



## ESSER III Expenditure Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Sonoma County Office of Education	Georgia Ioakimedes, Director	gioakimedes@scoe.org (707) 524-2884

School districts, county offices of education, or charter schools, collectively known as LEAs, that receive Elementary and Secondary School Emergency Relief (ESSER) funds under the American Rescue Plan Act, referred to as ESSER III funds, are required to develop a plan for how they will use their ESSER III funds. In the plan, an LEA must explain how it intends to use its ESSER III funds to address students' academic, social, emotional, and mental health needs, as well as any opportunity gaps that existed before, and were worsened by, the COVID-19 pandemic. An LEA may also use its ESSER III funds in other ways, as detailed in the Fiscal Requirements section of the Instructions. In developing the plan, the LEA has flexibility to include community input and/or actions included in other planning documents, such as the Local Control and Accountability Plan (LCAP), provided that the input and actions are relevant to the LEA's Plan to support students.

For more information please see the Instructions.

## Other LEA Plans Referenced in this Plan

Plan Title	Where the Plan May Be Accessed
Expanded Learning Opportunities Grant Plan (ELO)	<a href="https://www.scoe.org/pub/htdocs/alternative-ed.html">https://www.scoe.org/pub/htdocs/alternative-ed.html</a>
Local Control Accountability Plan (LCAP)	<a href="https://www.scoe.org/files/2021_Local_Control_and_Accountability_Plan_Sonoma_County_Alternative_Ed_R20210909.pdf">https://www.scoe.org/files/2021_Local_Control_and_Accountability_Plan_Sonoma_County_Alternative_Ed_R20210909.pdf</a>
Learning Continuity and Attendance Plan (LCP)	<a href="https://www.scoe.org/files/Sonoma_COE_2020_Learning_Continuity_and_Attendance_Plan_20200923.pdf">https://www.scoe.org/files/Sonoma_COE_2020_Learning_Continuity_and_Attendance_Plan_20200923.pdf</a>

## 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

\$2,197,452.00

Plan Section	Total Planned ESSER III
Strategies for Continuous and Safe In-Person Learning	1,480,262
Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)	439,490
Use of Any Remaining Funds	277,700

### Total ESSER III funds included in this plan

\$2,197,452.00

## Community Engagement

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

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

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

The Sonoma County Office of Education Alternative Education Program has a long-established foundation for meaningful stakeholder engagement. Efforts at stakeholder engagement were increased and refined at the outset of the COVID-19 pandemic, driven by the sudden need to pivot to distance learning. This engagement and consultation are articulated in our Learning Continuity and Attendance Plan, Expanded Learning Opportunities Grant Plan, Local Control Accountability Plan and now the ESSER III Expenditure Plan. This meaningful consultation and engagement provided perspectives and insights of each of the stakeholder groups in identifying the unique needs of our program, students and families, especially related to the effects of the COVID-19 pandemic. Our strategic planning and stakeholder engagement utilized all these perspectives and insights to determine the most effective strategies and interventions to address the identified needs through the programs and services the program plans to implement with its ESSER III funds.

This meaningful consultation and engagement has involved a wide range of stakeholders, including Special Education Local Plan Area (SELPA) staff, parents (including Parent Advisory Committee members), students, teachers, members of the collective bargaining unit, support staff, program and district administrators, and community and agency partners. Stakeholder engagement in the past 18 months has extended far beyond the LCAP stakeholder process. Since the onset of COVID-19, our program has been proactive in gathering data to identify student, teacher and parent needs. Frequent communication with students, families and staff has provided insight into areas of student struggle and barriers to success. Meaningful consultation has also occurred with tribes; Individuals representing the interests of children with disabilities, English learners, homeless students, foster youth and children who are incarcerated;. These stakeholders 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.

At the onset of the COVID-19 emergency, one of the first steps taken was to contact Community School students and families to offer assistance in accessing resources related to basic needs. Part of this initial outreach included an inquiry as to whether or not families had access to the Internet and to a device that could be utilized during distance learning. We realized that we quickly needed to be able to support our families in utilizing electronic platforms for communication. Over time, parents have increased their comfort-level and use of these electronic platforms, which has greatly enhanced and increased two-way communication and dialogue with them. We address language barriers with our Spanish speaking families by providing verbal translation services as well as providing all print materials in Spanish as well as English.

