



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
Oak Grove School District 2021-2024 Local Accountability Plan (LCAP)	The Oak Grove School District 2021-2024 Local Control Accountability Plan (LCAP) is available at the district website: https://www.ogsd.net/apps/pages/index.jsp?uREC_ID=586020&type=d&pREC_ID=1075770

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

\$6,786,255

Plan Section	Total Planned ESSER III
Strategies for Continuous and Safe In-Person Learning	\$761,504
Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)	\$4,587,251
Use of Any Remaining Funds	\$1,437,500

Total ESSER III funds included in this plan

\$6,786,255

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.

Due to the pandemic-related school facility closures, Oak Grove School District took the opportunity to broaden the scope of staff and community engagement that was made possible through virtual meeting formats. The ease of attending virtual meetings rendered a much higher degree of participation from all stakeholder groups. To make all meetings accessible to the community and build parent leadership capacity, the District developed easy-to-digest training materials on school funding, the LCAP/Federal Funding process, and our district needs/goals.

During the 2020-2021 School Year Oak Grove School District has been involving families, students, staff, and community members in multiple stakeholder engagement opportunities.

Oak Grove School District (OGSD) created a collaborative process to gather input from all stakeholders, including representatives from all numerically significant groups, to develop the LCAP and ELO plans.

LCAP and ELO Input Meetings were held on:

3/18 DEIB Committee
3/22 ELTPs and Ethnic Studies Committee
3/23 DAC, DELAC, Koffee Klatch, HABLA, HSC, EdTech and IT
3/23 Leadership Team
3/24 Site Secretaries
3/26 District Curriculum Team
3/29 PBIS Mentors
4/2 Homeless, Migrant, and Foster Youth
4/14 Counselors
4/15 Induction Teachers
4/15 Tech Mentors
4/16 Community Liaisons
4/16 DO Staff Meeting
4/21 All-Union Leadership
4/22 ELD IAs

Additionally, site administrators presented and gave in-person opportunities for input at site staff meetings & parent meetings. Paper copies were available at school front offices upon request. An LCAP and ELO information slide deck was shared via Parent Square and at all stakeholder meetings to provide additional context.

The 2019-20 LCAP was posted on the Oak Grove website. Information about what the LCAP and LCFF were also available via the shared slide deck. The survey was available on the Oak Grove website from March 19-April 23. The survey could be translated into over 100 languages via Google Translate. A "how-to" video was shared with parents on how to access this feature. The survey was provided in English, Spanish, and Vietnamese. Communication and outreach also went out during the survey window via Oak Grove's Facebook and Twitter accounts. Staff and parents were encouraged to participate in the survey by site principals as well. The Board of Trustees will be presented with the stakeholder update during the May 13th Board Meeting.

We had two district information nights on March 4, 2021 and April 13, 2021 to provide details and updates to our community. We responded to numerous questions from stakeholders as well as gathered feedback and input on successes and needs.

In December, we administered a staff survey on assessment and supplemental curriculum needs.

On May 18, 2021 the LCAP draft was discussed at our district Koffee Klatch meeting. One question regarding extended learning opportunities in Spanish for students in dual language programs was asked and answered during the meeting. On May 20, 2021, the LCAP draft was discussed at the District Advisory Committee (DAC) meeting. No questions were asked specific to the LCAP draft. DELAC parents were consulted on the LCAP draft on May 20, 2021. No questions were asked specific to the LCAP draft.

We had a meeting with our South East Consortium Special Education Local Plan Area (SELPA), Santa Clara County on May 28, 2021 for consultation to determine that specific actions for individuals with exceptional needs are included in our LCAP.

These opportunities provided with necessary feedback on what types of intervention programs to make available to students in core subjects, increase in counseling support and classroom lessons on social emotional well-being, options for summer offerings to engage students in continued learning throughout the summer and options to provide teachers on-going professional development, coaching, and learning to address students learning needs.

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

Of the 6 district goals, stakeholder survey respondents in English, Spanish and Vietnamese believe that goal 5 (safety, engagement, behavior supports and socioemotional learning) should be the top priority for 21-22:

Based on the Stakeholder Input Process, the following areas were top priorities or areas of interest for 2020-21 and will guide in the development of all accountability plans for 2021-22:

- *Enrichment and extra-curricular programs
- *In-person instruction
- *Student academic achievement
- *Curriculum
- *District program options
- *Free meal distribution for students
- *Intervention or tutoring services for students
- *Special education services and supports
- *Technology, innovative hardware and 1:1 devices
- *Social emotional learning
- *Health and safety protocols
- *Social interaction for students
- *Mental health services and counseling
- *Regular, weekly communication

