

ESSER III Expenditure Plan

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

For more information, please see the Instructions.

Other LEA Plans Referenced in this Plan

Plan Title	Where the Plan May Be Accessed
Local Control Accountability Plan 2021-2024	English- LCAP 2021-2024.pdf (fUSD.net)

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

[\$96,111,871.00]

Plan Section	Total Planned ESSER III Expenditures
Strategies for Continuous and Safe In-Person Learning	[\$ 65,295,397.00]
Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)	[\$ 26,816,474.00]
Use of Any Remaining Funds	[\$ 4,000,000.00]

Total ESSER III funds included in this plan

[\$96,111,871]

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 impact the students, families, and local community directly and effectively, FUSD's decisions about how to use its ARP ESSER were based on specific needs faced by students and school sites. To gather input and feedback on the identification of these needs, FUSD leveraged current LCAP stakeholder committees and survey and discussion data. Current LCAP stakeholder committees are comprised of the following members and were each consulted for development ARP ESSER Plan via online meetings, surveys, and opportunity for public comment: 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. Opportunities to attend ARP ESSER III planning meetings and public comment were extended to all community members. To our knowledge, none of the participants attending these meetings expressly identified as representing a tribe or civil rights organization. In addition, none of the participants attending these meetings expressly identified as representing incarcerated students, homeless or foster youth, or other underserved students in our community. Parents/Guardians and community members that represented the interests of children with disabilities and English Learners participated in the meetings as well as in the surveys. District

staff who manage these programs were a part of the ARP ESSER III planning process. FUSD families, student grade levels from 3-12, certificated, classified, and administrative staff were initially surveyed in April 2021 to gather input and feedback on needed student supports in determining the prevention and mitigation strategies, strategies to address the academic impact of lost instructional time, social, emotional, and mental health support and any other strategies or activities needed as FUSD transition back to in-person instruction for the 2021-2022 school year. Additional districtwide surveys on needed social, emotional, and mental health support were given to staff, parents/community members, and students in the Fall 2021 to provide additional input. Additional input was gathered at the District Superintendent's Parent Advisory, Site Instructional Leadership Teams (Administrator, Certificated, and Classified Staff), District Administrator Meetings, Student Advisory, and District English Language Advisory Committees, School Site Councils, Site and District Leadership, and Certificated and Staff Bargaining Unit meetings held through September-October 2021. All meetings were virtual via Microsoft TEAMS and translation was provided for all parent/guardian/community meetings. As part of each meeting above, meaningful consultation and discussion included considering the perspectives and insights of each of our stakeholder groups listed above in identifying the unique needs of FUSD, especially related to the effects of the COVID-19 pandemic on our students and especially our "underserved students" that include the following student groups: Low Income; English Learners; Students of Color; Foster Youth; Homeless Students; Students with Disabilities; Incarcerated Children; and Migratory Students. FUSD also has formed a Guiding Committee on the Reopening of Schools to provide ongoing discussion and feedback on measures taken. Comprehensive strategic planning utilized these perspectives and insights to determine the most effective strategies and interventions to address identified needs through the programs and services that are described in this plan. In addition, the plan was reviewed and discussed with the Board of Education for additional input and revisions. A public hearing was held October 6, 2021, for additional feedback on the plan. The plan was adopted by FUSD Board of Education on October 6, 2021.

MARCH-APRIL 2021

Student, Parent/Guardian, and Community Member Surveys
Superintendent's Parent Advisory Committee (SAC)
District English Learner Advisory Committee (DELAC)
Student Advisory Meetings

MAY-JULY 2021

Guiding Committee on the Reopening of Schools

SEPTEMBER –OCTOBER 2021

Student, Parent/Guardian, and Community Member Surveys
Superintendent's Parent Advisory Committee (SAC)

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

Actions and expenditures of the FUSD's ARP ESSER LEA Plan that were influenced by stakeholder input and developed with the academic, social, emotional, and mental health needs of students, staff, and families at the forefront and included addressing the opportunity gaps that existed before, and were exacerbated by, the COVID-19 pandemic are as follows:

- Prevention and mitigation strategies to continuously and safely operate schools for in-person learning such as COVID-19 testing, additional supplies and equipment for cleaning/sanitizing sites, and staff training on safety practices related to COVID-19.
- Strategies to address the academic impact of lost instructional time through implementation of evidence-based interventions include districtwide summer learning and enrichment opportunities for TK-12, comprehensive districtwide after school tutoring program that includes an online option to address ongoing COVID-19 safety concerns of families, supplemental instructional resources, and additional literacy and math support for K-3 students. In addition, additional instructional technology to support accelerated learning, additional training for staff on strategies to address impact of lost instructional time, and additional training for staff to address specific learning needs of our “underserved students” (Low Income; English Learners; Students of Color; Foster Youth; Homeless Students; Students with Disabilities; Incarcerated Children; and Migratory Students), establishment of wellness center to help address social, emotional, and mental health needs of students, flexible seating to help students engage in learning; and Saturday workshops to serve as support for students who are absent from that provide academic and social and emotional support were included to address impact of lost instructional time.
- Other strategies or activities implemented with the LEA's ARP ESSER fund apportionment consistent with section 2001(e)(2) of the ARP Act included additional funding to support an increase in the State's Unemployment Insurance (SUI) rate increase due to conditions caused by temporary extension of benefits to combat the economic impact of the COVID-19 pandemic.
- 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 include ongoing data pull of grades, attendance and discipline rates, mental health referrals, survey feedback, learning walk observation data, and MAP testing scores in Reading and Math, and results of common formative assessments.

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

[\$ 65,295,397.00]

LCAP Alignment (if applicable)	Action Title	Action Description	Planned ARP ESSER Funded Expenditures
LCAP Goal 5, Action 3	Heating, Ventilation, and Air Conditioning (HVAC) System Improvements	<p>Provide HVAC system replacements, Energy Management System (EMS) upgrades to ensure Heating, Ventilation, and Air Conditioning (HVAC) systems are operational at required times, provide upgrades and maintenance to filtration system in the HVAC units and provide any additional equipment outside the HVAC system to filter air as needed. In addition, a comprehensive plan to implement the measures above will be completed by a mechanical engineering firm.</p> <p>This action expands and/or extends the action LCAP (Goal 5, Action 3) that the action is aligned to, in implementing the prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most Center for Disease Control (CDC) guidance on reopening of schools, in order to continuously and safely open and operate schools for in-person learning, to be</p>	\$ 25,000,000

		expanded to include upgrades and maintenance of filtration system to mitigate spread of COVID-19.	
LCAP Goal 5, Action 3	COVID-19 Testing	<p>Provide weekly COVID-19 Polymerase Chain Reaction (PCR) testing to students and staff through June 30, 2022. Testing will be provided at all five comprehensive high schools for a total of ten testing days a week. Test supplies and staffing will be provided by an outside firm.</p> <p>This action expands and/or extends the action LCAP (Goal 5, Action 3) that the action is aligned to, in implementing the prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most CDC guidance on reopening of schools, to continuously and safely open and operate schools for in-person learning, to be expanded to include COVID-19 testing to mitigate spread of COVID-19.</p>	\$ 7,744,000
LCAP Goal 5, Action 3	Additional Supplies, Equipment, Testing and Staffing	<p>As needed, the district will provide school sites and district sites with additional supplies, such as PPE, equipment (whether to clean or sanitize), additional COVID-19 testing if requirements exceed testing allotted above and additional outside staffing to assist in cleaning, sanitizing, or ensuring compliance with safety guidelines.</p> <p>This action expands and/or extends the action LCAP (Goal 5, Action 3) that the action is aligned to, in implementing the prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most CDC guidance on reopening of schools, in order to continuously and safely open and operate schools for in-person learning, to be expanded to include additional supplies, equipment, testing and staffing to mitigate spread of COVID-19.</p>	\$ 8,451,397
LCAP Goal 5, Action 3	Compensation for Staff to assist in transition and	Additional monetary one-time compensation will be provided to all staff for the 2021-22 for school-related	\$ 24,100,000

