



ESSER III Expenditure Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Luther Burbank Elementary School District	Edith Mourtos Superintendent	emourtos@lbsdk8.org 4082952450

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
Local Control Accountability Plan	https://www.lbsd.k12.ca.us/Page/1
Expanded Learning Opportunity Grant	https://www.lbsd.k12.ca.us/Page/1

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

\$593,884

Plan Section	Total Planned ESSER III
Strategies for Continuous and Safe In-Person Learning	\$100,000
Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)	\$493,884
Use of Any Remaining Funds	\$0

Total ESSER III funds included in this plan

\$593,884

Community Engagement

An LEA's decisions about how to use its ESSER III funds will directly impact the students, families, and the local community. The following is a description of how the LEA meaningfully consulted with its community members in determining the prevention and mitigation strategies, strategies to address the academic impact of lost instructional time, and any other strategies or activities to be implemented by the LEA. In developing the plan, the LEA has flexibility to include input received from community members during the development of other LEA Plans, such as the LCAP, provided that the input is relevant to the development of the LEA's ESSER III Expenditure Plan.

For specific requirements, including a list of the community members that an LEA is required to consult with, please see the Community Engagement section of the Instructions.

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

The Development of the ESSER III plan and allocation of funds builds upon stakeholder input received in developing the District's LCAP and and ELOG plans as outlined below. We reconvened the stakeholder groups identified below to solicit input and prioritize expenditures for our ESSER III plan. We met with the different stakeholder groups identified below during September and October 2021. Participants highlighted actions they wanted to sustain and amplify as aligned with the District's LCAP. Sessions were held in person, via zoom, and hybrid inperson/zoom sessions. The District also provided opportunities for further feedback via a google document. The District will post the ESSER III DRAFT on its website for broader community review and input.

Review of Stakeholder engagement for LCAP and ELOG:

Stakeholder groups were engaged in the development of the state's Local Control Funding Formula (LCFF) and Local Control Accountability Plan (LCAP). Stakeholders included parents, governing parent committees – School Site Council (SSC)/District Advisory Committee (DAC), English Learner Advisory Committee (ELAC), students, certificated and classified staff, and local bargaining units. Stakeholders were asked to provide input on how Luther Burbank could continue to help ensure that all Luther Burbank students are college and career-ready.

The following is a summary of our stakeholder meetings; agendas and minutes were maintained. During these stakeholder meetings, updates on the implementation of the current school year's Learning Continuity and Attendance Plan and feedback was solicited from stakeholders for the development of the 2021-2024 LCAP.

January- March 2020

Dec. 10 LCAP Workplan/Timeline presentation (Board)

Jan. 14 LCFF/LCAP Overview; Data Presentation (Board)

Jan. 16 LCAP Stakeholder Convening(Admin Team, Trustee, SSC President, DELAC Rep, Community Partners, Labor Presidents, Teachers, and Classified staff)

Feb. 2 Data Analysis (Staff/School Leadership)

Feb. 18 Lyceum (Parents and Staff)

March 2 Prioritize Efforts (All Staff/School Leadership)

March 4 Prioritize Efforts (School Site Council/ELAC)

March-June 2020 (Learning Continuity Plan)

1) Developed Needs Assessment using a variety of methods:

a. Student Access to Technology Survey (May 2020)

b).Student Interviews (May 2020)

c. Staff Distance Learning Reflections and Needs (May/June 2020)

d. Parent Survey - Fall Reopening Survey, 7/10/2020, 103 families participated in the survey

- e. School Leadership Team Meetings - 7/8/2020, 7/20/2020, 7/21/2020, 8/3/2020, members in a leadership team consists of faculty members from various grade level spans and department, classified representation, and administration.
 - f. Parent Survey - Back to School Survey, 7/28/2020, 380 families participated in the survey
 - g. Parent Forum, 7/13/2020, 100 families participated in a virtual parent forum
 - h. Parent Forum, 8/5/2020, 150 families participated in a virtual parent forum
 - i. Faculty Meeting, 8/11/2020, participation from all faculty members in TK-8, Special Education, and Counseling
 - 2) Analyzed responses from the survey and feedback/comments shared
 - 3) Conducted meetings with bargaining units, principal, teachers, classified staff, District-School Parent Advisory, and English Learner Council to solicit feedback and comments regarding the Learning Continuity and Attendance Plan and proposed action steps
 - 4) Consulted with our Luther Burbank Education Association on August 25
 - 5) Consulted with our Classified Association (AFSCME) on August 25
 - 6) Provided draft of LCP for the District Parent Advisory and English Learner Advisory Council to review on August 27 and 28 respectively
 - 7) Posted draft of LCP on District website for all stakeholders to review and provide comments August 28
 - 8) Conduct a Public Hearing to seek input on the LCP at the September 8 Regular Board Meeting.
 - 9) Adopt the LCP at the September 22 Special Board Meeting
 - 10) Created a COVID 19 Safety Committee to develop protocols and procedures for safe return to campus for in-person instruction on 7/24/2020
 - 11) Conducted series of School Leadership Team meetings to refine in-person A/B model when conditions permit; AB model is posted on our website
 - 12) Submitted a waiver application to provide in-person instruction for grades 1-5. Five students from each class return to campus to participate in their distance learning instruction whilst the classroom teacher are conducting lessons remotely. Students will be supervised by Extended Learning staff and will remain in stable cohorts throughout the day.
- All communications surveys, newsletters, text/voice, email messages are provided in the District's two primary languages: English and Spanish.

