



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
2021 BVUSD LCAP	https://www.bvusd.org/site/handlers/filedownload.ashx?moduleinstanceid=1161&dataid=3283&FileName=2021_LCAP_merged_Bennett_Valley_Union_School_District_20210622.pdf

Plan Title	Where the Plan May Be Accessed
BVUSD Reopening Plan (2020-2021)	https://www.bvUSD.org/site/handlers/filedownload.ashx?moduleinstanceid=2458&dataid=3284&FileName=2021%20Safe%20Return%20to%20In-Person%20Instruction%20and%20Continuity%20Plan%20031021.pdf
BVUSD COVID-19 Protection Plan - Current Plan (2021-2022)	https://docs.google.com/document/d/1ptupAKhxIM5h83ToclvzN2Vx5pzBgKGqq0W4aLzF8G8/edit

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

\$483,367

Plan Section	Total Planned ESSER III
Strategies for Continuous and Safe In-Person Learning	\$73,000
Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)	275,367
Use of Any Remaining Funds	\$135,000

Total ESSER III funds included in this plan

\$ 483,367

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.

Coherence with LCAP & Other COVID-related Plans

This expenditure plan is in extension of what we started in 2020 when the pandemic hit. As a living document, we anticipate needing to make some adjustments along the way, but the fundamental goals and strategies remain the same because this has been a thoughtful process, with broad, ongoing and meaningful input, that aligns with our LCAP, our vision and our mission. We have thus far, sustained robust efforts in our outreach to our community, and intend to continue. As an extension of larger, ongoing conversations, this plan was developed in consultation with stakeholders based upon discussions that took place beginning in early 2021 during the LCAP development. Parent meetings in the spring of 2021 were dedicated to sharing information about COVID-19 and reviewing LCAP goals and actions while soliciting input and feedback to inform a variety of additional COVID-related plans. Additional COVID-related plans include the COVID-19 Prevention Plan, Expanded Learning Opportunities (ELO) Grant, ESSER I, ESSER II, and the BVUSD COVID-19 Handbook. Accordingly, expenditure plans for the funding BVUSD will be receiving over the next several years from ESSER III are aligned with the aforementioned supplemental and ancillary COVID-related plans, and reflect the conversations that led to the development of the LCAP, the COVID-19 Prevention Plan, ELO, the BVUSD COVID-19 Handbook and both of the previous ESSER expenditure plans.

General Process & Timeline

Revised LCAP surveys were sent in March 2021 for the 2021-22 LCAP. Stakeholders responded to the questionnaires in March. The data was analyzed and shared at the Town Hall Meeting held in April. The input was utilized by the School Site Council/Parent Advisory Committee to finalize the LCAP for the public hearing and approval in June. Additional feedback was gathered through surveys and the administrative leadership team informed additional priorities. The District continues to seek input from parents and community members through regular meetings of the Governing Board and via a new tool for sharing feedback that is included as part of every message from the superintendent (at least once a week). BVUSD Trustees reviewed the Expanded Learning Opportunities Grant Plan on May 12 and the Site Council Parent Advisory Committee reviewed survey results and student performance data (including end of year and cohort group progression on May 25). The LCAP, the budget, and the Expanded Learning Opportunities Plan were approved on June 9 after a public hearing on June 7. This ESSER III expenditure plan will be submitted to the BVUSD Board of Trustees on October 13, 2021 for their review, discussion, and approval. Community members and staff will have access to the plan prior to the meeting and are invited to submit feedback during periods designated for public comment during the meeting. Additional details are summarized below.

Stakeholder Representation & Advocacy

BVUSD has an ongoing practice of providing opportunities for broad and meaningful engagement of all stakeholder groups. Careful and deliberate outreach results in representation that reflects the experiences and articulates the needs of all student groups. This includes consultation with advocates for underrepresented student groups, populations that are statistically underserved, and Civil Rights groups whenever necessary and possible. BVUSD has evaluated its stakeholder engagement opportunities and determined that Tribes are not currently present or served in the district and therefore not currently participating in community engagement opportunities. As our populations change, so do our outreach efforts to ensure comprehensive representation.

BVUSD has established a several parent advisory committees. During this time, district leadership facilitated meetings with parents, including parents of students with disabilities and parents of English learners, community members, teachers, classified and certificated bargaining units, members of the DELAC, and the district School Site Council. The Site Council also serves as our Parent Advisory Committee and Budget Advisory Committee, and there is a parent representative elected to the Site Council from our DELAC adding coherence to our processes. The Site Council has been meeting monthly via zoom throughout the pandemic which will continue in fall 2021.

