

OUTCOMES		Supporting Strategy			
		S1	S2	S3	S4
ESSER III Overarching Outcome	Address student needs arising from the coronavirus pandemic and/or to emerge stronger post-pandemic, which may include reopening schools safely, sustaining their safe operation, and addressing students' social, emotional, and mental health.	X	X	X	X
Unfinished Learning Outcome (at least 20%)	Address unfinished learning through the implementation of evidence-based interventions and ensure that those interventions respond to students' social, emotional, and academic needs and address the disproportionate impact of COVID-19 on underrepresented student subgroups (each major racial and ethnic group, children from low-income families, children with disabilities, English learners, gender, migrant students, students experiencing homelessness, and children and youth in foster care).	X	X	X	

STRATEGY	
Strategy #1	Time & Attention: Additional staffing at all levels to lower class size enabling more time and attention to each student, add additional academic supports for students to recover from unfinished learning, and extend learning beyond the traditional school year and school day.
Strategy #2	Empowering, Adaptable Instruction: Invest in updated technology to support enhanced learning and blended models for learning. Provide training for using the technology effectively to deliver high quality, engaging, culturally responsive instruction. Provide curriculum and training for academic intervention, social emotional learning, and online and hybrid instruction.
Strategy #3	Conditions for Teachers: Provide additional training and support for staff to provide high quality, engaging, culturally responsive instruction across all learning modalities.
Strategy #4	Health & Wellness: Invest in upgrades and protective equipment and supplies to ensure the health and wellness of our staff and students.

#	Activities (Planned items to support a strategy, which may include providing/implementing an intervention.)	Aligned Primary Strategy	Required		Optional if available			
			Year 1 Estimated Cost	Identified for Instruction (20%+)	Year 2 Estimated Cost	Identified for Instruction (20%+)	Year 3 Estimated Cost	Identified for Instruction (20%+)
1	3.0 FTE 4th Grade Teachers - Class-size reduction (Salary & Benefits)	S1	\$ -	No	\$ 337,928.61	No	\$ 360,000.00	No
2	4.0 FTE Elementary Reading & Math Intervention Teachers (Salary & Benefits)	S1	\$ -	No	\$ 525,000.00	Yes	\$ 556,000.00	Yes
3	1.0 FTE Middle School Math Intervention Teacher (Salary & Benefits)	S1	\$ -	No	\$ 84,000.00	Yes	\$ 88,000.00	Yes
4	1.0 FTE High School Math Intervention Teacher (Salary & Benefits)	S1	\$ -	No	\$ 124,000.00	Yes	\$ 131,000.00	Yes
5	1.0 FTE Elementary Music Teacher - Class-size reduction (Salary & Benefits)	S3	\$ -	No	\$ 125,000.00	No	\$ 132,000.00	No
6	Chromebooks	S2	\$ -	No	\$ 300,000.00	No	\$ 315,000.00	No
7	Misc Technology	S2	\$ -	No	\$ 25,000.00	No	\$ 55,000.00	No
8	Smart Boards	S2	\$ -	No	\$ 260,000.00	No	\$ 260,000.00	No
9	PPE	S4	\$ 5,000.00	No	\$ 154,500.00	No	\$ 154,500.00	No
10	HVAC Filters	S4	\$ -	No	\$ 50,000.00	No	\$ 50,000.00	No
11	In-Service training for Certified Staff	S3	\$ 115,000.00	No	\$ 120,000.00	No	\$ 125,000.00	No
12	Drama contract - BMCC	S1	\$ -	No	\$ 15,000.00	No	\$ 20,000.00	No
13	Curriculum (Intervention, SEL & online resources)	S2	\$ 1,500.00	No	\$ 101,500.00	No	\$ 101,500.00	No

