

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 (LCAP)	Plan can be found on district website: https://www.roselandsd.org/ Direct link to plan: https://www.roselandsd.org/files/user/878/file/Plans/2021_LCAP_Combined_RoselandSD_20210816.pdf
Expanded Learning Opportunities Grant Plan	Plan can be found on the district website: https://www.roselandsd.org/ Direct link to plan: https://www.roselandsd.org/files/user/878/file/Plans/2021%20Roseland%20District%20Expanded%20Learning%20Opportunity%20Grant%20Plan%20(English).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

\$2,088,366

Plan Section	Total Planned ESSER III
Strategies for Continuous and Safe In-Person Learning	\$1,186,366
Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)	\$902,000
Use of Any Remaining Funds	0

Total ESSER III funds included in this plan

\$2,088,366

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.

In the spring of 2021, and continuing into the beginning of the 2021-22 school year, Roseland Public Schools conducted an intensive stakeholder engagement process to assist with the development of the district's strategic plans to support students' safe and successful return to in-person instruction. This engagement process including soliciting input on health and safety mitigation measures, identifying the greatest areas of student need to address the academic and social-emotional impact of the pandemic, and potential solutions/strategies to help address these needs. This ESSER III Plan is aligned to the District's 2021-22 LCAP and is an extension of other strategic planning, such as the Expanded Learning Opportunity Grant plan.

Specific measures the district took to engage stakeholders in the development of these plans include the following:

District Staff (certificated and classified staff)

- In April, a survey was sent to all staff to inform the development of the Annual Update & the LCAP, & identify priorities for the 2021-22 school year.
- On 5/10/21, an Open Forum was held for all district staff members to determine staff member's priorities for the LCAP as well as use of COVID relief funding.
- On 5/12/21, a draft of the Annual Update was emailed to all district staff for feedback.
- On 6/9/21, the proposed LCAP that will be presented at a public hearing was emailed to all staff.

Roseland Educator's Association (REA) and California School Employees Association (CSEA)

- On 5/26/21, the Acting Superintendent and the Director of Curriculum and Assessment met with the REA executive board to review the draft LCAP and seek feedback.
- On 10/11/21, the Superintendent emailed REA and CSEA a summary of the district's COVID relief funding spending plan and sought feedback.

Leadership Team (elementary school site principals, acting superintendent, and directors of special education & curriculum/assessment)

- On 4/27/21, the leadership team met to review local indicator data to inform the LCAP and reviewed stakeholder priorities for the Expanded Learning Opportunity Grant, the LCAP, and use of ESSER/COVID relief funding.
- On 5/10/21, the leadership team met to discuss LCAP goals, actions, and services, and discuss plans to support implementation. The leadership team also discussed plans for use of additional COVID relief funding.

Joint District English Learner Advisory Committee (DELAC)/Parent Advisory Committee (PAC)

- On 5/12/21 and 6/7/21, the joint DELAC/PAC met to provide input on the Annual Update and LCAP goals, actions and services, as well as priorities for COVID relief funding.

Parents

- Parents were surveyed to inform local indicator data and goals, actions & services related to equity and parent involvement in January 2021.
- Parents were surveyed to inform the Annual Update, the LCAP and determine priorities/needs related to the COVID pandemic and the return to school in April 2021.
- A Townhall/Webinar Meeting was held on 8/9/21 by the Superintendent and District Leaders to provide an update on the district's Safe Return to In-Person Learning Plan, the mitigation strategies being implement for safe school operations, and the changes and requirements to the Independent Study program per Assembly Bill 130.
- A Townhall/COVID Informational Meeting was held on 8/30/21 with Superintendent, District COVID Coordinator, School Nurse and other district leaders to discuss COVID mitigation measures and safe school operations for the 2021-22 school year.

Students

- In April 2021, third-sixth grade students were surveyed to inform priorities for LCAP, Expanded Learning Opportunity Grant, and use of COVID relief funding.
- TK-second grade students participated in focus groups from 5/3/21 - 5/12/21 to inform the development of the LCAP, the Expanded Learning Opportunity Grant, and use of COVID relief funding.

SELPA

- On 6/2/21, the special education local plan area administrator reviewed the LCAP to determine that specific actions for students with disabilities are included and are consistent with strategies included in the annual assurances support plan for the education of students with disabilities.

Community Engagement

- On 10/11/21, the Superintendent emailed community partners, including the City of Sana Rosa Community Engagement Office, local institutions of higher education and Los Cien (Sonoma County Latino Leaders).

Public Notification

- The superintendent notified members of the public on 6/9/21 of the opportunity to submit written comments regarding the specific actions and expenditures proposed to be included in the LCAP.