January-June 2021

- Feb. 2 Review LCAP Process, affirm goals and actions and next steps (Leadership and Curriculum Council)
- Feb. 4 Review LCAP Process, affirm goals and actions and next steps (Cafecito- Open Parent Forum)
- Feb. 25 Review LCAP Process, affirm goals and actions and next steps (School Site Council/ELAC)
- Feb. 12, 19, 26, March 5 Grade Level Span Collaboration Planning Days Grades K-8 (Teachers)
- March 8 Review Grade Level Themes (School Leadership Team Meeting)
- March 15 Reimagining Focus Group K-3 (Teacher Reps)
- March 15 and 22 Reimagining Sessions Grades K-8 (Staff Meeting and Classified Rep)
- March 25 Reimagining Session Review, Input, and Feedback (SSC)
- April 15 Re-imagining Session Review, Input, and Feedback* (Cafecito)
- April 20 Student Focus Groups and Survey
- April 29 LCAP Review and Feedback (SSC/ELAC)
- May 3 LCAP Review and Feedback (School Leadership Team/Curriculum/PD Council)
- May 21 Submit to SCCOE for feedback/review

May 28 Final Review/Edits
June 8 LCAP Public Hearing
June 14 Consultation with SELPA
June 22 LBSD Board Approval

Luther Burbank developed a timeline and structures to engage our stakeholders in meaningful input and feedback in the development and implementation of our 2020-21 Learning Continuity and Attendance Plan and 2019-20 LCAP, as well as our current 2021-2024 LCAP. Throughout the year we held multiple meetings and consulted with our stakeholders on the LCAP goals, actions, and services. We shared the data collected to monitor our expected outcomes and made adjustments as needed. During this process our parents, students, staff, and other stakeholders gave us feedback, as indicated above, to revise and finalize our LCAP for 2021-2024. In order to give stakeholders multiple opportunities for input, as well as to reach more families and parents, we included surveys for parents, students, and staff for feedback. All community forum meetings were conducted in English and Spanish.

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

The ESSER III plan reflects community and staff input regarding programs they value and feel have made a significant impact towards accelerating student achievement as delineated in our LCAP. This includes allocating ESSER funds to sustain intervention personnel 2021-2023 to support intensive intervention provided by the Intervention Teacher on Special Assignment and small group targeted instruction. Stakeholders also requested funds be allocated to support acquisition of Culturally Relevant, Social Justice Themed Texts, and leveled literature readers to engage students and foster critical higher order reading skills. Meeting ASHRAE ventilation standards was also identified as a priority and included in the budget to upgrade our HVAC systems as practicable.

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

\$100,000.00

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
NA	HVAC/Ventilation Upgrades	Upgrade HVAC Ventilation to meet ASHRAE recommendations;	\$100,000.00

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

\$493,884

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP Goal 1 Action 7	Personnel to Support High Dosage Intervention and STEAM	<p>Provide personnel to support high dosage academic intervention support, develop 21st century skills (4 C's), and STEAM to meet the needs of students needing additional support to succeed, including unduplicated count students and students with disabilities</p> <p>Staff hired will be utilized to lower the student to teacher ratio, provide high contact and intensity of instruction for high needs students benefitting our English Learners, Foster/Homeless Youth and low income students.</p> <p>1.0 FTE STIP (2021-2022) 2.0 FTESTIP (2022-2023)</p>	\$238,884

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP Goal 2 Action 2	ELD/Academic Intervention-Teachers on Special Assignment	Teacher on Special Assignment to provide high dosage targeted ELD, ELA and Math intervention support for students who are performing at lower academic levels, primarily serving English Learners, Foster and Homeless Youth, and low socioeconomic students 1.0 fte Intervention Teacher 2021-2022 1.0 fte Intervention Teacher 2022-2023	\$220,000
LCAP Goal 1 Action 11	Supplies and Materials to Support Teaching and Learning (Culturally Relevant and Social Justice Themed Texts)	Provide classroom materials and supplies to support active teaching and learning in class and at home Class Libraries: Culturally Relevant Texts, Social Justice, and leveled literature \$1500 per classroom Supplement Classroom Teacher Budgets \$130	\$35,000

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

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
Personnel to Support High Dosage Intervention and STEAM	i Ready Student Achievement Data, 6-8 week progress monitoring of student goals, Tri Annual Data Team Meetings	Tri Annually
ELD/Academic Intervention Teacher	i Ready Student Achievement Data, 6-8 week progress monitoring of student goals, Tri Annual Data Team Meetings	Tri Annually
Supplies and Materials to Support Teaching and Learning (Culturally Relevant/Social Justice themed texts)	CHKS Survey	Annually
HVAC Ventilation Upgrades	ASHRAE Ventilation Standards and Guidelines	Quarterly

ESSER III Expenditure Plan Instructions

Introduction

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

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

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

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

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

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

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

Fiscal Requirements

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

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

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

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

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

Other LEA Plans Referenced in this Plan

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

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

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

Summary of Expenditures

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

Instructions

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

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

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

Community Engagement

Purpose and Requirements

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

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

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

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

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

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

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

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

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

Instructions

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

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

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

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

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

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

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

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

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

Planned Actions and Expenditures

Purpose and Requirements

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

Instructions

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

Strategies for Continuous and Safe In-Person Learning

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

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

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

Addressing the Impact of Lost Instructional Time

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

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

Use of Any Remaining Funds

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

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

Ensuring Interventions are Addressing Student Needs

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

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

Complete the table as follows:

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

California Department of Education
June 2021