



SILVER VALLEY
Unified School District
Creative. Collaborative. Confident.

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
Learning Continuity & Attendance Plan	http://www.svusdk12.net/UserFiles/Servers/Server_176283/File/LCAP/SVUSD%202020%20LCP.pdf
Local Control & Accountability Plan	http://svusdk12.net/UserFiles/Servers/Server_176283/File/Departments/Educational%20Services/Educational%20Services/LCAP/SVUSD%202021%20LCAP.pdf

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

\$3,563,257

Plan Section	Total Planned ESSER III
Strategies for Continuous and Safe In-Person Learning	\$1,166,002
Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)	\$2,328,212
Use of Any Remaining Funds	\$69,043

Total ESSER III funds included in this plan

\$3,563,257

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.

Silver Valley Unified School District understands the importance and value of meaningful stakeholder input. In an effort to engage stakeholders at a high level, SVUSD has implemented a variety of meetings and activities to involve stakeholders, which included the following groups: students, families of English Language Learners and foster youth, District Administration, Desert Mountain SELPA, bargaining unit members from Silver Valley Education Association (teachers), bargaining unit members from California Schools Employee Association (classified) and school principals. Although these meetings were held prior to the notification of the ESSER III plan and after analyzing the data from these various meetings, SVUSD felt that the information provided by our educational community during those meetings gave the District the necessary direction to meet the needs of our students for the 21-22 and 22-23 school years.

District Strategic Planning/LCAP Team

During the 2020-21 school year, SVUSD continued to engage in the strategic planning process. This meeting provided an opportunity for students, families of English Language Learners and foster youth, tribes, civil rights organizations representing the rights of children with disabilities, English learners, homeless students, and foster youth, District Administration, bargaining unit members from Silver Valley Education Association (teachers), bargaining unit members from California Schools Employee Association (classified) and school principals to collaborate in the development, monitoring and celebration of district efforts to improve student outcomes, both academic and social/emotional. This meeting provides an overview of accomplishments, including student achievement data, survey results, student presentations, program presentations and significant opportunities for stakeholders to discuss and recommend actions to strengthen or revise the district plan. This process becomes ingrained in the district culture and will continue as part of the development, monitoring and revision of the district's plan to meet student achievement. This year, SVUSD held its annual LCAP meeting on May 6, 2021. During this

meeting, the district shared the district's response to the COVID pandemic, best practices in our distance learning model, grant updates and shared the increased supports that are planned in the next two school years with its stakeholders. During this meeting the planning team reviews and gives input for the LCAP prior to submission to the hearings at the Board of Trustees meetings each June. After analyzing the data from these meetings the District felt that the information provided by our educational community during those meetings gave the District the necessary direction to meet the needs of our students for the 21-22 and 22-23 school years.

Collaboration with SELPA

SVUSD collaborated throughout the school year with Desert/Mountain SELPA. During these meetings the team discussed concerns due to learning loss throughout the pandemic and testing concerns. During these meetings the team would also discuss possible ideas to help support students with special needs. These ideas included some of the following strategies, but limited to: instructional strategies, appropriate levels of struggle for kids, communication, motivational strategies, just to name a few.

Site Strategic Planning 2020-21

Throughout the 2020-21 school year, Silver Valley USD continued the strategic planning process at all its school sites. These meetings were comprised of teachers, parents, community members and students. During these meetings the teams would discuss each site's areas of focus for the upcoming year. That information is compiled and used at the district level to inform our LCAP, Strategic Plan and ESSER III Plan. Also, during these meetings, the District shared the four goals of its LCAP, results it has achieved through new and existing initiatives and the role the site strategic planning teams play in those decisions.

Site Strategic Planning meetings were held on the following dates:

TVIS	10/27/20
FIMS	11/12/20
LES	12/16/20
YES	1/26/21
NES	2/19/21
SVHS	3/8/21
AEC	4/22/21

School Site Council Meetings

Surveys 2020-21

SVUSD developed surveys for staff, community members and students (Elementary, Middle & High School). These surveys were developed to get staff, student and community feedback about learning, teaching and student social emotional well-being in order to help inform decisions about professional development, instructional practices and supporting the needs of all students.

Survey Results.

Parent Responses: 703

School Site Staff Responses: 148
Elementary/Middle School Student Responses: 631
High School Student Responses: 181
Total Survey Responses: 1,663

Communication with Stakeholders

Following the District Strategic Planning/LCAP meeting, SVUSD publishes a newsletter highlighting the day's activities and information shared. These are posted at every school site, social media and district website for the public to view.

