



## 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
Expanded Learning Opportunity Grant	<a href="https://www.spvusd.org/documents/documents/district-office/2021_Expanded_Learning_Opportunities_Grant_Plan_San_Pasqual_Valley_Unified_School_District_20210505.pdf">https://www.spvusd.org/documents/documents/district-office/2021_Expanded_Learning_Opportunities_Grant_Plan_San_Pasqual_Valley_Unified_School_District_20210505.pdf</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

4,030,035

<b>Plan Section</b>	<b>Total Planned ESSER III</b>
Strategies for Continuous and Safe In-Person Learning	789,000
Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)	890,625
Use of Any Remaining Funds	2,350,410

**Total ESSER III funds included in this plan**

4,030,035

## 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.

A survey was created to seek input on the spending and district services. The surveys were distributed to Classified, Certificated, Teachers, Principals, students, and parents/guardians. The survey was posted on the school website and each sites Facebook page with a phone call and/or text also sent to the homes requesting that they complete the survey. The survey was also sent by the Superintendent to the Quechan Tribe seeking input and letting them know we would be available for any further questions. The Superintendent and CBO worked with the District, Site and Special Education administrators to get input from their students and staff, as well personally seeking input form site staff at monthly meetings. Input from DELAC, DIPAC (parent groups) and local bargaining units was taken during meetings and while gathering input for the ELOG and LCAP. The survey results were reviewed and calls were made by District staff if further clarification was needed. All children with disabilities, homeless students, foster youth, and migratory students are supported, considered, and engaged and considered just as other students are supported, considered, and engaged. Homeless/Foster Liaison, Special Education Director, inclusive of site advocates including Special Education teachers, and ELD/Migrant Coordinator were consulted and feedback was included. The plan

was posted on the webpage one week prior to the Board meeting for review with the time and place of the Board meeting requesting any public comment. SPVUSD evaluated its stakeholder engagement opportunities and determined that Civil Rights Groups/Advocates are neither present nor served by the LEA.

Since March 2020 all districts in the United States have considered and identified COVID-19 unique needs including distance learning, Independent Study (new and old versions), and hybrid options for students. From a COVID-19 safety perspective, we have implemented testing twice per week for any student or staff member who would like to test. SPVUSD is providing weekly updates to staff and community to keep everyone apprised of the changing mandates, COVID-19 rates, and educational impact. SPVUSD provided extended summer school, additional tutoring, and increased number of teachers and paraprofessionals to directly impact and support student learning in direct response to learning loss as a result of COVID-19.

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

Information on student, staff and community needs/goals/concerns have been gathered over the last six months through site walk throughs, school site council meetings, staff meetings, parent meetings, Board meetings and ELOG/LCAP meetings. This input was included in the first draft of the ESSER III plan. After that, surveys were distributed to all stakeholders (please see above). The results of the surveys were reviewed and further incorporated into the plan. Finally, the plan was posted on the website for final review and stakeholders were invited to the Board meeting. The District is considering this a "working plan" and any time prior to the September 30th, 2024 deadline, adjustments will be made as necessary and presented to the School Board. A specific item that came from discussions with parents was to create a Parent Development Coordinator to assist parents with helping their students with SEL and homework needs as well as increasing the number of parent trainings. The labor unions requested an additional staff bathroom on the Middle School Campus and additional vans. Students requested more SEL support which was also included in the plan.

## **Actions and Expenditures to Address Student Needs**

The following is the LEA's plan for using its ESSER III funds to meet students' academic, social, emotional, and mental health needs, as well as how the LEA will address the opportunity gaps that existed before, and were exacerbated by, the COVID-19 pandemic. In developing the plan, the LEA has the flexibility to include actions described in existing plans, including the LCAP and/or Expanded Learning Opportunity (ELO) Grant Plan, to the extent that the action(s) address the requirements of the ESSER III Expenditure Plan.

For specific requirements, please refer to the Actions and Expenditures to Address Student Needs section of the Instructions.

