



PACIFIC VIEW CHARTER 2.0

ESSER III Expenditure Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Pacific View Charter School District 2.0	James Malloy Director	jmalloy@pacificviewcharter.com 707-269-9490

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

For more information please see the Instructions.

Other LEA Plans Referenced in this Plan

Plan Title	Where the Plan May Be Accessed
2021-2024 LCAP	School Website: https://pacificviewcharter.org/
Extended Learning Opportunities Grant	District Office

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

\$ 408,738.00

Plan Section	Total Planned ESSER III
Strategies for Continuous and Safe In-Person Learning	\$ 153,818.00
Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)	\$ 98,670.00
Use of Any Remaining Funds	\$ 156,250.00

Total ESSER III funds included in this plan

\$ 408,738.00

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.

MARC: A transformation change project (TCP) was executed to allow Pacific View Charter students with trauma to access the curriculum and raise the equality gap of achievement with other Californians when receiving a diploma for career and college. For a safe return to school and a continuity of services, the school administrator created a transformational change leadership team (TCLT) to execute the transformation at PVCS to service the students and the community. Input from parents was gathered through a survey instrument/virtual meetings throughout 2020-2021 school year. The organization's vision is to identify students' ACE population and remove the facilitator's independent study role and create a shared school vision and mission. Parents and communities need education on ACEs, resilience, and the shared vision of true choice to career and college to better support students. The employee mindset needs to have a two-part goal: 1) Student education in restorative social/emotional care. 2) Student curriculum access to aid in college, career, and community.

HSRC: Parents:

- *Involved by providing input to school administration (phone calls, in person, email)

- *All families received a direct mailing transparently listing the total funding and the categories in which said funds could be expended.

- *Attending and providing input during open board meetings (April 13, 2021 and May 11, 2021)

Teachers/School Staff:

- *Staff meetings

- *One-on-One and small group discussions

- *Review and revision of plan components.

Input was solicited from the general public at the last 3 board meetings for LCAP development and other additional state and federal funds.

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

MARC: Based on stakeholder engagement, TCP assessment plan, and the communication surveys from families and students, the MARC needs to increase technological assets directly impacting all students. Digital curriculum provides needed flexibility, communication, and relationship building between the Cohort teacher and student. Greater than 70% of the MARC student population suffer from trauma based on preliminary ACE tests and 70% are socio economic disadvantaged based on free and reduced lunch. Pacific View needs to provide Chromebook on campus to access all curriculum and supplementary/intervention tools, as well as learning gap assessments. In addition, older Chromebooks will have to be utilized to check-out at home with needed broadband hotspots. College/Career and community engagement assets will also need to be increased for better equality and access. Students will have an option to enroll in a Hydroponics CTE provided by a .2 FTE position at county. The greenhouses are in close proximity to the High School giving easy on site access to a thriving career in the community. Further onsite measures will expand the electronics, science lab, and computer science class to make up learning loss for in-person lab time. The special education department will increase living skill capacity by the purchase of home living equipment to educate students on previous missed distance learning time. The main office will also upgrade their system to better meet the virtual and technological need after the COVID-19 pandemic. The continued purchase of technological tools will also aid in any future English language learners for quick translation, dictation, and virtual meetings going forward.

HSRC: in response to community input, we increased our librarian's hours to 4 full days and brought back our music teacher (K-3 classroom music/singing and 4-6 classroom music/singing/guitar). Our school community understands the difficulty in acquiring additional staff to assist with intervention and one-on-one student mentoring. It remains a priority of our site to continually seek out instructional aides and a long-term credentialed substitute teacher. An immediate action taken (in response to community members) was the trimming of hedges on the B Street side of the building and the installation of motion security lighting (in response to teacher's request) along the perimeter of the building.

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

\$ 153,818.00

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP, Goal 2, Action 3	Integrated student supports to address other barriers to learning	The creation of a cohort model with a stipend for College and Career Support enrolling kids at community college over the summer will be monitored through student enrollment numbers and college credit received.	\$ 18,500.00
LCAP Goal 3, Action 4 and ELO	Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports in and outside the classroom.	Outside speaker and parent dropbox utilized as a community learning hub to coordinate Chromebooks, digital Tools and paperwork off hours. In addition, main office upgrades for post-covid-19 technological requirements. Admin computer, additional software, and Smartboards purchased for each class will deliver curriculum to students in and virtually outside the classroom. Student and community progress monitoring will be tied to other actions, however, a Likert survey will be conducted to assess the efficacy of actions.	\$ 19,750.00
LCAP, Goal 2, Action 3	Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility.	The purchase of APEX, Renaissance, Chromebooks, and College Pipeline Program stipend will be monitored through grade rates and college and career indicators.	\$ 5,500.00
LCAP, Goal 3, Action 5	Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs	Training for LGBTQIA, Foster Youth, Learning Loss Assessment training, Trauma Responsive Practices will be monitored through staff participation notes and student climate surveys.	\$ 1,200.00
NA	Administration of programs and activities.	Coordination of preparedness and response efforts with state and local public health departments to improve coordinated responses to prevent, prepare for, and respond to COVID-19, developing and implementing procedures and systems to improve the preparedness and response efforts of the LEA, planning for and coordinating during long-term closures, including for how to provide guidance for carrying out requirements under the IDEA and ensuring other	\$ 30,000.00

