

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
2021-2022 Local Control & Accountability Plan (LCAP)	https://www.basslakeschooldistrict.com/cms/lib/CA02209339/Centricity/ModuleInstance/19/2021-22%20Local%20Control%20and%20Accountability%20Plan%20LCAP.pdf

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
\$3,924,383

Plan Section	Total Planned ESSER III
Strategies for Continuous and Safe In-Person Learning	\$2,354,629.80
Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)	\$784,876.60
Use of Any Remaining Funds	\$1,569,753.20

Total ESSER III funds included in this plan

\$3,924,383

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.

In an effort to successfully address the lost instructional time due to school closures during the 2019-2020 and 2020-2021 school years, the District will be continuing the plans and actions contained in the 2021-2022 Local Control Accountability Plan (LCAP) which were developed with an extensive amount of meaningful stakeholder engagement and input during the 2020-2021 school year. The process used to obtain meaningful public input is described below:

The stakeholder process in the development of the new LCAP proved to be the most challenging process ever experienced since the inception of the LCAP and Annual Update processes years ago due primarily to the COVID-19 pandemic and associated guidance and protocols. In-person meetings were not allowed under the health & safety guidance, which forced the District to rely upon Google Meets and Zoom sessions with various stakeholders. The District solicited stakeholder feedback dating back to June 2020 regarding various school reopening, distance learning, independent study program, broadband connectivity issues, health & safety protocols, academic supports & services (especially during distance learning), elementary school waiver application process, and more. School leaders conducted a variety of stakeholder meetings throughout the year which yielded data and information that was instrumental in the development of this LCAP. Such meetings included, staff, PTA/PTC, school site council, English learner advisory council (ELAC), and more. In April-May 2021, the District

posted its annual LCAP stakeholder survey and received 132 responses from stakeholders---the most responses to a LCAP survey in at least five years! A combination of virtual meetings, surveys, and even direct phone calls to school and District leaders from concerned stakeholders allowed the District to continuously engage stakeholders throughout the 2020-2021 school year which provided ample data and information that was considered in the development of this LCAP.

The District made increased efforts to meaningfully engage parents and families of underserved students. These include: students who speak languages other than English, English learners, low-income, students of color, foster youth, homeless, and students with disabilities.

Below is a snapshot of many of these stakeholder meetings that were held throughout the District which yielded information and data that was considered in the development of this LCAP:

August 10, 2020: OES staff meeting; OCI staff meeting; Wasuma/Fresno Flats CDS staff meeting

August 11, 2020: Wasuma/Fresno Flats classified staff meeting

August 26, 2020: Wasuma/Fresno Flats CDS staff meeting

September 2, 2020: Wasuma school site council meeting

September 3, 2020: OES staff meeting

September 17, 2020: Wasuma/Fresno Flats CDS staff meeting

September 23, 2020: Wasuma/Fresno Flats CDS staff meeting

September 23, 2020: Wasuma PTA Executive Committee meeting

September 29, 2020: OES staff meeting

October 5, 2020: Wasuma/Fresno Flats CDS staff meeting

October 7, 2020: OES school-based coordinated council meeting

October 8, 2020: OCI site council meeting

October 8, 2020: Wasuma school site council meeting

October 12-16, 2020: Parent-Teacher Conference Week--Districtwide

October 13, 2020: Wasuma PTA general meeting

October 27, 2020: OES staff meeting

November 3, 2020: Wasuma/Fresno Flats CDS staff meeting

November 10, 2020: Wasuma PTA general meeting

November 18, 2020: OES school-based coordinated council meeting

December 7, 2020: OES staff meeting

December 8, 2020: OCI site council meeting

December 8, 2020: Wasuma PTA general meeting

December 17, 2020: OES school-based coordinated council meeting

January 4, 2021: Wasuma/Fresno Flats CDS staff meeting

January 12, 2021: Wasuma school site council meeting

January 12, 2021: Wasuma PTA general meeting

January 16, 2021: OES Parent-Teacher Club meeting

January 26, 2021: OCI site council meeting

February 9, 2021: Wasuma PTA general meeting
February 10, 2021: OES school-based coordinated council meeting
February 24, 2021: Wasuma school site council meeting
March 4, 2021: OES staff meeting
March 8, 2021: Wasuma/Fresno Flats CDS staff meeting
March 9, 2021: Wasuma PTA general meeting
March 16, 2021: OCI site council meeting
March 17, 2021: OES school-based coordinated council meeting
March 22, 2021: Wasuma/Fresno Flats CDS staff meeting
March 29, 2021: OES staff meeting
April 20, 2021: Wasuma PTA general meeting
April 21, 2021: Wasuma school site council meeting
April 27, 2021: OES Parent-Teacher Club meeting
April 28, 2021: OES school-based coordinated council meeting
April 29, 2021: OES/District English learner advisory committee meeting
May 5, 2021: OCI site council meeting
May 6, 2021: OES staff meeting
May 10, 2021: Wasuma/Fresno Flats CDS staff meeting
May 11, 2021: Wasuma PTA general meeting
May 17, 2021: Wasuma/Fresno Flats CDS staff meeting
May 25, 2021: OES Parent-Teacher Club meeting
May 26, 2021: Wasuma school site council meeting
May 27, 2021: OES staff meeting
June 2, 2021: OES school-based coordinated council meeting
June 10, 2021: OES staff meeting

In addition to stakeholder meetings such as those listed above, stakeholders had the opportunity to provide feedback and information as the monthly regularly-scheduled Board of Trustees meetings. Those meetings occurred on:

