

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
Learning Continuity and Attendance Plan (LCP)	District Website https://www.vvuhsd.org/departments/educational-services/district-plans-and-grants
Local Control and Accountability Plan (LCAP)	District Website https://resources.finalsite.net/images/v1631201142/vvuhsdorg/em45hprjqyuhjqddkh41/VVUHSD2021-2024LCAPFinalPlanBA_9221ENGLISH.pdf
Learning Communities for School Success Grant Plan (LCSSP)	District Website https://www.vvuhsd.org/departments/educational-services/district-plans-and-grants
Expanded Learning Opportunities Grant Plan (ELO)	District Website https://www.vvuhsd.org/departments/educational-services/district-plans-and-grants

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

\$53,710,080.00

Plan Section	Total Planned ESSER III Expenditures
Strategies for Continuous and Safe In-Person Learning	\$8,791,182.00
Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)	\$29,817,558.00
Use of Any Remaining Funds	\$15,101,340.00

Total ESSER III funds included in this plan

\$53,710,080.00

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.

The Victor Valley Union High School District has a long-established practice of meaningful stakeholder 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 the District sought the input and feedback of its stakeholder when we developed our plan for the implementation of distance learning beginning in March of 2020 and continuing through the development

of the Local Continuity and Attendance Plan, the 2021-2022 LCAP, and now the ESSER III Plan. Seven stakeholder meetings were held and represented were students, families, English Learner and african american families, teachers, school leaders including department chairs, classified staff, paraprofessionals, VVTA executive board members, CSEA executive board members, homeless and foster youth representatives from the school sites as well as the district foster and homeless youth counselor. In addition, school site administration and principals are consulted at the monthly educational services meetings and monthly special education meetings as well. The Director of Special Education and Coordinator for Special Education are invited to all stakeholder planning meetings. Opportunities to attend ESSER III planning meetings were extended to all community members. To our knowledge, none of the participants attending these meetings expressly identified as representing local tribes, civil rights organizations, disability rights advocates, migratory students or families of students who are incarcerated in our community.

Combined school and District-level efforts have been conducted which included multiple virtual forums with stakeholder groups and surveys that have generated valuable perspectives and information from thousands of students, parents, community partners and staff respondents. There were specific efforts taken to ensure feedback from families and students with special needs, English learners, foster youth, low-income youth, and students who identify as most impacted by the pandemic.

Throughout the past 18 months of the pandemic conditions, all stakeholder feedback was used to monitor existing programs and services as well as guide future planning efforts. Alignment of priority interests and needs has been continuously analyzed. All plans informed the development of subsequent plans.

To obtain input on the optimal use of ESSER III funds, the district used previous data and input provided by the LCAP Student forums in March of 2021, LCAP Parent Advisory Committee in February of 2021, District English Learner Advisory Committee in March and June of 2021 and seven (7) parent meetings at various schools site between January and February of 2021. In addition to the LCAP feedback opportunities, the district provided the following opportunities to gather input from stakeholders in September of 2021.

1. District Division Meetings - August 2021
2. Principals' Roundtable - September 14th, 2021
3. Educations Services Site Administrator Meeting - September 15th, 2021
4. Counselor Collaborative Meeting - September 15th, 2021
5. Governing Board Presentation - September 16th, 2021
6. District English Learner Advisory Committee - September 23, 2021
7. Community ESSER III Engagement Forum Internet Broadcast - September 23rd, 2021
8. ESSER III "Safe Return Plan" Public Comment and Questions Website Feedback Online Form:
<https://www.vvuhsd.org/departments/educational-services/lcap-local-control-accountability-plan/esser-iii-safe-return-plan>

VVUHSD also used the data from multiple surveys provided to families and beginning at the start of the pandemic in March of 2020 and leading up to the development of the current 2021-2022 LCAP. The LCAP Survey received 1,203 responses with questions targeting the 8 state priorities. The LCAP student forum survey received 180 responses and was administered to cross sections of select students from each school in the district. The Panorama climate survey and the student social emotional survey was administered in the fall, winter and spring of 2020-2021 and included in the development of this ESSER Plan.

