

# 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
Comprehensive Plan for In-Person Instruction and Assessment	<a href="https://bit.ly/TCOEESSERIIIPlanAlignment">https://bit.ly/TCOEESSERIIIPlanAlignment</a>
La Sierra Military Academy 2021-22 Local Control and Accountability Plan	<a href="https://bit.ly/TCOEESSERIIIPlanAlignment">https://bit.ly/TCOEESSERIIIPlanAlignment</a>
Tulare County Office of Education 2021-22 Local Control and Accountability Plan	<a href="https://bit.ly/TCOEESSERIIIPlanAlignment">https://bit.ly/TCOEESSERIIIPlanAlignment</a>
University Preparatory High School 2021-22 Local Control and Accountability Plan	<a href="https://bit.ly/TCOEESSERIIIPlanAlignment">https://bit.ly/TCOEESSERIIIPlanAlignment</a>
La Sierra Military Academy Expanded Learning Opportunities Grant Plan	<a href="https://bit.ly/TCOEESSERIIIPlanAlignment">https://bit.ly/TCOEESSERIIIPlanAlignment</a>
Tulare County Office of Education Expanded Learning Opportunities Grant Plan	<a href="https://bit.ly/TCOEESSERIIIPlanAlignment">https://bit.ly/TCOEESSERIIIPlanAlignment</a>
University Preparatory High School Expanded Learning Opportunities Grant Plan	<a href="https://bit.ly/TCOEESSERIIIPlanAlignment">https://bit.ly/TCOEESSERIIIPlanAlignment</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

\$4,094,662

Plan Section	Total Planned ESSER III
Strategies for Continuous and Safe In-Person Learning	\$1,260,867
Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)	\$2,833,795
Use of Any Remaining Funds	\$0

### Total ESSER III funds included in this plan

\$4,094,662

## 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 Tulare County Office of Education (TCOE) conducted an extensive and inclusive needs assessment that captured feedback from a broad range of perspectives and analyzed metrics to identify equity gaps. In the development of its community engagement opportunities, TCOE determined that specific tribes, civil rights, and advocacy groups were neither present nor served while continuing to provide open

forums for input from a wide range of individuals and organizations. Efforts to solicit community input regarding plans for students to learn in a safe, supportive, and engaging environment began in the spring with Local Control and Accountability Plan (LCAP) and Expanded Learning Opportunity Grant plan (ELOG) development. The Special Education School, Court School, and Community Schools engaged in meaningful consultation at Student Transition Specialist meetings, staff in-service days, School Site Council meetings, SELPA meetings, and open LCAP input meetings. La Sierra Military Academy engaged in meaningful consultation with their Parent Advisory, English Learner Parent Subcommittee, School Site Council, Special Services, student leadership, school personnel, and bargaining units. University Preparatory High School (UPHS) engaged in meaningful consultation with their Parent Support Organization, School Site Advisory Board, School Site Council, and teachers and other employees at staff meetings. UPHS also administered the Healthy Kids Survey to all students, families, and staff. All community input received from the 2021-22 LCAP and ELOG development was reviewed and influenced the development of the ESSER III Expenditure Plan.

For the specific purpose of receiving community input on the ESSER III Expenditure Plan, a survey was administered to all students, families, staff, and community members associated with TCOE schools and programs. The survey was conducted in both Spanish and English. Special accommodations were made to receive input from those with and without access to technology. Well over 700 individuals representing a broad range of interests and identities responded to the survey providing solid, real-time information instrumental in the overall needs assessment and analysis. Specific outreach was also conducted to receive meaningful feedback from individuals representing English Learner students and families, Foster Youth, students with a disability, bargaining units, and each individual school.

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

The TCOE ESSER III Planning Team developed a timeline to meet consistently at strategic intervals to institute meaningful community engagement opportunities, identify relevant metrics, create a comprehensive needs assessment, conduct a needs analysis, and suggest actions or services to address identified needs. The Planning Team undertook to gain a deeper understanding of needs through community engagement and the disaggregation of data as the driving force behind all decisions made in the development of the ESSER III Expenditure Plan. Through this process, the Planning Team identified four broad areas of need articulated from a wide range of voices representing a diversity of backgrounds and experiences. The four need areas identified are: 1) student learning loss, especially in the area of math and with a particular focus on students with a disability, 2) Technology and internet access, with an elevated need for migrant students and students experiencing homelessness, 3) social-emotional wellness, for students as well as adults, and 4) facilities improvements, primarily regarding creating safe outdoor gathering space and improving indoor air quality. These four identified need areas informed the development of all components of the Expenditure Plan including Actions, budgets, and progress monitoring. Throughout the process, the Planning Team gave special care and attention to ensuring that all voices were being heard by returning to the Needs Assessment to maintain fidelity and accountability to those needs identified through community input.

