

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
2020-21 Learning Continuity and Attendance Plan (LCP)	WCCUSD website at: https://drive.google.com/file/d/1tOqGSvC9NCMhn_g1mwc0ejoU5de3j0Ar/view
2020-21 Learning Continuity and Attendance Plan Addendum	WCCUSD website at: https://www.wccusd.net/cms/lib/CA01001466/Centricity/Domain/961/Revised%20V2%20-LCP%20-%20December%202020.pdf
2021-22 Local Control Accountability Plan	WCCUSD website at: https://www.wccusd.net/cms/lib/CA01001466/Centricity/Domain/961/Final%202021-22%20Couny%20Approved%20LCAP.pdf
Expanded Learning Opportunities Grant Plan	https://www.wccusd.net/site/default.aspx?PageType=3&DomainID=961&ModuleInstanceID=21606&ViewID=6446EE88-D30C-497E-9316-3F8874B3E108&RenderLoc=0&FlexDataID=85589&PageID=4328

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

\$53,107,206

Plan Section	Total Planned ESSER III
Strategies for Continuous and Safe In-Person Learning	\$12,200,000
Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)	\$ 39,077,206
Use of Any Remaining Funds	\$ 1,830,000

Total ESSER III funds included in this plan

\$53,107,206

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 a regular and ongoing practice, WCCUSD works diligently to consult with our parent, community and staff advisory groups regarding District-wide plans and initiatives. WCCUSD consulted with the following groups on the planned actions within the ESSER III Expenditure Plan:

- District Local Control Accountability Plan (DLCAPS) Committee,
- Multi-lingual District Advisory Committee (MDAC),
- Special Education Community Advisory Committee (CAC),

- employee bargaining groups
- Community agencies including representative from Healthy Richmond and Go Public

These views and suggestions from WCCUSD teachers, parents and community members contributed to supporting aligned and productive district-wide plans to meet the needs of WCCUSD students.

As a part of developing productive and effective responses to the unprecedented challenges of the COVID-19 pandemic, WCCUSD has worked closely with all of these advisory groups to ensure that students' needs have continued to be addressed despite ever-changing conditions. This shared work effort has included informational presentations to a wide range of advisory groups, reports during regularly scheduled public meetings, facilitated listening sessions, opportunities for written and verbal input in a variety of venues. As a result of these efforts, WCCUSD has been able to design and implement plans which are responsive to changing conditions while remaining focused on community priorities to meet students' academic and social-emotional needs and ensuring that school campuses offer safe welcoming environments focused addressing student learning needs upon return to in-person learning; the specific focus of these collaboratively-developed plans has included the intentional focus of low achieving students, English Learners, African American students and students with Special Needs.

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

The overall plans and approaches were greatly influenced by input from parent, community and staff input and focused addressing common areas of need. A number of essential aspects of program plans, design and implementation can be highlighted which address the need to mitigate potential lost learning time during stay-at-home learning as well as create warm, welcoming safe schools environments for students, staff and parents:

- a "Spring Reopening program" to welcome student and families back on campus
- a robust Summer Learning program to support the academic and social-emotional needs of students as a means to enable a smooth transition in in-class learning in the Fall of 2021
- ongoing safety procedures in place to support safe learning and working environments: regular sanitizing, upgrades to ventilation systems, regular testing and notification systems
- reduced class sizes and revisions to school schedules to allow for social distancing within classrooms as well as during recess and lunch/break periods
- increased social-emotional support for students and staff: additional playground supervisors and site security staff to promote positive student interactions and reduce conflicts,
- focus on additional contracts for services to provide restorative justice, counseling and productive social engagement activities,
- additional counselors to support academic success and college and career readiness.

This ESSER III plan extends and builds upon the the collaborative work by the larger WCCUSD community to create powerful actions and services initially detailed in prior WCCUSD plans: Local Control Accountability Plan, 2020-21 Learning Continuity and Attendance Plan (LCP), Expanded Learning Opportunities Plan and the Learning Continuity and Attendance Plan. While these plans are not specifically referenced in this ESSER III plan, the actions and services in all of these plan developed within the past years form the foundation upon

which this ESSER III plan is built.

