

## ESSER III Expenditure Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
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School districts, county offices of education, or charter schools, collectively known as LEAs, that receive Elementary and Secondary School Emergency Relief (ESSER) funds under the American Rescue Plan Act, referred to as ESSER III funds, are required to develop a plan for how they will use their ESSER III funds. In the plan, an LEA must explain how it intends to use its ESSER III funds to address students' academic, social, emotional, and mental health needs, as well as any opportunity gaps that existed before, and were worsened by, the COVID-19 pandemic. An LEA may also use its ESSER III funds in other ways, as detailed in the Fiscal Requirements section of the Instructions. In developing the plan, the LEA has flexibility to include community input and/or actions included in other planning documents, such as the Local Control and Accountability Plan (LCAP), provided that the input and actions are relevant to the LEA's Plan to support students.

For more information, please see the Instructions

## Other LEA Plans Referenced in this Plan

Plan Title	Where the Plan May Be Accessed
Local Control Accountability Plan	Bearvalleyunfiefschools.org; "About", "LCAP", "2021-2022 LCAP Information"

## 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

\$4,500,883

Plan Section	Total Planned ESSER III Expenditures
Strategies for Continuous and Safe In-Person Learning	\$ 0.00
Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)	\$3,221,000
Use of Any Remaining Funds	\$1,279,883

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

## 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.

*Bear Valley Unified School District (BVUSD) values the input from all stakeholders and therefore we provide multiple venues for feedback and participation. These efforts have been refined over the years during the Local Control Accountability (LCAP) development processes. During the pandemic the District continued such efforts through the development of the Learning Continuity and Attendance Plan (2020-2021) and the current LCAP (2021-2022), and now the ESSER III Expenditure Plan.*

*Multiple efforts were made to include all stakeholders in the input process and special efforts were used to include unduplicated student groups as well as students with special needs and homeless students. Meetings to navigate the effects of the pandemic began in May 2020 and surveys were sent out to parents and students as we considered plans to return to campuses in Fall 2020. There were 1301 responses to the survey.*

*The School Advisory Committee made up of Parents, Administrators, Teachers, Classified staff, and Association Presidents, reviewed the Reopening Plan together. Additional meetings (June 10, 18, 19; July 13, 21, 22) with the Administration Leadership Team, District Management Team, and Cabinet were conducted as we continued to revise the plan according to the updated recommendations from the State.*

*As we moved closer to the planned opening date of BVUSD, August 3, 2020, we sent out a parent/student survey in English and Spanish asking for input and held separate Zoom meetings on August 13 for parents and their child(ren) including the District English Learner Advisory Committee (DELAC) and staff. There were 227 respondents to the survey, and hard copies were available upon request. Within the Zoom invitation, the offer was also made for members to call in by phone if they could not attend by Zoom. In addition, all English Learner parents received personal phone calls inviting them to the meeting. At the Zoom meetings, we solicited feedback regarding specific actions and expenditures requested. There was also a translator available to ensure that parents felt comfortable expressing their views in Spanish as well as having the conversation translated into Spanish for their comprehension.*

*We were unable to implement a full return to campus in the fall due to the Governor's executive order but did continue to seek stakeholder input as we navigated Distance Learning.*

*In 2020-2021, in March, Parents of English Learners, parents of students with disabilities, Credentialed/Classified Staff Association Representatives, county child welfare and foster youth representatives (SELPA), and community members attended a meeting as we began the conversations regarding the development of the LCAP. Additionally, all principals attended and had each invited two staff members, two teachers, two parents, and two students. During this meeting, a review of the LCAP from 2019-2020 and the LCP from 2020-2021 was given. The district's mission, vision, and core values were shared as well as the goals from the 2019-2020 LCAP.*

*At the conclusion of this meeting, a Parent and Family engagement survey and a LCAP Stakeholder survey (both English and Spanish) were sent out. Links to the surveys were posted on the District Website and Facebook pages and hard copies were made available in the District Office if requested.*

*As the ESSER III plan is an expansion of the two plans mentioned above, in the effort to maintain meaningful consultations another meeting was held in September as we began the conversations regarding the development of the ESSER III Expenditure Plan. In attendance were Parents of English Learners, parents of students with disabilities, Credentialed/Classified Staff Association Representatives, administrators, teachers, county child welfare and foster youth representatives (SELPA), and community members. In addition, a survey (English and Spanish) was sent to all parents of students asking for input.*

