



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
Expanded Learning Opportunities Grant Plan	www.monroe.k12.ca.us
LCAP	www.monroe.k12.ca.us

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

\$926,531

Plan Section	Total Planned ESSER III
Strategies for Continuous and Safe In-Person Learning	\$436,306
Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)	\$490,225
Use of Any Remaining Funds	

Total ESSER III funds included in this plan

\$926,531

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.

To address the impact of lost instructional time, the District will be continuing the Expanded Learning Plan actions that were developed with community input during the 2020-21 school year. The following process was used to develop those actions: The District engaged stakeholders throughout the 2020-21 school year to discuss providing instructional supports and interventions. After school started, the District sought input from the community to inform major portions of the District's instructional plan. Site administrators and office staff as well as our teachers also reached out to families to encourage participation. Monroe Elementary School District held a All Parent's Association Meeting (APA) virtually to review and provide input on topics that included addressing learning loss, providing supports to students, and meeting the needs of struggling learners during regular conference week on November 16, 2020. As the District English Learner Advisory Committee (DELAC) is a part of the All Parent's Association they met together with all other stakeholder groups to review and provide input on topics that included providing supports to students who are English Learners and meeting the needs of those ELs struggling to keep pace in English language acquisition and accessing core subject-matter knowledge and skills. The meeting was accessible to the public for virtual attendance. The APA was accessible virtually through Google Meets so the public could access via electronic device or by phone call. A Spanish translator was available in the event that parents needed to access those services. Additional formal meetings to gather concerns and present proposed actions were held during the winter and spring months. Stakeholder groups were asked to provide input regarding interventions and supports, including extended learning opportunities. During meetings with stakeholders, participants (migrant, ELD, homeless parents, board members, teachers, classified, and students) were asked to provide: Clarifying questions and/or comments; input/suggestions for assessing and addressing learning loss; supports for students who are struggling or have special needs; supports for social and emotional well-being; and access to technology. The District's proposed actions to provide supports and accelerate learning for our neediest students was a primary topic at all meetings Translation was provided orally at all meetings. Students, parents, teachers, and support staff were surveyed again in the winter/spring of 2021. Responses from those surveys were also examined to inform development of the Expenditure Plans in coordination with the Learning Loss Mitigation Plans.

The following groups participated in surveys and/or feedback sessions, such as stakeholder input meetings:

- Administration/Principals/Special Education Administrators Meetings – Ongoing through the school year.
- All Classified Staff Stakeholder Input Meeting -- May 15, 2021
- Certificated Stakeholder Input Meeting -- May 15, 2021
- Community Stakeholder (including families and families that speak languages other than English) Input Meeting – Surveyed Fall, 2020, met May 18, 2021
- Student Input Meeting – Surveyed Fall, 2020, Spring 2021.

- MESD evaluated its stakeholder engagement opportunities and determined that (Civil Rights Groups/ Tribes/ Advocates) are neither present nor served by the LEA.
- MESD does not have a classified or certificated bargaining unit due to size of district enrollment.

Proposed actions were shared with all families, including families that speak languages other than English, through school communications APA meetings on 9/21 was provided orally at these meetings.

ESSER III Expenditure Plan:

A community input meeting was held on September 24, 2021 and individuals representing the interests of low-income students, students with exceptional needs, English learners, homeless students, Foster Youth, migratory students, and other underserved students were explicitly invited to attend and provide comments on the proposed actions through individual phone calls whereas translation is always provided. The All Parent's Association (APA) met on September 28, 2021 where a draft of ESSER III was shared and input was solicited. Translation was provided orally.

The plan was presented to and approved by the Monroe Elementary School District Governing Board on October 12, 2021. It was submitted to the Fresno County Superintendent of Schools on October 13, 2021.

