

ESSER III Expenditure Plan

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

For more information please see the Instructions.

Other LEA Plans Referenced in this Plan

Plan Title	Where the Plan May Be Accessed
School Plan for Safe Reopening	www.mybelleview.org
Local Control Accountability Plan/LCP Annual Update	www.mybelleview.org
Expanded Learning Opportunities Grant Plan	www.mybelleview.org
Local Control Accountability Plan	www.mybelleview.org
Safe Return to In-Person Instruction & Continuity Plan	www.mybelleview.org
COVID-19 Prevention Plan	www.mybelleview.org
Comprehensive School Safety Plan	www.mybelleview.org

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

\$190,556

Plan Section	Total Planned ESSER III
Strategies for Continuous and Safe In-Person Learning	\$124,560.78
Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)	\$48,777.87
Use of Any Remaining Funds	\$17,217.35

Total ESSER III funds included in this plan

\$190,556

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.

Bellevue School has made multiple efforts for meaningful consult with its required community members and provided for public input in the development of the plan in the following ways:

1. A parent committee formed and meets monthly to review data and provide input to share with the Board
2. Staff meets weekly to review data and make recommendations for programs, resources and expenditures for the Board to consider
3. Student Council meets weekly to discuss school needs, establish goals and plan actions that impact the student body

4. Stakeholder surveys are distributed annually to parents, students & staff to get input on school program and culture. In addition, the California Healthy Kids Survey is administered to staff, parents and students in grades 5 & 8 to determine school safety, learning and culture. All the data is reviewed by the staff, parent committee and school board to assist in the decision-making process for establishing the school plan, establish goals & actions and assign resources and plan expenditures.
5. The School Board meets monthly and reviews recommendations from the community, staff and students. A public forum provides opportunity for community members to ask questions and provide input.
6. While developing the ESSER III plan, Belleview also sought input from individuals or agencies representing the interests of Tribal Youth, Homeless and Foster Youth, youth who are low-income, youth who are incarcerated, students with disabilities, students of color, and students who are English Learners. Input was also received from community organizations and partners such as the Yes Partnership and ATCAA, the Amador-Tuolumne Community Action Agency. This outreach occurred during the time period of September 8-September 17, 2021. A survey for written responses was created and distributed during a meeting of the Student Attendance Review Board Members, which represent a number of agencies working with youth in the community, and with follow up emails as well as direct outreach to other community agencies and representatives through email and phone calls.
7. The Belleview School District evaluated its stakeholder engagement opportunities and determined that (Civil Rights Groups/ Migratory Students) are neither present nor served by the LEA.

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

This year, the school community and special stakeholder interest groups expressed concern regarding the loss of learning, and need for social/emotional support, due to the pandemic and reduced instructional minutes in 2020-2021. The community input influenced the development of this plan. The development of the plan was influenced in the following ways by input received from students, families, school personnel, community organizations and representatives of student groups identified above

1. Re-establish a full-day schedule for in-person learning in 2021-2022 (no more hybrid model).
2. Provide an after school program M-F until 6pm for all grades K-8 for a maximum of 50% of the student enrollment.
3. Purchase supplemental online reading and math programs to provide students with additional intervention and acceleration.
4. Provide professional development to teachers to successfully implement the adopted curriculum and supplemental programs.
5. Adopt a science curriculum and provide the program and training to teachers in all grades K-8.
6. Pilot a math curriculum and provide training to teachers in grades K-5
7. Hire additional instructional aides and an intervention teacher to provide students with 1:1 and small group instruction for intervention and to accelerate learning.
8. Provide students with social/emotional support through the assigned District Psychologist, online programming and community outreach.
9. Fund a Foster Youth/Homeless Liaison who will work closely with children and families to provide them with community resources.
10. Maintain a safe and healthy school environment that encourages social distancing and appropriate hygiene (ie: outdoor dining, classroom furniture, hand sanitizing stations, creative scheduling to reduce group size)

