

## ESSER III Expenditure Plan

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

For more information please see the Instructions.

## Other LEA Plans Referenced in this Plan

Plan Title	Where the Plan May Be Accessed
Local Control and Accountability Plan	<a href="http://www.alvinaelementaryschool.org">www.alvinaelementaryschool.org</a>

## Summary of Planned ESSER III Expenditures

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

### Total ESSER III funds received by the LEA

\$ 407,933.00
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Plan Section	Total Planned ESSER III Expenditures
Strategies for Continuous and Safe In-Person Learning	\$100,089.00
Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)	\$213,537.00
Use of Any Remaining Funds	\$94,307.00

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

\$407,933.00

## Community Engagement

An LEA's decisions about how to use its ESSER III funds will directly impact the students, families, and the local community. The following is a description of how the LEA meaningfully consulted with its community members in determining the prevention and mitigation strategies, strategies to address the academic impact of lost instructional time, and any other strategies or activities to be implemented by the LEA. In developing the plan, the LEA has flexibility to include input received from community members during the development of other LEA Plans, such as the LCAP, provided that the input is relevant to the development of the LEA's ESSER III Expenditure Plan.

For specific requirements, including a list of the community members that an LEA is required to consult with, please see the Community Engagement section of the Instructions.

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

The Alvina Elementary Charter School District Superintendent planned the necessary opportunities, materials and surveys for the sole purpose of the involvement of all district stakeholders in the development of the ESSER III Expenditure Plan, specifically addressing strategies for continuous and safe in-person learning, addressing lost instructional time, as well as other supports needed to assist students as a result of the impact of the Covid-19 pandemic. In order to engage district stakeholders, the district held in-person meetings, personal contact with identified interest groups, and used surveys to collect the necessary data to complete the expenditure plan. The following opportunities supported the district in identifying strategies within this plan.

## Involvement of Groups:

### Group: Parents

Date: March of 2021

Method: Surveys distribution to all parents.

Focus: Surveys distributed to parents had areas specifically identifying school safety, interventions and supports, extended learning opportunities, and other factors contributing to instructional learning loss as a result of the Covid-19 pandemic.

### Group: Students

Date: Survey - March of 2021 / Meetings – April 15, 2021, May 6, 2021

Method: Survey distribution and in-person meeting with Student Council.

Focus: Surveys had areas that identified all of the Eight State Priorities. These surveys were collected and reviewed by the Alvina administration and staff. The Student Council was also involved in identifying impacts and needs of students. Students on the committee discussed their viewpoints on current district practices and provided input as to what students would like to see implemented within the school site. These discussions occurred during scheduled meeting on April 15, 2021 and May 6, 2021.

### Group: Teachers and Other Educators

Date: March of 2021 / Meetings – January 21, 2021, April 16, 2021, May 4, 2021, September 22, 2021

Method: Survey distribution to all staff members / In-person Meetings

Focus: Surveys distributed to all staff members, including teachers and other educators, had areas specifically identifying school safety, interventions and supports, extended learning opportunities, and other factors contributing to instructional learning loss as a result of the Covid-19 pandemic. The collected data was reviewed by the Alvina staff (classified and certificated), the Parent Advisory Committee, the English Language Advisory Committee for the purpose of identifying priority needs for the district. Staff meetings occurred on January 21, 2021, April 16, 2021, May 4, 2021, and September 22, 2021.

### Group: District Leadership Team (Certificated and Classified Staff)

Date: May 4, 2021, August 11, 2021

Method: In-person Meeting

Focus: District leadership committee consisting of representatives of all district groups met to discuss identified needs based on data collected and the identified needs of the district. Administration was able to receive input from all groups to narrow down the strategies found within this plan.

Group: Parent Advisory Committee

Date: January 26, 2021, March 17, 2021, April 28, 2021, May 25, 2021, September 21, 2021

Method: In-person Meetings

Focus: The Parent Advisory Committee reviewed our identified school needs, along with a focus on LCFF/LCAP, with an emphasis of combining both areas as it relates to the State Eight Priorities. Additional focus was placed on school reopening, campus safety protocols, loss of instructional time, and SEL supports. All stakeholders were invited to PAC meetings.

