



SONORA UNION
HIGH SCHOOL DISTRICT

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
Expanded Learning Opportunities Grant Plan	https://docs.google.com/document/d/1NQ7hldf4ucTFFzby_uttO5nFc_s_s4IFJ5O4nYbrT5A/edit
Local Control Accountability Plan	http://sonorahs.k12.ca.us/wp-content/uploads/2021/07/2021_local_control_and_accountability_plan_sonora_union_high_school_district_20210604_final_brd_appd_20210622.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

\$1,656,037

Plan Section	Total Planned ESSER III
Strategies for Continuous and Safe In-Person Learning	\$571,968
Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)	\$946,654
Use of Any Remaining Funds	\$137,415

Total ESSER III funds included in this plan

\$1,656,037

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.

While developing LCAP and ELO plan, Sonora Union High School District sought input from parents, staff, and students in the following ways:

February 2021:

California Healthy Kids Survey was given to 9th and 11th graders, parents and staff

April 2021:

ThoughtExchange LCAP input survey was sent out to all parents, students, certificated staff, classified staff, management and leadership teams for LCAP input and the identification of priorities. ThoughtExchange survey tools provide translation into identified home languages for SUHSD students.

May 2021:

LCAP was also presented to the School Site Council for a first reading at a May 6th and for discussion and input at a second meeting on May 18th.

Extended Learning Opportunities Grant (ELO) plan input requested from parents, all staff, School Site Council (the parents of the School Site Council act as a parent advisory council), Educational Leadership Team, and bargaining units to determine priorities that are aligned with LCAP goals.

Governing Board discussion and input of the ELO plan along with public comment

Review and discuss new LCAP goals and objectives with leadership team, management, School Site Council, Educational Leadership Team, bargaining units, Governing Board.

California Healthy Kids Survey results reviewed

Begin to draft new LCAP goals and objectives based upon all stakeholder feedback

Presented draft LCAP certificated staff, classified staff, management and leadership teams, School Site Council, Educational Leadership Team, and bargaining units

June 2021:

Consultation with Sonora UHSD CFT chapter about the content of the Local Control Accountability Plan on June 7, 2021.

Consultation with Chapter 774 of California School Employees Association about the content of the Local Control Accountability Plan on June 8, 2021

A hearing was conducted on June 8, 2021 in order for the Governing Board to hear comments from the public about the Local Control Accountability Plan prior to its consideration on June 22, 2021.

The Board approved the LCAP on June 22, 2021 at a public meeting.

While developing the ESSER III plan, Sonora Union High School District also sought input from individuals or agencies representing the interests of Tribal Youth, Homeless and Foster Youth, youth who are low-income, youth who are incarcerated, students with disabilities, students of color, and students who are English Learners. Input was also received from community organizations and partners such as the Yes Partnership and ATCAA, the Amador-Tuolumne Community Action Agency. This outreach occurred during the time period of September 8-September 17, 2021. A survey for written responses was created and distributed during a meeting of the Student Attendance Review Board Members, which represent a number of agencies working with youth in the community, and with follow up emails as well as direct outreach to other community agencies and representatives through email and phone calls

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

Feedback from all stakeholder groups (e.g. students, parents, certificated staff, classified staff, management, administrators, school site council, school board) was incorporated into the development of the actions and strategies addressing the loss of instructional time and providing supplemental instruction and support to identified students and are reflected in the ESSER III Expenditure Plan. The development of the plan was influenced in the following ways by input received from students, families, school personnel, community organizations and

representatives of student groups identified above. Stakeholder feedback and input influenced the inclusion of the following items funded by ESSER III funds: Increased access to paraprofessional support and providing more consistent timely academic intervention for struggling students.

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

\$571,968

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
	Independent Study Teachers	Ab 130 required all parents have the right to have their children receive instruction through independent study. SUHSD hired additional teachers to provide instruction through Theodore Bird Independent Study High School.	\$128,456
	Additional Custodian	To meet CDPH COVID Mitigation Guidelines, additional custodian support is required to disinfect surfaces during school hours and for after school hours fogging of rooms where staff or students that have tested positive for COVID-19.	\$68,000
ELO Plan, page 2	Two Campus Supervisors	To help support the effectiveness of the Flex Period, provide social-emotional support, and to be prepared for social distancing requirements that may be in effect, two campus	\$45,892

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		security positions will be established for the time from the beginning of brunch to the end of lunch.	
	Substitute Teachers	To conform to CDPH COVID Mitigation Guidelines and due to a necessity for a higher level of technology training to support students during distance, hybrid, and quarantined learning, a shortage of substitute teachers, need for increased student supervision in cases of on-campus isolation, and availability for teachers who exhibit symptoms; substitute teachers were scheduled to be on campus daily.	\$120,000
	Internet Hot Spots	To conform to CDPH COVID Mitigation Guidelines, hot spots are provided for students who must work at home and do not have access to dependable internet.	\$5,000
	HERO Online Program	HERO is an online program used to track student symptom checking and as a means to provide positive behavioral support for students on campus and learning from home.	\$4,620
	C-Building Windows	Replace existing C-Building windows with windows that open to increase fresh air flow in classrooms in response to CDPH COVID Mitigation Guidelines.	\$200,000

