

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	https://www.pgusd.org/Departments/Curriculum/Accountability-ESSER--LCAP--LEAP/index.html
2021-2022 LCAP	https://www.pgusd.org/Departments/Curriculum/Accountability-ESSER--LCAP--LEAP/index.html

Summary of Planned ESSER III Expenditures

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

Total ESSER III funds received by the LEA

\$1,253,054

Plan Section	Total Planned ESSER III
Strategies for Continuous and Safe In-Person Learning	\$183,256
Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)	\$1,069,798
Use of Any Remaining Funds	0

Total ESSER III funds included in this plan

\$1,253,054

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.

Pacific Grove Unified School District has had ongoing meaningful opportunities to include stakeholders in the development of the ESSER III plan. Some parts of the plan are extended opportunities from our ELO grant and LCAP. Throughout 2020-21 the district had meetings with DELAC, District Parent Advisory Committee, Student Advisory groups, Community Forums for the High, Middle, and Elementary Schools, both classified and certificated unions, Administrative group and the district cabinet team which includes representation from curriculum and instruction, special education, human resources, and business. We have engaged in meaningful consultation with the community members below, as each perspective from the groups was considered in identifying the unique needs of the district, and how the district can best support recovery from the effects of the COVID-19

The ELO grant and LCAP do not include all the ESSER III funds so we have continued to reach out to our stakeholders to obtain perspectives and insights from our community members. The following are stakeholder engagement opportunities that have taken place:

1. ESSER III Parent, Student, Teacher, Administration, Classified Staff Survey-October 5, 2021
2. ELAC presentation on ESSER 3 at Robert Down and Forest Grove-October 2021
3. Student Focus Groups (Middle and High School) representing low-income, EL, RFEP, students with exceptional needs, Hispanic (September-October 2021)
4. Monthly site leadership teams -August, September, October 2021
5. School site Parent Teacher Student Association- August, September, October 2021
6. Site Faculty meetings- August, September, October 2021
7. School Site Council meetings- August, September, October 2021

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

Through feedback from surveys, meetings, and data from previous stakeholder meetings there are three areas that continue to rise to the top as a focus. Continued academic support for students as they come back to in-person learning, and those that choose independent study to accelerate learning and provide students with multiple opportunities and ways to access curriculum and standards. Suggestions for this included small group instruction to support learning, before and after school as well as summer learning options, accelerated online options, additional instructional aides, before/after school tutoring, additional intervention support TK-12, and ongoing progress monitoring that is shared with parents in regular 4-6 week cycles.

Another area that emerged is the continued support for social-emotional learning and expanding Cultural Proficiency Practices. Suggestions for this include increased support via counselors and mental health services at the high school, outdoor space for recess and learning options, and continued use of Social-Emotional (SEL) curriculum at the elementary and middle school. There is a great need for SEL student supports at the high school. The district will be seeking outside supports for mental health services for the high school. The district is also implementing districtwide professional development on social emotional learning for all administrators, certificated, and classified staff throughout the year. The district will also be furthering and deepening its work on Equity and Access beginning this school year and continuing on in 2022-2024.

The last area that has continually emerged is to ensure the health and safety of students and staff in Pacific Grove USD. Suggestions include increased cleaning and sanitation, providing appropriate PPE gear for both students and staff, upgrade of HVAC systems and HEPA filtration systems, ensuring that all classes have proper ventilation to decrease the spread of any infectious diseases or viruses, onsite covid testing, and more outdoor eating spaces for the High School.

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

\$183,256

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
ELO grant	Facilities	Continue to maintain facilities and make upgrades to the HVAC and provide HEPA air filtration systems (air purifiers) to each classroom to ensure all schools provide a safe environment to decrease the spread of COVID 19. Part of the funding for this action is from ESSER III funds	\$86,351
ELO grant	Covid Testing and PPE Gear	To provide all staff and students with the appropriate PPE gear as needed. Also offer onsite Covid testing for students/staff showing symptoms or Covid exposure	\$40,000
N/A	New Position Health Clerk	A new position will be added to provide more supports at the sites with an additional Health Clerk	\$30,753
N/A	Equipment	Additional lunch tables to provide more outdoor eating space at elementary and high school ,outdoor overhead structures, atheletic supplies and equipment	\$15,000
N/A	Supervision	Additional noon duty to provide split lunch schedules and supervision at sites	\$11,152

