

# ESSER III Expenditure Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Scott Valley Unified School District	Micheline Miglis Superintendent	mmiglis@svusd.us 530-468-2727

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
Local Control and Accountability Plan (LCAP)	Online at the Scott Valley Unified School District website <a href="http://www.svusd.us">www.svusd.us</a> or by contacting Julie Hogun at <a href="mailto:jhogun@svusd.us">jhogun@svusd.us</a> or by calling (530) 486-2727
Expanded Learning Opportunities (ELO) Grant Plan	Online at the Scott Valley Unified School District website <a href="http://www.svusd.us">www.svusd.us</a> or by contacting Julie Hogun at <a href="mailto:jhogun@svusd.us">jhogun@svusd.us</a> or by calling (530) 486-2727

## 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
1,628,516

<b>Plan Section</b>	<b>Total Planned ESSER III</b>
Strategies for Continuous and Safe In-Person Learning	1,274,812
Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)	325,704
Use of Any Remaining Funds	28,000

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

1,628,516

## 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.

Existing methods and consultation groups were sought out for advise and for the development of all plans. An abbreviated description includes the following efforts the Scott Valley Unified School District made to meaningfully consult with its required community members and the opportunities provided for public input in the development in this and other recent plans, including the Expanded Learning Opportunities (ELO) Grant Plan and the Local Control and Accountability (LCAP) Plan:

District administration and principals incorporated input from the parents/guardians, teachers, and school staff in the development of the plan through existing stakeholder groups, such as the LCAP Committee, which includes parents/guardians, students and two Trustees, the Curriculum Committee, which includes representation from all schools, and principal facilitated on site faculty/staff meetings . The Superintendent and principals hosted COVID-19 compliant in-person meetings to further identify priorities based on our local needs assessment. Surveys were deployed to families by schools, results of those surveys were shared with the Board, the local CSEA chapter met with the district bargaining team to gather input. School principals worked with school staff to receive input regarding priorities. As a result, the Scott Valley Unified School District has developed plan(s) that address local priorities and data as well as align with other District plans.

Specifically, a variety of stakeholder engagement input sessions were hosted, beginning in March 2021, such as LCAP Committee (comprised of teachers, Bargaining Unit Presidents, faculty, support staff, students, parents, district office staff, two Trustees, and principals), site based parent input, site based faculty input, one on one/word of mouth, and school surveys to parents/families. The Etna High School students met with the Superintendent and EHS Guidance Counselor, the Superintendent incorporated input from individual Trustees, labor partners locally and regionally were involved, the School Site Councils participated, and SELPA director was consulted March 18, 2021. Their input informed the expenditure plan(s).

Numerous efforts were made to receive input from the Quartz Valley Indian Reservation (QVIR) Tribal Council. One meeting rendered successful input about the need to improve special education services for students with IEPs. The District understands and acknowledges that the pandemic affected the community of the QVIR especially hard, and, that increased efforts to outreach and collaborate will continue going forward.

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

As noted in the previous section, expansive stakeholder engagement efforts resulted in informing the District Superintendent and Governing Board. Input and feedback have been used to guide decision making. The same themes present in the LCAP are present in the ESSER III Expenditure Plan and the above stakeholder engagement influenced a review and assessment of the previous District plans which resulted in and informed the development of the ESSER III Expenditure Plan.

Specifically, keeping schools open safely and continuously to the extent possible remains a priority for the Scott Valley Unified School District, and remains in the forefront, as does providing students with access to extra-curricular and athletic activities. Input rated social emotional wellness and supports as a priority. School facilities are in need of improvements. Materials and equipment to support layers of safety measures to mitigate COVID-19 and testing resources are also a high priority. Ongoing professional development for classified and certificated staff remains a district priority.

