



## ESSER III Expenditure Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Arvin Union Elementary School District	Georgia Rhett Superintendent	rhett@arvin-do.com 661-854-6511

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
AUSD LCAP	<a href="https://www.arvinschools.com/userfiles/185/my%20files/other/arvin%20union%20elementary%20school%20district.pdf?id=3502">https://www.arvinschools.com/userfiles/185/my%20files/other/arvin%20union%20elementary%20school%20district.pdf?id=3502</a> or a copy may be requested from Geneva Banks, District Secretary 661-854-6500
AUSD LCAP Addendum	<a href="https://www.arvinschools.com/userfiles/146/my%20files/lcap%20addendum%20update%20spring%202020-2021.pdf?id=3374">https://www.arvinschools.com/userfiles/146/my%20files/lcap%20addendum%20update%20spring%202020-2021.pdf?id=3374</a> or a copy may be requested from Geneva Banks, District Secretary 661-854-6500
AUSD Learning Continuity Plan	<a href="https://www.arvinschools.com/userfiles/4/my%20files/learning%20continuity%20and%20attendance%20plan.pdf?id=3340">https://www.arvinschools.com/userfiles/4/my%20files/learning%20continuity%20and%20attendance%20plan.pdf?id=3340</a> or a copy may be requested from Geneva Banks, District Secretary 661-854-6500
Safe Return to In-person Instruction	<a href="https://www.arvinschools.com/userfiles/4/my%20files/ausd%20return%20to%20school%20plan%202021-2022%20updated%20july%202020%202021.pdf?id=3395">https://www.arvinschools.com/userfiles/4/my%20files/ausd%20return%20to%20school%20plan%202021-2022%20updated%20july%202020%202021.pdf?id=3395</a> or a copy may be requested from Geneva Banks, District Secretary 661-854-6500

Plan Title	Where the Plan May Be Accessed
2021 Expanded Learning Opportunities Grant	A copy may be requested from Geneva Banks, District Secretary 661-854-6500

## 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

13,855,011

Plan Section	Total Planned ESSER III
Strategies for Continuous and Safe In-Person Learning	2,409,384
Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)	2,771,003
Use of Any Remaining Funds	8,674,624

### Total ESSER III funds included in this plan

13,855,011

## 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 Arvin Union School District is committed to significant and purposeful engagement of parents, students, certificated and classified staff, bargaining units, community groups, and other stakeholders in the development of district plans and the related budget process. In compliance with statute, stakeholder engagement supported comprehensive strategic planning, accountability, and improvement across the state priorities and district locally identified priorities for the district's LCAP, Reopening Plans, the Learning Continuity Plan, the Extended Learning Plan and the development of this ESSER III plan.

EXPLANATION OF HOW THE ARVIN UNION SCHOOL DISTRICT HAS CONSIDERED THE PERSPECTIVES AND INSIGHTS OF EACH GROUP OF STAKEHOLDERS IN IDENTIFYING THE UNIQUE NEEDS OF THE LOCAL EDUCATIONAL AGENCY AND ITS STUDENTS: The history of recent input framing development of this plan began with an 8 by 7 graphic organizer (framing the 8 State Priorities and 7 Main District Focuses) in addition to a one-pager utilized to provide an overview of the district's LCAP to provide context for input for the 2019-2020 school year plans. Development of the 2021-2024 LCAP was facilitated by a set of 20 questions composed for staff, parent, and community input related to the LCAP priorities and previous action steps to determine impact. Meeting times and dates were posted on the district website at the beginning of the year and held as part of regular district meetings throughout the school year with a focus on district data, funding, goals and current action steps. Actions and services suggested by all stakeholder groups were gathered systematically and considered for implementation and which resulted in re-writing goals for the 2021-2024 LCAP plan. Additionally, a series of online surveys have been conducted to gather feedback from staff, parents, and students. The district used a variety of meetings in-person but mainly with a focus on virtual means through Zoom as applicable to the group of parents, students, community stakeholders, and staff which also provided input for the Learning Continuity Plan, the Extended Learning Grant Plan, and the Safe Return to In-person Instruction Plan. Public hearings of the board were also held in-person supported by online Zoom access.

Most recent, and applicable to the ESSER III plan, is input specific to prevention and mitigation strategies, strategies to address the impact of lost instructional time, and other strategies related to the district's four LCAP goals. Input has been gathered through Zoom and TEAMS virtual meetings and in-person conversations, focus groups with parents during Coffee with the Principals and with students in-person at each school site, governance meetings with parents including parents of English Learners such as English Learner Advisory councils and various school site and district councils, surveys sent to staff and parents, and email outreach to community members of the local South Valley Collaborative as well as the Dolores Huerta Foundation educational representatives which provided email responses. Each of these conversations has revolved around the California Department of Education's list of acceptable expenditure opportunities, the district's four LCAP goals and a three column note taking guide with each column representing Prevention and Mitigation strategies, strategies to address the academic impact of lost instructional time, and other strategies or activities to be implemented by the district. Notes are updated following input from each group and items prioritized based on possible impact to the 3 areas mentioned in the plan.

As with all family outreach, ensuring communication was available to families that spoke a language other than English was continued. This included past Blackboard and current Parent Square messages, Zoom meetings, and face to face contacts. Facebook has also begun to be utilized and current plans and updates are posted to the internet. These formats have varied significantly over the last three years providing data - both quantitative (numerical outcomes) and qualitative (heartfelt responses). As a result of virtual and in-person meetings, stakeholders have been able to ask questions, provide feedback, provide new input, and set forth a consistent yet more robust set of actions for the district given these difficult times.

## DESCRIPTION OF STAKEHOLDER GROUP INPUT OPPORTUNITIES AND OUTREACH FOR INPUT:

### STUDENTS

November 1, 2019/Healthy Kids Surveys/Input for LCAP; January 10, 2020 at 11:30 a.m./Sierra Vista Elementary Student Input- Lunch Meeting/Input on Proposed LCAP/LEAP Actions; January 17, 2020 at 11:30 a.m./Bear Mountain Elementary Student Input- Lunch Meeting/Input on Proposed LCAP/LEAP Actions; January 31, 2020 at 11:30 a.m./ Haven Drive Middle School Student Input- Lunch Meeting/Input on Proposed LCAP/LEAP Actions ; February 7, 2020 at 11:30 a.m./El Camino Real Elementary Student Input- Lunch Meeting/Input on Proposed LCAP/LEAP Actions. This was followed by student input meetings district wide on zoom with unduplicated count students identified by Site Administration 2nd/3rd grade January 26, 2021, 4th/5th/6th grade, January 27, 2021, 7th and 8th grade January 29, 2021 which impacted our LCAP and Learning Continuity Plan. January 21, 2021 California Healthy Kids, March 2021 Student Elective Surveys for the Middle School.

Specific to ESSER: In-person school site focus groups with students Grades 4 through 8 including foster, homeless, special education, migrant, English learners, and students of color.

Sierra Vista September 23, 2021; Bear Mountain September 23, 2021; El Camino September 24, 2021; and Haven Drive Middle School September 22, 2021.

### PARENTS / FAMILIES INCLUDING THOSE THAT SPEAK LANGUAGES OTHER THAN ENGLISH - all district meetings are available in English and Spanish

Various groups of parents have been invited to come together to provide input particular to the district, school sites, or programs. District data has been reviewed, an overview of revised LCAP goals shared, purposes of various plans shared, and input taken regarding key elements of particular plans. February 20, 2020 at 8:00 a.m./El Camino Real Parents Coffee with the Principal/Data Report and input for LCAP; February 21, 2020 at 8:00 a.m./Bear Mountain Elementary Parents Coffee with the Principal/Data Report and input for LCAP; February 27, 2020 at 8:00 a.m./Haven Drive Parents Coffee with the Principal/Data Report and input for LCAP; February 28, 2020 at 8:00 a.m./Sierra Vista Parents Coffee with the Principal/Data Report and input for LCAP, March 3, 2020 at 5:00 p.m./ Migrant Parent Advisory Council (PAC)/Data Report and input for LCAP. January 2021, California Health Kids Survey, February 18, 2021 Coffee with the Principal El Camino, February 19, 2021 Coffee with the Principal Bear Mountain, February 25, 2021 Haven Drive Coffee with the Principal, February 23, 2021 Migrant Parent Advisory Council Input and Response to Questions, February 26, 2021 Sierra Vista Coffee with the Principal, March 4, 2021 Distance Learning and Reopening zoom meeting and input.

Specific to ESSER III: Site Administrators shared a translated copy of draft ESSER III input to date and gathered additional input sent to the district office by each administrator.

