



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
Local Control & Accountability Plan	https://samueliacademy.org/wp-content/uploads/2021/07/2019-22-SAMUELI-LCAP-1.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

\$1,153,204

Plan Section	Total Planned ESSER III Expenditures
Strategies for Continuous and Safe In-Person Learning	\$277,605
Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)	\$440,663
Use of Any Remaining Funds	\$434,936

Total ESSER III funds included in this plan

\$1,153,204

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.

Samueli Academy fosters a culture of engaging its community members in many aspects of the school's educational program, decision-making, community outreach, and serving on a multitude of school committees that support the school's mission and vision. Meaningful consultation took place with the following community members to obtain public input in the development of the ESSER III Plan, a process that has continued since the development of the school's 2021-22 LCAP, that focused on the areas of: Safe in-person learning; Lost instructional time; and Other impacts related to the pandemic. During meetings with our community members, our Leadership Team presented various types of schoolwide internal assessment results, schoolwide student data, to guide the discussion on effective use of ESSER III funds, implementation of tiered Evidence-based Interventions (EBI); identify methods and metrics used to measure program effectiveness; and frequency of progress monitoring.

- Students were engaged in meaningful consultation via surveys in addition to meetings with student leaders (ASB).
- Families including families that speak languages other than English, families of Unduplicated Pupils, and families of Students with Disabilities, who also advocate for students of color, foster youth, homeless Students with Disabilities, English Learners and Low-income (underserved) students were consulted via surveys (English/Spanish) and virtual meetings (PAC, ELAC), and Community Night. Interpreter services were made available upon request for parent meetings. Surveys and presentations were written in a language that is understandable and accessible to parents. Accommodations as appropriate were also made for family members with disabilities including providing information and school reports in a format (to the extent practicable) in a language that parents understand.

- School Administrators (Executive Director), Head of School, other school leaders, including Special Education Administrators: Meaningful consultation took place during weekly Leadership Team meetings, including Special Education Department meetings and the Administrators retreat.
- Teachers, Paraprofessionals, other educators, school staff: meaningful consultation took place during Back-to-School Professional Development, and staff surveys, which provided opportunities for input and feedback.
- Individuals/advocates representing Students with Disabilities – meaningful consultation with the El Dorado SELPA took place with the Focused Monitoring and Technical Assistance Unit.
- The Leadership Team engaged in meaningful consultation with Community Partners, Expanded learning Providers and other Community Organizations (Institutes of Higher Education) that included: Youth Connected Program - Orangewood Foundation, UC Irvine, Santa Ana College, Chapman College, and CSU Fullerton.

Samueli Academy evaluated its community member engagement opportunities and determined that the following community members/groups are neither present nor currently served by our school: Tribes; Civil rights organizations, including disability rights organizations; and individuals/advocates representing the interest of migratory students; and children who are incarcerated.

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

Samueli Academy ESSER III Expenditure Plan was influenced by the input and feedback provided in consultation with community members, with a focus on addressing students' academic, social, emotional, and mental health needs, and address opportunity gaps that existed before and were further exacerbated by the COVID-19 pandemic.

Feedback provided from community input includes:

- Students indicated they would like a return to outdoor activities with peers.
- Families indicated they would like the school to provide students with social opportunities, and activities because students experience a sense of loneliness during virtual instruction.
- School Administrators including Special Education Administrators indicated the need to seek additional community resources to support the needs of our students; hire additional Educational Specialist to support Students with Disabilities (SWD); and acquire additional mental health professionals and interns to support the SEL/mental health needs of our students.

- Teachers, Paraprofessionals, other educators, and school staff indicated the need to expand mental health supports for students to build resiliency post-pandemic, and offer summer school/credit recovery.
- El Dorado SELPA suggested communicating with families about IEP transitional support, and long-term goal level of independence for SWD to ensure academic success.
- Community Partners, including Institutes of Higher Education indicated the need to establish a transition program for foster youth to address their needs post-secondary, social connection (onboarding), and offering additional dual enrollment courses.

The development of the ESSER III Expenditure Plan was influenced by the input and feedback during our multiple meaningful consultations with community members. However due to limitations with funding, the following areas of focus will be implemented and funded with ESSER III Funds as outlined in this plan:

- Health & Safety (Strategies for Continuous & Safe In-Person Learning)
- Addressing Academic Needs to accelerate student learning (Addressing the Impact of Lost Instructional Time)
- Addressing Social-emotional & Mental health needs
- Professional Development (Use of Any Remaining Funds)
- Technology (Use of Remaining Funds)

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

\$277,605

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
Not applicable	Health & Safety: Cleaning Protocols	Custodial services to include additional deep cleaning, sanitizing & disinfecting of surfaces in every classroom and school facilities to help protect against the spread of COVID-19 for all students and staff. Follow local county and CA State Public Health Department guidelines and protocols.	\$138,441
Not applicable	Health & Safety:	To reduce the risk of virus transmission and exposure to environmental health hazards, and to support student health needs, Samuelli Academy will acquire outdoor shade structures (Facility improvement) that will be used by students during meals, and for teachers to provide outdoor classroom instruction. * Currently awaiting CDE approval.	\$139,164*