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

\$124,560.78

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
COVID Prevention Plan, SSP, School Plan for Safe Reopening, Safe Return to In-Person Instruction & Continuity Plan,	Provide PPE to students and staff	Masks and hand sanitizer will be provided to all staff and students	\$5,000.00
COVID Prevention Plan, SSP, School Plan for Safe Reopening, Safe Return to In-Person Instruction & Continuity Plan,	Cleaning & Sanitizing	1. Approved, safe cleaners will be purchased and used to clean student desks and other surface areas daily. New equipment for custodial use. 2. Additional custodial time will be allocated to assure the cleaning schedule of classrooms, cafeteria and other areas of the school are done daily and with diligence.	\$22,205.82

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		3. Hand sanitizing stations will be rented and placed at strategic locations (ie: near restrooms and cafeteria) for students to have access.	
LCAP Goal #1&2 Action #3, LCP Goal #1&2 Action #3, ELO Plan, COVID Prevention Plan, School Plan for Safe Reopening, Safe Return to In-Person Instruction & Continuity Plan,	Cohorts	1. Hire additional staff to supervise students, so that schedules may be adjusted and students may be kept in smaller cohorts	\$83,313.40
LCAP Goal #1 Action #4, LCP Goal #1&2 Action #3, ELO Plan, COVID Prevention Plan, School Plan for Safe Reopening, Safe Return to In-Person Instruction & Continuity Plan,	Facility Access	<ol style="list-style-type: none"> 1. Outdoor seating purchased to allow for social distancing 2. Painting of "eagles" to designated spots for students to line up on 3. Longer lunch period window, to allow smaller groups of students to process through the cafeteria at lunch time. 4. Plexiglass barriers provided in classrooms for dividers, and in the office area 	\$14,041.56

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

\$48,777.87

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP Goal #1&2 Action #3, LCP Goal #1&2 Action #3, ELO Plan, COVID Prevention Plan, School Plan for Safe Reopening, Safe Return to In-Person Instruction & Continuity Plan,	Intervention Staff	Additional personnel will be hired to provide 1:1 and small group intervention to struggling students both in and out of the classroom. Based upon State & Local Benchmark data, it has been determined that struggling students benefit from this additional support and need to be targeted.	\$17,272.68
LCAP Goal #2 Action #2 Goal #3 Action 1, LCP Goal #2 Action #2 Goal #3 Action 1, ELO Plan, COVID Prevention Plan, School Plan for Safe Reopening, Safe Return to In-Person Instruction & Continuity Plan,	Supplemental Reading & Math Programs	Supplemental online programs (Waterford, Get More Math, Nessy, Redbird, AR) will be purchased to provide students additional support in reading and math. Based upon State & Local Benchmark data, it has been determined that struggling students benefit from this additional support and need to be targeted.	\$7,220.00
LCAP Goal #2 Action #1, LCP Goal #2 Action #1, ELO Plan, COVID Prevention Plan, School Plan for Safe Reopening, Safe Return to In-Person Instruction & Continuity Plan,	Core Curriculum	A new math curriculum will be piloted in 21-22 (Illustrative) A new science curriculum will be adopted in 21-22 (Amplify) The CAASPP science and math scores from 20-21 indicate a decline in student performance. New curriculum has been purchased to address this need.	\$10,203.59
COVID Prevention Plan, School Plan for Safe Reopening, Safe Return to In-Person Instruction & Continuity Plan,	Increase Schedule	Students will be on a full regular schedule in 21-22 (8:15-2:35) M-F. This additional instructional time will result in additional staffing and hours. This is a health & safety item that is necessary to keep our school open.	