Bear Mountain Coffee with the Principal, September 17, 2021 and Bear Mountain School Site Council, September 21, 2021 meetings with Principal

Sierra Vista Coffee with the Principal, September 24, 2021 and Sierra Vista School Site Council, September 21, 2021 meetings with Principal  
El Camino Parent Survey 9/29/2021 September 23, 2021 and El Camino School Site Council September 21, 2021 meetings with Principal  
Haven Drive Coffee with the Principal, September 30, 2021 Haven Drive School Site Council, October 12, 2021 meetings with Principal  
Migrant PAC Elected Member meeting with Migrant Resource Teacher, October 4, 2021

#### DISTRICT ADMINISTRATORS, SITE PRINCIPALS, PROGRAM DIRECTORS , AND TEACHERS ON SPECIAL ASSIGNMENT

District Administrators, School Site Principals and Vice Principals, Program Directors, and Teachers On Special Assignment met with the Superintendent and Assistant Superintendent throughout the year focused on professional development with an emphasis on leadership, innovation, and initiative as it relates to their positions and implementation of LCAP. This group met to review data and implementation/completion of action steps and provided input and feedback at various other administrative meetings. These meetings were held on September 30, 2019 at 8:30 a.m./Program Directors and Administration/Kern County Superintendent of Schools Annual Visit, January 13, 2020 8:30 a.m./District and Site Administration/Input on Proposed LCAP/LEAP Analysis; February 3, 2020 at an Administrative Council (A/C) meeting 8:30 a.m./District and Site Administration/Program Directors/Review and feedback, October 6/December 7, 2020 January 25, March 15, April 15, 18, and 22, 2021 in conjunction with Leadership data review. The Superintendent, Assistant Superintendent and Site Administrators work closely to ensure alignment of Single Plan for Student Achievement (SPSA) with our Local Control and Accountability Plan (LCAP). The most recent school site plans were adopted in December 2020 and are reviewed prior to approval by the school board.

Specific to ESSER: The District Cabinet newly designed in Fall 2021 for coherence and consistency met September 18, 2021 via TEAMS to discuss ESSER III. This group includes District Administrators, Program coordinators, Site Principals, Vice Principals, Teachers on Special Assignment, Resource Teachers, and classified Program Directors including cafeteria, technology, and maintenance /transportation/warehouse. The Cabinet members reviewed the areas of possible expenditure allowances, previewed the three column chart identifying focus areas for ESSER III and added ideas, and then were tasked with gathering input from their site groups including staff and parents focused on our vision of Leading from the Middle. Additional input has been gathered through individual conversations throughout the time prior to the plan going before the school board for approval.

#### STAFF STAKEHOLDERS INCLUDING TEACHERS AND CLASSIFIED STAFF

Through a series of district meetings and surveys, staff stakeholders have provided input for items within the 8 LCAP priorities and to respond to expected outcomes related to action steps directly affecting their positions by providing verbal and written input.

January 21, 2020 at 2:15 p.m./Bear Mountain Elementary Certificated Staff/Data Report and input, January, 28, 2020 at 2:40 p.m./Haven Drive Middle School Certificated Staff/Data Report and input, March 4, 2020 at 2:15 p.m./Sierra Vista Elementary Certificated Staff/Data Report and input, February 19, 2020 from 8:00 a.m.-4:00 p.m./District Staff/Input on Proposed LCAP/LEAP Actions, February 26, 2020 at 8:30 a.m./Instructional Aides/Input on Proposed LCAP/LEAP Actions for 2021-2024, March 4, 2020 at 2:15 p.m./ Certificated Staff/Data Report and input for 2020-2023, January 2021 California Healthy Kids Survey, February 2021 Butte County Survey and Professional Learning Community Surveys. March 22, 2021 Dual Immersion and English Learner committee meeting input. Ongoing professional development surveys conducted by district Teachers on Special Assignment and conversations with site administration during regularly scheduled staff meetings.

Specific to ESSER III:

#### TEACHERS

Bear Mountain PLC meeting, October 4, 2021

Sierra Vista PLC meeting, October 4, 2021

El Camino PLC meeting, October 4, 2021

Haven Drive PLC meeting, October 4, 2021  
All District Staff survey online Week of September 24, 2021  
Email of draft plan sent October 3, 2021 for review and input.

CLASSIFIED PERSONNEL including School Site Secretaries, Paraprofessionals, the Migrant Department, and the district's Family Resource Center

Specific to ESSER: TEAMS meetings, TEAMS chats, or In-Person meetings were held with each group, either by the District Superintendent or their direct supervisor to get input for the plan using the 3 column chart as a foundation.

Secretaries, September 24, 2021; Family Resource Center Staff (especially focused on Foster/Homeless) September 22, 2021; Migrant September 17, 2021; Librarians, September 25 TEAMS message, Instructional Assistants, October 4, 2021 input requested by Teacher on Special Assignment through TEAMS

All District staff survey online Week of September 24, 2021  
Email of draft plan sent October 3, 2021 for review and input.

## COMMUNITY

With support from our Family Resource Center and the Arvin/Lamont/Weedpatch Collaborative along with Citizens for a Better Arvin, the district was able to provide a review of data, share current action steps, and gather written input from multiple community groups including Citizens for a Better Arvin, United Farm Workers, Dolores Huerta Foundation, Kern Rural Assistance, Public Health, Community Action Partnerships, fellow Family Resource Centers, Clinica Sierra Vista and representatives from various other agencies to create the 2021-2024 LCAP. The District Superintendent and Assistant Superintendent attended each meeting during the 2019-2020 school year. February 26, 2020 at 5:00 p.m./Parent-Community Forum/Input on Proposed LCAP/LEAP Actions; February 26, 2020 at 5:30 p.m./Committee for A Better Arvin Parent-Community Forum/Input on Proposed LCAP/LEAP Actions; March 5, 2020 at 10:00 a.m./Arvin – Weedpatch Community Collaborative/Data Report and input, March 4, 2021 South Valley Neighborhood Partnership - actions steps and input; May 19, 2021 draft LCAP shared with Dolores Huerta Foundation Representative through email for further input.

Specific to ESSER III: Invitation email sent out through the district's Family Resource Center with a 3 column note category chart relative to plan areas, ideas already suggested, and an overview of CDE approved expenditure list to the South Valley Community Collaborative including Arvin's Vecinos Unidos requesting input. An additional email was sent to the Dolores Huerta Foundation Educational Policy Director who replied back on behalf of their parent group with appreciation for previous efforts and with 4 key areas of input.

## DISTRICT ADVISORY COUNCIL (DAC)

\*District Advisory Council Meetings - This committee is composed of members representing the district and school sites include staff and parents of unduplicated students. Through various meetings the District Advisory Council provided input on and reviewed our Local Educational Agency Plan and additionally had the opportunity to review and revise as needed, the district Title I Parent Involvement Policy, and district initiatives. These Meetings were held: October 16, 2019 at 9:00 a.m./District Advisory Council/District Data Overview (Academic), November 20, 2019 at 9:00 a.m./District Advisory Council/Action Step Updates, January 22, 2020 at 9:00 a.m./District Advisory Council/Data Report – Dashboard & Input on Proposed LCAP/LEAP Actions 2021-2024, February 19, 2020 at 9:00 a.m./District Advisory Council/Input on Proposed LCAP/LEAP Actions 2021-2024, September 2, 2020 at 9:00 a.m./District Advisory Council/ Learning Continuity plan input, September 16, 2020 at 9:00 a.m./District Advisory Council/Learning Continuity and Attendance Plan Input and Advisement, there

were no written responses requested from the Superintendent, October 21, 2020 at 9:00 a.m./District Advisory Council/ Local Data Review, November 18, 2020 at 9:00 a.m./ District Advisory Council/ Data review, January 20, 2021 at 9:00 a.m./District Advisory Council/ Information Restructured Goals, February 17, 2021 at 9:00 a.m./District Advisory Council/ Reviewed and Responded to district questions for meetings. Specific to ESSER III: Meeting held September 29, 2021 focused on items already suggested for each of the three areas as well as gathering additional input.

#### English Learners

February 12, 2020 at 3:30 p.m./District English Learner Advisory Council (DELAC)/Mid-year review and feedback, September 2, 2020 action step review and input for Learning Continuity Plan, September 16, 2020 Learning Continuity and Attendance Plan Input and Advisement, there were no written responses requested from the Superintendent. January 20, 2021 LCAP presentation on new goals, February 24, 2021 feedback and input with interview questions.

Specific to ESSER III: Meetings were held focused on items already suggested for each of the three areas to date as well as gathering additional input.

Bear Mountain English Learner Committee, September 21, 2021

Sierra Vista English Learner Committee, September 21, 2021

El Camino Real English Learner Committee, September 21, 2021

Haven Drive English Learner Committee, October 11, 2021

District English Learner Committee, September 29, 2021

#### SPECIAL EDUCATION:

May 11, 2021 3:30 p.m. SELPA LCAP SUPPORT CONSULTATION with Kern County Superintendent of Schools including the District Superintendent and Director of Student Services.