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

The ESSER III Safe Return to School Plan was developed through the input of all stakeholders and the following areas emerged as a priority based on feedback and survey data.

~Safety: maintaining and improving safety protocols for students and staff. Clear and well-developed school emergency procedures and staff training. Improved campus security and increased presence of security including security cameras and drug prevention programs. Continue to provide personal protective equipment such as sanitizing wipes, hand sanitizer, masks and other equipment to mitigate the spread of COVID-19.

~Academics: Increase the number of counselors and increase counselors' support, continue research-based programs like AVID and Leadership classes, and continue the flexibility to access dual enrollment and virtual school classes. Increase opportunities for students to meet graduation requirements and more intervention opportunities to accelerate lost learning due to the pandemic. Hire more teachers and site administrators at schools with high suspension rates or attendance concerns.

~Technology: Continue to replenish student and staff devices and change how technology looks in the classroom, increase WIFI access, develop common technology across schools and increase the support for so they can use and access technology.

~Student Mental Health: More mental health supports, community partnerships, personnel support, more teacher training and mental health supports for teachers as well. Hire mental health and/or nurses for each school site to provide mental and physical health for students.

~ English Learners: Stakeholders identified the need for more translation services, more bilingual support, appropriate instructional materials in Spanish, and newcomers primary language support in all classes.

~Student with Special Needs: Targeted support for students with disabilities who are failing or credit deficient and have an IEP, along with more resources and support staff.

Student feedback student forums recommended the following:

~Safety and school connectedness: they asked for consistent and fair discipline, focus on school safety, personal interventions, provide more training for teachers regarding connecting with students, more security assistants to prevent discipline, focus on bullying, more cameras for safety, training for staff to recognize depression and suicidal ideation, peer counseling, etc.

~Academics: Wider variety of courses and making sure all courses are A-G approved, more help during the college process, adding coding and technology based courses, highlight CTE options for students, more flexibility in course requests, continue AVID and STEM, teacher training for engagement and differentiation, increased communication with counselors to allow students to choose their courses, etc.

~Technology: They want better internet access, more support at home, students to be allowed to bring their own devices, teachers to continue to use tech for teaching and learning so they can access even when they are absent.

~Mental Health- asked for mental health clinicians, asked to train teachers on building relationships, stronger communication skills for teachers and students, peer support strategies, etc.

~For English Learners- there was a request for more translation services for newcomers and more primary language support in class, and having teachers use strategies that allow for peer support.

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

\$8,791,182.00

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
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ELO Goal #3 Action A	1.1 Resources for Safe Attendance	District will cover any future costs to provide vaccinations for COVID-19, TDAP or other health services and supplies that will allow students to attend in-person, in a safe environment. This is an expansion on the original action in the ELO plan as well as an extension of time from one year to three years to provide a continuation of services.	\$135,000
LCAP, Goal #3, Action #1	1.2 Hire School Site LVNs	The district will continue to employ 10 LVNs to support student Health and Safety. This is an expansion on the original action in the LCAP plan from 8 LVNs to 10 as well as an extension of services from two years to three years.	\$1,277,312
N/A	1.3 Hire Site Office Assistants	Hire 8 School Office Assistants to support newly emerging COVID-19 duties and required state and county reporting in order to maintain detailed and accurate records for district and school site reporting. Also to support increased duty in the area of parent contact, and support attendance and student work audits requirements for the need for increased independent study for quarantined students.	\$206,250
LCAP, Goal #3, Action #1	1.4 Hire Credentialed School Nurse	The district will hire a credentialed school nurse to oversee and support the district health and wellness program. The nurse will support the site LVNs and Mental Health Clinicians. The nurse will focus on immunizations and supporting increased student enrollment. This is an extension on the original action in the LCAP plan from three years to six with ESSER III supplementing cost of services.	\$450,132
LCSSP Year 1, 2, 3 Pages 13-16	1.5 Classified Student Services Position	Continue to employ a classified employee to support student services with the services and supports for homeless and foster youth as well as other low income students adversely impacted by the pandemic. This will result in students being increasingly connected to school, District, and community resources in order to overcome the challenges caused by their homeless circumstance.	\$93,378