In addition to parents, stakeholders include staff, teachers, unions, administrators, and community members. It is always our intention to evaluate the needs of all student as we develop any expenditure plan however, we are deliberate in seeking representation for variety of specific student subgroups including those disproportionately impacted by COVID 19 (e.g., English language learners, students enrolled in special education or who have an identified disability, and other underserved student populations which may include homeless students, foster youth, and migratory student when applicable).

Student-Centered, Data-Driven with a Focus on Learning Acceleration

We will continue to collect student achievement data by which we will evaluate our success. Parents will continue to have access to achievement data. Student needs and program data are discussed regularly by our grade level teams and administrative team and subsequently shared in a variety of forums (e.g., parent meetings, advisory committees, Board of Trustees meetings, and district committees). Within the current context, a cornerstone of most conversations with stakeholders about student learning include discussions about learning acceleration, differentiation, and growth. District committees (e.g., UDL, RULER/SEL, and Student Services - including Tier 2 and Tier 3 interventionists) continue to meet regularly to review program needs and student data. This information is shared at the Site Council Level.

To date, stakeholder input since the onset of the pandemic is summarized below:

2019-2020 School Year

March-June 2020:

3/13/20: State announcement that schools would go on distance learning

3/14-22: Spring Break: Preparations made for distance learning including--MOU for distance learning for 2019-20 for both unions negotiated; technology prepared to lend, Zoom contract, SeeSaw, Google Classroom, on-line platforms, etc.

3/23/20: Distance learning began:

3/23/20-June: Meetings to determine how to meet Special education and EL needs in Distance Learning, provide lunches, technology, training, IEPs held, etc.

June: Parent Survey regarding how Distance learning had worked for their children. The Task force made changes to the 20-21 Distance Learning model as a result of this feedback

2020-2021 School Year

July: Task force completes Return to School Plan and MOU for 2020-21 includes parent suggestions (more paper pencil for younger grades, more zoom instruction, etc.)

August: Teacher training for more robust Distance Learning

Return to School Plan June -July 22: The Return to School Task force developed the plan over many meetings

July 8: Board Meeting Discussion: Return to School Plan

July 15: Board Meeting: First reading of Return to School Plan

July 15: The plan was sent to parents and posted on the website

July 15-22: Public Comment Period for Return to School Plan and the plan was finalized

July 22: Board approval of Return to School Plan.

MOU's MOUs were negotiated with both unions in July.

August 19: School begins in distance learning

August-September: IEPs held, implementation of state requirements for engagement and attendance

Learning Continuity and Attendance Plan

August 28: The Bennett Valley Teachers Association and the Classified School Employees Association received the draft of the plan .

August 28: The Parent Advisory/School Site Council received the plan.

September 1: Parent Advisory/Site Council met to review and approve the Learning Continuity and Attendance plan

September 1: Site Council/Parent Advisory met

September 9: The Board hearing was held on September 9, 2020

September 14: The ELAC met to review/approve the plan and designated two parent members and one staff member of the Site Council/Parent Advisory to represent them on Site Council/Parent Advisory. Those members had attended the September 1 Site Council meeting.

September 16, 2020 Board met and approved the plan

October: Covid Parent Handbook

October 14: Board approves Covid Parent Handbook for first reading

October 20: Site Council reviews Covid Parent Handbook

November: Contact Tracing and Employee Testing Set Up

November 3: Covid Surveillance Testing training Contract Tracing training (Nurses and superintendent certified as contact tracers)

Contract with Curative for Employee Testing

December: Covid Safety Plan

OSHA--Covid Prevention Plan and checklist introduced as the two components of a Covid Safety Plan

End of first trimester parent survey on Distance Learning

Learning Continuity and Attendance Plan--Parent Budget Summary reviewed by site council, approved by the Board

January:

Covid Safety Plan completed and submitted to Public Health for approval

School Accountability Report Card reviewed/approved by Site Council and Board

February: Site Plan for Covid Safety Plan, Hybrid Development

Sonoma County Public Health Department adds a new Site template as a required component of the Covid Safety Plan. Component completed and submitted to Public Health for approval

2/16 Task force met: New hybrid model considered

2/17 Teachers discussed draft of plan at grade level

2/19: Parent survey was sent out.

