



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
Merced City School District 2021-2024 Local Control and Accountability Plan	https://www.mcsd.k12.ca.us/files/public_files/Files/LCAP/LCAP_Information/2021/2021_Local_Control_and_Accountability_Plan_Merced_City_School_District_20210923.pdf
Merced City School District Expanded Learning Opportunity Plan	https://www.mcsd.k12.ca.us/files/public_files/Files/Home%20Page/2021_Expanded_Learning_Opportunities_Grant_Plan_Merced_City_School_District_20210526.pdf

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
\$45,556,873

Plan Section	Total Planned ESSER III
Strategies for Continuous and Safe In-Person Learning	\$28,061,732
Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)	\$17,400,000
Use of Any Remaining Funds	\$0

Total ESSER III funds included in this plan
\$45,556,873

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.

As part of the annual LCAP process, the Merced City School District connected with the following stakeholder groups to discuss how the district should prioritize recovery efforts specifically in the areas of safe in-person learning, lost instructional time, and other pandemic

impacts: 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 is located on pages 9-13 at: https://www.mcsd.k12.ca.us/files/public_files/Files/LCAP/LCAP_Information/2021/2021_Local_Control_and_Accountability_Plan_Merced_City_School_District_20210923.pdf. The Merced City School District engaged in meaningful consultation with bargaining partners Merced City Teachers' Association on September 20, 2021; and California School Employees Association on September 14, 2021, by in-person meeting. The District engaged in an in-person meeting with the Merced Black Parallel School Board on September 14, 2021. Families, including families that speak languages other than English, school and district administration, including special education administrators; teachers; school leaders; other educators, school staff; and local bargaining units were invited to participate in a crowdsourcing exchange beginning September 15, 2021, and closing October 11, 2021. The district promoted opportunities for community engagement through ParentSquare text and email notifications, and weekly parent updates delivered by the Communications Department. The exchange collected 428 responses in English, and 37 responses in Spanish to inform the ESSER III plan. Additionally, the District hosted six one-hour ESSER III information sessions in multiple languages on September 24, 2021, that were open to the parents, students, staff, and the community at large. The district evaluated stakeholder engagement opportunities and determined other civil rights groups, and tribes are not present in the local education service area.

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

The district analyzed community partner and stakeholder input and reviewed academic, social-emotional, and health and safety needs. The development of the ESSER III plan was influenced by common themes that emerged from the input of stakeholders and community partners. Through consultations, committee meetings, governing board meetings, meetings of and forums for the community at large, and crowdsourcing survey results, the district was able to give consideration to the perspectives expressed by each group. Perspective themes included:

ACTIONS TO ADDRESS STAFF AND STUDENT SAFETY

- Continued access to services and staff to support social-emotional wellness such as counselors, psychologists, nurses, health technicians, speech therapists, and clinical services.
- Continued provision and maintenance of air purification systems (e.g., Heating, ventilation, and air conditioning, and air safety testing) to reduce the risk of virus transmission.
- Develop outdoor eating spaces and learning areas including field space to support social distancing while students engage in learning and play.

ACTIONS TO ADDRESS LEARNING LOSS

- Expansion of music programming and structured outdoor and hands-on activities to increase student engagement with and connectedness to school.
- Hiring of 18 full-time intervention teachers and 18 full-time instructional aides (one for each school site) to support student needs in reading and mathematics.
- Increased professional development for teachers in the science of reading.

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

\$36,890,873			
Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP, Goal 1, Action 3	Special Education	<p>This action provides specialized staff (speech therapists) to support small group instruction and targeted instruction in core academic areas through 2024.</p> <p>REVISED OCTOBER 2023</p> <p>Speech therapists were funded through an alternate funding stream.</p>	\$0
LCAP, Goal 1, Action 10	Technology	This action allows the district to maintain high-quality technology resources, infrastructure, and staff to ensure all students equitable access to 21st-century learning opportunities through 2023-2024.	\$373,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		<p>REVISED OCTOBER 2023</p> <p>Technological resources and infrastructure such as devices, hotspots, and Google/Zoom licenses were purchased; however, no staff have been funded through this funding stream to date.</p>	
LCAP, Goal 2, Action 1 - ELO, Supplemental Instruction & Support Strategies, Goal 3	Clinical Services	<p>This action provides clinical-level mental health services for students and families through contracts with Merced County Behavioral Health and Aspiranet through 2023-2024.</p> <p>REVISED OCTOBER 2023</p> <p>To date, clinical-level mental health services are offered.</p>	\$1,085,000
LCAP, Goal 2, Action 3	Student Wellness	<p>This action ensures students' physical and mental health needs are met through the direct services of counselors, psychologists, nurses, and health aides; and includes funding custodial staff, sanitation, and safety resources (e.g., HVAC, air purifier purchase/maintenance, and air safety testing) through 2023-2024.</p> <p>REVISED OCTOBER 2023</p> <p>Psychologists, nurses, and health aides were funded through an alternate funding stream. Custodial staff, and resources related to sanitation and safety, inclusive of air quality, were funded.</p>	\$815,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
New	COVID Response Staff	<p>This action allows the district to employ staff to supervise a safe response to COVID by managing contact tracing and incidents of illness, monitoring vaccination status, and other mitigation requirements through 2023-2024.</p> <p>REVISED OCTOBER 2023</p> <p>Alternate funding streams were used to fund COVID response staff.</p>	0
New	Outdoor Eating and Learning Spaces	<p>This action provides safe outdoor eating and learning spaces that are ideal for project-based learning, the reduction of disease transmission, the promotion of healthy student interactions, and their overall engagement in school and learning-construction will continue through 2023-2024.</p> <p>REVISED OCTOBER 2023</p> <p>Alternate funds were used to purchase outdoor eating and learning spaces. Funds remaining in this action may be used to support Student Wellness HVAC, ventilation, roofing, including, but not limited to facility needs such as MCSD's Central Plant.</p>	\$31,987,873
New	Unique Needs	<p>This action allocates funds for unique site needs to continuously and safely operate schools for in-person learning in a way that reduces or prevents the spread of the COVID-19 virus through 2023-2024.</p>	\$2,630,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		<p>REVISED OCTOBER 2023</p> <p>Sites continue to use funds for unique needs (e.g. additional furnishings and equipment to ensure distancing, outdoor use materials, campus security liaisons, Human Resource Clerk, site-based needs, substitute employees and sanitation).</p>	