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

The following outlines input gathered from various groups that impacted this ESSER III Plan:

- Student members at Monroe Elementary School expressed interest in having school facilities that are properly maintained in order to make them feel safe and comfortable which would include new playground structures that provide an opportunity for social distancing as well as use during physical education. They supported the idea of outdoor learning pavilions where classes could be held outdoors under a shaded structure, as well as updating all school site facilities across the district to have safe learning environments.
- Teachers, classified school staff, administrators, the APA members, and the community members who responded to a survey all expressed support of the continuance of social emotional supports of students through All 4 Youth and support of a psychology intern. They felt that the District should continue with maintaining a Student Support Specialist through All 4 Youth assigned to the school to assist students in navigating the impacts COVID-19 has had on their mental health. Since the number of Student Support Specialists have been expanded across the district due to funding from the Expanded Learning Opportunities Grant, members of these input groups have noticed this to be a valuable resource to struggling students.
- There was strong support for the construction of outdoor learning pavilions, so that educators and school staff can utilize them with students to further learning experiences. Discussion was had around the need for an Intervention and Academic Support Center at Monroe Elementary School to better serve our population which would also mitigate the spread of COVID-19 by keeping students enrolled at one school and not scattered throughout the West side. This was supported by all community input groups.

- All Stakeholder groups support the small group tutoring across grade levels for 72 days during school year 21-22 to mitigate learning loss, which is provided at no cost to families. When their children struggle with completing assignments at home, they are able to get support from a tutor trained in specific content areas 7 days a week via Google Meets and Class Dojo. This not only helps students academically, but also mentally as students get immediate help and are able to avoid frustration. This program will be carried over from the Expanded Learning Opportunities Grant Plan. The continuation of a more robust summer session from the Expanded Learning Opportunities Plan was another area members of the committee supported.

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

\$436,306

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
NA	Secured student drop-off	As we move forward, an important prevention strategy that can reduce the number of virus particles in the air will be to provide a safe, no-contact student drop-off area to reduce close contact between community members, students, and staff. Along with other prevention strategies, including wearing a well-fitting, multi-layered mask, and maintaining social distancing, this will reduce exposure to environmental health hazards.	\$175,306

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP, Goal 1, Action 2	Upgrade facilities	<p>The LCAP funds: Maintain school facilities in good repair and will update or enhance facilities as needed to improve the student learning environment, and staff, student, and parent safety and security.</p> <p>To build upon this action: Providing an adequate, safe learning environment and wellness space continues to be a top concern for our rural community. In response, MESD will certify 2 portable buildings with DSA which will allow for the installation of a portable building to create an academic intervention, academic, and student wellness support center. This center will create a safe learning environment and improve our ability to reduce virus transmission and reduce student exposure to environmental health hazards. This, above and beyond, other prevention strategies already in place district-wide.</p>	\$1,000
NA	Upgrade internet infrastructure	Stakeholders have reported concern with limited accessibility and connectivity during the pandemic and the negative impact on learning and academic achievement. In response, MESD will upgrade to broadband connectivity, cabling, servers, access points, antenna, and wireless cell tower on school site in order to provide improved, reliable, and sufficient internet access to our entire district.	\$100,000
NA	Purchase and install playground equipment for outdoor education	The district will expand the outdoor learning and playground areas to improve safety for students and allow for increased social distancing to reduce the spread of the COVID-19 pandemic.	\$140,000
NA	Purchase additional storage units to house PPE supplies and educational supplies/ furniture.	The increased requirements for PPE, disinfectant materials, and cleaning supplies during the COVID-19 pandemic require the installation of 3 additional storage containers to house these additional supplies and materials. Additionally, with the guidance to maintain social distancing in our buildings, much of our classroom furniture must be moved	\$20,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		out and stored. These additional storage containers will provide safe and enclosed space for proper storage.	

