



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
School Opening and Safety Plan	https://resources.finalsite.net/images/v1611188919/tustink12caus/asubcuitg6zphpqu0ymp/TUSD_PLAN071320-Final.pdf
Local Control and Accountability Plan	https://www.tustin.k12.ca.us/departments/ed-services/local-control-and-accountability-plan-lcap
Expanded Learning Opportunities Plan	https://resources.finalsite.net/images/v1633717237/tustink12caus/smcgqt0rnszqcycpozah/2021_Expanded_Learning_Opportunities_Grant_Plan_Tustin_Unified_School_District_20210518.pdf

Summary of Planned ESSER III Expenditures

Below is a summary of the ESSER III funds received by the LEA and how the LEA intends to expend these funds in support of students.

Total ESSER III funds received by the LEA

\$23,036,025

Plan Section	Total Planned ESSER III
Strategies for Continuous and Safe In-Person Learning	\$18,428,654
Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)	\$4,607,371
Use of Any Remaining Funds	\$0

Total ESSER III funds included in this plan

23,036,025

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.

Tustin Unified School District has worked meaningfully with the community throughout the pandemic to seek input on the best course of action every time the scenario facing the school system has changed. The development of the ESSR III funding plan also included meaningful consultation with stakeholders throughout the community. TUSD began seeking input from community members alongside the LCAP process (including meetings with the English Language Learner Advisory Committees, Special Education Advisory Committees, Principals, Teachers, District Personnel, and TUSD Labor Partners (TUSD does not directly serve any defined Tribes within our LEA or interface with Civil Rights organizations as a part of the ESSER III or LCAP process)). TUSD has also compiled data from multiple stakeholder surveys including: distance learning surveys for both families and staff, LCAP surveys for families, students, and staff, and a school climate survey that was given to families students and staff. Feedback from each of these surveys was used to shape the LCAP and ESSER III plans. TUSD Staff has also presented information and sought feedback from the public at Board study sessions and School Board meetings throughout the last year. The LCAP Development Team has also been engaged in analyzing feedback and developing plans that get escalated to the Cabinet and Board level for further communication, feedback, refinement and approval. A long term funding plan that outlined all sources of available funding intended to mitigate lost instructional time or to promote "learning leaps" for those students who may be experiencing unfinished learning was presented at TUSD Board Meetings and was also discussed with advisory committees (on April 14 and 15th of 2021) and with administrative leadership throughout the past year. School Board minutes and presentations illustrate a clear looping out to all stakeholder groups in both May and June of 2021 as TUSD Staff shared proposed intervention strategies for 2021-2024 and the associated funding sources available for the effort. Because of the submission deadline extension that was offered, TUSD Staff once again brought ideas and brainstorming opportunities to the Superintendent Advisory Committee meetings to engage and seek feedback from parents, teachers, and classified leaders throughout the district. These district-wide Superintendent Advisories have each reviewed the proposed expenditures and this fully developed plan as recently as October 13th for Classified Staff and Parent Advisories (including members of the DELAC and Special Education Advisory Committees), and as recently as October 21st for the Teacher Advisory Committee.

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

After each presentation or discussion with stakeholder groups, TUSD Staff revised the plan for intervention and again looped back to Principals, Business Services and the community through additional meetings and presentations. A key example of TUSD Staff reworking the plan after receiving feedback from stakeholders was the addition of counseling staff, mental health workers, and nurses after parents and principals made the need clear based on the increased mental health strain placed on students throughout the past two years. This feedback also influenced a change in our LCAP to increase the focus on mental health supports and social emotional learning. Some PPE and Technology needs were also shifted to other funding sources to free up more room for direct academic intervention on behalf of students with funds such as ESSER III.

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

\$18,415,608

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
ELO - Action 3 & LCAP Goal 2, 4	Any activity authorized by ESEA, Individuals with Disabilities Act, Adult Education and Family Literacy Act, Carl D. Perkins Career and Technical Education Act - Supplemental Psychologists.	Additional Psychologists (2 FTE) will be added to address increasing Special Education needs (assessments/IEP support). This allocation of supplemental Psychologists will be utilized to serve the additional students being identified for Special Education as a result of the pandemic and beyond those outlined in the LCAP/ELO plans.	\$650,000
TUSD School Opening and Safety Plan	Coordination of preparedness and response efforts. Supplemental Protective Equipment (PPE)	District will purchase Personalized Protective Equipment (PPE) including but not limited to masks, shields, drapes, air filtration systems, barriers, sanitizer, cleaning wipes, etc. As the needs continue to shift, additional funds like these may be required to adapt to changing conditions and requirements required by schools.	\$1,380,706
ELO - Actions 1, 2, 3 & LCAP - Goals 1, 2, 4	Supplemental instructional staff to address the unique needs of low income children or student, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness and foster care youth	Positive Behavior Support Staff Paraprofessionals will be hired at all elementary sites to support Social Emotional Learning, to aid in the supervision and successful re-acclimation of students to social environments, to provide additional instructional support for students inside and outside the classroom, to help identify students in need of additional supports.	\$10,020,511