Specific to ESSER III: In-person meeting between Superintendent and Director of Student Services, September 16, 2021

#### LOCAL BARGAINING UNITS

ATA (Arvin Teacher's Association)

Bargaining unit leadership representatives met in 2019/2020 including October 17, 2019/Union Association- ATA/Negotiations.

ATA July 16, 2020 Reopening, August 19, 2020 Reopening and input, September 16, 2020 Reopening and input, October 13, 2020 Distance Learning and input, October 21, 2020 Negotiations, October 27, 2020 Negotiations, November 18, 2020 and December 1st, 2020 Reopening and input, January 20 and 21, 2021 Reopening and input, January 26, 2021 MOU negotiations, February 9, 2021 Distance Learning and Reopening

February 17, 2021 Distance Learning and Reopening/Extended School Year, March 16, 2021 Summer School plans and Extended School year, May 19, 2021 Initial LCAP draft; June 11, 2021 Final review with ATA

Specific to ESSER III: Email sent including acceptable uses from CDE website and 3 column chart to prompt input and conversations both in general and specific to required bargaining items including school calendar impact on work days , professional development, and other items affecting working conditions. Negotiation meetings, September 1, 2021; Email of draft plan sent October 3, 2021 for review and input.

### CSEA Bargaining Unit

October 13, 2020 Reopening and input, November 10, 2020 Reopening and input, December 1, 2020 Reopening and input, February 2, 2021 Distance Learning and Reopening, February 9, 2021 Distance Learning and Reopening, March 2, 2021 Classified positions, March 16 and 23rd Extended School year and Summer School input, May 19, 2021 Initial LCAP draft; June 14, 2021 Final review with CSEA  
Specific to ESSER III: Email sent including acceptable uses from CDE website and 3 column chart to to prompt input and conversations both in general and specific to required bargaining items such as school calendar impact on days worked, personnel positions, professional development and other items affecting working conditions. Negotiations meetings, August 12 and September 7, 2021. Email of draft plan sent October 3, 2021 for review and input.

### SCHOOL BOARD

Informational Reports to the School Board on LCAP goals, action steps, outcomes and budget were presented as part of the Superintendent Evaluation as well as program and specific LCAP updates.

These meetings were held on September 10, 2019 at 6:00 p.m./Board Update/Annual Update Report – Action Step update, October 15, 2019 at 6:00 p.m./ Board Update/Report on Local Measures, December 10, 2019 at 6:00 p.m./Board Update/Data Report – Dashboard, January 21, 2020 at 6:00 p.m./Board Update/School Accountability Review Card's, February 18, 2020 at 6:00 p.m./Board Update/Action step update, March 10, 2020 at 6:00 p.m./Board Update/Action step update, April 21, 2020 at 6:00 p.m./Board Update/Action step update September 8, 2020 Annual Update Report -Learning Continuity and Attendance Plan, September 22/24, 2020 hearing and adoption of the Learning Continuity and Attendance Plan, September 25, 2019 at 9:00 a.m./District Advisory Council/District Data Overview (Williams, Climate, Suspension/Expulsion), October 20, 2020 Report on Local Measures, December 8, 2020 Adoption of the Budget Overview for Parents, January 19, 2021 Board update/School Accountability Review Cards, April 20, 2121 Board update. Board action for approval was taken on all plans mentioned throughout this narrative.

Specific to ESSER III: informational data reports and budget overview presented at a regular meeting of the board, August.17 and September 14, 2021. Email of draft plan sent October 3, 2021 for review and input.

October 19, 2021 ESSER III Plan presented to the board of education with the opportunity for public comment.

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

The goals of the AUSD 2021-2024 LCAP are a direct reflection of stakeholder input and the AUSD ESSER III plan allows the district to continue and expand services begun during distance learning and the return to in-person instruction guided by the Safe Return to School Plan, the Learning Continuity Plan, and the district's LCAP and LCAP Addendum. In order to directly impact students and families, ESSER III actions enhance LCAP action steps focused on four goals including engagement/wellbeing/wrap-around services, standards based academic achievement, professional development, and services to English Learners. Through many perspectives, input provided guidance to focus on the following which are numbered to follow the district's four LCAP goals for lack of confusion beginning with 5 and continuing through 7 to address the three areas in this plan.



## STRATEGIES FOR IN-PERSON INSTRUCTION

Previous input from staff and parents focused on ensuring staff and student safety through mitigation strategies and addressing items noted during hazard assessments. The following items continue to support these measures.

Input from Director of Maintenance, Chief Business Officer and Custodial team, Site Administrators including Principals and Vice Principals, District Advisory Council, parents, and school site teachers - Significant attention was brought to the increased duties and time required for sanitation and input has requested increasing the quantity of custodial staff for daytime assignments as well as night cleaning at all district sites. Stakeholder groups directed attention to the cleanliness impact of eating in separate classrooms during school and after school and, while promoting, stable groups is a huge impact on the custodial team. The purchase of additional tables (inside and out), adding cement areas for a foundation, and shade structures for outside use will facilitate stable groups, social distancing, and supports masks off outdoors while ensuring shade, comfort and ease of supervision when added to food service in the cafeteria. 96% of respondents to the district survey were in favor of expanding outdoor eating areas. Eating outside provides its own sanitation concerns and a request was made for a pressure washer with a scrubbing pad to clean cement. Actions 501 and 502

Director of Human Resources and Director of Student Services, Parents, Students, Dolores Huerta Foundation - Requests to maintain or add to health care support to support COVID, general health needs, and safety protocols was clearly heard. The district has temporarily added the positions of COVID clerk and 1 additional Licensed Vocational District Nurse to facilitate COVID-19 testing and ensure coverage at all school sites at all times and to support ongoing reporting requirements. Based on this input, these positions will be continued through the 2022-2023 and 2023-2024 school year with a focus on ensuring LVN's are in place in the district as their work hours extend to 4:00 p.m. which also supports after school programs. Action 503

School site administrators, teachers, instructional aides, office staff, parents, students, and the Dolores Huerta Foundation groups - Request maintaining added noon and gate duty to promote a welcoming environment, promote social distancing, support efficiency of drop off and pick up, promote stations for outdoor guided recreation preventing behavior issues, and ensure high levels of supervision given the unknown of future eating/entry/dismissal procedures. 96% of survey respondents responded in favor of additional support staff. BME Administrators and parents, and Bear Mountain Governance Councils have also given input resulting in an action step to modify service gates to serve as student entry/dismissal gate structures. This input has resulted in inclusion of Actions labeled 504 and 718 .

School Principal/Haven Drive Students/Lead Maintenance from Haven Drive/Bear Mountain teachers - Replace all double student desks at the middle school and student tables for Grades 4-6 at Bear Mountain Elementary with individual student desks more fitted to the student's size and promoting flexibility of classroom arrangement to facilitate social distancing in the short term and flexible group work in the long term. Replacement chairs are included in this action step. This has been included as Action 505.

Family Resource, ELD, Preschool, and Technology Directors - Request made for cubby partitions in offices where multiple staff members share a common area yet travel to various school sites or serve the public to promote social distancing and protected work space and mitigate the opportunity of infectious disease spread. In addition, to consider the need for reinstituting desktop barriers in the classroom as mitigating factors in an outbreak or to move forward from stable groups to accommodate mixing when COVID numbers are lower. Action 506

Students at 3 of 4 schools and Bear Mountain School Site Council mentioned the need for additional water bottle filling stations as avoiding shared water fountains is a focus. They indicated that many students should not have to afford to bring a purchased disposable water bottle and hoped that refillable ones could continue to be provided as they were to begin the 2021-2022 school year. The district will investigate placement and addition of water filling stations - especially given the impact of "zoned" play areas. Action 507

Ongoing needs for PPE are unknown. Input from District Administration and the Chief Business Officer to support continued probiotic spray needs, masking, sanitizer use in all rooms, wipes for use, and additional items to support sanitation over time has led to the inclusion of Action 508.

Site secretaries - Increase attendance staff with the addition of 2 full time staff to be shared among 4 campuses to support in-person attendance due to the extremely high numbers of absent students due to COVID/quarantine and the need for absence checks far above the norm. Phone calls, follow ups, home visits, and additional paperwork have created many hours of overtime for office staff which has prompted the inclusion of Action 509.

