

# ESSER III Expenditure Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Linns Valley-Poso Flat Union School District	Tammy Pritchard Superintendent	tapritchard@linnsvalleyschooldistrict.org 661-536-8811

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
2021 LCAP	Linns Valley Webpage: <a href="https://linnsvalleyschooldistrict.org">https://linnsvalleyschooldistrict.org</a>

## Summary of Planned ESSER III Expenditures

Below is a summary of the ESSER III funds received by the LEA and how the LEA intends to expend these funds in support of students.

Total ESSER III funds received by the LEA
\$300,754

Plan Section	Total Planned ESSER III
Strategies for Continuous and Safe In-Person Learning	\$98,354

<b>Plan Section</b>	<b>Total Planned ESSER III</b>
Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)	\$185,000
Use of Any Remaining Funds	\$17,400

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

\$300,754

## 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.

Linns Valley School District is committed to significant and purposeful engagement of parents, students, educators, community groups, and other stakeholders in the development of the LCAP and the budget process. In compliance with statute, stakeholder engagement supported comprehensive strategic planning, accountability, and improvement across the state priorities and district locally identified priorities.

Linns Valley solicited feedback from parents, administration, students, staff, community, parent advisory, and School Board with an ESSER III Expenditure Plan Survey. On Oct 20, 2021 there was a virtual meeting to discuss the ESSER III Expenditure plan.

During the 2020-2021 school year, a powerpoint (framing the 8 State Priorities and 3 Main District Goals) was used to provide an overview of the district's LCAP to provide context for input. Meeting times and dates were posted on ParentSquare for the school year. Time was provided for stakeholder group discussions and input regarding proposed actions and services facilitated by the power point as well as through surveys. Actions and services suggested by all stakeholder groups were gathered systematically and input into the Power Point. The meetings and surveys, were reviewed and considered for the new 3-year plan as well as guided the remaining months of the academic year. The district used a variety of meetings, surveys, and activities to involve stakeholders with the review of district data, funding, goals, and current action steps.

Given the ongoing changes beginning March 2020 due to COVID-19, the district made continuous efforts to reach students and families especially those not having internet. Initial formal input was conducted to develop the district's Learning Continuity Plan and has continued with LCAP input as well as gathering input for the Extended Learning Grant. Specific to updating the LCAP for 2020-2021, a set of questions was composed for parent and community input gathered through surveys. Additionally, multiple surveys or questionnaires were sent out throughout the year to various stakeholder groups asking for input related to reopening, school services, and requesting input and feedback for planning.

#### PARENTS

We have 10 sets of parents/guardians of whom we invite to provide input to the school and programs. This was done by ongoing feedback from parent meetings and surveys.

#### ADMINISTRATION/PRINCIPAL

Linns Valley only has 1 site administrator. Feedback about the LCAP was done with Kern County Superintendent of Schools through trainings with Management Analyst and monthly CO-OP and Superintendent meetings.

#### STUDENTS

Students were provided the opportunity to give feedback about what is working at the school and any suggestions they would like to see improved. This was done by ongoing feedback through the year.

#### STAFF (TEACHERS AND OTHER PERSONNEL)

Staff were provided the opportunity to give feedback about what is working at the school and any suggestions they would like to see improved. This was done by ongoing feedback through the year.

#### LOCAL BARGAINING UNITS

Linns Valley does not have any local bargaining units.

#### ELAC

Linns Valley does not have any English Learners therefore we do not have an English Language Acquisition Committee.

#### PARENT ADVISORY

Discussions with parents took place multiple times during the school year that included feedback on LCAP.

#### SELPA LCAP SUPPORT CONSULTATION

June 1, 2021 1:00 p.m. SELPA LCAP SUPPORT CONSULTATION with Kern County SELPA with the District Superintendent.

