



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
21-22 GVSD Local Control Accountability Plan (LCAP)	GVSD Website: https://www.gvsd.us/documents/LCAP/LCAP_2021-22/GVSD/2021-Annual-Update-for-Developing-the-2021-22-Local-Control-and-Accountability-Plan.pdf
21-22 Expanded Learning Opportunity Grant (ELO)	GVSD Website: https://www.gvsd.us/documents/LCAP/LCAP_2021-22/GVSD/L_ExpandedLearningOpportunitiesGrantProgram_0.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

\$4,478,278

Plan Section	Total Planned ESSER III
Strategies for Continuous and Safe In-Person Learning	\$25,000
Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)	\$1,200,000
Use of Any Remaining Funds	\$3,253,278

Total ESSER III funds included in this plan

\$4,478,278

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.

As part of our annual LCAP process, the Grass Valley School District connected with the following stakeholder groups to discuss how the district should prioritize recovery efforts specifically in the areas of safe in-person learning, lost instructional time and other pandemic impacts; Students, Families, including families who 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. The Grass Valley School District evaluated its stakeholder engagement opportunities and determined that Civil Right Groups/Tribes/Specific Advocates are neither present nor served by the LEA. Approximately 1.9% of the school district student student population identifies at Native American and we worked diligently to ensure stakeholder engagement across our district. Also in consultation with our county leaders we are unaware of any regional civil rights groups.

Documentation is listed below and can be found in our LCAP:

The Grass Valley School District hosted meetings and stakeholder engagement opportunities including work with the District English Learner Advisory Committee (DELAC) and District Advisory Committee (DAC) on 2/8/21, 2/10/21, 3/2/21, 3/24/21, 3/25/21, 4/13/21. During these meetings we reviewed stakeholder input and discussed the additional funding sources (ESSER I, ESSER II, ESSER III, Expanding Learning Opportunities Grant, In-Person Instruction Grants, GEER) which are available to support our district needs. Stakeholder survey feedback was also solicited from February 3rd to the 19th to direct our discussions. Our planning work is guided and supported by this work and the subsequent feedback opportunities will be coordinated and memorialized in our 2021-22 Adopted Budget, Special Education Plan, and the 2021-2024 District LCAP.

Stakeholder input was also solicited from April 23rd to May 3rd 2021 to support our district with the development of the Expanded Learning Opportunity Grant (ELO). During this engagement stakeholders were asked to respond to the question, "What priorities should we follow when allocating State and Federal Funding?"

During this engagement 229 stakeholders provided additional feedback and input.

The key themes and requests were; class size, supporting staff, providing counseling and SEL outreach, providing electives including music and arts, supporting before and after school care/tutoring, curricular materials/professional development, facilities projects/playgrounds, intervention services, and other feedback.

This feedback guided our development of a thoughtful Expanded Learning Opportunity Grant Plan.

Additional stakeholder engagement and outreach was solicited from September 27th to October 6th to maintain transparency with stakeholders regarding our planning for ESSER III funding.

During this engagement 154 stakeholders provided additional feedback and input via a survey.

The top 3 priority areas that stakeholders wanted to see us implement were:

- Programs and activities to address learning loss
- Student social emotional and well-being supports
- Improvements to facilities to improve health, safety, and services

The top 4 actions that stakeholders wanted to see us address regarding to learning loss were:

- Increased staffing to reduce class size
- Increased social emotional and mental health supports
- Academic remediation and interventions
- Additional learning opportunities including Summer Programing

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

A thoughtful analysis of the feedback provided by stakeholders during our LCAP engagement, our Expanded Learning Opportunity Grant Plan engagement, and during our ESSER III September/October 2021 engagement was completed.

Overall during our LCAP planning our DAC team wanted to ensure we prioritized enhanced student support services, mental health support, increased engagement, student support services, and communication.

During the additional stakeholder engagement for our Expanded Learning Opportunity Grant Plan the key themes were; class size, supporting staff, providing counseling and SEL outreach, providing electives including music and arts, supporting before and after school care/tutoring, curricular materials/professional development, facilities projects/playgrounds, intervention services, and other feedback.

During the additional stakeholder engagement regarding ESSER funding, stakeholder feedback indicated a need to focus on programs to address learning loss, increasing student social emotional support and well-being as well as enhanced facilities to improve health, safety and services.

We are pleased with our engagement level as we reached 399 stakeholders during our LCAP outreach , 229 individuals during our Expanded Learning Opportunity planning and 154 stakeholders during our ESSER III outreach. We welcome feedback and guidance from all stakeholders to improve our services for students.

We developed our district ESSER III planning with all of this input in mind as well considering the biggest impacts and support we could provide our students and school district with one-time funding. Based on input we decided to allocate some additional funding to safe in-person learning, \$1,200,000 or \$300,000 above the required 20% level into efforts to address the loss of learning time and we allocated the bulk of our funding will be directed to address more broad areas of district need including facilities improvements and outdoor learning spaces. All of these actions and services will greatly impact the ability to support, engage, and safely serve our students as we mitigate the impact of COVID-19.

