

ESSER III Expenditure Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Kingsburg Joint Union High School District	Cindy Schreiner Executive Director of Student Services	cschreiner@kingsburghigh.com 5598977721

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
2021-22 LCAP	http://kjuhsd.com/wp-content/uploads/2021/09/Final-2021-22-LCAP-Kingsburg-JUHSD.pdf
Expanded Learning Opportunities Grant	http://kjuhsd.com/wp-content/uploads/2021/05/2021_Expanded_Learning_Opportunities_Grant_Plan_Kingsburg_Joint_Union_High_School_District_20210504-1.pdf

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
\$3,325,038

Plan Section	Total Planned ESSER III
Strategies for Continuous and Safe In-Person Learning	\$1,220,543
Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)	\$675,988
Use of Any Remaining Funds	\$1,428,507

Total ESSER III funds included in this plan

\$3,325,038

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.

Throughout the COVID-19 pandemic, the district has engaged with stakeholders and community members, including individuals representing interest of children with disabilities, English learners, homeless students, foster youth, children who are incarcerated and other underserved students on how to best support students during this time. Discussions of plans was discussed at parent committee meetings (District Advisory Committee, District English Learner Advisory Committee, School Site Councils) as well at board meetings. Engagement strategies for input was varied. At the beginning of the year, all meetings were held through Zoom and parent meetings had interpretation available. During the second semester and health guidelines changed, parents meetings were held both through Zoom and in person with interpretation available. Surveys were went in both English and Spanish for parents/community members, though since the survey was through Google, parents could translate into any language. Staff meetings were held through both in person and Zoom.

Feb. 16- 26- Students. Student Survey: Student survey response- 791. Overall concerns from students were: more tutoring options, more career/real life classes, more mental health support, cleaner restrooms.

Feb 16-26- Teachers. Teacher Survey: Teacher survey response- 41. Overall concerns from teachers were: freshman outreach program, internet and hot spots for all students, more support for outside of classroom time, transportation for after school tutoring.

Feb. 16-26- Other Educators/Administrators. Classified Staff and Administration Survey: Survey response- 24. Overall concerns from staff were: home liaison for attendance issues, more parent engagement, better communication of supports offered to students.

Feb. 16- March 5, 2021- Families/Community. Parent/Community Survey: Parent/Community Survey- 151 responses. Overall concerns from parents were: improve student engagement by offering more career and academic options, more diversity training, and more mental health services for students.

March 10, 2021- Students. KHS Student Council: Reviewed student survey results. Areas of focus for students: More career oriented courses, more acceptance of mental health (training for staff and more counseling support), and better restrooms.

March 23, 2021: Special Education Administrator. Special Education Local Plan Area Operations Meeting: Consultation regarding supports for students with disabilities in the LCAP. An action needs to be directed towards students with disabilities.

March 25, 2021-Bargaining Units. Classified and Teacher Union Meeting: Reviewed annual data information and local indicators. Discussed potential new actions. They suggested: more instructional aides, internet access for all students, and a nurse aide.

April 12, 2021- Board Meeting: Discussed the Expanded Learning Opportunities Grant Plan (ELO) and how that would help support students, progress on the LCAP.

May 3, 2021- Stakeholder information night regarding the Expanded Learning Opportunities Grant Plan: Input from stakeholders was that the plan does a great job supporting our students with both academic and mental health support. They appreciated the community hubs.

May 17, 2021- Teachers/Other Educators/Administration. KJUHSD Staff: Presented Draft of 2021-22 LCAP: Staff had questions about money for instructional support during summer school, professional development for paraprofessionals, child care for parent meetings. It was explained that professional development for paraprofessionals is included in the LCAP. Child care for parent meetings will be an option that we offer to parents in the fall. Instructional support will be discussed for summer school 2022.

May 17, 2021- School Site Council: Presented Draft of 2021-22 LCAP. Reviewed draft LCAP. Parents did not have any questions or additional input. They approved the draft LCAP.

May 17, 2021- District Advisory Committee: Presented Draft of 2021-22 LCAP. Reviewed draft LCAP. Parents stated that the plan incorporated suggested they had made and approved the plan. There were no questions from this stakeholder group, however- had there been questions, these would have been presented to the Superintendent who would respond in writing.