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		<p>Multi-Tiered Systems of Support Teachers have been hired by elementary school sites to provide both push-in and pull-out instructional support for students who may have unfinished learning as a result of the pandemic.</p> <p>Intervention Lead Teachers have been added at each school to identify students in need of intervention, organize interventions, train teachers on tier 1,2 and 3 interventions, and assign the appropriate interventions to the right students.</p> <p>Two additional FTE will serve as Educationally Related Mental Health Specialists (ERMHS) will assist students with disabilities. These new employees will aim to address mental health related concerns so that students can better access curriculum.</p> <p>Additional Special Education Paraprofessionals will be added to assure that students on IEPs are better able to access the curriculum and are supported in closing any learning gaps that have come about as a result of the pandemic.</p> <p>Each supplemental staff member listed above will address goals and work on supporting unfinished learning as a direct result of the pandemic.</p>	
LCAP Goals 2, 3 & TUSD School Opening and Safety Plan	Supplemental nutrition staff and activities related to planning for, coordinating, and implementing activities during long-term closures, including meals and technology for eligible students	<p>Nutrition services will provide additional meals and increased flexibility in when and where students will be able to access meals as eligible students. TUSD will also need supplemental delivery drivers in order to meet demand from increased meal participation.</p> <p>As a result of the pandemic, TUSD has expanded outdoor and long range wifi systems in areas where eligible students</p>	\$571,400

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		can not afford internet at home. TUSD plans to expand access to educational home internet for students as well as taking additional steps to keep the TUSD fiber network secure as this expansion takes place.	
LCAP Goals 2, 3 & TUSD School Opening and Safety Plan	Purchasing supplemental educational technology and software	TUSD currently issues iPads or Computers to all students TK-12, and is uniquely set up to utilize several pieces of software and related services to support students experiencing unfinished learning due to the pandemic. Examples of potential software purchases include Literably, Lexia, and Renaissance, which can be used to identify learners needing additional supports. TUSD will utilize this supplemental software to identify deficits in reading and math performance, lexile level, and vocabulary for all students. Further, much of this software including Literably and Lexia not only identify potential struggles for students, but also assist teachers (including MTSS Teachers, Paras, and Intervention Lead Teachers) by autonomously recommending and executing remediation lessons for the identified gaps. Thanks to 1:1 technology issued TK-12 (and this supplemental software), TUSD students can more effectively continue their learning and making up for unfinished learning at home and in after school / extended school day programs.	\$600,000
ELO - Action 3 & LCAP Goal 2, 3	Supplemental staff will be hired to provide mental health services and supports	<p>TUSD will hire additional elementary counseling staff to bring down per-student ratios and assist students who may be struggling academically or social-emotionally as a result of the pandemic.</p> <p>TUSD middle schools will hire an additional counselor at each site to support students struggling as a result of the pandemic and to lower the counselor to student ratio as students re-acclimate to in-person learning, deal with grief, or deal with stresses while trying to accelerate their learning.</p>	\$5,206,038

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		<p>TUSD high school sites will have the chance to add either a social worker or counselor dependent on the level of need for each type of service at the given site. These additional support staff will provide the structures and supports to help students return to successful learning during and after the pandemic.</p> <p>TUSD Student Services will lower the nurse to student ratio district wide by increasing staffing by 3.5 FTE. Increasing the number of nurses district-wide will aid in making sure campuses remain healthy, students are properly quarantined, and staff/parents/students are properly educated on ways to prevent illness on campus.</p> <p>The TUSD Student Services Office will add additional Mental Health Specialists to increase the number of students who can be supported as individuals and through group intervention.</p> <p>Each supplemental staff member listed above will address goals and work on supporting unfinished learning / the stabilization of mental health needs that have come about as a direct result of the pandemic.</p>	