Bear Mountain Administrators, Parents, District Advisory Council, and School Site Council have all mentioned the need for additional exits due to COVID to continue social distancing and promote stable groups. The modification of fences and service gates will allow ease of entry and exit for students facilitated by school staff. Action 510

#### ADDRESSING THE IMPACT OF LOST LEARNING TIME

Parents, Dolores Huerta Foundation, District Advisory Council, District English Learner Committee - Parents and community groups continue to request additional time for learning including Saturday Academies, tutoring, and multi-cultural literacy programs. While many ask for weekend classes, staffing these positions and preventing mixing in person is difficult and a small budget for this has been included. The district and unions negotiated two years of increased learning time and it is proposed to continue for two additional years with the provision of 5 extra days per year for 2023-2024 and 2024-2025. 73% of respondents to the district survey indicated they would like 4 to 10 days. 34% responded 8 to 10 which impacts summer learning so the budget has been formatted to include 5 additional days mentioned as well as continuing to extend Monday Professional Development Days by 20 minutes to ensure all students have equitable opportunities for making up lost learning time. Effects of the change to the instructional calendar is yet to be negotiated and timing will be determined as part of that negotiation with bargaining units. Summer school was also favorable at 71% and will be funded through LCAP and 21st Century funds for 20 days to be scheduled each upcoming year of the plan. Supplementary to site-based Title I and LCAP interventions/extensions, the district will implement Bootcamps/small instructional focus groups on Saturdays throughout the school year targeted to foster, homeless, English Learners, and "at-risk" students identified for additional support. These positions may be filled by classified or certificated staff. Actions 601 and 603

Although not included in this plan, 37% of respondents were not sure they would send their child to Summer School which prompts multiple wonders. The district will continue to reach out to staff, parents, and students to ensure an meaningful and academic-based full-day summer school through engaging new means with a particular focus on mental health and socio-emotional support.

Teachers, Administrators, Parents, Dolores Huerta Foundation - Input suggests a before school personal/group sessions for families with Kindergarten and new students to provide orientation to grade level "Jump start", use of Chromebooks, and parent introductions to district programs. This has been included as part of Action 601

Parents, school instructional staff, instructional aides, district and site administrators, Director of Student Services - The request for maintaining or increasing additional intervention personnel to support small group instruction during schools hours for equity purposes is based on the desire to fully implement district wide Multi Tiered Systems of Support such as 95% Group intervention, English Learner support, and math groupings focused district math initiatives in conjunction with Kern County Superintendent of Schools focused on conceptual math. Action 602

#### USE OF REMAINING FUNDS

District technology director -Various district classrooms over the years have utilized voice amplification to support teacher voice or student hearing needs. These funds would provide an opportunity to ensure voice projection through all classrooms -especially as through much of the year voices battle the constant air conditioning fans and currently teachers must speak louder due to masking and ensuring all students, regardless of seating can hear. Action 701

Director of Technology - Input provided includes replacing projectors in all classrooms with TV monitors for clarity and the ability to manipulate the screen to be viewed at various angles promoting better student engagement. Many district projectors are nearing end of life - in addition the low mounting in classrooms of white boards prevents line of sight by many students in back rows. This, in addition to use of plastic shields, when utilized, prevent student engagement. Action 702

District custodians, even with additional staff hired, are pulled in all directions. Yard staff have constant upkeep needs yet are also pulled to substitute, drive busses, and support sanitation needs. The modification of landscaping, especially when students notice and mention that campuses need "gardening", prompts an action step that supports coming to a calming, welcoming, well-kept environment while saving funds in the long run and allowing staff to focus on direct services to high student use areas at this time of need. Action 703

District administration/parents/Dolores Huerta Foundation input - Maintain the position of Parent Facilitator with the position opened by the Parent Ambassador with a focus on enriched and expanded outreach and workshop opportunities for parents and families as requested by school staff and parent. Efforts to increase parent participation in family workshops in academic, socio-emotional support and technology use to ensure parents have tools to support their students and input into school meals will be facilitated through the Family Resource Center in conjunction with the Wellness Committee and surveys/classes conducted or organized by the District Parent Ambassador/Parent Facilitator. Action 704

Administrators, teachers, instructional aides, parents, Dolores Huerta Foundation, and students have all mentioned the increased need for mental health support to ensure immediate and long term response to student needs. This action step would be in coordination with Kern County Superintendent of Schools Social Worker Program to double the number of social workers at each site through the 2023-2024 school year and then to re-assess for the 2024-2027 LCAP and Title IV plans to determine continuation of this action step. Action 705

District and site administrators, teachers, parents, instructional aides - The district has multi year contracts with the p3cc (Prek through 3rd Grade Curriculum Alignment) project as well as Kern County Superintendent of Schools for Math and Jill Hamilton Bunch for English language development. The district has scheduled sets of aligned professional development and the addition of these funds would facilitate additional full and part day trainings to deepen understanding, expand planning, and promote additional Professional Learning Community time of all content areas and AVID integration beyond that currently scheduled. Math and English Language Development were the top 2 rated areas identified in the district survey to parents and staff in terms of professional development requested. Additional professional development in English Language Arts, Socio-emotional support, and Technology will be funded through other sources including LCAP and Title IV. Action 706

Director of Student Services, Special Education Teachers and Instructional Aides - Input suggests a desire to expand assistive devices within Tier III Special Education rooms as to expand access to supplemental materials. Action 707

Teachers on Special Assignment, district and site administrators, parents, teachers, instructional aides - With the onset of distance learning a fourth Teacher on Special Assignment was added. The prospect of short term need to support staff with instructional technology and programs continues and the expressed desire to continue this support is clear. Supporting teachers to utilize technology was #3 in the district survey behind math and English Language Development. Action 708

District technology coordinator, site administrators, teachers, parents, students and survey respondents - Distance learning propelled district staff to utilize technology in New ways and to acquire new technology while also rebuilding infrastructure. It is proposed these funds be utilized to ensure touch screen Chromebooks for Special Education as well as students Grades Tk through 3 and that funds be utilized to replace current student and staff laptops and Chromebooks prior to end of life and the end of the funding stream. In addition, with the implementation of Chromebooks, Chromebook comparable Document cameras will facilitate presentations. Further, purchase of wireless mice for upper grades and replacement headphones to facilitate classwork and testing in the crowded environment of the home or school was suggested. The possibility of going 2 to 1 with Chromebooks at the lower grades is also taken into consideration to facilitate daily use at home and school. One additional step is to hire staff to work directly with incoming TK and Kindergarten students and their families upon enrollment to ensure a basic understanding of logging in as well as utilization of basic programs. In addition, ancillary support materials such as replacement headphones, wireless mice, and padded computer cases for home use and rolling lab cabinets 1 per classroom when 2 to 1 implemented. 72% of survey respondents were in favor of going 2 to 1 and 94% stated the district should continue to maintain and replace Chromebooks. 34% of survey respondents indicated District implementation of technology was Excellent while 49% responded with Fair. This indicates a need to continue with Professional Development for Technology use which will be funded from LCAP and Title IV. Action 709

Teachers, instructional aides, students and site administrators - Recent reviews of data and classroom practices indicate a need for conceptual understanding which can be supported by the use of manipulatives for both reading and math. Staff have mentioned interest in the purchase of such materials that can be divided into individual sets to prevent cross contamination and to facilitate small group work. Responses to the district survey statement, " I would like to see the following departments receive additional or new materials, supplies, and equipment", indicated overwhelmingly STEAM and math followed by science and PE. Action 710

The Director of Student Services, District and Bear Mountain Site Administration, Instructional Aides and Teachers have noted that student needs indicate a need for an additional teacher and instructional aides to support the multiple levels of support services within the Special Education Department. For the 2021-2022 and 2022-2023 school year this need is especially great in our Moderate/Severe Classroom and needs are predicted to continue throughout this funding stream which will be utilized to facilitate extra positions. Action 711

Administering and using high quality assessments is a specific item noted to address learning loss when used to assist teachers to meet student's academic needs and to support differentiated instruction. P3CC (Preschool through third grade Curriculum Calibration) and instructional math leadership conversations among teachers regarding cohesive data reporting indicate a gap in information at the Kindergarten level. The calibration among grade levels without information from this very critical foundational grade level is not sufficient to support district-wide conversations regarding implementation and execution of standards-based instruction as demonstrated by valid and reliable assessment outcomes. These outcomes will drive spiraled grade level planning, instruction, and interventions for improved performance on district formative assessments, I-Ready diagnostics, and ultimately the District Academic Dashboard. Additional i-Ready licenses necessary for full implementation will be purchased for the 2021-2022 school year and upcoming school years. Action 712

Utilization of time and promoting positive student engagement in learning activities in new and innovative ways has been promoted by the District Teachers on Special Assignment, the District Technology Director, and refined by student input regarding lunch time activities and structures. Replacing audio-visual systems within each school site multi-purpose room will allow videos from CANVAS and other learning platforms for quick 15 minute "flipped" learning experiences - especially possible with the current separation of grade levels which limits noise, distraction, and constant change in the cafeterias. Technology to implement this step and professional development to support is included in Action 713.

Overwhelming input from students, survey respondents, instructional assistants, and site administrators has indicated a need to focus on science and parents and the Dolores Huerta Foundation input specifically mention engaging activities for students and parents to do together. 83% of respondents to the district survey indicated they would like learning kids to use at home. The district LCAP 3 year plan has dedicated significant funding to professional development and materials for math, language arts, and English Language Development based on data and the impact these foundational subjects have on learning. The addition of a single subject science teacher to provide itinerant services such as art and music was received very positively especially when linked to providing resources for family activities with support of parent workshops, (82% on the district survey) resulting in the addition of Action 714.

