

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
Local Control Accountability Plan Golden Gate Community Charter School	The plan may be accessed by visiting our webpage:
Local Control Accountability Plan CCCOE	The plan may be accessed by visiting our webpage:

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

\$6,871,149

Plan Section	Total Planned ESSER III Expenditures
Strategies for Continuous and Safe In-Person Learning	\$4,200,000
Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)	\$1,580,000
Use of Any Remaining Funds	\$1,091,149

Total ESSER III funds included in this plan

\$6,871,149

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.

This Elementary and Secondary School Emergency Relief Expenditure Plan (ESSER III) was developed with input and meaningful consultation with students, and families (including families that speak languages other than English), school site and central office CCCOE administrators (including special education administrators), teachers, principals, other educators, school staff, school nurses and the Public Health Department as well as local bargaining units, CCCSEA and Local One.

By engaging in ongoing regularly scheduled collaborations, CCCOE engaged in meaningful consultation with the following groups to the extent that they are present or served in our agency: SELPA Governance and Administrative Councils, Contra Costa County Coordinating Council, School CARES Teams, and COVID-19 Liaisons Team. These ongoing scheduled meets allowed the CCCOE to collect valuable feedback and direction from 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. This

includes community input gathered for the development of the following three plans of our LEA: 2021-24 Local Control Accountability Plan (LCAP), Expanded Learning Opportunities Grant Plan (ELO) and this ESSER III. At CCCOE we held a series of stakeholder meetings and solicited participation via surveys in the 2020-21 school year to provide opportunities for community members to provide input for the various components of the LCAP and the ELO. During Fall 2021 we provided similar opportunities for community members to gather additional input for the specific purpose of developing this ESSER III.

For this purpose, community members worked on identifying needs, proposing actions to meet those needs, and determining budgets needed for the actions with projected revenue in mind. In addition to these meetings, surveys were conducted to gather input for the CCCOE plans from the greater school community.

These meetings included Superintendent meetings, Monthly County Coordinating Council meetings, SELPA Administrative Council meetings, Student Site Council meetings at the Community School Program as well as at the Juvenile Detention Facility and Boys Ranch. Parent Informational/Q & A meetings allowed families to participate in conversation, provide input into priorities at school sites, and participate in surveys.

EER meeting dates Jan 2021-present

Local One Union Meetings:

2/10/2021, 3/10/2021, 4/29/2021, 6/16/2021, 7/21/2021, 8/18/2021, 9/15/2021

CARES team meeting dates

2/11/21, 2/25/21, 3/11/21, 3/25/21, 4/21/21, 5/13/21, 5/27/21, 6/10/21, 6/24/21, 7/22/21, 8/19/21, 9/2/21, 9/23/21, 9/30/21

CCCSEA:

6/8/2021, 01/26/2021, 02/01/2021, 02/09/2021, 02/18/2021, 02/22/2021, 03/01/2021, 03/04/2021, 03/08/2021, 03/11/2021, 04/12/2021, 05/17/2021, 07/27/2021, 07/28/2021

Contra Costa County Coordinating Council

9/18/2021, 11/20/2021, 01/15/2021, 03/19/2021, 05/21/2021, 08/27/2021, 09/17/2021

SELPA Administrative Council

8/20/2021, 9/17/2021

District Superintendent Covid-19 Check-In

Meetings are scheduled every other Monday

Superintendent Council

8/12/2021, 9/9/2021

PHI Planning

9/3/2021, 9/10/2021, 9/17/2021, 9/24/2021

Student Site Council Meetings

2/17/2021, 3/5/2021, 5/7/2021

Covid-19 Liaison County Districts Meetings

8/5/2021, 8/12/2021, 8/19/2021, 8/26/2021, 9/2/2021, 9/9/2021, 9/16/2021, 9/23/2021, 9/30/2021

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

The Actions in this ESSER III plan are greatly impacted by the input gathered by our community. The gathered input is summarized below under three categories: Implementing Strategies for Continuous and Safe In-Person Learning, Addressing the Academic Impact of Lost Instructional Time, and Using Remaining Funds for Additional Actions to address students' academic, social, emotional, and mental health needs, as well as to address opportunity gaps. These Actions from ESSER III are expected to ensure interventions to respond to the academic, social, emotional and mental health needs of students, especially for English learners, students who are low income, homeless and foster youths, students with disabilities, and other students with unique needs, which make up the majority of the population of students served at CCCOE.

Implementing Strategies for Continuous and Safe In-Person Learning

In response to the clear message that safety is the number one priority for students, families, school staff and the greater community, the CCCOE has dedicated funds to ensure that all staff have access to appropriate PPE, N95 Fit Testing, Individual student and teacher supplies to reduce sharing of items, air purification system filters and maintenance, extensive cleaning supplies, and professional development for safety procedures related to COVID-19. In addition, CCCOE has appointed facilities upgrades to support outdoor learning, safe eating and upgraded facilities. This upgrade is prioritized with consensus that it will be important to have additional custodial support, additional school nurse support as well as hiring permanent substitute positions, hiring additional teaching positions and increasing in substitute pay rate to ensure students have adequate staff support when at school. In addition to these cleaning and safety supports the CCCOE is conducting convenient access to COVID-19 testing, robust contact tracing and community vaccination clinics. To ensure a robust expanded learning program is available for the summer and intersessions, administrative support for coordination of services will be needed. One to one devices and hot spot connectivity for all students will be continued to ensure continuity of instruction in cases when students need to work in alternative settings.