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

\$490,225

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
NA	Learning intervention, academic, and student wellness support center	<p>A triple-wide portable will be purchased and used to provide a learning intervention, academic, and student wellness support center.</p> <p>Keeping student social and emotional well being and academic success at the forefront, multiple stakeholders provided insight and feedback into the ways in which existing facilities could be upgraded to promote safe, quiet and comfortable spaces, consistent with appropriate COVID-19 mitigation and social distancing guidelines. MESD is committed to the social and emotional learning and wellness, as well as academic support and intervention, for each student. Therefore a space for students to self-regulate and cool down and receive academic intervention support will be established to help students cope with and manage their emotions and address learning gaps realized during the COVID-19 pandemic. While students navigate changes and academic struggles throughout the regular school year as a result of coronavirus, this space will be designed based on best practices and research to ensure students can receive</p>	\$490,225

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		<p>academic support and learn to regulate their emotions and resume with their normal activity when ready. Social emotional learning (SEL) lesson plans will be aligned with grade groupings and weekly themes around compassion, connection, and courage.</p> <p>Additionally, COVID-19 continues to exacerbate opportunity and learning gaps for our students with disabilities and low income students. These students are struggling to access online resources, participate in virtual classroom activities, and connect meaningfully with teachers and peers. Students with disabilities carry the additional burden of accessing needed specialized instruction and related services and supports that were provided in person before the pandemic. As the COVID-19 pandemic continues, the education field is producing a growing body of useful and evidenced based resources to support student learning-loss and well-being.</p>	

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

NA

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

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
<p>Learning Intervention, Academic, and Student Wellness Support Center</p>	<p>MESD will monitor student health and safety through ongoing assessment of all facilities related upgrades. This assessment will ensure adequate measures are in place to reduce exposure to environmental health hazards. This monitoring will provide MESD with the information needed to address critical site-related environmental health issues thus ensuring students and staff are able to work and learn in a safe environment.</p> <p>MESD will measure and monitor student social and emotional competencies through the use of student surveys, office/PBIS discipline referrals and student referrals. The Student Study Team (SST) process will be utilized when students are not responding to in-class behavioral supports. The data gathered will be examined by staff during regular meetings and at site level leadership team meetings in order to determine students need for tiered supports in identified areas.</p>	<ul style="list-style-type: none"> • Progress will be monitored a minimum three times each year: Beginning of year, mid-year, and end-of-year. • Bi-annual schedules of installation and project completion logs
<p>Upgrade internet infrastructure</p>	<p>MESD will monitor student access to broadband connection at home and at school through the collection of survey data and will analyze classroom level and school-wide assessment</p>	<ul style="list-style-type: none"> • Bi-annual schedules of installation and project completion logs

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
	<p>data that identifies if students have access to high-speed internet at home and at school and if the increased access to technology addresses learning gaps and supports academic progress.</p> <p>Academic assessment data will also be collected to identify whether sufficient academic progress is being made.</p>	<ul style="list-style-type: none"> Progress will be monitored three times each year: Beginning of year, mid-year, and end-of-year.
<p>Continuous and Safe In-Person Learning:</p> <ul style="list-style-type: none"> Secure student drop-off Upgrade facilities Purchase and install playground equipment for outdoor education Purchase 3 additional storage containers 	<p>MESD will monitor student health and safety through ongoing assessment of all facilities related upgrades. This assessment will ensure adequate measures are in place to reduce exposure to environmental health hazards. This monitoring will provide MESD with the information needed to address critical site-related environmental health issues thus ensuring students and staff are able to work and learn in a safe environment.</p>	<ul style="list-style-type: none"> Bi-annual schedules of installation and project completion logs Progress will be monitored three times each year: Beginning of year, mid-year, and end-of-year.

ESSER III Expenditure Plan Instructions

Introduction

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

The plan must be adopted by the local governing board or body of the LEA at a public meeting on or before October 29, 2021 and must be submitted for review and approval within five days of adoption. A school district must submit its ESSER III Expenditure Plan to its COE for review and approval; a COE must submit its plan to the California Department of Education for review and approval. A charter school must submit its plan to its chartering authority for review and to the COE of the county in which the charter school operates for review and approval.

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

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

For additional information regarding ESSER III funding please see the ARP Act Funding web page at

<https://www.cde.ca.gov/fg/cr/arpact.asp>.

For technical assistance related to the completion of the ESSER III Expenditure Plan, please contact EDReliefFunds@cde.ca.gov.