## **Strategies for Continuous and Safe In-Person Learning**

A description of how the LEA will use funds to continuously and safely operate schools for in-person learning in a way that reduces or prevents the spread of the COVID-19 virus.

**Total ESSER III funds being used to implement strategies for continuous and safe in-person learning**

789,000

<b>Plan Alignment (if applicable)</b>	<b>Action Title</b>	<b>Action Description</b>	<b>Planned ESSER III Funded Expenditures</b>
NA	PPE for Students & Staff	District will continue to provide required PPE to staff and students.	\$100,000
NA	Additional Student Health Aide	District will temporarily hire and additional Student Health Aide to assist students and staff in addressing COVID related issues.	\$124,000
NA	Antigen Testing for Students & Staff	District will continue to provide Antigen COVID testing (if necessary) on site for students and staff.	\$100,000
NA	Technology Needs and Software Accessibility	Improvements made to improve District network and additional student devices necessary for potential shut downs and during extended school year. District will continue to purchase SEL Software that is easily accessible for students and families.	\$150,000
NA	Independent Study Teacher	District will temporarily hire Independent Study Teacher to assist the students who chose to do Independent Study.	\$315,000

**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**

\$890,625

<b>Plan Alignment (if applicable)</b>	<b>Action Title</b>	<b>Action Description</b>	<b>Planned ESSER III Funded Expenditures</b>
ELOG, Integrated student supports to	Mifis for student households	District will provide students with Mifi's for their homes year round to access online homework programs and for students home due to COVID issues and continuity of learning.	\$82,964

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
address other barriers to learning, #1			
ELOG, Integrated student supports to address other barriers to learning, #1	SEL Camp 2023 & 2024	A Social and Emotional Learning week-long camp will be offered for students prior to the start of each school year.	\$100,000
ELOG, Extending instructional learning time	Summer Summer Expansion 2023 & 2024	Summer School hours will be extended, Paraprofessionals will be added to assist and SEL curriculum will be infused.	\$100,000
NA	Additional Paraprofessional - Special Education 2022-2024	District will temporarily hire a Paraprofessional to assist Special Ed students one on one to address learning loss.	\$129,000
NA	Two Part Time Van Drivers 2022-2024	District will temporarily hire two part-time van drivers to get homeless and other students students living further from the district to school more hours during the day to address the learning loss.	\$150,000
NA	Parent Development Coordinator 2022-2024	District will temporarily hire a Parent Development Coordinator to support parents with "how to address your child's learning loss", children's SEL needs, soliciting more parent input and creating parent workshops..	\$238,661
NA	Student Home Library	District will purchase additional books for students and families to take home for increased reading comprehension and to support home libraries.	\$15,000
NA	Technology Network Contract Services	District will continue to contract technology network services to pinpoint and address areas of concern in our network services.	\$75,000

## 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**

\$2,350,410

<b>Plan Alignment (if applicable)</b>	<b>Action Title</b>	<b>Action Description</b>	<b>Planned ESSER III Funded Expenditures</b>
NA	Restroom at Middle School Office	Restroom at Middle School Office so that staff has place to wash hands and reduce the number of staff accessing the other site Staff Restroom.	\$75,000
NA	New Bathrooms at the High School Field	The District will be purchasing new facilities with 12 individual stalls and touchless fixtures for the High School field. The High School Field currently only has two 50 year old restrooms that at times are used for up to 500 people. This causes close contact for students and families with long lines and packed people in small spaces. It is too expensive to enlarge them or put in touchless fixtures.	\$750,000
NA	Refurbish Gym Restrooms, HVAC and Roof for Middle School.	Refurbish the old High School gym for the Middle School to use as a multipurpose room. A new air filtration and HVAC will need to be installed with will also require roof repairs, bathrooms will be upgraded to include touchless fixtures.	\$715,410
NA	New Marquee	New Digitalized District Marquee to keep students and families informed on meal service, school closures, vaccine and testing clinics.	\$50,000
NA	Shades	Add more Shaded areas to campuses for students to have more distancing outside in our especially hot weather and areas to eat and gather outside.	\$121,000
NA	Student Tables for Outside Dining	Purchase more tables for students to be able to eat outside.	\$10,000
NA	Update Student Snack Bar	Refurbish the students snack bar and shaded area that was constructed in 1960 to be used for meal delivery to reduce the number of students in the cafeteria at one time.	\$250,000
NA	Elementary Playground Equipment	Purchase new Elementary School Playground equipment that will allow increased student spacing and reduce multiple the amount of student contact.	\$250,000
NA	Upgrade Fiber Run	Improvements made to the District fiber run to improve connectivity on campus and to student homes.	\$129,000