May 18, 2021: Principals/School Leaders. District Leadership Team (Site Principals and district administration): Presented Draft of 2021-22 LCAP. Reviewed draft LCAP.

May 18, 2021- ELAC/DELAC: Presented Draft of 2021-22 LCAP. Reviewed draft LCAP. Parent liked the focus of the goals and actions. There were no questions from this stakeholder group, however- had there been questions, these would have been presented to the Superintendent who would respond in writing.

June 1 - June 11, 2021- Public Comment Period: Draft LCAP was posted on the district and school websites.

June 7, 2021- Board Public Hearing: Presented Draft of 2021-22 LCAP with the budget information.

August 13, 2021- Teachers/Other Educators/Staff/District Administration/Special Education Administrator/Site Administration/ Site Principals. KJUHS Staff: Discussed ESSER III plan and funding. Staff was able to provide input. Staff stated a continued focus on what was written in ELO and any additional support for students was good.

September 13, 2021- Board Meeting: Discussed ESSER III and the focus of the plan. Parent group meetings were occurring.

September 13, 2021- School Site Council: Discussed ESSER III and the focus of the plan. Council liked the focus of the ESSER III, including the continuation of ELO actions/strategies.

September 13, 2021- ELAC/DELAC: Discussed ESSER III and the focus of the plan. Committee liked the focus of the ESSER III, including the continuation of ELO actions/strategies.

September 20, 2021- District Advisory Committee: Discussed ESSER III and the focus of the plan. Committee liked the focus of the ESSER III, including the continuation of ELO actions/strategies.

September 22, 2021- The Kingsburg JUHS evaluated its stakeholder engagement opportunities and determined that Civil Rights Groups, Tribes, and Advocates are neither present nor served by the LEA.

September 27, 2021- October 6, 2021- Public Comment Period. There was no public comment given.

October 11, 2021- Board Meeting: Presented ESSER III plan. Board approved ESSER III plan.

Amendment:

Sept. 6, 2022- ELAC/DELAC: Discussed progress on ESSER III plan and making adjustments. One adjustment is adding a staff retention bonus. Parents agreed.

September 7, 2022- PAC: Discussed progress on ESSER III plan and making adjustments. One adjustment is adding a staff retention bonus. Parents agreed.

October 17, 2022- Board Meeting: Discussed progress on ESSER III plan and making adjustments.

December 5, 2022- PAC: Discussed progress on ESSER III plan and new areas of actions to support students.

December 6, 2022- ELAC/DELAC: Discussed progress on ESSER III plan and new areas of actions to support students.

December 13, 2022- Board Meeting: Presented new ESSER III actions during discussion.

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

Community input was the driving force behind our ESSER III plan. Throughout the meetings during the COVID-19 pandemic, community members have stated they wanted our students to return as soon as possible and safely as possible. Through the numerous meetings available to parents, they overwhelmingly stated that providing resources for students success was the most important. They appreciated all of the health and safety guidelines that were implemented and want that to continue. When discussing restrooms and HVAC systems, they all agreed that remodeling of restrooms and having air purification systems was very important. That input was reflected in the action under "use of remaining funds". Overwhelmingly, all community members stated that additional academic and mental health support was needed for students. They applauded the district on providing the additional support for students last year during distance and hybrid learning through tutoring, both in person and virtually. When discussing the ESSER II plan with community, it was discussed that the ELO plan offered so many services and supports to students, but for only one year. Community members wanted this support to continue into the ESSER III plan. The ESSER III plan has carried over all of the ELO strategies into the ESSER plan so those supports continue for the additional years. As the plan moves forward, the community members will continue to have input on the plan and make suggestions for any changes that need to be made due to changing circumstances.

