

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
LCAP - Local Control and Accountability Plan	The LCAP can be found on the district website at: https://orogrande.net/district_documents/official_reports/l_c_a_ps
ELO - Extended Learning Opportunity	The ELO plan can be found on the district website at: https://www.orogrande.net/district_documents/official_reports/e_l_os
LCP - Learning Continuity and Attendance Plan	The LCP plan can be found on the district's website at: https://www.orogrande.net/district_documents/official_reports

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

\$424,705

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)	\$224,705.00
Use of Any Remaining Funds	\$200,000.00

Total ESSER III funds included in this plan

\$ 424,705

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.

Oro Grande Elementary involved community members during the writing of the LCAP and Expanded Learning Opportunity Grant. Due to COVID, eliciting stakeholder engagement has been through virtual means. The information was presented through DELAC and School Site Council to families and community members via a Zoom or Google Meet online platform as well as through email and the school website. Collaboration and parent feedback regarding ESEER III funding was shared at DELAC and School Site Council meetings in the 2021-2022 school year. Parents and the community were invited to participate in the meeting through social media, district wide phone calls and posted on the district's website. All stakeholders were also encouraged to participate in surveys that addressed the LCAP's four priority areas. The following stakeholders participated in the meetings: Parents (representing English Language Learners, Foster, Homeless and students with disabilities), community members, teachers, classified staff, district and site administration, student advisory group (SHIELD), and SELPA. All community members were invited to attend the LCAP and School Site Council meetings. None of the representative participants attending expressly identified as representing a tribe or Civil Rights organization.

During stakeholder engagement LCAP meetings, the following data was presented:

- Local Assessment Data: STAR Reading, Benchmarks, and class grades
- ELPAC Scores
- CAASPP Scores (Interim Assessments)
- Attendance Rates
- Suspension and Expulsion Data
- CA Healthy Kids Survey

After sharing this data with Stakeholders, there was a shared agreement that resources should be put in place to improve students' proficiencies in reading and math, develop programs to help ELL students and the needs of students in social and emotional development. This input from stakeholders along with an analysis of the data resulted in the four goals outlined in the LCAP.

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

One concern raised during the community engagement opportunities focused on student access to technology. In addition, students' social and emotional health and academic learning loss due to the pandemic was a common concern from all sides. The funds from ESSER III are being utilized to address these specific issues. Oro Grande School District recognizes the need to support students' social emotional health and academic learning loss and plans on implementing an after school program for students and summer enrichment program. An additional action item is being created to provide students with greater access to technology devices. Funds from the ESSER III will ensure these initiatives have the necessary resources to be accomplished and address concerns from the community input.

Stakeholders in planning meetings looked at reading, math, student climate and student engagement. Parents and the community asked for opportunities for students to attend summer programs that would help in mitigating learning loss. The summer programs will not only allow for credit recovery in the credit bearing grades, but also allow for more exposure to math and reading instruction. Programs such as ALEKS (math intervention), SIPPS (fundamental reading intervention) along with core instruction will provide students additional support in these areas. These programs include assessments. These assessments will be conducted both before and after the summer program to ensure that progress is being made and changes can be made for further programs if needed. Data will be aggregated so that there are specific data points for homeless, low income, special education and ELD populations. Students will also be placed in specific classes and small group instruction based on their specific needs. This data will be shared with classroom teachers so that they have baseline data for the following school year.

Parent/Community Input

There is no ELAC as we are a single school LEA. Similarly, our Parent Advisory Committee was invited to participate in our DELAC/SSC meetings, and there is no local bargaining agency. Information about structure, timeline, and annual update information for 2021 was presented at both the September DELAC and SSC meetings.

Representation of parents/guardians with students who are identified as English Language learners, low income, foster, homeless, and special needs were made in eliciting LCAP feedback.

Families representing:

English Language Learners- Stakeholders agreed that extended learning opportunities for our ELD population is vital to close the gap of learning loss that has occurred during the pandemic. Teachers have access to a new ELD program (ELLevation- which will give teachers guidance in specific instructional models that increase language proficiency based on students; language level).

Homeless/Low income- In parent surveys and LCAP parent/community meetings, this population stressed the importance of having technology available at home for their students to do homework, read stories and communicate with staff. Many programs such as Renaissance , Naviance (college and Career programs) and core curriculum are available in a digital format with interventions and resources available.

Foster- Oro Grande and Riverside Preparatory have a small number of foster students. Summer school programs allow for make up opportunities especially if they have had to be transient due to their foster status.

Special Needs- Summer school and after school programs will allow extended learning opportunities in core instruction and intervention. Additional days for instruction will allow the goals in their IEP to be extended through the summer. Technology and access to technology at home allow them to use programs that have interventions and resources embedded (example- Learning Ally (digital reading resources, ALEKS (math intervention).

