



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
2021-2023 Local Control Accountability Plan	https://bit.ly/SumEI2021-2023LCAP
2021 Expanded Learning Opportunity Grant	https://bit.ly/SumEI2021ELOGrantPlan

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

\$1,095,542

Plan Section	Total Planned ESSER III
Strategies for Continuous and Safe In-Person Learning	\$81,542
Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)	\$482,000
Use of Any Remaining Funds	\$532,000

Total ESSER III funds included in this plan

\$1,095,542

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 a part of the Local Control Accountability Plan Community Engagement process, Summerville Elementary School began seeking input and feedback from members of the school and members of the district's community starting in April 2021. The district administration's goal was to fully understand the perspectives of the school community to determine appropriate ways to respond to the social, emotional, learning, and health and safety needs of the students and staff of Summerville Elementary. During the community engagement process, various engagement methods were utilized to ensure that all voices were represented and heard in meaningful ways. Engagement methods included formal hearings, public meetings, scheduled conversations, surveys, public hearings, and individual conversations.

During the Local Control Accountability Plan Community Engagement process, the following groups were consulted: School Core Team, Summerville Elementary Parent Teacher Student Association, Indian Education Parent Committee, Summerville Elementary Labor Partners,

Summerville Elementary Parents including families that speak a language other than English, Summerville Elementary Students, and the Summerville Elementary Governing Board. The same groups were consulted for the engagement process for the ESSER III Expenditure Plan. A synopsis below describes each group engaged during the community engagement process.

***School Core Team**

This group comprises district-level managers, site-level managers, and department leaders from the certificated and classified staff. The group conducts monthly meetings each school year. The group met to discuss the ESSER III Expenditure Plan and school community needs during their meetings in June 2021, August 2021, and September 2021. Data from this group was used to inform and focus actions, alignment between school resources, and importantly provided communication timelines to the school staff, school community, and the Governing Board.

***Summerville Elementary Parent Teacher Student Association (PTSA)**

This group is comprised of parents and staff members. This group meets monthly, collaborating around parent support and parent fundraisers for the school. School administration attends each PTSA meeting, participates with the parent committee, promotes new school initiatives, and solicits feedback regarding essential school items. Data from this group was used to understand parent needs around goals and actions and ways the school administration could collaborate with parents to understand best how to support students in the school community. The PTSA discussed the ESSER III Expenditure Plan during their September meetings with the school administration.

***Indian Education Parent Committee**

This group is comprised of the Indian Education program director, Superintendent, Indian Ed Parents, teachers, and representatives from the Tuolumne Band of Me Wuk Indians a local reservation within the Summerville Elementary District boundaries. This group meets quarterly to discuss the Indian Education Program and the program's various grants. This group represented a significant school group and provided critical feedback regarding culturally responsive practices at the school and ways goals and actions could be modified to meet the learning needs of all students. The Indian Education Parent Committee discussed the ESSER III Expenditure Plan during their April and October meeting with school administration.

***Summerville Elementary Labor Partners**

Labor partners meet with Summerville Elementary District administration on a monthly basis throughout the school year. Summerville Elementary's two groups are represented through the California Teachers Association: the Summerville Elementary Teachers Association (SETA) and the Summerville Elementary Classified Employees Union (SECE). During their September meetings with district administration, both groups provided input and feedback regarding the ESSER III Expenditure Plan.

***Summerville Elementary Student Yes Council**

The Summerville Elementary Yes Council is comprised of self-appointed middle school leaders. All middle school students at the school are encouraged to attend the weekly lunchtime meetings and enroll in an elective class offered each trimester. The student group engages in lunchtime feedback meetings with the principal 2 to 3 times per year to discuss things that are happening at the school and their impression of school initiatives and policies. During a September lunchtime meeting, the Student Yes Council met with the principal to discuss the ESSER III expenditure plan.

*Summerville Elementary Governing Board

Comprised of the five elected governing board members, the Summerville Elementary Governing Board meets each month to discuss and deliberate important school business. The Summerville Elementary Governing Board began discussing the ESSER III Expenditure Plan during their April 2021 meeting. The plan and ways to meet the needs of students were discussed at each monthly meeting until October 2021. Public participation and input regarding student needs, community needs, health and safety standards, and mitigation strategies regarding this discussion item were encouraged during each Governing Board Meeting. The Board also analyzed other elements of feedback gathered during the engagement process from parents, staff, community members, and students to inform their decisions regarding the final plan. The Governing Board discussed the ESSER III Expenditure Plan at a special meeting in October.