## 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

1,274,812

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP Goal (To sustain a positive school climate committed to the whole student) and ELO	Mental-health and social-emotional learning and supports district-wide for students and staff.	Increase time and services for Tier II and Tier III interventions. Expand supports provided through the LCAP.	17,500
ELO	Purchase additional cleaning and sanitizing products, supplies and equipment.	Purchase additional cleaning and sanitizing products, supplies and equipment to supplement the ELO planned purchases.	20,000
LCAP Goal (To Improve academic achievement)	Recruit and hire peer and mentor teachers.	During this time of COVID-19, our District found it very challenging to fill vacant positions with credentialed or experienced teachers. Our newest hires would benefit from working with peer and mentor teachers from our own school district. Additional support needed to supplement LCAP actions.	24,000
LCAP (To sustain a positive school climate committed to the whole student) and ELO	Allocate a site budget for social-emotional learning and positive behavior intervention and supports (PBIS).	Each school will receive a supplemental funding allowance to support the implementation of PBIS, incentives and rewards in order to increase pro-social behavior and minimize the need to implement behavioral consequences.	12,500
LCAP(To sustain a positive school climate committed to the whole student)	HVAC installation/Fort Jones Elementary School.	Fort Jones Elementary School needs much improved air quality, HVAC systems and ionized generators above and beyond the LCAP's planned expenditures.	120,000
LCAP (To improve academic achievement)	Professional development	Evaluate the needs of instruction as it relates to English Learners, students who are low-income, students of color, students who are foster youth, students who are homeless, students with disabilities, and students performing 2 or more years below grade level.	8,000
ELO	COVID-19 Testing Supplies	Purchase COVID-19 PCR and Antigen testing supplies above the amount purchased through the ELO plan. Additional personnel to conduct testing.	20,000
LCAP (To bridge school/parent/communi ty and sustain a positive school climate committed to the whole student)	Renew Go-Guardian Software	Go-Guardian is a very useful software program that supports communication and provides another layer of supervision for students using district software when they are online.	9,600

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP (To sustain a positive school climate committed to the whole student)	Tier II and Tier III mental health services at Scott River High School	Additional staff time is needed in order to meet the needs of students at Scott River High School for Tier II and Tier III social-emotional intervention and supports. Students in the District's alternative setting require supplemental and additional support given the unique student needs. More services are required for the students. Contract with a social service or non-profit agency to provide mental health services.	16,500
LCAP (To increase academic achievement) and ELO	Educational Technology for Students	Purchase educational technology for students to support continuity of learning during times of quarantine or independent study.	30,000
LCAP (To improve academic achievement)	Connectivity.	Trenching to the bus barn for connectivity.	56,000
LCAP (To improve academic achievement) and ELO	Purchase technology for Staff	Our technology is outdated and needs updating.	70,000
LCAP (To improve academic achievement and to sustain a positive school climate committed to the whole student)	Purchase 2 prefabricated classrooms to replace 2 portables for the support of students' health and academic achievement	Replace 2 portables with 2 new prefabricated classrooms (remove portables for more permanent solution).	240,000
N/A	Bus Barn Mini Split	Install Mini-Split at Bus Barn in order to sync connectivity and telephone services with the schools and District Office.	12,000
LCAP (To improve academic achievement, to bridge school/parent/community, and to sustain a positive school climate committed to the whole student)	Outdoor Learning Pavilion(s) or Hub(s)	Explore the feasibility and seek bids to build outdoor learning pavilion(s) or hub(s), with the goal to purchase by 2024. Outdoor structures that can be used by students and staff, the community, parent groups, and serve as meeting sites allow for removal of masks and can help reduce the spread of the virus and decrease environmental exposure (when weather permits). The outdoor learning centers will provide a sheltered place where students will enjoy learning with fresh air throughout the day. The pavilions (or hubs) will also provide a location for small group instruction, visual and	120,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		performing arts, meeting spaces, and student spaces to study or work together on school assignments.	
LCAP (To bridge school/parent/community)	Assess the SVUSD webpage	Explore feasibility of contracting for webpage upgrade to improve communication, access to information, and transparency.	8,000
LCAP (To improve academic achievement, to bridge school/parent/community, and to sustain a positive school climate committed to the whole student)	Facilities	Scott Valley USD will use ESSER III funds to build upon routine maintenance by increasing improvements to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs. This will be accomplished through 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 replacements. The District will seek to contract with a professional service for this additional level of facilities evaluation.	490,712

## 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

325,704

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP (To improve academic achievement, to bridge school/parent/communi	Extended School Year	Provide stipends (principals, teachers, classified, support staff, meals and transportation) to fully staff (1) Summer Learning for recuperation of learning loss and for acceleration; (2) Summer Bridge (for 8th grade to 9th	75,704

