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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	District Website https://www.nclusd.org/browse/34733

Plan Title	Where the Plan May Be Accessed
Extended Learning and Opportunity Grant	District Website

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

\$4,481,194.00

Plan Section	Total Planned ESSER III
Strategies for Continuous and Safe In-Person Learning	\$360,000.00
Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)	\$3,621,194.00
Use of Any Remaining Funds	\$500,000.00

Total ESSER III funds included in this plan

\$4,481,194.00

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.

Newman-Crows Landing provided multiple opportunities for stakeholders to provide input in the following ways:

Board Meeting held September 13, 2021

ESSER III Survey for Stakeholders: Parents, Teachers, Classified Staff, Support Staff, Administrators, Community Members, Students Grades 6th-8th

Site 2nd Cup of Coffee Meetings held in August and September

School Site Council Meetings at the site held in September

DELAC Meeting held September 27

Site Staff Meetings in September for Staff Input

Information on ESSER III on the district website

Stakeholders were engaged at the district and site level. We provided information at board meetings and on the district website. We sent a survey to all stakeholders using Class Dojo, Parent Square and the district website. Results of the survey were shared on the district website and district social media. All site administrators shared information and gathered input at their monthly 2nd Cup of Coffee Meetings, School Site Council Meetings and Staff Meetings. We also presented and received input at our DELAC Parent Meeting.

NCLUSD also used data and information gathered from our LCAP Stakeholder meetings and surveys.

NCLUSD held virtual Stakeholder Meetings at various times and dates and invited all staff to attend to provide input regarding the development of the 2021-24 LCAP. We reviewed the previous plan and shared a needs assessment based on current data and information. Many of the conversations were focused on learning loss, Covid-19 safety precautions, reopening schools as soon as safe/possible and social emotional support for students. Simultaneously to holding Stakeholder meetings, we surveyed staff and parents using Thought Exchange, a crowdsourcing platform that allows community members to share their thoughts and ideas on a specific topic. It is a unique two-way process where a participant confidentially shares an idea or thought to an open-ended question and then allows them to star other thoughts on a scale of 1-5 stars. This also provided additional data and information that was shared with all stakeholders. Once we had gathered information from Stakeholders, we held a community meeting with representatives from each site and stakeholder groups (teachers, classified staff, union representatives, students, parents, ELAC/DELAC representatives and administrators). This group ranked all of the recommended actions and we came up with our top five. We looked for trends across stakeholder groups and school sites. Based on that information we began developing actions and determining cost. We then held a second community meeting and presented potential actions and their cost for feedback. We drafted the LCAP and took it to DELAC for approval on May 3, 2021. We provided our SELPA a draft copy of the LCAP for their review. We then held a public hearing at the June 7, 2021 board meeting and approved the LCAP at the board meeting held on June 21, 2021. We posted a draft LCAP on the website.

February 26, 2021: Grade Level Meetings

March 1, 2021: District Parent Meetings

March 2, 2021: Hunt Parent Meeting

March 4, 2021: Barrington Parent Meeting

March 9, 2021: Von Renner Parent Meeting
March 10, 2021: Yolo Parent Meeting
March 17, 2021: NCLUSD Staff Stakeholder Meeting
March 18, 2021: NCLUSD Staff Stakeholder Meeting
March 31, 2021: LCAP Community Meeting
April 27, 2021: Bonita School Site Council
May 3, 2021: LCAP Community Meeting
May 3, 2021: DELAC Meeting Presentation
May 10, 2021: School Board Meeting Update
June 7, 2021: School Board Meeting Public Hearing
June 21, 2021: School Board Meeting Approval

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

Based on the results of the survey and the information shared at meetings we determined the top areas our stakeholders identified. We developed this plan to address those areas as shown ranked below:

Top Issues Facing Students due to COVID-19

1. Academic Needs
2. Social Emotional Needs
3. Mental Health Needs
4. Family Economic Challenges
5. Facility Repairs and Additions

