

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
LCAP--Local Control and Accountability Plan	https://www.adusd.k12.ca.us/
ELOP--Expanded Learning Opportunity Plan	https://www.adusd.k12.ca.us/

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
\$852,202

Plan Section	Total Planned ESSER III
Strategies for Continuous and Safe In-Person Learning	\$681,202
Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)	\$171,000
Use of Any Remaining Funds	\$0

Total ESSER III funds included in this plan

\$852,202

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.

To address the impact of lost instructional time during the 2019-20 and 2020-21 school years, the District will be continuing the Expanded Learning Plan actions that were developed with community input during the spring of the 2020-21 school year. The following outreach activities were used in the development of the Expanded Learning Opportunity Plan to address pupil learning loss:

On April 13, 2021, District Administrators met with certificated staff representatives to discuss extended school year options for student learning loss and expanded learning opportunities. The four options considered were additional school days at the beginning of the year, additional school days at the end of the year, summer school, or increased/enhanced after-school tutoring. On May 3rd and 4th, District Administration met with all teachers at each campus to also discuss the extended time option. 100% of teachers at both campuses agreed that enhanced/increased after-school tutoring would be the most effective for student remediation and review. Teachers also indicated a need for increased intervention during the school day and advocated for an additional teaching position dedicated solely to small-group instruction based on an RTI model.

On April 26, 2021, District Administration met with classified staff members to glean input on extended learning time. Of the options discussed, most agreed that after-school tutoring would offer the most effective solution to learning loss. Classified staff also indicated a need

for more small group instruction with paraprofessional support as well as additional transportation for after-school tutoring. Several employees noted that transportation has long been a barrier to after-school learning opportunities. On April 28, 2021, a Parent Advisory Committee meeting was held to discuss learning loss mitigation options. Of the parents in attendance, the majority felt that additional instruction in the course of the regular school year would be most effective. They indicated that after-school tutoring could be designed specifically for those students with the highest need. The Parent Advisory Committee members also felt that transportation for after-school tutoring would enhance student participation. On May 6, 2021, District Administration met with the DELAC Committee to glean input on extended learning time and supports. All in attendance preferred supports and additional time for learning loss mitigation efforts to be scheduled during the school year instead of additional school days. The majority in attendance supported after-school tutoring options but expressed concerns about transportation as a barrier to participation. Most said that adding a transportation component to after-school tutoring would make it accessible for their students. All on the committee also expressed support for small-group intervention and continued access to technology for students at home. In addition, School Climate Surveys were sent out on April 16th to assess parent preferences for extended learning time in the 2021-22 school year. Of the comments made by parents, most felt that supports during the school year would be more effective than adding days to the year or providing summer school.

In an effort to glean additional stakeholder input for ESSER III funding, the District initiated a new community engagement process in the fall of 2021. Through that process, perspectives and insights of various community groups were solicited to determine the unique needs of students, especially those related to the COVID-19 pandemic. In addition, discussions included strategies and interventions that would be most effective in addressing those needs.

The stakeholder input began with Board meeting on August 10, 2021 during which ESSER III allowable expenditures were reviewed and student needs were discussed in that context.

In two Parent meetings on August 24th and September 21st, parents were given funding information and input was solicited for optimal expenditures that would be support students' learning needs specific to the effects of COVID-19.

On September 14th and 27th, Managers of all District departments were given ESSER III information and asked for areas of need unique to their operations that could be addressed with ESSER funding.

Students participated in surveys about their academic, mental health, and facilities needs during the week of September 27th-October 1st.

On October 4th, District certificated and classified staff met to discuss needed academic interventions, health/safety needs, and corresponding actions to address each area.

On October 6th, the SELPA Director, ADUSD's Special Education Administrator, was contacted to review proposed actions contained in the ESSER III draft plan and their impact on the needs of Special Education students.

District administration met with DELAC on 10/29/21 to glean further input from EL parents and discuss proposed actions.

In an effort to glean input from all stakeholder groups, the District evaluated engagement opportunities and determined that all student groups served were solicited. Civil rights groups, tribes, and advocates for any unidentified student groups listed above are neither present nor served by Alview-Dairyland USD.

The plan was presented to and approved by the Alview-Dairyland Union School District Governing Board on October 26, 2021 and submitted to the Madera County Superintendent of Schools on October 27, 2021.

