



ESSER III Expenditure Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Le Grand Union Elementary School District	Scott Borba Superintendent/Principal	sborba@lgelm.org 209-389-4515

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 (LCAP)	www.legrand.k12.ca.us

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

\$1,496,338

Plan Section	Total Planned ESSER III
Strategies for Continuous and Safe In-Person Learning	\$1,197,070
Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)	\$299,268
Use of Any Remaining Funds	\$0.00

Total ESSER III funds included in this plan

\$1,496,338

Approved by the Governing Board on October 12, 2021

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.

This plan was developed in consultation with stakeholders after soliciting public comment via electronic surveys and board meetings. It was developed by seeking input from staff, parents, community members, board members, labor partners and families that speak languages other than English. LGUESD evaluated its stakeholder engagement opportunities and determined that (Civil Rights Groups/Tribes/Advocates) are neither present nor served by the LEA. Greater detail for involvement can be found on our LCAP. The ideas and suggestions from the stakeholders activities are noted in the this document but may not meet the requirements of allowable usage under ESSER III. A copy of the district LCAP can be found at www.legrand.k12.ca.us

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

The surveys, along with all other opportunities listed for input, generated the following recommendations. These recommendations in many cases overlap and it was necessary to group keeping in mind that this is a three-year plan 2021-22, 2022-23, 2023-24. The recommendations from stakeholder input had tremendous influence on the districts actions in the ESSER III plan.

Address ways to respond to post COVID-19 achievement gaps, create a diversity, equality, and inclusion framework while ensuring students' social and emotional well-being.

Continue to seek ways to allow flexibility in scheduling, so teachers and students have opportunities for individualized re-teaching and conferencing.

Build out more facilities to expand the size of classrooms to encourage distancing and hire more teachers.

Social, emotional learning and support.

Hire more staff to provide smaller classes and safe social distancing.

Provide remedial education to all students to catch them up for education lost during this pandemic while receiving virtual or in-person instruction.

Construction of outdoor shade structure and furniture to accommodate outdoor eating/gathering.

Provide supplies to sanitize facilities, including gym equipment and playground. install more "hands-free" fixtures in bathrooms. (handles, etc.).

Update facilities in all district buildings so they are safe and do not hinder the education process. Ventilation for all facilities with a focus on HVAC and windows.

AC/heating, plumbing, floors, and ceilings should be replaced/repaired.

TARGETING LEARNING GAPS: Develop a before/after school tutoring programs that target the specific needs of students in content areas. Students only need to attend to address gaps and cycle in and out of the program as needed. Teachers share data from course assessments with tutors so they can focus on specific areas of need. (Tutors focus only on the area of need and not the whole unit.)

Tutors work directly with teachers to address learning gaps, assess mastery, and provide progress reports to teachers with new assessment data. Build in incentives for students meeting goals with tutors. Be ready for any SEL issues that will present themselves as a part of addressing these gaps. Hire existing teachers, hire retired teachers, or teachers-in-training to support students either in person or virtually.

Funding is used for students to be engaged in various ways during and after school (books, clubs, tech, sports, arts, music, debate, community service, etc.). Students WANT these activities to incorporate into the school day.

Bring in speakers to schools for SEL assemblies about coping with trauma.

Books and materials/backpacks for incoming K and early elementary age students HEPA filters and proper ventilation in all rooms.

Funds for physical building improvements / Painting/ Ventilation.

Mental health support due to kids and staff and families being stressed due to pandemics Reduce class sizes.

Hire more support staff, counselors, speech therapists, and psychologists to help deal with the aftermath of the pandemic.

Provide after-school activities (for students) expanding learning and achievement.

Buy school supplies and manipulatives for the year Social-Emotional Learning - Counselors and Professional Development. Making sure all children in the district have the proper tools for learning. Laptop, tablet, book, iPads, Masks, Earphones.

Additional staff to help work in small groups or 1:1 to support the students at their level.

Increase budget for hands-on content supplies to reestablish student physical activity, including Physical Education, Art, Music, STEM, STEAM, and Science.

Support sports teams with new equipment, including steps to build a track.

Increase seating in MPR for spectators to increase distancing.

Summer school fund for students in elementary and middle school that have fallen off track. Provide sufficient support for ELLs and DL students.

An increased number of social workers, psychologists, and professionals can integrate SEL into the school's daily routines. This should not be an afterthought anymore. The pandemic has highlighted the great need for these services that are currently not being provided.