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		educational services can continue to be provided consistent with all federal, state, and local requirements. Finally, planning and implementing, through a coordinated partnership with The Boy's and Girl's Club, a supplemental after-school program (at no cost to families) available to all interested families.	
LCAP, Goal 1, Action 2	Basic Services	All classroom teachers (multi-subject/single-subject) are fully credentialed and appropriately assigned. In addition, instructional materials are aligned to the California State Common Core Standards and a sufficient numbers of texts/materials are available to all students in all grade levels. School facilities, although leased, are keep in good repair. This will be assessed by the Facilities Inspection Tool (FIT).	\$ 65,000.00
NA	Combination Class Support	Part-Time Retired teacher assistance in working with one grade level, twice per week, to provided one-on-one support for struggling readers. This will be assessed by a winter and spring normed assessment and quarterly progress through an on-line literacy program.	\$ 13,868

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

\$ 98,670.00

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP, Goal 1, Action 2 and 3 and ELO Grant	Extending Instructional Time	The purchase of Chromebooks, take-home Chromebooks, APEX, Renaissance, Google Suite, and WordPress, will provide needed on and off-campus learning time for	\$ 12,000.00

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		students. These items will be monitored through APEX software that calculates the time individual students attends during coursework. Moreover, a strict individual student log will be kept of students checking out Chromebooks. Academic Monitoring will occur through APEX and Renaissance collecting data from student Chromebooks.	
LCAP, Goal 1, Action 3	MARC: Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports	Expand on Campus Learning labs due to a year of distance learning in electronics/computer Science, Ag/Science, Science Lab, and Special Education Washing/Dryer/Vacuum will be monitored by individual teacher grades and nominal attendance data.	\$20,170.00
ELO	Supplementation of Reading Intervention Services	<p>Increased hours/days of our reading specialist/librarian to address the needs of pupils significantly below grade level and to provide greater access to reading materials for all students.</p> <p>Increase of hours for an instructional to provide one-on-one reading/intervention support under the guidance of our Resource Teacher.</p>	\$ 40,500.00
N/A	After School Program	Establish a partnership with The Boys and Girls Club to provide a "no-cost" afterschool program for eligible families. Partnership includes assistance with school assignments and quiet study time.	\$ 26,000.00

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

\$ 156,250.00

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
NA	Music Educator Services	Supporting training for a music educator to conduct in-person instruction safely and for the benefit of our student's social-emotional well-being.	\$ 15,000.00
NA	Facility Improvements - Hedge Trimming HSRC	In order to reduce the impact of outside environmental health hazards posed by tall hedges against building windows, a landscape service will be hired to regulate the growth of hedges, on an ongoing basis. This will be assessed by cleaner filters in the air filtration system and fewer reports of spiders/insects entering the building.	\$ 3,500.00
NA	Facility Improvements - Door/Window Replacement	In order to increase the safety and security of our facility, aging exterior doors and windows will be assessed for replacement/repair. This will be assessed by a professional in the field to determine the extent of the replacement costs.	\$ 75,000.00
NA	Facility Improvements - A/C Systems`	Replacement of 4 classrooms heating systems (boiler system circa 1964), to new A/C systems to improve air quality and to more effectively circulate fresh air. The assessment of this improvement is tied to taking the old system off line, that brings in unfiltered outside air into the building. A new system will remediate this issue.	\$ 19,000.00
NA	Facility Improvements - Multi-purpose Room	Increase fresh air ventilation and circulation in the multi-purpose room (being utilized as our cafeteria), with the addition of fan by the entrance/exit doors and portable medical grade air filtration systems. The assessment of this improvement is the addition of the ventilation an upgrade from natural airflow.	\$ 4,000.00
NA	Facility Improvements - Grounds Maintenance MARC	Improve the safety of school grounds with the addition of landscaping service; tree trimming, weed/tall grass removal, and general improvements to reduce the risk of exposure to environmental health hazards. This will be assessed with the FIT and family/student surveys.	\$ 9,750.00
NA	Facility Improvements - Student Restrooms	Replacement/upgrade of restroom stall partitions to support student health needs. This will be assessed by student satisfactions surveys- including a pre and post survey.	\$ 30,000.00