## Ensuring Interventions are Addressing Student Needs

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

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
PPE for Staff & Students Additional Student Health Aide Antigen Testing for Students & Staff	Antigen testing will be used to monitor the amount of COVID on campus. Positive cases immediately sent home to mitigate possible outbreaks. PPE inventory is monitored as is the number of students and staff who are required to go on quarantine or modified quarantine. The Student Health Aide provides contact tracing, calls home/phone logs, and continued site support for COVID response.	Monthly.
Technology Needs Mifis for student households Technology Network Contract Services Upgrade Fiber Run	Student needs will be met through monitoring network activity, inventory classrooms and student devices. Student assessments will provide input on progress and intervention need and overall support requirements. Inventory controls for student and staff devices, internet availability and network response, students/parents input will also be included in needs assessments for future technology needs.	Quarterly review.
Student Home Library	Student literary needs will be met through access to classroom curriculum on Google Classroom and through teacher instruction even if on Independent Study. Providing Student Home Library to increase reading accessibility in the home 24/7. Books are to be purchased and distributed by January 2022. Progress monitoring will occur through the librarians at	Semester. Each semester students should receive three additional books to build their Student Home Library for continuous learning, engagement, and vocabulary development.

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
	each of the sites. They will indicate inventory, distribution, and additional needs.	
SEL Camp 2023 & 2024 Summer School Expansion 2023 & 2024	Student SEL needs will be assessed through student surveys, counselors logs, attendance and behavior to guide district provided services. Student surveys at end of camp will determine success or areas of improvement required.	Annually.
Parent Development Coordinator 2022-2024	Student and parent needs will be assessed through attendance at DIPAC, Cafecito Chats; Parent surveys, input and engagement. Progress will be determined through increased participation in DIPAC, Cafecito Chat attendance, and an increase in the number of parent workshops provided throughout the year.	Quarterly reviews once hired.
New Bathrooms at the High School Field New Marquee Update Student Snack Bar Elementary Playground Equipment	Students needs will be met through project completion. All project progress will be shared with the Board and project design will be updated, if and when necessary.	Quarterly.
Additional Paraprofessional Special Education 2022-2024	Students with disabilities needs will be met through additional 1:1 support and small group instruction with the employment of an additional paraprofessional. Progress monitoring will be continuous with professional development provided and annual evaluations.	Monthly.
Two Part Time Van Drivers 2022-2024	Homeless/foster/Special Education student needs will be met through access to transportation to and from school. Progress monitoring will occur through the logs and mileage reports in the Transportation Department.	Monthly.

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
Independent Study Teacher	Independent Study student participation fluctuates due to COVID-19 and parent concern for infection.. We are monitoring class averages on a monthly basis to determine need of additional instructional support through the districts grade level IS enrollment.	Monthly.
Refurbish Gym Restrooms, HVAC and Roof for Middle School Restroom at the Middle School	Students needs will be met through project completion. All project progress will be shared with the Board and project design will be updated, if and when necessary.	Monthly.
Student Tables for Outside Dining and Learning Shades	Student need requires more open spaces for student learning due to COVID-19. Progress will be determined by design selection, order, and installation. Students needs will be met through project completion. All project progress will be shared with the Board and project design will be updated, if and when necessary.	Quarterly.

# ESSER III Expenditure Plan Instructions

## Introduction

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

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

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

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

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

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

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