Most Important Areas as we Respond to COVID-19

1. Student Social/Emotional/Mental Health
2. Improvements to Facilities/Health and Safety
3. Additional Support for Special Populations
4. Extended Day Opportunities
5. Continued Emphasis on Technology and Access
6. Professional Development/Training
7. Summer School

LCAP Summary of Stakeholder Input

Again, many of the conversations were focused on learning loss, Covid-19 safety precautions, reopening schools as soon as safe/possible and social emotional support for students. Teachers were concerned about the impact of Covid-19 on our students' academics and their social-emotional health. This was also true for our parents and other staff members. Teachers also expressed that they would need access to supplemental resources and professional development to address some of the challenges of returning to school after such a lengthy period of distance learning. Parents wanted students to return to school full time or "back to normal" but they also wanted to know that their students were in a safe, clean environment. Students expressed a desire to return back to school but some of our older students wanted to see changes in how we deliver instruction. There were parts of virtual learning they felt were positive for them at the secondary.

At all stakeholder meetings, the social-emotional and mental health of our students was the prevalent theme. As a rural community with limited services, it is difficult for our families to travel 30-40 miles for services. Administrators, staff, parents, students and board members were concerned about social-emotional and mental health support long term, but also about the impact school closure has had on the staff and students' physical and mental health. In order to address this need, we will be hiring two additional Mental Health Clinicians and providing professional development to all staff in Trauma Informed Skills. Another aspect of our LCAP influenced by stakeholder input was providing teachers and staff with supplemental resources and professional development opportunities so that we can be prepared to support students after this long school closure and months of distance learning. We know this will be an ongoing effort and want our staff prepared to address student 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

\$360,000.00

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP Goal 1 Action 8	School Facilities	Maintain and enhance school facilities to provide a safe and welcoming learning environment	\$75,000.00
LCAP Goal 2 Action 1	Parent Involvement	Parent Liaison to support communication between home and school	\$75,000.00
	COVID-19 Mitigation	Support COVID-19 mitigation efforts to ensure safe and healthy environments and facilities	\$50,000.00
	COVID-Clerks	Add staff to support clerical work associated with required COVID-19 Mitigation	\$100,000.00
	Outdoor Classrooms	Provide funds to support sites in developing outdoor classrooms	\$60,000.00

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

\$3,621,194.00

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP Goal 1, Action 2	Professional Development	Professional development to support staff in mitigating the impact COVID-19 had on academic progress of all students. Examples: SCOE math support, PD on writing curriculum, PLC time to collaborate on data, New teacher support, etc.	\$200,000.00

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP Goal 1, Action 3	Supplemental Resources	Purchase supplemental resources to support core instruction and learning recovery due to COVID-19.	\$500,000.00
LCAP Goal 1, Action 4	Intervention and Support	Provide programs and interventions targeted to the needs of all students and those students with specific needs such as Special Education, English Learners and Foster Youth, using a multi-tiered system of supports. These interventions and programs target student academic, socio-emotional, behavioral, mental health needs in order to ensure students remain in school, reenter and complete school.	\$300,000.00
LCAP Goal 1, Action 7	Extended Support for At Risk Students	Provide students additional resources and support outside of the regular school day to improve academic achievement, student engagement with a focus on college and career readiness. Provide students with access to tutoring, intervention and activities that promote school community and culture. This will also support students who have learning recovery needs due to impacts of COVID-19.	\$355,000.00
LCAP Goal 2, Action 2	Extended Learning Opportunities	Provide expanded summer programs for all students TK-12 Provide after school intervention and tutoring Provide a late bus so all students have access to after school intervention and tutoring	\$356,194.00
Extended Learning Opportunities Grant Plan	Accelerating Progress to Close Learning Gaps	Additional hours for instructional aides working with certificated staff to address and support student learning gaps.	\$670,000.00
Extended Learning Opportunities Grant Plan	Accelerating Progress to Close Learning Gaps	Three certificated intervention teachers at the elementary and two at the secondary to support site intervention programs.	\$1,240,000.00