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

\$ 12,200,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
N/A	Additional Yard Duty Staff	In order to support productive play during recess time, WCCUSD has invested in providing additional yard duty supports across the District. These yard duty staff ensure that students engage in safe and productive recess activities while maintaining appropriate social distancing and good hygiene practices.	\$ 4,000,000
N/A	Secondary Campus Security	Similar to the addition of robust playground supervisor support at elementary schools, WCCUSD has added additional staff to support student safety at secondary schools. These additional staff (S4 staff) assist with monitoring students during breaks, passing periods and lunch. The focus of the efforts of these staff member is to	\$ 2,200,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		encourage appropriate student behavior, social distancing and good hygiene practices.	
N/A	Contract for COVID Testing, Monitoring and Tracing, PPE, Nurses	Realizing the critical role that timely identification and contact tracing of COVID positive cases plays in maintaining safe and healthy learning environments for students, staff and families, WCCUSD is working with an outside contractor to provide testing, notification and tracing services on a regular on ongoing basis.	\$ 6,000,000

Addressing the Impact of Lost Instructional Time

A description of how the LEA will use funds to address the academic impact of lost instructional time.

Total ESSER III funds being used to address the academic impact of lost instructional time

\$ 39,077,206

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
N/A	Class Size Reduction Initiative	As a measure to address a number of COVID- related concerns, WCCUSD opted to reduce class sizes in grades TK - 3 for both the 2021-22 and the 2022-23 school years. The smaller class sizes provide the opportunity for teachers and other support staff to offer personal and strategic academic support to students in areas of need, and, in particular, to any learning gaps related to learning loss conditions that occurred as a result of distance learning during the 2020-21 school year.	\$ 28,758,460
N/A	Online Learning Platforms and Programs	As students return to school in the Fall of 2021-22 and continue with the transition during 2022-23, WCCUSD recognizes the need to continue to offer online learning opportunities both within the regular day program and afterschool as well as time at home for practice and	\$ 5,000,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		reinforcement. The online learning platforms and programs put in place during distance learning are in the process of being repurposed to provide an additional layer of individual learning support for students. The addition of ongoing online learning to the standard direct instruction and small group learning model provides further opportunities for students to work in online learning environments to strategically address their immediate learning needs.	
N/A	Academic Tutoring	Schools across WCCUSD provide academic tutoring opportunities to address students' specific identified academic needs. These tutoring services are provided by teachers and other staff working after school as well as contracts with established agencies specifically focused on academic support services.	\$ 1,318,746
N/A	Social-Emotional Learning Supports	Based on a realization that student academic success is inextricably linked to strong connections to teachers, students and the school community on the whole, WCCUSD realized a genuine need to adopt a coherent plan and system for social-emotional supports for students. These support include training for teachers, adoption of social emotional curriculum, contracts from services providers to support Restorative Justice, counseling and mentoring.	\$ 800,000
N/A	Academic Counseling Support	WCCUSD is focused on providing a program that supports all students to be college and career ready. A year of distance learning created gaps in access to programs and staff at the secondary level, particularly in the area of academic counseling. To address this gap, additional academic counselors will support students at all high schools for the 2021-22 and 2022-23 school years. The work of these counselors will focus on ensuring that all students have access to support in the areas of a-g requirements, pathways recommendations, access to essential college and career resources.	\$ 3,200,000

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

\$ 1,830,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
N/A	Parent Outreach	The distance learning phase of the COVID-19 renewed our understanding on the important roles that parents play as partners in students' education. During the return to school in the Spring of 2021 and continuing into the Fall of 2021 and beyond, WCCUSD is supporting this partnership with parents and other family members by increasing by hiring additional School Community Outreach Workers (SCOWs) at schools at all levels. These SCOWs readily respond to parent requests/inquiries, provide academic and other school related information to parents, assist with attendance inquiries, act an academic liaison between teachers and parents to ensure that students' academic needs are met.	\$ 1,830,000

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
Class Size Reduction Initiative	The effectiveness of reduced class sizes to impact lost learning time will be monitored regularly by District local measures (STAR	Results to be collected regularly per individual site needs. Result to be reported twice a year (Fall 2021 and Spring

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
	<p>Reading and Math) as well as through annual SBAC scores.</p> <p>The expected outcome is an increase in student scores on STAR Reading and Math throughout the year.</p>	<p>2022). In addition, SBAC scores will be collected annually and reviewed in the Fall of 2022.</p>
<p>Online Learning Platforms and Programs</p>	<p>The effectiveness of use of technology to impact lost learning time will be monitored regularly by District local measures (STAR Reading and Math) as well as through annual SBAC scores.</p> <p>The expected outcome is an increase in student scores on STAR Reading and Math throughout the year</p>	<p>Results to be collected regularly per individual site needs. Result to be reported twice a year (Fall 2021 and Spring 2022)</p>
<p>Academic Tutoring</p>	<p>The effectiveness of academic tutoring to impact lost learning time will be monitored regularly by District local measures (STAR Reading and Math) as well as through annual SBAC scores.</p> <p>The expected outcome is an increase in student scores on STAR Reading and Math throughout the year</p>	<p>Results to be collected regularly per individual site needs. Result to be reported twice a year (Fall 2021 and Spring 2022)</p>
<p>Social-Emotional Learning Supports</p>	<p>Much like the use of class size reduction to impact student achievement by increasing engagement in learning, the effectiveness of the inclusion of social -emotional supports will be measured by District local measures (STAR Reading and Math) as well as through annual SBAC scores.</p>	<p>Results to be collected regularly per individual site needs. Result to be reported twice a year (Fall 2021 and Spring 2022). In addition, SBAC scores will be collected annually and reviewed in the Fall of 2022.</p>