Parents and students have been surveyed several times since the onset of the COVID-19 pandemic to help us better understand both their experience in our program and to better ascertain their needs. Shortly after the 2019-20 school year ended all Community School parents were sent a Learning from Home Survey to assess their perceptions of the program's distance learning program and to learn more about their experiences and concerns about school closures. The survey's intent was to get parent feedback to help the program address the needs of families as students were engaged in schooling from home. A follow up Reopening Schools survey was sent to parents prior to the start of the 2020-21 school year. Parents were also invited to attend Zoom informational meetings where information was shared and questions were answered about distance learning. This initial outreach helped to better paint a picture for us of what our student needs were as we pivoted to hybrid/in-person learning. In the Spring of 2021, parents and students were surveyed specific to the Expanded Learning Opportunities Grant (ELO) and the Local Control Accountability Plan (LCAP) and were asked to provide their input related to programs and services for students and families. Parents, including representative of our Parent Advisory Committees, were invited to attend a follow-up LCAP stakeholder engagement meeting on May 21, 2021. Our conversation and dialogue with students is ongoing - pre-COVID and during distance learning we engaged students in empathy interviews to better understand their school experience and their needs. Throughout distance learning, we conducted weekly 'all-school' student meetings to keep the dialogue open and maintain our strong sense of school community. Since students are now back at school in-person, we have been able to engage in further conversation with them specific to what opportunities we might be able to provide to better support them.

In July, program staff were surveyed related to school reopening for the 2020-21 school year. The survey provided the staff the opportunity to provide input related to reopening school sites in the Fall, express their comfort level in returning to work, provide input on specific measures the program could take to increase their confidence in the safety of in-person classes, and what type of educational program would be best for students in the Fall, as we developed strategies to address learning loss/unfinished learning. This was followed by an all-staff school reopening update meeting. Check in meetings with staff are ongoing and regularly scheduled - each site has a weekly staff meetings. At these meetings, staff share student progress and concerns - both academic and social-emotional and brainstorm strategies to provide individualized support to every student. Consultation with teachers and administrators related to the Expanded Learning Opportunities Grant and LCAP occurred at regularly scheduled teacher/administrator learning community meetings as well as at all-staff LCAP work group and stakeholder engagement meetings. LCAP-specific meetings with these groups were held on April 15, April 22, April 29 and May 10, 2021.

The Department Director has also been engaged in ongoing conversations with partner, agency and district stakeholders related to the Alternative Education educational program during distance learning, as we pivoted to hybrid/in-person learning and as we look forward to the years ahead as we plan for programming and services. The COE Board, district partners, agency partners and community-based organization partners all participated in an LCAP stakeholder engagement meeting on May 20, 2021.

Building on this strong foundation of stakeholder engagement, a survey was developed to obtain additional input on the use of ESSER III funds. This survey was made available to a wide range of stakeholders, including: a wide range of stakeholders, including Special Education Local Plan Area (SELPA) staff, parents (including Parent Advisory Committee members), students, teachers, members of the collective bargaining unit, support staff, program and district administrators, community partners, agency partners, individuals representing the interests of children with disabilities, English learners, homeless students, foster youth and children who are incarcerated; . An information and communication strategy was implemented to inform stakeholders of the purpose of the ESSER funds, the value of their continued input, and how to access the survey. Multiple methods of outreach were used to engage stakeholders in meaningful collaboration including information meetings, email and text messaging via ParentSquare.

