

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
Local Control and Accountability Plan (LCAP)	Found on district website: www.gousd.org

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

458,861

Plan Section	Total Planned ESSER III
Strategies for Continuous and Safe In-Person Learning	367,155

Plan Section	Total Planned ESSER III
Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)	91,706
Use of Any Remaining Funds	NA

Total ESSER III funds included in this plan

458,861

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 district made the conscious decision to braid together the multiple funding sources that were available to the district that included one-time COVID relief dollars, as well as our LCFF funding. In our LCAP planning process, we developed a plan that utilized these different funding sources to maximize our proposed program actions. The ESSER III dollars were considered during this planning phase. While we did not have the total allocation at the time of planning, the overarching goal was to continue to fund the actions for as long as possible. Therefore, our community engagement includes the engagement efforts done in preparation for the LCAP.

The involvement process GOUSD follows in building planned actions to support our program is similar to prior years with some modifications due to the pandemic. The involvement of all stakeholders occurred primarily through meetings, both in-person and virtual, and surveys. Beginning with the school move to distance learning in March of 2020, a regular report was given at the Gold Oak Board of Trustees meeting. The report covered progress on LCAP goals and also the challenges of addressing learning needs in the pandemic. Board members, parents and staff were all invited to provide comment. Prior to the closure, board meetings also provided a look at state dashboard data and CAASPP results. Most months, members from both bargaining units also attended the Board Meetings.

LCAP/curriculum updates and input was also sought at regular Management meetings. These updates included progress on goals and actions as well as plans for next steps based on progress made or not made.

Opportunities for parent, community and student involvement was sought not only through attendance at monthly board meetings as described above but also through additional meetings scheduled at various times throughout the year. In addition, parent and community involvement was sought through locally created surveys and sharing of information through newsletters and our web site. The district provided more than the usual surveys this year to gather parent input as holding large scale meetings were not possible during the pandemic. Our LEA reviewed our past interactions with community partners and found that tribes, civil rights organizations and advocates of specific groups are not present or served by our LEA.

Meetings with the School Site Council, acting as the Parent Advisory Committee, were held on April 16, 2020, May 14, 2020, November 18, 2020, December 16, 2020, January 25, 2021, March 8, 2021. In these meetings a review of progress made on LCAP goals and actions were discussed and feedback sought, and particular input from parents and staff regarding learning loss and long-term needs due to the school closures.

In February 2020 and again in March 2021, students in grades 5 through 8, staff and parents took part in the California Healthy Kids Survey in order to seek input regarding progress towards LCAP goals. A summary report of the spring 2020 survey was shared at regularly scheduled School Site Council, staff, and management meetings. The results of the March 2021 survey were shared with the Parent Advisory Committee and with staff and will be incorporated into this year's LCAP. The parent survey was open to all parents throughout the district. The staff survey included input from certificated staff as well as classified staff. 90% of all teachers completed the staff survey. In addition, students in grades 2-5 were given a site-based survey on the spring of 2020 and spring of 2021. Parent participation in the spring 2020 survey was greater than the spring 2021 survey. Survey results were shared at the August 2021 Board of Trustees meeting.

While updates were provided to staff throughout the year at regular staff meetings, a district-wide staff meeting was held on February 17, 2021, to get specific feedback from staff on what is working well in our schools based on the LCAP goals and actions. Focus was on actions that would be needed to address student learning loss in the upcoming years. Staff provided input on priorities for the LCAP update and new LCAP goals. The bargaining units were also provided an opportunity to provide feedback outside of the previously mentioned meetings. As part of regularly scheduled negotiations meetings, the teachers' association and the classified association were provided updates on LCAP goals and funding. The teachers' association, GOTA, met with the district superintendent on a regular basis during the pandemic to discuss student and staff needs. Sessions with bargaining groups were held to discuss re-opening plans/needs as well as input on moving forward.

Members of the administrative team met with student groups to gain their input on what is working and not working in our schools. Students were also provided the opportunity to share what they would like to see at our schools in the future. Student meetings were held for Gold Oak Elementary students on February 21, 2019. Pleasant Valley Middle School students met on April 27, 2021. Students represented a cross of all student groups. In addition, students took part in the Healthy Kids Survey in February of 2020 and March of 2021.

Consultation with the El Dorado County SELPA and El Dorado County Foster Youth Services was conducted on April 21, 2021.

An updated LCAP draft was available for public review beginning June 1, 2021, for the public hearing held on June 7, 2021. The draft was available for review and input on our website as well. The final draft of the LCAP went to the Board for approval at the regular Board Meeting held on June 14, 2021.

At the September 13, 2021 Board of Trustees Meeting, the ESSER III plan was discussed with the board and the public. We were able to share the allocation amount and the plan that had been discussed previously. Input was received to keep the actions developed under the LCAP planning process and utilize the ESSER III dollars to continue these program actions for as long as possible.

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

Input to the development of the 2021 LCAP was greater than in previous years. All stakeholders voiced a central theme centering on learning loss during the pandemic and how the goals and actions outlined in the LCAP could provide support to close gaps. As a result of feedback from the Parent Advisory Committee (PAC) and staff, actions related to providing early literacy support were added. In addition, all groups recognized the need to provide as much small group instruction as possible. The district maintained the staffing levels of previous years, despite a drop in enrollment, to help with this need. Also, an action in the LCAP was added to increase the number of instructional assistants to support small groups in a classroom. Parents also provided input into the need to focus on some of our most vulnerable students. In response, some of the additional instructional assistants were added to focus on providing support to these specific students. In parent surveys, board meetings, PAC and staff meetings, the need for providing students with additional social-emotional support was brought up. Training for both certificated and classified staff in social-emotional learning was added as well as actions related to supporting a positive, engaging culture and climate and providing additional counseling services. While providing for the health and safety of our students has always been part of our LCAP planning, a new layer of health and safety related to COVID-19 was incorporated into this plan. The ESSER III dollars will allow for the desire of the community to continue with these actions for a longer period of time.