62% of survey respondents, Coffee with the Principal input at multiple sites from parents, teacher concerns for students missing skills, and students mentioned the desire to have additional teachers to lower class size, provide more individual attention, and to support students "who needed help". Survey focus grades indicated Grades 1-3. The addition of a first and second grade teacher specifically targeted to "at-risk" students identified through district assessments or teacher referral will address these concerns for the 2022-2023 and 2023-2024 school years. Action 715

Teachers on Special Assignment have noted that due to COVID, AVID Foundations has not been available or offered to new staff as was the norm prior to the pandemic; nor has ongoing AVID been offered. The action step to implement an AVID Institute with support of internal AVID District Directors and specifically tying this to implementation of AVID with technology will be added to the plan with a budget for attendance and planning embedded. Action 716

Class sets of supplemental decodable readers have been suggested by Teachers on Special Assignment and Classroom Teachers. The intent of these class sets, in addition to the small group sets of readers already in classrooms, is to ensure foundational skills are practiced at differentiated levels allowing teachers to use common materials for instruction and ensure variety of practice materials. These materials would be kept in the classroom for instructional use and consumable decodables, purchased with other funds, would be used for annotating and fluency practice at home. Action 717

School site administrators, teachers, instructional aides, office staff, parents, students, and the Dolores Huerta Foundation groups - Request maintaining added noon and gate duty to promote a welcoming environment, promote social distancing, support efficiency of drop off and pick up, promote stations for outdoor guided recreation preventing behavior issues, and ensure high levels of supervision given the unknown of future entry/dismissal procedures. 96% of survey respondents responded in favor of additional support staff. BME Administrators and parents, and Bear Mountain Governance Councils have also given input resulting in an action step to modify service gates to serve as student entry/dismissal gate structures. This input has resulted in inclusion of Actions labeled 504 and 718 .

Principals, Vice Principals, Campus Supervisors, Students - Haven Drive is the only school with a full time Campus Supervisor. Desires have been expressed for several years to increase the hours of current elementary Campus Supervisors currently funded with LCAP and Title IV and this was expressed again as a possibility with these funds as a pilot. Campus Supervisors play a significant role in building relationships PBIS implementation, restorative practices, and parent contacts and input has resulted in the addition of Action 719 in this plan.

## **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**

2,409,384

<b>Plan Alignment (if applicable)</b>	<b>Action Title</b>	<b>Action Description</b>	<b>Planned ESSER III Funded Expenditures</b>
Safe Reopening Plan	Maintain additional custodial staff hired based on District Re-opening Plan identified needs (501)	Maintain 1 additional custodial staff member for each campus and 2 additional staff assigned to share Bear Mountain/El Camino and Sierra Vista/Haven Drive throughout the 2022-2023 and 2023-2024 with services to be provided through summer 2024 to prepare for school reopening to support district sanitation including daily sanitation of all table tops and cleaning of shared areas (vacuum, probiotic spray, additional trash pickup areas due to expanded eating areas). Intended outcomes to ensure maintenance or increase in positive responses on the California Healthy Kids Survey for students, staff, and parents as well as positive feedback during stakeholder check-in surveys.	885,384
Learning Continuity Plan In Person Instructional Offering #8	Outside eating area expansion for all school sites with added number of tables and shade covers (502)	Expand outside eating areas and related cleaning supplies at each school site to promote social distancing and safely spaced dining seating to prevent the spread of COVID-19 within the school community. Student social needs will be met through assigned class areas for socialization during lunch supported by the installment of concrete pad for Bear Mountain and Sierra Vista, Department of State Architect Fees for El Camino and Bear Mountain Elementaries, purchase of additional dining tables, and permanent shade covers for Sierra Vista, El Camino, and Bear Mountain. Include the purchase of pressure washers for each campus to facilitate sanitation of cement and tables on a regular basis to ensure a welcoming and sanitary dining experience for students.	145,000
LCAP Goal 1 Action 2	Maintain additional health care personnel 2022-2023 and 2023-2024 (503)	Maintain the addition of a district COVID Licensed Vocational Nurse and COVID clerk to support COVID testing, ensuring a substitute is available in the absence of a site nurse, to promote health and wellness/contact tracing and parent contacts as needed and extend hours beyond the regular school day to ensure health care staff on duty during after school activities until 4:00 pm.	200,000

<b>Plan Alignment (if applicable)</b>	<b>Action Title</b>	<b>Action Description</b>	<b>Planned ESSER III Funded Expenditures</b>
LCAP Goal 1 Action 9	Maintain additional gate/noon duty 2022 - 2023 and 2023-2024 (504)	Maintain additional staff assigned to school gates at the beginning and end of the day to support safe drop-off and pick-up protocols. In addition, to ensure additional noon duty personnel to support safety protocols within "zones" of play with an assigned staff member ensuring stable groups focused on the social, emotional, and mental health needs of students at all four of the districts' school sites.	170,000
N/A	Single student table purchase for Haven Drive and Bear Mountain classrooms / replace chairs as needed (505)	Currently middle school students in the majority of classrooms at Haven Drive Middle School are seated side by side in small 2 person tables identical to those used at the elementary sites with much smaller children. In addition, upper grade (5-6) elementary students at Bear Mountain are seated in desks meant for smaller children. Replace all 2 person tables at Haven Drive and for classrooms grades 5-6 with adjustable height single desks and replace chairs as needed given size and current condition to facilitate an appropriately sized work space promoting academic focus and which accommodates social distancing and preventing the spread of COVID.	374,000
Learning Continuity Plan	Room dividers/partitions for staff in small confined spaces where testing, family meetings, or families may be present (506)	Family Resource Center, Technology, ELD and Preschool staff share office space with no separation for visitors causing concern for spread of the virus. Installing desk cubicles will provide the opportunity to decrease chance of infection along with providing a space for individual meetings which would not directly affect the rest of the office given separated spaces.	10,000
N/A	Add water bottle filling stations to school sites and provide refillable water bottles annually to each student (2022-2023 and 2023-2024). (507)	Each site has water bottle filling stations evenly spaced throughout the campus. Due to play zones implemented to promote social distancing and stable groups, students at campuses noted the long lines for water filling stations with the limited use of water fountains. Long term considerations regarding access to water while maintaining sanitary conditions and easy access to water throughout the day prompt addition of this step at each of the 4 campuses to ensure a healthy environment for	30,000



Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		all students who may not have financial means to provide daily disposable water bottles.	
Safe Reopening Plan / Learning Continuity Plan Actions not Contributing #1	Continue to provide Personal Protective Equipment including face shields, masks, sanitizer/dispenser replacement, probiotic spray and sanitizing wipes, and disposable cold packs since only using once and other items supporting sanitation and health (508)	COVID-19 has significantly affected ordering of PPE supplies which are supplemental that ordered prior to COVID-19. The items listed maintain a level of sanitation necessary to reduce spread and ensure sanitation at all district facilities for the safety of staff, students, and parents.	350,000
LCAP Goal 1 Action 1	Add 2 full time Attendance clerks to be shared between 4 schools (509)	Student illnesses and tracking of attendance has overwhelmed current staff. Meeting immediate parent contact requirements, updating information for families/staff, and informing parents of options for return requires significant amounts of extra time. Add 2 full time Attendance clerks for the remainder of the 2021-2022 and 2022-2023 school years to promote in-person attendance and address the current excessive chronic rates throughout the district due to COVID-19 factors as measured by A2A attendance tracking, district attendance reports, and the California Dashboard focused on attendance areas in need including foster, homeless, socio-economically disadvantage, and Special Education.	240,000
Reopening Plan	Dismissal gates structured for ease of dismissal and to prevent clustering of students and parents (510)	Replace/reconfigure two service gates at Bear Mountain Elementary with student entry/exit gates keyed for certificated staff use to support social distancing during COVID for entry and exit.	5000

## Addressing the Impact of Lost Instructional Time

A description of how the LEA will use funds to address the academic impact of lost instructional time.