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

As noted above, expansive stakeholder engagement efforts resulted in the input and feedback of a wide range of stakeholders into our planning and decision-making processes. The development of the ESSER III Expenditure Plan was largely influenced by the wide range of stakeholder input received since the onset of the COVID-19 pandemic. Our decisions about how to use the ESSER III funds have been directly impacted by the input of our students, families, and the local community, and utilizing that input, our plan is tailored to the specific needs faced by our students and school program. The information below denotes the priority themes that resulted from the LCP, LCAP and the ESSER III Plan surveys. Stakeholder influence on the ESSER Plan is evidenced by the direct alignment of our actions with the needs and interests of all of our stakeholders. A summary of all input received since the onset of the COVID-19 pandemic is as follows:

### PARENT LEARNING FROM HOME SURVEY:

Prior to the start of the 2020-21 school year parents were surveyed related to the logistics of remote learning at the onset of the COVID-19 pandemic and the reopening of school late in the 2020-21 school year in a hybrid learning model. A summary of those responses/input are as follows:

#### Technology and Home Learning Environment:

22%% of parents indicated that they either a) don't have a computer or tablet or have enough devices at home; b) internet access is sometimes too slow or doesn't always work or c) sometimes they don't know how to use the remote/distance learning software.

22% of parents also reported that their child doesn't always have a quiet, undisturbed space to do schoolwork.

25% of parents reported being not at all concerned about their child having a regular schedule for schoolwork, play, and sleep.

25% of parents reported being not at all concerned about their child feeling bored or under-stimulated, getting enough physical exercise or getting enough sleep

Instructional Program:  
50% of parents agreed/strongly agreed that their child received adequate instruction from teachers to support assigned work and 51% agree/strongly agree their child received regular feedback on the schoolwork she/he submitted.

54% of parents reported that during weekdays, their child did schoolwork from home 0-3 days/week and 39% reported that their child did schoolwork from home 3-5 days/week. 88% of parents report that their child completed 0-2 hours of schoolwork from home on an average weekday.

75% of parents reported that their child participated in video conferencing with his/her teacher only 0-1 day/week. However, 75% reported their child talked with friends using a phone, tablet, laptop, or computer daily or a few times/week.

50% of parents agreed/strongly agreed that the school remote learning program required too much of parents, although only 26% of parents think the school remote learning program required too much of students.

50% of parents disagreed that their child had opportunities to connect and interact with classmates during remote learning. Additionally 50% of parents reported being not at all concerned about their child not being able to interact with teachers and other students

63% of parents reported being quite concerned or extremely concerned about their child falling behind academically.

### Communication and Support:

63% of parents agreed/strongly agreed their child knew what schoolwork was expected to be completed each day but 75% of parents report their child was not motivated to complete the schoolwork he/she was assigned.

63% of parents agreed/strongly agreed that the school provided parents with advice and resources to support their child's social and emotional needs as well as advice and resources to support their child's learning.

75% of parents agreed/strongly agreed that the school has done a good job keeping them informed about remote learning.

75% of parents agreed/strongly agreed that their child's teachers checked in with her/him personally at least once a month.

88% of parents agreed/strongly agreed that their child's teachers were responsive to their child's social and emotional needs and 63% agree/strongly agree that support staff like counselors, psychologists, and wellness staff were available to their child if he/she needs them.

63% of parents agreed/strongly agreed that their child feels hopeful about the future.

63% of the parents reported they identify as Hispanic/Latinx.

75% of the parents indicated that their student received a free or reduced-price breakfast or lunch at school prior to remote learning.

#### STAFF SCHOOL REOPENING SURVEY:

Prior to the start of the 2020-21 school year staff were surveyed related to the reopening of school. A summary of responses/input are as follows:

46.7% of school site staff reported that if the State of California deemed it safe and allowed schools to open for the 2020-2021 school year, and SCOE followed all of the county health guidelines, that our school sites should open in the Fall, while 20% felt that school should not open in the Fall.

58.8% of staff reported that if the State of California deemed it safe and allowed schools to open for the 2020-2021 school year, and SCOE followed all of the county health guidelines, feeling personally comfortable returning to work. 11.8% reported they were not.