		This is an extension on the original action in the LCSS plan from two years to three years.	
ELO Goal #3 Action O	1.6 Materials for Health and Wellness Centers	Provide supplies for the mental health clinician and the site LVNs in order to provide a health and wellness center at each school site. This is an expansion on the original action in the ELO plan.	\$960,000
LCAP, Goal #1, Action #1	1.7 Enhanced Mental Health, Physical Health and Safety	In order to provide enhanced health and safety related to the prevention and mitigation of COVID-19, VVUHSD will purchase security cameras to provide enhanced supervision for safety and COVID-19 impact tracing. In order to ensure site administration are able to conduct investigations related to COVID-19 exposure and potential infection events, security cameras will cover areas where security may not be able to supervise and students may be present. Security cameras will also validate exposure events and help administration determine quarantine candidates to prevent further spread of COVID-19. This is an expansion on the original action in the LCAP plan.	\$750,000
LCAP, Goal #1, Action #1	1.8 COVID-19 Mitigation Supplies	Provide additional personal protective equipment and cleaning materials to mitigate the spread of COVID-19. This is an expansion of the original action in the LCAP plan.	\$1,500,000
LCAP, Goal #1, Action #1	1.9 Increased Cleanliness and Safety	In order to meet the need for additional custodial support and additional sanitization and cleaning protocols, VVUHSD will provide custodial overtime or employ additional custodial staff to meet the cleanliness and safety needs of at all district sites. If COVID-19 exposures occur at specific schools sites, additional temporary staff will be hired to provide cleaning and sanitizing services as exposure is confirmed in order to provide enhanced sanitization without disrupting current cleaning schedules/assignments of existing custodial staff This is an expansion of the original action in the LCAP plan.	\$891,414

LCAP, Goal #1, Action #1	1.10 Safe Water Distribution	Purchase and installation of water bottle refilling stations at all district buildings and school sites as a measure to provide students and staff a safe option for hydration while on district properties. This is an expansion of the original action in the LCAP plan.	\$750,000
LCAP, Goal #1, Action #1	1.11 Air Filtration Equipment and Supplies	Upgrade, repair and replace portable air filtration equipment and materials at all sites. This is an expansion of the original action in the LCAP plan.	\$357,208
N/A	1.12 COVID-19 Mitigation Supervision	In order to prevent and mitigate the spread of COVID-19 among students while on school campuses and school events, additional Security Officers and Security Assistants will be provided for the next three years to enforce the wearing of masks in classrooms and encourage safe student behaviors while on campuses. Additional safety support staff will address teacher and staff concerns about student safe behaviors as well.	\$1,420,488

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

\$29,817,558

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
ELO, Goal #5, Action A	2.1 Expand Summer Programs	Hire a minimum of 25 teachers and 12 classified staff to provide robust summer school programs for General Ed, RSP and SDC students, in addition to ESY. Summer school will also include enrichment and bootcamps with a high interest design that are interactive including, CTE and the arts. This is an expansion of the original action in the ELO plan.	\$1,702,000