Additional hazards compensation for all staff.

Aside from learning, socialization has been lost. Have more group time with children. Let them have a longer recess and more hands-on activities/fun with their classmates. Incorporate learning into these activities.

Expanding buildings to accommodate smaller class sizes and storage for unused furniture and equipment removed for class to implement social distancing guidelines.

Please hire more teachers and support staff to work directly with students.

We need Family Resource Centers in our community to help parents and students.

After school tutoring for all grade levels PreK - 8 provided before and after school for students who have greatly fallen behind and found themselves 3 to 4 years behind grade level.

Good training and implementation of PBIS.

A Career fair for 8th-grade students; general Transition support for 8th graders.

I would like to see more opportunities for students to attend enrichment courses.

Community engagement programs to bring families back into the fold to better support families to learn strategies to support their students during all these transitions and give them tools for the future.

Parent Square - great communication tool with parents.

How about after-school tutoring for students that are having usual homework or schoolwork.

There are a lot of children whose services (IEP) could not be managed during remote learning. Maybe providing a program for after school temporarily to help get them back to speed and on course.

Increase staffing to reduce student/teacher ratios for Elementary grades to assist with learning gaps and accelerate learning for all students.

Access to short-term mental health/counseling intervention services for students (e.g., Overtime for existing staff or time-limited external services) to help with social/emotional issues.

Summer enrichment beyond what is currently offered that includes a cultural component.

Increase social worker/student support services. An increase in mental and behavioral health issues stemming from death in the family, financial stressors (loss of jobs/homes/cars), and having to relocate due to COVID are sure to arise over the next 1-2 years.

Students have lost so much learning time over the Covid months. The money should be used to help kids recoup that learning time: extra programs, tutoring, something in the district to help them catch up to grade level.

Psychologists in the schools due to the quarantine caused by the pandemic.

Better playground equipment with more opportunities for kids to expel their energies throughout the day. More training for teachers on how to handle kids who have disabilities but are in mainstream classrooms.

Bigger desk and or alternative seating areas (comfy furniture).

Provide supplies to sanitize facilities, including gym equipment and playground.

Install electronic gates for deliveries of food to the middle school site for safety.

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

\$886,083

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
NA	School Facility Repairs and Improvements to reduce risk to student and staff of virus transmission	<p>Continued intensive training on facility cleaning and sanitization due to COVID.</p> <p>HVAC upgrades to improve air quality.</p> <p>Purchasing sanitation supplies to clean and sanitize all facilities.</p> <p>Replace outdated and inefficient classroom windows for ventilation.</p> <p>Purchase and install touchless bathroom fixtures for staff and students in all facilities.</p> <p>Expand classroom space for social distancing.</p> <p>Repair and maintain roof systems for proper ventilation and improve indoor air quality for students and staff.</p> <p>Install bleachers in MPR to increase seating and spacing during events.</p>	\$886,083

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

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

\$221,521

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP Goals 01.04; 01.08; 02.01	Intervention Specialists for Tier II & III Support	Hire classified staff to provide additional support for at-risk scholars in ELA and Mathematics.	\$100,000
NA	Academic supports for students	Provide summer school and afterschool programs including homework support and interventions to address learning loss. Purchase and implementation of evidence-based programs and support to meet the comprehensive needs of students.	\$80,000
LCAP Goals 02.01 03.02 03.05 03.06	Adoption/integration of social emotional learning into the core curriculum/school day.	Development and implementation of a district-wide multi-tiered system of support (MTSS) including PBIS and restorative practices. Increase support time with Board Certified Behavior Analyst (BCBA), Mental Health Clinician (MHC), nursing, and MSW (Master of Social Work) interns.	\$20,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP Goals 01.02 01.06 01.07	Professional Development for Staff	Provide professional development designed to accelerate achievement, close learning gaps, support social/emotional needs, and address mental health needs of staff and scholars.	\$21,521

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

\$0.00

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

Ensuring Interventions are Addressing Student Needs

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

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
School Facility Repairs and Improvements to reduce risk to student and staff of virus transmission. Academic Support for Students Intervention Specialists for Tier II and III Support. Adoption/integration of social emotional learning into the core curriculum/school day. Professional Development for Staff	All of the interventions presented in this plan are centered around meeting the academic, social, emotional and mental health needs of all of our students who have been impacted by the COVID-19 pandemic. The COVID-19 pandemic altered the lives of all of our students and it is the responsibility of the district to ensure that all students are provided access to all the services and supports necessary to return to a "normal" school experience. As this plan is aligned to our district LCAP, the district will use the metrics identified in our 2021-2022 LCAP to monitor the progress of these actions. The LCAP can be found on our district website: www.legrand.k12.ca.us	Constant communication along with monthly meetings will be scheduled to determine progress in meeting metrics as identified in the LCAP.