Group: English Learner Advisory Committee, Including Families That Speak Languages Other Than English

Date: January 27, 2021, March 18, 2021, April 27, 2021, May 26, 2021, September 22, 2021

Method: In-person Meetings

Focus: The English Learner Advisory Committee reviewed our identified school needs, along with a focus on LCFF/LCAP, with an emphasis of combining both areas as it relates to the State Eight Priorities. Additional focus was placed on school reopening, campus safety protocols, loss of instructional time, and SEL supports. All stakeholders were invited to ELAC meetings.

Group: Special Education Team / SELPA

Date: May 4, 2021

Method: In-person Meeting

Focus: The administration and SPED/SELPA team focused on data collected by the school survey and discussions had with school staff, PAC and ELAC committees. Discussions were had on how the district could support students with instructional learning loss, SEL support, and the variety of negative impacts the district is seeing as a result of the Covid-19 Pandemic.

Group: Local Bargaining Units

Date: N/A

Method: N/A

Focus: The Alvina Elementary Charter School District has no bargaining units.

Group: Civil Rights Groups / Tribes / Advocates

Dates: N/A

Method: N/A

Focus: The Alvina Elementary Charter School District evaluated its stakeholder engagement opportunities and determined that civil rights groups, tribes, and advocates are neither present nor served by the LEA.

Group: District Stakeholders

Date: October 14, 2021 – October 28, 2021

Method: In-person / Website

Focus: Public Comment Window

Group: School Board

Date: September 15, 2021 / October 28, 2021

Method: In-person Meeting

Focus: A Public Hearing was held on September 15, 2021 and Approval of the ESSER III Expenditure Plan occurred on October 28, 2021.

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

The actions identified in the Alvina Elementary Charter School District ESSER III Expenditure Plan are a result of collaboration between all district stakeholders. The main focus of all discussions was to develop a plan that best supports the district's student in a response to the Covid-19 pandemic. Keeping our school open for full in-person instruction, while supporting the social-emotional needs of our students was at the top of all discussions and decisions.

Areas identified from the feedback process from all stakeholders include:

- The need to provide students with mental health and social-emotional supports.
- Stakeholder were appreciative of all safety protocols implemented across the campus in order to support the health and safety of students and it needs to remain at the forefront with the community feeling the new wave of the Delta variant.
- Concern for the progress of English learners and how to “catch them up” was discussed by stakeholders.
- Concern for reliable connectivity and the frustration that result in student performance.

- Stakeholders expressed gratitude for the continual communication, as well as the variety of methods used for communication.
- Stakeholders will like to continue to see communication remain at this level.
- Stakeholders expressed gratitude for the home outreach team, which assisted families with academics, internet access, technology troubleshooting, social emotional support, meal services, along with other supports.
- Concern for learning loss that will impact students with special needs.
- Staff expressed interest in researching and implementing additional interventions and supports for struggling students.
- Stakeholders expressed how vital of a role instructional assistants play in the classroom and how they support struggling students.
- Stakeholder would like to see small group after school tutoring to support the needs of students who experienced learning loss.

## 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

\$100,089.00			
Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
	Outdoor Learning Space	In order to maintain social distancing, as well as providing outdoor learning opportunities, the Alvina Elementary Charter School District will use ESSER III funds in	\$33,500.00

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		<p>developing an outdoor learning center. Outdoor learning centers will allow for maximum social distancing to reduce the risks of Covid-19 transmission and exposure, while providing students a comfortable learning environment. The outdoor learning will also provide an additional sheltered area on campus with continual fresh airflow. This will be extremely important for primary teachers who may need to have a student remove their mask momentarily for assessments. The structure will have flexible uses from whole group instruction, small group instruction, an assessment area, an additional eating area, and/or a science lab. Research shows that outdoor learning provides students with a calming effect, which is a great benefit during this difficult time of the pandemic.</p>	
	Touchless Restrooms	<p>In order to maintain a safe and healthy facility, the Alvina Elementary Charter School District will use ESSER III funds to retrofit all school restrooms to touchless fixtures. The replacement of outdated fixtures will assist in the reduction of high touch areas reducing the risk of virus transmission. This action will support a safe and healthy facility by the removal of outdated faucets, flushers, paper towel dispensers, and soap dispensers. New touchless equipment will allow for the reduction of risk, which in-turn allow for students to remain healthy and at school leading to academic success.</p>	\$22,500.00
	Outdoor Refillable Water Stations	<p>In order to reduce high touch fixtures as recommended by the Centers for Disease Control, the Alvina Elementary Charter School District will use ESSER III funds to replace several outdoor communal water fountains with outdoor refillable water stations. The replacement of older water fountains reduces the risk of virus transmission while reducing the stress on custodial staff. Also, by the</p>	\$20,000.00