Fiscal Requirements

- The LEA must use at least 20 percent (20%) of its ESSER III apportionment for expenditures related to addressing the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs.
 - For purposes of this requirement, "evidence-based interventions" include practices or programs that have **evidence** to show that they are effective at producing results and improving outcomes when implemented. This kind of evidence has generally been produced through formal studies and research. There are four tiers, or levels, of evidence:

- **Tier 1 – Strong Evidence:** the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented randomized control experimental studies.
 - **Tier 2 – Moderate Evidence:** the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented quasi-experimental studies.
 - **Tier 3 – Promising Evidence:** the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented correlational studies (with statistical controls for selection bias).
 - **Tier 4 – Demonstrates a Rationale:** practices that have a well-defined logic model or theory of action, are supported by research, and have some effort underway by a State Educational Agency, LEA, or outside research organization to determine their effectiveness.
- **For additional information please see the Evidence-Based Interventions Under the ESSA web page at <https://www.cde.ca.gov/re/es/evidence.asp>.**
- The LEA must use the remaining ESSER III funds consistent with section 2001(e)(2) of the ARP Act, including for:
 - Any activity authorized by the Elementary and Secondary Education Act (ESEA) of 1965;
 - Any activity authorized by the Individuals with Disabilities Education Act (IDEA);
 - Any activity authorized by the Adult Education and Family Literacy Act;
 - Any activity authorized by the Carl D. Perkins Career and Technical Education Act of 2006;
 - Coordination of preparedness and response efforts of LEAs with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to COVID-19;
 - Activities to address the unique needs of low-income students, students with disabilities, English learners, racial and ethnic minorities, homeless students, and foster youth, including how outreach and service delivery will meet the needs of each population;
 - Developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs;
 - Training and professional development for staff of the LEA on sanitation and minimizing the spread of infectious diseases;
 - Purchasing supplies to sanitize and clean the facilities of an LEA, including buildings operated by such agency;
 - Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under IDEA, and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements;
 - Purchasing education technology (including hardware, software, and connectivity) for students who are served by the LEA that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment;
 - Providing mental health services and supports, including through the implementation of evidence-based full-service community schools;
 - Planning and implementing activities related to summer learning and supplemental after school programs, including providing classroom instruction or online learning during the summer months and addressing the needs of underserved students;

- Addressing learning loss among students, including underserved students, by:
 - Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiated instruction,
 - Implementing evidence-based activities to meet the comprehensive needs of students,
 - Providing information and assistance to parents and families of how they can effectively support students, including in a distance learning environment, and
 - Tracking student attendance and improving student engagement in distance education;

Note: A definition of “underserved students” is provided in the Community Engagement section of the instructions.

- School facility repairs and improvements to enable operation of schools to reduce risks of virus transmission and exposure to environmental health hazards, and to support student health needs;
- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and nonmechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door replacement;
- Developing strategies and implementing public health protocols including, to the greatest extent practicable, policies in line with guidance from the Centers for Disease Control and Prevention (CDC) for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff;
- Other activities that are necessary to maintain the operation of and continuity of services in LEAs and continuing to employ existing staff of the LEA.

Other LEA Plans Referenced in this Plan

In developing the plan, the LEA has flexibility to include community input and/or actions included in other planning documents, such as the Local Control and Accountability Plan (LCAP) and/or the Expanded Learning Opportunities (ELO) Grant Plan, provided that the input and/or actions address the requirements of the ESSER III Expenditure Plan.

An LEA that chooses to utilize community input and/or actions from other planning documents must provide the name of the plan(s) referenced by the LEA and a description of where the plan(s) may be accessed by the public (such as a link to a web page or the street address of where the plan(s) are available) in the table. The LEA may add or delete rows from the table as necessary.

An LEA that chooses not to utilize community input and/or actions from other planning documents may provide a response of “Not Applicable” in the table.

Summary of Expenditures

The Summary of Expenditures table provides an overview of the ESSER III funding received by the LEA and how the LEA plans to use its ESSER III funds to support the strategies and interventions being implemented by the LEA.