#### SCHOOL BOARD

Informational Reports to the School Board on LCAP goals, action steps, outcomes and budget were presented:

2021-22 Local Control Accountability Plan for Linns Valley School District:

June 9, 2021 A draft of the LCAP taken to the school board meeting allowing an opportunity for questions, comments, and a public hearing.

June 10, 2021 The district presented the LCAP, Local Measures, and the Budget for board approval at a regularly scheduled meeting of the board of trustees.

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

During LCAP input this year and at the end of the 2019-2020 school year, there were many patterns and trends largely influenced by COVID-19 school closures and the implementation of distance learning. Input gathered in 2019-2020 was reflected again in suggestions and concerns gathered during 2020-2021 input. The following are summaries of information gathered.

#### STUDENTS:

Students report wishing to be more fully engaged in school. Many said they struggled with work and were glad when teachers and other school staff stepped in to help. They particularly mentioned having access to computers now with 1 to 1 Chromebooks however a large number mentioned the internet being "glitchy". Student desires to return to school in person were varied with some feeling more comfortable not having to show their camera and others focused on the social aspects of school and wanting to come back with their friends. Student comments October through May upon return to school are very positive affirm the importance of relationships and in-person instruction. As with each year, students mention art as fun and engaging.

The addition of CANVAS and related systems, Weekly Attendance Accounting, professional development to support staff and the overall weight of COVID-19 security measures and reporting has been a huge undertaking led by administration. Support staff have been mentioned as highly instrumental in support of students and families.

Using the survey results from the ESSER III plan, Students requested facility upgrades/updates to the school and to be engaged while at school. Based on this feedback from students, Linns Valley has embedded facility upgrades/updates and student engagement within the ESSER III expenditure plan.

#### TEACHERS/STAFF

Following the pattern of the administration input and staff, discussions are shadowed by the impact of COVID-19 in relation to stress for health concerns and desires to help students who may or may not engage fully. Time to accomplish compliance work as well as supporting students and consistently changing guidelines have been a concern, yet each change has prompted discussions which have moved the district to accomplish in 12 months what may have taken years without the outside pressures. Input on CANVAS varies as staff have utilized this platform and are becoming more comfortable. Professional development requests include Canvas training.

Using the survey results from the ESSER III plan, Teachers/Staff requested facility upgrades/updates and student engagement. Based on this feedback from staff, Linns Valley has embedded facility upgrades/updates and student engagement within the ESSER III expenditure plan.

## PARENTS

Parents have expressed thanks for administrators, teachers, and support staff for their persistence, motivation, and support of students. The group expresses a desire for even more communication and engagement of parents. Initial focuses for the 2020-2021 school year were largely related to acquisition, implementation, and use of technology and materials/programs to support distance learning beyond the packets that were used from March 2020 to the end of the 2020-2021 school year.

## COMMUNITY

Using the survey results from the ESSER III plan, Linns Valley Community requested closing the student achievement gap and additional staff to provide state standards/school goals. Based on this feedback from Community, Linns Valley has plans on hiring another teacher to help close the achievement gap (Addressing the impact of lost instructional time).

## PARENT ADVISORY

Parents have expressed thanks for administrators, teachers, and support staff for their persistence, motivation, and support of students. The group expresses a desire for even more communication and engagement of parents. Initial focuses for the 2020-2021 school year were largely related to acquisition, implementation, and use of technology and materials/programs to support distance learning beyond the packets that were used from March 2020 to the end of the 2020-2021 school year.

Using the survey results from the ESSER III plan, Parents requested a safe campus and continued learning. Based on this feedback from parents, Linns Valley has plans on hiring another teacher to help close the achievement gap (Addressing the impact of lost instructional time) and ensuring campus is safe from spreading Covid-19 with facility upgrades/updates.

## ELAC

Linns Valley does not have any English Learners therefore we do not have an English Language Acquisition Committee.