	safety practices related to COVID-19	<p>duties attributable to transitioning to full-person instruction with virtual instructional options as well as implementing COVID-19 safety practices and procedures.</p> <p>This action expands and/or extends the action LCAP (Goal 5, Action 3) that the action is aligned to, in implementing the prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most CDC guidance on reopening of schools, in order to continuously and safely open and operate schools for in-person learning, to be expanded to include compensation for staff to assist in transition to in-person instruction and implement safety practices to mitigate spread of COVID-19.</p>	
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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

[\$24,824,494.00]

LCAP Alignment (if applicable)	Action Title	Action Description	Planned ARP ESSER Funded Expenditures
LCAP Goal 1, Action 33	Districtwide Summer School TK-12	Provide TK-12 summer school academy for all students including at-promise, English Learners, Special Education, Foster, and Homeless Youth that provides additional instruction to address loss of learning in the core academic areas, provides credit recovery and advancement opportunities for secondary students and enrichment courses to address loss of instructional time in the Arts and World Languages. Program will also provide	\$3,000,000

		<p>additional support for students to recover and complete needed requirements for CTE certification that were postponed due to COVID-19.</p> <p>This action expands and/or extends the action LCAP (Goal 1, Action 33) that the action is aligned to, in addressing the academic impact of lost instructional time of evidence-based interventions by expanding the High School Summer Academy that provides high school students with the additional opportunity to accelerate, remediate, or grade recover during summer break to meet A-G and graduation requirements to provide summer opportunities for all students TK-12 to address loss of learning.</p> <p>Tier 1: Augustine, Catherine H., Jennifer Sloan McCombs, John F. Pane, Heather L. Schwartz, Jonathan Schweig, Andrew McEachin, and Kyle Siler-Evans, Kids Who Attend More Benefit More: Voluntary Summer Learning Programs. Santa Monica, CA: RAND Corporation, 2016. https://www.rand.org/pubs/research_briefs/RB9924.html.</p>	
LCAP Goal 1, Action 22	Math Support	<p>Create part-time and full-time Instructional Support Aide positions based on Fall MAP Math 2021 for accelerating learning in K-3 Foundational Math and closing achievement gaps:</p> <ul style="list-style-type: none"> a. Tier 1 – 5 sites need .5 FTE / Total 2.5 FTE b. Tier II – 16 sites need 1.0 FTE / Total 16.0 FTE c. Tier III – 9 sites need 2.0 FTE / Total 18.0 FTE 	\$2,200,000

		<p>For the 2022-23 and 2023-24 school years, we plan to use ESSER III funds to maintain these positions, with Title I used in 2024-25 and beyond.</p> <p>This action expands and/or extends the action LCAP (Goal 1, Action 22) that the action is aligned to, in addressing the academic impact of lost instructional time of evidence-based interventions by expanding the implementation of K-12 programs and activities to enrich, personalize, accelerate, and extend learning that provides additional students that opportunity to participate in these programs and include all grades TK-12 students to help address the loss of learning.</p> <p>Tier 1: Simon Calmar Andersen, Louise Beuchert, Helena Skyt Nielsen, Mette Kjærgaard Thomsen, The Effect of Teacher's Aides in the Classroom: Evidence from a Randomized Trial, <i>Journal of the European Economic Association</i>, Volume 18, Issue 1, February 2020, Pages 469–505, https://doi.org/10.1093/jeea/jvy048</p>	
<p>LCAP Goal 1, Actions 1</p> <p>LCAP Goal 2, Action 3</p>	Literacy Support	<p>Expand small group literacy in-class instruction at all 30 Elementary school sites by providing additional learning time for K-3 students, performing below grade level, during and/or after school. Additional paraprofessionals (2-3 per site) will be added during the school day to support certificated staff with additional literacy instruction.</p> <p>This action expands and/or extends the actions LCAP (Goal 1, Actions 1 and Goal 2, Action 3) that the actions are aligned to, in addressing the academic impact of lost instructional time of evidence-based interventions by expanding literacy support for grades K-3 and serve additional students during the regular in-class instruction time and after-school to help address the loss of learning.</p>	\$2,700,000

