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
ELO grant plan	Located at MJUSD.com
LCAP 2021-2024	Located at MJUSD.com
LCP plan	Located at MJUSD.com

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

$29,887,810

Plan Section	Total Planned ESSER III
Strategies for Continuous and Safe In-Person Learning	$23,723,810
Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)	$5,300,000
Use of Any Remaining Funds	$900,000

Total ESSER III funds included in this plan

$29,887,810

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.

Feedback for ESSER III funding came in stages as we integrated our LCAP, LCP, and ELO grant plans. Meetings, surveys, and conversations with labor groups, students, and various stakeholders were all employed. For the summer school portion, families have been surveyed about what they would want to see in a summer bridge program. This surveying overlaps with our ELO funding/community input. Based on the response and identified needs from looking at achievement and engagement data, students were invited individually to the summer programs. These invitations explained the reason(s) for wanting their student in summer school. For 2021-2022 we have added intervention, as well as designated pull-out intervention time that will be structured into the standard school day. School counseling and

administrative staff will communicate for next year on how to access additional before and after-school standards-based remediation through our ELO grant programs. Remediation efforts for students will come in several forms. First, technology-based curriculum tools to facilitate credit remediation in order to assure timely cohort graduation and A-G completion through Edmentum are being implemented based on data from ELO survey data. Second, from ELO survey's prescriptive learning loss tools (Exact Path) will be utilized at the secondary level to remediate standards-based learning loss. As dates and times for specific programming are created throughout next year, site staff, including newly added parent liaisons will work to identify, notify and assure the availability of expanded learning opportunities. An ESSER III survey was launched again specifically on 9/23/21 districtwide to get input from all stakeholders as MJUSD continues to search for ways to engage and support our stakeholders. In-person meetings were held with students and families on October 6th and October 9th led by the new district superintendent Dr. Fal Asrani.

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

Community input influenced the development of the plan in multiple ways. Stakeholders emphasized several key wants through our ELO and ESSER surveys. The listed focal points from stakeholders were: safe return to school full time, available summer and after-school remediation programming, enrichment activities to re-engage students, facilities upgrades, a focus on mental health and wellbeing, support for parents in working with their students, and finally the need for transportation. The rolling stream of plans (LCP, LCAP, ELO, ESSER) provided many opportunities to engage with stakeholders in meaningful ways that contributed to the plan development. As MJUSD began to look at what additional expenditures would go to, we looked at stakeholder feedback and determined that other services would be needed or offered. Then based on the required duration, we examined the timeline for the expenditure of different funds coming in (LCFF S&C, ESSER I, II, III, GEER, IPI, A-G readiness) and made decisions as to what to fund from the stakeholder requests from which set of plan funds. There is a substantial overlap in our plans because of this form of plan creation and stakeholder input. Out of our stakeholder forums, the concept and need for advanced classes and AVID specifically were introduced. The need to create excitement and motivation was heard loudly from our students. The suggestion of more projects and fun, based on what they had seen some of their teachers doing since the return from Distance learning, sparked the project-based learning conversation. Students also expressed interest in offering more multilingual opportunities. Through ESSER II and internal funding solutions, MJUSD has rectified the air and ventilation at many sites. Due to the age of the district, many sites required a complete revamp of ventilation systems. Through a COPS loan, we were able to work with SIteLogIQ to add Ionizers and new forced air systems across the district. One site, Foothill Middle School, repeatedly came up from stakeholders and needed more extensive work done to bring the site up to standard.

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

$23,723,810

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP Goal 2 Action 18	Facilities and safety upgrades.	MJUSD has sites that are in need of upgrade. Various upgrades to ventilation and facilities that support student health and wellness by decreasing employee and student risk of illness or injury. Many ventilation projects have been conducted under our SiteLogic project. Major restructuring and development needs still exist at Foothill Middle School.	$23,723,810

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

$5,300,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
N/A	Continuous instruction during Covid leave	Agreement with teachers union to provide all work through a digital platform (Google classroom) as well as communication with any instructors offering extended services after hours.	$1,200,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
N/A	Continuous instruction during covid leave with AB 130 supported instruction	Agreement to pay hourly rate to teachers to provide AB130 required instruction when students are out of school due to contact tracing, Covid positive test or direct contact quarantine.	$600,000
N/A	24 hour tutoring services for students to extend the remediation of learning loss.	Contract with external 24 hour tutoring service to offer tutoring services as needed to students extending the opportunity to earn credit and remediate loss of learning. This aligns with digital platforms for remediation put in place (Lexia, Edmentum)	$1,000,000
LCAP (Goal 1 action 2) ELO Supports for credit deficient students)	Credit remediation	Increase contracts with Edmentum and other remediation software	$200,000
ELO Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports	Common assessments	Provide time to teachers after regular school hours to review, renew or create grade/subject level pacing guides and develop common formative assessments for each semester for these core academic areas.This will be used to drive the remediation of learning loss and improve student academic results and support targeted professional development.	$350,000
N/A	AVID	Introduction of program to help students develop college going academic success skills.	$100,000
N/A	Project Based Learning	Training and materials to begin the implementation of project based learning to work in conjunction with addition of robotics and STEM programming.	$250,000
LCAP Goal 1 action 16	Illuminate student management system	Add to the existing Illuminate contract to add data visualizations in support of teachers using formative assessment data to drive high quality first instruction. Supplement full robust suite for internal assessment, LCAP contribution $69,548. any additional funds will go to training of teachers in utilizing the data system and inclusion of the common assessments. (Educlimber)	$100,000
LCP, LCAP Goal 1 action 4, ELO (Integrated student	Device Ratio	Moving past 1:1 device ratio to a 2:1 device ratio to allow students to keep a chromebook at home in order to extend the ability and access to continue educational activities. Our LCP allocated $3,000,000, LCAP allocates $500,000 and	$1,500,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
supports to address barriers section		our ELO plan adds an additional $500,000 for a total expenditure towards this goal of $5,500,000	