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

\$4,603,902

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
ELO - Actions 1, 2 & LCAP Goals 1,2,3,4	Academic Impact Student Supports Before and After School Tutoring	Before & After School Tutoring TUSD will offer before-school and after-school tutoring programs to supplement the curriculum, support initial instruction, and enhance the closure of existing performance gaps. Tutoring opportunities will prioritize students in ESEA subgroups, students experiencing homelessness, and children in foster care.	\$80,000
ELO - Action 1 & LCAP Goals 1,2,3,4	Academic Impact Student Supports Extended Day Opportunities	Extended Day (6-12) TUSD will offer after school and before school programs to supplement the curriculum and support the closure of existing performance gaps. Extended day opportunities will also prioritize students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students	\$550,000
ELO - Action 1, 2, 4 & LCAP Goals 1,2,3,4	Academic Impact Student Supports Summer School	Summer School TUSD will offer supplemental summer school opportunities to close performance gaps and finish learning that may have been difficult during the pandemic. Courses offered will utilize different strategies and approaches than traditional summer school. Summer school offerings may include sessions specifically geared for K-5, 6-8, and 9-12. Elementary and middle school sessions will stress the building of key skills in reading, writing, math, communication, study skills, as well as providing social-emotional supports for students. High School Sessions will provide both credit recovery and enrichment to engage students, provide a means to earning credits toward graduation, increase eligibility for post-secondary programs, and to close any learning gaps that may exist for students as a result of the pandemic. Summer	\$600,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		school sessions will prioritize the service of students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students	
ELO - Actions 2, 4 & LCAP Goal 3	Academic Impact Student Supports Software	TUSD will utilize supplemental software that allows students to continue learning beyond the school day and asynchronously. This software is not typically used in day to day instruction or traditional curriculum in TUSD. Software like Literably, Renaissance, Lexia, Paper, Edgenuity and others support the identification of learning gaps, provide remediation opportunities, support credit recovery efforts, and can provide learning supports tailored specifically to the student in an on-demand fashion.	\$400,000
LCAP Goals 2, 3, 4	Academic Impact Student Supports MTSS Positive Behavior Support Personnel	TUSD will utilize Positive Behavioral Support System (PBSS) Paraprofessionals to support Social Emotional Learning as well as to provide instructional support beyond the traditional school day (and year) for students experiencing unfinished learning as a result of the pandemic. This support is beyond what is typically provided by LCFF funds or in the LCAP. Specific interventions will be executed by this staff that will directly support struggling students across the district with special emphasis on serving students in ESEA subgroups, students experiencing homelessness, and children in foster care.	\$105,692
ELO - Action 2 & LCAP Goals 1, 2	Academic Impact Student Supports MTSS Teachers	TUSD will employ supplemental Teachers beyond the normal staffing allocation (TK-12) that will focus on Multi-Tiered Systems of Support (MTSS) that will "push-in" to classrooms before school, at lunch time, after-school. These teachers will provide interventions and extended learning opportunities for students that happen both in class	\$936,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		and out, in small groups, and as individuals, at school and at home. Students needing tier 1, 2, and 3 interventions will be continuously assessed and supported by these teachers as a supplement to classroom instruction. MTSS Teachers will provide strategies for traditional classroom teachers throughout the district and will also support classroom teachers in providing better initial instruction for students needing additional help due to unfinished learning.	
ELO - Action 2 & LCAP Goals 1, 2	Academic Impact Student Supports Intervention Staff & Personnel	Supplemental Intervention Teachers that are provided to sites beyond the normal staffing allocation will be utilized at all TUSD sites (TK-12) to structure, organize, and execute the Tier 1, 2 and 3 interventions conducted by classroom teachers, paraprofessionals, MTSS Teachers, and other staff throughout the school year. Intervention activities will take place both during and outside the traditional school day / year. Intervention Teachers will structure small groups, pull data from assessments, monitor student growth (especially for those requiring intervention), and will support students with any social emotional needs they may have. All students requiring supplemental supports as a result of the pandemic will be served, however special emphasis will be placed on assuring that students within ESEA subgroups, students experiencing homelessness, and children in foster care receive any needed support.	\$1,459,469
ELO - Action 3 - LCAP Goals 1, 2	Academic Impact Student Supports MTSS Additional Counseling Support	Elementary Counseling will be an area of emphasis in coming years as students work to close any gaps in social emotional learning, work through trauma, or deal with the stresses and academic transitions they have faced as a result of the pandemic. Additional/Supplemental school counselors have been hired by TUSD and hours have been adjusted or added to accommodate extended school hours and a longer school year. Extra hours for counselors are necessary because students may need to meet with counselors before school, after school, at lunchtime, or on weekends in order to have all of their needs met. While all students would have access to these supplemental	\$200,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		counselors as needed, a special priority will be given to those students within ESEA subgroups, students experiencing homelessness, and children in foster care.	
ELO - Action 3 & LCAP Goal 2	Academic Impact Student Supports Additional Social Worker Supports	Social Workers (9-12) will be a significant need in schools for the foreseeable future because to the need to connect students and families to support services out in the community. The stresses and hardships of the pandemic have made the need for connections greater and the importance of handling student needs so they can focus on learning far greater. TUSD high schools will receive additional social work support to supplement and support counseling and mental health specialists beyond the end of the traditional school day, on weekends and beyond the end of the traditional school year.	\$100,000
ELO - Action 3 & LCAP Goal 2	Academic Impact Student Supports MTSS Additional Counseling Support	Counselors (6-8) will be added to middle school settings in TUSD to support students beyond the end of the school day and into the summer months to help support the closure of any gaps in learning students may be experiencing. Further, counseling staff will be needed to assist with social emotional needs of students including small group meetings and interventions that could take place after school, before school, on weekends and at lunch. Each of these additional counselors are in-addition to the normal staffing allocation for TUSD schools.	\$100,000
ELO - Action 3 & LCAP Goal 2	Academic Impact Student Supports Increase Mental Health Supports	Mental Health Specialists will also be hired to support students beyond the end of the school day, on weekends, and into the summer months. Extra hours may also be needed for Mental Health Specialists to support after school meetings with parents, run small groups for students, and to perform other necessary social emotional interventions as a result of the pandemic. Each of these Mental Health Specialists are beyond the normal staffing allocation provided by TUSD within the LCFF or LCAP.	\$76,210