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		reduction of possible virus transmission, it continues the priority of the district maintaining a safe and healthy school environment leading to student academic achievement.	
LCAP, Goal 3, Action 1	Custodial Support	<p>The Alvina Elementary Charter School District will use the ESSER III funds to expand routine maintenance being provided by the LCAP. The LCAP funds focus on routine maintenance to maintain safe and clean facilities to support the educational experience of students.</p> <p>The Alvina Elementary Charter School District will use ESSER III funds to build upon actions by increasing routines to reduce the risk of virus transmission, as well as other environmental health hazards in order to support student learning. This action will be completed by the adjustments in cleaning assignments, with a focus in the school cafeteria where students will be eating and are unmasked. With the additional of extra tables to ensure social distancing, cleaning has expanded greatly requiring extra support to ensure thorough competition. Additional supports include the cleaning and disinfection of classrooms, restrooms, common areas, office spaces, and other highly contact areas.</p>	\$12,000.00
LCAP, Goal 3, Action 4	School Safety Equipment	The Alvina Elementary Charter School District will use the ESSER III funds to expand and increase safety equipment as need on campus, including additional PPE. The LCAP funds focus on school site health and safety planning to ensure students remain healthy while on campus and achieve academic success.	\$12,089.00



Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		The Alvina Elementary Charter School District will use ESSER III funds to expand safety equipment that has already been implemented on the school campus in order to reduce the risk of virus transmission on campus. This will support students remaining on campus in order to achieve academic success. This action will be completed by the purchasing of cleaning and disinfection equipment and supplies, maintenance of classroom safety tubs, purchasing of hand sanitizer, maintenance of wash stations, additional Covid-19 testing materials and supplies, and additional PPE.	

## 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

\$213,537.00
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Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP, Goal 1, Action 2	Instructional Assistant Classroom Support	The Alvina Elementary Charter School District will use ESSER III funds to expand the role of instructional assistant support in the classroom for the 2022-2023 school year. The LCAP funds focus on instructional assistants supporting unduplicated students in the classroom.	\$70,000.00

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		<p>The Alvina Elementary Charter School District will use ESSER III funds to expand the role of instructional assistants into the 2022-2023 school year. In discussions with several stakeholder groups, it has been identified as this school year commenced, the variety of needs currently existing within the classroom. This includes academic, social emotional, behavior, self-confidence, anxiety, and fear. Also, safety support within the classroom and across campus is also needed. This action will allow for instructional assistants to be on campus from the start to the end of the school day. This relieves a lot of pressure on certificated staff, while providing support for students in need, ultimately leading to stability and academic success.</p>	
	<p>After School Intervention Support</p>	<p>In order to support students affected by lost instructional time, the Alvina Elementary Charter School District will use ESSER III funds to provide struggling students with after school intervention support for the 2022-2023 school year. Assessment data is currently identifying areas of intensive needs which are currently being supported by certificated and classified instructional staff within the classrooms. Students who continue to struggle after the 2021-2022 school year will be placed in an intensive four-week summer program. This action will then support the summer program and place struggling students in an after school tutoring program during the 2022-2023 school year to be continually supported. These tiers of support will continually be monitored for effectiveness through the iReady assessment system and modifications will be made as needed to ensure student academic success.</p>	<p>\$50,000.00</p>

