

# ESSER III Expenditure Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Gravenstein Union School District	Dave Rose Superintendent	(707) 823-7008 drose@grav.k12.ca.us

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
GUSD 2021-22 Local Control and Accountability Plan and Budget Overview for Parents	<a href="https://grav-ca.schoolloop.com/file/1517645738558/1599894472708/8624370662754184966.pdf">https://grav-ca.schoolloop.com/file/1517645738558/1599894472708/8624370662754184966.pdf</a>
Gravenstein Union School District 2020/21 COVID Safety Plan	<a href="https://grav-ca.schoolloop.com/file/1500178971347/1599894472708/1996230104330826947.pdf">https://grav-ca.schoolloop.com/file/1500178971347/1599894472708/1996230104330826947.pdf</a>
Gravenstein Union School District 2020/2021 COVID-19 Prevention Program	<a href="https://grav-ca.schoolloop.com/file/1500178971347/1599894472708/1982251016161428101.pdf">https://grav-ca.schoolloop.com/file/1500178971347/1599894472708/1982251016161428101.pdf</a>
Gravenstein Union School District Expanded Learning Opportunities (ELO) Grant Plan (2021)	<a href="https://grav-ca.schoolloop.com/file/1517645738558/1599894472708/3324376914563038714.pdf">https://grav-ca.schoolloop.com/file/1517645738558/1599894472708/3324376914563038714.pdf</a>

## Summary of Planned ESSER III Expenditures

Below is a summary of the ESSER III funds received by the LEA and how the LEA intends to expend these funds in support of students.

**Total ESSER III funds received by the LEA**

315,013

<b>Plan Section</b>	<b>Total Planned ESSER III</b>
Strategies for Continuous and Safe In-Person Learning	252,010
Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)	63,003
Use of Any Remaining Funds	0

**Total ESSER III funds included in this plan**

315,013

**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.

We have conducted two major community engagement campaigns in the last 12 months to gather information to inform our LCAP development and return to in-person instruction processes. Our first step in the stakeholder process was for our Board to create a Vision Statement for the district, as well as supporting Mission Statements. Our Board held three retreat sessions with the Superintendent to develop the Vision and Mission Statements for GUSD, as well as, for each Mission Statement, goals and action items to guide the work of GUSD staff and set a direction for the LCAP development process as well as reopening priorities.

The Board of Trustees, Site Council, parents, teachers, staff and students participated in discussions around the Vision and Mission Statements and current district data. Teachers, parents, and classified staff were represented in the Site Council, as well as a teachers’ and classified union representative. The Superintendent hosted several specific stakeholder group meetings, including separate meetings for

parents/guardians of EL, Hispanic, RSP, and Title 1 students. Virtual meetings with stakeholders were held beginning in May of 2020. During the engagement sessions for the LCAP, the GUSD Leadership Team presented multiple sources of data including three years of data from the California State Dashboard, local assessments, GUSD Healthy Kids Survey results, and survey results from staff and parents. Each stakeholder group reviewed the compiled data and district leadership facilitated the “noticings and wonderings” protocol, used for Sonoma County administrator training by the Sonoma County Office of Education Educational Support Services Directors to elicit stakeholder feedback. In June of 2020, GUSD composed a lengthy parent survey (67% return rate) with multiple questions, provided by WestED, designed to identify student challenges and barriers from the parent perspective related to the suspension of in-person instruction, and followed up with parent and staff surveys in the fall of 2020 and the spring of 2021.

Each "noticing or wondering" from a stakeholder was recorded, as were the points and comments from the group elicited by initial comment. The recorded notes from the meetings were included with the survey data collected, and staff either confirmed that the topic was either addressed or added in the action items to support LCAP Goal development and return to in-person instruction plans.

Additional stakeholder feedback that was used also includes work with the Sonoma County SELPA. The superintendent attends weekly Director's Meetings that include best practices and LCAP planning and return to in-person instruction information both from SELPA staff and Special Education Directors from throughout Sonoma County. The Sonoma County SELPA also produced an LCAP Guide as a resources and reference tool for districts that contributed to the GUSD LCAP. The Sonoma County Office of Education also read our LCAP and reopening plans and provided technical and content guidance and support.