Use of Any Remaining Funds

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

Total ESSER III funds being used to implement additional actions

\$0

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

Ensuring Interventions are Addressing Student Needs

The LEA is required to ensure its interventions will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students most impacted by the COVID–19 pandemic. The following is the LEA’s plan for ensuring that the actions and expenditures in the plan are addressing the identified academic, social, emotional, and mental health needs of its students, and particularly those students most impacted by the COVID–19 pandemic.

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
Authorized Activities Serving ESEA, IDEA, Adult Ed, FLA or Perkins: Additional Psychologists	Special Education Staff will utilize SEIS and Aeries Student Information Systems to measure the number of assessments offered to students who may need Special Education Services. The ratios of cases will be monitored at all sites. The number of meetings (both group and individual) to provide direct services from Psychologists will also be monitored. This action will also be monitored through the applicable metrics aligned with LCAP Goals 2 and 4.	Progress will be monitored at the end of each quarter and in an end-of-year report by the Special Education Office.
Coordinating Preparedness and Response:	M&O Staff will maintain records of how frequently air conditioning filters and air purifier filters are changed. M&O Staff will also	Progress will be monitored at the end of each required reporting window by the TUSD Purchasing Department.

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
Personalized Protective Equipment (PPE)	continue to furnish plexiglass barriers, masks, cleaning solutions, thermometers, drapes, shields, gloves, and other PPE equipment as needed by each student, teacher, site, and office throughout TUSD. Records will be kept of each unit distributed and stored in the warehouse for future use.	
Activities Serving Students In Specific Subgroups: Positive Behavior Support Staff - Paraprofessionals	School Sites and Student Services Staff will monitor the number of disciplinary referrals in correlation with the increase of positive behavior support staff on campuses. Schools will monitor students in need of assistance and determine if further referral to qualified staff is needed. Further PBSS Paraprofessionals will assist in supporting each site in increasing rates of connectedness, respect, self-help skills, and effective communication. This action will also be monitored through the applicable metrics aligned with LCAP Goals 1,2, and 4.	Progress will be monitored at the end of each trimester with regard to disciplinary referrals by Student Services Office Staff as well as Site Administrators. Climate Surveys like the CORE SEL Survey (5th grade) or California Healthy Kids Survey (6-12 grades) will be administered to students measuring the impact of the increased numbers of PBSS Paraprofessionals.
Activities Serving Students In Specific Subgroups: Multi-Tiered Systems of Support Teachers	School Sites and Ed Services Staff will monitor the number of Tier 1, 2, and 3 interventions provided to students to address academic, behavioral, social-emotional, and attendance needs. Interventions may be provided by classroom teachers, paraprofessionals, MTSS teachers, or other school staff as required. This action will also be monitored through the applicable metrics aligned with LCAP Goals 1,2 and 4.	Targeted Interventions will be logged within the student information system within the "intervention" section. Administration, along with MTSS and ILT staff will monitor interventions during data analysis cycles and determine if targeted student needs are being met. District-wide progress reports will be pulled quarterly with local site-based reports being pulled as often as monthly.
Activities Serving Students In Specific Subgroups: Intervention Lead Teachers	School Sites will designate an Intervention Lead Teacher (ILT) to work with Ed Services Staff to monitor and support the identification of students in need of academic and social emotional supports throughout the year. Intervention Lead Teachers will continuously monitor the status of students receiving Multi-Tiered Systems of Support from staff, adjusting	Tier 1, 2 and 3 Interventions will be logged within the student information system within the "intervention" section. Administration, along with MTSS and ILT staff will monitor the targeted student interventions and an accounting of recorded interventions will take place quarterly and at the end of the school year by school administration and the Educational Services staff.

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
	services according to performance data on local assessments, grades, disciplinary referrals, attendance and other quantitative measures. This action will also be monitored through the applicable metrics aligned with LCAP Goals 1, 2 and 4.	