Addressing the Academic Impact of Lost Instructional Time:

To address the academic impact of lost instructional time the stakeholders have provided feedback that student direct services are the key. Coordinated, individualized, focused and targeted instruction allows students with disabilities, students with mental health

needs, and students with language development needs to fill gaps in learning and expand learning opportunity. Students who have positive interactions and relationships with staff will thrive with targeted instruction. To ensure students receive this level of support the CCCOE will employ additional instructional assistants, additional tutor positions, a program specialist position, additional speech and language therapist services, transportation support for students to access services, community based expanded learning program scholarships.

Using Remaining Funds for Additional Actions

With remaining funds, the CCCOE will prioritize and supplement the social emotional and academic programs and services already in place by retaining social worker support, increasing staffing of registered behavior technicians, tracking information at an increased level with additional data technician support and TOSA stipends. In addition, to provide the requested level of alternative programming for students requesting Independent Study, the COE is offering stipends to existing staff who provide independent study supports and instruction, stipends for nurses to conduct contact tracing, cost of instructional aide rate increase and instructional supplies.

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

\$4,200,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
n/a	Individual student books, technology and devices/connectivity,	Individual student books and supplies, technology and devices/connectivity for all students and classrooms and learning centers, including for English Language Arts,	900,000

	supplies and equipment for classrooms and learning centers	Math, Sciences, Visual Arts, Performing Arts, PE, are purchased and provided for students to minimize COVID-19 infections and maintain safe and continuous in-person learning.	
n/a	COVID-19 safety procedures and services	Services and supplies provided to support safe facilities including increased cleaning, HVAC maintenance, contact tracing, COVID-19 safety training, and appropriate PPE usage to minimize COVID-19 infections and maintain safe and continuous in-person instruction.	2,575,000
LCAP 3.1 Enhanced Core Staffing	Increased staff and substitute support	Increased staffing to support small class size and increased substitute support for staff who cannot be at work due to COVID-19 related needs allows for students to continue instruction while following safety recommendations.	725,000

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

\$1,580,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP 1.2 LCAP 2.1 LCAP 2.2	Increased staff support to target instruction	Students in target groups, including students enrolled in CCCOE programs as well as countywide, will receive more time at school and after school receiving individualized and targeted instruction and social emotional support through increased instructional assistant staffing, additional registered behavioral technicians, additional speech and language supports as well as academic tutors.	530,000
n/a	Intervention program coordination and planning	Students in CCCOE Student Programs as well as targeted students countywide, who are identified as	360,000

		needing academic support or social emotional support, as measured by teacher and counselor recommendation will participate in coordinated targeted intervention programs coordinated by managers dedicated to identifying appropriate students and building appropriate programs to meet their individual needs. Progress monitoring and regular program review will be required to support the changing student needs exemplified by the COVID-19 pandemic.	
n/a	Community Based Expanded Learning Opportunity scholarships	Students in CCCOE Student Programs, and countywide, who are impacted by homelessness, in the foster care system, are experiencing financial challenges and are disengaged will be eligible for funded spots in community based expanded learning programs with transportation opportunities to ensure that students are able to access supports that address lost instructional time.	690,000

Use of Any Remaining Funds

A description of how the LEA will use any remaining ESSER III funds, as applicable.

Total ESSER III funds being used to implement additional actions

\$1,091,149

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
n/a	Additional academic and behavioral supports	Additional academic and behavioral supports to reduce the staff/student ratio and increase support for all students, especially for students with unique needs.	620,000
n/a	Instructional Aide rate increase	In order to provide quality and continuous instruction to support students learning and reduce the impact of learning loss, the CCCOE will incentivize instructional aide positions by increasing the rate of pay for short term instructional assistants for a three year period.	165,000

n/a	Independent Study Programming	To ensure that all students who request independent study or home and hospital instruction as an alternative to in-person instruction the CCCOE will employ additional administrative support, provide stipends to staff who take on additional duties such as instruction, communication, student program and instructional tracking and management to ensure the CCCOE meets all new mandates and legal program requirements that are in place due to the COVID-19 pandemic.	306,149
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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
Increased staff support to target instruction Intervention program coordination and planning	Track progress of identified students from target groups by reviewing students learning goals through their individualized learning plans.	Students’ progress will be reviewed quarterly for all students and students who are not producing work or are struggling with learning will be monitored closely by case manager on a weekly schedule
Community Based Expanded Learning Opportunity scholarships	Track number of students from identified target groups who benefit from scholarships for community-based organizations	Quarterly

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/fq/cr/arpact.asp>.

For technical assistance related to the ESSER III Expenditure Plan template and instructions, please contact LCFF@cde.ca.gov. For all other questions related to ESSER III, 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 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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