Every aspect of the Expenditure Plan directly resulted from the ongoing dialogue and analysis between community, family, students, and staff. For example, one student poignantly expressed a feeling voiced repeatedly in the surveys, "I feel like I am not as smart as I used to be." This statement was echoed in various ways by parents and staff: that students not only lost a year of learning but also are recovering from trauma. In response, the Planning Team looked to strong evidence based (Tier 1) strategies that could address both learning loss and social emotional wellness. The identification of this need lead to the development of such strategic interventions as stabilizing current staff, investing in SEL training and curriculum, adding various mental health professionals, and creating expanded learning pathways. In another

example, multiple staff and students at one school pointed out, in the words of a staff person, "The kids have nowhere to eat." That facility issue is exacerbated by the pandemic and the requirements of social distancing. The ESSER III planning process brought this critical need to the Planning Team; as a result the Expenditure Plan addresses the need. These examples demonstrate how each of the ten Actions enumerated in the Plan respond directly to needs identified with the community through strategic and inclusive listening.

## 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

\$1,260,867

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
Comprehensive Plan for In-Person Instruction and Assessment; UPHS LCAP	Improve Indoor Air Quality and Overall Environment	Upgrade HVAC systems and address other facilities needs that improve indoor air quality and eliminate any negative environmental impacts of indoor spaces on students and staff	\$126,214
Comprehensive Plan for In-Person Instruction and Assessment; La Sierra,	Add Staff to Address Health and Safety Needs	Contingent on school site needs, hire additional staff to address the health and safety needs of both students and staff including custodians, nurses, and health aides	\$863,725

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
TCOE, and UPHS LCAPs			
Comprehensive Plan for In-Person Instruction and Assessment; UPHS LCAP	Improve School Grounds to Facilitate Social Distancing	Create outdoor learning and recreational spaces and expand and improve areas to allow for the safe congregation of students, families, and staff	\$94,714
Comprehensive Plan for In-Person Instruction and Assessment; UPHS LCAP	Purchase Materials to Improve Health and Safety	Purchase materials that provide for increased health and safety including COVID tests, protective equipment, and medical supplies	\$176,214

## 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

\$2,833,795

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
La Sierra, TCOE, and UPHS LCAPS and ELOG Plans	Maintain Continuity of Services by Stabilizing Existing Staff	Provide additional hours, recognitions, and incentives for existing staff to encourage stability of current employees and reduce turnover rates	\$1,042,482
La Sierra, TCOE, and UPHS LCAPS and ELOG Plans	Expanded Learning	Provide increased opportunities for students to learn beyond the regular school day including extended day, summer/winter academies, and extracurricular activities	\$156,041
La Sierra, TCOE, and UPHS LCAPS and ELOG Plans	Hire Staff to Address Social-Emotional Wellness	Contingent on school site needs, hire additional staff to address the social-emotional needs of both students and	\$166,215

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		staff including social workers, mental health workers, and school psychologists	
La Sierra, TCOE, and UPHS LCAPS and ELOG Plans	Provide Professional Learning to Improve Instructional Practices	Provide professional learning opportunities for both classified and certificated employees to address the social-emotional, health, safety, and academic needs of students	\$37,647
La Sierra, TCOE, and UPHS LCAPS and ELOG Plans	Purchase Supplemental Materials to Improve Teaching and Learning	Purchase materials that improve the delivery of instruction and learning including technology, supplemental instructional materials, and social-emotional learning curricula	\$131,899
La Sierra, TCOE, and UPHS LCAPS and ELOG Plans	Hire Staff to Address Student Academic Needs	Contingent on school site needs, hire additional staff to address the academic needs of students including additional instructional aides, Home and Hospital teachers, intervention teachers, and teachers for quarantined students	\$1,299,511

## 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

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
Improve Indoor Air Quality and Overall Environment	Community surveys, scientific measure of environmental impacts where applicable, Facilities Inspection Tool (FIT), COVID rates	Annually; ongoing where applicable
Add Staff to Address Health and Safety Needs	Community surveys, student attendance rates, COVID rates	Quarterly
Improve School Grounds to Facilitate Social Distancing	Community surveys, COVID rates	Annually; quarterly where applicable
Purchase Materials to Improve Health and Safety	Community surveys, student attendance rates, COVID rates	Quarterly
Maintain Continuity of Services by Stabilizing Existing Staff	Local and state academic assessments, staff attrition rates	Quarterly
Expanded Learning	Local and state academic assessments, community surveys, attendance rates, suspension rates, expulsion rates	Quarterly
Hire Staff to Address Social-Emotional Wellness	Local and state academic assessments, community surveys, attendance rates, suspension rates, expulsion rates	Quarterly
Provide Professional Learning to Improve Instructional Practices	Local and state academic assessments	Quarterly
Purchase Supplemental Materials to Improve Teaching and Learning	Local and state academic assessments	Quarterly
Hire Staff to Address Student Academic Needs	Local and state academic assessments	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.).

California Department of Education  
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