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

\$8,666,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP, Goal 1, Action 2	Intervention Teachers	<p>This action supports the hiring of 18 full-time equivalent teachers (one per school site) to teach underserved students primarily in the areas of reading and mathematics, as a part of the school teaching team through 2023-2024.</p> <p>REVISED 2023</p> <p>All sites employ the services of intervention teachers.</p>	\$5,500,000
LCAP, Goal, 1, Action 6	STEAM	This action promotes more robust development of STEAM programming for students including the provision of musical	\$413,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		<p>instruments, equipment, materials and supplies to advance STEAM, create a safe environment for learning, and increase student engagement through 2023-2024.</p> <p>REVISED OCTOBER 2023</p> <p>Equipment, materials, and supplies to strengthen STEAM offerings are planned for purchase in fall and winter 2023.</p>	
ELO, Supplemental and Support Strategies, Goal 2	Accelerating learning progress to close learning gaps through the implementation, expansion, or enhancement of learning supports	<p>This action allows the district to maintain direct services and instructional supports provided by 18 full-time instructional aides through 2023-2024 to increase learning in the classroom of core the academic areas of literacy and mathematics.</p> <p>REVISED OCTOBER 2023</p> <p>All sites employ the services of additional instructional aides.</p>	\$1,500,000
New	Reading and Literacy Added Authorization	<p>This action expands teacher expertise and efficacy in teaching reading and and literacy skills through a collaboration with Fresno Pacific University, allowing teachers to earn the Reading and Literacy Added Authorization from the California Commission on Teacher Credentialing through 2023-2024.</p> <p>REVISED OCTOBER 2023</p>	\$400,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		The Reading and Literacy Added Authorization from the California Commission on Teacher Credentialing program was implemented and will phase out in spring 2024.	
New	Independent Study	<p>This action allows the district to maintain the continuity of remote learning for students and families in response to COVID-19, and includes providing assistance to parents and families on how they can effectively support students in a remote learning environment to improve student engagement through 2023-2024.</p> <p>REVISED OCTOBER 2023</p> <p>The long term independent study program was funded through an alternate funding stream.</p>	\$350,000
New	Materials Restoration	<p>This action allows the district to replenish texts, library books, and other materials that were lost or not returned as a result of providing students access to materials in their homes during the pandemic through 2023-2024.</p> <p>REVISED OCTOBER 2023</p> <p>Materials were restored through an alternate funding stream.</p>	\$503,000

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

\$0.00

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
Special Education	Speech caseload numbers	Trimester
Technology	Changes in response time and number of requests	Trimester
Clinical Services Student Wellness	Number of consultations by grade and other relevant demographics	Quarterly
Outdoor Eating and Learning spaces	Number of COVID-19 cases	Quarterly
Unique Needs	Site budget expenditures to safely operate in-person learning programs	Quarterly
Intervention teachers	District Progress Assessment (DPA)	Trimester
STEAM	California Healthy Kids Survey	Annual

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
Accelerating learning progress to close learning gaps through the implementation, expansion, or enhancement of learning supports	Efficacy levels of instructional aides (Surveys)	Beginning and End-of-Year
Reading and Literacy Added Authorization	Efficacy levels of teachers (Surveys) California Assessment of Student Performance and Progress (CAASPP) DPA	Beginning and End-of-Year Annual Trimester
Independent Studies	Attendance DPA	Quarterly Trimester
Materials Restoration	Number of replacement books and materials purchased	Beginning and End-of-Year

ESSER III Expenditure Plan Instructions

Introduction

School districts, county offices of education (COEs), or charter schools, collectively known as local educational agencies (LEAs), that receive Elementary and Secondary School Emergency Relief (ESSER) funds under the American Rescue Plan (ARP) Act, referred to as ESSER III funds, are required to develop a plan for how they will use ESSER III funds to, at a minimum, address students' academic, social, emotional, and mental health needs, as well as the opportunity gaps that existed before, and were exacerbated by, the COVID-19 pandemic.

The plan must be adopted by the local governing board or body of the LEA at a public meeting on or before October 29, 2021 and must be submitted for review and approval within five days of adoption. A school district must submit its ESSER III Expenditure Plan to its COE for review and approval; a COE must submit its plan to the California Department of Education for review and approval. A charter school must submit its plan to its chartering authority for review and to the COE of the county in which the charter school operates for review and approval.

In addition, consistent with the requirements of the ARP, Volume 86, *Federal Register*, page 21201, April 22, 2021, the ESSER III Expenditure Plan must be:

- Written in an understandable and uniform format;
- Written in a language that parents can understand, to the extent practicable;
 - If it is not practicable to provide written translations to a parent with limited English proficiency, the plan must be orally translated for parents
- Provided in an alternative format to a parent who is an individual with a disability as defined by the Americans with Disabilities Act, upon request; and
- Be made publicly available on the LEA's website.

For additional information regarding ESSER III funding please see the ARP Act Funding web page at <https://www.cde.ca.gov/fq/cr/arpact.asp>.

For technical assistance related to the 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.).

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