		<p>Tier 1: Simon Calmar Andersen, Louise Beuchert, Helena Skyt Nielsen, Mette Kjærgaard Thomsen, The Effect of Teacher's Aides in the Classroom: Evidence from a Randomized Trial, <i>Journal of the European Economic Association</i>, Volume 18, Issue 1, February 2020, Pages 469–505, https://doi.org/10.1093/jeea/jvy048</p>	
LCAP Goal 1, Actions 12	Elementary Lesson Design and Coaching	<p>Lesson study is professional learning with a focus on developing teacher expertise i.e., teacher's ability to apply new knowledge in the classroom and to teach in ways that will develop students' problem-solving, reasoning, and communications skills as called for by the new standards. (Takahashi, McDougall 2016)</p> <p>This action expands and/or extends the action LCAP (Goal 1, Actions 12) that the action is aligned to, in addressing the academic impact of lost instructional time of evidence-based interventions by including elementary lesson design and coaching to help address the loss of learning. This professional learning will provide our Teacher's on Special Assignment (TOAs) and elementary teachers the opportunity to conduct a deeper dive into the expertise needed to increase student access, agency, ownership, and Identity while increasing their mathematical reasoning.</p> <p>Tier 2: Willems, Iris & Van den Bossche, Piet. (2019). Lesson Study effectiveness for teachers' professional learning: A best evidence synthesis. <i>International Journal for Lesson and Learning Studies</i>. ahead-of-print. 10.1108/IJLLS-04-2019-0031.</p>	\$150,000

<p>LCAP Goal 1, Action 22</p>	<p>Saturday School</p>	<p>District will open Saturday Enrichment Centers at Almond Elementary School, Locust Elementary School, Fontana Middle School, Summit High School and Kaiser High School. The district has provided training for school staff on strategies to engage students and families in addressing student's social-emotional health and will provide additional academic instruction to address the academic impact of loss instructional time.</p> <p>This action expands and/or extends the action LCAP (Goal 1, Action 22) that the action is aligned to, in addressing the academic impact of lost instructional time of evidence-based interventions by expanding the implementation of K-12 programs and activities to enrich, personalize, accelerate, and extend learning that provides students that opportunity to participate in additional Saturday programs and include all grades TK-12 students to help address the loss of learning.</p> <p>The Saturday Enrichment Center will ensure that students have access to education, nutrition, and a safe place to go on the weekend. The Saturday Enrichment Center will open to students at 8 a.m. and will close at 12 p.m. Within the four hours, students will receive take and go breakfast, lunch, and dinner. A staff member will also work with students to check that all assignments have been submitted to school and students will receive tutoring. As a final component, the students will engage in restorative and community building circles to help ensure their well-being and social-emotional needs. During the time in the centers, students will be exposed to STEM Activities, tutoring opportunities by a district tutor or certificated staff member, and will engage in restorative and community building circles to ensure their well-being and promote positive culture and climate.</p>	<p>\$1,000,000</p>
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		<p>Tier 2: Finn, C. E. (2010, March 20). The Case for Saturday School. http://online.wsj.com/article/NA_WSJ_PUB:SB1000142405274870420750457_5130073852829574.html</p>	
LCAP Goal 4, Action 3	Additional Site Academic and Behavior Support	<p>Academic and behavior support staff will help with supervision and engagement both inside and outside the classroom. Students will engage outside with our blended Social Emotional Learning & Physical Education/Activity curriculum using physical distancing measures. Additional staff (3 at each site) will provide general supervision and tutoring assistance during the school day.</p> <p>This action expands and/or extends the action LCAP (Goal 4, Action 3) that the actions is aligned to, in addressing the academic impact of lost instructional time of evidence-based interventions by expanding districtwide services provided under our Multi-tiered System of Supports to address students' social/emotional, behavioral, and mental health needs that have negatively impacted well-being and learning.</p> <p>Tier 4: Use of the CASEL wheel as the framework for the Social Emotional Learning curriculum. Each lesson focuses on a specific SEL skill and is based on one of the 5 core competencies.</p>	\$4,600,000
LCAP Goal 4, Action 3	Funding for Additional SEL and Academic Support	Funding for Additional site specific SEL and academic support needs which include additional instructional technology to support accelerated learning, additional training for staff on strategies to address impact of lost instructional time, and additional training for staff to address specific learning needs of our "underserved students" (Low Income; English Learners; Students of Color; Foster Youth; Homeless Students; Students with Disabilities; Incarcerated Children; and Migratory	\$3,180,394

