

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
2021 Local Control Accountability Plan	https://www.ncsota.org/wp-content/uploads/2018/06/2018_Local_Control_and_Accountability_Plan_Annual_Update_Nevada_City_School_of_the_Arts_20180627.pdf
Expanded Learning Opportunities Grant	https://www.ncsota.org/wp-content/uploads/2021/12/2021_Expanded_Learning_Opportunities_Grant_Plan_Nevada_City_School_of_the_Arts_20210525-3.pdf

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

\$596,967

Plan Section	Total Planned ESSER III
Strategies for Continuous and Safe In-Person Learning	\$147,768
Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)	\$259,280
Use of Any Remaining Funds	\$189,919

Total ESSER III funds included in this plan

\$596,967

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.

One of the efforts that NCSA utilizes to meaningfully consult with our community members and allow for public input is through monthly Parent Advisory Group meetings. Once a month, the school Director and Assistant Director hold an open forum meeting where any parent and community members can join to discuss questions, concerns, or provide input. One of the discussion items is to address school funding, specifically ESSER I, II & III funding was presented to parents and staff to provide suggested strategies for continuous and safe in-Person learning, lost instructional time and learning loss mitigation. These meetings were held over zoom weekly for staff and monthly for parent advisory group.

Teachers/Staff Surveys, Parent Surveys and Pupil Surveys are distributed to gain feedback on satisfaction with school support and suggestions for improvement. In addition, NCSA school administrators performed and "Equity Walk" through the entire school. The purpose of the walk was to look for signs of promoting equity and inclusion through visual and curricular aides. The goal was to get baseline data from which we can grow and improve. NCSA is also collaborating with the Nisenan tribe to integrate Native American studies into curriculum and to implement onsite field studies.

The NCSA administration also offers periodic “Zoom Townhalls”, which allow the community and stakeholders to connect, collaborate, and provide feedback and input through Zoom. This is held during the evening to allow for participation of working families who can’t meet on a Friday morning during working hours when the Parent Advisory Group is held. This provides an equitable opportunity for all families to engage in meaningful consultations and collaborations regarding ESSER funding for the school and overall school concerns.

Another effort to engage and consult with the community is through the weekly Director’s Note. Every Sunday, the Director and Assistant Director collaborate on an informative note to parents and stakeholders. In this message, the Director communicates school plans, upcoming school and community events, academic goals, staff appreciations, and highlights the school’s diversity and equity focus. When this is sent out to stakeholders, the director invites feedback and participation from the community, through joining events, attending parent groups or board meetings, or responding via phone or email.

Teachers also engage their classroom communities through weekly communications, called Monday Notes. Every Monday, the teacher sends a weekly message to their students and families sharing information regarding classroom events, academic focuses, social-justice focuses, and anything that parents and guardians may be interested in. Teachers also invite parent collaboration and feedback through this regular weekly connection to share student needs and concerns.

Finally, two specific meetings were held on March 18, 2021 & April 22 2021 to invite feedback on how to spend additional revenue, including ESSER III funding that would be apportioned in the next school year and LCAP planning for additional student support and learning loss mitigation strategies. Parents provided many suggestions, most of which are reflected in this document.

There are currently no civil rights organizations or advocates representing children with disabilities, English learners, homeless, foster youth or migratory students in our area to consult with.

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

Based on parent, staff and student feedback and suggestions from the above engagement strategies, NCSA has implemented the following items to support a safe return to in-person instruction, address learning loss and expanded learning opportunities to support struggling students with mental health and academic support.

NCSA has hired a General Education Counselor to support the social and emotional needs of students beyond special education services, including behavioral support at recess to help students engage appropriately with peers after being isolated for a year. We have hired additional paraprofessionals for one-on-one support in class, offer after school math tutoring, hired an additional psychologist to support students with their social emotional well being, in addition to helping serve students with disabilities. In addition, we have begun the process of assessing our HVAC systems for possible upgrades, including sanitizing our ducting to support better air filtration and provide a safer indoor environment. We have also included additional classroom and curriculum supplies purchased by the teachers to provide expanded classroom libraries and more equitable in-person instruction supports.

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

\$147,768

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
N/A	HVAC Upgrades	NCSA is installing new thermostats & conducting a full assessment of HVAC systems for repair, replacement or upgrades. The goal of this is to ensure that our filtration and air systems are high quality to reduce spread of illness and to ensure that students have a safe learning environment. Some of this we have already obligated over the summer, but we are reserving a budget for more upgrades over the course of the entire school year.	\$130,000
N/A	Sanitizing Ducting	NCSA had all school ducting sanitized to remove debris and dirt, and remove any mold/mildew while adding the sanitizing deodorization. This will help us to provide students with a safe, healthy learning environment and prevent the spread of illness.	\$12,000
N/A	Testing Supplies & Sanitizing	To address the impact of lost instructional time and to provide safe in-person instruction, we have implemented testing on-site to keep students in school. We are also	\$5,768

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		providing more sanitizing supplies and services to mitigate missed time from school due to illness.	