Activities Serving Students In Specific Subgroups: ERMHS	Educationally Related Mental Health Specialists will be added to assist students with disabilities. Quantitative measures like the number of meetings held with students or small groups will be kept to determine the impact of these new roles. The number of students requiring mental health services will also be examined and weighed against the volume of services provided by these individuals. This action will also be monitored through the applicable metrics aligned with LCAP Goals 1, 2, and 4.	Special Education will measure the number of meetings and service opportunities for ERMHS on a quarterly basis, with a final measure taking place at the end of the school year.
Activities Serving Students In Specific Subgroups: Special Education Paraprofessionals	Special Education Paraprofessionals will be added to support students in their access to curriculum. Measures will be kept in terms of the number of IEPs requiring support from 1:1 Paras, student performance data will also be weighed against the level of support provided to determine if the paraprofessional is assisting the student toward higher levels of academic performance, assisting in closing learning gaps that have come about due to the pandemic, or in supporting IEP goal attainment. This action will also be monitored through the applicable metrics aligned with LCAP Goals 1, 2 and 4.	Special Education will analyze data from SEIS, case load data for those students requiring Paraprofessional services, and student performance, discipline, and other IEP related data when assigned a paraprofessional. Progress will be monitored quarterly and a final report completed at the end of each school year.
Planning For Closures: Additional Nutrition Supports	Nutrition Services will keep records of how many meals were served for breakfast, lunch, extended stays at home, and on nutrition breaks. This data will be weighed against the previous year's data, recorded by site, and analyzed to determine the most impactful approach to serving students in need. All	Nutrition Services and Business Services Staff will analyze data on a quarterly basis, adjusting service to students where demand may be higher than supply. Staff will also analyze final participation data at the end of the year for inclusion in the Superintendent's goals and priorities review.

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
	students will be offered meals regardless of Socioeconomic Status to encourage participation. It is anticipated that the total number of meals served to students will increase over past years. This action will also be monitored through the applicable metrics aligned with LCAP Goal 3.	
Planning For Closures: Expanded Internet Support For Student Learning	TUSD IT Services will maintain records of the number of students using internet "hot spots," throughout the community. Further, TUSD IT Staff will continue to migrate students onto an internal at home internet system that is more secure and affordable over the long term, so that students - especially those in greatest need - can continue to learn at home after school hours, in the event of another closure, or in case of quarantine. TUSD will also expand the number of access points that allow outdoor learning environments at each school. This lets students get fresh air while still being on their devices at full speed. The number of students impacted by these efforts will be quantified, and the number of devices installed to allow such activities will be quantified. This action will also be monitored through the applicable metrics aligned with LCAP Goals 2 and 3.	TUSD IT Services will keep records of all distributed hot spots and newly installed wifi access points. TUSD will also keep "heat maps" that show how coverage areas have expanded to serve more students with at-home internet over the coming years. Data on usage will be kept to determine if future infrastructure upgrades need to be made in order to better support students, especially those in socioeconomic need, identified as Foster Youth, or those students that are EL Learners.
Purchasing Educational Technology: Software (Instructional/Intervention/Communication)	TUSD has 1:1 technology issued to all students in grades TK-12. Having this infrastructure, along with expanded at home internet services, opens the door to the use of software that can close performance gaps, help eliminate unfinished learning caused by the pandemic, and can support student learning beyond the end of the school day. Software like Literably, Lexia, Renaissance Learning, etc. will be purchased and pushed out to student devices. Data will be kept on student progress within	TUSD Administrators, Intervention Lead Teachers, Classroom Teachers, and Multi-Tier Systems of Support Teachers will continually monitor student progress throughout the school year. Specifically, snapshots of data will be taken at grading periods throughout the year to illustrate the closure of performance gaps or the completion of unfinished learning caused by the pandemic. Students within targeted populations that may have been more severely impacted by the pandemic will be given additional emphasis by all of these support personnel. As data is pulled from each of these supplemental resources, interventions will be adjusted

