

**GRIDLEY UNIFIED SCHOOL DISTRICT**

<b>AGENDA ITEM NUMBER:</b> 13.A		<b>Date:</b> October 20, 2021		
<b>AGENDA ITEM DESCRIPTION:</b> Approve ESSER III Expenditure Plan				
<b>BACKGROUND:</b> ESSER III represents what is expected to be the final round of “COVID relief funding” from the government. This round of funding requires completion of a board-approved expenditure plan by October 30, 2021 to be focused on safe and continuous education of students, mitigation of learning losses brought about by the pandemic, and certain other allowable uses under federal statute.				
<b>STATUS:</b> N/A				
<b>FISCAL IMPACT:</b> \$3,786,604 of additional funding to GUSD to support safe and continuous education of students, mitigation of learning loss, and other uses allowable under federal guidelines.				
<b>EDUCATIONAL IMPACT:</b> Over 3.78 million dollars of additional services to students and improvements to district facilities impacting student and staff health and safety.				
<b>RECOMMENDATION:</b> Motion by a member of the Board of Trustees to approve ESSER III Expenditure Plan. Second; roll call vote				
ROLL CALL VOTE:	Ayes	Noes	Abstained	Absent
Eric Waterbury				
Art Cota				
Stacy Anthony				
Kirsten Storne-Piazza				
Sonia Zarate				
Brandon Oakley				
Cheryl Argetsinger				



## ESSER III Expenditure Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Gridley Unified School District	Michael Pilakowski Director of Curriculum and Technology	mpilakowski@gusd.org 530-846-4721

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
GUSD Local Control and Accountability Plan (LCAP)	Download at <a href="http://www.gusd.org">www.gusd.org</a> , then select "District Plans" from the upper menu at the top of the page at the right side. Select "Current Adopted LCAP".
GUSD Expanded Learning Opportunities Grant Plan (ELO)	Download at <a href="http://www.gusd.org">www.gusd.org</a> , then select "District Plans" from the upper menu at the top of the page at the right side. Select "Expanded Learning Opportunities Grant".

## 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

3,786,604

Plan Section	Total Planned ESSER III
Strategies for Continuous and Safe In-Person Learning	1,391,000
Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)	2,045,604
Use of Any Remaining Funds	350,000

### Total ESSER III funds included in this plan

3,786,604

## 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.

At the close of the 2020-21 school year, GUSD developed two major plans, each with a different focus. One was the three year Local Control Accountability Plan (LCAP) and the other was the Expanded Learning Opportunities (ELO) Grant plan. The LCAP is a well-established part of the California school planning process, dating back almost decade now. The LCAP guides the overall direction of the district's practice, go beyond the "basic services" offered in schools to keep the lights on, pay the minimal staffing, etc. - all that would occur whether nor not California was faced with pandemic events of the past two years. The pandemic disrupted the direction of the Gridley Unified District and

essentially put a hold on the plans and the types of data gathered to assess progress that the LCAP outlined we would be doing. In revising its LCAP for the three year period 2021-2024, GUSD made a conscious effort in the initial design of the current LCAP to put GUSD back on the track it was on - to "return to normalcy" as much as possible and pick up where the pandemic forced us to leave off in our journey. The LCAP process in spring of 2021 was informed through a series of live Zoom-based parent meetings in the spring of 2021 to orient parents new to the LCAP process, go over what had been done thus far in the development of the LCAP, and seek input about the planned operations of the district. These meetings occurred on March 8, April 12, and May 3 of 2021 with Spanish and English translations of the slides available for each, plus live Spanish translation available during the meetings. Meetings were publicized through outreach of email, text, and phone call to GUSD families. A live public hearing before the governing board of the district was scheduled for June 16 as well. In addition to these opportunities, families were also able to provide input to the GUSD planning process through several surveys during the course of the school year, beginning as far back as the summer of 2020 and continuing through to the yearly administration of the Healthy Kids family surveys in spring of 2021. Student input into the planning process took place through student participation in the Healthy Kids survey in spring of 2021. Staff input to the district planning process occurred through outreach to the bargaining unit leadership in the district and through general outreach in the form of a CCSS implementation survey and a professional learning needs survey in May of 2021. School site leadership were also encouraged to share the process with their school site councils and bring any feedback to the attention of the LCAP design team at the administrative cabinet meetings. Finally, specific input was sought from the EL parent advisory by presenting the planned coordination of the ELO grant and the LCAP at the final District English Learner Advisory Committee meeting of the year on May 12, 2021. This is all notable in that a good number of the items in the current ESSER plan draw directly from the LCAP and merely add more of what was already noted by stakeholders in that process as being in alignment with the needs of the district.