When asked if there were specific measures that could be taken to increase staff confidence in the safety of in-person classes and/or return to work, responses/themes were as follows:

Concerns related to social distance/indoor air/student discipline related to distancing, masking, hygiene

Adherence to safety protocols

Parents cooperation with: student temperature checks upon arrival at school, if elevated they must return home; all students must wear masks throughout the school day; new disposable masks will be provided by the school upon student check in

Adequate Personal Protective Equipment at school sites

Aspects of the Learning Continuity and Attendance Plan influenced by specific stakeholder input included expanded use of online platform and tools to enhance instruction for teachers and increase engagement for students and include the following specific actions:

#### Parents/Students:

Chromebooks and hotspots distributed to all families that indicated a need. Staff provided 1:1 sessions with students and parents to provide tutorials on using the distance learning technology and software/platforms to help students become more independent learners in terms of participating in the distance learning program. Additionally, staff worked with parents to identify barriers to students completing schoolwork, including coaching related to organization and time management tools.

All social-emotional supports and services continued to be provided to respond to students' social and emotional needs. Staff continued to be available to parents to provide advice and resources to support students' social and emotional needs as well as advice and resources to support student learning.

Structured, live/synchronous instruction and peer interaction was increased.

Parents reported that SCOE Alternative Education did a good job keeping them informed about remote learning. To maintain that level of communication, our outreach to parents is ongoing and communication is in multiple formats: calls, emails, text message, webpage updates.

#### LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP):

The LCAP goal, actions and services were shared with stakeholder groups for review and input. Input from the stakeholders (outlined below) resulted in modification and/or expansion of some of the existing goals. Students were engaged in both formal and informal conversations and were invited to share feedback. Additionally, the program completed a WASC full self-study and accreditation visit in March 2021. Much of the WASC work parallels the LCAP work and the WASC recommendations are woven into the LCAP. As a result of feedback from the groups represented at the three stakeholder meetings (school district partners; community partners, parents, students, COE Board members; and bargaining units) changes to goals, services, actions and/or expenditures were considered based on the following input:

#### Parents:

Career-Technical education classes

Individual and small group tutoring for students during the school day

Social-emotional support for students through arts education

Project-based/learning through interests experiences for students in partnership with local businesses

Online credit recovery

#### Students:

Career-Technical education classes

Individual and small group tutoring for students during the school day

Before/after school programs

Nutritious meals available at school

Online credit recovery

#### Partners:

Is the use of academic metrics for our students given their high mobility rate in and out of the program a valid measure? Should we consider implementing a growth model in addition?

Track the progress of long-term students that have been with us for multiple years, at least for internal use

Consider comparing CHKS (or YouthTruth) results with other schools' data

Are our circumstances common to other COE programs?

Is there a way to capture data on other parent conferences (enrollment meetings, IEP's, etc...) held throughout the year?

The stakeholder process is ongoing and feedback is shared with and received from stakeholders on an ongoing basis during a variety of meetings during the school year. Outcomes are also shared with stakeholders both formally and informally with stakeholders throughout the

school year. LCAP stakeholder engagement in Spring of 2021 led to an improved understanding of current needs, not only for our students/families and staff but our agency and district partners as well. The feedback received from all stakeholders informed the development and refinement of the LCAP. The stakeholder conversations impacted the LCAP for the upcoming year, as reflected in the following actions/services:

- Provide staffing for support services and programming to include academic tutors
- Continue focus on utilizing data to determine student needs and the impact of actions on student success
- Continue to evolve the work of cross curricular assessments that allow students multiple pathways to demonstrate learning and understanding in Project Based or Work Based Learning formats
- Continue to look for ways to increase student engagement in curricular and co-curricular activities
- Provide intensive support for credit-deficient students, including online credit recovery options.
- Develop a means to track students during post program progress including success at a school they return to or success after graduation.
- Provide transition planning services in Court School, to include post-release support.
- Investigate options for adding CTE courses to the program

To obtain input on the optimal use of ESSER III funds a survey was developed and made available to students, staff, parents, district partners, agency partners, the community and other stakeholder groups. Survey details are noted below.