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

\$1,220,543

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP, Goal 1, Action 3	Paraprofessional Support	The LCAP funds instructional aides in the classroom to support the academic needs of students with disabilities, low income and English learners. ESSER III funds will be used to expand the number of instructional aides that will be in the classroom to support the students. The pandemic has increased the need for additional academic support for students to address learning loss. The addition of instructional aides will allow for more individual support for students who experienced learning loss.	\$0, paid out of other fund
LCAP, Goal 3, Action 2	Technology/Network Analyst	A need that has been exacerbated by the pandemic for low income students compared to other students in the district is access to technology and internet connections, which impacts a student's academic achievement. Local data shows that our unduplicated students did not have consistent and reliable internet access. Unreliable internet limits student access to extended resources, the ability to connect with school, and expanded learning opportunities. In an effort to better support our unduplicated students with academic performance and 21st century skills, the district will continue to provide computers, internet connections and hire additional technology personnel to support students. In providing these services, students will be able to engage in class work at home and develop academic skills needed for post secondary employment.	\$320,500
LCAP, Goal 4, Action 1. ELO, Action 7	Professional Development	In an effort to better support our teachers in developing instructional strategies to support our unduplicated students, the district will provide continuous professional development training, release time for teachers to collaborate with peers, and an instructional technology coach. In providing professional development and collaboration time, teachers will be better prepared to identify the academic gaps of the unduplicated students and provide intervention to close the	\$0, paid out of other fund

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		<p>academic gap. Additional professional development days designed for school staff on strategies to engage students in addressing social-emotional health and academic needs. LCAP funds targeted professional development, ELO focused on providing additional professional development days outside the contracted year for staff. ESSER III funds will be used to continue this professional development beyond 2022 through 2024.</p>	
LCAP, Goal 1, Action 6	Content Aligned Curriculum	<p>Alignment of instruction with content standards by utilizing outside services, purchasing textbooks, books, materials, resources and technology. Due to lost textbooks during distance and hybrid learning, purchase of curriculum to have complete, updated textbooks.</p>	\$200,000
New Action	Staff Retention Bonus	<p>To support retaining qualified and effective teachers, in alignment with the goal to provide safe, in-person learning and address the social, emotional, mental health, and academic impact of COVID-19. Staff retention bonuses will provide additional relief from some of the stresses caused by COVID-19, including increased challenges in working conditions.</p>	\$438,426
New Action: LCAP, Goal 1, Action 4. ELO, Action 5	Additional Transportation	<p>The addition of the extra transportation needs, resulted in the need to purchase another bus to handle the routes needed for additional support. In an effort to better support the identified groups, the district will provide transportation for after school tutoring and Saturday School for tutorial support for both remedial and acceleration. Providing transportation, for the identified students will provide more educational opportunities and additional time for students to master the academic content through the practice of missing skills and concepts.</p>	\$261,617

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

\$675,988

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
ELO, Action 4	Community Hubs	<p>In an effort to better support our unduplicated students extended learning opportunities, the district will work with the community to have community hubs that provide academic and mental health support for students after school hours. With the additional interventions, students will be able to develop the academic and organizational skills needed to meet the academic expectations of the classes. Research indicates that providing after school programs supports families and students through providing a safe place for students after the regular school day, increases attendance, and provides interventions and support for academic achievement. Closing the Gap through Extended Learning Opportunities- An NEA policy brief. http://www.nea.org/assessts/docs/HE/mf_PB04ExtendedLearning.pdf. The ELO funds community hubs. ESSER III funds will be used to continue this action beyond 2022 through 2024.</p>	\$100,000
ELO, Action 6	Intervention Specialist	<p>In an effort to better understand the root cause of the unduplicated students' attendance, behavior, and academic issues, the district will hire a full time intervention specialist. In providing the intervention specialist, the person will be able to complete home visits, meet with students, provide supports aimed to address the root causes and provide support to the various barriers that get in the way of academic success for our unduplicated students. Providing intervention specialist for students at risk of not graduating, is a significant and effective approach toward improving academic achievement. The pandemic has lead to increased absences and lower academic performance than before the pandemic. A focused approach is need to</p>	\$190,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		<p>reengage students and address the learning loss during the pandemic. Pyramid Response to Intervention: RTI, Professional Learning Communities, and How to Respond When Kids Don't Learn – Rick DuFour. Implementation and Outcomes of Kansas Multi-Tier System of Supports: Final Evaluation Report 2014 By Kristin Reedy, Natalie Lacireno-Paquet www.wested.org/resources/kansas-multi-tier-system-of-supports-finalevaluation-report-2014/. The ELO funds an intervention specialist. ESSER III funds will be used to continue this action beyond 2022 through 2024.</p>	
<p>LCAP, Goal 2, Action 3. ELO, Action 3</p>	<p>Comprehensive Youth Services</p>	<p>In an effort to better support our unduplicated students with mental health resources, the district will contract for a Comprehensive Youth Service (CYS) counselor to work with students who are in need of mental health support. In providing a Comprehensive Youth Service counselor, students will have a trained counselor support them with the increased mental health needs and will contribute to students who are better able to engage in the academic material. Research on School Counseling Effectiveness http://www.cde.ca.gov/ls/cg/rh/counseffective.asp Empirical Research Studies Supporting the Value of School Counseling www.schoolcounselor.org/asca/media/asca/CareersRoles/Effectiveness.pdf. The ELO funds an additional CYC counselor. ESSER III funds will be used to continue this action beyond 2022 through 2024.</p>	<p>\$199,988</p>
<p>LCAP, Goal 1, Action 8. ELO, Action 6</p>	<p>Intervention Classes</p>	<p>In an effort to better support our unduplicated and at risk students with various extended learning opportunities, the district will provide intervention classes to address academic gaps, credit recovery, and academic skills. In providing additional intervention support, students will work on closing academic gaps, academic skills, and recover credits. Students benefit from increased time to learn in a small group setting. Closing the Gap through Extended Learning</p>	<p>\$0, paid out of other fund</p>

