

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
2021-2022 Local Control Accountability Plan	https://www.mesaschooldistrict.org/mesa-local-plans/lcap/
Mesa Union School District Reopening Plan	https://sites.google.com/mesaschool.org/mesamovingforward/mesa-moving-forward/reopening-plan
Mesa Union School District Family Resource Guide	https://docs.google.com/document/d/1KbmvIBjRN4WDY-P8iyNROUI554hKtmr7wCThVFd0xNg/edit
Mesa Union School District Expanded Learning and Opportunity (ELO) Grant Plan	pending

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

\$237,545

Plan Section	Total Planned ESSER III
Strategies for Continuous and Safe In-Person Learning	\$10,000
Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)	\$227, 545
Use of Any Remaining Funds	N/A

Total ESSER III funds included in this plan

\$237, 545

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.

During 2020-2021, Mesa Union School District established several committees whose input on school reopening and other related matters have shaped the areas of focus addressed in this plan. In order to focus on a safe reopening to in-person instruction, Mesa Union utilized a variety of stakeholder surveys, community focus groups and assessment data to identify areas of strength, growth and need. One important survey that gathered significant input was the YouthTruth survey of parents, families and students in grades 5-8. Furthermore, Mesa Union organized two reopening committees: one was composed of Mesa parents across various grade levels, while the other comprised of district staff. Both committees provided input toward the implementation of the district’s reopening plans and also provided input on the learning, social and emotional needs of students. Additionally, Mesa’s School Leadership Team also provided input on the areas of instructional focus and professional learning during 2020-2021 and continues to do so in 2021-2022. In the process of opening the 2021-2022 school year,

grade-level teams were also consulted on the supports needed to best support the learning of students attending in-person, as well as those who would begin the year on long-term independent study. The meetings with the district's Local Control Accountability Plan (LCAP) Parent ESSER III Expenditure Plan for Mesa Union School District Page 3 of 15 Advisory Committee during Spring 2021 have also served to inform the contents of the plan, while also ensuring that this plan does not exist in isolation or removed from other district plans and priorities. Finally, Mesa Union has continued to find other means of informing parents, families and community. The district has continued to hold monthly Community Gatherings (virtual Zoom meetings) with an average of over 100 attendees. Most recently, Mesa Union has also brought together a committee of a cross-section of stakeholders branded the Design Team for Mesa Union's Framework for the Future. The goal of this team is to assess the current academic and social needs of students, while developing a long-range view of the skills and competencies they will be able to demonstrate by 8th grade year.

The following stakeholders, through various committees, participated with Mesa union staff to discuss how the district should prioritize recovery efforts specifically in the areas of safe in-person learning and lost instructional time:

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.

Documentation related to these stakeholder engagement efforts can be found at <https://www.mesaschooldistrict.org/mesa-local-plans/lcap/>.

Mesa union has reviewed CalPADS to determine students identified as native American/Native Alaskan and has consulted the Ventura County Indian Education Consortium.

Overall, this plan will allow Mesa to use funding to focus more intently on the following student groups: low-income students, homeless, students at risk of abuse, neglect, or exploitation, disengaged students, and students who are performing below grade level assessed with learning skills loss.

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

Mesa Union will utilize ESSR III funding to supplement and augment instructional and academic supports in areas previously identified as needs through the various inputs and data sets available from 2020-2021 and 2021-2022. The description above provides an overview of the process undertaken to gather input. In particular, the Local Control Accountability Parent Committee assisted in the development of broad areas of focus. These areas of continuous focus led to the following LCAP Goals: 1) Ensure high academic achievement through rigorous, student-centered learning experiences for all students. 2) Maintain a collaborative culture of meaningful partnerships that support student learning. 3) Create a welcoming and safe learning environment that is responsive to the social emotional development of all students and increases connectedness among students and families. 4) Foster a culture of professional growth and learning that is centered on student needs. It was important for this plan to center upon the identified goals of LCAP in order to establish coherence and continuity in the school and instructional program. In that sense, the plan builds upon the goals and services of the LCAP and spans core instruction through extended and expanded learning opportunities. This plan will allow Mesa to use the funds it receives through the grant to improve the quality of the instructional program for all students, but focus primarily on the student groups identified in LCAP including low-income students, homeless and foster youth, as well as those who have experienced disengagement and social-emotional challenges over the last year during distance learning and/or hybrid learning. Still, there are specific elements of this plan that address ongoing needs associated with COVID mitigation, health and wellness.