ESSER III Expenditure Plan Instructions

Introduction

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

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

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

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

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

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

For technical assistance related to the completion of the ESSER III Expenditure Plan, please contact EDReliefFunds@cde.ca.gov.

Fiscal Requirements

- The LEA must use at least 20 percent (20%) of its ESSER III apportionment for expenditures related to addressing the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs.
 - For purposes of this requirement, "evidence-based interventions" include practices or programs that have **evidence** to show that they are effective at producing results and improving outcomes when implemented. This kind of evidence has generally been produced through formal studies and research. There are four tiers, or levels, of evidence:

- **Tier 1 – Strong Evidence:** the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented randomized control experimental studies.
- **Tier 2 – Moderate Evidence:** the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented quasi-experimental studies.
- **Tier 3 – Promising Evidence:** the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented correlational studies (with statistical controls for selection bias).
- **Tier 4 – Demonstrates a Rationale:** practices that have a well-defined logic model or theory of action, are supported by research, and have some effort underway by a State Educational Agency, LEA, or outside research organization to determine their effectiveness.
- **For additional information please see the Evidence-Based Interventions Under the ESSA web page at <https://www.cde.ca.gov/re/es/evidence.asp>.**
- The LEA must use the remaining ESSER III funds consistent with section 2001(e)(2) of the ARP Act, including for:
 - Any activity authorized by the Elementary and Secondary Education Act (ESEA) of 1965;
 - Any activity authorized by the Individuals with Disabilities Education Act (IDEA);
 - Any activity authorized by the Adult Education and Family Literacy Act;
 - Any activity authorized by the Carl D. Perkins Career and Technical Education Act of 2006;
 - Coordination of preparedness and response efforts of LEAs with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to COVID-19;
 - Activities to address the unique needs of low-income students, students with disabilities, English learners, racial and ethnic minorities, homeless students, and foster youth, including how outreach and service delivery will meet the needs of each population;
 - Developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs;
 - Training and professional development for staff of the LEA on sanitation and minimizing the spread of infectious diseases;
 - Purchasing supplies to sanitize and clean the facilities of an LEA, including buildings operated by such agency;
 - Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under IDEA, and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements;
 - Purchasing education technology (including hardware, software, and connectivity) for students who are served by the LEA that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment;
 - Providing mental health services and supports, including through the implementation of evidence-based full-service community schools;
 - Planning and implementing activities related to summer learning and supplemental after school programs, including providing classroom instruction or online learning during the summer months and addressing the needs of underserved students;

- Addressing learning loss among students, including underserved students, by:
 - Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiated instruction,
 - Implementing evidence-based activities to meet the comprehensive needs of students,
 - Providing information and assistance to parents and families of how they can effectively support students, including in a distance learning environment, and
 - Tracking student attendance and improving student engagement in distance education;

Note: A definition of “underserved students” is provided in the Community Engagement section of the instructions.

- School facility repairs and improvements to enable operation of schools to reduce risks of virus transmission and exposure to environmental health hazards, and to support student health needs;
- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and nonmechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door replacement;
- Developing strategies and implementing public health protocols including, to the greatest extent practicable, policies in line with guidance from the Centers for Disease Control and Prevention (CDC) for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff;
- Other activities that are necessary to maintain the operation of and continuity of services in LEAs and continuing to employ existing staff of the LEA.

Other LEA Plans Referenced in this Plan

In developing the plan, the LEA has flexibility to include community input and/or actions included in other planning documents, such as the Local Control and Accountability Plan (LCAP) and/or the Expanded Learning Opportunities (ELO) Grant Plan, provided that the input and/or actions address the requirements of the ESSER III Expenditure Plan.

An LEA that chooses to utilize community input and/or actions from other planning documents must provide the name of the plan(s) referenced by the LEA and a description of where the plan(s) may be accessed by the public (such as a link to a web page or the street address of where the plan(s) are available) in the table. The LEA may add or delete rows from the table as necessary.