District Advisory Council (DAC)/District English Language Advisory Council (DELAC)

SUVSD holds DAC/DELAC meetings regularly throughout the school year. At these meetings the Council reviews and discusses the District's LCAP and its purpose. Members are encouraged to ask questions and provide input. Meetings for the 20-21 school year were held on the following dates:

August 10, 2020
October 19, 2020
January 25, 2021
March 1, 2021
May 10, 2021

Throughout the 2021-22 school year, the District will continue to elicit feedback from students, teachers, staff, administrators, community members and families to make sure we are continuing to meet the needs of all students in our schools.

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

Throughout the 2020-21 school year, Silver Valley USD conducted School Site Council meetings, District Advisory Council/District English Learner Advisory Council meetings and strategic planning meetings at all its school sites. These meetings were composed of teachers, classified staff, families of English Language Learners and foster youth, students, site principals, district administration and community members. During these meetings the teams would discuss each site's areas of focus for the upcoming year. That information is compiled and used at the district level to inform our LCAP, Strategic Plan and ESSER III Plan. Also, during these meetings, the District shared the four goals of its LCAP, results it has achieved through new and existing initiatives and the role the site's strategic planning teams play in those decisions.

Through these meetings and surveys we were able to identify the following trends of focus:

- -Summer School for credit recovery for high school students (parents, teachers, students)

- -Social emotional supports for students, their families and staff members (parents, teachers, students, site principals)
- -Additional intervention at the school sites (parents, teachers, students, site principals)
- -Additional instructional aids at targeted school sites and grade levels (site principals, teachers)
- -After school intervention and enrichment programs (parents, teachers, students, site principals)
- -Professional development for all staff members (site principals, teachers, staff)

Actions and Expenditures to Address Student Needs

The following is the LEA’s plan for using its ESSER III funds to meet students’ academic, social, emotional, and mental health needs, as well as how the LEA will address the opportunity gaps that existed before, and were exacerbated by, the COVID-19 pandemic. In developing the plan, the LEA has the flexibility to include actions described in existing plans, including the LCAP and/or Expanded Learning Opportunity (ELO) Grant Plan, to the extent that the action(s) address the requirements of the ESSER III Expenditure Plan.

For specific requirements, please refer to the Actions and Expenditures to Address Student Needs section of the Instructions.

Strategies for Continuous and Safe In-Person Learning

A description of how the LEA will use funds to continuously and safely operate schools for in-person learning in a way that reduces or prevents the spread of the COVID-19 virus.

Total ESSER III funds being used to implement strategies for continuous and safe in-person learning

\$1,135,002

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
N/A	Custodial Equipment	Funds were used to purchase new extractors and scrubbers for school sites to improve our cleaning and sanitizing at the school sites in an effort to keep our students and staff safe.	\$32,502
N/A	Yermo Field	In an effort to improve our outdoor spaces during the COVID pandemic, the District used funds to improve the field at Yermo School to give students additional space to use for instructional purposes as well as a gathering point for	\$52,500

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		classes that allow students to socially distance and still be engaged in learning.	
N/A	Silver Valley High School Basketball Courts	In an effort to improve our outdoor spaces during the COVID pandemic, the District used funds to improve the outdoor basketball courts at Silver Valley HS to give students and teachers additional space to hold P.E. classes in a safe environment and allow for social distancing.	\$200,000
N/A	Fencing for Baseball and Softball Fields	In an effort to improve our outdoor spaces during the COVID pandemic, the District used funds to improve the sports fields as Silver Valley High School to give students additional space to use for instructional purposes as well a a gathering point for classes that allow student to socially distance and still be engaged in learning.	\$150,000
N/A	Additional Custodians	Funds were used to hire 2 additional custodians during the COVID pandemic to ensure proper disinfection and cleaning as our students return to in-person instruction.	\$230,000
N/A	Student Services Portable Remodel	There is a need to repair and renovate our student services portable in order to house all school psychologists and other student services personnel needed to mitigate learning loss and bring more support to our students.	\$100,000
NA	Yermo Shade Structure	In an effort to improve our outdoor spaces during the COVID pandemic, the District used funds to construct a shade structure at Yermo School to give students additional space to use for instructional purposes as well as a gathering point for classes that allow students to socially distance and still be engaged in learning.	\$75,000
N/A	Student Desks	To maintain safe social distancing in our classrooms, the district purchased new desks for students accommodate better spacing for social distancing and small group instruction.	\$295,000