Instructions

For the ‘Total ESSER III funds received by the LEA,’ provide the total amount of ESSER III funds received by the LEA.

In the Total Planned ESSER III Expenditures column of the table, provide the amount of ESSER III funds being used to implement the actions identified in the applicable plan sections.

For the ‘Total ESSER III funds included in this plan,’ provide the total amount of ESSER III funds being used to implement actions in the plan.

Community Engagement

Purpose and Requirements

An LEA’s decisions about how to use its ESSER III funds will directly impact the students, families, and the local community, and thus the LEA’s plan must be tailored to the specific needs faced by students and schools. These community members will have significant insight into what prevention and mitigation strategies should be pursued to keep students and staff safe, as well as how the various COVID–19 prevention and mitigation strategies impact teaching, learning, and day-to-day school experiences.

An LEA must engage in meaningful consultation with the following community members, as applicable to the LEA:

- Students;
- Families, including families that speak languages other than English;
- School and district administrators, including special education administrators;
- Teachers, principals, school leaders, other educators, school staff, and local bargaining units, as applicable.

“Meaningful consultation” with the community includes considering the perspectives and insights of each of the required community members in identifying the unique needs of the LEA, especially related to the effects of the COVID-19 pandemic. Comprehensive strategic planning will utilize these perspectives and insights to determine the most effective strategies and interventions to address these needs through the programs and services the LEA implements with its ESSER III funds.

Additionally, an LEA must engage in meaningful consultation with the following groups to the extent that they are present or served in the LEA:

- Tribes;
- Civil rights organizations, including disability rights organizations (e.g. the American Association of People with Disabilities, the American Civil Liberties Union, National Association for the Advancement of Colored People, etc.); and
- Individuals or advocates representing the interests of children with disabilities, English learners, homeless students, foster youth, migratory students, children who are incarcerated, and other underserved students.
 - For purposes of this requirement “underserved students” include:
 - Students who are low-income;

- Students who are English learners;
- Students of color;
- Students who are foster youth;
- Homeless students;
- Students with disabilities; and
- Migratory students.

LEAs are also encouraged to engage with community partners, expanded learning providers, and other community organizations in developing the plan.

Information and resources that support effective community engagement may be found under *Resources* on the following web page of the CDE’s website: <https://www.cde.ca.gov/re/lc>.

Instructions

In responding to the following prompts, the LEA may reference or include input provided by community members during the development of existing plans, including the LCAP and/or the ELO Grant Plan, to the extent that the input is applicable to the requirements of the ESSER III Expenditure Plan. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broad understanding among the LEA’s local community.

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

A sufficient response to this prompt will describe how the LEA sought to meaningfully consult with its required community members in the development of the plan, how the LEA promoted the opportunities for community engagement, and the opportunities that the LEA provided for input from the public at large into the development of the plan.

As noted above, a description of “meaningful consultation” with the community will include an explanation of how the LEA has considered the perspectives and insights of each of the required community members in identifying the unique needs of the LEA, especially related to the effects of the COVID-19 pandemic.

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

A sufficient response to this prompt will provide clear, specific information about how input from community members and the public at large was considered in the development of the LEA’s plan for its use of ESSER III funds. This response must describe aspects of the ESSER III Expenditure Plan that were influenced by or developed in response to input from community members.

- For the purposes of this prompt, “aspects” may include:
 - Prevention and mitigation strategies to continuously and safely operate schools for in-person learning;

- Strategies to address the academic impact of lost instructional time through implementation of evidence-based interventions (e.g. summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs);
- Any other strategies or activities implemented with the LEA’s ESSER III fund apportionment consistent with section 2001(e)(2) of the ARP Act; and
- Progress monitoring to ensure interventions address the academic, social, emotional, and mental health needs for all students, especially those students disproportionately impacted by COVID-19

For additional information and guidance, please see the U.S. Department of Education’s Roadmap to Reopening Safely and Meeting All Students’ Needs Document, available here: <https://www2.ed.gov/documents/coronavirus/reopening-2.pdf>.