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

\$25,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
N/A	PPE and Air Filtration	Purchasing additional Personal Protective Equipment, sanitation supplies and enhanced Air Filtration materials are needed to maintain safe school district campuses.	\$25,000

Addressing the Impact of Lost Instructional Time

A description of how the LEA will use funds to address the academic impact of lost instructional time.

Total ESSER III funds being used to address the academic impact of lost instructional time

\$1,200,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP Plan Goal 2; actions 2.1, 2.3, 2.4, 2.5 and 2.8	MTSS Program Expansion	Additional resources are necessary to refine and further develop our tiered district MTSS system. This work covers the support for academic, social emotional, and behavior supports. Staffing, materials, student incentives, and instructional materials are needed to support our system development.	\$500,000
Expanded Learning Opportunity Grant Plan	Extended Instructional Learning Time	Additional resources are necessary to enhance what we have developed and implemented through the Expanded Learning Opportunity Grant Plan. We provided targeted summer learning during the 2020-2021 school year and we would like to continue to have resources to offer this through additional school breaks. Pre and post assessments will be provided for summer school students to help measure the impact of our targeted outreach efforts.	\$300,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP Plan Goal 2; 2.2, 2.3, and 2.4	Targeted Instructional Support	Additional Certificated and Classified Staff will be secured to lower the student to adult learning ratio at our school sites. Support for this will be addressed by school site and class size needs. These additional resources will allow us to provide additional embedded small group and improved whole group instructional services.	\$400,000

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

\$3,253,278

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP Plan Goal 3; 3.1 and 3.5	Outdoor learning, energy efficiency, and district facilities enhancements.	<p>The COVID-19 Pandemic has provided us a critical need to reflect and evaluate our school site and district learning facilities with a new lens for outdoor learning. COVID-19 health guidelines and stakeholder engagement feedback ask us to consider new ways to provide teaching and learning services outdoors where applicable and appropriate to improve safety with free air flow. Also the spending guidelines for ESSER III funding report the following options for school districts to consider:</p> <ul style="list-style-type: none"> 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; <p>and</p>	\$3,253,278

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		<ul style="list-style-type: none"> 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. <p>From this work the Grass Valley School District would like to explore creating outdoor learning spaces that are anchored by above ground Solar panel structures. We believe this action will allow us to create learning spaces with shelter to improve learning and safety while also reducing our district energy use and improving efficiency. Going in this direction will allow us an opportunity to provide group instruction and services outdoors while also allowing for an estimated annually savings of \$200,000. Ongoing funding savings will be redirected to support teaching and learning services within our district. We will be reviewing our district facilities needs to address safety, efficiency and enhancement opportunities that improve the teaching and learning environment.</p>	

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 and Air Filtration	Progress will be monitored through a review of our district COVID-19 contact tracing and safety work. Our goal is to limit as much as possible	Daily, weekly, and monthly we track cases of COVID-19 that impact our school district work. The goal would be to have these instances be as few as possible due to our safety and sanitization measures.

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
	any incidents of COVID-19 through improved safety and sanitation processes.	
MTSS Program Expansion	<p>Progress will be monitored through the documentation of a clear tiered district and school site system of support to address the academic, behavior and social emotional needs of our students. Tiered services will be evidenced for Tier-1 All, Tier-2 Some, and Tier-3 Few. Evidence of our district supports and intervention tools by district and school site for each area will be developed through our MTSS Program Expansion work.</p> <p>Overall broad academic progress will also be monitored through an increase in student performance as measured through our academic assessment screening tool (iReady ELA and Math)</p>	<p>Our MTSS Program Expansion Committee will be at least four times this school year. Progress will be monitored annually through the review of evidence that our district supports and intervention tools are available across the district and school sites to support the academic, social emotional, and behavioral needs of our students.</p> <p>Academic progress will be measured and progress monitored three times per year using our academic assessment screening tool (iReady ELA and Math) These results will be used during the school year to target instructional support services.</p>
Extended Instructional Learning Time	<p>Progress will be monitored through an increase in student performance as measured through our academic assessment screening tool. Students who attend extended instructional learning times will show increased growth when compared to baseline of students who did not participate.</p>	<p>Academic progress will be measured and progress monitored three times per year using our academic assessment screening tool (iReady ELA and Math) These results will be used during the school year to target instructional support services.</p>
Targeted Instructional Support	<p>Progress will be monitored through documentation of a reduced student-adult ratio where necessary to support student MTSS intervention services.</p> <p>Overall broad academic progress will also be monitored through an increase in student performance as measured through our academic assessment screening tool (iReady ELA and Math)</p>	<p>We will collect evidence annually to document the increased student-staff ratio to support targeted intervention services.</p> <p>Academic progress will be measured and progress monitored three times per year using our academic assessment screening tool (iReady ELA and Math) These results will be used during the school year to target instructional support services.</p>

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
Outdoor learning, energy efficiency, and district facilities enhancements.	Progress will be monitored through a review of accomplished district facilities projects that enhance student learning districtwide. Stakeholder survey data will be used to ensure enhancements improve the learning environment.	Progress will be monitored annually as our projects are planned, approved, and completed. The impact will also be measured annually through survey feedback from students and families regarding outdoor learning and campus improvements. We also expect the impact to show an ongoing decline in student behaviors that warrant at home suspension.

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