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP Goal #4 Action #1, LCP Goal #4 Action #1, ELO Plan, COVID Prevention Plan, School Plan for Safe Reopening, Safe Return to In-Person Instruction & Continuity Plan,	After School Program	An after school program will be provided to 80 students in grades K-8. This program is funded by a State Grant, however it does encroach on Belleview funds. A Director and four Instructional Aides are hired and their hours are expanded to be able to provide the program from dismissal until 6:00 pm daily. Training and materials are provided, as well as collaboration time with the classroom teachers to coordinate the homework and after school tutoring needs. Parent input surveys indicated that there is a need and interest to provide students with enrichment programs.	\$5,000.00
LCAP Goal #3 Action #2, LCP Goal #3 Action #2, ELO Plan, COVID Prevention Plan, School Plan for Safe Reopening, Safe Return to In-Person Instruction & Continuity Plan,	Professional Development	<ol style="list-style-type: none"> 1. Staff will be provided training in "Trauma-informed practices" 2. Teachers will be provided training for the math pilot (Illustrative) 3. Teachers will be provided training for the science adoption (Amplify) 4. Training will also be provided to teachers as needed on the supplemental programs (Waterford, STAR Reading/Math, Nessy, Redbird, Get More Math) <p>The CAASPP science and math scores from 20-21 indicate a decline in student performance. New curriculum has been purchased to address this need and professional development is needed to implement.</p>	\$9,081.60

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

\$17,217.35

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP Goal #1 Action #4, LCP Goal #1&2 Action #3, ELO Plan, COVID Prevention Plan, School Plan for Safe Reopening, Safe Return to In-Person Instruction & Continuity Plan,	Outside Dining	Picnic tables and additional physical education equipment will be purchased to provide students with a safe, socially distanced dining and recreation.	\$5,000.35
LCAP Goal #4 Action #3, LCP Goal #4 Action #3, ELO Plan, COVID Prevention Plan, School Plan for Safe Reopening, Safe Return to In-Person Instruction & Continuity Plan,	Technology	Chromebooks, classroom instructional tools (ie: Smart TV, teacher laptop, chargers and charging carts), hotspots and other forms of technology will be purchased to assure equal access to instruction and intervention.	\$12,217.00

Ensuring Interventions are Addressing Student Needs

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

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
Provide PPE, Cleaning & Sanitizing	All staff and students will be provided with PPE including masks, hand sanitizer and disinfecting cleaners. This will be documented and monitored by the purchasing director who orders and tracks the product. Progress will be	Weekly

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
	monitored by observation of staff during walkthroughs.	
Facility Access & Outside Dining	Outside dining (picnic tables) will be ordered and assembled, as documented on the purchasing director's records and the custodial work orders. Painting of "eagle" spots and plexiglass barriers will be installed, as documented by custodial work orders. Progress is monitored by observation of staff during walkthroughs.	Annually
Schedules & Cohorts	Additional staff will be hired to provide student intervention and adjust schedules, so students can remain in smaller cohorts. This is documented in the school budget and progress is monitored by student discipline data, school attendance records and academic achievement data.	Weekly
Intervention Staff	Intervention staff will be hired to provide support to struggling students and assist students who have social/emotional challenges 1:1. Progress is monitored through student discipline and achievement data, attendance monitoring and staff/student/parents input surveys.	Weekly
Core Curriculum, Supplemental Programs & Technology	A new math and science curriculum, supplemental reading & math programs, devices and materials for the afterschool program will be purchased to provide support to regular and struggling students. Progress will be monitored by the FY/Homeless Liaison, and EL Coordinator to assure that our socio-economically disadvantaged, EL and foster youth are making gains on their academic achievement data, school attendance data, student discipline data. The LCAP input surveys will indicate the satisfaction rate as determined by staff, students and parents.	Weekly

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
Professional Development	Staff is provided training in "Trauma Informed Practices", as well as the implementation of curriculum and supplemental programs. Progress will be monitored by review of the student discipline data, student achievement data on State and local benchmarks and satisfaction rate on the LCAP input surveys.	Monthly

ESSER III Expenditure Plan Instructions

Introduction

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

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

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

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

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

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

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

Fiscal Requirements

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

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

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

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

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

Other LEA Plans Referenced in this Plan

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

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

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

Summary of Expenditures

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

Instructions

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

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

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

Community Engagement

Purpose and Requirements

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

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

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

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

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

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

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

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

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

Instructions

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

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

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

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

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

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

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

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

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

Planned Actions and Expenditures

Purpose and Requirements

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

Instructions

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

Strategies for Continuous and Safe In-Person Learning

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

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

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

Addressing the Impact of Lost Instructional Time

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

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

Use of Any Remaining Funds

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

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

Ensuring Interventions are Addressing Student Needs

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

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

Complete the table as follows:

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

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