2/22: Staff survey was sent out

2/23: Parent and Staff surveys due and analyzed

2/23: Parent Advisory/Site Council meets--discusses hybrid, Covid Safety Plan--Site Plan, and determines LCAP questions for stakeholder surveys

2/24: Board considers the model and sees the progress on the Covid Safety Plan, sunshines contract openers

March: Hybrid Finalization; Covid Site Plan Reviewed by Public Health

3/1-3/4: Parent zoom meetings

3/1: 4:00--TK and K, 5:00 First Grade

3/2: 4:00--Second Grade, 5:00--Third Grade

3/3: 4:00--Fourth Grade, 5:00--Fifth grade

3/4: 4:00--Sixth Grade

3/5: Deadline for Commitment from parents--hybrid or fully remote home learning

3/1-3/5 Teachers get vaccine #1 (fingers crossed) Finalize model (this is the site details--arrival locations etc.)

3/8: Home Learning assignments- Positions posted

Starting the week of 3/8: Desks set up and PPE brought to classrooms

March 10:

Bargaining Team met to bargain and will update Return to School MOU, consult on job description for Home Learning position(s)
Grade level teams determine cohorts per parent survey input
Board confirms reopening date of March 29

Week of March 15: Notify parents and teachers of cohort placement.

Week of 3/29: Hybrid began for all students. (Approximately 200 remained on our Home Learning option)

During spring break, the Sonoma County Public Health Department adopted the CDC and CDPH updated guidelines allowing for 3' distancing between student chairs which would allow all students to return at the same time.

March 23: This new guidance was discussed with Superintendent, Business Manager, principals, BVTA co-presidents, CSEA president, Director of Maintenance and Operations, Director of Technology Services to see whether it was feasible to explore the options of bring children in for additional in-person instruction during the Spring 2021.

March 30: Site Council/Parent Advisory finalized the LCAP survey questions

April 1: Teachers were surveyed

April 7: Board Decision to welcome all students back 5 days per week with a target date of 4/26/21.

April 12: The MOU with the teachers' union was updated to allow for the 3' distancing. The COVID safety plan was also updated

April 26: All students returned to school 5 days per week until lunchtime.

April 28: Parents were surveyed: all stakeholder groups were asked what they would like to see in place for next year to support students academically, socially, and emotionally. 400 parents responded to the survey (The Site Council plans to resume its normal set of survey questions in December 2021.)

May 3: Second-sixth grade students were surveyed

May 5: The Superintendent and incoming superintendent analyzed survey results and student performance data with the principals and drafted the Expanded Learning Opportunities Grant Plan and drafted the actions and services for the 2021-2024 LCAP.

May 12: School Board Meeting to approve the Expanded Learning Opportunities Grant Plan

May 25: Site Council Parent Advisory Committee Meeting: Reviewed survey results and student performance data (end of year and cohort group progression). Approved LCAP, End of Year Report/Single Plan for Student Achievement, and Expanded Learning Opportunities Plan

June: LCAP and Budget Public Hearing (June 7) and Approval (June 9)

2021-2022 School Year

July 28: Principal /Superintendent meeting

AUGUST

3 | Principal /Superintendent meeting

4 | BVUSD Foundation for Education (BVEF) meeting

6 | Covid Protection Plan Meeting

9 & 10 |Teacher Grade-Level teams

10 | BVSUD leadership & bargaining unit (BVTA) meeting (Independent Study)

11 | Principal /Superintendent meeting

11 | Board Meeting (CPP, EL Master Plan, Independent Study)

17 | Principal /Superintendent meeting

17 | BVUSD Parent/Teacher Association (BVAPT)

24 | Principal /Superintendent meeting

25 | Policy Committee Meeting

31 | Principal /Superintendent meeting

31 | BVSUD leadership & bargaining units (BVTA + CSEA) meeting (Air Quality & Indoor Recess)

31 | Student Support Services Meeting

SEPTEMBER

1 | BVUSD Foundation for Education (BVEF) meeting

7 | Principal /Superintendent meeting

7 | Student Support Services Meeting

8 | Board Meeting (Independent Study MOUs)

8 | BVSUD leadership & bargaining unit (BVTA) meeting (Independent Study)

14 | Principal /Superintendent meeting

14 | BVUSD Parent/Teacher Association (BVAPT) - (Special Education)

21 | BVUSD Teachers & Administration Meeting (Independent Study)

22 | Principal /Superintendent meeting

23 | BVUSD Parent/Teacher Association (BVAPT) - (Air Quality & COVID protocols)

28 | Student Support Services Meeting

28 | BVUSD Parent/Teacher Association (BVAPT) - (Air Quality & COVID protocols)