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

\$2,338,212

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP Goal 4 Action 4	Silver Valley Virtual Learning Teachers	In order to meet the needs of all students, the District needed to 3 hire additional teachers to meet the demand for long-term independent study for those families who still wish to keep their students home during the COVID pandemic. Providing this service will help SVUSD mitigate learning loss by allowing students to receive instruction on a daily basis and interact with their peers and teachers.	\$500,000
LCAP Goal 4 Action 4	Math Teacher Silver Valley High School	In order to meet the needs of our students at Silver Valley High School an additional math teacher was hired to create additional sections of math to mitigate learning loss, allow for smaller class sizes better meet the needs of our students while maintaining a safe social distance.	\$190,000
LCAP Goal 2 Action 2	iPads	In an effort to mitigate learning loss, the District purchased extra iPads for use in our K-2 grade classrooms. Supplemental learning programs on these devices will allow students to get the support they need at their individual level.	\$32,000
LCAP Goal 2 Action 2	Laptops	To ensure that all teachers had the technology they needed to assist with online learning and mitigate learning loss, the District needed to purchase ten (10) additional laptops.	\$9,200
LCAP Goal 2 Action 2	District-wide Zoom Licenses	To ensure we meet the needs of our students, schools will hold virtual tutoring sessions to support students who need extra help.	\$10,900
LCAP Goal 1 Action 4	Additional Paraprofessionals	In order to mitigate learning loss due to the COVID pandemic the District needed to hire 5 additional classroom aides to support students in the classroom. These aides will provide students opportunities to participate in small-group or 1-on-1 instruction to meet their needs.	\$156,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP Goal 1 Action 4	Response to Intervention Teachers	In order to mitigate learning loss due to the COVID pandemic the District needed to hire additional response to intervention teachers expanding the current Rtl program at all K-8 sights. These additional supports will allow schools to meet students' needs in both Math and ELA/Reading.	\$464,000
LCAP Goal 1 Action 5	TK Teacher	In order to mitigate learning loss due to the COVID pandemic the District needed to hire an additional TK teacher for Lewis Elementary School. This teacher will allow the school to maintain a smaller number of students in the class, meaning, the teacher will be able to give more small-group or 1-on-1 attention to students to meet their individual needs.	\$138,000
LCAP Goal 4 Action 4	3rd Grade Teacher	In order to mitigate learning loss due to the COVID pandemic the District needed to hire a Third Grade teacher for Newberry Springs Elementary School. This teacher will allow the school to maintain straight grade level-classrooms, K-5, and maintain small class sizes as opposed to increased class size and combination classes across the entire school.	\$86,000
LCAP Goal 1 Action 2	Summer School Credit Recovery	In an effort to mitigate learning loss, the District held a Summer School Credit recovery program for those students who may have fell behind during the school year due to the COVID pandemic. This program went beyond our normal Extended School Year, and provided students with opportunities to recover credits and provided hands-on learning opportunities for our K-12 students as well.	\$50,000
LCAP Goal 2 Action 2	Wireless Access Points (WAP) Switchgear	In a effort to meet the increased demand of students accessing digital platforms and supplemental online software, the school district needed to upgrade its existing wireless access points and switch gear. These purchases provided students and staff with the safety and performance they need to increase learning opportunities as a result of the COVID pandemic.	\$402,112
LCAP Goal 1 Action 4	School Psychologist	The District needed to expend funds to hire an additional school psychologist. Due to the COVID pandemic, the District has experienced an increased need to assess	\$145,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		students for IEPs and/or be available to provide small group social emotional skills support to students across the district.	
LCAP Goal 4 Action 1	Assistant Principal	In an effort to mitigate effects of the COVID pandemic, the district needed to hire an additional administrator who will split their time between Lewis Elementary and Tiefert View Intermediate School. This administrator will provide additional support to the site administrator and staff to work with students who need additional behavior intervention.	\$145,000

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

\$100,043

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
N/A	Laptop Sleeve	Protect the laptops students are using to go back and forth from school to mitigate learning loss	\$31,000
N/A	Improved outdoor spaces	The district will use the remaining funds to improve the outdoors spaces across the district. The focus of these projects will be to improve existing or add concrete areas at the school sites to give students and teachers additional space to hold classes in a safe environment and allow for social distancing.	\$69,043

