



ESSER III Expenditure Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Campbell Union School District	Dr. Shelly Viramontez Superintendent	sviramontez@campbellusd.org 408-364-4200

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
Safe Return to In-Person Instruction and Continuity of Services Plan	www.campbellusd.org
Local Control and Accountability Plan	www.campbellusd.org
Expanded Learning Opportunities Grant Plan	www.campbellusd.org

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

6,821,946

Plan Section	Total Planned ESSER III
Strategies for Continuous and Safe In-Person Learning	1,836,784
Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)	2,470,662
Use of Any Remaining Funds	2,514,500

Total ESSER III funds included in this plan

6,821,946

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 utilized the community input as provided in the Local Control and Accountability Plan and the Expanded Learning Opportunities Grant Plan (Page 1-2) that can be found at the links provided previously in this plan. In addition to the engagement feedback from those plans we had the following opportunities to provide feedback in the 2021-2022 school year:

- *District level Superintendent’s LCAP Advisory Committee Meeting: 10-4-2021
- *District Level DELAC meeting: 10-18-2021
- *District student advisory council meeting: October 25, 2021

*District Instructional Leadership Team retreat: July 28, 2021

*Survey of families experiencing homelessness that went out in August 2021.

*School Site Council and ELAC meetings at all 12 schools in the month of August or September 2021.

A presentation was done at all of these meetings describing the programs and services that have been funded at this point using past funding sources designed to promote safe in-person instruction, continuity of learning and addressing lost instructional time. After hearing about those items, the stakeholder community was asked what additional services and support they felt would assist their child or family in the coming year. Their feedback was captured and shared with the ESSER development team. The development team also did a thorough review of previous stakeholder engagement to ensure that we are funding high need programs and services.

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

A description of how the development of plan was influenced by community input can be found in the previously mentioned plan. The items funded in the plan are a direct result of community stated need for safety and student academic learning and addressing the social emotional learning needs of students. The hours of our Community Liaisons were increased as a result of stakeholder feedback in order to ensure that we continue to focus on family engagement to ensure that we are reaching the identified population of students called out in the grant.

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

1,836,784

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
ESSER III	HVAC System Improvement	Work to be done to meet safety air flow requirements	585,784
ESSER III	Turf	Creation of safe outdoor learning spaces	131,000
ESSER III	Classroom Renovation	Classroom repair to lower class size	130,000
ESSER III	Outdoor Learning Shelter	Creation of safe outdoor eating space	800,000
ESSER III	Merv Filters	Filters to meet safety guidelines	100,000
ESSER III	Restroom Update	Upgrade to preschool program facilities to continue providing early learning programs that serve as intervention and inclusion opportunities for students.	90,000

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

2,470,662

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
ELO Grant Plan, pg. 3	Math Specialists	Continue funding math specialists	600,000
ELO Grant Plan, pg. 3	MTSS Instructional Associates	Continue funding IA's to support MTSS needs at elementary sites	550,662
ELO Grant Plan pg. 3	Math Intervention	Continue providing Elevate Math intervention program in the summer or afterschool.	80,000
ELO Grant plan pg. 4	Reading Intervention	Continue providing an increase in reading intervention teacher support	125,000
ELO Grant plan pg. 4	MTSS Co-Administrator	Continue funding an MTSS co-administrator	165,000
ELO Grant plan pg. 3	Summer learning programs	Continue providing summer enrichment and intervention learning programs	100,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
ELO Grant plan pg. 4	Services for students experiencing homelessness	Continue providing services to support social emotional, academic and transportation needs of students experiencing homelessness.	20,000
ELO Grant plan pg. 3	Tutoring services	Continue to provide tutoring services and AVID tutors	125,000
ELO Grant plan pg. 5	Professional development	Continue providing training for certificated and classified staff	200,000
ELO Grant plan pg. 4	Instructional Materials	Continue funding STEAM hands on learning materials for students to promote integrated learning	100,000
ELO Grant plan pg. 4	Academic Resource center	Continue funding an out of school time resource center for Saturday learning and enrichment programs	75,000
ELO Grant plan pg. 5	Teacher stipends	Compensation for teachers to work out of school time hours to support student learning gaps	80,000
ELO Grant plan pg. 5	ELD Teachers	Specialists to support the academic needs of English learners	250,000

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

2,514,500

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
ESSER III	Classroom Teachers	Additional teachers to support mandatory Independent Study and increase the number of classrooms with a lower class size	750,000
ESSER III	Chromebooks	Additional technology needed to support digital learning and at-home learning for quarantine	600,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
ESSER III	Out of school time enrichment	hands-on enrichment classes for unduplicated students.	120,000
ELO Plan pg. 4	Counseling services	Continue counseling to support the social emotional learning needs of students.	300,000
ESSER III	Student iPads	Additional technology needed to support digital learning and at-home learning for quarantine	400,000
ESSER III	Learning Management System	Implement Schoology district-wide to increase efficiency and communication with families during virtual and in-class instruction	75,000
ELO Plan pg. 5	Studer Education Consulting Group	Professional development for leaders to system alignment.	170,000
ELO Plan pg. 5	Student meals	Continue to provide free meals for unduplicated pupils.	49,500
ELO Plan pg. 5	Childcare	Continue to provide childcare subsidies for unduplicated pupils.	50,000