LCAP, Goal #2, Action #4	2.2 After School Credit Recovery	Provide teachers with extra duty compensation for the After School Credit Recovery Program (Lighthouse Program) APEX and Acellus. This is an expansion of the original action in the LCAP plan.	\$369,000
LCAP, Goal #2, Action #15	2.3 Online Curriculum	Continue to fund and utilize Acellus' online curriculum for supplementary classroom use for accelerated learning and virtual academy use. This is an extension of the original action in the LCAP plan from one year to three as supplemental online resource for classroom use due to students still experiencing quarantine due to COVID-19.	\$1,510,000
LCAP, Goal #2, Action #4	2.4 Online Extended Learning and Tutoring	Provide extended and increased learning opportunities for students after school through the use of targeted support through FEV Tutor or similar online support programs. This is an extension of the original action in the LCAP plan from one year to three years.	\$400,000
ELO, Goal #6, Action C	2.5 Before/After School Classes - Embedded Interventions	Hire current teachers for 1/6th zero or after school 7th/8th period in-seat intervention for ELA and Math for At-Risk courses - for those who are not successful with the APEX/Acellus options. Students can leave as soon as they remediate the credit. These courses will be available to special education SDC/RSP programs, EL for core, as well as targeted general education. This is an expansion of the original action in the ELO plan.	\$800,000
ELO, Goal #6, Action F	2.6 Academic Support Beyond the Regular School Day - Certificated	Provide extra duty compensation for teachers to provide accelerated learning in Saturday Academies for credit recovery, expanded learning time and accelerated learning. Extended after school tutoring to programs most impacted by the pandemic such as activity or performance based programs, electives requiring internship hours or hourly co-requirements. Increase on-person tutoring for students struggling academically with current coursework. This is an expansion of the original action in the ELO plan.	\$329,546

ELO, Goal #5, Action D	2.7 Academic Support Beyond the Regular School Day - Classified	Provide extra hours for paraprofessionals and classified staff to provide additional support for all after school or pull-out programs throughout the district. This is an expansion of the original action in the ELO plan.	\$280,000
ELO, Goal #2, Action E	2.8 Expand Summer Programs	Hire 8 CTE teachers to provide summer school Work Based Learning courses to support non-paid CTE internships to students to catch-up on missed hands-on skills as well as provide internship opportunities. This is an expansion of the original action in the ELO plan.	\$512,500
LCAP, Goal #2, Action #5	2.9 Special Education	Enhancement of assessment practices and capacity for special education eligibility determination and assessments of students with disabilities. This will mitigate the pandemic impact when there were no in-person assessments able to be conducted. Provide case carriers of special education students with extra hours of compensation to identify areas of growth (learning loss) for SPED students and development of accelerated learning plans. Additional 20 hours per semester NTE 40 hours each). This is an expansion of the original action in the LCAP plan.	\$495,000
ELO, Goal #2, Action C	2.10 Supplementary Online Curriculums	Purchase district wide or site specific supplementary online curriculum and materials to create equity and access to meet the needs of targeted student groups such as EL, Foster Youth, Homeless Youth and Low Income. This is an expansion of the original action in the ELO plan.	\$1,000,000
LCAP, Goal #2, Action #7	2.11 Expand Virtual Academy	In response to the pandemic, expand the Victor Valley Virtual Academy to meet the needs of the growing number of students who require an alternative learning environment to be successful. The district will increase the certificated staff to 2 ELA, 2 Math, 2 Science, 2 History/Social Science, 1 Foreign Language, 1 Elective, 1 PE for a total of 11 teachers. The program will be evaluated annually to increase certificated staff according	\$4,442,028