August 12, 2020
September 15, 2020
October 14, 2020
November 18, 2020
December 14, 2020
January 13, 2021
February 10, 2021
March 10, 2021
April 7, 2021
May 12, 2021

June 23, 2021 (Public hearing for LCAP and Budget)
June 30, 2021 (Final approval of LCAP and Budget)

The volume and varied nature of the above stakeholder engagement meetings held throughout the 2020-2021 school year despite the pandemic, allowed stakeholders and stakeholder groups plenty of opportunities for significant and purposeful engagement which was critical to the development of this LCAP and the budget process. The stakeholder engagement continues to support the District's comprehensive strategic planning, accountability, and school improvement processes currently in place and/or planned for future years as described in this LCAP. Stakeholder engagement as described above is ongoing throughout the school year, as evidenced by the list of meetings above. Other stakeholder groups with whom the District continuously engages include California School Employees Association Local #757, Bass Lake Teachers Association, English Learner Advisory Committee, Special Education Local Plan Area (SELPA) administrator, school personnel, parents, students, and community members.

The District conducted a stakeholder survey in October 2021 in preparation for the development of the ESSER III Expenditure Plan. The District posted the survey on its website and made several attempts to contact all stakeholders through the use of the Blackboard Connect communications platform, inviting all stakeholders to visit the website and complete the survey. In the first week, the District received nearly 70 responses from individuals representing a variety of stakeholder groups, including: parents, family members, community members, teachers, classified staff, administrators, California School Employee Association (CSEA) members, Bass Lake Teachers Association (BLTA) members, and parents whose students are currently receiving services in the following programs---special education/IEP, 504 Plan, Rtl-Reading, Rtl-social-emotional health, foster youth, and regular mainstream academic programming. The District initially did not receive input from parents of English learners or Homeless, so increased efforts will be carried out during the 2021-2022 school year to seek such engagement and input. Similarly, the District will engage student groups, mostly comprised of middle school/junior high aged children, for meaningful input.

The District evaluated its stakeholder opportunities made available throughout the community and determined that special interest groups, civil rights groups, tribal authorities, and other advocate groups either already contributed meaningful input through the opportunities previously described or are neither present and/or served by the District.

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

Interestingly, the spring LCAP annual survey provided a summary of what school and District leaders had heard and learned throughout the school year from the stakeholder meetings and previous surveys. Great concern was voiced about the social-emotional, behavioral, and mental health of students, both during distance learning and in preparation for the return to in-person instruction. The same concerns have been provided in preparation for the 2021-2022 school year. Similarly, concerns were raised about students' physical health, such as obesity, weight gain, conditioning, strength, and stamina. These are critical components of this LCAP because as research shows, a student's basic needs must first be met before the child is open to academic or social-emotional growth and development. This and other feedback as described below was consistently received from all stakeholder groups throughout the school year, culminating with the annual LCAP survey, including school site councils, PTAs/PTCs, school classified and certificated staffs, students, parents, English learner advisory committee, and the District leadership team.

Among other survey feedback provided by stakeholders:

(stakeholders who received the survey that produced the following data were district staff, parents/guardians, community members)

*92% of survey respondents believe the District and its schools set high standards for academic success

*90% of stakeholders believe the District and its schools provide parents with information about grade-level standards that their child(ren) is (are) responsible for mastering

*89% of stakeholders believe the District and its schools meet the individual academic needs of their child(ren)

*88% of stakeholders believe the District and its schools update academic programs based upon student achievement data

*79% of stakeholders believe the District's schools are in good physical repair

*87% of stakeholders rate the District's academic program as very effective

*96% of stakeholders believe the District's teachers utilize a variety of materials, resources, technology, and strategies to help students learn

*98% of stakeholders believe the District and its schools respond promptly to emails, phone calls, and messages

*95% of stakeholders believe teachers in the District genuinely care for the academic progress and overall safety & welfare of students

*89% of stakeholders believe problems and conflicts are dealt with in a fair and constructive manner in the District

*94% of stakeholders believe the District's schools keep parents/guardians well-informed about the progress of their child(ren)

*89% of stakeholders would recommend the District's schools to parents looking for a new school for their child(ren) to attend

Stakeholders identified the following items as most critical to improving District and school performance:

(stakeholders who received the survey that produced the following data were district staff, parents/guardians, community members)

- 1) Extended learning opportunities (after-school programs, summer school, reading camps, math academies, etc.) (55%)
- 2) Providing social-emotional and mental health supports & services (47%)
- 3) High-quality instruction (39%)
- 4) Curriculum and supplemental instructional materials (39%)
- 5) Student, family, and community support (38%)

*91% of stakeholders believe students have access to high-quality curriculum and instructional materials (including technology resources) Districtwide

*93% of stakeholders believe District teachers provide high-quality instruction

*90% of stakeholders believe the District and its school are effective in creating safe, professional learning environments

*95% of stakeholders believe the District and its schools seek parent/guardian/community input (e.g., PTA/PTC, school site councils, ELAC/DELAC, parent-teacher conferences, etc.)