A Public Hearing for our LCAP to solicit further stakeholder feedback from the GUSD Board, staff, students, parents, and community members took place on June 8, 2021.

GUSD evaluated its stakeholder engagement opportunities and determined that all groups served by our district (parent's association, employee bargaining groups, site council, Board of Trustees) were engaged in meaningful consultation and no other groups are neither present nor served by GUSD.

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

Feedback provided by survey results and LCAP Stakeholder Feedback Sessions:

#### DISTANCE LEARNING AND RETURNING TO IN-PERSON INSTRUCTION

- Enjoying in-person, at home was frustrating
- Inconsistent internet connection can be a challenge
- Built a routine now since in-person instruction has resumed, students not happy to need to stop for summer
- Having a teacher's in-person support has been a great benefit
- More information for the parent about the daily schedule and what is expected would have helped more during DL - “Parent Training”
- Binder/materials exchanges were helpful, tangible tools

- Insure maximized classroom ventilation when students return
- Loved what GUSD provided in comparison to other schools where I have family or friends and the delay to get DL up and running and the response from staff
- Continue sanitation practices once in-person resumes

## ACADEMICS

- Concurrence that the school wide academic data for GUSD is very positive
- Make the data clearer
- Very happy that immediate distance learning was ready when in-person instruction was stopped, devices and materials were immediately available
- Teacher training, tech, support was very valuable
- Continue additional availability of technology for students.
- Continue assistance by IT personnel for maintenance of technology and assistance for teachers.

## STUDENT SUPPORT

- EL teacher support has been important, not feeling alone as a parent
- Making sure that students that are behind are being supported
- Focused reading support, individual or small group, was a tremendous help
- Knows of a family that may be repeating, hoping that they will get the help they need, worried about whether or not this is the right thing to do
- Teachers were very responsive, quickly responded and provided help
- Brother with learning disability has benefited tremendously from extra support, individual attention, and early intervention as soon as the disability was identified- participated in the small cohort opportunity
- Acknowledges the importance of paying attention to the individual student and not letting any student “fall through the cracks”
- Valuable for teachers to see students in-person, appreciative of inclusion of all teachers and staff that provide direct service.
- Appreciative of the breadth of interventions for students.
- Interested to hear more details about what the interventions will look like for the students that are academically below grade level.
- Learning Lab placements are very valuable for non-proficient students.

## FAMILY ENGAGEMENT

- Teaching Assistant positions to support students in the classroom with Multi Tier Systems of Support
- Grateful for district providing opportunities to connect with community partner groups as needed such as the Gravenstein Health Action Committee and other agencies gathering information regarding COVID experiences and challenges
- Important to understand that parents have different ability levels in terms of supporting their child, need for teacher and parent to work together
- Increased computer and technology support would be needed, maybe a parent training day
- Every morning, and often on Sundays, teachers providing to the parent an email of the weekly plan so that they could support their student and monitor work completion allowed parents to better support their child(ren).
- More Spanish-speaking staff if possible, front counter area would be a focus area

- Business cards for EL Support Teacher with immediate contact information

#### CAMPUS CLIMATE

- Optimism regarding the dramatic reduction in suspensions and expulsions as well as the strong attendance rate for the 130 of in-person instruction during the 2019/20 school year.
- Parents want to know and feel that their students are safe at school
- Test all students (for COVID) before school starts?
- Continue to provide information on vaccination opportunities for children
- Continue the maintenance of facilities

#### TRANSPORTATION

- With the challenge of a long drive are buses to other towns allowed?