		to student need. This is an expansion of the original action in the LCAP plan.	
LCAP, Goal #2, Action #6	2.12 Increase Instructional Focus and Support for CSI Schools	Assign an Assistant Principal for three years to Goodwill Education Center, Hook Junior High School, and Lakeview Leadership Academy to address student achievement and provide a strong instructional focus as the administrator over teaching and professional learning communities. Additional academic A.P.s are needed due to student learning loss that was exacerbated by the COVID-19 pandemic. The AP will focus on evidence-based strategies and lead professional development across the campus for certificated and classified staff. This will also provide the required support for Hook and Goodwill which are CSI schools and have yet to exit program support at the state level. The district is required to provide additional support to CSI schools in order to help them exit CSI status. This is an extension of the original action in the LCAP plan from one year to three years with ESSER III funding.	\$1,319,057
LCAP, Goal #2, Action #13	2.13 Supplementary Intervention Resources	Provide supplemental resources to support response to intervention and instruction. This is an expansion of the original action in the LCAP plan.	\$2,756,400
N/A	2.14 Special Education Independent Study	Hire a special education teacher to support independent study programs for targeted students in special education, english learner programs, foster youth, homeless youth and students most impacted by the COVID-19 pandemic.	\$336,027
N/A	2.15 Learning Loss Intervention Teachers	As a learning loss mitigation strategy, VVUHSD will hire up to 38 temporary intervention teachers in the areas of Math, Science, English and Social Science in order to provide accelerated learning opportunities for students whose learning was significantly impacted by the pandemic. Data will be provided to identify subjects and classes in which to provide additional support.	\$13,566,000

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

\$15,101,340.00

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP, Goal #3, Action #1	3.1 Professional Development Certificated and Classified	Professional Development for Certificated and Classified staff in the following areas: Outward mindset, student relations, social emotional learning strategies, PLC training, student connectedness, unconscious bias, equity, teacher efficacy, teacher clarity, classroom management and rapport. Social emotional professional learning in PBIS, MTSS and other identified areas of need will be supported through ongoing training. Contracts with outside consultants and the county offices of education will support district staff in providing the professional learning needs of staff. This is an expansion of the original action in the LCAP plan.	\$600,000
LCAP, Goal #2, Action #12	3.2 Target Student Group Increased Services	Provide funding for study trips, exam preparation, and targeted student programs to ensure college readiness, college exploration, and college access and equity. Provide targeted support for African American student populations for increased services and through specialized programs and services. Programs will target student groups such as LatinX, African American, Homeless, Foster and other student groups. This is an expansion of the original action in the LCAP plan.	\$690,000
LCAP, Goal #1, Action #8	3.3 Technology for Staff	Laptops for each classroom with auxiliary equipment such as docking stations, wireless mouse, etc. Provide replacement equipment for distance and online learning	\$1,120,000

		as needed. This is an expansion of the original action in the LCAP plan.	
LCAP, Goal #1, Action #8	3.4 Technology for Students	Purchase devices and other ancillary equipment, and services to provide high quality performance and equipment for all students. Equipment may include but is not limited to: Chromebooks, chromebook protective covers, replacement chromebook parts, headphones, chromebook carts, wall mounted charging stations for each classroom. This is an expansion of the original action in the LCAP plan.	\$1,585,000
LCAP, Goal #1, Action #8	3.5 Increased Technology Performance	Improve technology performance and access to the internet through the purchase of hotspots, access points and additional infrastructure equipment. This is an expansion of the original action in the LCAP plan.	\$888,000
ELO, Goal #4, Action B	3.6 Student Chromebook Warranty	Purchase a 2-year warranty program for student chromebooks. This is an expansion of the original action in the ELO plan.	\$967,549
N/A	3.7 Student Chromebook Maintenance Plan	Provide funding for the assembly and wiring of student equipment such as chromebook carts, charging stations etc. as part of the chromebook maintenance plan for the district.	\$900,000
LCAP, Goal #2, Action #1 LCSSP Year 1, 2, 3 Pages 13-16	3.8 Hire Coordinator of Data, Assessment and Digital Software Support	As part of the LCSSP Grant and LCAP the district will hire a Coordinator of Data & Assessment to support and maintain successful implementation of district adopted blended digital curriculums in order to reach full implementation fidelity and provide professional learning and support with the district supported platforms purchases. Examples include HMH, McGraw Hill, Acellus, APEX, STAR Ren, Read 180, CTE, Dual enrollment, etc. This is an expansion of the original action in the LCAP plan with additional duties assigned to the original position related to learning loss mitigation as well as an extension of the position from one year to three years with ESSER III funding supplementing the position.	\$204,216