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
	these applications and progress will be monitored by Intervention Lead Teachers, Multi-Tier Systems of Support Instructors, and Classroom Teachers throughout the year. This action will also be monitored through the applicable metrics aligned with LCAP Goals 2 and 3.	to provide either additional or different support throughout the year. Data pulls will be supported by the TUSD data team within Ed Services, with a final report issued at the end of each year to show progress against LCAP targets and Board goals. In addition, these systems are able to create benchmarks and other beginning points for students and growth against these benchmarks can be captured in an ongoing and continual basis for use by ILTs, MTSS Teachers, and Classroom Teachers.
Mental Health Services and Supports: Elementary Counseling	TUSD will hire additional Counseling staff in response to increased demand for mental health supports at the Elementary level. TUSD will measure the number of IEPs, group meetings, individual counseling sessions, interventions, and SST meetings that the additional counseling staff will conduct. This data will be measured against the level of support that has been possible in past years. In order to meet the goals associated with this expenditure, both the number of services and the number of students served by elementary counseling staff will increase over prior years. This action will also be monitored through the applicable metrics aligned with LCAP Goals 2 and 3.	TUSD will utilize Aeries Student Information Systems and other internally created methods of documentation for tracking the supports provided to students by counselors. Schools will also monitor increases in educational opportunities, logs of group counseling, and monitor increased classroom education focused on SEL and mental health strategies for students. Ed Services Staff and the Data Services Team will compile data on a quarterly basis and for an end-of-year report.
Mental Health Services and Supports: Social Workers (9-12)	TUSD will hire additional Social Workers to serve students at the high school level. Mental Health demands have increased during the pandemic, and the need to support students and their families with the connection to outside services and supports has also increased. Social Workers will prioritize their services for McKinney Vento, Foster Youth, Homeless, and Chronically Absent kids. Staff will be hired, assigned to schools or areas, and the number of students served by Social Workers will increase over prior years along with the number	TUSD will utilize the Aeries Student Information System and other internally generated methods of secure documentation for tracking the supports provided to students by supplemental staff like these additional Social Workers. Ed Services Staff, Student Services Staff, and the Data Services Team will pull reports quarterly as a progress check, and will also compile a final year-end report.

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
	<p>of connections to outside services performed by Social Work Staff. The following measures will also be monitored:</p> <ul style="list-style-type: none"> • Staff will record the number of interactions they have with students within Aeries, the TUSD data system. • Engagement and Academic Progress of McKinney Vento, Foster Youth, Homeless, and Chronically Absent kids will be monitored. • Drug and Alcohol Counseling - decrease in recidivism of drug-use <p>This action will also be monitored through the applicable metrics aligned with LCAP Goals 2 and 3.</p>	
Mental Health Services and Supports: MS Counseling Support (6-8)	<p>TUSD will hire additional Counseling staff in response to increased demand for mental health supports at the Middle School level. TUSD will measure the number of IEPs, group meetings, individual counseling sessions, interventions, and SST meetings that the additional counseling staff will conduct. This data will be measured against the level of support that has been possible in past years. In order to meet the goals associated with this expenditure, both the number of services and the number of students served by elementary counseling staff will increase over prior years. This action will also be monitored through the applicable metrics aligned with LCAP Goals 2 and 3.</p>	<p>TUSD will Aeries Student Information Systems, and other internally created methods of documentation for tracking the supports provided to students (utilizing necessary HIPAA/FERPA safeguards) by supplemental staff like these additional Counselors. Primarily, attention will be given to gains in the number of SSTs, 504s, and volume of students receiving services that can be provided by such supplemental staff. Quarterly reports will be pulled to measure progress toward service goals, and a final year-end report will be compiled.</p>
Mental Health Services and Supports: Nursing Support	<p>TUSD will hire additional Nursing staff in response to increased demand for health supports and consultation services in relation to</p>	<p>TUSD will Aeries Student Information Systems, and other internally created methods of documenting supports provided to students (utilizing necessary HIPAA/FERPA safeguards)</p>