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

*BVUSD used multiple modalities to gain input for the ESSER III Expenditure plan, including a zoom meeting, facebook posts, district wide survey, and site and district wide app. While there was not a preponderance of responses, the input was clear and guided the decision-making process.*

*In response to the meetings and the survey, stakeholder influence is evidenced by the alignment of the District's actions and with the needs and interests identified by the stakeholders.*

*BVUSD LCAP previously identified needs and themes:*

- *Intervention support in all content areas*
- *Small class sizes*

- Expanded CTE programs
- Mental Health Supports
- Student Safety

*The committee that met regarding the ESSER III Expenditure Plan, agreed that the above needs were still the top priorities. As well, they identified needs in addition to the ones listed above:*

- Expanded hours for paraprofessionals to facilitate intervention support in the classroom
- Increased library clerk hours to five days a week

*In response to the meetings and the survey, stakeholder influence is evidenced by the alignment of the District's actions and with the needs and interests identified by the stakeholders.*

## **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**

[\$ 0.00]

<b>Plan Alignment (if applicable)</b>	<b>Action Title</b>	<b>Action Description</b>	<b>Planned ESSER III Funded Expenditures</b>
		BVUSD will not be implementing additional actions as those actions are already funded through ESSER II.	

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

## 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

\$3,221,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP, Goal 1, Action 14	Summer School	<p>During June/July of 2023 and 2024, teachers will provide either credit recovery (9th - 12th) or accelerated learning (4th - 8th) opportunities in the core content areas to promote increased student achievement.</p> <p>This will result in students being able to recover learning progress that took place during COVID 19 restrictions.</p> <p>This is an expansion of the summer school actions in the LCAP that only offered summer school through 2022.</p>	\$170,000
LCAP, Goal 3, Action 6	Expanded Intervention opportunities at Big Bear Middle School	<p>Big Bear Middle School teachers will offer additional days of Math intervention. Five teachers will work after school for two hours a week.</p> <p>IXL curriculum (math online support program) will be utilized to facilitate instruction. 150 subscriptions will be needed.</p>	\$ 80,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		<p>Two Core Support classes will be integrated into the Master Schedule to better support struggling students.</p> <p>This will result in students continuing to progress in mathematic and English Language Arts mastery to increase achievement levels.</p> <p>This is an expansion of the intervention strategies listed in the LCAP to include more middle school students with a more in-depth focus on mathematics and language arts.</p>	
LCAP, Goal 1, Action 2	Maintain additional teachers	<p>Additional teachers will be hired to facilitate 4th - 12th class size averages of 30:1 or below to allow more one to one interaction, small group instruction and intervention to promote increased student achievement and standards mastery.</p> <p>This is continued from the LCAP action that only addressed 2021-2022. These temporary teachers will be maintained through June 2024.</p>	\$1,500,000
LCAP, Goal 1, Action 12	Intervention Support Personnel	<p>Two part time Elementary intervention specialists will be hired to provide extra support through small groups and one on one tutoring to increase student achievement in English Language Arts and math. These positions will be in place through June 2024.</p> <p>This is an expansion of the LCAP that addressed the need for additional intervention support for all grade levels.</p>	\$370,000
N/A	Maintain expanded Para-Professional hours	Paraprofessionals will maintain expanded duty time of five hours a day to provide extra support to students with small group instruction and one to one interaction to promote increased student achievement in English Language Arts and math.	\$260,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		These positions will be in place through June 2024 pending MOU with CSEA and ongoing negotiations.	
N/A	Expand Library Clerks	<p>Library clerk duty days will be expanded to include 5 days a week for 5 hours a day.</p> <p>These positions will be in place through June 2024 pending MOU with CSEA and ongoing negotiations.</p>	\$40,000
N/A	Hire Resident Substitutes	Each site will have one resident substitute teacher to remain at a specific site to cover teacher absences due to COVID related issues. This will provide consistency for students if the teacher of record cannot be in the classroom.	\$277,000
LCAP, Goal 2, Action 10	Additional Elementary Counselor	<p>An additional full time Elementary Counselor will work with elementary students for the purpose of supporting them in academics and meeting the increasing need of social emotional and mental health support. With this addition, both elementary schools would have a counselor specific to their site. This will be a temporary contract until June 2024.</p> <p>This is an expansion of the LCAP action item, extending this position to 2024.</p>	\$318,000
LCAP, Goal 2, Action 11	Maintain Chautauqua High school counselor	A full time Chautauqua High School Counselor will work with students for the purpose of supporting them in academics, college and career pursuits, and meeting the increasing need of social emotional and mental health support. This will result in an increase in the percent of students that feel connected to their site. This will be temporary contract until June 2024.	\$206,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		This is an expansion of the LCAP action item, extending this position to 2024.	