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
MARC: Extending Instructional Time	The purchase of Chromebooks, take-home Chromebooks, APEX, Renaissance, Google Suite, and Wordpress, will provide needed off-campus learning time for students. These items will be monitored through APEX software that calculates the time individual students attends during coursework. Moreover, a strict individual student log will be kept of students checking out Chromebooks. Academic Monitoring will occur through APEX and Renaissance collecting data from student Chromebooks.	<ul style="list-style-type: none"> • Daily onsite attendance during Chromebook On-Campus Checkout • Semester (5 months) attendance of take-home Chromebook Utilization • Semester (5 months) Monitoring of Academic Progress in ELA and Math through Renaissance • Quarterly (2.5 Months) Academic progress monitoring through APEX
MARC: Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports	Expand on Campus Learning labs due to a year of distance learning in electronics/computer Science, Ag/Science, Science Lab, and Special Education Washing/Dryer/Vacuum will be monitored by individual teacher grades and nominal attendance data.	<ul style="list-style-type: none"> • Semester (5 month) Progress Monitoring will occur in the new courses through teacher grade books • Daily attendance will be taken for student participation in class.
MARC: Integrated student supports to address other barriers to learning	The creation of a cohort model with a stipend for College and Career Support enrolling kids at community college over the summer will be monitored through student enrollment numbers and college credit received.	<ul style="list-style-type: none"> • Semester (5 months) Tally of students attending concurrent enrollment at College of the Redwoods (Community College) • Semester (5 months) student transcript monitoring of college credit received.

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
MARC: Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports in and outside the classroom.	Outside speaker and parent dropbox utilized as a community learning hub to coordinate Chromebooks, digital Tools. In addition main office upgrades for post-covid-19 technological requirements. Admin computer, additional software, and Smartboards purchased for each class will deliver curriculum to students in and virtually outside the classroom. Student and community progress monitoring will be tied to other actions, however, a Likert survey will be conducted to access the efficacy of actions.	- Semester (5 Month) community likert survey will be conducted assessing the technological access student have and parent have during the continued COVID-19 pandemic.
MARC: Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility.	The purchase of APEX, Renaissance, Chromebooks, and College Pipeline Program stipends will be monitored through grade rates and college and career indicators.	Yearly assessment of graduation rates and college and career readiness via the California Department of education "Dashboard"
MARC: Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs	Training for LGBTQIA, Foster Youth, Learning Loss Assessment training, Trauma Responsive Practices will be monitored through staff participation notes and student climate surveys.	- Yearly student Climate likert surveys will address the success of staff training in learning loss, trauma, and LGBTQIA diversity training.
Supplementation of Reading Intervention Services and Administration of programs and activities	Loss of Instructional Time: Reading Specialist and Librarian increased services and additional instructional aide hours. Winter/Spring Renaissance Assessments, San Diego Quick, The Bader Reading Inventory, and the Barton Reading System.	Quarterly assessments and growth comparisons.
Additional Actions: Music Educator	Student and Classroom Teacher surveys.	End of first, second, and third quarters.
Basic Services: (Goal 1, Action 2)	CA Dashboard, CalPads, SARC, and the FIT.	CA Dashboard and SARC (once per year) and the FIT (twice per year). CalPads (on-going)
Combination Class Support	Sight word assessments, Renaissance reading assessment (fall vs. spring), progress checks by	This will be assessed by a winter and spring normed assessment and quarterly progress through

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
	reading intervention teacher, and The Bader Reading Assessment.	an on-line literacy program.
After-School Program	Student Attendance Records, Family Survey, Budget Expenditures	Daily Attendance, Winter Family Survey, Monthly Budget expenditures.
Facility Improvements - Hedge Trimming HSRC	Cleaner air filters and insects near/around windows (visual inspection) and Budget Expenditures.	Monthly
Facility Improvements - Door/Window Replacement	FIT and Professional Services Estimate/Replacement (Eureka Glass) and Budget Expenditures.	Monthly (as services are rendered)
Facility Improvements - A/C Systems`	Professional Services Estimate/Replacement and Budget Expenditures.	As services are rendered.
Facility Improvements - Multi-purpose Room	Purchase of necessary equipment and Budget Expenditures.	Spring 2022
Facility Improvements - Grounds Maintenance MARC	FIT, Student and Family Surveys, Budget Expenditures.	Quarterly
Facility Improvements - Student Restrooms	Pre/Post 4-6th Grade student surveys, FIT and Budget Expenditures.	Fall 2021 and Spring 2022

ESSER III Expenditure Plan Instructions

Introduction

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

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

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

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

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

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

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

Fiscal Requirements

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

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

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

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

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

Other LEA Plans Referenced in this Plan

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

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

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

Summary of Expenditures

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

Instructions

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

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

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

Community Engagement

Purpose and Requirements

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

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

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

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

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

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

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

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

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

Instructions

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

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

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

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

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

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

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

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

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

Planned Actions and Expenditures

Purpose and Requirements

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

Instructions

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

Strategies for Continuous and Safe In-Person Learning

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

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

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

Addressing the Impact of Lost Instructional Time

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

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

Use of Any Remaining Funds

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

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

Ensuring Interventions are Addressing Student Needs

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

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

Complete the table as follows:

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

California Department of Education
June 2021