State Priority Goal #1: Basic Services

*Stakeholders' top-three identified services that they believe are most important for the District and its schools to improve are:

- 1) Access to physical and mental health services for students/families/guardians (53%)
- 2) Student access to curriculum and instructional materials (including textbooks, technology, etc.) (51%)
- 3) Teacher recruitment, selection, retention, new teacher support, and professional development (47%)

State Priority Goal #2: Implementation of State Standards

*Stakeholders' top-three identified services they believe are most important for the District and its schools to improve are:

- 1) Classroom resources and instructional materials for teachers (70%)
- 2) Access to high-quality curriculum and supporting materials (58%)
- 3) Collaboration, planning, and grade-level time for teachers (57%)

State Priority Goal #3: Parent Engagement

*Stakeholders' top-three services believed to be most important for the District and its schools to improve are:

- 1) Ongoing parent/family/guardian communication (58%)
- 2) Parent/family/guardian resource centers at school sites (42%)
- 3) Access to technology and internet outside of school (40%)

State Priority Goal #4: Student Achievement

*Stakeholders' top-three services believed to be most important for the District and its schools to improve are:

- 1) Increased opportunities for extended learning opportunities (e.g., after-school programs, tutoring, enrichment classes, summer school, reading academies, math/science camps, etc.) (68%)
- 2) Increased academic supports for students (57%)
- 3) Increase student writing activities and practices at every grade level, and increases reading and/or math labs (44%)

State Priority Goal #5: Student Engagement

*Stakeholders' top-three services believed to be most important for the District and its schools to improve are:

- 1) Extracurricular activities, clubs, events, and programs (68%)
- 2) Extended learning opportunities (after-school programs, math/science camps, reading academies, health & fitness clubs, etc.) (61%)
- 3) Additional social-emotional and mental health counselors (38%)

State Priority Goal #6: Student Climate

*Stakeholders' top-three services believed to be most important for the District and its schools to improve are:

- 1) Mental health resources and behavioral intervention teams (73%)
- 2) Social & emotional learning (curriculum, activities, circle of friends, PBIS programs & activities) (72%)
- 3) Positive school culture programs and activities (68%)

State Priority Goal #7: Access to Broad Course of Study

*Stakeholders' top-three services believed to be most important for the District and its schools to improve are:

- 1) Student access to field trips and other beyond-the-classroom learning activities (real and virtual) (72%)
- 2) Co-curricular programs, courses, and activities (band/music, Spanish/world languages, etc.) (67%)
- 3) Challenging and engaging elective courses (63%)

State Priority Goal #8: Other Student Outcomes

*Stakeholders' top-three services believed to be most important for the District and its schools to improve are:

- 1) Connecting classroom learning to real world and job-based skills and experiences (86%)
- 2) Athletics, music/band, arts, drama/performing arts, dance (83%)
- 3) Community service oriented programs, activities, clubs (66%)

A draft of the 2021-2022 LCAP was presented to the parent advisory/DELAC committee on June 23, 2021.

The superintendent did not receive any written comments regarding the 2021-2022 LCAP draft.

This District's LCAP was heavily influenced by stakeholder input. The creation of the three goals were all a byproduct of strategic planning by District and school leadership, and reinforced or validated by stakeholder input as described below:

Goal 1: "Each and every student will receive high-quality instruction and learning opportunities that will prepare them for high school and their post-secondary pursuits (college, trade school, military, and/or the workplace), provided by highly-qualified professionals in clean, caring, safe, and secure environments."

Stakeholder input that led directly to the formation of this goal:

*LCAP Stakeholder Survey: In response to State Priority Goal #1 Basic Services, 51% of stakeholders identified student access to curriculum and instructional materials, while 47% chose teacher recruitment, selection, retention, new teacher support, and professional development as most important for the District and its schools to improve.

*LCAP Stakeholder Survey: In response to State Priority Goal #2 Implementation of State Standards, 70% of stakeholders identified classroom resources and instructional materials for teachers as most important for the District and its schools to improve, while 58% chose access to high-quality curriculum and instructional materials, and 57% chose collaboration, planning, and grade-level time for teachers.

*LCAP Stakeholder Survey: Only 79% of stakeholders believe the District's schools are in good physical repair, a number deemed too low by District and school leadership. The District's facilities are aging and in need of repair and/or replacement.

*LCAP Stakeholder Survey: Eleven percent of stakeholders believe that the District does not meet the individual needs of their child(ren).

*LCAP Stakeholder Survey: Thirteen percent of stakeholders do not agree that the District's academic program is very effective.

These, among others, led directly to the inclusion of Goal #1 and its accompanied actions based in large part on the valuable input of stakeholders.

Goal 2: "Each and every student will receive access to high-quality intervention and support programs, services, and enrichment activities, with an emphasis on individualizing academic and social-emotional behavioral health & safety challenges and responsibilities, in physically, emotionally, and cognitively safe learning environments."

Stakeholder input that led directly to the formation of this goal:

*LCAP Stakeholder Survey: In response to State Priority Goal #1 Basic Services, 53% of stakeholders (more than any other selection) identified access to physical and mental health services for students/families/guardians as most important for the District and its schools to improve.

*LCAP Stakeholder Survey: In response to State Priority Goal #4 Student Achievement, in order for the District and its schools to improve, 68% of stakeholders said that increased opportunities for extended learning opportunities was most important, while 57% identified increased academic supports for students and 44% chose increased student writing activities and practices at every grade level and increases in reading and math labs.

*LCAP Stakeholder Survey: In response to State Priority Goal #5 Student Engagement, 68% of stakeholders identified extracurricular activities, clubs, events, and programs as most important for the District and its schools to improve, while 61% selected extended learning opportunities and 38% chose additional social-emotional and mental health counselors.

*LCAP Stakeholder Survey: In response to State Priority Goal #6 Student Climate, 73% of stakeholders selected mental health resources and behavioral intervention teams as being most important for the District and its schools to improve, while 72% chose social & emotional learning, and 68% identified positive school culture programs and activities.