Planned Actions and Expenditures

Purpose and Requirements

As noted in the Introduction, an LEA receiving ESSER III funds is required to develop a plan to use its ESSER III funds to, at a minimum, address students’ academic, social, emotional, and mental health needs, as well as the opportunity gaps that existed before, and were exacerbated by, the COVID-19 pandemic.

Instructions

An LEA has the flexibility to include actions described in existing plans, including the LCAP and/or ELO Grant Plan, to the extent that the action(s) address the requirements of the ESSER III Expenditure Plan. When including action(s) from other plans, the LEA must describe how the action(s) included in the ESSER III Expenditure Plan supplement the work described in the plan being referenced. The LEA must specify the amount of ESSER III funds that it intends to use to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA. Descriptions of actions provided should include sufficient detail yet be sufficiently succinct to promote a broad understanding among the LEA’s local community.

Strategies for Continuous and Safe In-Person Learning

Provide the total amount of funds being used to implement actions related to Continuous and Safe In-Person Learning, then complete the table as follows:

- If the action(s) are included in another plan, identify the plan and provide the applicable goal and/or action number from the plan. If the action(s) are not included in another plan, write “N/A”.
- Provide a short title for the action(s).
- Provide a description of the action(s) the LEA will implement using ESSER III funds for prevention and mitigation strategies that are, to the greatest extent practicable, in line with the most recent CDC guidance, in order to continuously and safely operate schools for in-person learning.

- Specify the amount of ESSER III funds the LEA plans to expend to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA.

Addressing the Impact of Lost Instructional Time

As a reminder, the LEA must use not less than 20 percent of its ESSER III funds to address the academic impact of lost instructional time. Provide the total amount of funds being used to implement actions related to addressing the impact of lost instructional time, then complete the table as follows:

- If the action(s) are included in another plan, identify the plan and provide the applicable goal and/or action number from the plan. If the action(s) are not included in another plan, write “N/A”.
- Provide a short title for the action(s).
- Provide a description of the action(s) the LEA will implement using ESSER III funds to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs.
- Specify the amount of ESSER III funds the LEA plans to expend to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA.

Use of Any Remaining Funds

After completing the Strategies for Continuous and Safe In-Person Learning and the Addressing the Impact of Lost Instructional Time portions of the plan, the LEA may use any remaining ESSER III funds to implement additional actions to address students’ academic, social, emotional, and mental health needs, as well as to address opportunity gaps, consistent with the allowable uses identified above in the Fiscal Requirements section of the Instructions. LEAs choosing to use ESSER III funds in this manner must provide the total amount of funds being used to implement actions with any remaining ESSER III funds, then complete the table as follows:

- If the action(s) are included in another plan, identify the plan and provide the applicable goal and/or action number from the plan. If the action(s) are not included in another plan, write “N/A”.
- Provide a short title for the action(s).
- Provide a description of any additional action(s) the LEA will implement to address students’ academic, social, emotional, and mental health needs, as well as to address opportunity gaps, consistent with the allowable uses identified above in the Fiscal Requirements section of the Instructions. If an LEA has allocated its entire apportionment of ESSER III funds to strategies for continuous and safe in-person learning and/or to addressing the impact of lost instructional time, the LEA may indicate that it is not implementing additional actions.
- Specify the amount of ESSER III funds the LEA plans to expend to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA. If the LEA it is not implementing additional actions the LEA must indicate “\$0”.

Ensuring Interventions are Addressing Student Needs

The LEA is required to ensure its interventions will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students most impacted by the COVID–19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.

The LEA may group actions together based on how the LEA plans to monitor the actions' progress. For example, if an LEA plans to monitor the progress of two actions in the same way and with the same frequency, the LEA may list both actions within the same row of the table. Each action included in the ESSER III Expenditure Plan must be addressed within the table, either individually or as part of a group of actions.

Complete the table as follows:

- Provide the action title(s) of the actions being measured.
- Provide a description of how the LEA will monitor progress of the action(s) to ensure that they are addressing the needs of students.
- Specify how frequently progress will be monitored (e.g. daily, weekly, monthly, every 6 weeks, etc.).

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