



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
PVSD Expanded Learning Opportunities Grant Plan	https://bit.ly/3mOsXiP
PVSD Local Control Accountability Plan	https://bit.ly/3mOsXiP
PVSD COVID-19 Prevention Plan	https://www.pleasantvalleysd.org/Page/10940

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

5,997,879

Plan Section	Total Planned ESSER III
Strategies for Continuous and Safe In-Person Learning	1,565,000
Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)	1,822,000
Use of Any Remaining Funds	2,610,879

Total ESSER III funds included in this plan

5,997,879

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.

The Pleasant Valley School District values the collaboration between community partners and educators. Throughout the 2020-21 school year, extensive engagement occurred in the development of the Expanded Opportunities Learning Grant Plan (ELOGP) and the Local Control Accountability Plan (LCAP). This included over 40 meetings, a parent/caregiver survey, teacher/staff survey, and a student survey. Given the timeline of the plans, much of the feedback from them informs the development of the ESSER III Plan.

In the 2021-22 school year, Pleasant Valley has continued its practice of engaging with interested parties in gathering information about the needs present at the inception of the school year as well as input on how to address these needs through the ESSER III plan. Approximately 8% of students in PVSD are designated as English Language Learners. In order to consult with parents/caregivers of English Learners, an

input session was held with the District English Language Advisory Committee. The District Advisory Committee, which includes parent/caregiver representatives from all eleven campuses, provided input into the ESSER III plan during the October DELAC meeting. In the development of this plan, the comprehensive input into areas of need and needed supports was particularly important to gauge from the perspective of teachers; therefore, a teacher survey was administered to capture their recommendations. School Administrative Assistants, who interact with faculty, parents, caregivers, and students provided their perspectives and input at their September meeting with district leadership. Specific outreach was conducted to assess the needs of PVSD Foster Youth through a needs interview with the Ventura County Office of Education's homeless and Foster Youth liaison. While PVSD does not receive Title VI funding, there are 28 students who self-identify as American Indian. In working to connect these students with services, PVSD consulted with the Ventura County Indian Education Consortium to discuss supports and the process for formally connecting with the consortium. PVSD administration District certificated and classified leadership provided insights into needs and potential actions and services at the district's leadership meeting which includes all district and campus leadership. Opportunities for feedback were also provided through the PTA Roundtable, which includes parents/caregivers who serve as leadership for the campus PTA/PTO organizations, district leadership, the Pleasant Valley Education Association, a representative from the SELPA Community Advisory Committee (CAC), and representatives from community based organizations. Special Education program administrators attended meetings with the SELPA where supports for students were discussed. Several meetings were held at the beginning of the 2021-22 school year with Pleasant Valley Education Association leadership to consult on district operations and needs as a result of the pandemic. Student FastBridge social emotional data through the SAEBRS (Social Academic Emotional Behavior Rating Scale) in addition to reading and math FastBridge data further informed the plan with regard to addressing the needs of students.

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

One of the consistent themes found in feedback sessions was the demand for additional personnel in various areas to support students. For instance, the teacher survey pointed to the benefit of hiring increased literacy intervention content specialists supports as well as opportunities for students to receive tutoring or homework help. This was echoed by the parent District Advisory Committee, District Language Acquisition Committee, and in the input session with district leadership. The challenge remains that while all interested parties appear to concur with this need, staff procurement has been a significant challenge. Extra duty hourly stipends have been offered to certificated staff; however, the return to full day, in-person instruction has created more challenges for teachers, and there are fewer available to provide these supports. Given that the Literacy Intervention Content Specialist positions are based on one-time funds, there were few applicants for the positions from our current teacher rosters. The position requires expertise in reading instruction and is not something that could be done through student teachers or less experienced staff. Based on this feedback, PVSD will continue the increased literacy intervention support and continue to explore alternatives, like online tutoring services, to provide homework and tutoring help.