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		<p>Opportunities - An NEA policy brief http://www.nea.org/assets/docs/HE/mf_PB04_ExtendedLearning.pdf. The ELO funds intervention classes. ESSER III funds will be used to continue this action beyond 2022 through 2024.</p>	
LCAP, Goal 1, Action 4. ELO, Action 5	Extended Learning Opportunities	<p>In an effort to better support our unduplicated and at risk students with more focused intervention and support, the district will provide lunch, after school, and Saturday intervention with credentialed teachers and transportation for all grade levels in core academic areas to address the identified needs of each student. With the additional interventions, students will be able to develop the academic and organizational skills needed to meet the academic expectations of the classes. Research indicates that providing after school programs supports families and students through providing a safe place for students after the regular school day, increases attendance, and provides interventions and support for academic achievement. Closing the Gap through Extended Learning Opportunities- An NEA policy brief. http://www.nea.org/assessts/docs/HE/mf_PB04_ExtendedLearning.pdf. The ELO funds additional intervention days. ESSER III funds will be used to continue this action beyond 2022 through 2024.</p>	\$0, paid out of other fund
New Action: ELO, Action 6	Intervention Assistant	<p>In an effort to better understand the root cause of the unduplicated students' attendance, behavior, and academic issues, the district will hire a full time intervention assistant to support the intervention specialist. In providing the intervention assistant, the person will be able to complete home visits, meet with students, provide supports aimed to address the root causes and provide support to the various barriers that get in the way of academic success for our unduplicated students. Providing intervention assistant for students at risk of not graduating, is a significant and effective approach toward improving academic achievement.</p>	\$72,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		The pandemic has lead to increased absences and lower academic performance than before the pandemic. A focused approach is need to reengage students and address the learning loss during the pandemic.	
New Action: LCAP, Goal 2, Action 3. ELO, Action 3	Comprehensive Youth Services	Current data shows that the need for additional counselors is needed to address the impact of lost instructional time. An additional CYS counselor will be hired. In an effort to better support our unduplicated students with mental health resources, the district will contract for a Comprehensive Youth Service (CYS) counselor to work with students who are in need of mental health support. In providing a Comprehensive Youth Service counselor, students will have a trained counselor support them with the increased mental health needs and will contribute to students who are better able to engage in the academic material.	\$99,000
New Action: LCAP, Goal 1, Action 4. ELO, Action 5	Extended Learning Opportunities	In addition to credential teachers, administrative support was needed to work with students and teachers to ensure progress was being made. In an effort to better support our unduplicated and at risk students with more focused intervention and support, the district will provide lunch, after school, and Saturday intervention with credentialed teachers and transportation for all grade levels in core academic areas to address the identified needs of each student. With the additional interventions, students will be able to develop the academic and organizational skills needed to meet the academic expectations of the classes.	\$15,000