### Total ESSER III funds being used to address the academic impact of lost instructional time

2,769,016

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
2021 Expanded Learning Opportunities Grant Plan	Expand the extension of school years 2021-2022 and 2022-2023 by extending the 2023-2024 and 2024-2025 school years by 5 days. (601)	An additional 5 days of school and 20 additional minutes each Monday for the upcoming 4 years provides teachers and students dedicated time to build relationships, routines, and to set expectations equitably for all student groups. Stuck and Wyne (1982) offer useful suggestions for strengthening the correlation between learning time and achievement. Teachers will have additional time to show students clearly what they are expected to learn, how to measure accomplishment in academic and behavioral expectations, and to complete early diagnostic assessments to support academic and socio-emotional outcomes. In addition to these 5 days, fully registered Kindergarten families would be provided a small group Bootcamp with scheduled appointments throughout July/early August to acquire their Chromebook, learn the basics of technology usage, and receive early education materials to prepare for Kindergarten in order to immediately access district programs and grade level expectation. Costs to include salaries and benefits for all certificated, administrative, and classified not 12 month employees.	1,986,003
LCAP Goal 2 Action 3	Maintain additional Intervention Teachers hired initially with Expanded Learning Funds which have been budgeted only for the 2021-2022. (602)	Maintain 1 additional Intervention teacher for each elementary school for the 2022-2023 and 2023-2024 school years focused on standards based instruction - specifically 95% intervention for grades K-3, targeted math instruction for all grades, and content based reading comprehension for grades 4-6. This additional staffing level promotes opportunities for differentiating instruction to ensure targeted attention to student visible learning (Hattie effect size 1.44), support acceleration (.88), and insure feedback (.73).	750,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP Goal 2 Action 4	Develop tutoring Bootcamp opportunities for practice and reinforcing skills necessary for grade level achievement to complete the 2021-2022, 2022-2023, and 2023-2024 school years. (603)	Cultivating learning in new and unique ways will be critical to student practice, lost learning time recovery, and previous gaps in student group performance as indicated in California Dashboard Local measures. The district will work with staff and parents to create additional opportunities for targeted learning given the challenges presented by COVID-19 impacts including staffing needs and time. Certificated and classified staff will be hired to provide direct services to students for Bootcamp tutoring - costs to include salaries, benefits, and materials for the small group learning opportunities created. Targeted to foster, homeless, special education, English Learner, and socio-economically disadvantaged.	35,000

## Use of Any Remaining Funds

A description of the how the LEA will use any remaining ESSER III funds, as applicable.

### Total ESSER III funds being used to implement additional actions

8,674,624

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
N/A	Voice amplification in all classrooms (701)	Voice amplification ensures all students within a classroom can hear the teacher's voice loud and clear. No important details are missed, which means enhanced student performance and a better learning experience for all. This is especially significant as teachers for the unseen future will be required to wear facial coverings which can negatively impact student results by limiting their ability to comprehend what the teacher is saying. As teachers keep 6 foot	180,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		distancing, the position of student's seat should not be a factor in their learning.	
N/A	Upgrade visual presentations in the classrooms (702)	Purchase of upgraded visual presentations in classrooms in the form of TV monitors to replace aging projectors will allow a classroom environment conducive to group learning as the screen can be tilted and moved, lights left on for active notetaking and lesson delivery, and casting conducted to allow the teacher and students freedom of movement and engagement in all classrooms in the district.	120,000
N/A	Landscaping modification to decrease staff time spent on upkeep allowing focus to be on sanitation and risks of exposure to virus transmission. (703)	Modification of landscaping allow more time to be spent on sanitation and upkeep. Streetscaping and landscaping throughout the City of Arvin is lacking in comparison to more affluent areas. Ensuring a clean, cared for, welcoming and aesthetically pleasing environment upon entry to school demonstrates to students that they are valued. Students at all schools mentioned the need for "gardening", "flowers", or "plants" to make the campuses beautiful and inviting. There are various small planter areas within campus grounds and especially at gate areas that are able to be modified to a zero-scape landscape or artificial planting areas that for a very small cost increase aesthetics, school pride, and actually decreases maintenance. Areas will be identified, sprinklers/drippers modified or capped, and campus aesthetics attended to. Schools should be a beacon of hope and pride within neighborhoods especially given the community support of bond building projects Measure E (2014) and Measure G (2018) while facilitating staff focus on activities closer to staff and student wellness.	50,000
LCAP Goal 1 Action 1	Workshops and staff to increase parent participation and input opportunities (704)	Family workshops and structured district input opportunities will be facilitated by an LCAP funded Parent Ambassador and LCAP funded Family Resource Staff particularly designated to support families in the district with high need including foster, homeless, English Learners, Special Education, and low income families. With the creation of the Parent Ambassador position funded out of LCAP, the position of Parent Facilitator was planned to be	200,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		discontinued. This action step maintains the position of Parent Facilitator at the district level in addition to the Parent Ambassador Position (LCAP funded) for the 2021-2022, 2022-2023, and 2023-2024 school years to establish a foundation focused on outreach to increase parent engagement and impact on future actions and plans. Classes, informational media, and the Wellness Committee will provide tools for parents to support their students with academics, behavior, socio-emotional support, and how to impact district programs for the benefit of their students.	
LCAP Goal 1 Action 2	Increase number of Social Workers (705)	Add 4 additional Social Workers (Masters of Social Work) - 1 for each school site to be contracted as soon as possible after plan approval and continuation of the contract for the 2022-2023 and 2023-2024 school years with the targeted population of socio-economically disadvantaged who may not otherwise have access to mental -health services.	500,000
LCAP Goal 3 Action 4 / Goal 2 Action 3	Provide targeted, ongoing, in-depth professional development in Math and English Language Development - additional 8 full days of staff development for the 2023-2024 and 2 days during the 2024-2025 school years and additional trimester overtime for grade level and individual planning beginning in 2021-2022 through July 2024. (706)	Facilitating time and opportunity for building in-depth understanding of frameworks and standards will allow instructional staff to be more confident and consistent with assignment of tasks at grade level standards of difficulty, select learning tasks resulting in a high level of success, employ objective feedback, require frequent responses, and ensure alignment of curriculum and testing. Outcomes to be measured through the California State Standards Implementation Metric as well as Dashboard outcomes. Hattie effect size of 1.57 of Collective Teacher Efficacy guides our work for Coherence and Consistency in instructional practices.	1,076,000
N/A	Tier III Assistive Technology and Learning Materials (707)	Identify and purchase assistive technology and learning materials/manipulatives specifically for Special Education classes and Tier III intervention learning labs to ensure individualized work areas and provide a layer of support beyond current purchases to provide outlets for expression	50,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		and development of language and academic growth as measured by the Dashboard and IEP progress toward goals.	
LCAP Goal 2 Action 1	Maintain additional Teacher on Special Assignment (708)	With the impact of Distance Learning, an extra Teacher on Special Assignment was hired to support CANVAS usage. This role continues and has expanded to professional development to support utilization of technology in the classroom. With a focus on a substantial need for improvements in digital literacy and varied student and staff levels of technology comfort, these funds would allow the position to continue for the 2022-2023 and 2023-2024 school years to ensure staff capacity to further support to integrate technology and increase digital literacy especially for "at-promise" students who prior to last year had extremely limited access to technology. Hattie effect size of 1.57 of Collective Teacher Efficacy guides our work for Coherence and Consistency in instructional practices.	300,000
LCAP Goal 1 Action 12	Maintain, expand, and upgrade district technology (709)	Input from various groups indicate favor for expanding the recently accomplished 1 to 1 Chromebook ratios to a 2 to 1 in efforts to support classroom and home use. Students, parents, and teachers mention forgetting the device and the danger of carrying Chromebooks back and forth from home as well as the additional weight in their backpacks. As additional Chromebooks are purchased it is the intent to ensure these are touchscreen. In the meantime, wireless mice will be a necessary purchase. A late 2023 purchase would ensure the district can maintain Chromebook ratios for the foreseeable future. This will ensure the district focus on projects supported through technology and I-Ready usage are supported both at home and school. Related plug and play items including Chromebook compatible document cameras will be purchased and headphones to facilitate center based work will be maintained allowing small group instruction, consistent home based learning, and most efficient use of class time. Cost to also include rolling carts for charging and security when not in use.	3,000,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
N/A	Support engagement and deep learning of students through manipulatives and hands on activities (710)	Students learn concepts best when they are able to visualize, manipulate, and then explain their findings. As the district continues a focus on building deep conceptual understandings, it is clear classrooms require additional materials to be able to provide these hands on activities and experiments. The purchase of individual 95% manipulatives, math manipulative kits, and science kits will ensure safe handling and lack of possible transmission of germs as well as opportunities to build the conceptual understandings and connections that are the foundation of Numbers and Operations, phonemic and phonics blending, as well as basic scientific understanding.	400,000
N/A	Increase number of staff to meet differentiated needs of at-promise students (711)	To support Multi-Tiered Systems of Support, add 1 additional dedicated Special Education classroom teacher, an additional School Psychologist, and additional elementary level instructional aides dedicated to students at Tiers II and III for the 2021-2022, 2022-2023 and 2023-2024 to support the needs of identified grade levels/groups with identified academic and behavioral goals / needs which can be best met in small groups and 1 to 1 situations due to the significant variation from the mainstream classroom instruction.	520,000
LCAP Goal 2 Action 3	Expand I-Ready to the Kindergarten level (712)	P3CC (Preschool through third grade Curriculum Calibration) and leadership conversations regarding cohesive data reporting indicate a gap in information at the Kindergarten level. The calibration among grade levels without information from this very critical foundational grade level is not sufficient to support district-wide conversations regarding implementation and execution of standards-based instruction as demonstrated by valid and reliable assessment outcomes. These outcomes will drive spiraled grade level planning, instruction, and interventions for improved performance on district formative assessments, I-Ready diagnostics, and ultimately the District Academic Dashboard. Additional i-Ready licenses necessary for full	10,000



Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		implementation will be purchased for the upcoming school years.	
N/A	Flipped learning - expand Multi-purpose room impact on academics (713)	Current audio-visual systems in multi-purpose rooms at each of the district's 4 school sites are not sufficient to meet intended needs for lunch periods and afterschool programs. Replacement of the separate audio and projection systems for an integrated system with dedicated laptops will allow current non-instructional time to be targeted to grade level needs. With smaller groups eating inside and rotating to outside lunch areas on a scheduled basis, short instructional videos developed by teachers or acquired from learning centers such as Kahn Academy and United Streaming will be "flipped" and allows students and teachers to utilize critical class time to engage in discussions equitably given the shared experience. These shared experiences provide opportunities for frontloading and/or reinforcement of critical concepts and ensures a gateway to creating an inclusive learning environment as studies by Lage, Platt, and Traglia have investigated.	400,000
LCAP Goal 1 Action 14	Add a single subject science teacher for the elementary level for the 2021-2022, 2022-2023, and 2023-2024 school years and materials for home/school engagement (714)	In order to continue a deep focus on language arts, English Language Development, and math during regular school hours; the district will implement the new position of a single subject elementary science teacher to support planning and delivery of science lessons with hands on materials for in-class study which will be linked to enrichment activities for all elementary students outside the regular school day.	498,678
N/A	Addition of 1 district 1st and 2nd grade teacher targeting "at-promise" 1st and 2nd grade students (715)	Add two district teachers for school years 2022-2023 and 2023-2024 teacher to develop a first and a second grade class to support at promise students who have not yet accomplished Kindergarten skills to provide a safe space to practice and receive targeted attention to target areas.	400,000
LCAP Goal 3 Action 5	AVID institute (716)	Formative data indicates learning loss substantially affected students in the district who have been identified as socio-economically disadvantaged, foster, homeless, English	80,000



Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		Learners and students of color. AVID strategies such as critical reading, focused notetaking, collaborative strategies, organization, and student success skills/goal setting are effective in preparing students for 21st century college and career readiness. COVID has impacted training over the last 2 years with urgency to address meeting distance learning needs. This training ensures foundational training for new staff and ensures sustainability of the program and skills which have become part of vertical articulation plans and the district vision.	
LCAP Goal 2 Action 2	Supplemental Decodables and Expanded Library (717)	The intent of these class sets, in addition to the small group sets of readers already in classrooms, is to ensure foundational skills are practiced at differentiated levels allowing teachers to use common materials for instruction and ensure variety of practice materials. These materials would be kept in the classroom for instructional use and consumable decodables, purchased with other funds, would be used for annotating and fluency practice at home for all elementary school sites to be used in Grades Tk-3 and Special Education as well as with Intervention Teachers working with Tier II and Tier III needs. Addition of Novels to be used as supplements to classroom library.	307,946
N/A	Restructure playground areas to add playground equipment to accommodate rotating center based noon activities for stable groups (718)	Students at all campuses expressed concern for limited opportunities to play or use study/quiet areas given social distancing and current infrastructure to support engaging activities during lunch and recess. Needs vary by campus with a total restructure required at Bear Mountain including reconfiguration of basketball, tetherball, and play areas to accommodate PE as well as zoned recess needs with additional toy structures. Haven Drive students express desires for the things they had at the elementary campuses including quiet seating areas and tether balls. The sheer number of students at El Camino impacts rotations and another toy structure is a needed to accommodate the district's largest campus population. Students at all sites have requested soccer standards to provide an additional	500,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		stable group center. This action step includes the purchase of mega-phones and a multitude of PE exercise related equipment to provide a variety of experiences as students rotate through the year in stable groups. Stable grouping, or as the students call them "zones", has significantly decreased conflicts and behavior issues during the noon period at every campus. With the return to school following extended isolation, this structure provides students the opportunity to re-engage with students supported through small group interaction in "zoned" play supervised by assigned adults to support socio-emotional and mental health needs.	
LCAP Goal 1 Action 1	Increase the duty hours of Campus Supervisors at the elementary sites to 8 hours with benefits. (719)	Campus Supervisors will provide targeted support to individual students and conduct family outreach during 2 additional duty hours at Sierra Vista, Bear Mountain, and El Camino Real Elementary schools by holding in-person meetings or conducting virtual family contacts to support "at-promise" students with behavioral, attendance, or work completion areas of concern. This includes participating in Safe School Ambassador activities as assigned by the site or district. The intended outcome is to humanize the intervention system with a direct contact whom students and parents can rely on to support attendance and engagement in school. These additional hours would be fully funded through the end of the 2022-2023 and 2023-2024 school years.	82,000

## Ensuring Interventions are Addressing Student Needs

The LEA is required to ensure its interventions will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students most impacted by the COVID–19 pandemic. The following is the LEA’s plan for ensuring that the actions and

expenditures in the plan are addressing the identified academic, social, emotional, and mental health needs of its students, and particularly those students most impacted by the COVID–19 pandemic.

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
Expand the extension of school years 2021-2022 and 2022-2023 by extending the 2023-2024 and 2024-2025 school years by 5 days. (601)	Dashboard results for student group achievement in Language Arts, Math - distance from standard	Yearly
Develop tutoring Bootcamp opportunities for practice and reinforcing skills necessary for grade level achievement to complete the 2021-2022, 2022-2023, and 2023-2024 school years. (603)		
Provide targeted, ongoing, in-depth professional development in Math and English Language Development - additional 8 full days of staff development for the 2023-2024 and 2 days during the 2024-2025 school years and additional trimester overtime for grade level and individual planning beginning in 2021-2022 through July 2024. (706)		
Tier III Assistive Technology and Learning Materials (707)		

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
<p>Support engagement and deep learning of students through manipulatives and hands on activities (710)</p> <p>Increase number of staff to meet differentiated needs of at-promise students (711)</p> <p>Expand I-Ready to the Kindergarten level (712)</p> <p>Flipped learning - expand Multi-purpose room impact on academics (713)</p> <p>AVID institute (716)</p>		
<p>Expand the extension of school years 2021-2022 and 2022-2023 by extending the 2023-2024 and 2024-2025 school years by 5 days. (601)</p> <p>Develop tutoring Bootcamp opportunities for practice and reinforcing skills necessary for grade level achievement to complete the 2021-2022, 2022-2023, and 2023-2024 school years. (603)</p> <p>Provide targeted, ongoing, in-depth professional</p>	<p>I-Ready / STAR results in Language Arts and Math</p>	<p>Diagnostic, mid-year, and end of year reports</p>

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
development in Math and English Language Development - additional 8 full days of staff development for the 2023-2024 and 2 days during the 2024-2025 school years and additional trimester overtime for grade level and individual planning beginning in 2021-2022 through July 2024. (706)		
Maintain, expand, and upgrade district technology (709)		
Support engagement and deep learning of students through manipulatives and hands on activities (710)		
Expand I-Ready to the Kindergarten level (712)		
Flipped learning - expand Multi-purpose room impact on academics (713)		
Addition of 1 district 1st and 2nd grade teacher targeting "at-promise" 1st and 2nd grade students (715)		
AVID institute (716)		

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
<p>Provide targeted, ongoing, in-depth professional development in Math and English Language Development - additional 8 full days of staff development for the 2023-2024 and 2 days during the 2024-2025 school years and additional trimester overtime for grade level and individual planning beginning in 2021-2022 through July 2024. (706)</p> <p>AVID institute (716)</p>	<p>ELD walkthrough tool - ELD district walkthroughs</p>	<p>Monthly ELD</p>
<p>Provide targeted, ongoing, in-depth professional development in Math and English Language Development - additional 8 full days of staff development for the 2023-2024 and 2 days during the 2024-2025 school years and additional trimester overtime for grade level and individual planning beginning in 2021-2022 through July 2024. (706)</p> <p>Maintain additional Teacher on Special Assignment (708)</p>	<p>Thoughtful Classroom reflection tool - math district walkthroughs</p>	<p>Monthly math</p>

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
<p>Support engagement and deep learning of students through manipulatives and hands on activities (710)</p> <p>AVID institute (716)</p>		
<p>Maintain additional Intervention Teachers hired initially with Expanded Learning Funds which have been budgeted only for the 2021-2022. (602)</p> <p>Develop tutoring Bootcamp opportunities for practice and reinforcing skills necessary for grade level achievement to complete the 2021-2022, 2022-2023, and 2023-2024 school years. (603)</p> <p>Upgrade visual presentations in the classrooms (702)</p> <p>Support engagement and deep learning of students through manipulatives and hands on activities (710)</p> <p>Supplemental Decodables and Expanded Library (717)</p>	95% site formative assessments	Minimum of once per month

