

# ESSER III Expenditure Plan

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

For more information please see the Instructions.

## Other LEA Plans Referenced in this Plan

Plan Title	Where the Plan May Be Accessed
Local Control and Accountability Plan	The district's LCAP can be found on the district website: <a href="https://www.luesd.k12.ca.us/">https://www.luesd.k12.ca.us/</a>
Expanded Learning Opportunities Grant Plan	The district's ELOG plan can be found on the district website: <a href="https://www.luesd.k12.ca.us/">https://www.luesd.k12.ca.us/</a>

# 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

\$6,478,063
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Plan Section	Total Planned ESSER III
Strategies for Continuous and Safe In-Person Learning	\$2,500,000
Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)	\$1,537,185
Use of Any Remaining Funds	\$2,440,878

## Total ESSER III funds included in this plan

\$6,478,063
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# Community Engagement

An LEA’s decisions about how to use its ESSER III funds will directly impact the students, families, and the local community. The following is a description of how the LEA meaningfully consulted with its community members in determining the prevention and mitigation strategies, strategies to address the academic impact of lost instructional time, and any other strategies or activities to be implemented by the LEA. In developing the plan, the LEA has flexibility to include input received from community members during the development of other LEA Plans, such as the LCAP, provided that the input is relevant to the development of the LEA’s ESSER III Expenditure Plan.

For specific requirements, including a list of the community members that an LEA is required to consult with, please see the Community Engagement section of the Instructions.

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

The district has engaged parents, families, community, teachers, and school staff in the development of the ESSER III Plan. The district maintains a Parent Advisory Committee (PAC) which meets throughout the year, providing input into the districts' programs and services for students. Although the primary purpose of the Parent Advisory Committee is to provide input into the development of the district's Local Control Accountability Plan (LCAP), the feedback and recommendations gleaned from our PAC members supports various needs across our district along with supporting the development of various plans and funding resources. Our PAC members, who represent families of special education students, military students and underserved students including low-income, English learners, and students of color have had the opportunity to participate in the analysis of our district student achievement data, school climate and culture data, along with understanding the social emotional needs of our students. In addition, the district's programs and services are also clearly shared in order for our parents/families to understand the comprehensive programs, services and supports available to our students.

Our teachers and school staff engage in the plan development via our District Advisory Committee (DAC) meetings. This group consists of elementary and middle school teachers, ELD teachers, school administration, counselor, office staff, district administration and directors. The district maintains a District Advisory Committee which meets throughout the year, providing input and feedback into the district's programs and services. Similar to the PAC, the primary purpose of the DAC is to provide input into the development of the district's Local Control Accountability Plan (LCAP). The feedback and recommendations gleaned from our DAC members supports various needs across our district along with supporting the development of various plans related to district funding sources. Our DAC members also have the opportunity to understand the district's analysis of student academic achievement data, school climate and culture data, along with understanding the social emotional needs of our students. In addition, the district's programs and services are also clearly shared in order for staff to understand the comprehensive programs, services and supports available to our students.

Students in grades 4-8 participate in an online climate survey each year in which they share their feedback regarding academic support, school engagement, safety, and counseling as provided as part of the district's programs and services. Students representing all schools and all of the district's student populations including underserved students participate in this survey.

In addition, the following meetings take place monthly: district's Superintendent Cabinet (Assistant Superintendent, Special Education administrator, Chief Business Official, Human Resources and Informational technology administrator), Director meetings (district directors & cabinet), Instructional Leadership (Principals, Assistant Principals, & Learning Coordinators) and District Leadership (all school site, department and district office leaders). The Assistant Superintendent and Director of Special Services act as liaisons with the Kings County Office of Education and school sites for students with disabilities, English learners, homeless, foster youth and migratory students. As part of the monthly leadership meetings, the topics of focus include analysis of the district's student academic data, culture and climate data along with social emotional needs data and mental health needs particularly as it relates to COVID-19 pandemic impacts. Based on the analysis of comprehensive data, the leadership teams conduct strategic planning, highlighting areas of strength and areas of need. The goal is to utilize the data to inform solid decision-making regarding student positive growth and progress. District operational, infrastructure and facilities needs are also discussed within the above meeting structures.

Data analysis is a vital portion of the district's program review and determination of identified areas of need. Based on student data reviews along with operational planning investments with the Expanded Learning Opportunities Grant and LCAP in addition to needs assessments, and district budget review, the ideas, discussions and feedback provided, supported the development of the ESSER III Expenditure Plan.

#### OPPORTUNITIES PROVIDED FOR INPUT FROM THE PUBLIC AT LARGE:

The Lemoore Union Elementary School District Board of Trustees meet once a month. A public comment period is provided at the beginning of each meeting. A public hearing, regarding the ESSER III Expenditure Plan took place at the districts regularly scheduled October 12, 2021 board meeting. A draft of the ESSER III Expenditure Plan was also posted on the district's website.

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

The development of the plan was influenced by input from each of our stakeholder groups. Based on feedback and recommendations the following areas informed and influenced our plan development.

1. District Directors- The primary area of need is to continue to invest in facilities improvements to support safe learning environments. HVAC and ventilation needs along with technology infrastructure to support seamless access to strong internet connectivity are key areas of ongoing support.
2. District Leaders- Continue to utilize funding to support ongoing academic and social emotional supports such as the social emotional paraeducators, counselors, nurses, summer school and additional teachers.
3. Parent Advisory Committee (PAC)- Emphasized the need for the district to continue its investments in additional teachers to support student learning loss needs along with maintaining after school tutoring to support identified academic interventions. Most notably mentioned was the area of math intervention supports. In addition, continue to upgrade facilities to ensure safe learning environments which focused mainly on HVAC upgrades and agree with the need for invest in shade structures to provide outdoor learning spaces and safe outdoor areas.
4. District Advisory Committee (DAC)- Continue investments to sustain social-emotional supports including counselors and nurses along with additional teachers in the primary grades. Utilize funds to sustain paraprofessional academic intervention to students as well as the Learning Coordinator to provide academic support. In the areas of facilities improvements, shade structures will provide outdoor learning spaces and options for safe learning environments. Recommend utilizing funds for HVAC in order to provide proper ventilation.