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
	<p>The expected outcome is an increase in student scores on STAR Reading and Math throughout the year</p>	
<p>Academic Counseling Support</p>	<p>The effectiveness of additional academic counseling will be measured by the number of students meeting a-g rates as well as college and career readiness as measured by the CDE dashboard data.</p> <p>The expected outcome is an increase in the number/percentage of students meeting a-g as well as the number/percentage of student meeting college and career readiness criteria as measured by the CDE dashboard data</p>	<p>Result to be collected regularly per individual site needs. Result to be reported twice a year (Fall 2021 and Spring 2022).</p>

ESSER III Expenditure Plan Instructions

Introduction

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

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

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

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

For additional information regarding ESSER III funding please see the ARP Act Funding web page at

<https://www.cde.ca.gov/fg/cr/arpact.asp>.

For technical assistance related to the completion of the ESSER III Expenditure Plan, please contact EDReliefFunds@cde.ca.gov.

Fiscal Requirements

- The LEA must use at least 20 percent (20%) of its ESSER III apportionment for expenditures related to addressing the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs.
 - For purposes of this requirement, "evidence-based interventions" include practices or programs that have **evidence** to show that they are effective at producing results and improving outcomes when implemented. This kind of evidence has generally been produced through formal studies and research. There are four tiers, or levels, of evidence:

- **Tier 1 – Strong Evidence:** the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented randomized control experimental studies.
 - **Tier 2 – Moderate Evidence:** the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented quasi-experimental studies.
 - **Tier 3 – Promising Evidence:** the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented correlational studies (with statistical controls for selection bias).
 - **Tier 4 – Demonstrates a Rationale:** practices that have a well-defined logic model or theory of action, are supported by research, and have some effort underway by a State Educational Agency, LEA, or outside research organization to determine their effectiveness.
- **For additional information please see the Evidence-Based Interventions Under the ESSA web page at <https://www.cde.ca.gov/re/es/evidence.asp>.**
- The LEA must use the remaining ESSER III funds consistent with section 2001(e)(2) of the ARP Act, including for:
 - Any activity authorized by the Elementary and Secondary Education Act (ESEA) of 1965;
 - Any activity authorized by the Individuals with Disabilities Education Act (IDEA);
 - Any activity authorized by the Adult Education and Family Literacy Act;
 - Any activity authorized by the Carl D. Perkins Career and Technical Education Act of 2006;
 - Coordination of preparedness and response efforts of LEAs with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to COVID-19;
 - Activities to address the unique needs of low-income students, students with disabilities, English learners, racial and ethnic minorities, homeless students, and foster youth, including how outreach and service delivery will meet the needs of each population;
 - Developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs;
 - Training and professional development for staff of the LEA on sanitation and minimizing the spread of infectious diseases;
 - Purchasing supplies to sanitize and clean the facilities of an LEA, including buildings operated by such agency;
 - Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under IDEA, and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements;
 - Purchasing education technology (including hardware, software, and connectivity) for students who are served by the LEA that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment;
 - Providing mental health services and supports, including through the implementation of evidence-based full-service community schools;
 - Planning and implementing activities related to summer learning and supplemental after school programs, including providing classroom instruction or online learning during the summer months and addressing the needs of underserved students;

- Addressing learning loss among students, including underserved students, by:
 - Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiated instruction,
 - Implementing evidence-based activities to meet the comprehensive needs of students,
 - Providing information and assistance to parents and families of how they can effectively support students, including in a distance learning environment, and
 - Tracking student attendance and improving student engagement in distance education;

Note: A definition of “underserved students” is provided in the Community Engagement section of the instructions.

- School facility repairs and improvements to enable operation of schools to reduce risks of virus transmission and exposure to environmental health hazards, and to support student health needs;
- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and nonmechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door replacement;
- Developing strategies and implementing public health protocols including, to the greatest extent practicable, policies in line with guidance from the Centers for Disease Control and Prevention (CDC) for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff;
- Other activities that are necessary to maintain the operation of and continuity of services in LEAs and continuing to employ existing staff of the LEA.