A recurrent theme throughout all groups was the recommendation to continue to provide access to increased counseling support services. Consultation with the foster/homeless liaison emphasized the need for social emotional and mental health supports for students to address trauma. DELAC members also punctuated the need for these services in addition to including academic counseling. Further, DELAC suggested the district target campuses with the highest Spanish speaking populations with Spanish speaking counselors, when available. The parent District Advisory Committee and Roundtable representatives also added that student wellness centers could be beneficial to students. The district administrative team will work with school counseling staff and the facilities, maintenance, and operations department to plan for Wellness centers at both comprehensive middle schools. Depending on available space and availability to staff the Wellness

centers, the model may be scaled to K-8 campuses in the future. The teacher survey strongly communicated the need for additional positive behavior intervention supports at our comprehensive middle schools. Specific support will be provided to clarify PBIS processes at the sites in addition to increased supervision.

Instructional staff also emphasized that additional technology support is needed for students, parents, and teachers. This was particularly prominent for students in the the district's digital independent study program. The plan includes specific technology support based on this feedback. The parent district advisory also noted the need for a supplemental instructional technology program, which has been added to the plan.

During the Roundtable and parent District Advisory meetings, participants noted the importance of expanding access to hands-on arts activities. Support for students to connect with the arts is embedded in the plan as a result of this input.

In working to be responsive to the changing needs of students, these engagement sessions yielded the best representation of student needs and actions to address these needs. As needs will change dependent on pandemic conditions, the plan will need to remain nimble due to these unknown conditions. Community input will continue to be key in this iterative process.

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

1,565,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
COVID-19 Prevention Plan, pg. 13	Heating Ventilation Air Conditioning (HVAC)	The COVID-19 Prevention Plan provides enhancement of HVAC including upgraded air filters with the highest efficiency compatible with the system. ESSER III plans will provide augmented and continuous ventilation and upgraded air filtration and monitoring (Allowable use 10).	195,000
COVID-19 Prevention Plan, pg. 10	Supplies and supports for increased sanitization	The COVID-19 Prevention Plan calls for procurement of necessary cleaning and sanitizing supplies, restroom supplies, hand sanitizer, and/or sanitizing wipes. ESSER III funds will provide increased cleaning supplies and extra custodial hours for enhanced sanitization (Allowable use 9).	425,000
COVID-19 Prevention Plan, pg. 16	Personal Protection Equipment	The COVID-19 Prevention Plan defines the specific Personal Protective Equipment needs for each job classification. ESSER III funds will support continued procurement of personal protection equipment that meets the parameters defined in the COVID-19 Prevention Plan (Allowable use 5).	45,000
COVID-19 Prevention Plan, pg. 14	Increased Hours for Staff for COVID-19 mitigation measures	The COVID-10 Prevention Plan describes enhanced sanitizing protocols to mitigate COVID-19 hazards. Similarly, the plan defines procedures for responding to COVID-19 exposures in the workplace. These processes require personnel to implement, and the ESSER III plan provides increased hours for staff to support COVID-19 mitigation measures and overcome operational challenges through the 2022-23 school year (Allowable use 11).	900,000