*LCAP Stakeholder Survey: In response to State Priority Goal #7 Access to Broad Course of Study, 72% of stakeholders identified student access to field trips and other beyond-the-classroom learning activities as being key to the District and its schools improving, while 67% selected co-curricular programs, courses, and activities, and 63% chose challenging and engaging elective courses.

*LCAP Stakeholder Survey: In response to State Priority Goal #8 Other Student Outcomes, 86% of stakeholders said that connecting classroom learning to real world and job-based skills and experiences is most important for the District and its schools to improve, while 83% identified athletics, music/band, arts, drama/performing arts, and dance, and 66% chose community service oriented programs, activities, and clubs.

*LCAP Stakeholder Survey: Twelve percent of stakeholders do not agree that the District and its schools update academic programs based upon student achievement data.

These results led directly to the development of Goal #2 and its planned actions.

Goal #3: "Each and every stakeholder will receive opportunities to engage in the learning process by promoting opportunities that strengthen skills, competencies, and abilities of students, parents, staff, and the community."

Stakeholder input that led directly to the formation of this goal:

*LCAP Stakeholder Survey: In response to State Priority Goal #3 Parent Engagement, 58% of stakeholders cited ongoing parent/family/guardian communication is most important for the District and its schools to improve, while 42% selected parent/family/guardian resource centers at school sites, and 40% chose access to technology and internet outside of school.

*LCAP Stakeholder Survey: Ten percent of stakeholders did not agree that the District provides parents with information about grade-level standards that their child(ren) is (are) responsible for mastering. Such a high percentage is a concern that can be addressed with additional engagement and school-to-home communication.

*LCAP Stakeholder Survey: Eleven percent of stakeholders would not recommend the District's schools to parents looking for a new school for their child(ren) to attend.

These results and input directly led to the development of Goal #3 and its planned actions.

Results from the October 2021 ESSER III Stakeholder Survey were very similar to those obtained earlier in the year in the development of the LCAP. Nearly 72% of survey respondents identified providing mental health services and supports, including through the implementation of evidence-based full-service community schools as a top priority for the District. Other priorities identified include: purchasing educational technology (including hardware, software, and connectivity) for students served by the LEA that aids in regular and substantive educational interactions between students and their classroom teachers, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment; inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification, and other air cleaning, fans, control systems, and window and door repair and replacement; providing principals and other school leaders with the resources necessary to address the unique needs of their individual 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 low-income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care; addressing learning loss among students, including low-income students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children in foster care, of the local educational agency, including 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 progress and assist educators in meeting students' academic needs, including through differentiating instruction; implementing evidence-based activities to meet the comprehensive needs of students; providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment; and tracking student attendance and improving student engagement in distance education; and addressing the needs of low-income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.

To address the loss of instructional time, survey respondents identified the following top priorities for the District:

- *Mental health services and supports
- *Comprehensive after school programs
- *Evidence-based high dosage tutoring
- *Adoption or integration of social emotional learning into the core curriculum/school day
- *Summer learning or summer enrichment

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

\$2,254,629.80

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP, Goal 2, Action 9	Comprehensive School Safety Program	<p>The District will implement and maintain a comprehensive school safety program at all District sites. The District will transition from a single Comprehensive School Safety Plan to single site plans that are specific to each site's needs, practices, and protocols. Once approved and in place during the 2021-2022 school year, such plans will be annually reviewed and updated accordingly. The District utilizes the Catapult Emergency Management System to communicate local emergencies within the District and community areas immediately surrounding District school sites and assist school and District leaders in coordinating response services to such emergencies.</p> <p>A critical component of school safety is the inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating,</p>	\$1,374,125.00

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		<p>ventilation, and air conditioning systems, filtering, purification, and other air cleaning, fans, control systems, and window and door repair and replacement.</p> <p>In addition to the pandemic, the District has been subjected to a number of wildfires resulting in school shutdowns due to poor air quality. The District plans to use ESSER III funds to upgrade its indoor air quality systems. This process will include equipment and electrical upgrades to all units in the District.</p>	
LCAP, Goal 1, Action 3 and LCAP, Goal 2, Action 9	Educational Technology Department and Comprehensive School Safety	<p>The District will continue to maintain the Educational Technology Department. Department staff will be responsible for maintaining and upgrading existing technology infrastructure and connectivity throughout the District. A Technology Coach position will be maintained whose primary focus is on the development of staff and students in the utilization of various educational technology applications, software, and hardware. The District will maintain and expand educational opportunities focused on the use of technology, including the Solar Suitcase Program, LEGO Robotics, and other STEAM courses and programs throughout the District.</p> <p>A critical component of the Educational Technology Department is the maintenance of security camera systems throughout the District, along with hardware and software systems designed to sync a school's clocks, bells, speakers, etc., with the District's emergency management system, Catapult EMS. The purchase of and implementation of such systems is crucial in order to establish and maintain safe in-person learning environments. The project will launch in June 2022 with Districtwide cabling of all school facilities in preparation for the installation of new cameras, clocks, strobe lights, intercom systems, etc.</p>	\$650,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP, Goal 1, Action 5 and LCAP, Goal 2, Action 10	Outdoor Learning Environments	<p>The District will continuously provide clean, caring, safe, and secure learning environments for its students, staff, families, and communities. This includes but is not limited to: physical repairs and upgrades to facilities, general maintenance, video surveillance systems, pandemic-related safety procedures and protocols, clean drinking water, maintenance of the Catapult Emergency Management System (CEMS), and improved bell systems and loud speakers in coordination with the CEMS. Each site in the District will conduct regular safety and maintenance inspections, as well as undergo annual inspections by California Risk Management Authority. Recommended and necessary upgrades or repairs will be completed in timely fashion. The District will also utilize the Facility Inspection Tool (FIT) to conduct such inspections to provide appropriate documentation to be shared with stakeholders in the School Accountability Report Cards, during various stakeholder meetings (Health & Wellness Committee, District Safety Committee, school site council, Board of Trustees, etc.).</p> <p>The District will provide students an enhanced physical health program for students to learn healthy lifestyles that include physical fitness and training activities led by certificated instructional staff Districtwide. Such programming will include physical education instruction during school hours weekly, as well as seasonal interscholastic athletic opportunities. A goal of this action is for students who may otherwise not receive such instruction and opportunity for physical engagement to establish and maintain lifelong healthy choices and lifestyles. Improvements to students' physical fitness will be captured with improved Physical Fitness Test (PFT) results at the end of each year.</p> <p>To further improve the safety of in-person learning in the District, the District will construct outdoor learning areas and</p>	\$230,504.80