Other LEA Plans Referenced in this Plan

In developing the plan, the LEA has flexibility to include community input and/or actions included in other planning documents, such as the Local Control and Accountability Plan (LCAP) and/or the Expanded Learning Opportunities (ELO) Grant Plan, provided that the input and/or actions address the requirements of the ESSER III Expenditure Plan.

An LEA that chooses to utilize community input and/or actions from other planning documents must provide the name of the plan(s) referenced by the LEA and a description of where the plan(s) may be accessed by the public (such as a link to a web page or the street address of where the plan(s) are available) in the table. The LEA may add or delete rows from the table as necessary.

An LEA that chooses not to utilize community input and/or actions from other planning documents may provide a response of “Not Applicable” in the table.

Summary of Expenditures

The Summary of Expenditures table provides an overview of the ESSER III funding received by the LEA and how the LEA plans to use its ESSER III funds to support the strategies and interventions being implemented by the LEA.

Instructions

For the ‘Total ESSER III funds received by the LEA,’ provide the total amount of ESSER III funds received by the LEA.

In the Total Planned ESSER III Expenditures column of the table, provide the amount of ESSER III funds being used to implement the actions identified in the applicable plan sections.

For the ‘Total ESSER III funds included in this plan,’ provide the total amount of ESSER III funds being used to implement actions in the plan.

Community Engagement

Purpose and Requirements

An LEA’s decisions about how to use its ESSER III funds will directly impact the students, families, and the local community, and thus the LEA’s plan must be tailored to the specific needs faced by students and schools. These community members will have significant insight into what prevention and mitigation strategies should be pursued to keep students and staff safe, as well as how the various COVID–19 prevention and mitigation strategies impact teaching, learning, and day-to-day school experiences.

An LEA must engage in meaningful consultation with the following community members, as applicable to the LEA:

- Students;
- Families, including families that speak languages other than English;
- School and district administrators, including special education administrators;
- Teachers, principals, school leaders, other educators, school staff, and local bargaining units, as applicable.

“Meaningful consultation” with the community includes considering the perspectives and insights of each of the required community members in identifying the unique needs of the LEA, especially related to the effects of the COVID-19 pandemic. Comprehensive strategic planning will utilize these perspectives and insights to determine the most effective strategies and interventions to address these needs through the programs and services the LEA implements with its ESSER III funds.

Additionally, an LEA must engage in meaningful consultation with the following groups to the extent that they are present or served in the LEA:

- Tribes;
- Civil rights organizations, including disability rights organizations (e.g. the American Association of People with Disabilities, the American Civil Liberties Union, National Association for the Advancement of Colored People, etc.); and
- Individuals or advocates representing the interests of children with disabilities, English learners, homeless students, foster youth, migratory students, children who are incarcerated, and other underserved students.
 - For purposes of this requirement “underserved students” include:
 - Students who are low-income;

- Students who are English learners;
- Students of color;
- Students who are foster youth;
- Homeless students;
- Students with disabilities; and
- Migratory students.

LEAs are also encouraged to engage with community partners, expanded learning providers, and other community organizations in developing the plan.

Information and resources that support effective community engagement may be found under *Resources* on the following web page of the CDE’s website: <https://www.cde.ca.gov/re/lc>.

Instructions

In responding to the following prompts, the LEA may reference or include input provided by community members during the development of existing plans, including the LCAP and/or the ELO Grant Plan, to the extent that the input is applicable to the requirements of the ESSER III Expenditure Plan. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broad understanding among the LEA’s local community.

A description of the efforts made by the LEA to meaningfully consult with its required community members and the opportunities provided by the LEA for public input in the development of the plan.

A sufficient response to this prompt will describe how the LEA sought to meaningfully consult with its required community members in the development of the plan, how the LEA promoted the opportunities for community engagement, and the opportunities that the LEA provided for input from the public at large into the development of the plan.

As noted above, a description of “meaningful consultation” with the community will include an explanation of how the LEA has considered the perspectives and insights of each of the required community members in identifying the unique needs of the LEA, especially related to the effects of the COVID-19 pandemic.

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

A sufficient response to this prompt will provide clear, specific information about how input from community members and the public at large was considered in the development of the LEA’s plan for its use of ESSER III funds. This response must describe aspects of the ESSER III Expenditure Plan that were influenced by or developed in response to input from community members.