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP, Goal 2, Action 5	Social Emotional Support	<p>The Alvina Elementary Charter School District will use ESSER III funds to extend the amount of time the district is currently contracted with FCOE for a school psychologist. The LCAP funds focus contracting with FCOE for a psychologist two days a week.</p> <p>The Alvina Elementary Charter School District will use ESSER III funds to increase the amount of time the district is currently contracted with FCOE from two days to three days a week. As a result of the Covid-19 pandemic, the district has identified many areas of concern in regard to student well-being. Areas of concern identified by district stakeholders include fear, anxiety, depression, behavior concerns, motivation, and overall negative effects on social emotional wellbeing. Certificated and classified staff members have verified the impacts of these areas within the first few months of school. This action will increase the availability of the school psychologist to not only be available to more students, but also provide the necessary trainings for certificated and classified staff members to implement strategies within the classroom. This will create an overall greater system of support to the students of the district who have been negatively affected by the Covid-19 pandemic.</p>	\$15,000.00
LCAP, Goal 1, Action 7	Instructional Assessment Program	The Alvina Elementary Charter School District will use ESSER III funds to expand the district's instructional assessment program, iReady, for the next three school years. The LCAP funds focus on the initial year one implementation of the program.	\$30,037.00

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		<p>The Alvina Elementary Charter School District will use ESSER III funds to extend the use of iReady for the next three school years as it has been identified by certificated staff members as critical in identifying instructional learning gaps of students in its initial rollout. This action will help identify and address the impact of lost instruction due to Covid-19 by identifying gaps, providing a data breakdown of each student, and providing remediation materials to support student growth. The district will also continue to provide certificated staff members with the necessary professional development to ensure the district is implementing the program as effective as possible. Ultimately, the district anticipates through the use of the iReady assessment system in Math and Reading, certificated staff will begin to close the instructional gap created by the loss of instruction due to the Covid-19 pandemic.</p>	
	<p>Summer Intensive Instructional Program</p>	<p>In order to provide students who are having a difficult time recovering from learning loss after the completion of the 2021-2022 school year, the Alvina Elementary Charter School District will use ESSER III funds to provide a highly intensive summer program with a focus on Reading and Mathematics. Based on iReady assessments throughout the 2021-2022 school year, teachers will identify small groups of students for a four-week intensive course to support student learning. This action will add instructional time to address the impact of the pandemic on district students. Instructional aides will support certificated instruction in a small school setting.</p>	<p>\$48,500.00</p>

## 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

\$94,307.00

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP, Goal 2, Action 2	Technology Infrastructure and Hardware	<p>The Alvina Elementary Charter School District will use ESSER III Funds to increase the required supports needed to update the technological infrastructure and hardware of the district. The LCAP funds focus on the technological maintenance and upgrades of the current infrastructure, hardware, and programs of the school district.</p> <p>The Alvina Elementary Charter School District will use ESSER III funds to expand the maintenance and continued upgrade of the district's technological infrastructure and hardware. As identified by district stakeholders, the Covid-19 pandemic uncovered the weaknesses within the technological infrastructure/hardware of the district. This action will expand the purchases of upgraded switches, access points, necessary wiring, upgraded servers, and supported classroom hardware to meet the demands of today's speeds. Students and teachers will have access to reliable internet access, classroom devices, and Chromebooks on a functional infrastructure. It is anticipated with the reduction of technological issues on campus that students will find it easier to achieve academic success.</p>	\$94,307.00

## 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
Outdoor Learning Space	The Alvina Elementary Charter School District will monitor the development of the outdoor learning space through the recording of purchase orders and services rendered. The district will also monitor the outdoor learning space through the use of the facility inspection form. Once complete, schedule of use will be monitored to ensure effectiveness.	Progress will be monitored every six weeks through the recording of purchase orders for construction services. Once completed, the district will monitor the area through the facility inspection process twice a year. Once completed, a monthly schedule for use will be monitored.
Touchless Restrooms	The Alvina Elementary Charter School District will monitor the implementation of the touchless fixtures through the use of the district facilities inspection form. Fixtures will be evaluated for effectiveness in the creation of true touchless restrooms.	Progress will be monitored during facility inspections twice a year. Evaluation of effectiveness will also be monitored and discussed during monthly custodial meetings with administration.
Outdoor Refillable Water Stations	The Alvina Elementary Charter School District will monitor the implementation of the outdoor refillable water stations through the use of the district facilities inspection form. Stations will be evaluated for effectiveness by monitoring the total number of uses by students and staff.	Progress will be monitored during facility inspections twice a year. Evaluation of effectiveness will also be monitored and discussed during monthly custodial meetings with administration.
Custodial Support	The Alvina Elementary Charter School District will monitor additional custodial support using the staff master schedule and time accounting sheets. The district will also monitor staffing assignments and	Progress will be monitored through the use of the yearly staffing schedule and monthly time accounting sheets. Evaluation of effectiveness will also be monitored and

