



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 and Accountability Plan (LCAP)	https://www.rocklinusd.org/District-Info/Local-Control--Accountability-Plan-LCAP/index.html
Expanded Learning Opportunity Grant Plan	https://www.rocklinusd.org/Departments/Educational-Services/LEA-Plans/index.html

Plan Title	Where the Plan May Be Accessed
Learning Continuity and Attendance Plan	https://www.rocklinusd.org/documents/LCAP/2020-21%20Learning%20Continuity%20and%20Attendance%20Plan.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

4,736,064

Plan Section	Total Planned ESSER III
Strategies for Continuous and Safe In-Person Learning	3,494,398
Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)	1,241,666
Use of Any Remaining Funds	0

Total ESSER III funds included in this plan

4,736,064

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.

Engaging stakeholders is an integral part of the Rocklin Unified School District planning and development process. Throughout the COVID-19 pandemic, Rocklin Unified School District has continued to gather valued input from key stakeholder groups. The process for soliciting stakeholder input was varied to include meetings (in-person and virtual depending on current restrictions), online surveys, public feedback via phone, email, and School Board meeting comments. Feedback has been used to develop programs and meet the needs of our students throughout the COVID-19 pandemic up to and including the drafting of the ESSER III Expenditure Plan, which, in conjunction with the Local Control and Accountability Plan (LCAP) will keep RUSD the leader of educational excellence and guide RUSD's efforts to mitigate learning loss over the next year.

RUSD consulted with the following stakeholder groups as part of the planning process in the development of the 2021-2024 ESSER III Expenditure Plan (Note: some dates and times span a 2-year period, including relevant pre-pandemic stakeholder engagement):

- School Site Councils (Various dates between November 2019 and January 2020 and again between January 2021 and March 2021): Site principals presented and gathered input via survey.
- California Healthy Kids Survey: Grades 5, 6, 7, 9, and 11 completed the survey. There were 792 student responses in grades 5 and 6 and 2653 responses in grades 7, 9, and 11.
- Student Forums (Various dates between December 2019 and January 2021): Superintendent, Directors, Principals, and Teachers engaged with students around school connectedness, learning, and fairness at select elementary (5) , middle (2), and high school sites (3).
- Parent/Guardian Survey (January 2021): District survey via email with 1372 responses.
- Staff Survey (January 2021): District survey via email with 275 responses.
- Foster and Homeless Youth Advisory Committee (December 2020, February 2021): Consultation and discussion.
- District Equity and Inclusivity Steering Committee, including members of local Civil Rights Organizations (September 2020, December 2020, February 2021 and April 2021): Consultation and discussion.
- District English Learner Advisory Committee (September 2020, February 2021, and May 2021): Consultation and discussion.
- District Leadership Team (Various dates throughout the 2020-21 school year): Consultation, discussion, and survey.
- LCAP Parent/Guardian Advisory Committee (Including representatives from RTPA/CSEA) (January, March and May 2021): Consultation, discussion, and survey.
- LCAP Staff Committee (Including representatives from RTPA/CSEA) (January, March and May 2021): Consultation, discussion, and survey.
- RUSD evaluated its stakeholder engagement opportunities and determined that Tribes are neither present nor served by the LEA.
- Selpa (May 2021): Consultation and discussion.
- Board of Trustees (Various dates throughout the 2020-21 school year): Presentation, discussion, and approval.
- The Expanded Learning Opportunity (ELO) Grant Plan was presented and approved at the regularly scheduled Board of Trustees meeting on May 19, 2021.
- The LCAP was presented for Public Hearing at the regularly scheduled Board of Trustees meeting on June 9, 2021. Superintendent Roger Stock responded to public comments and questions in writing before the LCAP was presented to the Board of Trustees for approval on June 17, 2021.

- The ESSER III Expenditure Plan was presented for action at the regularly scheduled Board of Trustees meeting on October 20, 2021.

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

RUSD remains committed to including stakeholders in the development of District-level plans and actions. Last year, during a 3-year planning process, stakeholder input influenced the LCAP, Expanded Learning Opportunity (ELO) Grant Plan, and the Learning Continuity and Attendance Plan (LCP) significantly, from the decision about goal areas to the decision about specific actions and services.

Feedback throughout the engagement processes for each of these plans highlighted the ongoing need for full, in-person instruction, small-group learning opportunities, mental health services, and health and safety measures.

In response to feedback the "Strategies for Continuous and Safe In-Person Learning" section includes:

- increased health and safety measures, including testing protocols
- additional supervision for students to allow for maximum social distancing
- expanded health office hours and contact tracing
- ongoing access to an independent study/virtual instruction model
- additional sick leave in the case of a documented COVID-19 health-related absence
- increased access to behavioral supports for students

In response to feedback the "Addressing the Impact of Lost Instructional Time" section includes:

- staff to coordinate and monitor learning recovery and math improvement
- increased access to academic and social-emotional interventions

The services and opportunities for students described in the ESSER III plan incorporate this feedback and build upon the LCAP and ELO actions. RUSD continues to strive to deliver educational excellence through continued in-person learning, while addressing the academic, social, emotional and mental health needs of all students.