LCAP, Goal #1, Action #7	3.9 Materials for Engaging Electives	Purchase and expand materials related to high interest, engaging electives in the area of visual and performing arts, music, foreign language and peer leadership programs such as ROTC, Cadet Core, and Peer Leaders Uniting Students (PLUS). This is an expansion of the original action in the LCAP plan.	\$555,000
LCAP, Goal #3, Action #2	3.10 Increased Translation Services	Provide additional hours and purchase translation software for the district translator as well as contract with an outside provider to translate lengthy, time-sensitive documents to provide timely translation of plans and IEPs. This is an expansion of the original action in the LCAP plan.	\$21,000
LCP, In-Person Instruction, Action #10	3.11 Google Classroom Support	Purchase Google Enterprise for two years to ensure continued support of the virtual classroom management system. This is an extension of the original action in the LCAP plan from a one year subscription to two years to provide continuity of services to students and staff.	\$100,000
LCP, In-Person Instruction, Action #10	3.12 Staff Google Expansion of Services	Purchase google voice for staff to ensure safe and effective school to home communication. This is an expansion of the original action in the LCAP plan which did not include google voice for teacher use for parent and family increased communication.	\$162,000
LCAP, Goal #1, Action #2	3.13 Hire Chromebook Repair Technicians	Due to expanding the fleet of chromebooks and increasing student and staff regular use, hire two chromebook repair technicians for 3 years and then evaluate necessity for positions. This is an expansion of the original action in the LCAP plan.	\$501,226
LCAP, Goal #3, Action #1	3.14 Hire Mental Health Clinicians	As part of the ELO grant, the district will continue to employ 8 classified Mental Health Clinicians. This is an extension of the original action in the ELO plan.	\$1,274,000
LCAP, Goal 3, Action #3	3.15 District Family Engagement Liaison	As part of the LCSSP Grant, continue to employ a district Family Engagement Liaison through Student Services to work with families on health, wellness, school attendance	\$89,250

<p>LCSSP Year 1, 2, 3 Pages 13-16</p>		<p>and student engagement. Material resources will be acquired to provide increased case management, direct academic and social emotional support to students who are experiencing homelessness. This will result in students being increasingly connected to school, District, and community resources in order to overcome the challenges caused by their homeless circumstance. This is an extension of the original action in the LCSS plan.</p>	
<p>LCAP, Goal 3, Action #3 LCSSP Year 1, 2, 3 Pages 13-16</p>	<p>3.16 District Homeless and Foster Youth Counselor</p>	<p>As part of the LCSSP Grant, continue to employ a district Homeless/Foster Youth Counselor through Student Services to work with families on health, wellness, school attendance and student engagement. This will result in students being increasingly connected to school, District, and community resources in order to overcome the challenges caused by their homeless circumstance. This is an extension of the original action in the LCAP and LCSS plan.</p>	<p>\$309,826</p>
<p>LCAP, Goal #2, Action #9</p>	<p>3.17 PBIS/MTSS Incentive Programs</p>	<p>The district will purchase PBIS Incentives to support PBIS and MTSS programs. Materials will serve as student rewards to reinforce positive behaviors and positive attendance. Rewards will be academic or mental-health related and be chosen through the use of student voice at each school site. This is an expansion of the original action in the LCAP plan.</p>	<p>\$450,000</p>
<p>LCAP, Goal #3, Action #6 ELO, Goal #3, Action F</p>	<p>3.18 Gaggle/Speak Up</p>	<p>As part of the ELO Grant as well, the district will continue to contract with Gaggle for digital student safety. The Gaggle services include web filtering support and Speak UP for safety tip line. This is an extension of the original action in the ELO plan.</p>	<p>\$104,400</p>
<p>ELO, Goal #3, Action O</p>	<p>3.19 Creation of Safe Spaces</p>	<p>Continue to transform classrooms, designated common areas and school libraries into safe spaces with stress regulation makerspaces and wellness areas with flexible seating and ergonomic furniture. Continue to support library gentrification in order to increase student</p>	<p>\$508,649</p>

