

ESSER III Expenditure Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Orange Center School District	Terry Hirschfield Superintendent	thirschfield@orangecenter.org 559-237-0437

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
Orange Center School District 2021-2022 LCAP	OCSD Website: www.orangecenter.org ; Orange Center School District Office: 3530 S. Cherry Ave, Fresno , CA 93706
Orange Center School District 2021-2022 ELOG Plan	OCSD Website: www.orangecenter.org ; Orange Center School District Office: 3530 S. Cherry Ave, Fresno , CA 93706
Orange Center School District 2021-2022 COVID 19 Safety Plan	OCSD Website: www.orangecenter.org ; Orange Center School District Office: 3530 S. Cherry Ave, Fresno , CA 93706

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
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\$1,701,568.00

Plan Section	Total Planned ESSER III
Strategies for Continuous and Safe In-Person Learning	Expenditures \$1,223,568.00

Plan Section	Total Planned ESSER III
Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)	Expenditures \$478,000.00
Use of Any Remaining Funds	0

Total ESSER III funds included in this plan

\$1,701,568.00

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 LEA provided all District staff the opportunity to work with administration on August 14-16, 2021, upon return to in person learning to review current practices and to gain information for guiding decision making for future relief dollars, such as ESSER III.

The LEA held a School Site Council, Parent Advisory Committee and District English Learner Advisory Committee Meeting on October 11, 2021 to provide information about ESSER III funds and to present expenditure plan ideas.

The LEA held a meeting for OCTA union members to review ESSER III Plan expenditures, and to collect feedback from Union members on October 11, 2021.

The LEA held a meeting with the OC Associated student Body officers to collect input on the ESSER III expenditure plan on October 12th, 2021.

A description and overview of the plan were presented at the regularly scheduled board meeting on October 13th, 2021.

A parent survey was provided to all families at the close of the school year in May 2021, to collect ideas and information regarding District practices and to collect information that would help drive decision making efforts for expenditures for future ESSER and COVID Relief dollars.

The LEA provided a public comment period during the Regular board meeting on October 12, 2021, there were no comments made in regards to the ESSER III.

The final draft of the ESSER III Plan was presented to the PAC, DELAC, SSC for final consultation of SSC on October 26 , 2021.

The District has increased efforts to reach out to all stakeholders. This year's process allowed for data to be shared with stakeholders through parent meetings and the District website, as well as a greater opportunity to be involved in the input process. The District does not have a classified bargaining unit, but classified employees, confidential management, and administrators to include the administrator who is assigned to the special education program, are given the opportunity to participate in the ESSER III planning process during the ALL STAFF meetings, in addition to all other stakeholder meetings that were available.

The District evaluated its stakeholder engagement opportunities and determined that Civil Rights Groups/Tribes/Advocates are neither present nor served by the LEA.

Translation services were available at all meetings in English and Spanish and in Hmong upon request of our Hmong Liaison. A Special board meeting was held on October 27th, in which the board approved the ESSER III Expenditure Plan.

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

LEA stakeholders include the following: Students, Teachers, Support Staff, Parents, Administrators, SELPA, Behavioral and Mental Health Team Members, and the Community. Stakeholder meetings were held and have provided ideas and input primarily for the following: Student activities to support music/art and dance to help relieve stress and positivity impact academic progress. Increased academic support in the means of tutoring, intervention programs, field trips, independent studies and intervention staff. Increased availability of socio emotional learning and counseling support. Increase nurse/health services. Improved and increased amount of facilities to ensure a safe and comfortable learning environment. Increased amount of supplies to increase physical activities and improve mental health of 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