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

1,822,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP Goal 1, action 12	Tutoring and homework supports	The LCAP allocated tutoring and homework support programs in English and Mathematics with the principal goal of increasing outcomes for unhoused youth, foster youth, English Learners, Socioeconomically disadvantaged students, and students at-risk of not meeting grade level standards. ESSER III funds will expand these services and incorporate options such as online tutoring services (when instructional staff cannot be procured to provide the service) in order to increase access for students (Allowable uses 1 and 6). [Tier I evidence-based practice. Meta-analysis conducted by Hattie (2017).]	200,000
LCAP Goal 1, action 11 and ELOGP pg. 5	Literacy Intervention Content Specialists	The LCAP funds four reading specialists with time allotted based on the unduplicated student count on each campus. Through the ELOGP three additional reading specialists were hired for the 2021-22 school year. The ESSER III plan will allow for this service to continue through the 2023-24 school year with a focus on supporting students most disproportionately impacted by the pandemic (Allowable uses 1 and 6). [Tier I evidence-based practice. Meta-analysis conducted by Wanzek, Steven Williams, et al (2018).]	675,000
LCAP Goal 1, action 2	Instructional Software	Through the LCAP, a wide array of instructional software applications to support student learning were procured. Through the ESSER III, an at-home supplemental technology program for English Language Arts and mathematics will be added for students (Allowable use 1). [Tier 1 evidence based practice as found in a meta-analysis by Hattie ascribing a .47 effect size to programs utilizing "intelligent tutoring systems" (2017).]	225,000
ELOGP, pg. 5	Intervention sections	The ELOGP provided middle school intervention sections for English Language Arts and mathematics for the 2021-22 school year. The ESSER III will allow these sections to be offered through the 2023-24 school year (Allowable use 1). [Tier I evidence-based practice. Meta-analysis conducted by Wanzek, Steven Williams, et al (2018).]	475,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP goal 1, action 4	Alternative SBE-approved 6-8 mathematics curriculum and enhanced TK-5 math materials.	While the LCAP includes some funds for ongoing replenishment of standards-aligned instructional materials, the ESSER III funds will provide the option for 6-8 teachers to utilize Eureka math instructional materials to bridge mathematics gap between K-5 and 6-8. Additionally, the Eureka platform has been enhanced to include intervention supports, which will be purchased for TK-5 (Allowable use 1). (Tier 2 program- analysis conducted by EdReports noted high alignment for focus, coherence, rigor, and mathematical practices)	162,000
LCAP goal 1, action 4	Literacy intervention support materials	The LCAP includes funds for standards-aligned instructional materials for core curriculum. ESSER III funds will provide evidence-based literacy intervention materials (for example: Heggerty, Fountas & Pinnell, and Sonday) that serve as a companion to adopted ELA curriculum (Allowable use 1). [Tier 1 evidence-based practice based on study conducted by Ransford-Kaldonn, Flynt, Ross, et al. (2010)]	50,000
PVSD COVID-19 Prevention Plan, pg. 15	Academic supplies and materials	Provide increased allocation for materials and supplies to avoid use of communal supplies to support COVID-19 mitigation as recommended by CDC best practices (Allowable use 11).	35,000

- consider adding reference to allowable uses (see "feedback/considerations under "Strategies for Continuous and Safe In-Person Learning" section above)

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

2,610,879

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP goal 2, action 2, ELOGP pg. 5	Counseling Support	The LCAP provides counseling support on campuses with the number of days allotted based on the percentage of unduplicated pupils at the site. The ELOGP expanded this support for the 2021-22 school year by adding additional counselor support. Through ESSER III funds, the expanded access to counseling services can continue through the 2023-24 school year. This expanded access will support students most significantly impacted by COVID-19 school impacts (Allowable uses 1 and 6).	750,000
LCAP goal 2, action 2	Social Emotional Learning curriculum	The LCAP and ELOGP provide access to counseling supports. ESSER III plans will leverage these supports through the procurement of additional Second Step materials and provide paid training time for teachers (Allowable use 1).	20,000
LCAP goal 2, action 4	Performing arts	The LCAP provides music opportunities for students with the number of days allocated based on the unduplicated percentage of students at the school. ESSER III funds will support the expansion of access to the arts (Allowable uses 1 and 6).	20,000
LCAP goal 2, action 1	Positive Behavior Intervention Supports (PBIS)	The LCAP provided training in restorative practices through community circles at the onset of the 2021-22 school year. The ESSER III plan will provide next step support targeted for campuses demonstrating additional needs with regard to positive behavior intervention supports. This need is particularly prominent on comprehensive middle school campuses where the current sixth grade students had a more challenging transition to middle school due to the impact that COVID-19 has had on the educational program. The action will provide additional professional learning and supervision support, through the 2022-23 school year (Allowable uses 1 and 6).	200,000
ELOGP, pg. 5	Continuity of permanent staffing	Through the ELOGP, Pleasant Valley School District eliminated the majority of combination classes for the 2021-22 school year in order for teachers to focus on one set of grade level standards. This resulted in the hiring of several one-year temporary teachers. Due to the COVID-19	1,490,879

