

# ESSER III Expenditure Plan

| Local Educational Agency (LEA) Name | Contact Name and Title   | Email and Phone   |
|-------------------------------------|--|---|
| Yosemite Valley Charter School      | Dr. Laurie Goodman Principal<br>Stephanie Johnson Vice Principal | laurie.goodman@monarchriveracademy.org,<br>(909) 830-1200 Ext. 2098<br>steph.johnson@monarchriveracademy.org, (559)<br>258-0787 |

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   |
|--|--|
| Expanded Learning Opportunities Grant Plan (ELOG)<br>The Expanded Learning Opportunities Grant Plan may be accessed on the school's website at | The Expanded Learning Opportunities Grant Plan may be accessed on the school's website at <a href="https://yosemitevalleycharter.org/">https://yosemitevalleycharter.org/</a> .      |
| 2021-2022 Local Control and Accountability Plan (LCAP)   | The 2021-2022 Local Control and Accountability Plan may be accessed on the school's website at <a href="https://yosemitevalleycharter.org/">https://yosemitevalleycharter.org/</a> . |
| Safe Return to In-Person Instruction LEA Plan  | The Safe Return to In-Person Instruction LEA Plan can be accessed on the school's website at <a href="https://yosemitevalleycharter.org/">https://yosemitevalleycharter.org/</a> .   |

## 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**

\$2,419,327

| Plan Section   | Total Planned ESSER III |
|--|-------------------------|
| Strategies for Continuous and Safe In-Person Learning                                    | \$1,100,000             |
| Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds) | \$1,319,327             |
| Use of Any Remaining Funds   |                         |

**Total ESSER III funds included in this plan**

\$2,419,327

## 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.

Yosemite Valley Charter School meaningfully consulted with its community members in determining the prevention and mitigation strategies, strategies to address the academic impact of lost instructional time, and other strategies and activities to be implemented as part of this plan. This plan was adopted at the Regular scheduled board meeting on October 27, 2021 Continuing Actions in the 2021-2022 Local Control and Accountability Plan (LCAP) and the Expanded Learning Opportunities Grant Plan (ELO) In order to address the academic impact of lost instructional time, Yosemite Valley Charter School will continue the actions and services that were developed with community engagement and included in the 2021-2022 LCAP and ELO. The district engaged the community, including parents, students, teachers, the school Principal, classified, and other staff through the following methods:

- LCAP Stakeholder meetings
- Surveys
- Weekly update meetings held via Zoom

- Suggestions submitted online through the district website
- Staff meetings, including Professional Learning Community (PLC) Meetings
- SELPA Consultation
- Management meetings

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

Yosemite Valley Charter School (YVCS) believes that stakeholder input is a key component in the creation of its educational programs and services. Stakeholder input indicated a need to focus on student intervention, increased access to technology equipment, targeted staff development, and social emotional learning.

Our Stakeholder populations are inclusive to all tribes; Civil rights organizations, including disability rights organizations (e.g. the American Association of People with Disabilities, the American Civil Liberties Union, 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 under-served 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

\$1,100,000

| Plan Alignment (if applicable) | Action Title  | Action Description   | Planned ESSER III Funded Expenditures |
|--------------------------------|---|--|---------------------------------------|
| ELO Plan                       | Increase internet connectivity to improve reliability and access for students | Reliable internet connectivity is needed for students and staff to leverage high-quality learning resources in their learning setting as part of a 21st-Century learning experience. COVID-19 school closures and pandemic-related quarantine periods have highlighted the need for students and staff to be able to utilize technology for learning as students heavily rely on technology-enhanced curricula and educational supports. By increasing the reliability of internet connections, YVCS will be able to prepare students to continue to meet this need through their community learning hubs and other means. The action will extend the ELO plan through 2023.   | \$100,000                             |
| ELO Plan                       | Social Emotional Learning   | YVCS will provide training for both certificated and classified staff in social-emotional learning programs that address student trauma and social-emotional learning. SEL curriculum, materials, and supplies will also be made available for students and families. The action will extend the ELO plan through 2023. Survey results have demonstrated a need for family and community support in this area.   | \$150,000                             |
| ELO Plan                       | Learning Recovery Program   | <p>Yosemite Valley Charter School will implement a learning recovery program that, at a minimum, provides supplemental instruction and support for social and emotional well-being.</p> <p>YVCS will utilize its MTSS program (described above) to identify and assess those students in need of supplemental instruction and support as part of a comprehensive learning recovery program, including low-income students, English learners, foster youth, homeless students, students with disabilities, students at risk of abuse, neglect, or exploitation, disengaged students, and students who are below grade level, including, but not limited to, those who did not enroll in kindergarten in the 2020–21 school year, credit-deficient students, high school students at risk of not graduating, and</p> | \$750,000                             |