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
Silver Valley Virtual Learning Teachers	SVUSD District and Site Administration will engage in progress monitoring of the actions engaged in at the school sites and district level. Measures may include: A. CAASPP ELA/Math results B. District interim assessment data C. ExactPath Diagnostic Assessment Data D. Professional development and coaching sessions	A. Yearly B. Quarterly/Trimester C. Quarterly D. Bi-yearly and as needed/requested
Math Teacher Silver Valley High School	SVUSD District and Site Administration will engage in progress monitoring of the actions engaged in at the school sites and district level. Measures may include: A. CAASPP Math results for SVHS students B. District interim assessment data C. ExactPath Diagnostic Assessment Data D. Professional development and coaching sessions	A. Yearly B. Quarterly/Trimester C. Quarterly D. Bi-yearly and as needed/requested
iPads	SVUSD District and Site Administration will engage in progress monitoring of the actions engaged in at the school sites and district level. Measures may include: A. CAASPP ELA/Math results B. District interim assessment data C. ExactPath Diagnostic Assessment Data	A. Yearly B. Quarterly/Trimester C. Quarterly
Laptops	SVUSD District and Site Administration will engage in progress monitoring of the actions	A. Yearly

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
	<p>engaged in at the school sites and district level. Measures may include:</p> <ul style="list-style-type: none"> A. CAASPP ELA/Math results B. District interim assessment data C. ExactPath Diagnostic Assessment Data D. Professional development and coaching sessions 	<ul style="list-style-type: none"> B. Quarterly/Trimester C. Quarterly D. Bi-yearly and as needed/requested
District-wide Zoom Licenses	<p>SVUSD District and Site Administration will engage in progress monitoring of the actions engaged in at the school sites and district level. Measures may include:</p> <ul style="list-style-type: none"> A. CAASPP ELA/Math results B. District interim assessment data C. ExactPath Diagnostic Assessment Data D. Student Grades 	<ul style="list-style-type: none"> A. Yearly B. Quarterly/Trimester C. Quarterly D. Quarterly/Trimester
Additional Paraprofessionals	<p>SVUSD District and Site Administration will engage in progress monitoring of the actions engaged in at the school sites and district level. Measures may include:</p> <ul style="list-style-type: none"> A. CAASPP ELA/Math results B. District interim assessment data C. ExactPath Diagnostic Assessment Data D. Student Grades 	<ul style="list-style-type: none"> A. Yearly B. Quarterly/Trimester C. Quarterly D. Quarterly/Trimester
Response to Intervention Teachers	<p>SVUSD District and Site Administration will engage in progress monitoring of the actions engaged in at the school sites and district level. Measures may include:</p> <ul style="list-style-type: none"> A. CAASPP ELA/Math results B. District interim assessment data C. ExactPath Diagnostic Assessment Data D. Student Grades E. Read 180/System 44 Growth Reports 	<ul style="list-style-type: none"> A. Yearly B. Quarterly/Trimester C. Quarterly D. Quarterly/Trimester E. Quarterly/Trimester/Yearly

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
TK Teacher	SVUSD District and Site Administration will engage in progress monitoring of the actions engaged in at the school sites and district level. Measures may include: A. District interim assessment data B. ExactPath Diagnostic Assessment Data C. Attendance Rate	A. Quarterly/Trimester B. Quarterly C. Monthly
3rd Grade Teacher	SVUSD District and Site Administration will engage in progress monitoring of the actions engaged in at the school sites and district level. Measures may include: A. CAASPP Math results for SVHS students B. District interim assessment data C. ExactPath Diagnostic Assessment Data D. Attendance Rate	A. Yearly B. Quarterly/Trimester C. Quarterly D. Monthly
Summer School Credit Recovery	SVUSD District and Site Administration will engage in progress monitoring of the actions engaged in at the school sites and district level. Measures may include: A. A-G Completion Rates B. Graduation Rate C. District interim assessment data D. ExactPath Diagnostic Assessment Data	A. Yearly B. Yearly C. Quarterly D. Quarterly
Wireless Access Points (WAP) Switchgear	SVUSD District and Site Administration will engage in progress monitoring of the actions engaged in at the school sites and district level. Measures may include: A. CAASPP Math results for SVHS students B. District interim assessment data C. ExactPath Diagnostic Assessment Data D. Student Grades	A. Yearly B. Quarterly/Trimester C. Quarterly D. Quarterly/Trimester