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

\$1,428,507

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP, Goal 2, Action 6	Updated bathroom/Install new HVAC systems with ionization systems.	In order to reduce risks of virus transmission and exposure to environmental health hazards and to support student health needs, the district will update all bathrooms in the district and HVAC units with ionization systems.	\$1,428,507

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
Paraprofessional Support	Kingsburg JUHSD will monitor the support of the paraprofessional is proving to students in classrooms be communicating with teachers and through classroom observations. Teachers will report on progress being made by students in class that have be targeted for additional support in the classroom.	Progress will be monitored monthly by site administration to ensure students are being supported and if schedules need to be be changed to meet the needs in another classroom.
Technology/Network Analyst	Kingsburg JUHSD will continue to support the technology needs of students through devices and hotspots for connectivity. Administration will make the technology department aware of students needing a hotspot when requested.	At the beginning of the year, students are provided the opportunity to inform the district that they are in need of a hotspot and are provided a school device if they are new to the district. After the beginning of the school year, administration will provide updates on new students in the district or through intervention meetings if a hotspot is needed. Students can report any device problem to technology throughout the year. Analyst will provide monthly updates to administration on the number of students who require technology, connectivity, and/or support.

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
Professional Development	Kingsburg JUHSD will continue to provide additional professional development opportunities for staff to support the academic and social needs to teachers. Through surveys to the staff, analyzing data for areas of need and guidance from WASC reports, the district will develop professional development schedule.	Progress will be monitored monthly by site leadership on professional development during department chair meetings. Yearly surveys will also be conducted to get input from staff on areas of need. Based on monthly reports and staff surveys, professional will be continued or modified to meet the needs of the staff to better support students.
Content Aligned Curriculum	Kingsburg JUHSD will meet with departments to analyze the need of curriculum, including textbooks, to recover from the loss due to distance learning and hybrid schedule. Once needs are analyzed and decided, curriculum, including textbooks will be purchased.	Progress will be monitored quarterly. The first quarter, departments need to complete a needs analysis; the second quarter, department needs to decide on material needed; then continued monitoring of curriculum needed for students success.
Community Hubs	Kingsburg JUHSD will continue to support the community hubs. The community organization will provide monthly information on the number of students participating in academic tutoring and receiving counseling services.	Progress will monitored monthly through data reports submitted by the community organization. The district will visit each community hub once a quarter.
Intervention Specialist Extended Learning Opportunities	Kingsburg JUHSD will continue to monitor identified students through grade and attendance check-ins to ensure students are making progress towards their academic goals. Data will be reviewed by the site leadership team to identify students needs for additional tired support.	Progress will be monitored every 4-6 weeks and supports will be added or modified based on results.
Comprehensive Youth Services	Kingsburg JUHSD will continue to provide mental health support for students who are exhibiting or requesting a need for counseling support. The CYS counselor will meet with site counselors to provide updates on students. Referrals of new students will be made as needed.	Progress will be monitored monthly.
Intervention Classes	Kingsburg JUHSD will continue to monitor students who are at risk of graduation who are in the intervention class. Teachers will review	Progress by teachers will occur every two weeks. Overall report to site administration by the teacher will occur monthly. Supports will be added or modified based on results.

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
	grades and attendance with student every two weeks. Students who are not making progress, will be reported to site administration to discuss if further tired support is needed	
Intervention Assistant	Kingsburg JUHSD will continue to monitor identified students through grade and attendance check-ins to ensure students are making progress towards their academic goals. Data will be reviewed by the site leadership team to identify students needs for additional tired support.	Progress will be monitored every 4-6 weeks and supports will be added or modified based on results.
Updated bathroom/Install new HVAC systems with ionization systems	Kingsburg JUHSD will develop a plan for updating bathrooms and evaluating which HVAC units need to be updated with the new ionization process. The district will monitor progress ensuring that updated facilities are in good repair as measured by the annual Facilities Inspection Tool (FIT).	Progress will be monitored monthly during board meetings to discuss progress on making improvements.

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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