



**TONY THURMOND**  
State Superintendent  
of Public Instruction

# Template and Instructions

---

THE TEMPLATE AND INSTRUCTIONS FOR THE  
ELEMENTARY AND SECONDARY SCHOOL  
EMERGENCY RELIEF (ESSER) III EXPENDITURE  
PLAN TEMPLATES



# Availability of the Template

---

- ESSER III Expenditure Plan Template:  
<https://www.cde.ca.gov/fg/cr/documents/esseriiependitureplan.docx>
- For assistance related to the ESSER III Expenditure Plan template and instructions please contact [LCFF@cde.ca.gov](mailto:LCFF@cde.ca.gov).
- For all other questions related to ESSER III please contact [EDReliefFunds@cde.ca.gov](mailto:EDReliefFunds@cde.ca.gov).

# Purpose

---

- To review the ESSER III Expenditure Plan requirements
- To provide a walkthrough of the ESSER III Expenditure Plan template and instructions

# Background

---

CONTEXT FOR THE ESSER III EXPENDITURE PLAN

# The American Rescue Plan Act

---

In response to the 2019 Novel Coronavirus (COVID-19), the U.S. Congress passed American Rescue Plan (ARP) Act, which was signed into law on March 11, 2021.

This is the third federal stimulus funding act in response to COVID-19, following the Coronavirus Aid, Relief, and Economic Security (CARES) Act and the Coronavirus Response and Relief Supplemental Appropriations Act (CRRSA).

# ESSER III Plans

---

The ARP Act requires local educational agencies (LEAs) that receive ESSER III funds to complete both

- a Safe Return to In-person Instruction and Continuity of Services plan, and
- an Expenditure Plan for how ESSER III funds will be used to 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.

# ESSER III Expenditure Plan Requirements

---

REQUIREMENTS RELATED TO THE ESSER III  
EXPENDITURE PLAN



# Expenditure Plan Timeline

---

- The ESSER III Expenditure Plan must be adopted by the local governing board or body of the LEA at a public meeting on or before September 30, 2021
- The ESSER III Expenditure Plan must be submitted for review and approval within five days of adoption.
  - A school district must submit its plan to its county office of education (COE) for review and approval;
  - a COE must submit its plan to the California Department of Education (CDE) 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.

# General Requirements

---

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

# Fiscal Requirements

---

- An 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.
- An LEA must use the remaining ESSER III funds consistent with section 2001(e)(2) of the ARP Act.
  - See pages 2 and 3 of the ESSER III Expenditure Plan Instructions for additional information and allowable uses.

# Programmatic Requirements (1)

---

The ESSER III Expenditure Plan is required to address the following:

1. The extent to which and how the funds will be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent Centers for Disease Control and Prevention guidance on reopening schools, in order to continuously and safely open and operate schools for in-person learning.

# Programmatic Requirements (2)

---

2. How the LEA will use the minimum of 20% of funds it reserves for learning loss 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.
3. How the LEA will spend its remaining ESSER III funds, if any, consistent with the allowable uses.

# Programmatic Requirements (3)

---

4. How the LEA will ensure that the interventions it implements, including but not limited to the interventions to address learning loss, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately 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.

# Engagement Requirements (1)

---

- In developing their plan, LEAs must engage in meaningful consultation with specified stakeholders:
  - students;
  - families;
  - school and district administrators (including special education administrators); and
  - teachers, principals, school leaders, other educators, school staff, and their unions.

# Engagement Requirements (2)

---

- In addition, LEAs must also engage in meaningful consultation, to the extent they are present or served by the LEA, with:
  - Tribes;
  - civil rights organizations (including disability rights organizations); and
  - stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children in foster care, migratory students, children who are incarcerated, and other underserved students.
- Finally, LEAs must provide the opportunity to provide public input and take such input into account.