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

\$946,654

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
ELO Plan, page 1, 2	Paraprofessionals	Students identified through screening will be provided focused intervention during the school day, primarily during	\$134,568

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		<p>the Flex Period. Students identified with Tier III needs will receive small group support.</p> <p>Add an additional half hour to paraprofessionals schedules for additional support work and training. Two additional paraprofessionals will be added to provide additional student support. As our ELL population is increasing and in order to respond to the lost instructional time from the past year of COVID, there is a need to increase the time of one of the bilingual paraprofessionals to provide more designated ELD.</p>	
ELO Plan, page 1	Flex Period TOSA	<p>A Teacher on Special Assignment (TOSA) position will be established to: coordinate identification of students who are disengaged, below grade level, credit-deficient, and at risk of not graduating; assign appropriate supplemental instruction and support strategies to identified students; facilitate, communicate and respond strategically to regular progress monitoring; provide both intervention guidance and instructional support to teachers; facilitate the creation of goals, objectives, curriculum, and progress monitoring with paraprofessionals; acquire appropriate curriculum and support programs; and communicate progress on these efforts to all stakeholders.</p>	\$113,899
ELO Plan, page 2	CTE TOSA	<p>A Teacher on Special Assignment (TOSA) position will be established with the goal of increasing student engagement by coordinating elective offerings, specifically CTE classes. This position will work to create and coordinate offerings that will engage more students in electives that will provide increased student interest and opportunities for career and college success.</p>	\$114,000
ELO Plan, page 2	ELL Coordinator	<p>As our ELL population is increasing and in order to respond to the lost instructional time from the past year of COVID, there is a need to fund a stipend for ELL coordination.</p>	\$2,853
ELO Plan, page 1	SEL Mentor and Therapist Support	<p>Therapist/counselor and mentoring support will be increased to address student mental health needs as a result of COVID-19 and school closure/distance learning. Students</p>	\$428,219

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		will be referred for tiered behavioral supports including referrals to counselors and other mental health personnel, based upon tiered levels of need. The district will contract for counseling and mentoring services to provide tiered supplemental social-emotional instruction and support in cooperation with existing district personnel and support services.	
ELO Plan, page 1	SEL LEADERinME Training	The district will contract with FranklinCovey Education to implement the Collaborative for Academic, Social, and Emotional Learning (CASEL) approved LEADERinME program for social-emotional support and learning for staff and students and increased student engagement through shared leadership, personal goal setting, and self-efficacy. An additional two voluntary paid professional development days will be added to the instructional calendar before the beginning of the 2021-2022 and 2022-2023 school years for LEADERinME staff training.	\$153,115

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

\$137,415

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
	Classified COVID Comp Time	An MOU was established with the classified union and the District to provided comp time for classified employees that worked on campus during the COVID-related school closure.	\$24,712

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
	12 Month Employee Vacation Payout	A number of 12 month employees were not able to use their allotted vacation time due to increased work demands during COVID. The Classified contract and management handbook indicate that if vacation time cannot be scheduled due to the demands of district work, unused vacation time should be paid out to 12 month employees.	\$40,920
	Emergency Power Generators	In order to provide continued instructional services for students during the increased number of power outages caused by a number of factors; including PSPS, brown outs, winter storms, and wildfires; and the increased demand for accurate, timely communications, and electronic data.	\$50,000
	Employee Benefits	These benefits were paid on the Classified COVID Comp Time and 12 Month Employee Vacation Payout.	\$21,783

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
Flex Period	Surveys of teachers, students, and parents. Renaissance testing data. Student grades.	Annually, semi annually, quarterly.
Additional Mentoring and Therapist Support	California Healthy Kids Survey	Annually
Leader in Me Training	California Healthy Kids Survey	Annually
CTE TOSA	Student sign ups for CTE courses	Annually

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
Student Support Specialist	Student behavior data. California Healthy Kids Survey. Teacher survey.	Annually, semi annually, quarterly.
ELL Coordinator	ELPAC assessment data. Surveys of parents and students.	Annually
Independent Study Teachers	Payroll	Annually
Additional Custodian	Payroll	Annually
Two Campus Supervisors	Payroll	Annually
Substitute Teachers	Payroll	Annually
Internet Hot Spots	Documenting the purchase and distribution.	Annually
HERO Online Program	Number of students tracked for positive behavior.	Each Semester
C-Building Windows	Documenting the purchase and installation.	Annually
Paraprofessionals	Renaissance testing data. Student grades.	Annually, semi annually, quarterly.
Flex Period TOSA	Surveys of teachers, students, and parents. Renaissance testing data. Student grades.	Annually, semi annually, quarterly.
SEL Mentor and Therapist Support	California Healthy Kids Survey.	Annually
SEL LEADERinME Training	California Healthy Kids Survey. Surveys of teachers, students, and parents.	Annually
Classified COVID Comp Time	Payroll	Annually
12 Month Employee Vacation Payout	Payroll	Annually

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
Emergency Power Generators	Documenting the purchase and installation.	Annually
Employee Benefits	Payroll	Annually

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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