## SELPA

Currently Linns Valley contracts with an outside agency as a special education consultant. The consultant discusses how to provide academic interventions and/or supports for students with disabilities. Currently Linns Valley has 2 students with disabilities served within the Kern County program and one student will be back on campus this upcoming year. SELPA suggest that our surveys include a way to identify students with disabilities.

## LOCAL BARGAINING UNITS

Linns Valley does not have any local bargaining units.

## COMMUNITY INPUT

2021-22 Local Control Accountability Plan for Linns Valley School District:

June 9, 2021 A draft of the LCAP taken to the school board meeting allowing an opportunity for questions, comments, and a public hearing.

June 10, 2021 The district will present the LCAP, Local Measures, and the Budget for board approval at a regularly scheduled meeting of

the board of trustees.

## 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

\$98,354

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
	Upgrade Projects to Improve Safety facilities and reduce Virus Transmission	Linns Valley will upgrade ventilation systems on buildings, purchase additional tables and shade structures to promote social distancing during meal times, upgrade drinking water systems to increase safety and reduce virus transmission, and update and upgrade playground facilities to promote social distancing outside of the classroom.	\$43,354
	Transportation	Linns Valley plans to purchase a new van to provide transportation to special education students. The van allows for additional bus routes for students and helps with social distancing to help reduce the spread of Covid-19. The new bus routes will allow for less students in the vehicle, thus promoting social distancing. This effort will bring more students to school and mitigate the spread of Covid.	\$55,000

## 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

\$185,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP Goal 1, Action 5	Highly Qualified Teacher	A Highly Qualified teacher will be used to ensure ample opportunity for students to learn with an emphasis on reading and math. This will be done by teaching grade level standards and use smaller class sizes to offer students differentiated instruction. This teacher will be extended to the 2022-2024 school year using ESSER III funds.	\$185,000

## 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

\$17,400

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP Goal 1, Action 6	Well-Rounded Education for PE and activities outside the classroom	Extend purchases to the 2022-2024 school year using ESSER III funds to provide a well rounded PE program that supports student engagement. Funds will be used for additional equipment that enhances the health and wellness	\$14,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		curriculum as well as provide activities for students during recess.	
LCAP Goal 2, Action 1, 2, and 3	Stakeholder Input/Activities	Extending to the 2022-2024 school year using ESSER III funds to provide stakeholder feedback to parents, staff, students, and community. Linns Valley will be using platforms for in-person and virtual meetings, surveys, Newsletters, and questionnaires throughout the year. This action includes materials and supplies to conduct these meetings and gather input from stakeholders on the plans being implemented at Linns Valley.	\$2,400
LCAP Goal 2, Action 4	Parent Communication	Extending to the 2022-2024 school year using ESSER III funds to provide parent communication using a digital platform. This will allow teachers and administration to communicate with parents on a regular basis regarding school information, grades, student updates, etc.	\$1000

## 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
Upgrade Projects to Improve Safety facilities and reduce Virus Transmission	Facility updates/upgrades are monitored with the FIT report as well as replacement schedules for facilities.	Quarterly/ 4 times per year
Transportation	Transportation logs will be monitored for students and follow all safe school guidelines for COVID-19 mandate implementation and transmission rates. Linns Valley follows CDPH sanitation and guidance to ensure social	Daily

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
	distancing is promoted during transportation. The average daily attendance via reports is captured within our local SIS.	
Highly Qualified Teacher	Longitudinal academic achievement data. Distribution of supplemental instructional materials to students; academic achievement data—benchmark, formative, summative, school climate survey and feedback from parents.	Pre-assessments (Pre/Post, 2 times per year); annual cumulative assessment data and state mandated assessments.
Well-Rounded Education for PE and activities outside the classroom	Linns Valley uses school climate surveys and observational records by site administration. Feedback from students to staff also informs the effectiveness of the activities being provided.	Monthly
Stakeholder Input/Activities Parent Communication	Linns Valley uses school climate surveys, parent feedback (virtual and in-person), and school communication tools.	Weekly/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 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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