



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
LUSD LCAP	The district website lUSD.us.

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

1,340,607.00

Plan Section	Total Planned ESSER III
Strategies for Continuous and Safe In-Person Learning	\$1,072,486
Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)	\$268,122
Use of Any Remaining Funds	0

Total ESSER III funds included in this plan

\$1,340,608.00

Community Engagement

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

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

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

An outline of the goals and ideas for planned expenditures was shared with The District Advisory Committee (comprised of students, certificated and classified staff, tribal members, board members and administration); School Site Councils; English Learner advocates; Special education director, Homeless and foster care advocates; and bargaining unit members. Meetings were held via zoom and in-

person. Consultation was also made via email and telephone conversations. The district sought out input from all community members in order to identify specific needs and to also learn of needs related to the effects of the pandemic.

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

Input from the various stakeholders was discussed and imbedded into the plan. The budget was created to include funding programs that were influenced by community input. Specific aspects of the plan that were influenced include: Strategies for safely keeping schools open for in-person learning such as increased outdoor learning spaces, strategies to address lost instructional time including summer programs and added intervention programs; Increasing intervention to address social, emotional and mental health needs for all; strategies for increased parent involvement especially in the Native American and Hispanic population.

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

\$1,072,486

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP Goal 1 Action 1	Increased Custodial Maintenance Staff	A full time Maintenance/Custodial Position will be funded to support increased sanitizing and cleaning needs and facility repairs and improvements to reduce risks of virus transmission and health hazards to support student health.	191,833.76
LCAP Goal 1 Action 1	Facility repairs and improvements	Pave parking lot due to increased parent drivers as a result of the pandemic and the need for a safer lot, purchase	300,000.00

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP Goal 1 Action 3	Technology Repair and Replacement and Internet Access	outdoor learning equipment, improvements to indoor air quality through filtration, windows, heating etc. Purchase needed technology to support both distance and in-person learning including internet access	162,546.77
Goal 2 Action 1 and Action 4	Increased Parent Liaison/Counseling for Hispanic and Native American students	Hire a .4 counselor to focus on Hispanic students/families academic/emotional needs: Hire a parent liaison to focus on Native American students/families academic/emotional needs:	65,550.35
Goal 3 Action 1	Increased Paraprofessionals for Special Ed and core curriculum	Increase numbers of SPED and Core Curriculum paraprofessionals to provide additional support for accelerate learning	167,797.83
	Increased Food Service supplies	Supplies to support more grab and go style meals to address Health concerns	24,727.20
	Address Public Health strategies	Increased Communication, Testing,	0
Goal 1 Action 2	Hire Independent Study Staff	Hire additional Independent Study staff to support families who choose not to use in person learning due to health concerns (2023-2024 year only ESSER II for prior two years)	76,840.58
Goal 2 Action 5	Implement Evidence based Interventions	Certificated Intervention teachers to implement evidence based programs	83,189.51

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

\$268,122.00

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP Goal 1 Action 4	Summer School Programs	Staffing and supplies to support summer learning and summer enrichment	99,312.87
LCAP Goal 1 Action 5	After school Tutoring	Certificated and Classified staff to provide after school tutoring	74,675.56
LCAP Goal 2 Actions 2 and 3	Mental Health Services and supports	MCYP LCSW, School Psychologist, counseling enriched Aikido, SEL curriculum	52,363.50
LCAP Goal 3 Actions 1 and 3 Goal 1 Action 5	Evidence based Interventions	Certificated Intervention teachers to implement evidence based programs	41,770.07

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

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures

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
Implement Evidence based Interventions	Running Record three times a year; pre/post	Every Six weeks
Hire Independent Study Staff as an alternative	Progress reports, grades, attendance	Daily, Every six weeks
Increased Paraprofessionals for Special Ed and core curriculum	Benchmark assessments, progress reports, grades	Daily, Every six weeks
Increased Parent Liaison/Counseling for Hispanic and Native American students	Progress reports, grades, numbers of parent contacts,	Every four to six weeks
Mental Health Services and supports	Numbers of students referred and receiving services, Monthly wrap around meetings, IEP meetings	Monthly, annually
After school Tutoring	Progress reports, grades, extracurricular eligibility	daily, weekly, trimester,
Summer School Programs	Progress will be monitored through tracking credit recovery courses completed, pre and post program academic and social emotional assessments	Progress will be monitored at the beginning and end of summer session programs.