Through this engagement process, the following priorities and needs were identified by our various stakeholder groups:

- Parent Advisory Committee/ English Learner Parent Advisory Committee: Expressed the importance of adding in additional enrichment opportunities, more physical activities/time outdoors, and afterschool programs to help students be successful at school after a year of Distance Learning.
- School Staff (certificated and classified): Prioritized adding additional intervention services, instructional assistant time and enrichment opportunities. Expressed the need for professional development around the topics of trauma-informed practices, social-emotional learning, and topics related to equity and anti-racism. Discussed ways to increase capacity/space in summer school programs.
- Leadership team members: Provided feedback regarding previous goals and actions and explored ways to reorganize these goals and actions to make the LCAP more streamlined and stakeholder friendly; Prioritized similar actions/services as other stakeholder groups- intervention, enrichment and afterschool programs.
- Students: The three main priorities identified by students were more or new books/computer programs, small group instruction support, and help with homework. The subject area they identified as needing the most support in was math.
- Parents: Parents prioritized the need for additional intervention or tutoring services for students who need extra support as well as afterschool programs (e.g. more Boys and Girls Club spaces, afterschool enrichment classes, etc.).
- SELPA: Provided guidance regarding requirements related to students with disabilities and the LCAP.
- Community Organizations/Community Leaders: Prioritized equitable access to services within our plan and encouraged the district to develop methods to ensure families furthest from opportunity receive the additional services within this plan. Also prioritized the need for expanded professional development and a focus on trauma-informed teaching/Social-Emotional Learning. Shared the need to hire additional staff to support the plan and encouraged the district to use an equity process to hire bilingual/bicultural staff.

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

ESSER III funds will be used to support and enhance the implementation of actions and services aligned with goals 2 and 3 of the district LCAP.

- Goal 2 Impact: Goal 2 of the LCAP addresses academic as well as support for social-emotional and physical wellness for our students. Through community engagement, the need for additional intervention teachers to support learning acceleration was identified. Additionally, stakeholders (particularly students and teachers) identified the need for additional Instructional Assistant time to support small group/Universal Access instruction. Activities to support social-emotional wellness and school connectivity, such as the Sports for Learning SEL program, was also an identified need from stakeholders. Additional nurse assistant staff was also prioritized. All of these services have been added with the use of ESSER III funds.
- Goal 3 Impact: Goal 3 of the LCAP addresses safety, basic operations and well-maintained facilities. ESSER III funds are being used to support increased custodial services in order to support the successful implementation of COVID health and safety protocols. Prioritizing health and safety during the COVID pandemic has been an identified priority from parents and school staff.

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

\$1,186,366

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP Goal 2 and 3	Director of the Whole Child	The Director of the Whole Child will oversee all matters related to student services, including: Counseling/Social-Emotional Wellbeing, Multi-Tier Systems of Support, Extended Learning Opportunities (afterschool programs and summer school), Enrichment, Positive Discipline, etc.	\$220,000
LCAP Goal 3	Family Advocate	Contract with Community Action Partnership to provide family advocacy services, including home visits and assistance with accessing community services and resources (health, counseling, basic needs, etc.)	\$132,000
LCAP Goal 2	School Counselor	Increase school counselor at Roseland Elementary School to 1.0 FTE to ensure each elementary school in the district has a full-time counselor to provide social-emotional support and academic guidance to students.	\$66,000
LCAP Goal 2	Nurse Assistants	Increase contract with Community Action Partnership to ensure each school has an assigned Nursing Assistant to support student health and safety during the COVID pandemic.	\$498,366
LCAP Goal 3	Custodial Staff	Increase custodial staff to support the implementation of increased cleaning and disinfection to support safe and healthy school campuses.	\$90,000
LCAP Goal 3	Custodial Staff	Hire evening lead custodian to help oversee implementation of increased cleaning and disinfection protocols.	\$130,000
LCAP Goal 3	Admin Assistant: District Operations	Hire .5 Office Manager to oversee district operations, including implementation of increased cleaning and disinfection protocols, ordering and inventorying of PPE/safety supplies, etc.	\$50,000

Addressing the Impact of Lost Instructional Time

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

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

\$902,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP Goal 2, Expanded Learning Opportunity Grant Plan	Instructional Assistants	Provide additional instructional assistants for each school site to provide small group/Universal Access instruction and differentiation. Instructional assistants will focus on literacy development through guided reading instruction, phonics/phonemic awareness instruction and related reading skills.	\$352,000
LCAP Goal 2, Expanded Learning Opportunity Grant Plan	Sports for Learning Social Emotional Learning Program	Contract with Sports for Learning to implement program that supports school connectivity, physical activity/health and social emotional learning opportunities for students.	\$190,000
LCAP Goal 2, Expanded Learning Opportunity Grant Plan	Intervention Teachers	Intervention teachers will provide onsite high-dose tutoring/learning acceleration opportunities with a primary focus on literacy for students reading far below grade level.	\$360,000

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
School Counselor Sports for Learning SEL Program Director of the Whole Child	YouthTruth Student Survey for School Improvement	1x annually for three years (2021-22, 2022-23 and 2023-24)
Intervention Teachers Instructional Assistants Instructional Materials	STAR Early Literacy Assessment (grades K-2) STAR Reading Assessment (grades 2-6)	3x annually (Fall, Winter, Spring)
Custodial Staff Lead Custodian Admin Assistant/District Operations	Facilities Inspection Tool Reports COVID Protocol Inspections Review of Maintenance Support Tickets	1x annually Regularly throughout the year Regularly throughout the year
Family Advocate	YouthTruth Parent Survey for School Improvement Review of coordinated services referrals to determine if parent/family needs are being met	1x annually for three years (2021-22, 2022-23 and 2023-24) Regularly throughout the year
Nurse Assistants	COVID Protocol Inspections	Regularly throughout the year

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