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
School Psychologist	SVUSD District and Site Administration will engage in progress monitoring of the actions engaged in at the school sites and district level. Measures may include: A. Suspension rate B. Attendance rate C. District interim assessment data D. ExactPath Diagnostic Assessment Data	A. Monthly B. Monthly C. Quarterly/Trimester D. Quarterly
Assistant Principal	SVUSD District and Site Administration will engage in progress monitoring of the actions engaged in at the school sites and district level. Measures may include: A. Suspension rate B. Attendance rate C. District interim assessment data D. ExactPath Diagnostic Assessment Data E. ELA/Math CAASPP results	A. Monthly B. Monthly C. Quarterly/Trimester D. Quarterly E. Yearly
Custodial Equipment	SVUSD District and Site Administration will engage in progress monitoring of the actions engaged in at the school sites and district level. Measures may include: A. Attendance Rate B. ExactPath Diagnostic Assessment Data C. ELA/Math CAASPP results	A. Monthly B. Quarterly/Trimester C. Yearly
Yermo Field	SVUSD District and Site Administration will engage in progress monitoring of the actions engaged in at the school sites and district level. Measures may include: A. Attendance Rate B. Physical Fitness Test Scores	A. Monthly B. Yearly
Silver Valley High School Basketball Courts	SVUSD District and Site Administration will engage in progress monitoring of the actions	A. Monthly

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
	engaged in at the school sites and district level. Measures may include: A. Attendance Rate B. Physical Fitness Test Scores	B. Yearly
Fencing for Baseball and Softball Fields	SVUSD District and Site Administration will engage in progress monitoring of the actions engaged in at the school sites and district level. Measures may include: A. Attendance Rate B. Physical Fitness Test Scores	A. Monthly B. Yearly
Additional Custodians	SVUSD District and Site Administration will engage in progress monitoring of the actions engaged in at the school sites and district level. Measures may include: A. Attendance Rate B. ExactPath Diagnostic Assessment Data C. ELA/Math CAASPP results	A. Monthly B. Quarterly/Trimester C. Yearly
Student Services Portable Remodel	SVUSD District and Site Administration will engage in progress monitoring of the actions engaged in at the school sites and district level. Measures may include: A. Suspension rate B. Attendance rate C. District interim assessment data D. ExactPath Diagnostic Assessment Data	A. Monthly B. Monthly C. Quarterly/Trimester D. Quarterly
Yermo Shade Structure	SVUSD District and Site Administration will engage in progress monitoring of the actions engaged in at the school sites and district level. Measures may include: A. Attendance Rate B. ExactPath Diagnostic Assessment Data C. ELA/Math CAASPP results	A. Monthly B. Quarterly/Trimester C. Yearly

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
Student Desks	SVUSD District and Site Administration will engage in progress monitoring of the actions engaged in at the school sites and district level. Measures may include: A. Attendance rate B. District interim assessment data C. ExactPath Diagnostic Assessment Data D. ELA/Math CAASPP results	A. Monthly B. Quarterly/Trimester C. Quarterly D. Yearly
Laptop Sleeves	SVUSD District and Site Administration will engage in progress monitoring of the actions engaged in at the school sites and district level. Measures may include: A. CAASPP ELA/Math results B. District interim assessment data C. ExactPath Diagnostic Assessment Data D. Professional development and coaching sessions	A. Yearly B. Quarterly/Trimester C. Quarterly D. Bi-yearly and as needed/requested
Improved outdoor spaces	SVUSD District and Site Administration will engage in progress monitoring of the actions engaged in at the school sites and district level. Measures may include: A. Attendance Rate B. Physical Fitness Test Scores C. CAASPP Math results for SVHS students D. District interim assessment data E. ExactPath Diagnostic Assessment Data	A. Monthly B. Yearly C. Quarterly/Trimester D. Quarterly

ESSER III Expenditure Plan Instructions

Introduction

School districts, county offices of education (COEs), or charter schools, collectively known as local educational agencies (LEAs), that receive Elementary and Secondary School Emergency Relief (ESSER) funds under the American Rescue Plan (ARP) Act, referred to as ESSER III funds, are required to develop a plan for how they will use ESSER III funds to, at a minimum, address students' academic, social, emotional, and mental health needs, as well as the opportunity gaps that existed before, and were exacerbated by, the COVID-19 pandemic.

