



ESSER III Expenditure Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Sacramento Valley Charter School	Dr. Amrik Singh Principal	asingh@sacvalleycharter.org 916-596-6422

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
2021-22 LCAP	https://www.sacvalleycharter.org/lcap-and-financial-info.html
ESSER III Safe Return to In Person Instruction Plan	https://www.sacvalleycharter.org/lcap-and-financial-info.html
Expanded Learning Opportunities Grant Plan	https://www.sacvalleycharter.org/uploads/8/0/9/9/8099840/2021_expanded_learning_opportunities_grant_plan_sacramento_valley_charter_school_20210515.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
\$498,551

Plan Section	Total Planned ESSER III
Strategies for Continuous and Safe In-Person Learning	248,551
Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)	250,000
Use of Any Remaining Funds	

Total ESSER III funds included in this plan

\$498,551

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.

SVCS actively sought and received feedback from a broad range of perspectives and representatives to identify and prioritize students' academic and social-emotional needs and develop a comprehensive plan to address those needs and mitigate the learning loss that has occurred during the past 18 months. Efforts to request and receive input began in Spring 2021 with development of the Local Control and Accountability Plan (LCAP) and the Expanded Learning Opportunity Grant Plan (ELOG). For the LCAP and ELOG, SVCS held public hearings at its Board meetings and met with the Site Council/English Learner Advisory Committee(ELAC)/LCAP Advisory Group and PTO as well as discussed with teachers and staff at staff meetings. All input received from development of the 2021-22 LCAP and ELOG was reviewed and has influenced the ESSER III Expenditure Plan development.

SVCS contacted the following by email and/or telephone to invite participation of: students, families (including families that speak languages other than English), Civil Rights and disability rights organizations, individuals or advocates representing the interests of children with disabilities, English learners and other underserved students. The following potential stakeholder groups were not contacted as SVCS does not have "present and served" students: tribes, homeless, and incarcerated. In addition, the school has no local bargaining units to contact.

Constituent groups and individuals were offered multiple methods for meaningful consultation including attending the public hearing, providing written replies and scheduling online meetings. For the ESSER III Expenditure Plan specifically, the item was placed on the Board Agenda for discussion at the September 8, 2021 Regular Board Meeting and a Public Hearing on the ESSER III Expenditure Plan was held on September 28, 2021 at a Special Meeting of the Board. The Special Meeting was announced to all parents/guardians, Site Council/ELAC/LCAP Advisory Group (LCAPAG), PTO and organizations identified as likely to represent students with unique learning needs who are present and served by SVCS. The Principal and Fiscal Consultant shared the draft list of priorities with the Site Council/ELAC/LCAPAG at their meeting on Sept 26, 2021 and the priorities were discussed in great detail. Surveys were sent to parents and staff to receive input on the priorities for the use of funds. The feedback from all sources was considered in the development of this Plan.

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

As a small school with a close sense of community, SVCS administration receives direct and regular feedback from parents, staff and students. Since not all families provide feedback and it is often the students of the less-connected families that struggle the most, it was helpful to solicit input from community-based groups to help understand the issues faced by different student populations and where issues overlap among most or all student populations (fear of uncertainty, financial, emotional, lack of quiet learning space, etc.). The areas of focus as determined from this feedback are:

- 1) Student learning loss (especially after school and during the summer as well as the use of instructional assistants during the school day).
- 2) Social-emotional wellness for students, staff and families (counseling services, raising awareness and access to community resources, professional development).
- 3) Providing strategies for continuous, safe in-person learning (COVID-19 testing, cleaning/sanitizing, professional development)
- 4) Increasing student's ability to use technology and maintain/improve existing technology (such as Chromebooks and charging carts).

Community input not only influenced this Plan but raised our awareness of other non-financial and/or non-program concerns (i.e. excessive time playing video gaming and screen time/social media). The actions described in this Plan respond directly to needs identified through this interactive idea-sharing process. Furthermore, an active member of the Site Council and teacher at SVCS shared her research that SVCS uses products that meet ESSA Tiers, more specifically BrainPop with Tier 2 Moderate Evidence, Nearpod with Tier 3 Promising Evidence and numerous programs including Pear Deck and Quizzlet with "Research-Based Design Certifications".

