

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
Expanded Learning Opportunity Grant (ELOG)	https://www.bofg.org/district/reports-notices/
LCAP	https://www.bofg.org/district/lcap/
COVID-19 Safety Plan	https://www.bofg.org/district/reports-notices/
2021 Learning Continuity and Attendance Plan	https://www.bofg.org/district/lcap/

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

676,134

Plan Section	Total Planned ESSER III
Strategies for Continuous and Safe In-Person Learning	324502
Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)	339632
Use of Any Remaining Funds	12000

Total ESSER III funds included in this plan

676,134

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.

The Big Oak Flat-Groveland Unified School District offered many opportunities for stakeholders and community member to provide input to address the the development of the ESSER III plan. There were ten virtual school board meetings held between August 2020 and September 2021 which discussed the COVID-19 Safety Plan, Learning Continuity and Attendance Plan, Re-Opening Plan, Expanded Learning Opportunities Grant, LCAP and ESSER III plan. These meetings were open to the public and agendas were posted 72 hours in advance. Parents, community members, staff and Board Members were present at these meetings. District wide staff meetings were also held monthly to discuss these same topics. Attendees consisted of certificated and classified staff from all sites this included elementary and high school personnel. Our stakeholders included school and district administration, staff members, parents serving as representatives for our Special Education students, English Language Learners, Homeless, and Foster Youth students. In addition these meetings also included the Homeless/Foster Youth Liaison, and local community members. The district formed a re-opening task force in June 2020 which included all of the stakeholders listed above and continues to meet regularly. The task force has focused their efforts on each plan as it emerged. In addition to stakeholder meetings, surveys were also distributed in English and Spanish to staff, students and parents, through Google

Surveys, Parent Square, California Healthy Kids and ThoughtExchange. Administration, staff and parents were tasked with reviewing the needs of the students, staff, and programs.

While developing the ESSER III plan, the Big Oak Flat-Groveland Unified School District also sought input from individuals or agencies representing the interests of Tribal Youth, Homeless and Foster Youth, youth who are low-income, youth who are incarcerated, students with disabilities, students of color, and students who are English Learners. Input was also received from community organizations and partners such as the Yes Partnership and ATCAA, the Amador-Tuolumne Community Action Agency. This outreach occurred during the time period of September 8-September 17, 2021. A survey for written responses was created and distributed during a meeting of the Student Attendance Review Board Members, which represent a number of agencies working with youth in the community, and with follow up emails as well as direct outreach to other community agencies and representatives through email and phone calls. The Big Oak Flat-Groveland Unified School District evaluated its stakeholder engagement opportunities and determined that Civil Rights Groups and Migratory Students are neither present nor served by the LEA.

Community Engagement Opportunities

1/6/2021, 3/5/2021, and 4/9/2021- District Wide Staff Meetings that solicited LCAP input (admin, certificated bargaining unit, classified bargaining unit)

1/12/2021 & 3/24/2021- Tenaya Elementary Staff Meeting (classified and certificated bargaining units)

2/9/2021, 3/25/2021, & 5/18/2021 SELPA Board Meeting (consultation and discussion with Tuolumne County Superintendent of Schools SELPA members regarding students with disabilities)

3/3/2021 Don Pedro High Staff Meeting (classified and certificated bargaining units)

4/21/2021 Tioga High Staff Meeting (classified and certificated bargaining units)

2/25/2021, 3/24/2021 & 4/22/2021- Tenaya Elementary SITE Council (classified staff, admin, certificated staff, parents (low income and community))

2/3/2021- Community Stakeholder Meeting (Parent, community, and staff members representing Foster Youth, Students with Disabilities, EL Learners and low income students.)

9/24/2020, 11/14/2020, 1/7/2021, 1/13/2020 Google Surveys- Parents and Staff

2/23/2021-3/5/2021- California Healthy Kids Survey- Staff, parents and students (grades 5,6,7,9,11) -offered in Spanish

4/27/2021, 5/14/2021, 5/21/2021, 5/31/2021- ThoughtExchange- Staff, parents and students (grades 9-12) (offered in Spanish)

5/17/2021- Survey Tenaya Elementary Students K-8 grade spans

5/25/2021 Parent Advisory Committee- (Parent and family members representing Foster Youth, Students with Disabilities, EL Learners and low income students.)

6/21/2021 Big Oak Flat-Groveland Board of Trustees Planning Workshop open to all stakeholders (Hybrid Meeting)

8/24/2021 District Wide Staff Meeting including, classified, certificated and administration

8/31/2021 Tioga High Site Council Meeting- certificated staff, admin, parents and community members

9/8/2021 Community and Agency Stakeholder Meeting hosted by Tuolumne County Superintendent of Schools

10/01/2021 District Wide ESSER III Planning Meeting (virtual) - certificated staff, classified staff, admin, homeless/foster youth liaison, and parents (Including special education and low income representatives)

10/05/2021 Big Oak Flat-Groveland Board of Trustees Planning Workshop open to all stakeholders (Hybrid Meeting)

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

The development of the plan was influenced in the following ways by input received from students, families, school personnel, community organizations and representatives of student groups identified above. Feedback from the community engagement strategies described above was incorporated into the development of the specific strategies for addressing the loss of instructional time and providing supplemental instruction and support to identified students. Additional feedback from the ELOG and LCAP remained consistent with current feedback, including a commitment to in-person learning, smaller class sizes, targeted intervention, personalized instruction, small group support for math and reading, additional counseling support, social-emotional well being, enrichment opportunities, before and after school tutoring, credit recovery and high quality summer school opportunities. The services and opportunities for students as described in the ESSER III plan incorporate this feedback and continues to build on the ELOG and LCAP goals of supporting safe and continuous in-person learning and addressing the academic, social, emotional, and mental health needs of all students.