		engagement with library materials and services. Replace traditional seating with seating/furniture that promotes flexible learning configurations to provide collaboration, or specialized personal spaces when needed based on climate and transition needs due to exacerbated learning loss due to the pandemic. This is an expansion of the original action in the ELO plan.	
N/A	3.20 Indirect Costs	This action will support other activities and costs related to responsibilities of the implementation of ESSER III actions. This will also support other activities that are necessary to maintain operations and continuity of services for educational equity and continuing to employ existing staff. These costs are necessary for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff and for the continued operation of the district related to the ESSER III actions and to conduct activities related to the grant.	\$4,071,224

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
1.1 Resources for Safe Attendance	A. Enrollment Data B. Vaccination Data	A. Quarterly B. Quarterly
1.2 Hire LVNs	A. COVID-19 Tracking Data B. Student Health Referral Data (Care Solace)	A. Monthly B. Semi-Annually
1.3 Hire Site Office Assistants	A. Staff Hire Data B. COVID-19 Tracking Data C. Parent Contact Data	A. Monthly B. Semi-Annually C. Quarterly

1.4 Hire Credentialed School Nurse	A. Staff Hire Data B. Wellness Referral Data C. Enrollment Data D. Immunization Data	A. Annual B. Quarterly C. Semi-Annually D. Quarterly
1.5 Classified Student Services Position	A. Homeless and Foster Youth Enrollment Data B. California School Dashboard Academic Indicator - Homeless and Foster Youth	A. Semi- Annually B. Annually
1.6 Materials for Health and Wellness Centers	A. Purchasing Data	A. Annually
1.7 Enhanced Mental Health, Physical Health and Safety	A. Equipment Purchasing Data B. COVID-19 Tracking Data	A. Annually B. Quarterly
1.8 COVID-19 Mitigation Supplies 1.10 Safe Water Distribution 1.11 Air Filtration Equipment and Supplies	A. Purchasing Data B. COVID-19 Tracking Data	A. Semi-Annually B. Quarterly
1.9 Increased Cleanliness and Safety	A. Payroll Data	A. Semi-Annually
1.12 COVID-19 Mitigation Supervision	A. Hire Data B. COVID-19 Tracking Data	A. Annual B. Quarterly
2.1 Expand Summer Programs	A. California School Dashboard Graduation Indicator - District B. California School Dashboard College & Career Readiness Indicator - District C. Local Graduation Rate Data - District D. Credit Recovery Data	A. Annual B. Quarterly C. Semi-Annually D. Annually (Post Summer)
2.2 After School Credit Recovery	A. APEX and Acellus Credit Recovery Data	A. Semi-Annually
2.3 Online Curriculum	A. Acellus Data by School Site	A. Semi-Annually
2.4 Online Extended Learning and Tutoring	A. FEV Tutoring Data - District	A. Quarterly

2.5 Before/After School Classes - Embedded Intervention	A. SBAC ELA and Math Data - District B. Credit Recovery Data	A. Annually B. Quarterly
2.6 Academic Support Beyond the Regular School Day - Certificated 2.7 Academic Support Beyond the Regular School Day - Classified	A. Local Grade Data - District B. STAR Reading and Math Data	A. Semester B. Semi-Annually
2.8 Expand Summer Programs - CTE	A. California School Dashboard College & Career Readiness Indicator	A. Annually
2.9 Special Education	A. Special education assessment test determination, and timeliness B. IEP renewal/completion timeliness	A. Quarterly B. Semi-Annually
2.10 Supplementary Online Curriculums	A. California School Dashboard Graduation Indicator for EL, Foster Youth and Low Income Students B. Local Grade Data for EL, Foster Youth and Low Income Students	A. Annually B. Semi-Annually
2.11 Expand Virtual Academy	A. Hire data B. VVVA Enrollment Data	A. Semi-Annually B. Quarterly
2.12 Increase Instructional Focus and Support for CSI Schools	A. California School Dashboard Academic Indicator for CSI Schools B. Professional Development Data for CSI Schools C. SBAC ELA and Math Data	A. Annually B. Quarterly C. Annually
2.13 Supplementary Intervention Resources	A. Purchasing Data B. California School Dashboard Academic Indicator	A. Quarterly B. Annually
2.14 Special Education Independent Study	A. Enrollment of SPED student in Independent Study	A. Quarterly
2.15 Learning Loss Intervention Teachers	A. Hire Data B. Local Grade Data C. Star Reading and Math Data D. SBAC ELA and Math Data E. California Science Test Data	A. Annually B. Semi-Annually C. Semi-Annually D. Annually E. Annually