		<p>Students), supplemental instructional and/or SEL material, establishment of wellness center to help address social, emotional, and mental health needs of students, enrichment opportunities and resources, flexible seating to help students engage in learning; after-school tutoring, and extra staff support for social, emotional, and behavior interventions.</p> <p>This action expands and/or extends the action LCAP (Goal 4, Action 3) that the actions is aligned to, in addressing the academic impact of lost instructional time of evidence-based interventions by expanding site services provided under our Multi-tiered System of Supports to address students' social/emotional, behavioral, and mental health needs that have negatively impacted well-being and learning.</p>	
LCAP Goal 3, Action 21	2022-23 Crown Castle Agreement Network Support	<p>Districtwide network services for the 2021-22 school year to support student devices from home to connect to online instructional support programs to help assist with loss of learning. This expenditure also includes access to additional online instructional support programs and to 24/7 access to tutoring to support acceleration of learning.</p> <p>This action expands and/or extends the action LCAP (Goal 3, Action 21) that the action is aligned to, in addressing the academic impact of lost instructional time of evidence-based interventions by including online connections to instructional support programs to our technology improvements to increase student access to learning and support to address loss of learning at home.</p> <p>Tier 2:</p>	\$7,594,100

		<p>K. Purcell, How Teachers Are Using Technology at Home and in Their Classrooms, Pew Research Center, on the internet at www.pewinternet.org/2013/02/28/how-teachers-are-using-technology-at-home-and-in-their-classrooms/.</p> <p>C. Blome, Increasing Learning with Technology, Walden University, on the internet at www.WaldenU.edu/connect/newsroom/spotlight/2017/increasing-learning-with-technology.</p> <p>Effects of Technology on Classrooms and Students, U.S. Department of Education, on the internet at www2.ed.gov/pubs/EdReformStudies/EdTech/effectsstudents.html.</p> <p>The ABCs of Technology in the Classroom: A Lesson from CompTIA Research, CompTIA, on the internet at www.comptia.org/about-us/newsroom/press-releases/2015/08/31/the-abcs-of-technology-in-the-classroom-a-lesson-from-comptia-research.</p>	
LCAP Goal 2, Action 3	Estrellita & Lunita Consumable Kits	<p>Provide kits used in conjunction with the Estrellita/Lunita teacher materials to develop a strong foundation in early Spanish literacy development.</p> <p>This action expands and/or extends the action LCAP (Goal 2, Action 3) that the action is aligned to, in addressing the academic impact of lost instructional time of evidence-based interventions by adding additional curriculum supports to effectively serve the academic needs of our multilingual students that are enrolled in dual language programs to address loss of learning.</p>	\$10,000