#### ESSER PLAN SURVEY QUESTIONS AND SUMMARY OF RESPONSES:

1. Please select the school facility repairs and/or improvements that you would like to see implemented in SCOE classrooms to prevent/mitigate the effects of COVID-19

Installation of refillable water stations (57.6%)

Outdoor learning spaces for students (48.5%)

Improving ventilation in classrooms (39.4%)

Improving classroom configurations to allow for increased air flow and space for social distancing (27.3%)

Purchasing supplies to sanitize and clean the facilities (27.3)

2. Please select the educational materials and/or technology that you would like to see SCOE schools provide to students to address any learning loss that may have occurred during COVID-19 related school closure.

Supplemental academic curriculum (40%)

Supplemental social-emotional and mental wellness curriculum (62.9%)

Devices such as computers and tablets (40%)

Staff and materials to support expansion of Career Technical Education (CTE) (54.3%)

Increased access to Internet connectivity (34.3%)

Planning and implementing activities related to summer learning and supplemental after school programs (54.3%)

3. Please select the supports that you would like to see implemented for children with unique circumstances, including children from low-income families, children with disabilities, English Learners, racial and ethnic minorities, students experiencing homelessness and foster youth.

Social-emotional wellness education for students including lessons, materials and supplies (61.1%)



Professional development for staff in the area of social-emotional learning (47.2%)  
 Professional development for staff in the area of culturally responsive teaching (50%)  
 Professional development for staff in the area of evidence-based practices to increase academic achievement (52.8%)  
 Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress (55.6%)  
 Providing information and assistance to parents and families on how they can effectively support students (72.2%)

## 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

1,480,262

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
	School-Court Education Liaison	Establish a case management approach to truancy court, using a diversion/mediation program to address barriers to school attendance/engagement exacerbated by the COVID-19 pandemic.	\$210,000
LCAP 1.1	Community School Administrator (.5 FTE)	Funding to continue geographic-specific services in Petaluma students/families. Offering geographic-specific services will increase student school connection and engagement, which will lead to increased student achievement by closing opportunity/achievement gaps.	\$218,668

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP 1,1	Community School Teacher	Funding to continue geographic-specific services in Petaluma for students/families. Offering geographic-specific services will increase student school-connection and engagement, which will lead to increased student achievement by closing opportunity/achievement gaps.	\$250,000
LCAP 2.1; ELO	Keeping Kids in School Case Manager	Funding to continue the collaborative effort to increase school connection and reduce chronic absenteeism for students and families through intensive case management and services. This service is part of a multi-tiered system of support and will increase the capacity of staff to provide services to the highest need students.	\$120,000
LCAP 3.3; LCP; ELO	School Counselor	Funding to continue to provide expanded School Counselor services for two additional years. This will result in expanded academic, SEL and college/career counseling services.	\$250,000
LCAP 1.6, 2.4, 3.5; LCP; ELO	Mental Health Counseling Specialist	Funding to continue to provide additional Mental Health Counseling services for two additional years to provide social emotional supports within the school day, outside the school day, and programs to support families. This will result in deeper and more consistent implementation of services and increased capacity of staff to provide services to the highest need students.	\$300,000
LCAP 1.3; LCP:Pupil Learning Loss; ELO	Diagnostic and Analytic Software and Professional Development	Funding, to support the implementation of new diagnostic and analytic software, which will help inform and address the mitigation of learning loss/unfinished learning.	\$10,000
LCAP 1.8, 2.3	Life Skills	Funding for two additional years of life skills training, allowing for instructional strategies to be implemented and students learning the skills and aptitudes needed to be college and career ready.	\$36,000
LCAP 3.4, 5.1, 5.2; LCP:Actions Related to In-Person Instructional Offerings/Actions	Student Accountability Specialist	Funding for two additional years of increased service from the Student Accountability Specialist to continue implementation of strategies to increase student and parent school-connection and engagement and provide targeted intervention and supports to our Spanish speaking families.	\$85,594

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
Related to Distance Learning Program			

