



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	http://clayjoint.cyberschool.com/District/1189-Untitled.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

234,173.00

Plan Section	Total Planned ESSER III
Strategies for Continuous and Safe In-Person Learning	187,339.00
Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)	46,834.00
Use of Any Remaining Funds	

Total ESSER III funds included in this plan

234,173.00

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.

Clay has sent out many surveys to parents asking what they desire for their students. Student and staff surveys were also sent out. We were prepared with ideas if/when money became available. We have asked our safety committee, our PAC, Parent Club, Staff and School Board. Many things are going well for Clay Joint Elementary School, but safety and intervention are things that can never get a great deal of focus due to limited funds.

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

Through discussions with our teachers, classified staff, Special Education staff, management and administration, School Board, safety committee, and parent club and the results of parents surveys sent to students and families, it has come up many times that we need a more secure entrance to our school. Now, with COVID, the entrance and exit of two distinct locations have exacerbated the safety problem. When students get sick, they can only enter the front door of our office where all other visitors and staff enter as well. In order to provide an alternative entrance for students to the nurses' office or a safe exit out of the nurses' office without first passing through the main part of the office. In addition, we have primary bathrooms with all indoor access. All the appliances are touch surfaces. We want to remodel the bathrooms so that students have separate entrances and do not need to share indoor hallways before they enter their respective bathrooms. As we remodel, we want to add no-touch toilets, no-touch sinks, soap dispensers and towel dispensers.

During the 2020-2021 school year where Clay was held harmless, we allowed our enrollment to remain low so we could open our classrooms and offer instruction with the adequate space needed for safety measures. In order to make it financially, we needed to increase our ADA from 201 to 250. The concern from all the stakeholders was that 1/5 of our student body would be new. We knew that could be a potential change to everything we did. That could potentially be 50 students who were not in school like we were, 50 students who did not have the Social emotional support like we had at Clay, 50 new students who we have not established relationships with and approximately 30 new families who we did not know as well. In anticipation of this big change for our small school, we talked a lot about all the different options to keep us academically sound, socially and emotionally healthy and physically safe. As surveys were created and conversations had, the content of this plan was discussed and created.

Clay Elementary has a long-established foundational principle of meaningful educational partner engagement. These efforts were refined and improved through the Local Control and Accountability Plan (LCAP) development process. The District's practices have been further enhanced during the pandemic as Clay sought the input and feedback of its educational partner groups (formerly stakeholder groups) in the early spring of 2020 and continuing through the development of the Local Continuity and Attendance Plan, The 2021-2022 LCAP, and now the ESSER III Expenditure Plan. Additional results of parent surveys have requests for tutorial services, so the 20% will be used for intervention and tutorial whether it be current staff or hiring new staff to provide the services. We want to start first with extra hours for our permanent staff and monitor the progress of our students to see if that will suffice.

When COVID hit the majority of these meetings were ZOOM meetings and google surveys. From March 2020 through August 2020, ALL parents were called to answer the survey who did not respond on their own for 100% feedback until we returned to in-session school in November 2020.

April 2020 COVID Parent Survey

May 2020 COVID Parent Survey July 2020 COVID

Parent Survey August 2020 Parent Club meeting and Parent Reception

Survey to all families and families who speak languages other than English

August 2020 School Site Council Meeting

August 31, 2020, PAC Meeting

September 2020 Parent Survey
September 2020 Parent Club Meeting
October 2020 Open Parent Night October 2020 Parent Survey
October 2020 Parent Club Meeting
SELPA Dec. 2, 2020 December 2020
Parent Club Meeting 2021-22
December 2020 Parent LCAP/Climate/COVID Survey
December 2020 Student Climate Survey January 2021
Parent Club Meeting SELPA Meeting January 13, 2021 February 2021 Parent Club Meeting SELPA Meeting February 17, 2021 SELPA SGC
February 25, 2021 March 2021 Parent Club Meeting SELPA March 17, 2021 March 2021 Parent Survey April Parent Club Meeting SELPA
Meeting April 21, 2021 April 2021 Parent/Staff LCAP Survey
April 2021 Stakeholder LCAP/LOP/COVID Survey to Teachers, Other school staff, and all other educators
SELPA SGC Meeting April 22, 2021 May 2021 Parent Club Meeting May 2021 PAC Meeting
SELPA SGC Meeting May 27, 2021 Clay has no bargaining units, but the staff meets once a month and the teachers meet weekly to discuss
different components and contents of the 21-24 LCAP.
May 27, 2021 Feedback for site and district administration

Clay evaluated its stakeholder engagement opportunities and determined that (Civil Rights Groups/ Tribes/ Advocates) are neither present nor served by the LEA.

Public comment period was from October 5-1
Board approval date: October 13, 2021

Additional results of parent surveys have requests for tutorial services, so the 20% will be used for intervention and tutorial whether it be current staff or hiring new staff to provide the services. We want to start first with extra hours for our permanent staff and monitor the progress of our students to see if that will suffice.

