



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 and Accountability Plan	On the Nevada City School District Website under Academics and Programs below the LCAP heading: https://4.files.edl.io/b4c5/06/23/21/171647-06edb0a3-e91b-44cc-afb1-ebab3a12cd18.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

917,697

Plan Section	Total Planned ESSER III
Strategies for Continuous and Safe In-Person Learning	0
Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)	744,688
Use of Any Remaining Funds	173,009

Total ESSER III funds included in this plan

917,697

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 process by which the district gathers input for the LCAP and other expenditure plans has remained consistent through the years. The Superintendent attends several meetings at which she listens to parents', staff's, students' and administrators' assessment of our progress toward goals and the effects of actions/services which are then incorporated, as appropriate, into the development of the recommendations for the following year's action plans. During the 2020/2021 school year, decisions regarding the budget, Learning Continuity Plan, LCAP and ESSER Expenditure Plan were made with the direct involvement of the LCAP Advisory Committee which consisted of a diverse group of stakeholders representing many viewpoints. Stakeholders included: teachers, principals, administrators, classified staff, bargaining units,

parents, and students. These individuals came together and discussed what they felt needed to be prioritized for the benefit of increasing student learning in the Nevada City School District. Taken into consideration were recommendations from various committees such as Special Education, Mental Health, and Safety committee that met to discuss safe school reopening and student learning. LCAP stakeholder meetings were held: 11/23/ 2020, 1/11/2021, 1/25/2021, 2/1/2021, 3/9/2021, 3/15/2021, 3/22/2021. In addition, the draft of actions for the ESSER III Expenditure Plan was released to stakeholders in early July for further input. Included in this group were families with students who have special needs and English Learners. NCSD evaluated its stakeholder engagement opportunities and determined that (Civil Rights Groups/ Tribes/Advocates) are neither present nor served by the LEA.

During these committee meetings we:

Reviewed 8 priorities and 3 categories of LCAP

Discussed what informs LCAP goals

Discussed Mission, Vision, and Core Values

Reviewed LCAP spending additions previous years

Reviewed CARES/COVID one-time expenditures

Reviewed progress on goals both 2019-20 and 2020-21 LCAP and LCP

Shared input from stakeholder groups throughout the process as well as input from committees such as Special Education and Mental Health.

Reviewed surveys, data, and comments

Drafted additional survey input

Created and approved rough draft of LCAP goals, actions, and metrics which use ESSER III funds

Additional meetings/avenues where stakeholder input was gathered to inform the decision making process included:

Board Meetings discussing LCAP input, survey results, reports, and benchmark data: 9/15/2020, 9/22/2020, 10/13/2020, 11/10/2020, 12/15/2020, 1/12/2021, 2/9/2021, 3/9/2021, 6/8/2021.

School Site Council Meetings: Seven Hills- 11/10/2020, 2/9/2021, Deer Creek- 9/29/2020, 10/27/2020, 11/24/2020, 1/26/2021, 2/23/2021, 3/23/2021

Staff Meetings: Seven Hills- 11/24/2020, 1/19/2021, 2/2/2021, 2/1/2021, 2/16/2021

Superintendent Coffee: 11/2020 and 5/2021

Parent and Staff Surveys: 11/1/ 2020-1/15/2021

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

The goals and actions were developed as a collaborative group during the process. Information was shared with larger stakeholder groups by the individual team members to gather input throughout the meetings. The determination for goals and actions were developed by analyzing a variety of data including: benchmark scores, Healthy Kids Survey results, staff and family survey results, PBIS and discipline data, input on priorities gathered from stakeholders, and reflection on previous LCAP goals. The stakeholder committee was involved in the development of the goals, actions and metrics from the discussion level to the draft, revisions and final version. Many of these action items are incorporated into the ESSER III Expenditure Plan.

Based on the analysis and reflection of student outcomes in the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan, as well as input from stakeholders, a variety of goals and actions were created.

Academics:

1. NCSD will offer a summer learning program and provide transportation to prioritizing the students who have experienced the largest learning loss and unduplicated students.
2. Adding a .5FTE at Seven Hills to support students in the area math and designating a portion of the STEAM teacher for math support.
3. Added grade/subject level leads to collect and analyze student data monthly and be trained in Universal Design Learning to address all the levels of student learning in the classroom.

Other supports:

1. Continue to offer teacher pay for 1-1 and small group teacher to teacher technology training.
2. Continue to hold consistent Tier II/III staff meeting to discuss implementation and evaluation of student supports.
3. Added a lunchtime engagement activity coordinator on both campuses.

The decision to increase our expenditure in area of technology was influenced by input from our student stakeholder group. The district will purchase updated classroom projectors and accessories for improved accessibility and visual presentation of instructional materials.

This input is detailed throughout the following plans: 2021 Safe Return to In Person Instruction and Continuity Plan, 2021 Expanded Learning Opportunities Grant Plan, 2021 Local Control and Accountability Plan/LCP Annual Update and 2021 Local Control and Accountability Plan.