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

\$761,504

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP, Goal 5, Action 1	Playground conflict resolution, Socioemotional learning, and community building support	Provide a socioemotional learning-based physical activity program aligned to CASEL's Five Core Competencies and California Physical Education Standards, designed for in-person delivery during structured lunch and/or recess supervision with a focus on engaging disengaged students and offering sports-based activities. The socioemotional learning-based activity program can also be used as tier 2 (small group) or tier 3 (one-on-one) support for students who need more time building conflict resolution strategies or positive relationship building. Custom site-level planning for schools will help meet the unique needs of each site.	\$277,500
	Student COVID-Related Testing and Services at the Site	Partnership with the California Department of Public Health to offer COVID-19 student testing. This program will have two different types of testing: BinaxNOW (rapid antigen testing) for identified close contacts of a confirmed positive case and PCR tests for students who are symptomatic.	\$200,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
	Increased Nursing Support	Hire licenced practical nurses (LVNs) to help provide quality care and comfort measures under the supervision of our registered nurse. Provide hiring incentives for registered nurses to attract quality candidates to apply for available positions. This will offset the challenges of recruitment in an area where cost of living is a challenge and during a time where availability of registered nurses is minimal. Support of extra duty pay for our existing nursing staff and health clerks to address needs that surface while we work to fill open positions and support ongoing COVID related needs at the school sites.	\$225,00
	Personal Protective Equipment (PPE)	Continue to provide PPE and sanitation supplies across the district as a continued safety mitigation strategy.	\$59,004

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

\$4,587,251

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP, Goal 2, Action 6	Enhanced In-Person Summer School	Expanded summer school program to provide academic support and enrichments for TK-8 students. Provide one summer program per learning community to support academics, socioemotional and behavior needs. Aspiring administrators will work with Educational Services managers to plan engaging summer programs that will be inclusive of materials, supplemental curriculum and enrichment.	\$1,057,251
LCAP, Goal 1, Action 2	Updated Science and Math Curriculum	Update science and math curriculum in the coming years to align with current frameworks and standards. We will pilot	\$3,200,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		science curriculum in 2021-22 with the plan to adopt new curriculum in 2022-23. In 2021-22, new California math standards will be introduced with newly adopted standards and state board approved curriculum identified shortly afterwards. Once new standards and state approved materials are identified, OGSD will begin a pilot and curriculum adoption process for mathematics. We believe that to address the impact of lost instructional time, engaging, relevant and technology supported curriculum is necessary to bridge gaps and motivate students to engage with the academic content.	
	Enhanced STEM resources to engage students	Develop a district makerspace to engage students in STEM concepts and content to ready them for 21-century relevant learning. These spaces will help to prepare those who need the critical 21st century skills in the fields of science, technology, engineering and math (STEM). The space will provide hands-on learning, help with critical thinking skills, collaboration, problem solving, resilience and even boost self-confidence. Some of the skills that are learned in a makerspace pertain to electronics, 3d printing, 3D modeling, coding, robotics and even woodworking.	\$30,000
LCAP, Goal 2, Action 6	Site Tier 2 and Tier 3 Interventions	Provide site intervention funds to support extended day intervention support in academics, positive behavior and socioemotional learning	\$300,000

Use of Any Remaining Funds

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

Total ESSER III funds being used to implement additional actions

\$1,437,500

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP, Goal 5, Action 1	Increased Student Behavior Support at Tier 2 and Tier 3: Board Certified Behavior Analysts	We will provide support in identifying the function of student behavior to support the student, family and teachers on next steps in developing strategies towards students achieving positive personal behavior goals. Hire a minimum of three board certified behavior analysts (BCBAs) to support schools on observing behavior, meeting with families and developing behavior plans to correct, maintain or improve certain behaviors. BCBAs will also offer support to classroom teachers to model and coach positive strategies to support the learning environment.	\$470,000
LCAP, Goal 5, Action 4	Increased Mental Health Counseling Support	Increase hours provided at sites to support student mental health needs in response to the increase of student referrals. Increase efforts to clearly align, communicate and develop mental health support in tier 1 (foundational for all students), tier 2 (small group support) and tier 3 (one-on-one support)	\$82,500
	Additional Certificated and Classified Substitute Needs in Response to COVID-19	Address the increasing need and demands for substitute personnel on site to support classroom and school programs and safety efforts.	\$485,000
	Increased Student Behavior Support at Tier 3: Specialized Services for Students with Emotional and Behavioral Challenges	We will provide tier 3 behavioral support for our Categorical Emotional Disturbed (ED) special education sites with the highest needs through a partnership with Effective School Solutions (ESS). ESS clinicians will be mental health professionals trained in working with a variety of behavioral situations to provide daily group therapy, weekly individual counseling, family therapy, dedicated study skills, monthly evening parent support and materials required to implement behavioral modification systems.	\$400,000