Teachers, counselors and Classified Staff

Teacher/staff input for the LCAP was elicited through the Superintendent's committee which meets once a quarter. Superintendent's committee is composed of representative teachers and classified staff who get input and information from their peer groups, and report information gleaned from the committee back to the respective peer groups. Technology and opportunities for students to have intervention and credit recovery were among two of the highest priorities for students.

District and Site Administration

Site Administration was presented the LCAP information in September during the principals' meeting. Monthly meetings (during the 2020-2021 school year), for all groups, provided stakeholders with time to discuss and provide feedback about the LCAP. Technology and opportunities for students to have intervention and credit recovery were among two of the highest priorities for students.

Students

The student advisory group (S.H.I.E.L.D.- Students Helping Innovative Education through Leadership Development) this group of students meets with site and district administration quarterly to discuss school climate and academics. Throughout the last two school years, when surveyed and presented with opportunities to share concerns; students consistently shared that having a 1:1 technical program has allowed them to access information, research, and use curricular programs with ease.

SELPA

SELPA provided input and coordinated with Oro Grande to ensure the needs of students with disabilities were met. The LCAP was presented for public hearing on June 1st, 2021 at the Oro Grande board meeting, with seventy-two hours of notification made to the public. The Oro Grande School District board agenda was posted to the Oro Grande website for public viewing. The LCAP was presented at a regularly scheduled board meeting to the Oro Grade Board of Trustees and was adopted on June 9, 2021.

All stakeholders were able to provide input about the LCAP through Google Forms surveys that addressed the information on the LCAP. Links to the LCAP survey were posted publicly on the school website as well as school utilized social media platforms. The stakeholders were notified through all-call, email, and public information meetings like DELAC and SSC. Based on the fact that there were no specific comments made to address, the superintendent did not give written feedback to the committees.

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

[\$ 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]

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

\$224,705.00

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
Expanded Learning Opportunity: Goal 1 (pg. 3)	Summer Enrichment	Summer enrichment program provided to our students. Teachers will provide academic and social learning opportunities for our students. The summer enrichment program will be extended into the summer of 2022 and 2023.	\$112,350
LCAP, Goal 2, Action 2	After School Program	Oro Grande Elementary will provide an after school program. This program will provide student engagement in activities that include: STEM, music, social emotional learning opportunities and tutoring. The Afterschool Program will be expanded throughout the 2021-2022 school year to be able to offer the program to additional students.	\$112,355

Use of Any Remaining Funds

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

Total ESSER III funds being used to implement additional actions

\$200,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP, Goal 4, Action 1	Technology	Oro Grande Elementary will provide an instructional technology program and devices to assist the core curriculum programs and increase technical skills. The technology program will be extended for students to provide new updated technology for all students. This technology will be used to provide new content	\$ 200,000.00

opportunities as well as to ensure one to one and connectivity to our student population.

Ensuring Interventions are Addressing Student Needs

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

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
<p>Summer Enrichment: Summer learning programs can improve the educational and social emotional development for all students; specifically low income and English Language Learners (Oro Grande is composed of 74% low income students and 30% English Language Learners) The summer school programs in Oro Grande will be composed of the following:</p> <p>*Academic content that complements curricular standards and is taught by at least one experienced, trained teacher per classroom.</p> <p>* Academic classes that are limited in size. This will create an opportunity for teachers to have more time for differentiation and intervention.</p>	<p>STAR Reading Rates</p> <p>CAASPP - Math and ELA</p>	<p>STAR -2 times (pre and post summer school)</p> <p>CAASPP- annually</p>

<p>* Fun and engaging activities that are used to teach concepts.</p> <p>* Hands-on activities that are used to teach engaging concepts. Concepts that are grounded in a real-world context</p>		
<p>After School Program:</p> <p>The afterschool program will have opportunities for students to engage in after school tutoring, music, sports, art and will also be provided a healthy supper. This program will be an extension of the day and will be principally directed to support our low income students. This population was greatly affected by school closure and other negative social factors during the COVID 19 pandemic. The progress and effectiveness of the program will be monitored through academic achievement metrics.</p>	<p>Chronic Absenteeism Suspension Rates</p>	<p>Chronic Absenteeism Rates: Quarterly Suspension Rates : Quarterly</p>
<p>Technology:</p> <p>All students will have access to the technology (1:1 chromebook program) and hot spots to ensure access to core curriculum.</p>	<p>Star Reading Rates</p>	<p>Star Reading Rates: Quarterly</p>

ESSER III Expenditure Plan Instructions

Introduction

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

The plan must be adopted by the local governing board or body of the LEA at a public meeting on or before September 30, 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.

- o 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.
- o 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:
 - o Any activity authorized by the Elementary and Secondary Education Act (ESEA) of 1965;
 - o Any activity authorized by the Individuals with Disabilities Education Act (IDEA);
 - o Any activity authorized by the Adult Education and Family Literacy Act;
 - o Any activity authorized by the Carl D. Perkins Career and Technical Education Act of 2006;
 - o 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;
 - o 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;
 - o Developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs;
 - o 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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