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

$900,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
Goal 4 action 3,4	Adult Education	Addition of adult education to support community learning and educational support for all students.	$400,000
LCP	Stem (Robotics, Coding)	Addition of engaging academic programs that emphasize math and English skills through engaging 21st-century technology classes that prepare students to transition successfully into the post-school world.	$500,000

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
Technology, Chromebooks for home and School	Engagement in the academic program will be monitored through student grades, attendance, and achievement. A particular point of data monitored will be the number of Y-coded (Quarantined) students that are able to maintain full access to the program through connectivity while out. This will be evidenced by the number of Y codes that are changed to I (maintained progress) and J codes (Did not participate)	This progress will be verified monthly through the attendance and discipline office attendance reports, disaggregated by these codes starting after September 1, 2021.
Continuous instruction during Covid leave	The site administration and the Coordinator of Innovation and Educational Technology will monitor the availability of lessons and student work to maintain course progress while out of class due to Covid related causes (Y- coded in AERIES).	This process will be monitored monthly, as well as any time a student of parent reports that they believe that work has not been posted or is available for a student that is unable to attend in person due to covid related quarantines (Direct contact, covid positive, symptomatic pending return or test)
Continuous instruction during covid leave with AB 130 supported instruction	This will be monitored through teacher gradebooks and Zoom or Google meet logs during times when students are not in attendance.	This will be monitored with end of month attendance reporting by the site and the student attendance office.
24 hour tutoring services	Progress monitoring will come through the usage reports provided by the contracted company.	These reports will be provided monthly.
Adult Education	Progress monitoring will occur in the interim through participation in the adult centered activities (PIQE, parent after hour institutes, ELD courses) from other district plans (ELO, LCAP). FInal progress monitoring will come in the form of accreditation of an additional adult education program that provides academic skills to adults in the community, thus making education a priority in these homes with MJUSD students.	This will be monitored annually.
Stem (Robotics, Coding)	The monthly planning meeting notes and finally inclusion of these courses in MJUSD in the 2022-2023 school year. Participation data will	This process will be monitored annually.

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
	then be collected by semester in the 2023-2024 school year.	
Facilities upgrades	Facilities upgrades are an ongoing process monitored in Executive Cabinet meetings with updates from the Director of Building and Grounds and the Chief Business Official, including SiteLogiq and other facility upgrade projects.	This process will be monitored monthly.
teacher and student support with HQI	Students will be administered two common assessments, one per semester in each core area. Teachers will be provided the time to review the data and make adjustments to instruction. In addition, professional development will be offered top support with best practices in each core area.	1 time per semester in each core area - October-November / February-March. Using the common assessment management system (Illuminate)
AVID	Training of teachers and implementation into the master schedules as evidenced by MST boards in AERIES for the 2022-2023 school year.	MST schedule and number of students enrolled in initial AVID rollout in grades 6-9.
Project Based Learning	Survey of teachers level of training and preparedness to implement Project based learning at designated STEM program sites.	This survey will be given at the beginning of the 2022-2023 school year.
Illuminate	The number of aligned common grade level assessments in the system, as well as the fidelity of use across the district.	The development into Illuminate will be measured in March of 2022. The fidelity of use will be measured in the 2022-2023 school year.

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;

    o 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.

    o 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.

  - o **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:

  - o Any activity authorized by the Elementary and Secondary Education Act (ESEA) of 1965;

  - o Any activity authorized by the Individuals with Disabilities Education Act (IDEA);

  - o Any activity authorized by the Adult Education and Family Literacy Act;

  - o Any activity authorized by the Carl D. Perkins Career and Technical Education Act of 2006;

  - o 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;

  - o 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;

  - o Developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs;

  - o Training and professional development for staff of the LEA on sanitation and minimizing the spread of infectious diseases;

  - o Purchasing supplies to sanitize and clean the facilities of an LEA, including buildings operated by such agency;

  - o 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;

  - o 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;

  - o Providing mental health services and supports, including through the implementation of evidence-based full-service community schools;

  - o 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;

- o 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.

  - o 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;
  - o 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;
  - o 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;
  - o 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
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