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
Student Tutoring and AVID tutors	Students targeted for tutoring will be selected based on academic data demonstrating significant progress below grade level. We will work with outside tutoring contractors to provide the service and they provide us with monthly updates on the frequency and impact of the tutoring. Progress will be monitored by monthly reports, evaluation of internal student data done	Monthly at the school level and quarterly at the district level of all students receiving services.

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
	by teachers in monthly professional learning community meetings.	
Instructional Associates, Co-Administrator, Additional Teachers	The district's goal setting and evaluation process will be used. Classroom and/or meeting observations will take place regularly to monitor progress of staff to ensure they are meeting standards.	Goal setting will happen by October 15th, 2021. Formal Evaluations will be performed two times per year. Informal visits will happen monthly.
Summer Learning Programs, Academic Resource Center, Reading Intervention, Math Intervention, Out of school time academic and enrichment programs, hourly teachers	Attendance records will be collected for students receiving supplemental programs. We will monitor who is being served by student group: English learners, low income status, homeless, foster youth, students with disabilities, students of color. This will be done to ensure that we are serving the students most impacted by Covid-19. Academic data will also be pulled for students in intervention programs.	Student data will be evaluated three times per year after each formal benchmark cycle. Attendance data will be evaluated after each 8 week implementation cycle for the Saturday intervention program.
Services for homeless students	A survey will go out to families to see if the services are addressing their needs. Attendance, academic and counseling support data will be monitored internally by teachers and site administrators.	Survey: Twice per year Internally Data monitored: Quarterly
Math Specialists, English Language Specialist Teachers	Specialists will review data on student progress from the classrooms where they are offering targeted support. They will create plans with their co-teachers to allow for reteaching, small group or additional support for students. Teachers will utilize the access lesson plan templates which provide intentional pre-planning to address student gap areas.	Student data will be monitored in accordance with the district's assessment calendar which administers assessments three times per year.
Supplemental Math, ELA and Steam Materials	Supplemental intervention materials will be purchased to support the learning and/or social emotional learning needs of students. When new programs are purchased we complete a pilot initiative form that requires the implementing staff members to collect student data after using the program for a specified time	Pilot forms will be done before purchasing supplemental curriculum. This will be implemented as needed based on new materials requests. Classroom walks will be done monthly by site administrators.

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
	to monitor effectiveness. STEAM materials will be utilized to increase the amount of hands on learning happening in the classrooms and this will be monitored by regular classroom walks by the site administrator.	
Professional Development	Attendance records are kept for all professional development and surveys and feedback forms are done after the training cycles to determine effectiveness. Site leaders are provided with lists of staff who receive training so that they can monitor implementation in the classroom.	Lists will be shared with site administrators at the beginning of each new professional development session.
Construction Items: Lunch shelter, Bathroom improvement, classroom conversions, HVAC, Turf, MERV filters, lunch shelter	Construction timelines are set and monitored to ensure that projects are on track for completion.	Progress will be monitored monthly and an annual board report is done to report on the progress of construction projects.
Counseling	Counselor caseload lists will be monitored for increase or decrease in cases. There will also be monitoring if there is not enough room on the counselor caseload to determine if support and staffing needs to be increased. We will also look at student ethnicity and background to determine who we are serving based on student groups.	Every quarter the caseloads and progress updates will occur as well as reviewing how many students are exiting and how many are entering counseling support.
Technology purchase: iPads/Chromebooks, Learning Management System	Materials will be purchased using the district's purchasing process. Technology will be distributed and tracked using our internal system. Site Administrators will gather feedback from classroom teachers to ensure that they have adequate technology to support instruction. Usage reports will indicate how the learning management system is being utilized at the classroom level.	Schoology monthly usage updates will be looked at monthly to determine effectiveness. An annual survey will be done by the technology department to track the effectiveness of technology purchases in meeting the instructional goals of teachers.
Studer Consultant for systemic alignment	Development of a metric scorecard to measure our high leverage strategies and LCAP goals. We will create an annual plan outlining the	Four Studer Surveys will be done one time per year. We will do an employee, student and parent engagement survey as

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
	coaching support that our teams will receive to implement a culture of ongoing improvement.	well as a district department survey to evaluate the services our district is providing to our stakeholders.
Childcare and Free Meals	We will monitor who is receiving free childcare and meals to ensure that our support is serving those most in need. A parent survey will be created for the purpose of outreach to ensure that we are providing equitable services to students in need.	Data will be collected twice during the course of the year. The survey will be one time per 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;
 - 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
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