

## ESSER III Expenditure Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Great Valley Academy	Leah Silvestre Franklin, Chief Executive Officer	<a href="mailto:l.silvestre@greatvalleyacademy.com">l.silvestre@greatvalleyacademy.com</a> 209-576-2283

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
GVA Modesto 2021.2022 LCAP	<a href="https://www.greatvalleyacademy.com/files/7725/file/modesto-complete-lcap-2021.2022.pdf">https://www.greatvalleyacademy.com/files/7725/file/modesto-complete-lcap-2021.2022.pdf</a>
GVA Modesto ELOG Plan	<a href="https://www.greatvalleyacademy.com/files/8027/file/modesto-elog-20210524.pdf">https://www.greatvalleyacademy.com/files/8027/file/modesto-elog-20210524.pdf</a>

## 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

\$903,544

Plan Section	Total Planned ESSER III Expenditures
Strategies for Continuous and Safe In-Person Learning	\$90,000
Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)	\$435,000
Use of Any Remaining Funds	\$378,544

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

\$903,544

## 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.

GVA has been facilitating surveys and ongoing communication with staff, students and families for more than 5 years. We continue to use these formats to communicate and solicit input on what’s working, what’s not working and what additional supports/resources would be most impactful.

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

It is clear from all input over the past eighteen months that student academic, social emotional and mental health are areas of highest priority. GVA is using funding to prioritize supports and opportunities in these areas.

## 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

\$90,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
N/A	Campus Safety	PPE and HVAC maintenance	\$90,000

### 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

\$435,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
ELOG plan #1	Extending instructional learning time	Summer learning program (Summer of 2023 & 2024)	\$200,000
ELOG plan #2	Accelerating learning	Enhancement of learning supports	\$235,000

## 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

\$378,544

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP Goal #1, Action #8	Targeted supports for English learners & socioeconomically disadvantaged students	Resources in provision of targeted supports	\$50,000
LCAP Goal #2, Action #5	Provide character education (social emotional supports)	Resources in provision of supports	\$150,000
LCAP Goal #2, Action #4	Provide student access to mental health supports	Resources in provision of supports	\$58,544
N/A	Academic & social emotional supports in class	Resources in provision of supports	\$120,000

## 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
Expanded Instructional time	Tracking of participation & pre/post assessment	Once per summer session

<b>Action Title(s)</b>	<b>How Progress will be Monitored</b>	<b>Frequency of Progress Monitoring</b>
Accelerated learning, targeted supports, academic/social emotional supports	Local assessments, NWEA assessments, CAASPP assessment	Depending on assessment type one to six times per year
Provide character education, student access to mental health supports	Tracking of participation, student & family surveys	Annually

## ESSER III Expenditure Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Great Valley Academy-Salida	Leah Silvestre Franklin, Chief Executive Officer	<a href="mailto:l.silvestre@greatvalleyacademy.com">l.silvestre@greatvalleyacademy.com</a> 209-576-2283

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
GVA Salida 2021.2022 LCAP	<a href="https://www.greatvalleyacademy.com/files/7726/file/salida-complete-lcap-2021.2022.pdf">https://www.greatvalleyacademy.com/files/7726/file/salida-complete-lcap-2021.2022.pdf</a>
GVA Salida ELOG Plan	<a href="https://www.greatvalleyacademy.com/files/8026/file/salida-elog-20210524.pdf">https://www.greatvalleyacademy.com/files/8026/file/salida-elog-20210524.pdf</a>

## 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

\$569,653

Plan Section	Total Planned ESSER III Expenditures
Strategies for Continuous and Safe In-Person Learning	\$90,000
Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)	\$435,000
Use of Any Remaining Funds	\$378,544

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

\$569,653

## 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.

GVA has been facilitating surveys and ongoing communication with staff, students and families for more than 5 years. We continue to use these formats to communicate and solicit input on what’s working, what’s not working and what additional supports/resources would be most impactful.

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

It is clear from all input over the past eighteen months that student academic, social emotional and mental health are areas of highest priority. GVA Salida is using funding to prioritize supports and opportunities in these areas.

## 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

\$90,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
N/A	Campus Safety	PPE and HVAC maintenance	\$90,000

### 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

\$300,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
ELOG plan #1	Extending instructional learning time	Summer learning program (Summer of 2023 & 2024)	\$200,000
ELOG plan #2	Accelerating learning	Enhancement of learning supports	\$100,000



## 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

\$179,653
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Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP Goal #1, Action #8	Targeted supports for English learners & socioeconomically disadvantaged students	Resources in provision of targeted supports	\$25,000
LCAP Goal #2, Action #5	Provide character education (social emotional supports)	Resources in provision of supports	\$50,000
LCAP Goal #2, Action #4	Provide student access to mental health supports	Resources in provision of supports	\$54,653
N/A	Academic & social emotional supports in class	Resources in provision of supports	\$50,000

## 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
Expanded Instructional time	Tracking of participation & pre/post assessment	Once per summer session

<b>Action Title(s)</b>	<b>How Progress will be Monitored</b>	<b>Frequency of Progress Monitoring</b>
Accelerated learning, targeted supports, academic/social emotional supports	Local assessments, NWEA assessments, CAASPP assessment	Depending on assessment type one to six times per year
Provide character education, student access to mental health supports	Tracking of participation, student & family surveys	Annually