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
	make adjustments as required to keep a safe and healthy school campus.	discussed during monthly custodial meetings with administration.
School Safety Equipment	The Alvina Elementary Charter School District will continually monitor the health and safety of students and staff on campus through the ongoing assessment of PPE and other health and safety equipment. The on-going assessment of resources will provide the district the needed information for future supply/equipment purchases allowing for a safe and healthy school campus.	Progress will be monitored on a monthly basis with administration, human resource, finance officer, and the custodial team to ensure the necessary health and safety supplies/equipment is ready for the following month.
Instructional Assistant Classroom Support	The Alvina Elementary Charter School District will monitor the additional time instructional assistants support students in the classroom through the use of time accounting sheets. Also, the district will review student work completion rates, formative assessment results, and iReady results to evaluate student achievement.	Progress will be monitored on a monthly basis through the collection of time accounting sheets. Also, student achievement will be evaluated continually by the classroom teachers, as well as during student performance meetings with administration on a trimester basis.
After School Intervention Support	The Alvina Elementary Charter School District will monitor student progress towards proficiency within standards and classroom curriculum using formative assessments and the iReady assessment system. These assessments will provide data to monitor student progress and evaluate how effective the after school tutoring program is as implemented. Adjustments will be made as necessary.	Progress will be monitored by classroom teachers on a weekly basis. iReady assesments will be administered three times per year. Student progress will be monitored during periodic student performance meetings with the administrative team.
Social Emotional Support	The Alvina Elementary Charter School District will monitor progress in the increase of psychologist time by logging participation rates, contacts, professional development for staff, and walkthroughs.	Progress will be monitored monthly using a recording log. Administration and the psychologist will meet monthly to review student progress, identify needs, and make

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
		the necessary adjustments to programs and professional development as needed.
Instructional Assessment Program	The Alvina Elementary Charter School District will monitor the implementation of the iReady assessment system by developing a yearly assessment schedule. After assessments are given, teachers will meet in their PLC's to review results and identify goals. Teachers and administration will also review results and assess student achievement during student performance meetings.	Progress will be monitored according to the iReady assessment schedule. iReady assessments will be given once per trimester and reviewed within PLC's immediately after. Student performance meetings will also be held once per trimester to evaluate student achievement.
Summer Intensive Instructional Program	The Alvina Elementary Charter School District will monitor student progress by using the iReady assessment system and identify students who are needing intensive support. Formative and iReady assessments will also be given during and after the summer intensive instructional program to assess the effectiveness of the program and check on the progress in student achievement.	Progress will be monitored on a weekly basis during the summer program using classroom assessments. Teachers will also assess students at the end of the summer program using iReady to assess overall learning.
Technology Infrastructure and Hardware	The Alvina Elementary Charter School District will continue to monitor the number of technology service requests placed by certificated and classified staff. The district's technology director will also perform inspections on the functionality of the overall infrastructure and hardware of the district ensuring the system is working without flaws and at top speeds.	Progress will be monitored on a weekly basis. The district will discuss technology progress with the technology director at the end of each trimester during district leadership meetings. Service requests and system inspection forms will be reviewed and improvements discussed.