The other major plan that influenced the development of the current ESSER plan was the ELO plan. If the LCAP was seen as attempting to return to where we left off, the ELO plan was written in recognition that in order to return to normal, additional supports would be needed to ensure a safe return to continuous instruction and to address the learning losses incurred by students in the first 18 months of the pandemic. Given that it was developed at the same timeframe as the LCAP, the same parent meetings were used to share how GUSD was envisioning the use of the two plans., and ELO specifics were shared at meetings on April 12 and May 3, 2021. Advance copies of the ELO were made available in draft form to stakeholders such as the respective bargaining units in the district and parent, staff, and student input from surveys in February and March of 2021. Additional staff input was brought in through internal surveys for district planning in April. This is important to note in that as opposed to writing a completely new third plan, the District instead chose to look at elements in the first two plans that had deeper stakeholder consideration and build on those already approved items.

With that said, summaries of the areas to be covered in the most recent ESSER plan were circulated to stakeholders in the areas of homeless and foster services, special education, migrant education, English learners, school administration, and the collective bargaining units. The Gridley community is a small one and does not have active civil liberties organizations, Native American tribes, or minority advocacy groups.

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

As mentioned above, the vast majority of the actions in the ESSER plan mirror actions already undertaken under the extensive LCAP and ELO processes. Stakeholders consulted with in the enhancements and additions under the ESSER plan were in agreement with the plan as presented. Input from the county Special Education Local Planning Area noted "Your plan areas appear to address several overlapping indicators, and some of the activities you describe are high-leverage, such as anything related to SEL and re-engagement, counseling and

social work, and supporting behavior." The SELPA did suggest looking in our assessment portion at specific indicators to assess success rates of the proposed enhancements as they related to areas of dropout rate, participation in state testing, suspension rates, post-secondary outcomes, and disproportionate representation of white students in the students with emotional disturbance. In its assessment of success of strategies, the district will look at these types of factors in their effectiveness for addressing the needs of students with disabilities. Input from the homeless advocacy group Butte Countywide Homeless Continuum of Care was received in the form of general indicators that were generated by committee members that they would like to see in ESSER plans throughout the county, and included ensuring that McKinney-Vento qualified students s students continued to receive access to transportation, school supplies, access to internet, school meals, school clothing as needed, access to hygiene, ability to fully participate in extracurriculars at school, and college testing. Although excellent reminders, these were all items that GUSD already has committed to these students through Title I dollars, general fund, or LCAP. The committee made some other suggestions as well which may be more questionably allowable under federal statutes, and these were not reflected in the ESSER or in the District's other plans such as providing bicycles, driver's ed fees, or weekend and after school meals. Input from the regional English Learner Advocacy Network approved of the plan as presented, noting "All the actions would be supportive of EL student needs and you've targeted ELs by your stated action of 'recruiting bilingual aides to work with EL populations'". The ELAN also noted encouraging prioritization of bilingual and bicultural individuals when hiring liaison-type positions. Knowing that the community served in Gridley is over 50% Hispanic/Latino, this is definitely a factor taken into account. Input requested from Migrant Education was not received. Collective bargaining provided no specific input that affected the ESSER III plan.