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

187,339.00

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
N/A	Safe Primary Bathrooms with Exterior Entry	Our primary bathrooms for grades 1st - 3rd and K during recess can only be accessed through an internal hallway, with front of the school access, rather than directly off of the playground. Currently the students all pass each other in an internal hallway. Our plan is to add two exterior doors, one to each bathroom, so as to avoid crossing and congregating in this indoor hallway. This will also provide exterior access directly from the playground without having to go around a building to a door on the front of the school to access hallway. We will also install touch-less toilet flushing, touch-less sinks, touchless soap dispensers and towel dispensers. This will support student safe return to school and reduce the spread of the COVID 19 virus.	129,916.43
N/A	Safe Entrance to School	Currently there is only one point of entry for everyone to come to the office including sick students needing to access the nurses' office. This is not safe as sick students must pass through main office to enter or exit. This plan will provide modifications to the office to include a second door in an adjacent room. We have plans to replace a window with a door so students can enter from the interior of the campus to the office without going through the front door. This will also allow students from the nurses' office to exit to home without leaving through the front door. This will	57,422.57

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		support student safe return to school and reduce the spread of the COVID 19 virus.	

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

46,834.00

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP, Goal 1 Action 2 and 3, ELO	Intervention	The LCAP funds salaries for interventions and aides. The ESSER funds will build upon this by providing additional time for student intervention. THE ELO funded 20-21 Summer School these dollars will be used to extend that summer learning opportunity. We have an all inclusive, diagnostic intervention program called DEN we provide for all students with documented success. However, 1/5 of our student body is new to Clay. Many parents of our new students are asking for additional help expressing concern that their kids missed a lot during the COVID closure. The plan is to have a base of intervention provided through our DEN program and offer additional assistance as needed through before and after school tutoring. iReady, and DRA, ESGI, and STAR are all assessment that will be used to progress monitor our students and identify areas of needed intervention.	46,834.00
N/A	Social Emotional Learning Curriculum and Supports	Second Step Curriculum was purchased and will be implemented K-8. As noted in the ED COVID-19 Handbook, meeting the social and emotional needs of students must be foundational to efforts to improve academic outcomes for	0

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		students. The teaching of social and emotional skills can be woven into classroom supports and how teachers design instruction and the kinds of learning opportunities they provide to students.	
N/A	Summer Learning Academy	Summer learning will support and address the academic impact of lost instructional time caused by the COVID 19 crisis. iReady Assessments throughout the year help Clay progress monitor all of our students. We will use these results, CAASPP results, DRA and ESGI to determine if additional help is needed during winter and summer sessions and provide intervention during these breaks as well.	0

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

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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
Intervention Services LCAP Goal 1 Actions 2 and 3, Summer Learning Academy	<p>Clay has a strong intervention program called DEN, differentiating for every need, in place since 2013. iReady is the progress monitoring tool used to do entry level assessment, midterm diagnostic assessment and end of year diagnostic assessment. This tool identifies the gaps in each student in both ELA and Math and provides individualized lessons that target areas of needs. Every day, each grade level stops for 30 minutes to work in iReady. Those students identified with the the most opportunity to show improvement work in small groups with intervention teachers as mentioned in our LCAP goal 1, Actions 2 and 3.</p> <p>In addition to the practice already in place with iReady, we will use the same diagnostic to identify the students of greatest need using ESGI, DRA and STAR. These students will continue to be monitored with iReady while providing additional before and/or after school tutoring options as well as potential winter and summer break extended learning opportunities.</p>	<p>CJESD gives 3 Diagnostic Assessments and progress monitoring two times in between. Those are the formal assessments. We monitor progress on a daily basis holding the students to 30 minutes a day in either ELA or Math. There is a strong correlation between mastery of iReady and meeting standards on the CAASPP assessment in grades 3-8. In years past we have also seen strong evidence in the effects of early intervention in our K-2 grades. In grades K-2 we use AR, DRA and EKSG as individualized progress monitoring tools. DRA, ESGI and STAR will also be monitored at least 3 times a year as well.</p> <p>Every 6 weeks progress is monitored and groups are changed as needed.</p> <p>Teachers will be running 2-3 week intervention cycles with students demonstrating the need. They will keep repeating the cycles as needed.</p>
Social Emotional Learning Curriculum and Supports	<ol style="list-style-type: none"> 1. Second Step Performance Tasks will be administered to students in grades K-8 to monitor progress towards SEL goals. 2. PBIS data will be monitored to see a decrease in incidents and referrals both in class and office 	<ol style="list-style-type: none"> 1. Monitor progress at the end of each unit 2. Data collection weekly and monthly and trimester
Safe Primary Bathrooms with Exterior Entrance, Safe Entrance to School	Clay will monitor the number of COVID-19 cases and contacts. These additional safety measures will allow students and staff to work and learn in a safe environment.	Monthly

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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