

VAMS school leadership collaborated with several members of the Bright Star School Support Team - including instructional, special education, student and family services, and financial team members to guide the discussion on effective use of ESSER III funding and areas of priority for its school.

The school leadership then hosted its School Site Council (SSC) meeting and presented to students, parents, teachers, and school staff members on May 6, 2021, with language translation as needed. VAMS shared with the SSC the amount of funding, the timeframe for spending, and the eligible uses of the ESSER III funding. In addition, the team provided information on the other federal sources of COVID relief funding. This allowed for the SSC to have a more comprehensive view of VAMS's available resources and spending timelines.

The meeting allowed for breakout sessions where community members were able to provide feedback on how to best use this funding to assist in the reopening and continuous operation of the school while addressing the adverse effects of the pandemic on the community of students. The SSC gave feedback on the following: 1) What students and families have struggled with most during the pandemic; 2) What kinds of supports (academic, social-emotional, family) are most needed for the 2021-22 school year and beyond; 3) What specific strategies/interventions VAMS should implement for the 2021-22 school year and beyond.

The insights given by the stakeholders helped guide school leadership in determining the programs to implement and services a

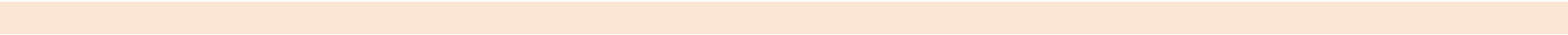
The following is the LEA’s plan for using its ESSER III funds to meet students’ academic, social, emotional, and mental health needs, as well as how the LEA will address the opportunity gaps that existed before, and were exacerbated by, the COVID-19 pandemic. In developing the plan, the LEA has the flexibility 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.

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.

\$126,909			
N/A	Reopening from Pandemic and coordination for safe and continuous learning	<div style="background-color: black; width: 100%; height: 20px; margin-bottom: 5px;"></div> Facility improvements to increase usable outdoor space to reduce risk of transmission by proximity;	

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



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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, _____, 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>.

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.

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- 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 (includin

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

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.

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.

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

Complete the table as follows:

Provide the action title(s) of the actions being measured.

Provide a description of how the LEA will monitor progress of the action(s) to ensure that they are addressing the needs of students.

Specify how frequently progress will be monitored (e.g. daily, weekly, monthly, every 6 weeks, etc.).

California Department of Education
June 2021