The plan must be adopted by the local governing board or body of the LEA at a public meeting on or before October 29, 2021 and must be submitted for review and approval within five days of adoption. A school district must submit its ESSER III Expenditure Plan to its COE for review and approval; a COE must submit its plan to the California Department of Education for review and approval. A charter school must submit its plan to its chartering authority for review and to the COE of the county in which the charter school operates for review and approval.

In addition, consistent with the requirements of the ARP, Volume 86, *Federal Register*, page 21201, April 22, 2021, the ESSER III Expenditure Plan must be:

- Written in an understandable and uniform format;
- Written in a language that parents can understand, to the extent practicable;
 - If it is not practicable to provide written translations to a parent with limited English proficiency, the plan must be orally translated for parents
- Provided in an alternative format to a parent who is an individual with a disability as defined by the Americans with Disabilities Act, upon request; and
- Be made publicly available on the LEA's website.

For additional information regarding ESSER III funding please see the ARP Act Funding web page at

<https://www.cde.ca.gov/fg/cr/arpact.asp>.

For technical assistance related to the completion of the ESSER III Expenditure Plan, please contact EDReliefFunds@cde.ca.gov.

Fiscal Requirements

- The LEA must use at least 20 percent (20%) of its ESSER III apportionment for expenditures related to addressing the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs.
 - For purposes of this requirement, "evidence-based interventions" include practices or programs that have **evidence** to show that they are effective at producing results and improving outcomes when implemented. This kind of evidence has generally been produced through formal studies and research. There are four tiers, or levels, of evidence:

- **Tier 1 – Strong Evidence:** the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented randomized control experimental studies.
 - **Tier 2 – Moderate Evidence:** the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented quasi-experimental studies.
 - **Tier 3 – Promising Evidence:** the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented correlational studies (with statistical controls for selection bias).
 - **Tier 4 – Demonstrates a Rationale:** practices that have a well-defined logic model or theory of action, are supported by research, and have some effort underway by a State Educational Agency, LEA, or outside research organization to determine their effectiveness.
- **For additional information please see the Evidence-Based Interventions Under the ESSA web page at <https://www.cde.ca.gov/re/es/evidence.asp>.**
- The LEA must use the remaining ESSER III funds consistent with section 2001(e)(2) of the ARP Act, including for:
 - Any activity authorized by the Elementary and Secondary Education Act (ESEA) of 1965;
 - Any activity authorized by the Individuals with Disabilities Education Act (IDEA);
 - Any activity authorized by the Adult Education and Family Literacy Act;
 - Any activity authorized by the Carl D. Perkins Career and Technical Education Act of 2006;
 - Coordination of preparedness and response efforts of LEAs with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to COVID-19;
 - Activities to address the unique needs of low-income students, students with disabilities, English learners, racial and ethnic minorities, homeless students, and foster youth, including how outreach and service delivery will meet the needs of each population;
 - Developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs;
 - Training and professional development for staff of the LEA on sanitation and minimizing the spread of infectious diseases;
 - Purchasing supplies to sanitize and clean the facilities of an LEA, including buildings operated by such agency;
 - Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under IDEA, and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements;
 - Purchasing education technology (including hardware, software, and connectivity) for students who are served by the LEA that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment;
 - Providing mental health services and supports, including through the implementation of evidence-based full-service community schools;
 - Planning and implementing activities related to summer learning and supplemental after school programs, including providing classroom instruction or online learning during the summer months and addressing the needs of underserved students;

- Addressing learning loss among students, including underserved students, by:
 - Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiated instruction,
 - Implementing evidence-based activities to meet the comprehensive needs of students,
 - Providing information and assistance to parents and families of how they can effectively support students, including in a distance learning environment, and
 - Tracking student attendance and improving student engagement in distance education;

Note: A definition of “underserved students” is provided in the Community Engagement section of the instructions.

- School facility repairs and improvements to enable operation of schools to reduce risks of virus transmission and exposure to environmental health hazards, and to support student health needs;
- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and nonmechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door replacement;
- Developing strategies and implementing public health protocols including, to the greatest extent practicable, policies in line with guidance from the Centers for Disease Control and Prevention (CDC) for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff;
- Other activities that are necessary to maintain the operation of and continuity of services in LEAs and continuing to employ existing staff of the LEA.

Other LEA Plans Referenced in this Plan

In developing the plan, the LEA has flexibility to include community input and/or actions included in other planning documents, such as the Local Control and Accountability Plan (LCAP) and/or the Expanded Learning Opportunities (ELO) Grant Plan, provided that the input and/or actions address the requirements of the ESSER III Expenditure Plan.