\$1,223,568.00

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
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<p>OCSD LCAP Goal 2 Action 6</p>	<p>Community Learning and Counseling Center</p>	<p>LEA realized the need for increasing mental health services and parent/family communication services directly impacted by the pandemic. In order to maintain the health and safety of students, teachers, support staff, and families the LEA plans to open a Community Learning/Counseling Center to Provide Mental Health supports for Students, SEL Resources & Parent/Family Education. We will use these funds towards the multi-year lease of a Modular building to provide offices for our SEL Support Staff.</p>	<p>\$269,000.00</p>
<p>OCSD COVID-19 Safety Plan</p>	<p>Campus Safety and Improved Facilities: Air Filtration System and AC Unit: Cafeteria</p>	<p>LEA realized the need for improving air quality and the need for an air filtration system in the cafeteria to reduce the transmission of the COVID -19 virus. In order to maintain the health and safety of students, teachers, support staff, and families the LEA plans to remove the current cooler and replace it with an AC unit and air filtration system. The cafeteria is a hub for all activities and meals on campus. This will provide a safer environment for all parent engagement activities, all student meal times and after school program activities.</p>	<p>\$93,000.00</p>
<p>OCSD LCAP Goal 2 Action 1</p> <p>OCSD COVID-19 Safety Plan</p>	<p>Campus Safety and Improved Facilities: Back Drive</p>	<p>Due to the need for additional entrance points on campus to be able to maintain social distance amongst students, the District realized the need for an addition of pavement in a back driveway for bus use while transporting students, in order to maintain the health and safety of students, teachers, and support staff. The LEA plans to pave a current unpaved driveway that was not in use prior to the COVID 19 pandemic. The district has the capacity to transport over half of our students to and from school daily. This will ensure a safer transport of all bus riding students and staff.</p>	<p>\$25,000.00</p>
<p>OCSD LCAP Goal 2 Action 2</p>	<p>Campus Safety and Improved Facilities: Front</p>	<p>Due to the need for additional entrance points on campus to be able to maintain social distance amongst students,</p>	<p>\$479,768.00</p>

OCSD COVID-19 Safety Plan	Drive	families and visitors, the District realized the need for allowing parents to drive up and drop off students because of the COVID 19 Pandemic. In addition, the drive is needed to accommodate increased traffic needed to accommodate COVID 19 vaccination clinics, food distribution, COVID 19 testing and pick for students from the isolation area. The current state of the driveway may cause a safety issue as it has become cracked from use and high flow traffic, in order to maintain the health and safety of students, teachers, and support staff. The LEA plans to repair a current driveway that requires repair and was not in use for drive up and drop off use prior to the COVID 19 pandemic.	
OCSD COVID-19 Safety Plan	Campus Safety and Improved Facilities: Portable: Removal and Replace of Current Portable	LEA realized the need for increasing space available and providing hand washing and bathroom facilities inside a kindergarten classroom. In order to maintain the health and safety of students, teachers, support staff, and families the LEA plans to remove and replace a current portable and replace it with a Kindergarten classroom that provides bathroom and handwashing facilities in the classroom to reduce virus transmission.	\$274,300.00
N/A	Engineering and Architect costs: Estimate	In order to properly plan for improvements included in this plan, to the school facility, the district must utilize the services of an engineer and architect to assure all state ed code and laws are followed,	\$40,000.00
OCSD LCAP Goal 2 Action 2	Campus Safety and Improved Facilities: Remove and install flooring in cafeteria for disinfection	LEA realized the need for improving the ability to properly disinfect and sanitize the cafeteria floor. In order to maintain the health and safety of students, teachers, support staff, and families the LEA plans to remove the current flooring and replace it with a hard surfaced floor. The cafeteria is a hub for all activities and meals on campus. This will provide a safer environment and decrease transmission of	\$30,000.00

		the COVID 19 virus, for all parent engagement activities, all student meal times and after school program activities.	
OCSD LCAP Goal 2 Action 4	10 additional FCSS nurse days 2 years 21/22 & 22/23	Due to the high number of student illness and contact tracing required for students to return to school after experiencing symptoms of COVID 19, the district has recognized an increased need of support for our already budgeted School LVN through the FCSS Registered School Nurse Contract. This provides families with education, instructions, and support for their children in order to return to school as soon as possible after possible exposure or symptoms onset.	\$12,500.00

Addressing the Impact of Lost Instructional Time

A description of how the LEA will use funds to address the academic impact of lost instructional time.