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

\$259,280

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
N/A	Smaller Class Sizes	To accommodate the individual needs of the students and to ensure effective instruction and address the impact of lost instructional time, NCSA has lowered its class sizes in every grade level. Post-pandemic, we felt it was best to support teachers to be able to meet the needs of all students by not increasing the number of students within the classroom. This allows students to receive more direct instruction, intervention, and individualized curriculum. It allows teachers to connect more deeply with each child and understand their specific learning needs and provide additional one-on-one instructional time.	165,000
LCAP, Goal 2, Action 5 & ELO-G Plan	Summer School	To address the lost instructional time in 2020-2021, NCSA provided Summer School from June to July 2021 for students who needed academic support. This program provided students with daily instruction, intervention, and additional individualized academic support by a credentialed teacher and paraprofessionals. We hope to continue to provide this again for June/July 2022.	\$21,000
LCAP, Goal 1, Action 3	Tutoring & Paraprofessional Support	NCSA has provided an instructional aide/paraprofessionals to every classroom from transitional kindergarten to second	\$73,280

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		<p>grade. Additionally, NCSA has provided one instructional aide per grade level (one aide for two classes) in third through eighth grades. This additional aide support will help to ensure that students are receiving individualized support and in the classroom. The instructional aides help to facilitate learning with guidance from the credentialed teacher, prepare materials, and can tutor/support students who are in academic recovery. This expense is in addition to planned expenses reference in our LCAP</p>	

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

\$189,919

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
N/A	Equitable & Inclusive Visual Aides & Curriculum	<p>Diverse Libraries - Race, Ability, Culture, Ethnicity, LGBTQ+ representation, Neuro-diversity, Gender (we did not see much Native American, Asian, Southeast Asian representation).</p> <p>Diverse Curriculum - Same as above, but what children use, not what teachers read to them, i.e., what's in their book bins, what resources are you using, curriculum, worksheets, etc.</p> <p>Clearly labeling classrooms as a safe space</p> <p>Flexible Seating - a variety of choices for students who need something different</p> <p>Discussion Seating/Groups - As opposed to the desks in a line and teachers teaching at the front of the room.</p>	\$20,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		Diverse posters/art/displays/pictures SEL/Growth Mindset Displays and Décor Peaceful/Calm Space/Items Class Agreements/Wheel of Choice Pictorial Schedules/Schedule for the day Checklists/break cards and other neuro-diverse accommodations Variety of languages/cultures represented	
LCAP, Goal 2, Action 2	Additional Psychologist	NCSA is providing additional mental health support, above and beyond special education, to support students with their social emotional well being. This action supports and is a continuation of the work identified in the LCAP.	\$31,000
LCAP, Goal 1, Action 10	Additional Curriculum & Expanded Teacher Libraries	To better meet the needs of students, NCSA has expanded classroom libraries with more diverse books and provided teacher budgets for additional classroom supplies needed for in-person instruction. This action supports and is a continuation of the work identified in the LCAP.	\$46,761
LCAP, Goal 2, Action 3	General Education Counselor	NCSA hired a school counselor to address the mental-health needs of our general education students. He is working closely with teachers to identify students who require his services. He is meeting with students and working collaboratively with their families to support the student both at home and at school. This action supports and is a continuation of the work identified in the LCAP.	\$92,158

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
HVAC Upgrades	Progress for HVAC upgrades are monitored through facility meetings with TRANE, NCSA's professional HVAC experts and reported to the board for planning and approval of upgrades needed to provide better environment.	We check in monthly with TRANE and report to the board every other month on the status of our HVAC upgrade plans.
Sanitizing Ducting	This is a one-time expense that will be overseen by our facilities coordinator to ensure all ducting in school buildings is appropriately sanitized and cleaned for better, cleaner air flow.	One time after completion
Testing Supplies & Sanitizing	Progress is monitored through NCSA's COVID Coordinator and through NCSA's testing plan and taking inventory on PPE	The progress is monitored bi-weekly based on NCSA's testing plan.
Smaller Class Sizes	Progress is monitored through attendance and enrollment updates. Also utilizing student local assessments to see academic progress being made due to direct instruction from teachers.	Attendance and enrollment is monitored monthly and student local assessments are provided three times a year.
Summer School	Summer school was provided in July 2021 and we have seen academic gains already for students that attended. We plan to monitor students that attend again in 2022 through local assessments in the next school year.	Three times a year local assessments are provided to show academic progress.
Tutoring & Paraprofessional Support	Progress will be monitored through students local assessments, iReady reading and math progress and CAASPP scores	Local assessments are provided 3 times a year and iReady assessments are also provided three times a year.
Equitable & Inclusive Visual Aides & Curriculum	Progress will be monitored through staff, student and parent surveys to ensure that diversity is being provided and academic gains are being made through inclusive visual aides in the classroom	Surveys are provided once a year
Additional Psychologist	Progress will be monitored via staff professional development providing training on Trauma Informed practices in hopes to reduce behavior in classrooms.	Once a year
Additional Curriculum & Expanded Teacher Libraries	Progress will be monitored through student local assessments and student engagement surveys	Local assessments are provided three times a year and surveys are done once a year

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
General Education Counselor	Progress will be monitored through discipline and referrals going down over the next two years through NCSA's dashboard reports	Annually at dashboard reporting time

ESSER III Expenditure Plan Instructions

Introduction

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

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

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

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

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

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

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

Fiscal Requirements

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

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

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

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

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

Other LEA Plans Referenced in this Plan

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

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

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

Summary of Expenditures

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

Instructions

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

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

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

Community Engagement

Purpose and Requirements

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

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

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

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

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

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

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

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

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

Instructions

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

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

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

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

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

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

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

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

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

Planned Actions and Expenditures

Purpose and Requirements

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

Instructions

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

Strategies for Continuous and Safe In-Person Learning

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

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

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

Addressing the Impact of Lost Instructional Time

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

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

Use of Any Remaining Funds

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

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

Ensuring Interventions are Addressing Student Needs

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

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

Complete the table as follows:

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

California Department of Education
June 2021