| Plan Alignment (if applicable) | Action Title | Action Description  | Planned ESSER III Funded Expenditures |
|--------------------------------|--------------|---|---------------------------------------|
|                                |              | <p>other students identified by certificated staff. As part of the learning recovery program, YVCS will utilize the following 6 strategies:</p> <p>1. Extend instructional learning time in addition to what is required for the school year by providing summer school and/or tutoring programs to students based on their learning needs. YVCS will provide a summer learning recovery program for students performing below grade level or who are credit-deficient in either English-language Arts or Mathematics as eligible for supplemental instruction and support. The summer learning recovery program will include both general education and special education teachers, paraprofessionals to support small-group and individual learning, and paraprofessionals to provide student support and perform progress monitoring. Curriculum, materials, and supplies required to facilitate learning will be provided for students and staff. Proposed expenditures include:</p> <ul style="list-style-type: none"> <li>• 1 summer school coordinator</li> <li>• 4 summer school teachers (2 K-8, 2 HS)</li> <li>• 2 summer school teachers with special education credentials</li> <li>• 1 transition teacher</li> <li>• Continued special education services for participating students with an IEP</li> <li>• Curriculum, materials, and supplies</li> </ul> <p>2. Accelerate progress to close learning gaps through the implementation, expansion, or enhancement of learning supports including, but not limited to, any of the following:</p> <p>a. Tutoring or other one-on-one or small group learning supports provided by certificated or classified staff.</p> <p>b. Learning recovery programs and materials designed to accelerate student academic proficiency or English language proficiency, or both.</p> |                                       |

| Plan Alignment (if applicable) | Action Title | Action Description  | Planned ESSER III Funded Expenditures |
|--------------------------------|--------------|---|---------------------------------------|
|                                |              | <p>c. Educator training, for both certificated and classified staff, in accelerated learning strategies and effectively addressing learning gaps, including training in facilitating quality and engaging learning opportunities for all students. YVCS will provide tutoring and other small group support for struggling students during the summer learning recovery program through the help of special education teachers and paraprofessionals using both a push-in model of support and small group instruction. YVCS will provide training for both certificated and classified staff in accelerated learning strategies for all students and for English Learners. Proposed expenditures include:</p> <ul style="list-style-type: none"> <li>• 2 paraprofessionals to support students participating in the summer program through push-in and small group instruction</li> <li>• 1 transition paraprofessional to support students participating in the summer program</li> <li>• Training and materials for educators in accelerated learning strategies</li> <li>• English Learner Group training for educators for English Learner support</li> </ul> <p>3. Integrate student supports to address other barriers to learning, such as the provision of health, counseling, or mental health services, or programs to address student trauma and social-emotional learning, or referrals for support for family or student needs. YVCS will provide SEL curriculum, materials, and supplies for teachers to use to support students and families.</p> <p>4. Provide supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility. YVCS will hire a paraprofessional to support the summer learning recovery program specifically to provide student support and progress monitoring for high school students who are credit deficient</p> |                                       |

| Plan Alignment (if applicable)                                  | Action Title  | Action Description   | Planned ESSER III Funded Expenditures |
|---|---|--|---------------------------------------|
|   |   | <p>or who need to complete graduation requirements to increase or improve students' college eligibility.</p> <ul style="list-style-type: none"> <li>1 paraprofessional to support students participating in the summer program for progress monitoring</li> </ul> <p>5. Provide additional academic services for students, such as diagnostic, progress monitoring, and benchmark assessments of student learning. YVCS will hire a paraprofessional to support the summer learning recovery program specifically to provide student support and progress monitoring for K-8 students who are in need of support.</p> <ul style="list-style-type: none"> <li>1 paraprofessional to support students participating in the summer program for progress monitoring</li> </ul> <p>6. Provide training for school staff on strategies, including trauma-informed practices, to engage students and families in addressing students' social-emotional health needs and academic needs. YVCS will provide training for both certificated and classified staff in social-emotional learning programs that address student trauma and social-emotional learning. SEL curriculum, materials, and supplies will also be made available for students and families. The action will extend the ELO plan through 2023. All services provided to students with Individualized Learning Plans ("IEPs") will be delivered in accordance with the student's IEP.</p> |                                       |
| Safe Return to In Person Instruction and Continuity of Services | Preventing, preparing, and responding to the pandemic | <p>To ensure a safe learning and working environment in response to COVID- 19 YVCS is taking the following actions:</p> <ul style="list-style-type: none"> <li>Providing Personal Protective Equipment</li> <li>At Home COVID Test Kits</li> <li>COVID Weekly Tests</li> </ul>   | \$100,000                             |