An LEA that chooses to utilize community input and/or actions from other planning documents must provide the name of the plan(s) referenced by the LEA and a description of where the plan(s) may be accessed by the public (such as a link to a web page or the street address of where the plan(s) are available) in the table. The LEA may add or delete rows from the table as necessary.

An LEA that chooses not to utilize community input and/or actions from other planning documents may provide a response of “Not Applicable” in the table.

Summary of Expenditures

The Summary of Expenditures table provides an overview of the ESSER III funding received by the LEA and how the LEA plans to use its ESSER III funds to support the strategies and interventions being implemented by the LEA.

Instructions

For the ‘Total ESSER III funds received by the LEA,’ provide the total amount of ESSER III funds received by the LEA.

In the Total Planned ESSER III Expenditures column of the table, provide the amount of ESSER III funds being used to implement the actions identified in the applicable plan sections.

For the ‘Total ESSER III funds included in this plan,’ provide the total amount of ESSER III funds being used to implement actions in the plan.

Community Engagement

Purpose and Requirements

An LEA’s decisions about how to use its ESSER III funds will directly impact the students, families, and the local community, and thus the LEA’s plan must be tailored to the specific needs faced by students and schools. These community members will have significant insight into what prevention and mitigation strategies should be pursued to keep students and staff safe, as well as how the various COVID–19 prevention and mitigation strategies impact teaching, learning, and day-to-day school experiences.

An LEA must engage in meaningful consultation with the following community members, as applicable to the LEA:

- Students;
- Families, including families that speak languages other than English;
- School and district administrators, including special education administrators;
- Teachers, principals, school leaders, other educators, school staff, and local bargaining units, as applicable.

“Meaningful consultation” with the community includes considering the perspectives and insights of each of the required community members in identifying the unique needs of the LEA, especially related to the effects of the COVID-19 pandemic. Comprehensive strategic planning will utilize these perspectives and insights to determine the most effective strategies and interventions to address these needs through the programs and services the LEA implements with its ESSER III funds.

Additionally, an LEA must engage in meaningful consultation with the following groups to the extent that they are present or served in the LEA:

- Tribes;
- Civil rights organizations, including disability rights organizations (e.g. the American Association of People with Disabilities, the American Civil Liberties Union, National Association for the Advancement of Colored People, etc.); and
- Individuals or advocates representing the interests of children with disabilities, English learners, homeless students, foster youth, migratory students, children who are incarcerated, and other underserved students.
 - For purposes of this requirement “underserved students” include:
 - Students who are low-income;

- Students who are English learners;
- Students of color;
- Students who are foster youth;
- Homeless students;
- Students with disabilities; and
- Migratory students.

LEAs are also encouraged to engage with community partners, expanded learning providers, and other community organizations in developing the plan.

Information and resources that support effective community engagement may be found under *Resources* on the following web page of the CDE’s website: <https://www.cde.ca.gov/re/lc>.

Instructions

In responding to the following prompts, the LEA may reference or include input provided by community members during the development of existing plans, including the LCAP and/or the ELO Grant Plan, to the extent that the input is applicable to the requirements of the ESSER III Expenditure Plan. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broad understanding among the LEA’s local community.

A description of the efforts made by the LEA to meaningfully consult with its required community members and the opportunities provided by the LEA for public input in the development of the plan.

A sufficient response to this prompt will describe how the LEA sought to meaningfully consult with its required community members in the development of the plan, how the LEA promoted the opportunities for community engagement, and the opportunities that the LEA provided for input from the public at large into the development of the plan.

As noted above, a description of “meaningful consultation” with the community will include an explanation of how the LEA has considered the perspectives and insights of each of the required community members in identifying the unique needs of the LEA, especially related to the effects of the COVID-19 pandemic.

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

A sufficient response to this prompt will provide clear, specific information about how input from community members and the public at large was considered in the development of the LEA’s plan for its use of ESSER III funds. This response must describe aspects of the ESSER III Expenditure Plan that were influenced by or developed in response to input from community members.

- For the purposes of this prompt, “aspects” may include:
 - Prevention and mitigation strategies to continuously and safely operate schools for in-person learning;

- Strategies to address the academic impact of lost instructional time through implementation of evidence-based interventions (e.g. summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs);
- Any other strategies or activities implemented with the LEA’s ESSER III fund apportionment consistent with section 2001(e)(2) of the ARP Act; and
- Progress monitoring to ensure interventions address the academic, social, emotional, and mental health needs for all students, especially those students disproportionately impacted by COVID-19

For additional information and guidance, please see the U.S. Department of Education’s Roadmap to Reopening Safely and Meeting All Students’ Needs Document, available here: <https://www2.ed.gov/documents/coronavirus/reopening-2.pdf>.