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

\$500,000.00

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP Goal 2, Action 4	Social-Emotional Support	Provide professional development, supplemental resources and staff to support students and staff in addressing social-emotional needs of students, especially as related to the impacts of COVID-19 on students social-emotional and mental health. Add two Mental Health Clinicians Supplemental Recourses for SEL learning and support	\$450,000.00
	Supporting Teachers with Writing Assessment	Support teachers score writing assessments by using district readers to score writing assignments at 3rd-12th grade.	\$50,000.00

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
Maintain School Facilities	FIT Reports and site reports/needs assesment	Monthly reports at Extended Cabinet Meetings

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
Parent Involvement	Parent Surveys and Feedback at Site Parent Meetings	Quarterly surveys and/or notes and sign in sheets from site parent meetings
COVID-19 Mitigation	Site Needs Assessments	Monthly reports at Extended Cabinet Meetings
COVID-19 Clerks	Data reports from clerks	Weekly data reports from COVID-19 clerks to Director of HR
Outdoor Classrooms	Site Calendar Sign Ups	Ongoing site calendars with usage reports on classes using the outdoor classroom space
Professional Development	Pre, mid and post surveys each year	Three Surveys each year to determine professional development needs and the efficacy of the PD being provided
Supplemental Resources	Pre and Post Assessment of resources	Two times per year
Intervention and Support	DIBELS, I-Ready, Achieve 3000, Writing Samples, RAMP Assessments	Benchmarks: 3 times per year Progress Monitoring, weekly, biweekly, monthly depending on the student's risk level
Extended Support for At Risk Students	DIBELS, I-Ready, Achieve 3000, Writing Samples, RAMP Assessments	Benchmarks: 3 times per year Progress Monitoring, weekly, biweekly, monthly depending on the student's risk level
Extended Learning Opportunities	DIBELS, I-Ready, Achieve 3000, Writing Samples, RAMP Assessments	Benchmarks: 3 times per year Progress Monitoring, weekly, biweekly, monthly depending on the student's risk level
Accelerating Progress to Close Learning Gaps	DIBELS, I-Ready, Achieve 3000, Writing Samples, RAMP Assessments, Tutoring logs	Benchmarks: 3 times per year Progress Monitoring, weekly, biweekly, monthly depending on the student's risk level
Social-Emotional Support	SEL Screener, Survey of Students/Parents,	SEL Screener: 3 time per year, Survey of Students/Parents 2 times per year

ESSER III Expenditure Plan Instructions

Introduction

School districts, county offices of education (COEs), or charter schools, collectively known as local educational agencies (LEAs), that receive Elementary and Secondary School Emergency Relief (ESSER) funds under the American Rescue Plan (ARP) Act, referred to as ESSER III funds, are required to develop a plan for how they will use ESSER III funds to, at a minimum, address students' academic, social, emotional, and mental health needs, as well as the opportunity gaps that existed before, and were exacerbated by, the COVID-19 pandemic.

The plan must be adopted by the local governing board or body of the LEA at a public meeting on or before October 29, 2021 and must be submitted for review and approval within five days of adoption. A school district must submit its ESSER III Expenditure Plan to its COE for review and approval; a COE must submit its plan to the California Department of Education for review and approval. A charter school must submit its plan to its chartering authority for review and to the COE of the county in which the charter school operates for review and approval.

In addition, consistent with the requirements of the ARP, Volume 86, *Federal Register*, page 21201, April 22, 2021, the ESSER III Expenditure Plan must be:

- Written in an understandable and uniform format;
- Written in a language that parents can understand, to the extent practicable;
 - If it is not practicable to provide written translations to a parent with limited English proficiency, the plan must be orally translated for parents
- Provided in an alternative format to a parent who is an individual with a disability as defined by the Americans with Disabilities Act, upon request; and
- Be made publicly available on the LEA's website.

For additional information regarding ESSER III funding please see the ARP Act Funding web page at

<https://www.cde.ca.gov/fg/cr/arpact.asp>.

For technical assistance related to the 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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