| Plan Alignment (if applicable) | Action Title | Action Description  | Planned ESSER III Funded Expenditures |
|--------------------------------|--------------|---|---------------------------------------|
|                                |              | <ul style="list-style-type: none"> <li>• Air Filtration Equipment</li> <li>• Cleaning Supplies</li> <li>• Office Safety Signage</li> <li>• Mandating weekly testing or proof of vaccination for all staff Completing COVID health screenings</li> <li>• Sanitizing work stations Meeting virtually</li> </ul> |                                       |

## 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

\$1,319,327

| Plan Alignment (if applicable)           | Action Title  | Action Description  | Planned ESSER III Funded Expenditures |
|--|---|---|---------------------------------------|
| ELO Strategy 1 and LCAP Goal 2, Action 2 | Extending Instructional Learning Time: Teacher Led Direct Instruction, Interventions, Enrichment, and Summer Learning | A need highlighted by the pandemic is the impact of lost instructional time as it relates to student academic performance. In order to address this need, YVCS has provided extended instructional learning time by providing academic instruction, intervention, and enrichment during and summer school. YVCS will build upon the extended instructional learning time provided for in the ELO and continue these efforts past 2022 through 2024. YVCS will build upon the supplemental instructional support provided in the LCAP by adding virtual academy, tiered reengagement classes, and enrichment activities designed to increase attendance for those students most in need of intensive intervention that resulted from learning loss during COVID-19 school closures and quarantine periods. | 500,000                               |



| <b>Plan Alignment (if applicable)</b>    | <b>Action Title</b>  | <b>Action Description</b>  | <b>Planned ESSER III Funded Expenditures</b> |
|--|--|--|--|
| ELO Strategy 2                           | Integrated student supports to address other barriers to learning: Expanding Virtual Academy and Instruction | A need highlighted by the pandemic is the impact of lost instructional time as it relates to student academic performance. YVCS will build upon plans in the ELP to integrate student supports to address other barriers to learning by expanding its virtual academy. Through Virtual Academy and Instruction, students have access to supplemental and extended learning opportunities, tutoring, small group, and one-on-one support designed to close learning gaps and increase academic achievement.   | 450,000                                      |
| ELO Strategy 6 and LCAP Goal 1, Action 2 | Professional Development for Staff   | A need highlighted by the pandemic is the impact of lost instructional time as it relates to student academic performance. According to the ED COVID-19 Handbook, Volume 2, “meeting the social and emotional needs of students must be foundational to efforts to improve academic outcomes for students. The teaching of social and emotional skills can be woven into how teachers design instruction and the kinds of learning opportunities they provide to students. Such learning can be developed through explicit instruction in social, emotional, and cognitive skills (including intrapersonal and interpersonal skills, conflict resolution, and decision-making) and integrating social and emotional skills, habits, and mindsets within classroom lessons and activities.” YVCS will build upon existing social-emotional learning implementation efforts by providing training for staff to engage students and families in addressing social-emotional health and academic needs beyond 2022 through 2024. | 200,000                                      |
| LCAP Goal 1, Action 3                    | Behavior monitoring and intervention   | Returning to instruction after extended absences related to COVID-19 school closures has highlighted the need to ensure safe and inclusive behavior and intervention supports to best support and respond to students, including students with disabilities. According to the ED COVID-19 Handbook, Volume 2, “safe and inclusive schools can  | 150,000                                      |