## 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

\$439,490

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP 2.1 ELO	Summer Learning Program	Funding to continue expanded services for students during the summer 22/23 and 23/24 FY. Staff will provide comprehensive summer learning opportunities to students in the Community School program. These experiential learning programs will include academic support, social-emotional learning, enrichment, career technical education (CTE), arts education, credit recovery, and transition support .	\$59,490
LCAP 1.6, 4.4; LCP:Actions Related to In-Person Instructional Offerings/Actions Related to Distance Learning Program; ELO	Intensive Intervention Instruction	Funding to continue the services of Intensive Intervention Math and English teachers for the 22/23 and 23/24 FY. targeted academic supports. These services are targeted to increase student school connection and engagement and to increase student achievement by closing opportunity/achievement gaps.	\$120,000
LCAP 1.6; ELO	Academic Support Staff	Funding to continue the services of Academic Support Staff for the 22/23 and 23/24 FY. Services will support, supplement, and expand existing opportunities for before, during and after school services to students in support of learning recovery and re-engagement in the school community.	\$260,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures

## 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

277,700

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
	Curative Testing & Covid Response Staffing	Temporary Staff to Assist with Testing and Contact Tracing to Maintain the Health and Safety of Students, Educators and Other Staff	\$50,000
	iPads for Students	Funding would allow us to provide devices to students who may need to go on independent study due to the need to quarantine following an exposure or a positive test	\$50,000
	Picnic Tables	Funding would allow us to place picnic tables near our classrooms to allow for masking breaks and adequate spacing while eating snacks and meals	\$20,000
	EZ Up Canopies	Funding would allow a covered space while masking breaks and eating outdoors take place no matter the weather	\$5,000
	Air Purifier Filters	Funding would replace filters and prefilters in our classrooms	\$12,000
	Specialized Cleaning	Funding would provided specialized cleaning due to COVID	\$13,000
	COVID-19 Flowcharts	Pay graphic designer to develop clear flowcharts to help schools understand and communicate when children need to quarantine	\$5,000
	Translation of all COVID-Related Communications	Communicaitons and templates support school districts and SCOE in conveying critical COVID information to the public	\$10,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
	COVID-Related Consultant Correspondence	Consultant to assists with unprecedented community emails generated by COVID-19	\$10,000
	Video PSAs Related to COVID Health/Safety	Promote vaccination, masking, and more on various TV stations	\$20,000
	Video PSAs Related to COVID Health/Safety	Promote vaccination in local movie theaters	\$3,200
	Targeted Digital Advertising Promoting Vaccination	Youth vaccination promotion helps schools return to more normal operations	\$4,500
	Radio Advertising Promoting Vaccination	Promote youth vaccines over various Spanish and English radio stations	\$10,000
	School based medical procedures.	Students with medical needs will receive medical procedures as required by doctors order for the educational environment and tracked by daily logs. Funding would allow for necessary gloves. The cost has doubled during COVID-19.	\$40,000
	School based medical procedures.	Students with medical needs will receive medical procedures as required by doctors order for the educational environment and tracked by daily logs. Funding would allow for necessary masks. The cost has doubled during COVID-19.	\$10,000
	Cleaning of classrooms for medically fragile students.	Students with medical needs will receive medical procedures as required by doctors order for the educational environment and tracked by daily logs. Funding would provided specialized cleaning due to COVID-19.	\$15,000