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

324,502

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
ESSER III	Additional time for custodial staff	BOFGUSD will expand its custodial time as a strategy to facilitate continuous and safe operation of in-person learning	78,060

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
ESSER III	Health Technician/Expanded Hours for Secretarial Staff	to reduce and prevent the spread of COVID-19 in accordance with CDPH guidelines. BOFGUSD will temporarily hire a Health Technician and expand secretarial hours to assist with COVID-19 testing, contact tracing, SPOT Portal updates, and vaccination records.	36,442
2021 Learning Continuity and Attendance Plan-In Person Instruction	PPE/ Cleaning Materials	BOFGUSD will continue to provide PPE for student and staff safety as required by CDPH guidelines for reopening schools as well as purchase cleaning supplies for disinfecting surfaces.	10,000
ESSER III	Short term Independent Study/concurrent curriculum delivery/ Independent Study	BOFGUSD will pay classroom teachers one hour per week per student to continue to provide concurrent curriculum delivery to students who are directed to quarantine (short term Independent Study) due to COVID-19 as a strategy to provide continuity of learning and less disruption to each student's course of study. The district has hired an additional credentialed teacher to provide long term Independent Study to students who are unable to attend school due to the COVID environment.	100,000
2021 Learning Continuity and Attendance Plan- In Person Instruction	Improve the indoor air quality and ventilation in all school facilities.	BOFGUSD will inspect, test, maintain, repair, replace and upgrade projects to improve indoor air quality.	85,000
ESSER III	Outdoor tables, shade structures and equipment.	BOFGUSD will purchase equipment to encourage outdoor dining to mitigate close contacts when students are unmasked.	15,000

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

339,632

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP Goal #1 Action #2	Summer School	Summer school will be offered district wide to address targeted learning loss at the elementary level, and credit deficient students at the high school level. English Learners, Foster Youth, Homeless and Low Income students will have first priority.	93,000
LCAP Goal #1 Action #3	Extended Instructional Learning Time	BOFGUSD will provide small group instruction, and one-on-one tutoring through the support of additional paraprofessionals to all unduplicated pupils. In addition, they will offer Saturday School to support EL Learners, Foster Youth, students with disabilities and Low Income Students.	99,264
ESSER III	Small Class Size	BOFGUSD will hire an additional teacher for a minimum of two years to ensure small class size for targeted intervention.	108,864
LCAP Goal #1 Action #7	Technology	The district will continue to ensure that Foster Youth, EL Learners, Low Income Students and students with disabilities have priority access to technology and connectivity at school and home which includes chrome books, and hot spots.	4,000
LCAP Goal #1 Action #11	Additional Academic Services for Students	BOFGUSD will align its ESSER III and LCAP plans to provide targeted supports for struggling learners. Services may include additional resources to support special education teachers and students, including additional hours for paraprofessionals will also be provided as needed for individual or small group supports.	34504

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

12,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP Goal #2 Action #2	Social-Emotional Well Being Center	Create a sensory/refocus room at Tenaya to support student emotional well-being and reset students in trauma.	5,000
LCAP Goal #2 Action #3	Implement Social Emotional Learning	Purchase SEL curriculum and snacks for students.	7,000

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
Additional Custodial Staff	Tracking the amount of increased custodial hours to ensure CDPH Sanitation and Safe School Guidelines are met.	Continuously
Health Technician /Additional Secretarial Hours	Hiring a Health Technician and tracking additional secretarial hours to ensure CDPH Safe School COVID-19 Guidelines are met.	Continuously
PPE/ Cleaning supplies	Tracking Inventory and supply orders to ensure CDPH Sanitation and Safe School Guidelines are met.	Continuously

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
Short term Independent Study/ Concurrent Curriculum Delivery	Technology Check-Out Log; Student Attendance (quarantine)	Continuously
Improve the indoor air quality in all school facilities.	The purchase of equipment and schedule of repairs and maintenance.	Monthly
Outdoor tables, shade structures and equipment.	Teachers and cafeteria staff will be surveyed on the number of students eating and learning outdoors.	Weekly
Summer School	Pre and post assessments will be completed for all students to measure growth over the summer school period. Additionally, summer school attendance will also be monitored.	Weekly
Extended Instructional Learning Time	Number of Students Off Track to Graduate; Number of Students Performing Below Grade Level; Participation in Intervention Opportunities; Benchmark Assessments	Quarterly
Small class size	Benchmark assessments will be administered in reading and math using Star Reading and Star Math at the Elementary School and NWEA Map at the High Schools. The growth of students in primary grades with reduced class sizes will be analyzed as compared to classes with a normal population size.	Quarterly
Technology	Technology Check-Out Log; attendance logs for quarantined students	Continuously
Additional academic services for students	Student Achievement Data; Student Progress Towards IEP Goals; Frequency and Duration of Targeted Academic Supports	Quarterly
Social Emotional Well-Being Center	Discipline/suspension records will be analyzed as well as attendance records ; Number of Referrals and Academic Achievement of Students Referred for Services	Monthly

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
	Stakeholder feedback from staff, students, and parents	
Implement Social Emotional Learning.	Discipline/suspension records will be analyzed as well as attendance records	Monthly

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.).

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