This community feedback was used in the development of our School Safety, COVID Prevention, LCAP, and Extended Learning Opportunities (ELO) plans as well as providing guidance for our 21/22 budget development process. Specific to this plan, community input from our different forums suggested and supported campus health and safety measures including increased ventilation and targeted interventions activities such as our Summer Jumpstart Program. ESSER III funds will help reduce the impact of increased operating costs for the next three years and help reduce our deficit spending and the impacts 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**

252,010

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
1)COVID-19 Prevention Plan, "Engineering Controls," pages 6 and 15 and 2)COVID-19 Safety Plan, Action 18	Improved Classroom Ventilation	The existing HVAC system serving three of the original buildings (12 classrooms, school/administration/counseling offices, 4 restrooms, staff work space) at our district middle school, Hillcrest, is outdated and provides only minimal fresh air circulation and ventilation. We will be using ESSR III funds to support a project to update the HVAC system for all three buildings.	252,010

## 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

63,003

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
1)Extended Learning Opportunities Grant, pages 2-4, and 2)LCAP, Goals 1, 2, and 3, Increased or Improved Services	Summer Jumpstart Program	<p>GUSD has requested and received Extended Learning Opportunities (ELO) Grant funding that will enable the district to implement a Summer Jumpstart Program during the summers of 2021 and 2022. The program design includes the use of components of several evidence-based programs summarized in "Investing in Successful Summer Programs, A Review of Evidence Under the Every Student Succeeds Act (McCombs, et al, 2019)," including:</p> <ul style="list-style-type: none"> <li>• daily routine of school transitions</li> <li>• low student:staff classroom ratios (9.76:1 for 2021)</li> <li>• targeted populations (EL, Title I, RSP, Homeless, Foster, Teacher Recommended)</li> </ul>	63,003

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		<ul style="list-style-type: none"> <li>• targeted instruction (based on previous year teacher-identified deficits and critical skills/vocabulary for the upcoming year)</li> <li>• Trauma-informed approach with Adverse Childhood Experiences (ACEs) training for all staff</li> <li>• academic and SEL challenges of participants documented and shared with program staff</li> <li>• use of campus climate program (Building Effective Schools Together, BEST)</li> <li>• employment of regular year staff</li> </ul> <p>The design of our program also follows the guidance from “Effective Summer Programming, What Educators and Policymakers Should Know (McEachin, Augustine, McCombs, 2018)” which identifies the following components of quality summer learning programs: 1) small class sizes, 2) aligned to student needs, 3) qualified teachers, 4) high-quality instruction, 5) site culture, 6) policies to maximize participation and attendance, and 7) sufficient duration. We will have two years to evaluate and improve our Summer Jumpstart Program, and will use ESSR III funds to continue the program during the summer of 2023.</p>	

## Use of Any Remaining Funds

A description of the how the LEA will use any remaining ESSER III funds, as applicable.

### Total ESSER III funds being used to implement additional actions

0

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures

## Ensuring Interventions are Addressing Student Needs

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

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
Improved Classroom Ventilation	Classroom Carbon Dioxide and temperature monitors were installed to evaluate air quality in every classroom, 5/21. Classroom air quality data will be collected beginning 8/21 and compared to results after project completion.	Monthly
Summer Jumpstart Program	Student academic progress, attendance, and behavior will be monitored through LCAP goal evaluation.	Ongoing for individual students, annually district wide



# ESSER III Expenditure Plan Instructions

## Introduction

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

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

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

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

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

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

*For technical assistance related to the completion of the ESSER III Expenditure Plan, please contact [EDReliefFunds@cde.ca.gov](mailto:EDReliefFunds@cde.ca.gov).*

## Fiscal Requirements

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

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

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

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

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

### **Other LEA Plans Referenced in this Plan**

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

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

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

### **Summary of Expenditures**

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

### **Instructions**

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

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

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

## **Community Engagement**

### **Purpose and Requirements**

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

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

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

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

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

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

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

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

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

**Instructions**

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

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

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

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

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

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

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

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

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

**Planned Actions and Expenditures**

**Purpose and Requirements**

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

**Instructions**

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

**Strategies for Continuous and Safe In-Person Learning**

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

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

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

### **Addressing the Impact of Lost Instructional Time**

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

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

### **Use of Any Remaining Funds**

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

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

### **Ensuring Interventions are Addressing Student Needs**

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

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

Complete the table as follows:

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

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