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

\$440,663

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
Not applicable	Addressing Academic Needs to accelerate student learning	<p>Samueli Academy will offer Summer School for students that are credit deficient/Credit recovery (grades 9-12); and offer a Summer Bridge academic program for all students in grades 7-9, to address the academic impact of lost instructional time, learning gaps and ensure all students are on track to graduate and meet UC A-G requirements. Underserved, unduplicated pupils (English learner, Low-income, foster youth) and Students with Disabilities will be prioritized, since they have been most impacted with lost instructional time.</p> <p>Samueli Academy will hire an additional Education Specialist to further support the academic needs of Students with Disabilities (SWD).</p>	\$365,663
Not applicable	Addressing Social-emotional & Mental health needs	To ensure the social-emotional and mental health needs of our students are addressed, Samueli Academy will hire additional mental health support professionals as part of the school's Multi-tiered System of Supports. Students will be identified using our universal screeners and referrals.	\$75,000

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

\$434,936

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
Not applicable	Professional Development	Based on our comprehensive needs assessment, mathematics is an area identified for growth. Samueli Academy will acquire an Equity and Access Coach for the Math Department to provide Instructional Coaching for Math Teachers, assessing outcomes in all math courses, and develop strategies to ensure all students achieve college readiness in mathematics.	\$84,936
Not applicable	Technology	All students at Samueli Academy are required to participate in a Design or an Engineering CTE Pathway (4-year program) as part of the school's mission, graduation requirements that ensures all students are college and career ready, and prepared for the workforce with life skills. Both CTE Pathways require student to learn, access and be able to utilize multiple types of specialized and technical software programs, and hardware to access and complete coursework, projects, and presentations, through an extensive platform, accessible to students at school, at home, or wherever they are using their laptops. This platform is also designed for students with Disabilities that may require assistive technology or adaptive equipment.	\$350,000*

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		<p>These state-of-the-art programs are not installed in student laptops but rather integrated in a cloud system platform accessible only for our students and educators.</p> <p>* Currently awaiting CDE approval.</p>	

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
Health & Safety	<ol style="list-style-type: none"> 1. Cleaning & sanitation schedules 2. Ensure adherence to County & State Health Department Guidelines 3. Monitoring COVID-19 cases, contact tracing. 4. Administrative Leadership Team meetings 	<ol style="list-style-type: none"> 1. Daily, weekly, monthly 2. Monthly 3. Daily/weekly 4. Monthly
Addressing Academic Needs to accelerate student learning	<ol style="list-style-type: none"> 1. Summer School: students identified as credit deficient. 2. Summer School: students identified for participation in Summer Bridge. 3. MTSS meeting: Identification of Students with Disabilities (SWD) for additional support/intervention. 4. Administer Aimsweb: Math, Reading & Writing Assessments (Gr 7-10) 5. CAASPP ELA & Math Assessment: Gr 7-8 & 11 	<ol style="list-style-type: none"> 1. Annual 2. Annual 3. Monthly 4. Trimester (3 times/year) 5. Annual 6. Annual 7. Annual 8. Annual 9. Annual

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
	<ol style="list-style-type: none"> 6. ELPAC (Summative) 7. HS Graduation Rate (CA Schools Dashboard) 8. College/Career Indicator (CA Schools Dashboard) 9. Percentage of students that meet UC A-G requirements. 	
Addressing Social-emotional & Mental health needs	<ol style="list-style-type: none"> 1. MTSS: Identify students – SEL/Mental health needs – Heads Up, Checkup, SEL Universal screener. 2. Administer SEL School Climate Survey. 3. Attendance Rates 4. Chronic Absenteeism rates 5. Referral rates (behavior) 	<ol style="list-style-type: none"> 1. Monthly, as needed 2. Semi-annual 3. Monthly 4. Monthly 5. Monthly
Professional Development	<ol style="list-style-type: none"> 1. Students identified as meeting UC “C” eligibility – Mathematics courses 2. Student academic performance in Math: Academic Grades 3. Attendance 4. College/Career Indicator (CA Schools Dashboard) 5. Student participation rates in higher level Math courses 6. CAASPP Math Results: Grade 11 7. Percentage of Students identified as Prepared for College as measured by Math EAP Results. 	<ol style="list-style-type: none"> 1. Annual 2. Semi-annual (each semester) 3. Monthly 4. Annual 5. Annual 6. Annual 7. Annual
Technology	<ol style="list-style-type: none"> 1. Student accessibility & engagement in CTE Course (use of Platform) 2. Academic grades CTE Courses: Design Pathway & Engineering Pathway. 	<ol style="list-style-type: none"> 1. Monthly 2. Semi-annual (each semester) 3. Annual 4. Annual 5. Annual

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
	<ul style="list-style-type: none"> 3. Student participation and completion rates in CTE Pathways (HS Graduation Requirement) – also measured College/Career Indicator (CA School Dashboard) 4. HS Graduation Rate 5. Student & parent survey 6. Student career readiness in Design and/or Engineering. 7. Classroom observations 	<ul style="list-style-type: none"> 6. Annual 7. Weekly

ESSER III Expenditure Plan Instructions

Introduction

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

The plan must be adopted by the local governing board or body of the LEA at a public meeting on or before September 30, 2021 and must be submitted for review and approval within five days of adoption. A school district must submit its ESSER III Expenditure Plan to its COE for review and approval; a COE must submit its plan to the California Department of Education for review and approval. A charter school must submit its plan to its chartering authority for review and to the COE of the county in which the charter school operates for review and approval.

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

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

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

For technical assistance related to the ESSER III Expenditure Plan template and instructions, please contact LCFF@cde.ca.gov. For all other questions related to ESSER III, please contact EDReliefFunds@cde.ca.gov.

Fiscal Requirements

- The LEA must use at least 20 percent (20%) of its ESSER III apportionment for expenditures related to addressing the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive 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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