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

\$478,000.00

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
Expanded Learning Opportunities Grant (Action 1)	Extended School Day/ Academic Supports: Reading/Math Intervention	In order to address the impact of Learning Loss, the LEA will provide additional interventions and support beyond the instructional school day by hiring an .75 FTE intervention teacher. Supports and interventions will be provided in English Language Development, Reading, and Math. Materials will be purchased to provide interventions. The	\$150,000.00

		ESSER III dollars will be used to support this action past 2022.	
N/A	Academic Mode of Instruction: Independent Studies	In order to address the requests to utilize Long Term Independent Studies and mode of instruction, due to the COVID 19 pandemic, the LEA will provide an Independent Study Teacher.	\$80,000.00
Expanded Learning Opportunities Grant (Action 1)	Academic Summer School Staffing/Materials	LEA will provide opportunities to extend the school year for our underserved students by providing Summer School opportunities 2021-22 and the 2022-2023 School Years. The ESSER III dollars will be used to support this action past 2022.	\$110,000.00
OCSD LCAP Goal 1 Action 3	Professional Development	Our current LCAP includes Professional Development, however the impact of the pandemic resulted in an increase in student academic and mental health needs. The LEA will increase opportunities for Teacher/Support Staff Professional Development in the areas of English Language Development, Reading, Math, Social-Emotional supports. FCSS- Curriculum and Instruction PL 2022-2023	\$30,000.00
N/A	Extended School Day/ Academic Supports	In order to address the impact of Learning Loss, the LEA will increase the number of hours of instruction in the 2022-2023 school year. Salary for staff to provide additional interventions and support and planning beyond the current instructional school day will need to be provided. Supports and interventions will be provided in English Language Development, Reading, Math, Social Emotional support.	\$100,000.00
OCSD LCAP Goal 5 Action 2	Technology & Connectivity	Although our current LCAP provides Technology purchases (Chromebooks) for all students, due to the impact of the pandemic and during the hybrid instructional day, all Chromebooks were sent home with students. Upon the return of this equipment, the LEA realized that the	\$8,000.00

		equipment conditions were not favorable for usage for in person instruction needs. In order to address student academic, social, emotional and mental health needs as well address opportunity gaps that may exist, also in preparation for any student/family needs of Independent Study throughout the year, LEA will purchase Additional Technology and Connectivity for students, staff and families which may include Chromebooks for check out, and/or additional hotspots and service for connectivity	
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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

N/A

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

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
Extended School Day/ Academic Supports: Reading/Math Intervention	LEA will measure student progress in academics, language proficiency through interims, benchmarks, reading inventories, and state & local assessments	Monthly , Annually
Community Learning and Counseling Center	LEA will measure the amount of students, parents serviced through the Center through referrals, sign in sheets, Student Study Team meetings, Parent Education attendees, Student attendance	Monthly , Annually
Academic Summer School Staffing/Materials	LEA will measure student progress in academics, language proficiency through interims, benchmarks, reading inventories, and state & local assessments	Monthly , Annually
Professional Development	LEA will measure utilizing staff satisfaction surveys, classroom observations, evaluations	Monthly , Annually
Extended School Day/ Academic Supports	LEA will measure student progress in academics, language proficiency through interims, benchmarks, reading inventories, and state & local assessments	Monthly , Annually
Technology & Connectivity	LEA will measure utilizing student & parent Tech usage through classroom observations, tech check outs, parent education sign ins	Monthly , Annually
Community Learning and Counseling Center Campus Safety and Improved Facilities: Air Filtration System and AC	The LEA will measure effectiveness of these actions by monitoring attendance rates. Facilities in good repair as measured by the annual Facilities Inspection Tool (FIT)	Annually

<p>Unit: Cafeteria</p> <p>Campus Safety and Improved Facilities: Back Drive</p> <p>Campus Safety and Improved Facilities: Front Drive</p> <p>Campus Safety and Improved Facilities: Portable: Removal and Replace of Current Portable</p> <p>Campus Safety and Improved Facilities: Remove and install flooring in cafeteria for disinfection</p>		
<p>10 additional FCSS nurse days 2 years 21/22 & 22/23</p>	<p>Attendance reports as related to illness and quarantine. Positivity rates reports on campus.</p>	<p>Each trimester</p>

ESSER III Expenditure Plan Instructions

Introduction

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

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

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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;

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- 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.

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- 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.).