# Questions About the ESSER III Expenditure Plan Requirements

---

# ESSER III Expenditure Plan Template

---

A WALKTHROUGH OF THE ESSER III EXPENDITURE PLAN  
TEMPLATE AND INSTRUCTIONS

# Sections of the Expenditure Plan

---

- Summary of Planned ESSER III Expenditures
- Community Engagement
- Actions and Expenditures to Address Student Needs
  - Strategies for Continuous and Safe In-Person Learning
  - Addressing the Impact of Lost Instructional Time
  - Use of Any Remaining Funds
- Ensuring Interventions are Addressing Student Needs

# General Information

---

On the first page of the Template the LEA must provide the following:

- The name of the LEA
- The name and title of the LEA contact
- The email address and phone number of the LEA contact
- An LEA that chooses to include community input and/or actions from other plans, such as the Local Control and Accountability Plan (LCAP) and/or the Expanded Learning Opportunities (ELO) Grant Plan must provide the name(s) and location(s) of the plans being referenced

# Summary of Planned ESSER III Expenditures (1)

## Total ESSER III funds received by the LEA

[\$ 0.00]

Plan Section	Total Planned ESSER III Expenditures
Strategies for Continuous and Safe In-Person Learning	[\$ 0.00]
Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)	[\$ 0.00]
Use of Any Remaining Funds	[\$ 0.00]

## Total ESSER III funds included in this plan

[\$ 0.00]

# Summary of Planned ESSER III Expenditures (2)

---

- 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 (1)

---

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.

[Respond here]

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

[Respond here]

# Community Engagement (2)

---

**Prompt: 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 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.

# Community Engagement (3)

---

Prompt: 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.
- Examples and links to additional guidance of what “aspects” may include is provided in the instructions.

# Questions About Community Engagement?

---

# Actions and Expenditures to Address Student Needs (1)

---

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.

# Actions and Expenditures to Address Student Needs (2)

---

- LEAs have the flexibility to include actions described in existing plans to the extent that the actions in those plans 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.

# Strategies for Continuous and Safe In-Person Learning (1)

**Total ESSER III funds being used to implement strategies for continuous and safe in-person learning**

[\$ 0.00]

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
[Plan, Goal #, Action #]	[Short title of the action]	[A description of the action]	[\$ 0.00]
[Plan, Goal #, Action #]	[Short title of the action]	[A description of the action]	[\$ 0.00]



# Strategies for Continuous and Safe In-Person Learning (2)

---

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).

# Strategies for Continuous and Safe In-Person Learning (3)

---

(Continued from previous slide)

- 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 (1)

**Total ESSER III funds being used to address the academic impact of lost instructional time**

[\$ 0.00]

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
[Plan, Goal #, Action #]	[Short title of the action]	[A description of the action]	[\$ 0.00]
[Plan, Goal #, Action #]	[Short title of the action]	[A description of the action]	[\$ 0.00]



# Addressing the Impact of Lost Instructional Time (2)

---

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).

# Addressing the Impact of Lost Instructional Time (3)

---

- 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 (1)

## Total ESSER III funds being used to implement additional actions

[\$ 0.00]

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
[Plan, Goal #, Action #]	[Short title of the action]	[A description of the action]	[\$ 0.00]
[Plan, Goal #, Action #]	[Short title of the action]	[A description of the action]	[\$ 0.00]

# Use of Any Remaining Funds (2)

---

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 on pages 2 and 3 of the ESSER III Expenditure Plan 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.

# Use of Any Remaining Funds (3)

---

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.

# Use of Any Remaining Funds (4)

---

- 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”.

# Questions About Actions and Expenditures to Address Student Needs?

---

# Ensuring Interventions are Addressing Student Needs (1)

---

<b>Action Title(s)</b>	<b>How Progress will be Monitored</b>	<b>Frequency of Progress Monitoring</b>
[Short title(s) of the action(s)]	[A description of how progress will be monitored]	[A description of how frequently progress will be monitored]
[Short title(s) of the action(s)]	[A description of how progress will be monitored]	[A description of how frequently progress will be monitored]

# Ensuring Interventions are Addressing Student Needs (2)

---

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.

# Ensuring Interventions are Addressing Student Needs (3)

---

- 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.

# Ensuring Interventions are Addressing Student Needs (4)

---

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.).

# Questions About Ensuring Interventions are Addressing Student Needs?

---

# Additional Information

---

- Additional information related to ESSER III funds and requirements can be found in the CDE's ARP Act Funding web page at <https://www.cde.ca.gov/fg/cr/arpact.asp>.

# Questions

---

- For assistance related to the ESSER III Expenditure Plan template and instructions please contact [LCFF@cde.ca.gov](mailto:LCFF@cde.ca.gov).
- For all other questions related to ESSER III please contact [EDReliefFunds@cde.ca.gov](mailto:EDReliefFunds@cde.ca.gov).