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

In developing the ESSER III Expenditure Plan, the District considered community input not only from stakeholder meetings specific to ESSER III spending but also from the aforementioned Expanded Learning Opportunity Plan input. Based on feedback from certificated staff, classified staff, and parent groups involved in the development of the ELOP, Alview-Dairyland's current plan for supplemental instruction and support is based on in-school intervention and after-school tutoring. Through continued consultation with the same groups from August through October of 2021, all expressed the need to continue those supports designated to mitigate the impact of lost instructional time. Funds from the current Expanded Learning Opportunity Grant must be spent by the close of the 2021-22 school year; all groups expressed the need to continue and enhance both in-school intervention and after-school tutoring through the 2022-23 school year. Expenditures to be continued include an intervention teacher position and after-school tutoring for student support.

In addition, when community members, staff, and students were solicited for ESSER III expenditure input, most groups expressed a need to enhance student safety for in-person learning. 88.8% of Dairyland students responded favorably to the construction of an outdoor learning space. All parent groups and staff that were surveyed agreed that an outdoor facility with a solar component would enhance student safety and mitigate long term energy costs. At the August 10, 2021 Board meeting the District was approached by a parent who asked that outdoor learning spaces be considered as an optimal means of returning students to safe in-person learning.

With regard to enhanced safety for indoor learning environments, staff and parent groups both responded favorably to the District's interest in upgrading aging HVAC units and installing new systems for improved filtration and energy savings.

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

\$681,202

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
N/A	Solar Outdoor Learning Environment (SOLE)	A Solar Outdoor Learning Environment or "SOLE" will be constructed at the Dairyland Campus to facilitate a safe learning environment for staff and students. The SOLE will be utilized for classroom instruction and outdoor dining. The structure will allow for social distancing and increase air flow to significantly reduce health risks associated with the pandemic. "Outdoor learning is a pedagogical approach used to enrich learning, enhance school engagement and improve pupil health and wellbeing" according to PLOS1, and educational research firm. In addition, the SOLE will be completed with solar panels on the roof to provide sustainable energy production.	\$541,202
N/A	HVAC Upgrades	New HVACs will be installed at both campuses to improve air filtration and overall air quality.	\$140,000

Addressing the Impact of Lost Instructional Time

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

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

\$171,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
Expanded Learning Opportunity Plan	Intervention Teacher	The District will accelerate progress to close learning gaps through the services of an additional teacher to provide	\$75,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		small-group instruction for the 2022-23 school year. The intervention program will use evidence-based curriculum from McGraw-Hill Wonder Works and IXL programs to support student learning needs. Students will be served in small groups no larger than eight and will rotate through the program based on an RTI model.	
Expanded Learning Opportunity Plan and LCAP Goal 1; Action 18	After-School Tutoring	The District will continue to provide after-school tutoring to mitigate learning loss through the 2022-23 school year. Tutoring will focus on Math and Language Arts; evidence-based curriculum will be used from IXL, McGraw-Hill and Houghton Mifflin intervention programs. Teachers will offer tutoring 2-3 days per week and transportation will be offered on an as-needed basis.	\$96,000

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

N/A

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
<p>Addressing the Impact of Lost Instructional Time: Intervention Class at Dairyland After-School Tutoring</p>	<p>Students identified for intervention supports will be placed in a small-group setting for Math, ELA or both at the beginning of the school year. Progress will be monitored by a team including the intervention and classroom teachers as well as the site administrator at the middle and end of each quarter. Grades, writing samples, formative/summative assessments, and local reading data will all be used as metrics for the effectiveness of the supports. In addition, SBAC scores will be analyzed annually to determine not only individual student progress but the effectiveness of the intervention program as a whole. With regard to tutoring, in addition to attendance rates, the same metrics will be used to determine student progress as well as teacher anecdotal evidence. Unlike intervention, students will be encouraged to continue to participate in the after-school tutoring program even if they achieve standard mastery to reinforce grade level concepts.</p>	<p>Intervention teams will meet seven times each year to review progress--at the beginning and end of each 10-week quarter. Based on identified metrics, students will be rotated in and out of intervention classes based on an RTI model.</p> <p>The effectiveness of after-school tutoring will be analyzed on a quarterly basis.</p> <p>For both intervention and tutoring, SBAC results will be analyzed annually.</p>
<p>Strategies for Continuous and Safe In-Person Learning: Construction of a SOLE--Solar Outdoor Learning Environment HVAC Unit Replacements.</p>	<p>The contribution of the SOLE and corresponding components as a means to ensure continuous and safe in-person learning will be monitored by the following: Overall student health based on attendance and school virus transmission rates Student engagement when participating in outdoor learning Number of students who can be transitioned from indoor to outdoor dining.</p>	<p>Student health, engagement, and attendance will be monitored on a monthly basis. HVAC and air quality testing will take place quarterly.</p>

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring

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