		<p>Tier 1: Byers-Heinlein, Krista, and Casey Lew-Williams. "Bilingualism in the Early Years: What the Science Says." <i>LEARNing landscapes</i> vol. 7,1 (2013): 95-112.</p>	
LCAP Goal 1, Action 22	Math Manipulatives	<p>Provide additional math manipulatives for classroom teachers to support conceptual understanding for grades K-5.</p> <p>This action expands and/or extends the action LCAP (Goal 1, Action 22) that the action is aligned to, in addressing the academic impact of lost instructional time of evidence-based interventions by purchasing additional math manipulatives for the K-5 classes to address loss of learning in math concepts.</p> <p>Tier 1: <u>The Importance of Using Manipulatives in Teaching Math Today (nova.edu)</u></p>	\$140,000
LCAP Goal 2, Actions 3	Special Education Additional Classroom Resources	<p>To assist with recovering from learning loss due to distance learning, purchase Linda Mood-Bell Reading Curriculum.</p> <p>This action expands and/or extends the action LCAP (Goal 2, Action 3) that the action is aligned to, in addressing the academic impact of lost instructional time of evidence-based interventions by expanding literacy support for Special Education students grades K-3 to help address the loss of learning.</p> <p>Tier 3: <u>Research - Lindamood-Bell (lindamoodbell.com)</u></p>	\$250,000

Use of Any Remaining Funds

A description of the how the LEA will use any remaining ESSER III funds, as applicable.

Total ESSER III funds being used to implement additional actions

[\$ 5,991,980.00]

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
N/A	State Unemployment Insurance increase	Additional funding to support an increase in the State's Unemployment Insurance (SUI) rate increase due to conditions caused by temporary extension of benefits to combat the economic impact of the COVID-19 pandemic.	\$ 4,000,000
LCAP Goal 1, Actions 5	Technology for Bilingual Aides	<p>Purchase of technology to aide multilingual learners in language and literacy development supported by bilingual aides during regular and substantive interactions with students.</p> <p>This action expands and/or extends the action LCAP (Goal 1, Action 5) that the action is aligned to, in addressing the academic impact of lost instructional time of evidence-based interventions by adding increase technology for bilingual aides to help support the needs of our multilingual students access online curriculum and support to help address loss of learning.</p> <p>Tier 2: K. Purcell, How Teachers Are Using Technology at Home and in Their Classrooms, Pew Research Center, on the internet at www.pewinternet.org/2013/02/28/how-teachers-are-using-technology-at-home-and-in-their-classrooms/.</p> <p>C. Blome, Increasing Learning with Technology, Walden University, on the internet at</p>	\$75,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		<p>www.WaldenU.edu/connect/newsroom/spotlight/2017/increasing-learning-with-technology.</p> <p>Effects of Technology on Classrooms and Students, U.S. Department of Education, on the internet at www2.ed.gov/pubs/EdReformStudies/EdTech/effectsstudents.html.</p> <p>The ABCs of Technology in the Classroom: A Lesson from CompTIA Research, CompTIA, on the internet at www.comptia.org/about-us/newsroom/press-releases/2015/08/31/the-abcs-of-technology-in-the-classroom-a-lesson-from-comptia-research.</p>	
LCAP Goal 1, Actions 4	Bilingual Authorization for Administrators	<p>Provide principals with foundational knowledge and understanding of bilingual/biliteracy pedagogy as a means of supporting the unique needs of multilingual learners.</p> <p>This action expands and/or extends the action LCAP (Goal 1, Action 4) that the action is aligned to, in addressing the academic impact of lost instructional time of evidence-based interventions by adding the opportunity for bilingual authorization for administrators to effectively serve the academic needs of our multilingual students and help address loss of learning.</p> <p>Tier 1: Byers-Heinlein, Krista, and Casey Lew-Williams. "Bilingualism in the Early Years: What the Science Says." <i>LEARNing landscapes</i> vol. 7,1 (2013): 95-112.</p>	\$25,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP Goal 5, Action 8	Transportation	<p>Transportation for students will be provided as needed for additional programs like Saturday School, Summer Programs, Enrichment, etc.</p> <p>This action expands and/or extends the action LCAP (Goal 5, Action 8) that the action is aligned to, in addressing the academic impact of lost instructional time of evidence-based interventions by expanding transportation services to increase student access to additional programs that help address social emotional and academic learning.</p> <p>Tier 2: <u>Student Transportation and Educational Access (urban.org)</u></p>	\$1,891,980