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		centers. These structures will include overhead coverings for shade and shelter. The new learning centers will allow teachers to move their class outdoors instead of remaining inside. The structures will also allow physical education teachers outdoor classrooms that can be utilized in the District's health & wellness program.	

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

\$784,876.60

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP Goal 2, Action 1 and LCAP Goal 1, Action 1	Behavioral and Social-Emotional Mental Health & Safety Program	<p>The District will provide a multi-tiered system of support focused on behavioral and social-emotional health & safety. Tier 1 support is provided by classroom teachers and support staff. Students requiring Tier 2 services receive support provided by site-specific Tier 2 PBIS paraeducators. Tier 3 support and services are provided to students through the use of site-specific professional counseling services and support providers.</p> <p>An integral element of such programming is professional development of the staff. Such focused training includes trauma informed practices, PBIS interventions & supports, and other social-emotional behavioral health & wellness topics.</p>	\$250,000.60

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP Goal 2, Action 3	Extended Learning Opportunities	<p>The District will provide students with extended learning opportunities, including but not limited to: after-school programming & clubs, summer enrichment, summer school, Homework Club, Technology Program, GATE-type activities, etc., including Eagle Academy at OES. Unduplicated pupils will have priority for program participation, with other students participating as space allows. The District provides a Director of Special Programs & Projects to oversee the development, implementation, and maintenance of the extended learning opportunities program, in addition to the mathematics, English language arts, English language development, and other such programs. The District also maintains the Bass Lake Independent Study School (BLISS) program, which allows students and families an option for a home school style program to meet the unique individual needs of each child, especially those who need such a program to achieve individual success and personal growth. The District provides opportunities for students to attend outdoor science camp, typically for sixth graders, annually. Since the pandemic deprived students from such opportunities the past two years, the District may attempt to provide such opportunities for sixth, seventh, and eighth grade students in 2021-2022.</p> <p>The District plans to provide high-dosage tutoring services to interested students in 2021-2022. At the outset of the school year, the District has had difficulty in expanding existing tutoring and homework club programs due to a lack of staffing. The District will expand its search to include third-party companies who specialize in tutoring services for schools and districts.</p>	\$300,000
LCAP Goal 2, Action 8	Transportation	The District will continue to provide transportation to and from school for families experiencing difficulty in providing	\$134,876

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		<p>their own transportation for their child(ren). Student learning is heavily connected to regular school attendance. With the District's most recent Chronic Absenteeism rate higher than the State average, the provision of regular daily transportation is imperative for improved student learning. The District will provide transportation for various extended learning and co-curricular student activities such as band/music, field trips, Cadet Corps events, extracurricular activities, etc.</p> <p>The District plans to use ESSER III funds to add a late bus route from each school site for students who wish to participate in after school programming, including tutoring services, as interest and driver availability allow. These new late routes will allow all students the opportunity to make up for lost instructional time, even those who require transportation to and from school.</p>	
LCAP Goal 1, Action 1	Professional Development	<p>Staff will receive professional development that further prepares them to provide meaningful and engaging instruction, services, and/or supports to each and every student. Topics to include: student achievement data analysis systems, supplemental academic support applications, math pedagogy, science of reading, phonological awareness, iReady, student writing, educational technology, English language development, English language arts instructional strategies, and other related topics. Other areas of professional development that will impact multiple goals in this LCAP include: behavioral and social-emotional health & safety, trauma informed practices, mental health, academic intervention, services, and supports, PBIS, strategies to support Foster and Homeless Youth, and other related topics targeting the needs of unduplicated pupils.</p> <p>Subject to collective bargaining, the District is interested in adding "buy back" professional development days to the</p>	\$100,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		school calendar beginning in 2022-2023 to provide staff opportunities to better plan and prepare for the effects brought about by lost instructional time. Such training topics would include the use of student achievement data, instructional skills and strategies, intervention and supports for reading and mathematics, and more. Ideally, such training would occur prior to the start of the school year, but could also be included during the school year.	