14	In-Service training for Instructional Assistants	\$3	\$ -	No	\$ 14,000.00	No	\$ 15,000.00	No
15	Summer Academic & Enrichment K-12	\$1	\$ 134,000.00	No	\$ 140,500.00	No	\$ 147,000.00	No
16	Virtual Learning Academy Support Staff	\$2	\$ 50,000.00	No	\$ 55,000.00	No	\$ 60,000.00	No
17	Online Credit Retrieval Software & Support	\$2	\$ 52,100.00	No	\$ 52,100.00	No	\$ 52,100.00	No
18	Continuity of instruction-supporting synchronous online instruction	\$3	\$ 575,000.00	No	\$ 405,000.00	No	\$ 444,000.00	No
19	Charter School - Friday Enrichment Activities	\$1	\$ 27,000.00	Yes	\$ 29,500.00	Yes	\$ 33,000.00	Yes
20								
21								
22								
23								
24								
25								
26								
27								
28								
29								
Total			\$ 959,600.00		\$ 2,918,028.61		\$3,099,100.00	

Total District Allocation \$6,976,728.61

	Budgeted or Estimated	Progress toward meeting min 20%+on learning loss (dollar amount)	Progress toward meeting min 20%+ on learning loss (%)	Minimum 20%+ Requirement
Year 1	\$959,600.00	\$27,000.00		
Year 2	\$2,918,028.61	\$762,500.00		
Year 3	\$3,099,100.00	\$808,000.00		
	\$6,976,728.61	\$1,597,500.00	114.49%	\$1,395,345.72

Strategy Choices for the required 20%+ to address the academic impact of lost instructional time:

- **Empowering, Adaptable Instruction:** For students to experience empowering curriculum that is motivating, appropriately-challenging, and that honors their identity and lived experience, districts and schools need a high-quality, culturally relevant curriculum, time and expertise for teachers to collaborate and check-in on student learning, and support that is differentiated and adjustable to meet students' strengths and needs. (Possible examples: Implementing or deepening authentic, culturally-responsive learning; assessing quality of current instructional materials and Investing in high-quality instructional materials from the adopted materials list or independent adoption that meets state criteria and providing high-quality professional learning for teachers on implementation, investing in formative assessment practices, providing sufficient time for both content-focused collaboration and planning as well as student-focused collaboration, providing instructional coaching and resources, providing career connect learning (CTE).)
- **Time & Attention:** For students to engage in learning that meets their strengths and distinct needs, districts and schools need to explore new ways to expand and vary the time and individualized attention they receive inside and outside of school hours. (Possible examples: Providing focused, high-dosage tutoring, peer tutoring, extended school day, enrichment programs, summer academic and enrichment, planning for post-secondary and career, developing work-based learning programs.)
- **Conditions for Teachers:** For students to experience engaging, high-quality instruction in a supportive environment, districts and schools need to prioritize ways to make teaching jobs and roles more rewarding, collaborative, and sustainable while also tending to teacher mental health and well-being. (Possible examples: providing mentors and/or at least one team member that has an instructional content expert to help with planning, providing stipends and/or release time for selected teacher leadership roles, investing in wellness supports, providing highly effective teachers with opportunities to share their strengths and expand their impact).
- **Relationships & Mental Health Support:** For students to feel safe, welcome and supported in school, districts and schools need to develop structures and enact policies and practices that cultivate positive, supportive relationships, and provide for staff and student mental and emotional health needs. (Possible examples: create time and space in the school day for relationship building, provide opportunities for staff and students to make meaning of their experience through creative outlets [art, music, writing, movement etc.], regularly engage with staff, students and families to assess their relational and emotional support needs, and build robust relationships with linguistically and culturally responsive community health and mental health providers and local systems of care.)
- **Family & Community Partnerships:** To increase academic, health, mental health and emotional support for students, districts and schools need to engage families as partners and leverage the local community and its system of care to provide integrated, wrap-around services and supports. (Possible examples: Implementing or deepening community-based organization's support to provide authentic, culturally-responsive academic enrichment and learning supports, strengthening connections with local systems of care, communicating in home languages, culturally-specific liaisons, business and college partnerships.)
- **Other** prioritized strategies, please describe.

ESSER III Grant Formula and Minimum Allocations for K-12 School Districts

County	District ID	District Name	itle 1-A Formula ESSE	Title 1-A Minimum ESS	ponsored Charter Scho	Total ESSER III Grant
Umatilla	2207	Pendleton SD 16	\$6,976,728.61	\$ -	\$ -	\$6,976,728.61
Total			\$1,009,633,486.02	\$1,620,000.00	\$2,460,873.11	\$1,013,714,359.13