# 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/fq/cr/arpact.asp>.

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

## Fiscal Requirements

- The LEA must use at least 20 percent (20%) of its ESSER III apportionment for expenditures related to addressing the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs.
  - For purposes of this requirement, “evidence-based interventions” include practices or programs that have evidence to show that they are effective at producing results and improving outcomes when implemented. This kind of evidence has generally been produced through formal studies and research. There are four tiers, or levels, of evidence:
    - **Tier 1 – Strong Evidence:** the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented randomized control experimental studies.
    - **Tier 2 – Moderate Evidence:** the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented quasi-experimental studies.
    - **Tier 3 – Promising Evidence:** the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented correlational studies (with statistical controls for selection bias).
    - **Tier 4 – Demonstrates a Rationale:** practices that have a well-defined logic model or theory of action, are supported by research, and have some effort underway by a State Educational Agency, LEA, or outside research organization to determine their effectiveness.
  - For additional information please see the Evidence-Based Interventions Under the ESSA web page at <https://www.cde.ca.gov/re/es/evidence.asp>.
- The LEA must use the remaining ESSER III funds consistent with section 2001(e)(2) of the ARP Act, including for:
  - Any activity authorized by the Elementary and Secondary Education Act (ESEA) of 1965;
  - Any activity authorized by the Individuals with Disabilities Education Act (IDEA);
  - Any activity authorized by the Adult Education and Family Literacy Act;
  - Any activity authorized by the Carl D. Perkins Career and Technical Education Act of 2006;
  - Coordination of preparedness and response efforts of LEAs with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to COVID-19;
  - Activities to address the unique needs of low-income students, students with disabilities, English learners, racial and ethnic minorities, homeless students, and foster youth, including how outreach and service delivery will meet the needs of each population;

- Developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs;
- Training and professional development for staff of the LEA on sanitation and minimizing the spread of infectious diseases;
- Purchasing supplies to sanitize and clean the facilities of an LEA, including buildings operated by such agency;
- Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under IDEA, and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements;
- Purchasing education technology (including hardware, software, and connectivity) for students who are served by the LEA that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment;
- Providing mental health services and supports, including through the implementation of evidence-based full-service community schools;
- Planning and implementing activities related to summer learning and supplemental after school programs, including providing classroom instruction or online learning during the summer months and addressing the needs of underserved students;
- Addressing learning loss among students, including underserved students, by:
  - Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiated instruction,
  - Implementing evidence-based activities to meet the comprehensive needs of students,
  - Providing information and assistance to parents and families of how they can effectively support students, including in a distance learning environment, and
  - Tracking student attendance and improving student engagement in distance education;

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

- School facility repairs and improvements to enable operation of schools to reduce risks of virus transmission and exposure to environmental health hazards, and to support student health needs;
- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and nonmechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door replacement;

- Developing strategies and implementing public health protocols including, to the greatest extent practicable, policies in line with guidance from the Centers for Disease Control and Prevention (CDC) for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff;
- Other activities that are necessary to maintain the operation of and continuity of services in LEAs and continuing to employ existing staff of the LEA.

## **Other LEA Plans Referenced in this Plan**

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

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

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

## **Summary of Expenditures**

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

### **Instructions**

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

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

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

## **Community Engagement**

### **Purpose and Requirements**

An LEA’s decisions about how to use its ESSER III funds will directly impact the students, families, and the local community, and thus the LEA’s plan must be tailored to the specific needs faced by students and schools. These community members will have significant

insight into what prevention and mitigation strategies should be pursued to keep students and staff safe, as well as how the various COVID–19 prevention and mitigation strategies impact teaching, learning, and day-to-day school experiences.

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

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

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

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

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

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

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

## Instructions

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

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

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

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

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

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

- For the purposes of this prompt, "aspects" may include:
  - Prevention and mitigation strategies to continuously and safely operate schools for in-person learning;
  - Strategies to address the academic impact of lost instructional time through implementation of evidence-based interventions (e.g. summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs);
  - Any other strategies or activities implemented with the LEA's ESSER III fund apportionment consistent with section 2001(e)(2) of the ARP Act; and

- Progress monitoring to ensure interventions address the academic, social, emotional, and mental health needs for all students, especially those students disproportionately impacted by COVID-19

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

## **Planned Actions and Expenditures**

### **Purpose and Requirements**

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

### **Instructions**

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

### **Strategies for Continuous and Safe In-Person Learning**

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

- If the action(s) are included in another plan, identify the plan and provide the applicable goal and/or action number from the plan. If the action(s) are not included in another plan, write "N/A".
- Provide a short title for the action(s).
- Provide a description of the action(s) the LEA will implement using ESSER III funds for prevention and mitigation strategies that are, to the greatest extent practicable, in line with the most recent CDC guidance, in order to continuously and safely operate schools for in-person learning.
- Specify the amount of ESSER III funds the LEA plans to expend to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA.

## Addressing the Impact of Lost Instructional Time

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

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

## Use of Any Remaining Funds

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

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



## Ensuring Interventions are Addressing Student Needs

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

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

Complete the table as follows:

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

California Department of Education  
June 2021