28 | BVUSD School Site Council - (EL Master Plan)

OCTOBER

5 | Principal /Superintendent meeting

6 | BVUSD Foundation for Education (BVEF) meeting

12 | Principal /Superintendent meeting

12 | BVUSD Parent/Teacher Association (BVAPT) - (Air Quality & COVID protocols)

13 | Board Meeting (EL Master Plan, Independent Study)

- 19 | Principal /Superintendent meeting
- 26 | Principal /Superintendent meeting
- 26 | Student Support Services Meeting
- 26 | School Site Council - Parent Group
- 27 | Special Education Team Meeting (Student Support Services)
- 28 | Board Workshop (District Priorities)

NOVEMBER

- 1 | Special Education Team Meeting (Student Support Services)
- 2 | Principal /Superintendent meeting
- 3 | BVUSD Foundation for Education (BVEF) meeting
- 9 | BVSUD leadership & bargaining unit (BVTA) meeting
- 9 | BVUSD Parent/Teacher Association (BVAPT)
- 10 | Board Meeting ()
- 15 | Homeless/Foster Youth mtg
- 16 | Principal /Superintendent meeting
- 30 | Principal /Superintendent meeting
- 30 | Special Education Team Meeting (Student Support Services)
- 30 | BVSUD leadership & bargaining unit (BVTA) meeting

DECEMBER

- 1 | BVUSD Foundation for Education (BVEF) meeting
- 7 | Principal /Superintendent meeting
- 8 | Special Board Meeting ()
- 13 | Special Education Team Meeting (Student Support Services)
- 13 | Board Meeting ()
- 14 | Principal /Superintendent meeting
- 14 | BVUSD Parent/Teacher Association (BVAPT)
- 17 | Rincon Valley Partnership - Special Ed Consortium

JANUARY

- 3 | Joint Staff Meeting (full district - certificated)
- 4 | Principal /Superintendent meeting
- 5 | BVUSD Foundation for Education (BVEF) meeting
- 11 | Principal /Superintendent meeting
- 11 | BVUSD Parent/Teacher Association (BVAPT)
- 11 | BVSUD leadership & bargaining unit (BVTA) meeting
- 12 | Board Meeting (EL Master Plan, Independent Study)

14 | Principal /Superintendent meeting
25 | School Site Council - Parent Group

FEBRUARY

1 | Principal /Superintendent meeting
2 | BVUSD Foundation for Education (BVEF) meeting
8 | BVSUD leadership & bargaining unit (BVTA) meeting
8 | Principal /Superintendent meeting
8 | BVUSD Parent/Teacher Association (BVAPT)
9 | Board Meeting (EL Master Plan, Independent Study)
14 | Principal /Superintendent meeting
22 | Principal /Superintendent meeting
22 | BVSUD leadership & bargaining unit (BVTA) meeting
22 | School Site Council - Parent Group

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

The foundation of this plan is an extension of our ESSER I and ESSER II (and the additional COVID-related plans above) that were designed to support the goals established in our LCAP and therefore reflect information gathered through the LCAP process. The social-emotional and academic needs of our students are defined as our primary LCAP goals and therefore always central in developing these plans and decisions have been made with stakeholder input. For the purposes of this plan, expenditure plans reflect stakeholder input that fits within the following three allowable use categories for ESSER III and are identified as allowable under Section 2001(e)(1) of the ARP Act).

We will be providing the following for 2021-22 as a result of stakeholder input using ESSER III funds:

Strategies for Continuous and Safe In-Person Learning: Prevention & Mitigation of COVID-19

As our understanding of the COVID-19 virus improves, air quality has emerged as primary area of focus in a variety of stakeholder conversations around COVID-19 prevention and mitigation strategies. Accordingly, a large funding target for this plan is designed to improve air quality via additional classroom air purification systems, new replacement filters, and ongoing repair and improvement to our HVAC systems. Additional funds that align with this category will be spent on safety supplies (like masks and face shields) as well as to cover the cost of providing biweekly on-site COVID-19 testing for staff and families.

Addressing the Impact of Lost Instructional Time: Intervention & Acceleration

Understanding that our students are arriving to in-person learning with particularly unique and often disparate needs, a large portion of funds

for this plan are dedicated to providing two credentialed intervention teachers and two paraprofessionals to support Tier 1 and Tier 2 interventions within the classroom and during dedicated intervention time. Further understanding that all students have suffered since the start of this pandemic in some ways, we are committed to assessing for need and responding with the best support. We intend to pay particularly close attention to some subgroups including English language learners, students with poor in-person attendance, students with disabilities, and any other traditionally underserved groups.