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

3,494,398

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP, Goal 3, Action 1	Retain Highly Qualified Staff/High Quality Professional Development	Ensure continuous and safe-in person learning through the development, effectiveness and retention of highly qualified staff, through a comprehensive program of professional development, support, and compensation.	1,837,618
LCP, Actions Related to In-Person Instructional Offerings	Increase Support Staff	Increase support staff hours to assist with enforcing health and safety protocols (ie, health office personnel, instructional aide/discipline tech lunch supervision personnel) and ensuring compliance with independent study paperwork for quarantined/isolated students.	169,999
LCP, Actions Related to In-Person Instructional Offerings	Sick Leave Bank and Adequate Sub Coverage	Ensure qualified sub pool exists to cover vacancies in all job classifications and create a sick leave bank for employees to use in the case of a documented COVID-19 health-related absence.	590,000
LCP, Actions Related to In-Person Instructional Offerings	Health and Safety	Ensure adequate staffing and materials are in place to comply with CDPH guidance and health orders, including cleaning supplies, facilities repairs/improvements, Covid-19 testing, mechanisms for tracking Covid-19 testing, contact tracing, personal protective equipment, and other safety mitigation measures.	182,381
LCAP, Goal 3, Action 12 and LCP, Actions to Address Pupil Learning Loss	Services for Students with Disabilities	Expand service delivery options for recovery services based on progress monitoring of students in special education. To cover vacancies, establish contracts with outside service vendors to provide specialized support personnel (i.e., behavior assistants) for students with disabilities.	351,992

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP, Goal 3, Action 2	Implement Standards and Aligned Instructional Materials	Implement California standards by providing new and replacement instructional materials and technologies, with a continued focus on strong Tier I academic systems in Mathematics, English Language Arts, History Social Studies/Science, and Science and a focus on Tier II and Tier III interventions and supports for students needing learning recovery via acceleration.	362,408

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

1,241,666

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP, Goal 1, Action 1 and Goal 3, Action 7; ELO Grant Plan (Accelerating progress to close learning gaps)	Academic Interventions	Utilize Learning Recovery teachers and instructional aides to deliver targeted curriculum in small, intensive instructional settings to mitigate learning loss and support student academic growth.	470,200
LCAP, Goal 1, Action 1/5 and Goal 3, Action 7	Centralized Coordination of Multi-Tiered Systems of Support	Hire a Director of MTSS and Academic Improvement and support staff to coordinate and align academic instruction and interventions and implement Goals 1 and 2 of the LCAP, with the aim of mitigating learning loss by increasing student achievement and social-emotional well-being and closing performance gaps in mathematics and English Language Arts.	771,466

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
Retain Highly Qualified Staff/High Quality Professional Development	Educational Services and Human Resources will progress monitor success in meeting demands of Covid-19 staffing demands through <ul style="list-style-type: none"> Longitudinal Employment Report LCAP Staff Survey 	Annual
Increase Support Staff	Educational Services will progress monitor success in meeting increased immediate demands of Covid-19 health and safety concerns through regular check-ins with principals at existing meetings. Additionally, Business Services will monitor actions in the following ways:	Monthly

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
	<ul style="list-style-type: none"> • Number of additional hours expected compared to the amount expended • Number of independent study contracts compared to number of quarantined/isolated students 	
Sick Leave Bank and Adequate Sub Coverage	<p>Human Resources will progress monitor the extent to which actions are implemented across the district and at each school. Measures may include:</p> <ul style="list-style-type: none"> • Number of vacancies for full and part time positions compared to number of employees hired • Number of substitutes required compared to number of substitutes hired 	Weekly
Health and Safety	<p>Educational Services, Human Resources, and Maintenance and Operations (M&O) will progress monitor the extent to which actions are implemented across the district and at each school. Measures may include:</p> <ul style="list-style-type: none"> • Covid Tracking Dashboard • Descriptive documentation of new/expanded health services* • Covid-19 contact tracing logs • Health services symptomatic survey logs • Informed K12 testing tracking • Inventory log of PPE, filters, repairs, etc. related to Covid-19 purchased and replaced by M & O* 	Weekly *Semi-Annually
Services for Students with Disabilities	Special Education will progress monitor success in meeting increased immediate demands of students with disabilities requiring behavioral supports. The extent to which these actions are	Monthly

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
	<p>implemented across the district and at each school will be measured by:</p> <ul style="list-style-type: none"> • Number of vacancies for instructional/behavior aides compare to number of contracted employees • Number of delivery options compared to delivery options prior to the pandemic 	
<p>Implement Standards and Aligned Instructional Materials</p>	<p>Educational Services will progress monitor the extent to which instructional materials and technologies are purchased/implemented across the district and at each school. Measures may include:</p> <ul style="list-style-type: none"> • Descriptive documentation of new/expanded programs and services • Learning recovery pre-/post-assessment data 	<p>Semi-Annually</p>
<p>Academic Interventions Centralized Coordination of Multi-Tiered Systems of Support</p>	<p>Educational Services will progress monitor the extent to which actions are implemented across the district and at each school. Measures may include:</p> <ul style="list-style-type: none"> • Descriptive documentation of new/expanded programs (including contracted programs) and services • Student participation in learning recovery/intervention programs and intensity of services • Professional development surveys • Learning recovery pre-/post-assessment data • Academic and social-emotional metrics tracked in LCAP Goals 1, 2, and 3 	<p>Quarterly</p>

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.).

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