3.1 Professional Development Certificated and Classified	A. Professional Development Data (OMS) B. Classroom Observations C. Professional Development Survey	A. Semi-Annually B. Quarterly C. Annually
3.2 Target Student Group College and Career Access and Equity	A. California School Dashboard College and Career by Target Group B. College Board Exam Data	A. Annually B. Annually
3.3 Technology for Staff	A. Teacher Hardware Data	A. Annually
3.4 Technology for Students	A. Student Hardware Data	A. Quarterly
3.5 Increased Technology Performance	A. Equipment Purchasing Data	A. Semi-Annually
3.6 Student Chromebook Warranty 3.7 Student Chromebook Maintenance Plan 3.13 Hire Chromebook Repair Technicians	A. Student Chromebook Data	A. Semi-Annually
3.8 Hire Coordinator of Data, Assessment and Digital Software Support	A. Digital Curriculum Implementation Data B. STAR Assessment Implementation Data C. IAB Teacher Use Data	A. Quarterly B. Semi-Annually C. Semi-Annually
3.9 Materials for Engaging Electives	A. Purchasing Data	A. Annually
3.10 Increased Translation Services	A. Payroll Data B. Translation Services Data	A. Semi-Annually B. Semi-Annually
3.11 Google Classroom Support	A. Classlink Data B. Google Classroom Teacher Use Data	A. Semi-Annually B. Semi-Annually
3.12 Staff Google Expansion of Services	A. Google Voice Usage Data	A. Quarterly
3.14 Hire Mental Health Clinicians	A. Mental Health Referral Data B. Suspension Data C. Panorama SEL Survey Students	A. Semi-Annually B. Quarterly C. Semi-Annually
3.15 District Family Engagement Liaison	A. California School Dashboard Graduation Indicator - HOMEless and Foster Youth	A. Annual B. Semi-Annually

3.16 District Homeless and Foster Youth Counselor	B. Attendance Data - Homeless and Foster Youth C. Homeless Enrollment Data	C. Semi-Annually
3.17 PBIS/MTSS Incentive Programs	A. PBIS/MTSS Data B. Panorama Climate Survey Staff C. Panorama Climate Survey Students D. Panorama Climate Survey Family E. Local Suspension Data F. Local Expulsion Data	A. Semi-Annually B. Annually C. Semi-Annually D. Annually E. Quarterly F. Quarterly
3.18 Gaggle/Speak Up	A. Gaggle Data B. Aeries Gaggle Violation Data	A. Quarterly B. Semi- Annually
3.19 Creation of Safe Spaces	A. Panorama Climate Survey Students B. Panorama Climate SEL Students	A. Semi-Annually B. Semi-Annually

- 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.

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 September 30, 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

- 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.
- 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 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 after school 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.

- 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:
 - **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>.

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.

- 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.

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:

- 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.
- 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-19-19 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;

- 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:
 - 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.

- 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.

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 after school 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

- 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;
 - 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.

- 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.

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).

- 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;
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 - 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.
- 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 after school 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.

- 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;
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 - 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.
- 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 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.).

- 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.