate and connectedness and how services are being implemented across the district. Measures may include: a. Number of students being served b. Student social-emotional well being	Quarterly
Instructional Materials and Supplies	District Leadership will progress monitor the extent to which actions are implemented across the district a. Orders completed	Quarterly

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.).

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