

## 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
LCAP	School District Office

### 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

\$335,591
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Plan Section	Total Planned ESSER III Expenditures
Strategies for Continuous and Safe In-Person Learning	\$304,000
Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)	\$31,591
Use of Any Remaining Funds	\$0
<b>Total ESSER III funds included in this plan</b>	
\$335,591	

## 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.

Outside Creek School District has met with parents, teachers, school staff and support staff including Special Education staff and English Language Learner stakeholders to determine how to best use the ESSER III funds to meet the needs of our students. Additionally, all stakeholders have been surveyed in their home language for additional information on how to expend funds. The focus of the meetings and surveys were to identify student needs in curriculum, social-emotional wellness, engagement and technology. After identifying student needs, we then established how we would target these needs through the grant funding. Lastly, all groups were given the opportunity to review the plan and make suggestions prior to board approval. Our school district has identified the following areas to be the most critical for our students: reading, vocabulary, and writing development, math intervention, implementation of science labs and experiments that develop investigative and higher leveler critical thinking skills. Other areas that will allow our district to target the mentioned focus areas include summer programs, technology access and connectivity. The ESSER III plan has been

written in conjunction with our LCAP/SPSA, ELO, and IPI plans. We will continue to work with all stakeholders to evaluate students' needs and effectiveness of implemented plans.

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

The community input showed reading and math support was valuable to the academic achievement of the students. The community preferred to offer in-person instruction with instructional aide support while offering online literacy programs.

## **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**

\$304,000

<b>Plan Alignment (if applicable)</b>	<b>Action Title</b>	<b>Action Description</b>	<b>Planned ESSER III Funded Expenditures</b>
LCAP, Goal 1, Action 1	Instructional Aides	The school will provide instructional aides to support continuous and safe in-person learning	\$10,000
LCAP, Goal 1, Action 6	CCSS Curriculum	The school will provide common core state standards curriculum to all students	\$2,000
IPI, Goal 1	In-person Instruction	The school will provide certificated teachers to provide continuous and safe in-person instruction. The school will	\$292,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		provide a grounds/maintenance person and sanitation crew responsible for ensuring a continuous and safe in-person instruction.	

### 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

\$31,591
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Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
ELO Action 1	Extending Instructional Learning Time	The LEA will provide extended learning time (Paraprofessional hours, after-school program, summer learning, enrichment programs)	\$26,591
ELO Action 2	Accelerating progress to close learning gaps	Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning (IXL intervention program; SRA reading; Standards-Based Science)	\$5,000

### Use of Any Remaining Funds

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

#### Total ESSER III funds being used to implement additional actions

\$0
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Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures

## Ensuring Interventions are Addressing Student Needs

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

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
Provide in-person instruction	The percent of instructional minutes offered in-person will be monitored by the administration. The proficiency percentage on Math and Reading assessments.	Monthly and quarterly progress monitoring
After-School Tutoring	The amount of tutoring hours and number of instructional staff will be monitored by the administration. The proficiency percentage on Math and Reading assessments.	Monthly and quarterly progress monitoring
Summer Learning	The amount of instructional days and hours offered in Summer School as well as the number of instructional staff offering instructional services. The proficiency percentage on Math and Reading assessments.	Summer weekly progress monitoring
Safe Environment	The safe environment assessment monitoring sufficient sanitation and safe environment equipment	Monthly progress monitoring