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
	<p>mental health and physical health needs across the district. TUSD will measure the number of IEPs, parent meetings, medical interventions, instances of support for independent study and returning to learn from illness due to the pandemic, and SST meetings that the additional nursing staff makes possible. This data will be measured against the level of support that has been possible in past years. In order to meet the goals associated with this expenditure, both the number of services and the number of students served by nursing staff will increase over prior years. This action will also be monitored through the applicable metrics aligned with LCAP Goals 2 and 3.</p>	<p>by supplemental staff like nurses. Progress will be monitored through the acuity level and ensure appropriate staffing is assigned to schools and student needs. Student Services Staff will compile data quarterly and will include their statistics in the nursing end-of-year report.</p>
<p>Mental Health Services and Supports: Mental Health Specialist Support</p>	<p>TUSD will hire additional Mental Health Specialists to serve students across TUSD. Mental Health demands have increased during the pandemic, and the need to support students and their families with the connection to outside services and supports, to provide crisis intervention, and to build social skills in students has also increased. Staff will be hired, assigned to schools or areas, and the number of students served by Mental Health Workers will increase over prior years along with the number of connections to outside services. In addition to increased services, the following metrics will be monitored:</p> <ul style="list-style-type: none"> • The number of support groups run, and the number of individual sessions performed by Mental Health Workers. - Staff will record the number of interactions they have with students within Aeries, the TUSD data system. 	<p>TUSD will utilize Aeries Student Information Systems and other internally created methods of documenting supports provided to students (utilizing necessary HIPAA/FERPA safeguards) by supplemental staff like Mental Health Specialists. Primarily, attention will be given to gains in the number of SSTs, number of IEPs/504s, number of support groups and individual meetings held, the volume of students receiving services from supplemental staff. Student Services Staff will compile data quarterly, report out to site based administrators at that time, and will include their statistics in an end-of-year report.</p>

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
	<ul style="list-style-type: none"> • Staff and Parent Education Workshops - How to support students through various mental health needs • Monthly News Letter • Monitor Participation in education opportunities and workshops • Tracking number of Suicide Assessments and Reentry • Monitor increased services provided to students for Mental Health Short Term Services <p>This action will also be monitored through the applicable metrics aligned with LCAP Goals 2 and 3.</p>	
Extended Day/Year Programs: Summer School K-5	<p>TUSD will offer summer school programs to elementary students needing supplemental supports in reading, mathematics, communication, and study skills. Summer School at this level will also offer Social-Emotional Supports for students to help remedy concerns related to the pandemic. Local assessments and more diagnostic data from Lexia, Renaissance, and Freckle will be used to both generate a baseline for students and to measure progress on an ongoing basis throughout the summer. Additional or more frequent data collection may occur for those students in targeted subgroups like EL Learners, foster and homeless youth, and students from low-income families, as increased interventions may be necessary. This supplemental data may be used to place students within intervention groups or to provide additional academic or social-emotional support. This action will also be monitored</p>	<p>TUSD summer school site administrators and teachers will consistently monitor student progress with tools like Lexia, Renaissance, Freckle and others (Monthly). Students will establish baselines or utilize baseline data from the school year, and then work to increase their performance throughout summer programming. A final report on student growth will be generated by TUSD's Data Services Team at the end of the summer term.</p>