Use of Any Remaining Funds

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

Total ESSER III funds being used to implement additional actions

\$1,569,753.20

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
N/A	Individual School Needs	The District plans to provide principals and other school leaders with the resources necessary to address the unique needs of their individual schools with some of the remaining ESSR III funds.	\$750,000
N/A	Preparedness Efforts	The District plans to develop and implement procedures and systems to improve the preparedness and response efforts of the District. This includes preparations for long-term school closures should the need arise again in the future. Items to consider include continuation of educational services, food and nutrition availability, technological capabilities, behavioral and social-emotional health & safety, and connectivity, among others.	\$500,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP Goal 2, Action 7	Healthy Meals and Snacks	<p>The Nutritional Services Department will prepare and provide healthy meals and snacks for students throughout the District. This includes a school breakfast program, lunch, and after-school program nutritional snacks. Such meals are best provided when they are prepared on-site, which is why the District will remodel and upgrade the Wasuma Elementary School kitchen with the expectation of reopening the facility with appropriate staffing during the 2021-2022 school year. Meals and snacks will continue to be prepared at the Oak Creek Intermediate (OCI) central kitchen for OCI students, as well as students at Oakhurst Elementary School (OES), due to the close proximity of the schools.</p> <p>Having a functioning kitchen at Wasuma will enhance the variety of food provided to students, including prepared hot food by the kitchen staff. With a garden on campus as well, the idea would be to offer farm-fresh products that students helped to grow.</p>	\$319,753.20

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
iReady Assessment	iReady assessments will be administered quarterly for the first three quarters of the school year 2021-2022 in reading and mathematics. Staff will review the student achievement data	Quarterly until the fourth quarter of the school year.

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
	from the assessments and modify individualized instruction accordingly. Site principals will review the data and establish grade-level collaborative sessions for teachers to review and plan.	
Social-Emotional Behavioral Health & Wellness	The District will monitor data reflecting social-emotional behavioral health & wellness of students, including attendance, discipline referrals, Tier 2 and Tier 3 referrals and participation, suspension rates, expulsion rates, and school climate surveys.	Daily, weekly, and ongoing throughout the year. Data collected by Tier 2 and Tier 3 specialists will be logged into a data system for quick analysis and synthesis. Program staff will meet at least quarterly to review the data and modify accordingly.
Reading achievement	The District will monitor reading achievement through the use of assessments, including iReady, Dibbels, and Accelerated Reader/Star. Individual student progress will be measured and reviewed through the use of these assessments. Teachers and specialists will provide service and support accordingly.	Quarterly until the fourth quarter of the school year for the use of iReady and Dibbels. Accelerated Reader/Star is used more frequently at the pace of individual readers by completing the assessments at the conclusion of each book.
CAASPP	Students will complete the CAASPP each spring in English language arts, mathematics, and science. Once results are available, staff will review student performance compared to previous performance on the previous year's CAASPP and the current year's achievement data from iReady, Dibbels, and AR/Star. Data will be analyzed by teachers to prepare for the upcoming school year for individual students.	Annually
Physical Fitness	The District began a physical fitness program in 2021-2022 with the hire of physical education teachers at each of the three primary sites in the District. The goal is to provide students with knowledge and skills that lead to healthy lifestyles, including regular exercise, healthy eating habits, healthy life choices, and the ability to experience new activities. Teachers provide opportunities to improve their physical	Annually

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
	strength and endurance that is measured by the Physical Fitness Test.	

ESSER III Expenditure Plan Instructions

Introduction

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

The plan must be adopted by the local governing board or body of the LEA at a public meeting on or before October 29, 2021 and must be submitted for review and approval within five days of adoption. A school district must submit its ESSER III Expenditure Plan to its COE for review and approval; a COE must submit its plan to the California Department of Education for review and approval. A charter school must submit its plan to its chartering authority for review and to the COE of the county in which the charter school operates for review and approval.

In addition, consistent with the requirements of the ARP, Volume 86, *Federal Register*, page 21201, April 22, 2021, the ESSER III Expenditure Plan must be:

- Written in an understandable and uniform format;
- Written in a language that parents can understand, to the extent practicable;
 - If it is not practicable to provide written translations to a parent with limited English proficiency, the plan must be orally translated for parents
- Provided in an alternative format to a parent who is an individual with a disability as defined by the Americans with Disabilities Act, upon request; and
- Be made publicly available on the LEA's website.

For additional information regarding ESSER III funding please see the ARP Act Funding web page at

<https://www.cde.ca.gov/fg/cr/arpact.asp>.

For technical assistance related to the completion of the ESSER III Expenditure Plan, please contact EDReliefFunds@cde.ca.gov.

Fiscal Requirements

- The LEA must use at least 20 percent (20%) of its ESSER III apportionment for expenditures related to addressing the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs.
 - For purposes of this requirement, "evidence-based interventions" include practices or programs that have **evidence** to show that they are effective at producing results and improving outcomes when implemented. This kind of evidence has generally been produced through formal studies and research. There are four tiers, or levels, of evidence:

- **Tier 1 – Strong Evidence:** the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented randomized control experimental studies.
 - **Tier 2 – Moderate Evidence:** the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented quasi-experimental studies.
 - **Tier 3 – Promising Evidence:** the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented correlational studies (with statistical controls for selection bias).
 - **Tier 4 – Demonstrates a Rationale:** practices that have a well-defined logic model or theory of action, are supported by research, and have some effort underway by a State Educational Agency, LEA, or outside research organization to determine their effectiveness.
- **For additional information please see the Evidence-Based Interventions Under the ESSA web page at <https://www.cde.ca.gov/re/es/evidence.asp>.**
- The LEA must use the remaining ESSER III funds consistent with section 2001(e)(2) of the ARP Act, including for:
 - Any activity authorized by the Elementary and Secondary Education Act (ESEA) of 1965;
 - Any activity authorized by the Individuals with Disabilities Education Act (IDEA);
 - Any activity authorized by the Adult Education and Family Literacy Act;
 - Any activity authorized by the Carl D. Perkins Career and Technical Education Act of 2006;
 - Coordination of preparedness and response efforts of LEAs with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to COVID-19;
 - Activities to address the unique needs of low-income students, students with disabilities, English learners, racial and ethnic minorities, homeless students, and foster youth, including how outreach and service delivery will meet the needs of each population;
 - Developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs;
 - Training and professional development for staff of the LEA on sanitation and minimizing the spread of infectious diseases;
 - Purchasing supplies to sanitize and clean the facilities of an LEA, including buildings operated by such agency;
 - Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under IDEA, and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements;
 - Purchasing education technology (including hardware, software, and connectivity) for students who are served by the LEA that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment;
 - Providing mental health services and supports, including through the implementation of evidence-based full-service community schools;
 - Planning and implementing activities related to summer learning and supplemental after school programs, including providing classroom instruction or online learning during the summer months and addressing the needs of underserved students;

- Addressing learning loss among students, including underserved students, by:
 - Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiated instruction,
 - Implementing evidence-based activities to meet the comprehensive needs of students,
 - Providing information and assistance to parents and families of how they can effectively support students, including in a distance learning environment, and
 - Tracking student attendance and improving student engagement in distance education;

Note: A definition of “underserved students” is provided in the Community Engagement section of the instructions.

- School facility repairs and improvements to enable operation of schools to reduce risks of virus transmission and exposure to environmental health hazards, and to support student health needs;
- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and nonmechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door replacement;
- Developing strategies and implementing public health protocols including, to the greatest extent practicable, policies in line with guidance from the Centers for Disease Control and Prevention (CDC) for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff;
- Other activities that are necessary to maintain the operation of and continuity of services in LEAs and continuing to employ existing staff of the LEA.

Other LEA Plans Referenced in this Plan

In developing the plan, the LEA has flexibility to include community input and/or actions included in other planning documents, such as the Local Control and Accountability Plan (LCAP) and/or the Expanded Learning Opportunities (ELO) Grant Plan, provided that the input and/or actions address the requirements of the ESSER III Expenditure Plan.

An LEA that chooses to utilize community input and/or actions from other planning documents must provide the name of the plan(s) referenced by the LEA and a description of where the plan(s) may be accessed by the public (such as a link to a web page or the street address of where the plan(s) are available) in the table. The LEA may add or delete rows from the table as necessary.

An LEA that chooses not to utilize community input and/or actions from other planning documents may provide a response of “Not Applicable” in the table.

Summary of Expenditures

The Summary of Expenditures table provides an overview of the ESSER III funding received by the LEA and how the LEA plans to use its ESSER III funds to support the strategies and interventions being implemented by the LEA.

Instructions

For the ‘Total ESSER III funds received by the LEA,’ provide the total amount of ESSER III funds received by the LEA.

In the Total Planned ESSER III Expenditures column of the table, provide the amount of ESSER III funds being used to implement the actions identified in the applicable plan sections.

For the ‘Total ESSER III funds included in this plan,’ provide the total amount of ESSER III funds being used to implement actions in the plan.

Community Engagement

Purpose and Requirements

An LEA’s decisions about how to use its ESSER III funds will directly impact the students, families, and the local community, and thus the LEA’s plan must be tailored to the specific needs faced by students and schools. These community members will have significant insight into what prevention and mitigation strategies should be pursued to keep students and staff safe, as well as how the various COVID–19 prevention and mitigation strategies impact teaching, learning, and day-to-day school experiences.

An LEA must engage in meaningful consultation with the following community members, as applicable to the LEA:

- Students;
- Families, including families that speak languages other than English;
- School and district administrators, including special education administrators;
- Teachers, principals, school leaders, other educators, school staff, and local bargaining units, as applicable.

“Meaningful consultation” with the community includes considering the perspectives and insights of each of the required community members in identifying the unique needs of the LEA, especially related to the effects of the COVID-19 pandemic. Comprehensive strategic planning will utilize these perspectives and insights to determine the most effective strategies and interventions to address these needs through the programs and services the LEA implements with its ESSER III funds.

Additionally, an LEA must engage in meaningful consultation with the following groups to the extent that they are present or served in the LEA:

- Tribes;
- Civil rights organizations, including disability rights organizations (e.g. the American Association of People with Disabilities, the American Civil Liberties Union, National Association for the Advancement of Colored People, etc.); and
- Individuals or advocates representing the interests of children with disabilities, English learners, homeless students, foster youth, migratory students, children who are incarcerated, and other underserved students.
 - For purposes of this requirement “underserved students” include:
 - Students who are low-income;

- Students who are English learners;
- Students of color;
- Students who are foster youth;
- Homeless students;
- Students with disabilities; and
- Migratory students.

LEAs are also encouraged to engage with community partners, expanded learning providers, and other community organizations in developing the plan.

Information and resources that support effective community engagement may be found under *Resources* on the following web page of the CDE’s website: <https://www.cde.ca.gov/re/lc>.

Instructions

In responding to the following prompts, the LEA may reference or include input provided by community members during the development of existing plans, including the LCAP and/or the ELO Grant Plan, to the extent that the input is applicable to the requirements of the ESSER III Expenditure Plan. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broad understanding among the LEA’s local community.

A description of the efforts made by the LEA to meaningfully consult with its required community members and the opportunities provided by the LEA for public input in the development of the plan.