*Other Community Voices

While developing the ESSER III plan, Summerville Elementary also sought input from individuals or agencies representing the interests of Tribal Youth, Homeless and Foster Youth, youth who are low-income, youth who are incarcerated, students with disabilities, students of color, and students who are English Learners from a broad base of individuals and community support groups. Input was also received from community organizations and partners such as the Yes Partnership and ATCAA, the Amador-Tuolumne Community Action Agency. This outreach occurred during the time period of September 8 through September 17, 2021. A survey for written responses was created and distributed during a meeting of the Student Attendance Review Board Members, which represent a number of agencies working with youth in the community, with follow-up emails and direct outreach to other community agencies and representatives through email and phone calls.

*Additional Engagement and Consultation

In order to engage in meaningful consultation with all members of the school community, district administration made specific and tailored outreach efforts to students who are low-income, English Learners, foster youth, homeless, and students with disabilities. Outreach and engagement consultation included individual meetings with parents and small groups, curbside chats during morning drop off and pick up, phone calls, emails, communication through school translators, and school social media engagement.

Summerville Elementary evaluated its stakeholder engagement opportunities and determined that Civil Rights Groups and Migratory Students are neither present nor served by the LEA.

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

The district administration compiled broad themes from each group. These themes were discussed and analyzed to determine the most expedient needs of the students, areas of potential student learning loss, health and safety areas of concern for the school, mitigation strategies to recoup lost time with students, optimization strategies for the school operation as a whole.

*School Core Team:

Health and safety of the school environment, cleanliness, sanitation, proper airflow, campus cleanliness, employee and student safety

*Summerville Elementary Parent Teacher Student Association (PTSA):

Engagement opportunities for students beyond what has been offered in the past, campus spaces for learning effectively and efficiently

outside, school nutrition, mental health support, behavior support

*Indian Education Parent Committee:

Culturally relevant activities, activities and opportunities to engage in learning that is meaningful, mental health support, curricular support, healthy and safe school environment, outdoor spaces that enhance learning and school engagement

*Summerville Elementary Labor Partners:

Employee and student safety, behavior support, mental and emotional support, school nutrition opportunities, curricular support, extended professional learning

*Summerville Elementary Student Yes Council:

School engagement opportunities (fun and exciting classes and school activities), school food options, school culture (bullying awareness, friend support)

*Other Community Voices:

Parent outreach efforts, effective and targeted parent communication, social emotion support, trauma-informed teaching practices, extended curricular support for struggling students

*Summerville Elementary Governing Board

The preservation of campus resources to engage students, campus safety, health and wellness, proper sanitation, student engagement, math support, reading support, social-emotional support

The information from the community engagement process captured three focus areas for the district that were specific to the ESSER III Expenditure Plan: school safety, expanded instruction, and school learning environments.

To ensure that the proposed areas address students' needs, school administration developed metrics for understanding intervention and addressing student needs. These metrics were developed based on the community engagement process:

- Student attendance
- COVID cases identified on campus
- CAASPP scores
- District benchmark scores
- SST referrals
- SEL survey data
- RTI referral information

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			
\$80,757			

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
NA	School Safety and Sanitation	The purchase of products, equipment, tools, and supplies to keep the school and classroom environment healthy and safe including the following: personal protective equipment, sanitation and cleaning supplies, COVID testing supplies and equipment, and classroom air filtration.	\$81,542

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			
\$482,000			

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
NA	Instructional Support: Math and Reading	The hiring of additional staff (2 teachers for two years) for targeted support in math instruction and reading instruction providing additional student support in class, pull-out student support, extended school day support, extended school year support, and teacher instructional guidance and support.	\$482,000

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

\$532,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
NA	Expanded School Facilities: Outdoor Learning Spaces	The rehabilitation, creation, and expansion of spaces on the school campus to provide outdoor learning spaces for students engagement, distancing, and expanding learning. This will include the creation of green spaces, installation of shade structures, and outdoor seating.	\$532,000

Ensuring Interventions are Addressing Student Needs

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

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
School Safety and Sanitation	<ul style="list-style-type: none"> • School-wide Attendance Data • COVID Case Rate Data • Frequency of Substitute Staff • Supply Usage • Facility Walk-Through Data 	<ul style="list-style-type: none"> • Monthly data gathering with annual reviews • Monthly data gathering with annual review • Annual review of data • Monthly stock and product monitoring with annual review • Monthly facility walkthrough data
Instructional Support: Math and Reading	<ul style="list-style-type: none"> • District Benchmark Data • CASPP State Testing Data • SST Referral Data • RTI Data 	<ul style="list-style-type: none"> • Trimester data gathering with bi-annual review • Annual data gathering with annual review • Weekly data gathering with monthly review • Weekly data gathering with monthly review
Expanded School Facilities: Outdoor Learning Spaces	<ul style="list-style-type: none"> • Facility Walk-Through Data • District Group Community Engagement Surveys 	<ul style="list-style-type: none"> • Monthly facility walkthrough data • Annual survey data from District Groups and Community Members

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