

# 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

## 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
\$204,783

Plan Section	Total Planned ESSER III
Strategies for Continuous and Safe In-Person Learning	\$59,000

<b>Plan Section</b>	<b>Total Planned ESSER III</b>
Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)	\$50,956
Use of Any Remaining Funds	\$94,747

**Total ESSER III funds included in this plan**

\$204,783

## 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.

Death Valley Unified School District engaged in meaningful consultation about how to use its ESSER III funds with our community (students, families, teachers, staff and the public) on various dates through public board meetings, the LCAP development process, individual interviews with families, consultation with the SELPA, and meetings county office of education support staff. DVUSD also evaluated its stakeholder engagement opportunities and determined that Civil Rights Groups and Advocates are neither present nor served by the LEA. Tribal consultation occurred through phone calls and at public board meetings, where a tribal members serves on the school board.

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

Community input centered around providing students with a safe learning environment, and implementing quarantine measures as needed. Due to the vast area the school district covers, it was brought up that transporting students from the two ends of the district should be done separately so as to maintain cohorting. There is also a need to make additional counseling and small group interventions for academic and social emotional learning supports for students available in the coming years. Similarly, the needs for direct special education services persists. The district will be providing some in person speech and occupational therapy coupled with in person services. Parents and staff also identified that hiring a part time special education teacher who could also help with running groups for all students would be beneficial to support students in learning recovery and acceleration.

## 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

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Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
N/A	Van Purchase	The district will purchase a van in order to provide safe in-person learning.	\$59,000

## 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

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Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
N/A	Instructional Aide	The district will hire an instructional aide to provide small group intervention and instruction with support from certificated staff member.	\$50,956

## 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

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Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
N/A	Special Education Teacher/Program Coordinator	The district will create a new certificated position; part time special education teacher and part time program coordinator. The position will provide direct services to students on IEPs as well as monitor small groups intervention groups. The position will also coordinate programs that benefit students such as expanded learning opportunities and TK expansion.	\$89,297
N/A	Speech & Occupational Therapy	As a supplement to online virtual speech and occupational therapy the district will provide in person contracted services.	5,450.00

## 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
Van Purchase	District will purchase van for transportation of students in small groups to maintain cohort separation. Progress will be monitored through fiscal oversight of purchase.	Annual
Instructional Aide	Progress will be monitored by site administration through assessment results and consultation with teaching staff.	Quarterly
Special Education Teacher/Program Coordinator	Progress will be monitored by the superintendent through meeting IEP goals and in meeting program implementation deadlines.	Quarterly
Speech & Occupational Therapy	Progress will be monitored by the superintendent through meeting IEP goals for speech and occupational therapy. Superintendent will also monitor frequency and attendance of in person provider.	Quarterly