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

\$10,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
Mesa Union School District Reopening Plan, pages 7, 23-27	COVID Mitigation Materials and Equipment	ESSER III funds will be used to fulfill ongoing needs for materials used to mitigate spread of COVID and to sanitize spaces. Specifically, personal protective equipment (PPE) will need to be re-stocked and readily available. These include disposable masks, cleaning/sanitizing materials, and other equipment for staff and students. (allowable use 6)	\$10,000

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

\$227,545

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
Mesa LCAP, Goal 1, Action 4	Multi-Tiered Systems of Support (MTSS)	ESSER III funds will be used to expand literacy supports for students in need, particularly those disproportionately impacted by the loss of instructional time as well as targeted student groups. Specifically, these funds will be used to purchase additional systems for targeted support. In 2021-2022, Mesa implemented the Soliday Literacy System for students whose literacy level was currently at pre-reader to emerging reader. There is still a need for a coherent system for students in the areas of fluency and reading comprehension. (allowable use 3, 14)	\$80,000
Mesa LCAP, Goal 1, Action 4	Certificated Teacher	ESSER III funds will be utilized to hire and retain highly-qualified certificated teacher. This is an allowable expense per ESSR III guidelines, "other activities that are necessary to maintain operations and continuity of services and continuing to employ existing staff." (allowable use 14) In particular, the focus of the staffing support is to engage low-income students, homeless and foster youth, as well as those who have experienced disengagement and social-emotional challenges during distance learning and/or hybrid learning.	\$75,000
Mesa LCAP, Goal 1, Action 4	Paraprofessional Support	ESSER III funds will be utilized to hire and retain highly-qualified paraprofessional support for both in-school and after-school learning support. In particular, the focus of the staffing support is to include low-income students, homeless and foster youth, as well as those who have experienced disengagement and social-emotional challenges during distance learning and/or hybrid learning. (allowable use 14)	\$37,545
Mesa LCAP, Goal 3, Action 3	Socio-emotional Support and Learning	ESSER III funds will be used to secure and implement a social-emotional curriculum. With students experiencing disrupted learning, as result of the COVID-19 pandemic	\$20,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		since March 2020, establishing positive routines and character development is critical to the school climate. These funds will pay for materials, training and early-phase implementation. (allowable use 9)	
Mesa LCAP, Goal 3, Action 1	CHAMPS Training & Ongoing Implementation	ESSER III funds will be used to continue to support the ongoing implementation of CHAMPS, including ongoing training and professional learning. At this time, a sizeable percentage of certificated staff are either recent hires to Mesa and/or have 5 or less years of service (approximately 35% of certificated staff), which signals that ongoing training and support is critical to building continuity of expectations for students, particularly those students impacted by the loss instructional time. Furthermore, classified personnel must also be appropriately trained and supported. These funds would be used to purchase materials and trainings through Safe and Civil Schools, the publisher and content developer of CHAMPS. (allowable use 14)	\$15,000

Use of Any Remaining Funds

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

Total ESSER III funds being used to implement additional actions

N/A

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures

Ensuring Interventions are Addressing Student Needs

The LEA is required to ensure its interventions will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students most impacted by the COVID–19 pandemic. The following is the LEA’s plan for ensuring that the actions and expenditures in the plan are addressing the identified academic, social, emotional, and mental health needs of its students, and particularly those students most impacted by the COVID–19 pandemic.

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
COVID Mitigation Materials and Equipment	Mesa will continuously monitor PPE, cleaning and sanitation supplies, and related equipment in order to replenish as necessary. In addition, Mesa Union will closely monitor any updates from VCPH, to ensure that the safety procedures in the district’s COVID-19 Safety Plan are up-to-date and reflect current guidelines.	Weekly supply inventories, including immediate response to safety equipment and needs. Based on weekly supply inventories, safety equipment will be replenished as needed.
School Socio-emotional Support and Learning	As Mesa implements the social-emotional support program, including social emotional counseling, a site team, composed of the Principal, Asst. Principal, and Counselor to review student progress as measured by surveys and monitoring tools provided by the character development program.	Monthly meetings with admin and assigned staff
CHAMPS Training & Ongoing Implementation	As Mesa implements CHAMPS staff professional development it will utilize both surveys and monitoring tools provided by Safe and Civil Schools.	Monthly site meetings with admin and staff, as well as quarterly collaborative meetings with admin and trainer(s)
Certificated Teacher	Mesa will monitor through both regular classroom visitations and observations as well as the certificated staff evaluation process.	Monthly and quarterly with admin and teachers, as well as the annual evaluation
Paraprofessional Support	Mesa will monitor through both regular classroom visitations and observations as well as the classified staff evaluation process.	Quarterly with admin and paraprofessional, as well as the annual evaluation
Multi-Tiered Systems of Support	Mesa Union School District will continue to employ the use of Multi-Tiered Systems of Support as it has for several years. During	Weekly meetings with admin and staff.

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
	2021-2022, Mesa Union reconfigured Tiger Time in grades TK-5 to allow for greater flexibility during core instruction and transitioned to a modified block schedule in middle school(grades 6-8) to increase continuity of instruction.	

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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