Use of Remaining Funds (As allowed under Section 2001(e)(1) of the ARP Act)

The ARP Act defines additional allowable uses that aligned with stakeholder input but does not necessarily fit within the primary categories of learning acceleration and COVID-19 mitigation. Several new programs and opportunities have arisen recently that have required funding. One is the ability for the District to provide free lunches for all students. This led to increased costs in storage, food management, and food distribution. These costs are included in our plan. Another new obligation for the district as mandated by AB 130 is Independent Study. Both long term options for families unable to return to in-person learning and short-term options for students required to isolate at home require additional teacher time and have therefore led to new agreements with our bargaining unit in the form of MOUs detailing associated supplemental pay. Finally, several district stakeholder groups have expressed a need to adopt a new science program that adequately reflects Next Generation Science Standards. Despite dedicated efforts in the past couple years, we have yet to identify a suitable program and therefore this unmet need appears as part of the ESSER III expenditure plan.

Additional needs that were influenced by student progress, instructional caseloads, facilities reviews, and other factors:

Mental Health/Social/Emotional Support

1 | We have added a counselor for the 2021-2022 school year. This doubles our number of counselors for one year post-covid. The counselors will be able to see more students in individual and small group counseling session, and provide Second Step and Ruler lessons in classrooms. We believe we will have greater success with learning acceleration if we attend to student social-emotional well-being.

2 | We have also added a counseling intern for next year who will support students in Primary Intervention Therapy and lunch bunch and as a support to the other two counselors while earning her School Counseling license

3 | Add a bilingual paraprofessional at Strawberry (to help with EL support, Special Ed support, and inclusion via IEP and Parent Teacher Conference translation)

Academic

Summer School: We were able to offer a more robust summer school program in 2021 with classes for students with disabilities, EL students, and other students in need of an academic boost. We will evaluate programatic needs in the spring of 2022, but anticipate continuing with a similar program.

Teacher Training

We will offer our Boot Camp for new teachers to train them on our curriculum and initiatives (UDL and RULER)

Special Education

Provide 4.6 special ed teachers: We will return to 4 full time and one part time credentialed Special Education teachers for 2021-22 to address the load expected for next year and the needs of special education students. This does not result in an increase in cost over the 2020-21 level of service (which was increased to support students with disabilities remotely). The cost of 1.6 of the teachers is proposed to be funded with the one-time covid funds--Expanded Learning Opportunities Fund- for 21-22.

Materials

- We plan to resume our Science pilot and adopt Next Generation Science materials K-6 for 22-23.
- We will update our Health curriculum with the adoption of new texts for 22-23

Facilities (In Person Instruction Funds)

- Two interior classrooms at Yulupa (9 and 15) require HVAC systems. Without them, these rooms can't be used as classrooms until covid restrictions are lifted
- We will replace/repair the sky lights in those rooms to provide for fresh air flow.

Possible Addition

Before/After School Support:

In addition to surveying for parent interest, we would like to gather student achievement data in fall of 2021. This will inform possible next steps with regard to before and/or after school support program for students. Parent interest and student data will also inform the focus of the support (e.g., homework, reading and math support).

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

\$ 73,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
Reopening Plan, COVID-19 Handbook, COVID-19 Protection Plan	COVID-19 Safety - Air Quality	Air purification systems for every classroom, new filters, ongoing repairs, and classroom CO2 monitors The CDE defines this an allowable expense under items 5, 7, 13, 14, and 15 of Section 2001(e)(1) of the ARP Act (https://www.cde.ca.gov/fq/cr/arpact.asp).	\$ 69,000
Reopening Plan, COVID-19 Handbook, COVID-19 Protection Plan	COVID-19 Safety - Testing, PPE & Safety Supplies	We are providing on-site PCR testing (biweekly) for all staff and families. We continue to have a need to purchase miscellaneous safety supplies (like extra masks, face shields, etc) The CDE defines this an allowable expense under items 5, 7, 13, 14, and 15 of Section 2001(e)(1) of the ARP Act (https://www.cde.ca.gov/fq/cr/arpact.asp).	\$ 4,000