## Use of Any Remaining Funds

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

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

\$1,279,883

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP, Goal 3, Action 1	Technology infrastructure update	<p>In order to meet the demands of increasing technology in the classroom there is a need to purchase and install updated CAT 6 E ethernet cables in order to facilitate access and connectivity to all online core and supplemental curriculum. This will increase total bandwidth and support increased student/staff devices for future instructional practices.</p> <p>In addition, this will support our ability to provide student and staff safety measures to ensure a safe environment conducive to learning as we continue to install additional safety measures and systems.</p> <p>This is an expansion of the LCAP action that provides one to one devices for all students.</p>	\$1,229,883
LCAP, Goal 2, Action 1	Safety Cameras	Additional cameras and controllers will be placed at each site. This will result in increased security at each site which will allow more focused oversight on school property to ensure student safety.	\$50,000



Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		This is an expansion of the LCAP action that maintains safety assistant positions at the Middle School and High School.	

## 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
Summer School	Elementary and Secondary Counselors, Administrators, and Teachers will calculate the effects of student participation in this expanded learning opportunity: a. Student attendance (elementary and secondary) b. STAR test results c. Credits recovered (9 <sup>th</sup> – 12 <sup>th</sup> )	a. Annually b. Pre and post summer school c. Annually

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
<p>Expanded Intervention Opportunities (EIO)</p> <p>Intervention Certificated Support Personnel</p> <p>Expanded Paraprofessional Duty Hours for intervention</p>	<p>Elementary and Secondary administration will monitor the number of students in attendance and the effects of their participation as evidenced by grades and progress monitoring assessments:</p> <p>a. STAR tests</p> <p>b. Quarterly Benchmarks</p> <p>c. Progress reports</p> <p>d. Grade reports</p>	<p>a. Three times a year (additional diagnostic used for measuring and monitoring academic growth)</p> <p>b. Quarterly</p> <p>c. Quarterly</p> <p>d. Each semester</p>
<p>Additional Teachers</p>	<p>Each Elementary and Secondary site will maintain small class sizes to ensure the option for targeted and small group instruction:</p> <p>a. TK – 3<sup>rd</sup> class size average below 24:1</p> <p>b. 4<sup>th</sup>/5<sup>th</sup> class size average below 30:1</p> <p>c. 6<sup>th</sup> – 12<sup>th</sup> class average below 32:1</p>	<p>a. Monthly</p> <p>b. Monthly</p> <p>c. Monthly</p>
<p>Expanded Library Clerk duty day</p>	<p>Records will be kept regarding student library use:</p> <p>a. Accelerated Reader: number of books checked out and number of quizzes taken</p> <p>b. Number of hours of student library usage</p>	<p>a. Semester</p> <p>b. Semester</p>
<p>Resident Substitutes</p>	<p>Daily records of substitute use to maintain consistency on sites with teacher absences:</p> <p>a. Number of days resident substitute covered certificated teachers' classes</p>	<p>a. Monthly</p>
<p>Additional Elementary Counselor</p> <p>Maintain Chautauqua Counselor</p>	<p>Counselors will progress monitor effectiveness of their support based on actions implemented throughout the year:</p>	<p>a. Annually</p> <p>b. monthly</p>

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
	a. Number of students participating in 4 or 6 year plan meetings (secondary) b. Number of suspensions/expulsions c. Connectedness score on California Healthy Kids survey d. Youth Truth Data on College Career Readiness scale	c. Annually (every other year) d. Annually
Technology Infrastructure Update	Connectivity in classrooms will be monitored by a. Increased speed of WiFi b. Buffering time c. Device support capability	a. Annually b. Annually c. Annually
Safety Cameras	Site administrators will monitor incidents identified due to increased camera surveillance. a. Number of suspensions/expulsions	a. Monthly

# 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 ESSER III Expenditure Plan template and instructions, please contact [LCFF@cde.ca.gov](mailto:LCFF@cde.ca.gov). For all other questions related to ESSER III, 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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