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
Districtwide Summer School TK-12	Multiple measures may include academic measures such as assessments or grades, program participation (e.g., English Learner, Foster Youth, Homeless, Special Education, etc.), credits earned, discipline rates, attendance/absenteeism, surveys, and staff feedback.	<p>Weekly data pull and analysis of grades, attendance & discipline rates</p> <p>Staff feedback every three weeks</p> <p>Student, staff, and family climate survey (yearly)</p>

		<p>Map Reading and Math (3 times a year)</p> <p>Smarter Balance ELA and Math (yearly and use of CDE Growth Model)</p> <p>A-G Completion Rate (yearly)</p> <p>Graduation Rate (yearly)</p>
Literacy and Math Support	Multiple measures may include academic measures such as assessments or grades, program participation (e.g., English Learner, Foster Youth, Homeless, Special Education, etc.), credits earned, discipline rates, attendance/absenteeism, surveys, and staff feedback.	<p>Monthly data pull and analysis of grades, attendance & discipline rates</p> <p>Staff feedback quarterly</p> <p>Student, staff, and family climate survey (yearly)</p> <p>Map Reading and Math (3 times a year)</p> <p>Smarter Balance ELA and Math (yearly and use of CDE Growth Model)</p>
Elementary Lesson Design and Coaching	Multiple measures may include academic measures such as assessments or grades, learning walk observations, program participation (e.g., English Learner, Foster Youth, Homeless, Special Education, etc.), credits earned, discipline rates, attendance/absenteeism, surveys, and staff feedback.	<p>Learning walks each site 2x per year</p> <p>Staff feedback quarterly</p> <p>Student, staff, and family climate survey (yearly)</p> <p>Map Reading and Math (3 times a year)</p> <p>Smarter Balance ELA and Math (yearly and use of CDE Growth Model)</p>

Saturday School	Multiple measures may include academic measures such as assessments or grades, program participation (e.g., English Learner, Foster Youth, Homeless, Special Education, etc.), credits earned, discipline rates, attendance/absenteeism, surveys, and staff feedback.	<p>Monthly data pull and analysis of grades, attendance & discipline rates</p> <p>Staff feedback quarterly</p> <p>Student, staff, and family climate survey (yearly)</p> <p>Map Reading and Math (3 times a year)</p> <p>Smarter Balance ELA and Math (yearly and use of CDE Growth Model)</p>
Additional Site Academic and Behavior Support	Multiple measures may include academic measures such as assessments or grades, program participation (e.g., English Learner, Foster Youth, Homeless, Special Education, etc.), credits earned, discipline rates, attendance/absenteeism, surveys, and staff feedback.	<p>Monthly data pull and analysis of grades, attendance & discipline rates</p> <p>Staff feedback quarterly</p> <p>Student, staff, and family climate survey (yearly)</p> <p>Map Reading and Math (3 times a year)</p> <p>Smarter Balance ELA and Math (yearly and use of CDE Growth Model)</p>
Funding for Additional SEL and Academic Support	Multiple measures may include academic measures such as assessments or grades, program participation (e.g., English Learner, Foster Youth, Homeless, Special Education, etc.), credits earned, discipline rates,	<p>Monthly data pull and analysis of grades, attendance & discipline rates</p> <p>Staff feedback quarterly</p>