## 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-Court Education Liaison	<ul style="list-style-type: none"> <li>a. Numbers of district staff truancy trainings.</li> <li>b. Numbers of truancy mediation meetings held.</li> <li>c. 30-60-90 day progress monitoring after truancy mediation.</li> <li>d. Attendance outcomes for students on assigned caseload.</li> <li>e. Survey</li> </ul>	<ul style="list-style-type: none"> <li>a. Annually</li> <li>b. Annually</li> <li>c. 30-60-90 days.</li> <li>d. 30-60-90 days.</li> <li>e. Annually</li> </ul>
Community School Administrator	<ul style="list-style-type: none"> <li>a. Numbers of referrals from districts in geographic area.</li> <li>b. Progress outcomes for enrolled students.</li> </ul>	<ul style="list-style-type: none"> <li>a. Annually</li> <li>b. Quarterly</li> </ul>
Community School Teacher	<ul style="list-style-type: none"> <li>a. Numbers of referrals from districts in geographic area.</li> <li>b. Progress outcomes for enrolled students.</li> </ul>	<ul style="list-style-type: none"> <li>a. Annually</li> <li>b. Quarterly</li> </ul>
Keeping Kids in School Case Manager	<ul style="list-style-type: none"> <li>a. Numbers of students/families referred.</li> <li>b. Numbers of students/families participating in services.</li> <li>b. Attendance rates of students in program.</li> <li>c. Overall attendance rates.</li> <li>d. Overall chronic absenteeism rates.</li> </ul>	<ul style="list-style-type: none"> <li>a. Annually</li> <li>b. Monthly</li> <li>c. At least monthly</li> <li>d. Monthly</li> <li>e. Annually</li> </ul>
School Counselor	<ul style="list-style-type: none"> <li>a. Numbers of students served and participating in services.</li> <li>b. Development of student Individual Learning Plan (ILP) and monitoring of goals progress</li> <li>c. Development of student academic plans/weekly monitoring of goals progress.</li> <li>d. Junior college and/or online credit recovery enrollment.</li> <li>e. Outreach to students post-program (district re-admit or graduation).</li> <li>f. Numbers of transition plans developed.</li> <li>g. Outreach at 30 to 90 days post-release - student outcomes: academic, post-secondary and vocational/employment.</li> </ul>	<ul style="list-style-type: none"> <li>a. Annually</li> <li>b. Fall and Spring semesters</li> <li>c. Weekly and Quarterly</li> <li>d. Annually</li> <li>e. 30-90 days post exit (Court School), semester following exit (Community School).</li> <li>f. Annually</li> <li>g. 30-90 days post exit (Court School), semester following exit (Community School).</li> <li>h. Annually</li> </ul>

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
	h. Student survey	
Mental Health Counseling Specialist	<ul style="list-style-type: none"> <li>a. Extent to which additional staff are hired and trained to support efforts.</li> <li>b. Numbers of students and families served/participating in services.</li> <li>c. Development of mental wellness curriculum.</li> <li>d. Establishment of Wellness Center.</li> <li>e. Parent, student and staff survey.</li> </ul>	<ul style="list-style-type: none"> <li>a. Annually</li> <li>b. Quarterly and Annually</li> <li>c. Annually</li> <li>d. Annually</li> <li>e. Annually</li> </ul>
Diagnostic and Analytic Software and Professional Development	<ul style="list-style-type: none"> <li>a. Numbers of students with baseline and at least one post-score.</li> <li>b. Numbers of students making gains from one test administration to the next.</li> <li>c. Numbers of students improving at least one grade level.</li> <li>d. Numbers of students improving more than one grade level.</li> </ul>	<ul style="list-style-type: none"> <li>a. Annually</li> <li>b. Three times/school year (within 30 days of enrollment, Fall semester and Spring semester).</li> <li>c. Annually</li> <li>d. Annually</li> </ul>
Life Skills	<ul style="list-style-type: none"> <li>a. Numbers of students participating in programming.</li> <li>b. Student feedback via survey about programming.</li> <li>c. Partner agency feedback - contract continuation</li> </ul>	<ul style="list-style-type: none"> <li>a. Annually</li> <li>b. Annually</li> <li>c. Annually</li> </ul>
Student Accountability Specialist	<ul style="list-style-type: none"> <li>a. Student attendance rates.</li> <li>b. Parent engagement (informal, conferences, engagement events).</li> <li>c. Parent and student survey.</li> </ul>	<ul style="list-style-type: none"> <li>a. Monthly</li> <li>b. Annually</li> <li>c. Annually</li> </ul>
Summer Learning Program	<ul style="list-style-type: none"> <li>a. Student enrollment.</li> <li>b. CTE course offerings.</li> <li>c. Student attendance rates and credit acquisition.</li> <li>d. Student survey.</li> </ul>	<ul style="list-style-type: none"> <li>a. Annually</li> <li>b. Annually</li> <li>c. Annually</li> <li>d. Annually</li> </ul>