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>Monitoring actions to address learning loss/interruption</p>	<p>The effectiveness of the services and supports provided to address learning loss will be measured by the ongoing formative and summative assessments. We will administer iReady Reading and Math Assessments three times a year and will offer academic interventions in the critical areas of Reading and Mathematics as an accelerated learning approach to support all subject areas. Elementary schools will have access to central funding to support before and after school interventions to extend the school day for students with academic, behavioral or social emotional needs as reflected in the data.</p> <p>PLC time is provided for teachers at the site level. Teachers are able to assess student progress and adjust as needed. Additionally, ongoing teacher-based formative assessment and analysis of individual student work will provide evidence that any learning loss a student may have experienced has been or is being addressed.</p> <p>Monitoring our students' mental health wellness and their access to services is key as well to ensure there are no socio-emotional, mental health barriers to accessing academic intervention. To this end, we will benchmark surveys with students to gather formative data on their sense of belonging and feeling of safety at school.</p>	<p>Quarterly or as needed as indicated in the description.</p>

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
	<p>We are focusing our first AB Day on Social-Emotional Learning. We also have invested in training a core group of almost 50 teachers, with at least one from each site, in CRTWC (Center for Reaching and Teaching the Whole Child). These 50 fellows attend training monthly during the 21-22 school year, and are expected to support a full district rollout in the year 22-23.</p> <p>We have hired an additional Community Liaison 2 to support more students with mental health needs, and are expanding our work with our service providers for mental health.</p> <p>This data in addition to review of regular site PBIS data will support site support staff teams to triage service referrals and connect students and families to counseling and other health and wellness services.</p> <p>In addition, a centralized student services team assesses the overall health and wellness needs of the district in order to adapt and differentiate tiered services and supports to meet the needs of the community at large. OGSD ensures that each school site has access to services from all 3 tiers.</p> <p>Tier 1: Nearpod, PBIS, Parent Engagement, Community Liaison Support</p> <p>Tier 2: Small group counseling support and Sports for Learning</p> <p>Tier 3: a social worker intern and mental health intern with oversight from the social worker supervisor or mental health specialist supervisor</p>	

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
	<p>and support from either Community Solutions, Rebekah's Children's Services, Alum Rock Counseling, or other groups. Care Solace is additionally available to all students and staff.</p>	
<p>Monitoring actions to support a safe return to in person instruction and continuity of learning</p>	<p>To support a safe in-person return for ALL students and set high expectations for attendance and engagement, OGSD will implement a tiered re-engagement plan focused on supporting students who are truant or have excessive absences and more importantly, to prevent this pattern of absences for any students.</p> <p>TIER 1: Initiate Communication with Families/Students: Early Re-Engagement for ALL students</p> <ul style="list-style-type: none"> • Daily attendance collected by the teacher of record and submitted to the administration • Daily outreach to verify absence by site office staff. Outreach attempts to be recorded in the informational system. • Attendance and office staff will verify attendance by continued outreach and communication. <p>Interventions will be:</p> <ul style="list-style-type: none"> • School-wide implementation of PBIS, SEL, and Family Engagement programs • Clear attendance expectations communicated to parents/caregivers by school staff and district office • Weekly contact/outreach made by teachers, staff, and administrators via 	<p>Monthly or as needed as indicated in the description.</p>

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
	<p>email, parent square, and announcements on the schools' website</p> <ul style="list-style-type: none"> • Daily auto-dialer calls • School staff will verify correct contact information, update with new information • Third unexcused absence generates 1st truancy letter • Attendance reviewed by site team monthly <p>TIER 2: Initiate Re-Engagement with Families/Students</p> <ul style="list-style-type: none"> • Outreach from the classroom teacher and school site staff to families for students who miss multiple days from school. • School site staff including Community Liaison outreach to families who are developing a pattern of missing instruction. • Notes in the informational system will be recorded with each attempt. Any communication should lead with the goal, be observation-based, and be supportive in nature. • Referral of the student to site intervention team for attendance support based on needs and challenges communicated by family. • Referral to school Nurse as needed • Referral to counseling • Site team reviews monthly attendance reports <p>TIER 3: Initiate Re-Engagement Interventions</p>	

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
	<ul style="list-style-type: none"> • Coordination of Services Team to strategize support for students and family. • Outreach to the family by site, administrator, school counselor, or other support staff. • Provide students and family with direct support or referrals to resources to support challenges and eliminate barriers • Referral to Student Attendance Review Board for truancy support (SARB) • Virtual meetings with the site Student Support Team with student and family • Home visit • Follow up on referrals to outside community based organizations for additional wrap-around supports 	

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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