An LEA that chooses not to utilize community input and/or actions from other planning documents may provide a response of “Not Applicable” in the table.

Summary of Expenditures

The Summary of Expenditures table provides an overview of the ESSER III funding received by the LEA and how the LEA plans to use its ESSER III funds to support the strategies and interventions being implemented by the LEA.

Instructions

For the ‘Total ESSER III funds received by the LEA,’ provide the total amount of ESSER III funds received by the LEA.

In the Total Planned ESSER III Expenditures column of the table, provide the amount of ESSER III funds being used to implement the actions identified in the applicable plan sections.

For the ‘Total ESSER III funds included in this plan,’ provide the total amount of ESSER III funds being used to implement actions in the plan.

Community Engagement

Purpose and Requirements

An LEA’s decisions about how to use its ESSER III funds will directly impact the students, families, and the local community, and thus the LEA’s plan must be tailored to the specific needs faced by students and schools. These community members will have significant insight into what prevention and mitigation strategies should be pursued to keep students and staff safe, as well as how the various COVID–19 prevention and mitigation strategies impact teaching, learning, and day-to-day school experiences.

An LEA must engage in meaningful consultation with the following community members, as applicable to the LEA:

- Students;
- Families, including families that speak languages other than English;
- School and district administrators, including special education administrators;
- Teachers, principals, school leaders, other educators, school staff, and local bargaining units, as applicable.

“Meaningful consultation” with the community includes considering the perspectives and insights of each of the required community members in identifying the unique needs of the LEA, especially related to the effects of the COVID-19 pandemic. Comprehensive strategic planning will utilize these perspectives and insights to determine the most effective strategies and interventions to address these needs through the programs and services the LEA implements with its ESSER III funds.

Additionally, an LEA must engage in meaningful consultation with the following groups to the extent that they are present or served in the LEA:

- Tribes;
- Civil rights organizations, including disability rights organizations (e.g. the American Association of People with Disabilities, the American Civil Liberties Union, National Association for the Advancement of Colored People, etc.); and
- Individuals or advocates representing the interests of children with disabilities, English learners, homeless students, foster youth, migratory students, children who are incarcerated, and other underserved students.
 - For purposes of this requirement “underserved students” include:
 - Students who are low-income;

- Students who are English learners;
- Students of color;
- Students who are foster youth;
- Homeless students;
- Students with disabilities; and
- Migratory students.

LEAs are also encouraged to engage with community partners, expanded learning providers, and other community organizations in developing the plan.

Information and resources that support effective community engagement may be found under *Resources* on the following web page of the CDE’s website: <https://www.cde.ca.gov/re/lc>.

Instructions

In responding to the following prompts, the LEA may reference or include input provided by community members during the development of existing plans, including the LCAP and/or the ELO Grant Plan, to the extent that the input is applicable to the requirements of the ESSER III Expenditure Plan. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broad understanding among the LEA’s local community.

A description of the efforts made by the LEA to meaningfully consult with its required community members and the opportunities provided by the LEA for public input in the development of the plan.

A sufficient response to this prompt will describe how the LEA sought to meaningfully consult with its required community members in the development of the plan, how the LEA promoted the opportunities for community engagement, and the opportunities that the LEA provided for input from the public at large into the development of the plan.

As noted above, a description of “meaningful consultation” with the community will include an explanation of how the LEA has considered the perspectives and insights of each of the required community members in identifying the unique needs of the LEA, especially related to the effects of the COVID-19 pandemic.

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

A sufficient response to this prompt will provide clear, specific information about how input from community members and the public at large was considered in the development of the LEA’s plan for its use of ESSER III funds. This response must describe aspects of the ESSER III Expenditure Plan that were influenced by or developed in response to input from community members.

- For the purposes of this prompt, “aspects” may include:
 - Prevention and mitigation strategies to continuously and safely operate schools for in-person learning;

- Strategies to address the academic impact of lost instructional time through implementation of evidence-based interventions (e.g. summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs);
- Any other strategies or activities implemented with the LEA's ESSER III fund apportionment consistent with section 2001(e)(2) of the ARP Act; and
- Progress monitoring to ensure interventions address the academic, social, emotional, and mental health needs for all students, especially those students disproportionately impacted by COVID-19

For additional information and guidance, please see the U.S. Department of Education's Roadmap to Reopening Safely and Meeting All Students' Needs Document, available here: <https://www2.ed.gov/documents/coronavirus/reopening-2.pdf>.