Actions and Expenditures to Address Student Needs

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

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

Strategies for Continuous and Safe In-Person Learning

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

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

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP-Goal #3, Action #1	Safe school operations during COVID-19	Maintain safety procedures and protocols as required and outlined by CA Public Health. Free PPE-masks and free COVID testing have been available through the state and county.	0

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

744,688

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP- Goal #1, Action #2	Extra duty stipends for tutoring	Pay teachers the district Extra Duty Rate of Pay to support students 1-1 or in small groups after contract hours in the areas of reading and math. This is attended to address learning loss as a result of distance learning.	59,901
LCAP- Goal #1, Action #2	Allocate .5 FTE intervention teachers at Seven Hills	Add student support to 4th-6th grade students in the area of math to addressing learning loss.	106,933
LCAP- Goal #2, Action #7	Fund summer school Tier II/III including transportation	Provide a summer learning program focusing on reading, math, social emotional skills and learning loss.	56,357
LCAP- Goal #2 Action #5	Maintain low class sizes	Keep class size ratios low at the TK-3 grade level by hiring teachers or classroom aides in order to address individual learning needs. These smaller than normal class sizes allow teachers to utilize small group teaching over and above normal years to support individual student needs.	140,410

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP- Goal #1 Action #5	Employ staffing levels at proportional to EL	Provide structured supplemental EL support to students during the school day. This added supplemental support, using our CA standards based intervention curriculum, is addition to the support within the homeroom class.	35,103
LCAP- Goal #1 Action #3	Students with disabilities access to support	Students with Disabilities will have access to a full continuum of placements, services and support providers as determined to be appropriate. An additional behavior aide will be added to support students in the social emotional realm that will result in an increase in engaged instructional time. Additional added evidence based curriculum to support learning: Unique Curriculum-an interactive standards based curriculum specifically designed to teach students with special needs, and an online Dyslexia program to support students who experienced learning loss during distance learning.	83,900
LCAP- Goal #2, Action #2	Welcome back activities/student assessments-extra days	Pay teachers the district Extra Duty Rate of Pay to assess students prior to school starting to assure proper initial classroom placement in order to create balanced classes and address learning needs. Added assessments earlier in the year will also assist teachers in evaluating learning loss as a result of COVID-19 and initiating support classes immediately.	55,907
LCAP- Goal #2, Action #2	Expand middle school band program	Offer full band program in 4th-8th grade to promote student engagement and mental health. These funds are being used to increase the program to include additional grades and students.	183,651
LCAP- Goal #3, Action #4	Professional Development	Provide professional training in the area of UDL, Universal Design Learning, and data driven instructional decisions for lead teachers. These evidence based learnings will be directly put in place in the classroom to support student learning. Two of the ten UDL teachers teach students with disabilities.	22,526

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

173,009

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP- Goal #2, Action #2	Maintain current level of electives	To promote student engagement, attendance, and support mental health offer electives that interest a variety of students. These funds are being used to extend what is in the LCAP for two additional years.	106,975
LCAP- Goal #2, Action #2	Provide organized lunch time activities	Pay a teacher at the middle school and an aide at the elementary to organize activities and games during lunch recess to engage students in physical activity for their mental health. These additional funds will increase physical activity resulting in increased academic engagement.	44,134
LCAP- Goal #3, Action #3	Replacement of materials and curriculum lost as a result of distance learning.	Materials sent home, such as textbooks, that were damaged or not returned will be replaced to ensure sufficiency of materials.	21,900

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
Extra duty stipends for tutoring	Progress will be monitored by a student and staff surveys. In addition, trimester benchmark	Surveys will be given both mid year and at the end of the year. Leads will evaluate academic data from students

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
	data from the students participating in the program will be measured for learning growth.	participating in after school tutoring every six weeks to measure student growth.
Allocate .5 FTE intervention teachers at Seven Hills	Progress will be monitored by benchmark and supplemental math by the intervention teacher.	Intervention teacher will measure academic data every six weeks to monitor and measure student academic growth.
Fund summer school Tier II/III including transportation	Progress will be monitored by pre and post ELA and math data.	Assessments will be given at the start and end of the program.
Maintain low class sizes	Progress will be monitored by local benchmark data.	Student academic data will be measured each trimester by grade level and subject teams to evaluate and track student progress.
Employ staffing levels at proportional to EL	ELPAC	ELPAC will be used between February and May to monitor student progress.
Students with disabilities access to support		Individual Progress on Goals will be monitored each trimester.
Assessing students/Welcome Back Activities	Progress will be monitored by using local benchmark data for students receiving either reading or math support.	Data evaluated each trimester.
Maintain current level of electives beyond LCAP	Measure the number of electives offered in the middle school schedule compared to previous years.	Data evaluated each trimester.
Expand middle school band program	Once a year measure the number of band classes offered in the middle school schedule and compare to the previous year.	Data evaluated each trimester.
Provide additional organized lunch time activities	Progress will be monitored and evaluated by student surveys.	A student survey will be given after the first trimester and at the end of the year.
Replacing lost materials	Williams Report Sufficiency of Materials will be used to measure appropriate levels of curriculum to match student enrollment.	This will be measured by the 8th week of school.
Professional Development	Leads will conduct a pre self evaluation of skills in the area of UDL, differentiation, using data to inform instructional decisions, and ability to address students needs. A mid year and end of year survey to measure growth in skills and competencies in these areas. Student trimester data will be evaluated for student growth where UDL has been implemented.	A mid year and end of year survey to measure growth in skills and competencies in these areas. Data evaluated each trimester.

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.).

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