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
Intensive Intervention Instruction	<ul style="list-style-type: none"> <li>a. Student participation in services.</li> <li>b. Student academic outcomes.</li> <li>c. Percentage of English Learners who make progress toward English proficiency as measured by the ELPAC.</li> <li>d. Percentage of English Learners who meet the SCOE standards to be redesignated as Fluent English Proficient.</li> </ul>	<ul style="list-style-type: none"> <li>a. Quarterly</li> <li>b. Weekly and Quarterly</li> <li>c. Annually</li> <li>d. Annually</li> </ul>
Academic Support Staff	<ul style="list-style-type: none"> <li>a. Extent to which additional staff are hired and trained to support efforts</li> <li>b. Numbers of students served/student participation in services.</li> <li>c. Student academic outcomes.</li> <li>d. Staff and student survey.</li> </ul>	<ul style="list-style-type: none"> <li>a. Annually</li> <li>b. Quarterly</li> <li>c. Quarterly</li> <li>d. Annually</li> </ul>
Administration: COVID-19 flowcharts	School districts and parents have clear understanding of which quarantine protocols are required in specific circumstances	Ongoing - make updates and changes based on feedback from county health and districts
Administration: Translation of all COVID-related communications	Each publication will be immediately translated to Spanish to ensure equitable communication	Ongoing - all COVID-19 related communications should be translated into Spanish before being distributed to the public
Administration: COVID-related correspondence by consultant	Feedback from parents as a result of correspondence	Weekly - all parent concerns are answered within a week of receipt
Administration: Video PSAs related to COVID health/safety on Comcast	Vaccination rates and masking compliance, visits to <a href="http://scoe.org/vaccines">scoe.org/vaccines</a>	Target vaccination rates set for Sept. 1, Dec. 1, Jan. 15, and Feb. 15
Administration: Video PSAs related to COVID health/safety in movie theaters	Vaccination rates and masking compliance, visits to <a href="http://scoe.org/vaccines">scoe.org/vaccines</a>	Target vaccination rates set for Sept. 1, Dec. 1, Jan. 15, and Feb. 15



Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
Administration: Targeted digital advertising promoting vaccination	Vaccination rates and masking compliance, visits to <a href="http://scoe.org/vaccines">scoe.org/vaccines</a>	Target vaccination rates set for Sept. 1, Dec. 1, Jan. 15, and Feb. 15
Administration: Radio advertising promoting vaccines	Vaccination rates and masking compliance, visits to <a href="http://scoe.org/vaccines">scoe.org/vaccines</a>	Vaccination rates and masking compliance, visits to <a href="http://scoe.org/vaccines">scoe.org/vaccines</a>
Administration: COVID-19 Consultant for Communications Director	Measured by number of COVID-19 fliers/videos created	Annually
Special Education: Each student has a device to use for learning	Students will make expected progress on IEP goals.	Trimester
Special Education: Students will have an outdoor seating area next to classroom.	Students will make expected progress on IEP goals related to behavior, feeding, and social skills	Trimester
Special Education: Additional air purification to support student health	Maximize health and safety for the classroom to prevent/reduce the transmission of COVID-19, monitor classroom Covid-19 cases.	Trimester
Special Education: Additional cleaning during COVID outbreaks	Maximize health and safety for the classroom to prevent/reduce the transmission of COVID-19, monitor classroom Covid-19 cases	Trimester
Special Education: School based medical procedures (Nitrile Gloves).	Students with medical needs will receive medical procedures as required by doctors order for the educational environment and tracked by daily logs.	Monthly data from daily procedural logs.
Special Education: School based medical procedures (Disposable surgical masks).	Students with medical needs will receive medical procedures as required by doctors order for the educational environment and tracked by daily logs.	Monthly data from daily procedural logs.
Special Education: Cleaning of classrooms for medically fragile students (Cleaning supplies - Cavicide, sani-wipes)	Students with medical needs will receive medical procedures as required by doctors order for the educational environment and tracked by daily logs.	Monthly data from daily procedural logs.

<b>Action Title(s)</b>	<b>How Progress will be Monitored</b>	<b>Frequency of Progress Monitoring</b>
Human Resources: Classified assistance to the COVID Rapid Response Team	Contract tracing for the county office will be systematic and a program will be developed to be utilized by the districts for contact tracing.	Trimester

# 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](mailto: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