- For the purposes of this prompt, “aspects” may include:
 - Prevention and mitigation strategies to continuously and safely operate schools for in-person learning;

- Strategies to address the academic impact of lost instructional time through implementation of evidence-based interventions (e.g. summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs);
- Any other strategies or activities implemented with the LEA’s ESSER III fund apportionment consistent with section 2001(e)(2) of the ARP Act; and
- Progress monitoring to ensure interventions address the academic, social, emotional, and mental health needs for all students, especially those students disproportionately impacted by COVID-19

For additional information and guidance, please see the U.S. Department of Education’s Roadmap to Reopening Safely and Meeting All Students’ Needs Document, available here: <https://www2.ed.gov/documents/coronavirus/reopening-2.pdf>.

Planned Actions and Expenditures

Purpose and Requirements

As noted in the Introduction, an LEA receiving ESSER III funds is required to develop a plan to use its ESSER III funds to, at a minimum, address students’ academic, social, emotional, and mental health needs, as well as the opportunity gaps that existed before, and were exacerbated by, the COVID-19 pandemic.

Instructions

An LEA has the flexibility to include actions described in existing plans, including the LCAP and/or ELO Grant Plan, to the extent that the action(s) address the requirements of the ESSER III Expenditure Plan. When including action(s) from other plans, the LEA must describe how the action(s) included in the ESSER III Expenditure Plan supplement the work described in the plan being referenced. The LEA must specify the amount of ESSER III funds that it intends to use to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA. Descriptions of actions provided should include sufficient detail yet be sufficiently succinct to promote a broad understanding among the LEA’s local community.

Strategies for Continuous and Safe In-Person Learning

Provide the total amount of funds being used to implement actions related to Continuous and Safe In-Person Learning, then complete the table as follows:

- If the action(s) are included in another plan, identify the plan and provide the applicable goal and/or action number from the plan. If the action(s) are not included in another plan, write “N/A”.
- Provide a short title for the action(s).
- Provide a description of the action(s) the LEA will implement using ESSER III funds for prevention and mitigation strategies that are, to the greatest extent practicable, in line with the most recent CDC guidance, in order to continuously and safely operate schools for in-person learning.

- Specify the amount of ESSER III funds the LEA plans to expend to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA.

Addressing the Impact of Lost Instructional Time

As a reminder, the LEA must use not less than 20 percent of its ESSER III funds to address the academic impact of lost instructional time. Provide the total amount of funds being used to implement actions related to addressing the impact of lost instructional time, then complete the table as follows:

- If the action(s) are included in another plan, identify the plan and provide the applicable goal and/or action number from the plan. If the action(s) are not included in another plan, write “N/A”.
- Provide a short title for the action(s).
- Provide a description of the action(s) the LEA will implement using ESSER III funds to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs.
- Specify the amount of ESSER III funds the LEA plans to expend to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA.

Use of Any Remaining Funds

After completing the Strategies for Continuous and Safe In-Person Learning and the Addressing the Impact of Lost Instructional Time portions of the plan, the LEA may use any remaining ESSER III funds to implement additional actions to address students’ academic, social, emotional, and mental health needs, as well as to address opportunity gaps, consistent with the allowable uses identified above in the Fiscal Requirements section of the Instructions. LEAs choosing to use ESSER III funds in this manner must provide the total amount of funds being used to implement actions with any remaining ESSER III funds, then complete the table as follows:

- If the action(s) are included in another plan, identify the plan and provide the applicable goal and/or action number from the plan. If the action(s) are not included in another plan, write “N/A”.
- Provide a short title for the action(s).
- Provide a description of any additional action(s) the LEA will implement to address students’ academic, social, emotional, and mental health needs, as well as to address opportunity gaps, consistent with the allowable uses identified above in the Fiscal Requirements section of the Instructions. If an LEA has allocated its entire apportionment of ESSER III funds to strategies for continuous and safe in-person learning and/or to addressing the impact of lost instructional time, the LEA may indicate that it is not implementing additional actions.
- Specify the amount of ESSER III funds the LEA plans to expend to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA. If the LEA it is not implementing additional actions the LEA must indicate “\$0”.

Ensuring Interventions are Addressing Student Needs

The LEA is required to ensure its interventions will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students most impacted by the COVID–19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.

The LEA may group actions together based on how the LEA plans to monitor the actions' progress. For example, if an LEA plans to monitor the progress of two actions in the same way and with the same frequency, the LEA may list both actions within the same row of the table. Each action included in the ESSER III Expenditure Plan must be addressed within the table, either individually or as part of a group of actions.

Complete the table as follows:

- Provide the action title(s) of the actions being measured.
- Provide a description of how the LEA will monitor progress of the action(s) to ensure that they are addressing the needs of students.
- Specify how frequently progress will be monitored (e.g. daily, weekly, monthly, every 6 weeks, etc.).

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