Planned Actions and Expenditures

Purpose and Requirements

As noted in the Introduction, an LEA receiving ESSER III funds is required to develop a plan to use its ESSER III funds to, at a minimum, address students’ academic, social, emotional, and mental health needs, as well as the opportunity gaps that existed before, and were exacerbated by, the COVID-19 pandemic.

Instructions

An LEA has the flexibility to include actions described in existing plans, including the LCAP and/or ELO Grant Plan, to the extent that the action(s) address the requirements of the ESSER III Expenditure Plan. When including action(s) from other plans, the LEA must describe how the action(s) included in the ESSER III Expenditure Plan supplement the work described in the plan being referenced. The LEA must specify the amount of ESSER III funds that it intends to use to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA. Descriptions of actions provided should include sufficient detail yet be sufficiently succinct to promote a broad understanding among the LEA’s local community.

Strategies for Continuous and Safe In-Person Learning

Provide the total amount of funds being used to implement actions related to Continuous and Safe In-Person Learning, then complete the table as follows:

- If the action(s) are included in another plan, identify the plan and provide the applicable goal and/or action number from the plan. If the action(s) are not included in another plan, write “N/A”.
- Provide a short title for the action(s).
- Provide a description of the action(s) the LEA will implement using ESSER III funds for prevention and mitigation strategies that are, to the greatest extent practicable, in line with the most recent CDC guidance, in order to continuously and safely operate schools for in-person learning.

- Specify the amount of ESSER III funds the LEA plans to expend to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA.

Addressing the Impact of Lost Instructional Time

As a reminder, the LEA must use not less than 20 percent of its ESSER III funds to address the academic impact of lost instructional time. Provide the total amount of funds being used to implement actions related to addressing the impact of lost instructional time, then complete the table as follows:

- If the action(s) are included in another plan, identify the plan and provide the applicable goal and/or action number from the plan. If the action(s) are not included in another plan, write “N/A”.
- Provide a short title for the action(s).
- Provide a description of the action(s) the LEA will implement using ESSER III funds to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs.
- Specify the amount of ESSER III funds the LEA plans to expend to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA.

Use of Any Remaining Funds

After completing the Strategies for Continuous and Safe In-Person Learning and the Addressing the Impact of Lost Instructional Time portions of the plan, the LEA may use any remaining ESSER III funds to implement additional actions to address students’ academic, social, emotional, and mental health needs, as well as to address opportunity gaps, consistent with the allowable uses identified above in the Fiscal Requirements section of the Instructions. LEAs choosing to use ESSER III funds in this manner must provide the total amount of funds being used to implement actions with any remaining ESSER III funds, then complete the table as follows:

- If the action(s) are included in another plan, identify the plan and provide the applicable goal and/or action number from the plan. If the action(s) are not included in another plan, write “N/A”.
- Provide a short title for the action(s).
- Provide a description of any additional action(s) the LEA will implement to address students’ academic, social, emotional, and mental health needs, as well as to address opportunity gaps, consistent with the allowable uses identified above in the Fiscal Requirements section of the Instructions. If an LEA has allocated its entire apportionment of ESSER III funds to strategies for continuous and safe in-person learning and/or to addressing the impact of lost instructional time, the LEA may indicate that it is not implementing additional actions.
- Specify the amount of ESSER III funds the LEA plans to expend to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA. If the LEA it is not implementing additional actions the LEA must indicate “\$0”.

Ensuring Interventions are Addressing Student Needs

The LEA is required to ensure its interventions will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students most impacted by the COVID–19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.

The LEA may group actions together based on how the LEA plans to monitor the actions' progress. For example, if an LEA plans to monitor the progress of two actions in the same way and with the same frequency, the LEA may list both actions within the same row of the table. Each action included in the ESSER III Expenditure Plan must be addressed within the table, either individually or as part of a group of actions.

Complete the table as follows:

- Provide the action title(s) of the actions being measured.
- Provide a description of how the LEA will monitor progress of the action(s) to ensure that they are addressing the needs of students.
- Specify how frequently progress will be monitored (e.g. daily, weekly, monthly, every 6 weeks, etc.).

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