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

248,551

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP, Goals 1 & 4, Actions 2, 4 & 5	Social, emotional and behavioral supports	Social-emotional professional development (PD) for teachers and staff in LCAP is expanded to include the addition of counseling services, school psychologist, behavior specialist, behavior technician support for three years (separately from Special Education services). The support can include education for families about child wellness and may include an Employee Assistance Program (EAP) for staff and a couple of counseling sessions for uninsured staff.	100,000
LCAP, Goals 1 & 4, Actions 2 & 4	Improving use of technology and tech-related PD	The LCAP refers to PD and technology and this expands the approach to help students gain skills needed to succeed during distance learning as well as in person classes where technology is used and for online assessments. Keyboarding, access online content and safety are areas of focus.	10,000
LCAP, Goal 1, Action 5	Repair, replace, increase technology	The LCAP includes some Chromebook replacements and this plan expands the number of devices that can be replaced. Some devices will no longer be eligible for upgrades and the testing/assessments require minimum levels of upgrades making replacements a must. These funds can be used through 9/30/2024 for technology repairs, replacements, upgrades.	60,000
	Classroom budgets	This plan provides \$1,000 per teacher to use over three years for classroom projects, activities, and/or games to help students mitigate stress, anxiety, fear or other classroom	18,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		supplies/materials to enhance student engagement in learning.	
LCAP Goal 4, Actions 1, 2, 6; ESSER III Plan #3	Continuity and Safe In Person Instruction	The LCAP includes facilities maintenance, transportation and recess monitors. The ESSER III Plan #3 highlights continuity of services. Funding through this plan expands the existing approach for sanitizing, cleaning, cleaning supplies, PPE, COVID-19 testing, air filtration and replacement filters, helping maintain hygiene and distance, when possible.	60,551

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

250,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP Goals 1 & 3, Actions 4 & 6, ELOG	Summer learning program	This plan enables the school to offer a free Summer Boost program for two more years. Students are referred to the program based on documented learning loss and inability to meet thresholds for grade-level advancement.	200,000
LCAP Goals 1 & 3, Actions 4 & 6, ELOG	After school on-line tutoring and/or in-person program	This plan enables the school to offer a free Summer Boost program for two more years. Students are referred to the program based on documented learning loss and inability to meet thresholds for grade-level advancement.	50,000

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
Social, emotional and behavioral supports	PD and contracted services received and paid for; reduced number of referrals to the office or the principal for behavior concerns; improved participation by students through better attendance; improved classroom engagement, based on documented teacher observations.	Progress will be monitored on a monthly basis beginning in November 2021.
Improving the use of technology and tech-related PD	PD and technology services received and paid for; time spent by students accessing the skill-building programs/time on task (such as keyboarding).	Progress will be monitored on a monthly basis beginning in November 2021.
Repair, replace, increase technology	Making purchases of replacement and additional Chromebooks, carts and devices needed for classroom, distance-learning, assessments, etc.	Progress will be monitored with the monthly Board expense report, the quarterly CARES Act reporting and the interim financial reporting cycle.

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
Classroom budgets	A spreadsheet will be maintained to help each teacher be aware of their balance and purchase history over the nearly three-year period.	Progress will be monitored through the quarterly CARES Act reporting and updates will be provided to the staff at least twice a year.
Continuity and safe in-person instruction	Making purchases (such as: PPE, sanitizer, COVID-19 tests, added staffing) will support that progress is being made. The school promptly identifying and responding to potential or known COVID-positive staff, students, families. Attendance records will also help with progress monitoring especially for those students most impacted by the COVID-19 pandemic.	Progress will be monitored with the monthly Board expense report, the quarterly CARES Act reporting and the interim financial reporting cycle. Once a month, the Board receives the Principal's Report and Safety updates.
Summer learning program	Students are referred based on academic and/or social-emotional needs that have been documented. Assessments will be held during the program and at the end of the program to evaluate the student's progress. Students may be referred to the after school tutoring or after school program during the school year to continue mitigating their learning loss or social-emotional challenges.	A consolidated/compiled review for at least ELA and Math will be made once a month to assess progress made by students participating in the Summer Boost and/or after-school tutoring or after in-person program (i.e students most impacted by the pandemic).
After school on-line tutoring and/or in-person program	Students are referred based on academic and/or social-emotional needs that have been documented. Assessments will be conducted at least once a month to evaluate the student's progress. Students may be referred to the Summer Boost program to continue mitigating their learning loss and/or social-emotional challenges.	A consolidated/compiled review for at least ELA and Math will be made once a month to assess progress made by students participating in the Summer Boost and/or after-school tutoring or after in-person program (i.e students most impacted by the pandemic).

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