	attendance/absenteeism, surveys, and staff feedback.	<p>Student, staff, and family climate survey (yearly)</p> <p>Map Reading and Math (3 times a year)</p> <p>Smarter Balance ELA and Math (yearly and use of CDE Growth Model)</p>
Crown Castle Agreement Network Support	Multiple measures may include academic measures such as assessments or grades, program participation (e.g., English Learner, Foster Youth, Homeless, Special Education, etc.), credits earned, discipline rates, attendance/absenteeism, surveys, and staff feedback.	<p>Monthly data pull and analysis of grades, attendance & discipline rates</p> <p>Student, staff, and family climate survey (yearly)</p> <p>Map Reading and Math (3 times a year)</p> <p>Smarter Balance ELA and Math (yearly and use of CDE Growth Model)</p>
Transportation	Multiple measures may include academic measures such as assessments or grades, program participation (e.g., English Learner, Foster Youth, Homeless, Special Education, etc.), credits earned, discipline rates, attendance/absenteeism, etc.	Monthly data pull and analysis of grades, attendance & discipline rates
Bilingual Authorization for Administrators	Multiple measures may include academic measures such as assessments or grades, program participation (e.g., English Learner, Foster Youth, Homeless, Special Education, etc.), credits earned, discipline rates, attendance/absenteeism, surveys, and staff feedback.	<p>Monthly data pull and analysis of grades, attendance & discipline rates</p> <p>Student, staff, and family climate survey (yearly)</p> <p>Map Reading and Math (3 times a year)</p>

		<p>Smarter Balance ELA and Math (yearly and use of CDE Growth Model)</p> <p>ELPAC</p>
Estrellita & Lunita Consumable Kits	Multiple measures may include academic measures such as assessments or grades, program participation (e.g., English Learner, Foster Youth, Homeless, Special Education, etc.), credits earned, discipline rates, attendance/absenteeism, surveys, and staff feedback.	<p>Monthly data pull and analysis of grades, attendance & discipline rates</p> <p>Student, staff, and family climate survey (yearly)</p> <p>Map Reading and Math (3 times a year)</p> <p>Smarter Balance ELA and Math (yearly and use of CDE Growth Model)</p>
Math Manipulatives	Provide additional math manipulatives for classroom teachers to support conceptual understanding for grades K-5.	<p>Monthly data pull and analysis of grades, attendance & discipline rates</p> <p>Student, staff, and family climate survey (yearly)</p> <p>Map Reading and Math (3 times a year)</p> <p>Smarter Balance ELA and Math (yearly and use of CDE Growth Model)</p>
Special Education Additional Classroom Resources	To assist with recovering from learning loss due to distance learning, purchase Linda Mood-Bell Reading Curriculum	<p>Monthly data pull and analysis of grades, attendance & discipline rates</p> <p>Student, staff, and family climate survey (yearly)</p> <p>Map Reading and Math (3 times a year)</p>

		Smarter Balance ELA and Math (yearly and use of CDE Growth Model)
Technology for Bilingual Aides	Multiple measures may include academic measures such as assessments or grades, program participation (e.g., English Learner, Foster Youth, Homeless, Special Education, etc.), credits earned, discipline rates, attendance/absenteeism, surveys, and staff feedback.	<p>Monthly data pull and analysis of grades, attendance & discipline rates</p> <p>Student, staff, and family climate survey (yearly)</p> <p>Map Reading and Math (3 times a year)</p> <p>Smarter Balance ELA and Math (yearly and use of CDE Growth Model)</p> <p>ELPAC</p>
<ul style="list-style-type: none"> • HVAC System Improvements • COVID-19 Testing • Additional Supplies, Equipment, Testing and Staffing • Compensation for Staff to assist in transition and safety practices related to COVID-19 • State Unemployment Insurance increase 	Multiple measures include auditor inspections, attendance rates for staff and students, COVID-19 case rates, and site walkthroughs of facilities (cleanliness, sanitation, and disinfecting).	<p>Weekly auditor checks that COVID-19 safety protocols are followed.</p> <p>Monthly attendance rates for staff and students.</p> <p>COVID-19 case rates—daily, weekly, and monthly.</p> <p>Site walkthroughs daily and weekly</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 ESSER III Expenditure Plan template and instructions, please contact LCFF@cde.ca.gov. For all other questions related to ESSER III, 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, 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