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

\$ 275,367

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP, Goal 1 - Action 1	Learning Acceleration - Special Education	<p>Special Education began the year with 2.6 of the needed 4.6 FTE. Existing staff is receiving supplemental pay for additional work and amelioration pay for extra large caseloads.</p> <hr/> <p>The CDE defines this an allowable expense under items 1, 3, 4, 5, and 12 of Section 2001(e)(1) of the ARP Act (https://www.cde.ca.gov/fg/cr/arpact.asp).</p>	\$ 5,767
LCAP, Goal 1 - Action 1	Learning Acceleration - Intervention	<p>Two credentialed Intervention teachers and two paraprofessionals for intervention support (one each per school site) and</p> <hr/> <p>The CDE defines this an allowable expense under items 1, 3, 4, 5, and 12 of Section 2001(e)(1) of the ARP Act (https://www.cde.ca.gov/fg/cr/arpact.asp).</p>	\$ 269,600

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

\$ 135,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
N/A	Food Service	<p>With lunch being available to all families for no cost, we have had a significant increase in lunch orders which requires additional staff time to serve, prepare, and store a greater quantity of lunches.</p> <hr/> <p>The CDE defines this an allowable expense under items 3,</p>	\$ 6,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
N/A	Independent Study	<p>5, 8, and 16 of Section 2001(e)(1) of the ARP Act (https://www.cde.ca.gov/fg/cr/arpact.asp).</p> <p>We have established an MOU with our certificated bargaining unit that pays teachers offering Independent Study a stipend.</p> <hr/> <p>The CDE defines this an allowable expense under items 3, 5, 8, and 16 of Section 2001(e)(1) of the ARP Act (https://www.cde.ca.gov/fg/cr/arpact.asp).</p>	\$33,000
LCAP- Goal 1, Action 6	Science Materials & Curriculum	<p>We have yet to find a suitable science curriculum to adopt, and would like to earmark some funds to return to this in the 2022-2023 school year.</p> <hr/> <p>The CDE defines this an allowable expense under items 3 and 16 of Section 2001(e)(1) of the ARP Act (https://www.cde.ca.gov/fg/cr/arpact.asp).</p>	\$96,000

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
Monitoring district interventions included in the LCAP:	A plan for monitoring our progress toward meeting student academic, social, emotional, and mental health needs is outlined in our LCAP (Goal 1 - academic, and Goal 2- social-emotional). Metrics and baselines have been developed in these areas to track progress of	Progress monitoring is ongoing and shared regularly. Quantitative data is provided via a variety of online assessment tools, and qualitative data is observed daily. All data is shared with school staff and reviewed by leadership. Frequency is appropriately dependent upon the tool being used, but is specified in greater detail in the LCAP for many

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
<ul style="list-style-type: none"> • Learning Acceleration - Special Education • Learning Acceleration - Interventions • Science Materials & Curriculum 	<p>individual students, student subgroups and the district as a whole.</p> <p>Progress tracking tools and metrics include but are not limited to: ELPAC, DIBELS, STAR Reading, STAR Math, Physical Fitness Tests, Lexia benchmarks, Zearn, Edmentum’s Exact Path, Reading Eggspress, PELI, formative classroom assessments, student behavior data including suspensions and office referrals, student attendance, survey data, online feedback tool for parents, SBAC summative and interim test data, successful adoption of a science program, teacher roll-out of RULER program, teacher implementation of UDL, Facility Inspection Tool (FITT), COVID case rates, test results from onsite testing administered by Achieve Health, and any evidence of school-based transmission.</p>	<p>of the items in this plan (as indicated in the ‘Plan Alignment’ column from the previous section)</p>
<p>Monitoring progress for interventions not included in the LCAP</p> <p>Area 1 COVID</p> <p>Area 2 Food Service</p> <p>Area 3 Independent Study</p>	<p>Area 1 COVID Our ability to mitigate and prevent the spread of COVID-19 will be monitored by case rates and contact tracing.</p> <hr/> <p>Area 2 Food Service Our success in adequately staffing for increased food service will be monitored by the length of time it takes to complete food service and the ability for our staff to work within the hours defined in their contracts.</p> <hr/> <p>Area 3 Independent Study</p>	<p>Area 1 COVID Ongoing progress monitoring</p> <hr/> <p>Area 2 Food Service Daily progress monitoring. Currently we have a plan to evaluate progress at the end of October and make adjustments if necessary.</p> <hr/> <p>Area 3 Independent Study Student engagement is monitored by teachers offering independent study at least once a week for long-term independent study and at the end of every short-term independent study period. Teacher feedback on sustainability and efficacy is ongoing.</p>

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
	Our success in monitoring successful implementation of independent study will be largely based upon student engagement and teacher feedback.	

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.).

California Department of Education
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