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
<p>Expand the extension of school years 2021-2022 and 2022-2023 by extending the 2023-2024 and 2024-2025 school years by 5 days. (601)</p> <p>Maintain, expand, and upgrade district technology (709)</p> <p>Expand I-Ready to the Kindergarten level (712)</p>	I-Ready usage	Monthly
<p>Provide targeted, ongoing, in-depth professional development in Math and English Language Development - additional 8 full days of staff development for the 2023-2024 and 2 days during the 2024-2025 school years and additional trimester overtime for grade level and individual planning beginning in 2021-2022 through July 2024. (706)</p> <p>Maintain additional Teacher on Special Assignment (708)</p> <p>Maintain, expand, and upgrade district technology (709)</p>	Implementation of State Standards Surveys - Math, Language Arts, ELD, Science, History/Social Science, Parent Involvement	Yearly



Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
<p>Support engagement and deep learning of students through manipulatives and hands on activities (710)</p> <p>Expand I-Ready to the Kindergarten level (712)</p> <p>Flipped learning - expand Multi-purpose room impact on academics (713)</p> <p>Add a single subject science teacher for the elementary level for the 2021-2022, 2022-2023, and 2023-2024 school years and materials for home/school engagement (714)</p> <p>AVID institute (716)</p>		
<p>Tier III Assistive Technology and Learning Materials (707)</p> <p>Increase number of staff to meet differentiated needs of at-risk students (711)</p>	IEP program review	2 times per year

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
<p>Maintain additional Intervention Teachers hired initially with Expanded Learning Funds which have been budgeted only for the 2021-2022. (602)</p> <p>Develop tutoring Bootcamp opportunities for practice and reinforcing skills necessary for grade level achievement to complete the 2021-2022, 2022-2023, and 2023-2024 school years. (603)</p> <p>Provide targeted, ongoing, in-depth professional development in Math and English Language Development - additional 8 full days of staff development for the 2023-2024 and 2 days during the 2024-2025 school years and additional trimester overtime for grade level and individual planning beginning in 2021-2022 through July 2024. (706)</p> <p>Tier III Assistive Technology and Learning Materials (707)</p> <p>Increase number of staff to meet differentiated needs of at-promise students (711)</p>	<p>Dashboard results for student group achievement - ELPAC</p>	<p>Yearly</p>

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
<p>Flipped learning - expand Multi-purpose room impact on academics (713)</p> <p>Addition of 1 district 1st and 2nd grade teacher targeting "at-promise" 1st and 2nd grade students (715)</p> <p>AVID institute (716)</p>		
<p>Maintain additional Intervention Teachers hired initially with Expanded Learning Funds which have been budgeted only for the 2021-2022. (602)</p> <p>Develop tutoring Bootcamp opportunities for practice and reinforcing skills necessary for grade level achievement to complete the 2021-2022, 2022-2023, and 2023-2024 school years. (603)</p> <p>Upgrade visual presentations in the classrooms (702)</p> <p>Provide targeted, ongoing, in-depth professional</p>	<p>District Formative Assessments in ELA, Math, and ELD</p>	<p>as scheduled on master assessment calendar</p>

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
<p>development in Math and English Language Development - additional 8 full days of staff development for the 2023-2024 and 2 days during the 2024-2025 school years and additional trimester overtime for grade level and individual planning beginning in 2021-2022 through July 2024. (706)</p> <p>Support engagement and deep learning of students through manipulatives and hands on activities (710)</p> <p>Expand I-Ready to the Kindergarten level (712)</p> <p>Flipped learning - expand Multi-purpose room impact on academics (713)</p> <p>Addition of 1 district 1st and 2nd grade teacher targeting "at-promise" 1st and 2nd grade students (715)</p> <p>AVID institute (716)</p> <p>Supplemental Decodables and Expanded Library (717)</p>		

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
<p>Increase number of Social Workers (705)</p> <p>Restructure playground areas to add playground equipment to accommodate rotating center based noon activities for stable groups (718)</p> <p>Increase the duty hours of Campus Supervisors at the elementary sites to 8 hours with benefits. (719)</p>	Suspension/Expulsion data per school site	Monthly
<p>Add 2 full time Attendance clerks to be shared between 4 schools (509)</p> <p>Increase number of Social Workers (705)</p>	Chronic Absences through A2A and district attendance reporting	Ongoing
Maintain additional custodial staff hired based on District Re-opening Plan identified needs (501)	Williams materials and facilities inspections	Yearly
<p>Maintain additional custodial staff hired based on District Re-opening Plan identified needs (501)</p> <p>Outside eating area expansion for all school sites with added number of tables and shade covers (502)</p>	California Healthy Kid Surveys for students, staff, and parents	Yearly

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
Maintain additional health care personnel 2022-2023 and 2023-2024 (503)		
Maintain additional gate/noon duty 2022 - 2023 and 2023-2024 (504)		
Single student table purchase for Haven Drive and Bear Mountain classrooms / replace chairs as needed (505)		
Room dividers/partitions for staff in small confined spaces where testing, family meetings, or families may be present (506)		
Add water bottle filling stations to school sites and provide refillable water bottles annually to each student (2022-2023 and 2023-2024). (507)		
Continue to provide Personal Protective Equipment including face shields, masks, sanitizer/dispenser replacement, probiotic spray and sanitizing wipes, and disposable cold packs since only using once and other		

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
<p>items supporting sanitation and health (508)</p> <p>Dismissal gates structured for ease of dismissal and to prevent clustering of students and parents (510)</p> <p>Landscaping modification to decrease staff time spent on upkeep allowing focus to be on sanitation and risks of exposure to virus transmission. (703)</p> <p>Workshops and staff to increase parent participation and input opportunities (704)</p> <p>Restructure playground areas to add playground equipment to accommodate rotating center based noon activities for stable groups (718)</p> <p>Increase the duty hours of Campus Supervisors at the elementary sites to 8 hours with benefits. (719)</p>		
Maintain additional custodial staff hired based on District Re-opening Plan identified needs (501)	Student, parent, staff surveys focused on questions relating to safe return to school and academic supports - specifically school	One per trimester beginning November 2021

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
<p>Outside eating area expansion for all school sites with added number of tables and shade covers (502)</p> <p>Maintain additional health care personnel 2022-2023 and 2023-2024 (503)</p> <p>Maintain additional gate/noon duty 2022 - 2023 and 2023-2024 (504)</p> <p>Single student table purchase for Haven Drive and Bear Mountain classrooms / replace chairs as needed (505)</p> <p>Room dividers/partitions for staff in small confined spaces where testing, family meetings, or families may be present (506)</p> <p>Add water bottle filling stations to school sites and provide refillable water bottles annually to each student (2022-2023 and 2023-2024). (507)</p> <p>Continue to provide Personal Protective Equipment including face</p>	<p>connectedness/perceived school safety/ meaningful participation</p>	



Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
<p>shields, masks, sanitizer/dispenser replacement, probiotic spray and sanitizing wipes, and disposable cold packs since only using once and other items supporting sanitation and health (508)</p> <p>Dismissal gates structured for ease of dismissal and to prevent clustering of students and parents (510)</p> <p>Voice amplification in all classrooms (701)</p> <p>Landscaping modification to decrease staff time spent on upkeep allowing focus to be on sanitation and risks of exposure to virus transmission. (703)</p> <p>Workshops and staff to increase parent participation and input opportunities (704)</p> <p>Restructure playground areas to add playground equipment to accommodate rotating center based noon activities for stable groups (718)</p> <p>Increase the duty hours of Campus Supervisors at the</p>		

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
elementary sites to 8 hours with benefits. (719)		

# ESSER III Expenditure Plan Instructions

## Introduction

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

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

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

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

For additional information regarding ESSER III funding please see the ARP Act Funding web page at <https://www.cde.ca.gov/fg/cr/arpact.asp>.

For technical assistance related to the completion of the ESSER III Expenditure Plan, please contact [EDReliefFunds@cde.ca.gov](mailto:EDReliefFunds@cde.ca.gov).

## Fiscal Requirements

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

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

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

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

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

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

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

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

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

### **Summary of Expenditures**

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

### **Instructions**

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

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

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

## **Community Engagement**

### **Purpose and Requirements**

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

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

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

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

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

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

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

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

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

## **Instructions**

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

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

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

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

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

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

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

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

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

## **Planned Actions and Expenditures**

### **Purpose and Requirements**

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

### **Instructions**

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

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

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

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



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

### **Addressing the Impact of Lost Instructional Time**

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

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

### **Use of Any Remaining Funds**

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

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

### **Ensuring Interventions are Addressing Student Needs**

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

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

Complete the table as follows:

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

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