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
	through the applicable metrics aligned with LCAP Goals 1, 2, 3, and 4.	
Extended Day/Year Programs: Summer School 6-8	TUSD will offer summer school programming to middle school students needing supplemental supports in reading, mathematics, communication, and study skills. The summer school will also focus on course completion and retakes. Local assessments and more diagnostic data from Lexia, Renaissance, and Freckle will be used to both generate a baseline for students and to measure progress on an ongoing basis throughout the summer. This supplemental data may be used to place students within intervention groups or to provide additional academic or social-emotional support. This action will also be monitored through the applicable metrics aligned with LCAP Goals 1, 2, 3 and 4.	TUSD summer school site administrators and teachers will monitor student progress with curricular assessments, local assessment tools, Lexia, Renaissance, Freckle, and others. Students will establish baselines or utilize baseline data from the school year, and then work to increase their performance throughout summer programming. A final report on student growth and participation will be generated by TUSD's Data Services Team at the end of the summer term.
Extended Day/Year Programs: Summer School 9-12	TUSD will offer summer school programming to high school students needing to improve grades or finish incompletes earned during or after the impact of school closures. Students will also be able to make up credits from failed coursework and work to close any existing performance gaps. Measures including the number of remediated courses, the number of credits earned and recovered by participating students, the growth in GPA by participating students, and attendance will be monitored throughout. Social-Emotional Supports will also be integrated into summer school programming where possible. This action will also be monitored through the applicable metrics aligned with LCAP Goals 1, 2, 3 and 4.	TUSD will utilize the Aeries Student Information System to identify students who may have incomplete grades, D grades, F grades, may be credit deficient, or may be missing essential coursework required for graduation or a-g completion. These students will be encouraged to participate in summer school by counseling teams and teachers. Growth against baselines in each of these areas will be measured for the cohort of participating students, for individual students, and for targeted subgroups of students including EL Learners, students in the Foster Youth System, and for those students experiencing homelessness. TUSD's Data Team will produce a final report at the conclusion of each semester of summer school.
Extended Day/Year Programs: Extended School Day	TUSD staff will offer courses and instruction before the traditional school day, courses and instruction that will take place after the	TUSD will utilize the Aeries Student Information System to identify the number of sections, sessions, courses, and interventions that occur outside of the traditional school day.

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
	<p>traditional school day, lunch time supports and group meetings, asynchronous learning lessons and coursework, and weekend programming to support student learning and performance gap closure. TUSD will measure participation in these programs with attendance data, the number of intervention courses and sections offered, and will also keep track of the number of students from targeted subgroups that are participating in each of these interventions. This action will also be monitored through the applicable metrics aligned with LCAP Goals 1, 2, 3 and 4.</p>	<p>Overall student academic performance will also be monitored as a result of the extended day learning opportunities.</p>
<p>Extended Day/Year Programs: Tutoring</p>	<p>TUSD will offer during, before-school, and after-school tutoring programs to supplement Tier 1 instructional supports. Some of these services will be in-person, some virtual, and some through virtual opportunities. Attendance will be tracked for each type of tutoring intervention offered to students across sites and district-wide. Intervention Lead Teachers, MTSS TOSAs, and other Ed Services Staff will utilize data on any correlations between attendance and student performance gains to recommend further participation to broader groups of students as each year progresses. ILTs will enter data into Aeries under "Interventions" so that quarterly reports and end-of-year reports on student attendance will be easier to track. Further, participation by targeted subgroups of students determined to be in greatest need of supports (including ESEA, Homeless, and Foster Youth) will be examined, and additional supports will be provided if these students are not engaging at the desired levels. This action will also be monitored through the applicable metrics aligned with LCAP Goals 1, 2, 3 and 4.</p>	<p>Intervention Lead Teachers at each site and Ed Services Staff will enter and pull student participation data on a regular basis throughout the year. It is anticipated that this type of attendance data will be pulled monthly at a minimum and after analysis on impact, used to encourage participation in tutoring services with a broader range of students. A final year end report on the volume of students utilizing each type of tutoring service provided will be generated to determine which programs to expand, retain, or remove from the list of potential interventions for future years.</p>

ESSER III Expenditure Plan Instructions

Introduction

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

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

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

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

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

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

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

Fiscal Requirements

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

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

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

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

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

Other LEA Plans Referenced in this Plan

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

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

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

Summary of Expenditures

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

Instructions

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

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

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

Community Engagement

Purpose and Requirements

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

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

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

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

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

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

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

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

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

Instructions

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

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

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

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

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

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

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

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

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

Planned Actions and Expenditures

Purpose and Requirements

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

Instructions

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

Strategies for Continuous and Safe In-Person Learning

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

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

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

Addressing the Impact of Lost Instructional Time

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

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

Use of Any Remaining Funds

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

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

Ensuring Interventions are Addressing Student Needs

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

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

Complete the table as follows:

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

California Department of Education
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