The feedback gleaned from the district's stakeholder groups guided the district in the determination of the utilization of the ESSER III funds to support strategies for continuous and safe in-person learning, address impact of lost instructional time and ensure interventions are addressing students needs. These include investments in the district's facilities through shade structures and HVAC improvements, along with teachers, after school tutoring, counselors, social-emotional paraeducators, and a learning coordinator.

## 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

\$2,500,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
N/A	HVAC Upgrades	HVAC units will be repaired and upgraded to ensure proper ventilation is available in each classroom and office space. This improved ventilation allows the schools to reduce or prevent the spread of the COVID-19 virus.	\$1,500,000
N/A	Outdoor Shade Structures	The shade structures provide outdoor spaces on each campus to spread students out in a safe manner and reduce or prevent the spread of COVID-19. In addition to grade-level classrooms, PE, music, and afterschool programs will utilize these spaces to ensure safe distancing as well.	\$1,000,000

## 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

\$1,537,185

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
ELOG, Strategy #2	Teachers	The hiring of additional teachers decreases the average classroom size which provides increased opportunities for small group instruction and intervention for students experiencing the academic impact of low instructional time.	\$1,212,685
N/A	After School Tutoring	Teachers provide afterschool tutoring for students identified as being below grade level in ELA and/or math. This extension of the school day provides an additional layer of academic support for students experiencing the academic impact of lost instructional time.	\$124,500
LCAP, Goal #2, Action 2.3	Summer School	The district provides academic support and intervention for students in grades K-7 in ELA and math. This extension of the school year provides additional instruction and intervention for students experiencing the academic impact of lost instructional time.	\$200,000

## 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

\$2,440,878

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
N/A	Attendance Clerk	Attendance clerks allow each school to communicate with families in a timely manner. This need is especially important as schools work to identify positive cases of COVID-19, isolate and quarantine close contacts and infected individuals and prevent the spread of COVID-19.	\$172,006
LCAP Goal 1, Action 1.1; ELOG Strategy #3	Counselors	Counselors provide social-emotional services to students, especially those experiencing the social-emotional impact of lost instructional time, anxiety and loneliness due to separation and distancing from peers, and the stress and trauma from events and losses experienced at home due to the effects of COVID-19.	\$255,448
ELOG, Strategy #3	Social Emotional Paraeducators	Social Emotional Paraeducators provide social-emotional services to students, especially those experiencing the social-emotional impact of lost instructional time, anxiety and loneliness due to separation and distancing from peers, and the stress and trauma from events and losses experienced at home due to the effects of COVID-19.	\$578,870
LCAP Goal 2, Action 2.2; ELOG, Strategy #4	Technology Devices	Provides increased access to technology including 1:1 devices for all students in the district. These devices will be used daily as well as access to high-speed internet will allow students to access extended online learning opportunities from school and from home. There will be a heavy reliance on technology for first instruction, academic supports, enrichment activities and the afterschool program to support all students.	\$1,103,550
ELOG, Strategy # 2	Learning Coordinator	An additional Learning Coordinator supports the instructional program by providing professional development and instructional coaching to all teachers working with students experiencing the negative academic impact of COVID-19.	\$331,004

## 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
Teachers, After School Tutoring, Summer School	District benchmark assessments and STAR testing results will be utilized to monitor student progress.	STAR assessments will be monitored every 6 weeks as part of the district assessment calendar. Math Benchmarks data will be reviewed at the conclusion of each trimester.
Attendance Clerk	Attendance will be monitored monthly utilizing the AERIES monthly attendance reporting along with Chronic Absenteeism data.	Attendance data will be reviewed monthly.
Counselors and Social Emotional para-educators	Social, emotional and mental health supports will be provided to students and monitored by behavior teams including paraeducators, counselors, school psychologists, behavior specialist and site administration.	Site behavior teams will meet at least monthly to review school wide data and supports.
Technology Devices	The district will ensure technology devices are issued to all TK-8 grade students. The devices will provide access to all educational programs in order to ensure educational access and be monitored for safe and appropriate use.	The issuing of devices will occur at the beginning of the school year for returning students and throughout the school year for new enrollees. Student usage will be monitored daily.
Learning Coordinator	The Learning Coordinator will work with collaborative teams on early out Mondays and physical education release time to support ongoing lesson design, guaranteed standards attainment, learning targets and proficiencies development. In addition, they will conduct classroom visits and provide modeling and coaching support.	Work with teams on a weekly basis. Work with individual teachers on a daily basis.



Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
HVAC Upgrades	The district will conduct routine checks of all systems to ensure quality air standards are maintained. The District HVAC technician will service all units twice each year along with changing of filter. The system will also be monitored via the pelican wireless air quality control system.	Systems will be serviced twice a year, along with routine monthly air quality checks.
Outdoor Shade Structures	Groups will utilize the outdoor shade structures to support safe learning environments and meeting spaces. Groups will include: classes, music, PE, afterschool program, and meal service.	Utilization of the spaces will be monitored weekly.

# 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/fq/cr/arpact.asp>.

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