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

\$1,069,798

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
ELO Grant and LCAP Goal 3	Teachers On Special Assignment	Two Teachers on Special Assignment (TOSA) to support the Middle and High School in coordinating the intervention supports for students who have demonstrated learning loss and student progress monitoring. TOSAs will analyze MAP (Measures of Academic Progress) assessments and support students in the intervention classes, provide outreach support for students/parents and support Tier 1 (classroom interventions). The TOSA at the high school will monitor the credit recovery program through Edmentum and at the middle school the TOSA will monitor the Foundational Skills Tutoring offered through Edmentum.	\$275,000
ELO grant	Teacher summer planning time	Pay teachers at the HS and MS to plan for learning loss by focusing on essential standards, gap analysis, and differentiation instructional practices to meet student needs (Summer of 2021 & 2022)	\$35,632
ELO grant	Extended Summer school	Offer an extended summer school option via Edmentum EdOptions Academy and increase grade levels at elementary for summer school	\$60,100
LCAP goal 2 Action #1	Mental Health Therapist	Contract with a licensed mental health person to provide mental health support for students at the High School and Community High School	\$100,000
LCAP goal 2 Action #2	Equity-Access and Cultural Proficiency	Begin the first year of a three year implementation plan to deepen the district's work on Equity-Access and Cultural Proficiency by working with identified Equity Organizations	\$91,350
LCAP goal 3 Action #1 and ELO grant	Measure of Student Progress Assessments (MAP)	Purchase MAP (Measures of Academic Growth) for school year 2022-24 to continue to measure and monitor student progress and growth. This assessment is designed to	\$57,900

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		determine where students are in their learning to address skill areas of growth and enrichment	
LCAP goal 3 Action # 2	AVID Pathways Professional Development	Provide AVID professional development to content area teachers and academic intervention teachers (MS/HS)for tier 1 classroom and tier 2 (intervention/support classes) student support.	\$18,000
LCAP goal 3 Action # 4 and ELO grant	Elementary Intervention - Teachers	Continue to provide elementary intervention supports with two additional intervention teachers who will oversee during and after school intervention and tier 1 classroom supports	\$265,000
LCAP goal 3 Action #4 and ELO grant	Elementary Intervention - Instructional Aides	Increase instructional aide positions to the elementary intervention system to provide during and after school student support	\$140,000
LCAP goal 3 Action #6	Math tutoring	Add one extra day for after school math tutoring for the HS (D'Amico) .1FTE	\$9,616
LCAP goal 1 Action #3 and ELO grant	High School Credit Recovery	Continue to offer HS credit recovery via EdOptions Academy during the 2022-23 school year	\$17,200

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>Teachers on Special Assignment TOSA) at the Middle and High School Measures of Academic Progress Assessments (MAP) Elementary Intervention Teachers Elementary Instructional Aides HS extra math tutoring day HS Credit recovery</p>	<p>TOSAs will coordinate the intervention supports for students and monitor student progress by the analysis of MAP assessments, provide outreach support for students/parents and support Tier 1 classroom interventions. The TOSA at the high school will monitor the credit recovery program through Edmentum and the TOSA at the middle school will monitor the Foundational Skills tutoring offered through Edmentum.</p> <p>Elementary intervention teachers and instructional aids will monitor student progress through growth reports using Read 180, SIPPS Mastery Tests, Bridges Math Intervention Progress Monitoring assessments and DIBELS 8 via Benchmark and Progress monitoring assessments. Intervention teachers will also monitor and oversee the afterschool tutoring program.</p> <p>Additional section for after school math tutoring to be provided by a certificated math teacher for students who are on the D & F list. Math teacher and HS TOSA will work closely together to monitor student progress.</p>	<p>At the middle and high schools, intervention and credit recovery will be monitored in six-week cycles. Students that are not making progress will have individual conferences and be provided with additional supports.</p> <p>MAP assessments will be given 3 times a year (fall, winter, end of year) PLC's will analyze data and identify target areas for students.</p> <p>Elementary intervention teachers and instructional aides will monitor tier 2 students bimonthly.</p> <p>Students in the HS Math afterschool tutoring will be tracked via daily attendance and monitored on a weekly basis with a reference with the D & F list.</p>

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
AVID Pathways Professional Development	Progress will be monitored through evidence of teacher attendance at AVID Pathways trainings and by implementation of AVID methodologies in content classes as observed by site administration via walkthrough data	Site administrators will observe students in classrooms to ensure they are using the methodologies on a bimonthly basis.
Middle and High School Teacher Summer Planning Time	Teachers will develop strategies for differentiation of practice and curriculum to address student needs and submit plans to the site administrator.	Progress student grades on a quarterly basis (Tier 1), administer teacher and student surveys and interviews to determine efficacy twice a year (first quarter and third quarter)
Extended Summer School	Regular contact with EDOptions teachers and available progress checks on the EDOptions website. Elementary summer school teachers will do weekly formative assessments.	Weekly progress monitoring of formative assessments for all students during the summer school program at the elementary and weekly progress checks at the Middle and High School level.
Social Worker/Mental Health Therapist	HS outreach counselor will work closely with the social worker/mental health therapist to identify students in need at the High and Community High School via survey data, student self identification, and teacher/administrative recommendation	Weekly and monthly communication with the social worker/mental health therapist, survey data, student academic progress, and student check-ins.
Equity-Access and Cultural Proficiency	Progress will be monitored via student, parent, classified/certificated/administration surveys, and focus group interviews to include all stakeholders.	Surveys will be administered biannually and focus groups on a quarterly basis.

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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