| Plan Alignment (if applicable) | Action Title   | Action Description  | Planned ESSER III Funded Expenditures |
|--------------------------------|--|---|---------------------------------------|
|                                |  | provide the support required to reengage those students most disconnected from school during the pandemic.” The handbook further explains that school safety and discipline practices that are stable, positive, inclusive are more effective in meeting students’ social, social, emotional, and academic needs. YVCS will build upon its existing behavioral program to provide training, and incentives for students designed to create a safe and inclusive environment for learning, re-engaging students most disconnected from school during the pandemic, including low-income, foster, and homeless youth.           |                                       |
| ELO Strategy 6                 | Supplemental Social-emotional Wellness Curriculum, Materials, and Supplies | Returning to the instruction after extended absences related to COVID-19 school closures has highlighted the social-emotional needs of students, particularly those students who were most disconnected from school during the pandemic. As noted in the ED COVID-19 Handbook, meeting the social and emotional needs of students must be foundational to efforts to improve academic outcomes for students. By providing social-emotional wellness education for students including lessons, materials, and supplies, staff can improve mental health outcomes, which will lead to increased academic outcomes for students. | 19,327                                |

## 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

|  |
|--|
|  |
|--|

| Plan Alignment (if applicable) | Action Title | Action Description | Planned ESSER III Funded Expenditures |
|--------------------------------|--------------|--------------------|---------------------------------------|
| N/A                            | N/A          | 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  |
|---|---|---|
| Improve internet connectivity to increase reliability and access for students   | The school will monitor the progress of this action by collecting and analyzing outage rates and instances of technology requests related to connectivity issues.   | <ul style="list-style-type: none"> <li>Monthly instances of outages</li> <li>Monthly monitoring of instances of tech requests related to connectivity issues</li> </ul>   |
| Extending Instructional Learning Time: Teacher Led Direct Instruction, Interventions, Enrichment, and Summer Learning | The school will monitor the progress of this action by collecting and analyzing student performance on the annual CA Assessment of Performance and Progress (CAASPP) and STAR 360.  | <ul style="list-style-type: none"> <li>CA School Dashboard rates of Academic Performance as measured by the ELA and Math CAASPP</li> <li>The frequency of the progress monitoring for STAR 360 will be three times a year.</li> </ul>   |
| Integrated student supports to address other barriers to learning: Expanding Virtual Academy and Instruction          | The school will monitor the progress of this action by collecting and analyzing attendance reports. The school will also monitor the progress of this action by collecting and analyzing student performance on the annual CA Assessment of Performance and Progress (CAASPP) and STAR 360. | <ul style="list-style-type: none"> <li>Monthly tiered engagement participation/attendance reports</li> <li>CA School Dashboard rates of Academic Performance as measured by the ELA and Math CAASPP</li> <li>The frequency of the progress monitoring for STAR 360 will be three times a year.</li> </ul> |

| Action Title(s)   | How Progress will be Monitored   | Frequency of Progress Monitoring   |
|---|--|--|
| Professional Development for Staff  | The school will monitor the progress of this action by collecting and analyzing staff feedback on the LEAs annual needs assessment related to staff satisfaction that the school provides them with professional development and training. | <ul style="list-style-type: none"> <li>• Percentage of staff who feel that the school provides them with professional development and training.</li> </ul>   |
| Behavior Interventions and Supports, Supplemental Social-emotional Wellness Curriculum, Materials, and Supplies | The school will monitor the progress of these actions by collecting and analyzing the frequency of behavioral plans, and rates of suspensions and expulsions.  | <ul style="list-style-type: none"> <li>• Quarterly behavior plans analysis</li> <li>• CA School Dashboard suspension and expulsion rates</li> <li>• Percentage of students and staff who feel a sense of safety and connectedness according to the LEAs annual needs assessment</li> </ul> |

# 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](mailto:EDReliefFunds@cde.ca.gov).

## Fiscal Requirements

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

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

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

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

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

### **Other LEA Plans Referenced in this Plan**

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

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

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

### **Summary of Expenditures**

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

### **Instructions**

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

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

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

## **Community Engagement**

### **Purpose and Requirements**

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

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

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

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

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

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



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

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

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

## **Instructions**

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

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

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

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

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

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

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

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

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

## **Planned Actions and Expenditures**

### **Purpose and Requirements**

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

### **Instructions**

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

### **Strategies for Continuous and Safe In-Person Learning**

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

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

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

### **Addressing the Impact of Lost Instructional Time**

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

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

### **Use of Any Remaining Funds**

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

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

### **Ensuring Interventions are Addressing Student Needs**

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

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

Complete the table as follows:

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

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