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
ty, and to sustain a positive school climate committed to the whole student) and ELO		grade/the junior high school transition to high school) as a preparatory option; (3) Credit recovery or acceleration (4) Summer Academy for project-based learning.	
LCAP (To improve academic achievement)	Edgenuity	Expand Edgenuity licenses and next layer of services (Instructional Services Agreement)	10,000
LCAP (To improve academic achievement)	English 11, Spring 2022	As a result of administering formative assessments and analyzing student results, provide increased English support at the semester at EHS for English 11.	10,000
LCAP (To improve academic achievement)	Independent Study due to Quarantine	Ensure continuity of instruction for independent study due to quarantine. Compensate all teachers with a stipend (\$1,200 each semester), including school secretaries and school leadership (\$800 each semester).	170,000
LCAP (To sustain a positive school climate committed to the whole student)	Tier II Support for Scott River High School	Add hours for existing classified personnel at Scott River High School for Tier II social-emotional learning support.	5,000
LCAP (To improve academic achievement)	Address Learning Loss	Student progress monitor 3 times per year. Teachers will be meeting with grade level colleagues or grade span colleagues, substitutes will be provided, to allow for professional learning community conversations and student assessment analysis, resulting in specific interventions and teaming to meet student needs.	5,000
LCAP (To improve academic achievement)	Opportunity sections at SVJH to address learning loss and facilitate reengagement.	School and district leadership will review and revisit the needs of students and provide for an Opportunity Class at Scott Valley Junior High School based on formative and summative data, behavioral data, and attendance data.	30,000
LCAP (To improve academic achievement)	Interventions	All sites will receive funding to prioritize meeting the needs of under-performing students and students impacted by COVID-19 absences due to parent choice of instructional model and quarantine.	20,000

## 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

28,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP (To improve academic achievement)	Supplemental hourly pay	Supplemental hourly pay as needed, to support students and their instructional learning needs and close the gaps.	8,000
LCAP (To improve academic achievement, to bridge school/parent/community, and to sustain a positive school climate committed to the whole student)	PBIS Guiding Coalition annual stipend.	Members of the school's Guiding Coalition that attend 8 sessions of professional development and additional meetings on-site to develop the school PBIS Plan will receive an annual stipend (\$1,200.00). It is anticipated that each school will have up to three members on the Guiding Coalition, including the principal, and including itinerant teachers.	20,000

## 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
*Mental-health and social emotional learning and supports districtwide for students and staff.	*Survey results	*2-3 times per year

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
<p>*Allocate a site budget for social-emotional learning and Positive Behavior Intervention and Support (PBIS)</p> <p>*Tier II and Tier III mental health services at Scott River High School</p> <p>*Tier II support for Scott River High</p>	<p>*Number of Referrals</p> <p>*Schedule for small group and one-to-one sessions</p> <p>*Schedule for in-class lessons</p> <p>*Professional development calendar</p>	<p>*At semester and end of year</p> <p>*2 times per year</p> <p>*Annually</p> <p>*Eight sessions of professional development for three years, monitored annually</p>
Purchase additional cleaning and sanitizing products, supplies and equipment.	Purchase orders and invoices will be monitored and tracked.	Monthly
Recruit and hire peer and mentor teachers.	Internal recruitment and hiring process, procedures and Board approval.	Monthly
HVAC Installation /Ft. Jones Elementary	Work orders & FIT Report	One time purchase
Professional Development	Effectiveness of professional development will be monitored through student achievement with formative assessments, attendance data, classroom performance and teacher observation.	Ongoing
COVID-19 Testing Supplies	Invoices and inventory list	Quarterly
*Renew GoGuardian	The Technology Department will monitor the extent to which actions are implemented across the District through the use of work	Pre, Semi-annually, and Post

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
<p>*Educational Technology for Students</p> <p>*Purchase Technology for Staff</p> <p>*Bus Barn Mini Split</p> <p>*Connectivity</p>	<p>orders/completion and Tiger Assets device inventory records.</p>	
<p>*Purchase 2 pre-fabricated classrooms to replace 2 portables for the support of students' health and academic achievement</p> <p>*Facilities</p>	<p>*Ongoing meetings with site principals, Maintenance Leads, and District Office team will provide regular monitoring and course corrections</p> <p>*FIT Reports</p>	<p>*One time purchase</p> <p>*Monthly</p>
<p>Outdoor Learning Pavilion(s) or Hub(s)</p>	<p>Meetings with Principals</p>	<p>Monthly</p>
<p>*Edgenuity</p> <p>*English 11; Spring '22</p> <p>*Address Learning Loss</p>	<p>Principals and teachers will progress monitor each and every student with formative and uniform assessments across grade spans and subject matter.</p>	<p>Three times each school year using summative and formative data.</p>

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
*Independent Study Due to Quarantine  *Opportunity Sections at SVJHS to address learning loss and facilitate reengagement  *Interventions  *Supplemental hourly pay		
Assess and update SVUSD webpage	User data - analytics	Annually
Extended School Year	Assessments will be administered and the results will be analyzed to measure academic achievement and improvement	End of Year assessments and Beginning of the Year (placement) assessments.

# 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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