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		pandemic, enrollment has declined significantly. ESSER III funds will be used to maintain services provided by permanent staff to ensure greater continuity for students, while the district works to increase enrollment and in the absence of said increase, to right-size staffing (Allowable use 12).	
LCAP goal 2, action 3	Wellness spaces	The LCAP provides increased opportunities for students to participate in clubs, extracurricular activities, and school/community events to support student connectedness and attendance, principally directed at supporting unduplicated pupils. The ESSER III plan will expand opportunities for connectedness through the development of wellness spaces to support students' emotional wellbeing (Allowable use 1).	30,000
LCAP goal 1, action 1	Technology support	The LCAP provides for the actual devices needed for students to have access to 21st century learning through technology. The ESSER III plan will provide short-term additional technology support to help with the implementation of added programs to support students during and post pandemic. The parent support piece continues to be a significant need for families who are low income and have more limited access to technology (Allowable uses 1 and 6).	100,000

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
Heating Ventilation Air Conditioning (HVAC)	CO2 Levels will be monitored	PVSD has equipment that continuously monitors the CO2 levels.
Supplies and supports for increased sanitization	Custodial supply order forms	These forms are monitored weekly by the Facilities, Maintenance, and Operations department.
Personal Protection Equipment	Site supply request forms	Request forms are monitored daily as sites request supplies
Increased Hours for Staff for COVID-19 mitigation measures	Timesheets	Timesheets are processed monthly
Tutoring and Homework Supports	PVSD principals will track the number of students participating in tutoring and/or homework support. Students in need of referral to the program will be regularly identified. PVSD will monitor progress of participants through performance on FastBridge assessments.	Participation rates will be monitored monthly. Performance on the FastBridge assessment will be monitored after each trimester administration.
Literacy Intervention Content Specialists	PVSD literacy intervention content specialists will track the number of students being served by Literacy Intervention Content Specialists each trimester based on the analysis of schedules and the placement grid. Progress towards grade level mastery of served students will be recorded on the reading level placement grid with students referred for additional supports as appropriate.	Progress will be monitored each trimester through formative and summative assessments such as Fountas and Pinnell and FastBridge aReading.
Instructional Software	PVSD will examine usage analytics to determine whether students are accessing the program.	Analytics will be examined for use monthly beginning after procurement.
Intervention Sections	PVSD intervention support teachers will track the number of students being served in intervention sections. They will monitor progress towards grade level mastery of served students through FastBrige aReading and aMath. Grades will also be examined to determine whether assignment to the intervention remains appropriate.	Performance on the FastBridge assessment will be monitored after each trimester administration.

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
Alternative SBE-approved 6-8 mathematics curriculum	PVSD Principals will monitor use of curriculum as noted by instructional plans of classes utilizing the curriculum/ FastBridge aMath in classes utilizing the Eureka math materials.	Performance on the FastBridge aMath assessment will be monitored after each trimester/quarter administration.
Reading intervention materials	PVSD Principals will monitor the use of curriculum as observed in primary hour and intervention sections.	Implementation will be monitored each trimester beginning after procurement.
Counseling Support	Counselors will chart documented visits per month to examine trends.	Counselors will analyze the number of visits each month.
Social Emotional Learning curriculum	PVSD principals will monitor the use of the Second Step curriculum as noted by instructional plans of classes utilizing the curriculum. Principals will examine SAEBRS data to inform programmatic implementation.	Each trimester/quarter beginning after procurement, progress will be monitored through examination of lesson plans and through the analysis of SAEBRS data.
Performing Arts	Music Specialist and Educational Services staff will track the schedules of opportunities provided in the arts.	Schedules will be monitored each trimester.
Positive Behavior Intervention Supports (PBIS)	PVSD principals of schools that have had extended PBIS professional learning will monitor the number of incidents and types of incidents that are occurring when compared to preintervention.	Principals will monitor after professional learning is provided to staff.
Continuity of permanent staffing	Business Services and Human Resources will examine Escape position control reports for permanent staff to determine levels as compared to the prior year.	The data will be examined for year-over-year trends at the beginning of the 2022-23 and 2023-24 school years.
Wellness spaces	Comprehensive middle school principals with Wellness centers will monitor progress based on the availability of Wellness spaces as noted by schedules.	Wellness centers will be implemented by the end of year and access will be measured through schedules.
Increased short-term technology Support	Technology support service personnel will monitor progress based on number of help desk tickets completed.	Monthly review of number of help desk tickets.

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.

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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