A sufficient response to this prompt will describe how the LEA sought to meaningfully consult with its required community members in the development of the plan, how the LEA promoted the opportunities for community engagement, and the opportunities that the LEA provided for input from the public at large into the development of the plan.

As noted above, a description of “meaningful consultation” with the community will include an explanation of how the LEA has considered the perspectives and insights of each of the required community members in identifying the unique needs of the LEA, especially related to the effects of the COVID-19 pandemic.

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

A sufficient response to this prompt will provide clear, specific information about how input from community members and the public at large was considered in the development of the LEA’s plan for its use of ESSER III funds. This response must describe aspects of the ESSER III Expenditure Plan that were influenced by or developed in response to input from community members.

- For the purposes of this prompt, “aspects” may include:
 - Prevention and mitigation strategies to continuously and safely operate schools for in-person learning;

- Strategies to address the academic impact of lost instructional time through implementation of evidence-based interventions (e.g. summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs);
- Any other strategies or activities implemented with the LEA’s ESSER III fund apportionment consistent with section 2001(e)(2) of the ARP Act; and
- Progress monitoring to ensure interventions address the academic, social, emotional, and mental health needs for all students, especially those students disproportionately impacted by COVID-19

For additional information and guidance, please see the U.S. Department of Education’s Roadmap to Reopening Safely and Meeting All Students’ Needs Document, available here: <https://www2.ed.gov/documents/coronavirus/reopening-2.pdf>.

Planned Actions and Expenditures

Purpose and Requirements

As noted in the Introduction, an LEA receiving ESSER III funds is required to develop a plan to use its ESSER III funds to, at a minimum, address students’ academic, social, emotional, and mental health needs, as well as the opportunity gaps that existed before, and were exacerbated by, the COVID-19 pandemic.

Instructions

An LEA has the flexibility to include actions described in existing plans, including the LCAP and/or ELO Grant Plan, to the extent that the action(s) address the requirements of the ESSER III Expenditure Plan. When including action(s) from other plans, the LEA must describe how the action(s) included in the ESSER III Expenditure Plan supplement the work described in the plan being referenced. The LEA must specify the amount of ESSER III funds that it intends to use to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA. Descriptions of actions provided should include sufficient detail yet be sufficiently succinct to promote a broad understanding among the LEA’s local community.

Strategies for Continuous and Safe In-Person Learning

Provide the total amount of funds being used to implement actions related to Continuous and Safe In-Person Learning, then complete the table as follows:

- If the action(s) are included in another plan, identify the plan and provide the applicable goal and/or action number from the plan. If the action(s) are not included in another plan, write “N/A”.
- Provide a short title for the action(s).
- Provide a description of the action(s) the LEA will implement using ESSER III funds for prevention and mitigation strategies that are, to the greatest extent practicable, in line with the most recent CDC guidance, in order to continuously and safely operate schools for in-person learning.

- Specify the amount of ESSER III funds the LEA plans to expend to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA.

Addressing the Impact of Lost Instructional Time

As a reminder, the LEA must use not less than 20 percent of its ESSER III funds to address the academic impact of lost instructional time. Provide the total amount of funds being used to implement actions related to addressing the impact of lost instructional time, then complete the table as follows:

- If the action(s) are included in another plan, identify the plan and provide the applicable goal and/or action number from the plan. If the action(s) are not included in another plan, write “N/A”.
- Provide a short title for the action(s).
- Provide a description of the action(s) the LEA will implement using ESSER III funds to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs.
- Specify the amount of ESSER III funds the LEA plans to expend to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA.

Use of Any Remaining Funds

After completing the Strategies for Continuous and Safe In-Person Learning and the Addressing the Impact of Lost Instructional Time portions of the plan, the LEA may use any remaining ESSER III funds to implement additional actions to address students’ academic, social, emotional, and mental health needs, as well as to address opportunity gaps, consistent with the allowable uses identified above in the Fiscal Requirements section of the Instructions. LEAs choosing to use ESSER III funds in this manner must provide the total amount of funds being used to implement actions with any remaining ESSER III funds, then complete the table as follows:

- If the action(s) are included in another plan, identify the plan and provide the applicable goal and/or action number from the plan. If the action(s) are not included in another plan, write “N/A”.
- Provide a short title for the action(s).
- Provide a description of any additional action(s) the LEA will implement to address students’ academic, social, emotional, and mental health needs, as well as to address opportunity gaps, consistent with the allowable uses identified above in the Fiscal Requirements section of the Instructions. If an LEA has allocated its entire apportionment of ESSER III funds to strategies for continuous and safe in-person learning and/or to addressing the impact of lost instructional time, the LEA may indicate that it is not implementing additional actions.
- Specify the amount of ESSER III funds the LEA plans to expend to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA. If the LEA it is not implementing additional actions the LEA must indicate “\$0”.

Ensuring Interventions are Addressing Student Needs

The LEA is required to ensure its interventions will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students most impacted by the COVID–19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.

The LEA may group actions together based on how the LEA plans to monitor the actions' progress. For example, if an LEA plans to monitor the progress of two actions in the same way and with the same frequency, the LEA may list both actions within the same row of the table. Each action included in the ESSER III Expenditure Plan must be addressed within the table, either individually or as part of a group of actions.

Complete the table as follows:

- Provide the action title(s) of the actions being measured.
- Provide a description of how the LEA will monitor progress of the action(s) to ensure that they are addressing the needs of students.
- Specify how frequently progress will be monitored (e.g. daily, weekly, monthly, every 6 weeks, etc.).

California Department of Education
June 2021