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

366,826

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP, Goal 2, Action 11	Additional Counseling Services	Extend the temporary contract for 2021-22 with Summitview to provide social-emotional support, counseling, wellness center services to 2022-23 and 2023-24. This is additional counseling allows for five days per week coverage of our sites.	100,000
LCAP, Goal 1, Action 6 and 7	Intervention Staff support	Extend temporary staffing for 2021-22 to 2022-23- Teacher on Special Assignment (TOSA) and Instructional Aides to support learning loss (91,706 of TOSA is in next section to address the impact of lost instructional time). The instructional aides will be hired to support students who have experienced learning loss, particularly targeting our low income and foster youth students. The TOSA will target the learning loss needs of students struggling in reading and/or math. TOSA will support small group instruction for students and provide teacher training and support.	94,660
LCAP, Goal 1, Action 11 and 17	Intervention materials	Extend subscriptions to intervention software and purchasing additional intervention materials in 2022-23 and 2023-24. These include reading assessment software (ESGI), Accelerated Reader to assess reading growth, ALEKS math to provide remediation and acceleration for math skills, and materials to support the TOSA in reading intervention.	32,000
LCAP, Goal 1, Action 9	Additional Special Education Support Personnel	Extend temporary additional Special Education staff for 2021-22 to 2022-23. This additional position is to support the specific learning loss needs of our Special Education students. This is an additional position, supplementing our current program.	49,000
	Health and Safety	Continued purchases of cleaning and disinfecting supplies, PPE, air filters, and additional custodial hours to provide additional sanitation as needed under COVID-19 safety protocols.	66,473

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP, Goal 2, Action 9	Nurse additional time	Continued additional nurse time- additional hours needed to address COVID response needs.	12,868
	Educational Technology	Purchase of hardware, software, and connectivity devices/data plans to aid in regular and substantive educational interactions between students and their classroom teacher. There continues to be a need to upgrade hardware to support new software as well as providing hardware and connectivity to students who are participating in Independent Study options.	12,154

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

91,706

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP, Goal 1, Action 7	TOSA- Intervention support	Extending the temporary Teacher on Special Assignment (TOSA) in 2021-22 for one additional year to continue to provide intervention to address the academic impact of lost instructional time. The TOSA will work with teachers on assessment to determine intervention needs in early literacy and/or math. TOSA will provide small group intervention as well as work with teachers within the classroom and provide teacher training.	91,706

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

NA

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

Ensuring Interventions are Addressing Student Needs

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

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
Additional Counseling Time	Additional counselors will be required to document numbers of students served and a general description (without breaking confidentiality) of issues addressed. Counselors will also document time working with staff on how to support students in social-emotional needs and time leading staff training. California Healthy Kids Survey data will be used to measure how students feel and how counseling is meeting their needs.	Additional counselor will formally report monthly on progress and time with students and informally as needed. California Health Kids Survey will be administered in the spring of each year.
Intervention Staff support	A schedule of how additional aides are being utilized in each of the schools will be provided. Feedback from staff and parents on surveys will determine the effectiveness of the time. A reduction of referrals of students to	Schedules for support staff will be monitored monthly and adjusted as necessary. TOSA will share with site administrators assessment data for intervention students each trimester.

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
	administration for discipline and referrals for special education testing will also be used to determine the effectiveness. The teacher on Special Assignment will report to the site administrator to share assessment data, schedule of teachers/students being served. Overall benchmark assessments and CAASPP tests will demonstrate improvement in academics.	
Intervention Materials	Teacher on Special Assignment will evaluate any requested intervention materials for use by the TOSA before purchase and, if purchased, monitor effectiveness by analysis of student data reports. Data reports may be through the software itself or through benchmark assessments. Positive overall student growth is expected.	Benchmark tests held every six to twelve weeks (grade reporting periods)
Additional Special Education Personnel	The additional time will allow for lower adult to student ratios and provide support to newer Special Education teachers. Progress will be monitored through positive growth on individual IEP student goals.	Progress reports on student goals will be every six to twelve weeks (grade reporting periods)
Health and Safety materials and additional nursing time	The purpose of additional health and safety materials and nursing time is to reduce the transmission as much as possible of COVID-19 in our schools. Progress will be monitored by our daily reporting of students out ill for COVID-19 related reasons. Facilities director will monitor the proper use of materials by custodial staff through training and oversight.	COVID-19 related illnesses are tracked daily. Custodial training happens formally once per year and monthly as part of regular meetings with custodial staff or as necessary.
Educational Technology	Hardware and software purchased to support the learning needs of students will be monitored through purchase order and the effectiveness through the monitoring of student data (see intervention materials). District will track students provided with hardware and	Purchases are tracked monthly. Distribution of Chromebooks and connectivity devices is kept in a master list and updated each time there is an addition or change. Students are allowed to check out devices for an entire school year.

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
	connectivity devices to those families who do not have access.	

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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