Planned Actions and Expenditures

Purpose and Requirements

As noted in the Introduction, an LEA receiving ESSER III funds is required to develop a plan to use its ESSER III funds to, at a minimum, address students' academic, social, emotional, and mental health needs, as well as the opportunity gaps that existed before, and were exacerbated by, the COVID-19 pandemic.

Instructions

An LEA has the flexibility to include actions described in existing plans, including the LCAP and/or ELO Grant Plan, to the extent that the action(s) address the requirements of the ESSER III Expenditure Plan. When including action(s) from other plans, the LEA must describe how the action(s) included in the ESSER III Expenditure Plan supplement the work described in the plan being referenced. The LEA must specify the amount of ESSER III funds that it intends to use to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA. Descriptions of actions provided should include sufficient detail yet be sufficiently succinct to promote a broad understanding among the LEA's local community.

Strategies for Continuous and Safe In-Person Learning

Provide the total amount of funds being used to implement actions related to Continuous and Safe In-Person Learning, then complete the table as follows:

- If the action(s) are included in another plan, identify the plan and provide the applicable goal and/or action number from the plan. If the action(s) are not included in another plan, write "N/A".
- Provide a short title for the action(s).
- Provide a description of the action(s) the LEA will implement using ESSER III funds for prevention and mitigation strategies that are, to the greatest extent practicable, in line with the most recent CDC guidance, in order to continuously and safely operate schools for in-person learning.

- Specify the amount of ESSER III funds the LEA plans to expend to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA.

Addressing the Impact of Lost Instructional Time

As a reminder, the LEA must use not less than 20 percent of its ESSER III funds to address the academic impact of lost instructional time. Provide the total amount of funds being used to implement actions related to addressing the impact of lost instructional time, then complete the table as follows:

- If the action(s) are included in another plan, identify the plan and provide the applicable goal and/or action number from the plan. If the action(s) are not included in another plan, write “N/A”.
- Provide a short title for the action(s).
- Provide a description of the action(s) the LEA will implement using ESSER III funds to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs.
- Specify the amount of ESSER III funds the LEA plans to expend to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA.

Use of Any Remaining Funds

After completing the Strategies for Continuous and Safe In-Person Learning and the Addressing the Impact of Lost Instructional Time portions of the plan, the LEA may use any remaining ESSER III funds to implement additional actions to address students’ academic, social, emotional, and mental health needs, as well as to address opportunity gaps, consistent with the allowable uses identified above in the Fiscal Requirements section of the Instructions. LEAs choosing to use ESSER III funds in this manner must provide the total amount of funds being used to implement actions with any remaining ESSER III funds, then complete the table as follows:

- If the action(s) are included in another plan, identify the plan and provide the applicable goal and/or action number from the plan. If the action(s) are not included in another plan, write “N/A”.
- Provide a short title for the action(s).
- Provide a description of any additional action(s) the LEA will implement to address students’ academic, social, emotional, and mental health needs, as well as to address opportunity gaps, consistent with the allowable uses identified above in the Fiscal Requirements section of the Instructions. If an LEA has allocated its entire apportionment of ESSER III funds to strategies for continuous and safe in-person learning and/or to addressing the impact of lost instructional time, the LEA may indicate that it is not implementing additional actions.
- Specify the amount of ESSER III funds the LEA plans to expend to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA. If the LEA it is not implementing additional actions the LEA must indicate “\$0”.

Ensuring Interventions are Addressing Student Needs

The LEA is required to ensure its interventions will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students most impacted by the COVID–19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.

The LEA may group actions together based on how the LEA plans to monitor the actions’ progress. For example, if an LEA plans to monitor the progress of two actions in the same way and with the same frequency, the LEA may list both actions within the same row of the table. Each action included in the ESSER III Expenditure Plan must be addressed within the table, either individually or as part of a group of actions.

Complete the table as follows:

- Provide the action title(s) of the actions being measured.
- Provide a description of how the LEA will monitor progress of the action(s) to ensure that they are addressing the needs of students.
- Specify how frequently progress will be monitored (e.g. daily, weekly, monthly, every 6 weeks, etc.).

California Department of Education
June 2021