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

1,391,000

<b>Plan Alignment (if applicable)</b>	<b>Action Title</b>	<b>Action Description</b>	<b>Planned ESSER III Funded Expenditures</b>
ELO (SEL - Integrated Pupil Supports)	Summer Counseling Support	GUSD will plan to offer district-wide K-12 summer school through June of 2023 and June of 2024, two years beyond the end of ELO grant funding. As part of this, GUSD will plan to offer offer Socio-emotional learning (SEL) counselor supports through the end of June each year	6,000
ELO (SEL - Integrated Pupil Supports)	Referrals, Screeners, and SEL Curriculum	GUSD will plan to continue supporting third party mental health referral services such as Care Solace, and continue the use of one or more mental health universal screening tools such as Kelvin through the 2023-2024 school year and into the beginning of the 2024-2025 years. GUSD also commits to maintaining currency on its use of updated materials to use with students in counseling situations and in class visits, such as the Second Step, Purposeful People, and Character Strong programs. This may also include bringing in additional outside presenters or programs to instruct student and staff in mental health topics, and in upgrading assessments used in screening students for special education recommendation.	50,000
ELO (SEL - Integrated Pupil Supports)	School Resource Officer (SRO)	GUSD will plan to maintain contracting with Gridley Police or Butte County Sheriff to secure a dedicated School Resource Officer as outlined in the ELO plan, extending this service through to August of 2024.	140,000
ELO (SEL - Integrated Pupil Supports)	District Social Worker	GUSD will plan to maintain a district-wide Social Worker position to provide additional supports to address student and family needs (including homeless and foster youth) in the return to school and providing resources to students and families, as outlined in the ELO plan, extending this service through to June of 2024.	100,000
ELO (SEL - Integrated Pupil Supports)	Wellness Centers	GUSD will maintain staffing and materials to socio-emotional wellness centers at McKinley, Wilson, and Sycamore schools, as outlined in the ELO grant, through June of 2024. These centers provide a calming space for students struggling with being in the regular classroom to de-escalate and receive coping strategies. Staffing is provided by the assigned school counselor assisted by a trained instructional aide.	75,000

<b>Plan Alignment (if applicable)</b>	<b>Action Title</b>	<b>Action Description</b>	<b>Planned ESSER III Funded Expenditures</b>
LCAP (1.3 - PBIS Supports)	PBIS Supports	The current adopted LCAP provides for some support to enhance safety at school through moving to a full Positive Behavior and Support Interventions (PBIS program), but not all sites received adequate amounts of funding. This add-on would fully fund PBIS initiatives within the district. through providing training to staff, signage, student incentives, and curricular materials as needed. This enhances safety through increasing sense of belonging and school culture and helps minimize disruptions, thus increasing the continuity of student learning by keeping them in class through proactive approaches to student behaviors rather than reactive.	20,000
LCAP (1.9 - Campus Supervision)	Campus Supervision and Safety in Technology	The current adopted LCAP supports maintenance of and slow replacement of existing camera systems and manual gates within the district. This add-on would permit upgrades to aging camera servers that are reaching end-of life and first generation cameras that are also reaching end of life to be replaced with one consistent camera system in public areas of campuses throughout the district that can be used to aid in contact tracing if needed as well as to enhance overall safety at school sites. GUSD would also explore access control for gates or school building main doors to prevent contaminations and control basic access to campuses, and/or increase school site fencing consistent with the current LCAP goal.	75,000
LCAP (1.11 - Trauma and Behavior Supports)	Behavioral Supports	The current adopted LCAP includes actions supporting some level of behavioral supports and trauma awareness training for staff. A noted increase in student behavioral problems has occurred with the return to fulltime in-person instruction, especially in lower grades, this is potentially disruptive to the continuous and safe operation in schools. This addition would support minimizing the behaviors and minimizing potential referrals for special education through increasing training opportunities for existing staff and adding additional instructional aide staff for lower grades to assist with redirection of students so that lessons can continue.	50,000



Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
N/A	HVAC Upgrades	To reduce outside pollutants (e.g. wildfire smoke) and indoor pathogens (e.g. viruses, molds, and bacteria), GUSD will be upgrading outdated and inefficient HVAC systems and filtration, providing for their professional maintenance and inspection, and maintaining smaller "personal-sized" air purifier units that were purchased under earlier funding but now require new filters, or that have stopped working.	850,000
N/A	Personal Protective Equipment (PPE) and Sanitation	GUSD will continue to budget for disposable masks, face shields, cleanser/disinfectant, and other PPE as needed. This may also include additional hours for custodial staff to complete full disinfection and deep cleaning should that CDC protocol remain in place.	25,000

## 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

2,045,604

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
ELO (Academics - Extended Instructional Time)	Summer School	GUSD will plan to continue offering district-wide summer school to all grade levels (dependent on enrollment and parent interest) through June of 2024, as outlined in the ELO grant plan. Depending on assessed student need, this could be remedial, enrichment, or a mix. Budgeted amount based an estimated need of one teacher per grade level on average, plus supporting class materials, instructional aides to support each class in elementary, drivers for transportation, supporting additional office staff during	75,000



<b>Plan Alignment (if applicable)</b>	<b>Action Title</b>	<b>Action Description</b>	<b>Planned ESSER III Funded Expenditures</b>
		summer school, additional custodial support, and special education services such as speech and resource support.	
ELO (Academics - Extended Instructional Time)	Saturday and Before or After School Tutoring	GUSD will plan to offer after school and/or Saturday tutoring or academy supports for all students, dependent upon student and parent interest through the 2023-2024 school year.	15,000
ELO (Academics - Accelerating Progress)	English Learner Aide Support	GUSD will continue funding for and attempting to recruit 6 hours of bilingual instructional aide time at each of McKinley and Wilson schools, as outlined in the ELO grant plan, for one additional year through the 2023-2024 school year.	65,000
ELO (Academics - Accelerating Progress)	Intervention Aide and Teacher	GUSD will continue funding for and attempting to recruit an intervention class focused instructional aide at Sycamore and one fulltime equivalent position teacher for intervention at Gridley High School, as outlined in the ELO grant plan, for one additional year through the 2023-2024 school year.	135,000
ELO (Academics - Accelerating Progress)	CTE and Graduation Success Teacher on Special Assignment (TOSA)	GUSD will continue funding for and attempting to recruit a TOSA position for Gridley High schools, as outlined in the ELO grant plan, for one additional year through the 2023-2024 school year. This position is focused on supporting and coordinating efforts in the Career and Technical Education (CTE) classes and in supporting students who might be at risk of dropping out, or who would benefit from additional challenges through early enrollment in Butte College through College Connection or basic concurrent enrollment programs. This item is also cross-referenced on the ELO plan as supporting credit deficient students.	100,000
ELO (Academics - Learning Hubs)	Extended Library Hours	GUSD will continue to fund additional positions at Wilson and Sycamore school libraries to extend available hours to students, as outlined in the ELO Grant, for one additional year through the 2023-2024 school year. This provides additional access to books for reading at home as well as printer access (Sycamore) for students lacking a printer at home.	50,000

<b>Plan Alignment (if applicable)</b>	<b>Action Title</b>	<b>Action Description</b>	<b>Planned ESSER III Funded Expenditures</b>
ELO (Academics - Additional Academic Services)	Benchmarking and Screening	GUSD will continue to explore (if needed) and then adopt universal screening and benchmarking for students in core subjects of ELA and math, as outlined in the ELO grant plan. Training and support in use of the eventually decided upon assessments and related curricular materials is included in this item as is third party data visualization and tracking tools such as Illuminate and EduClimber to help make sense of the raw data and develop student intervention plans. This item is also supported in LCAP goal 3.6 for district-wide benchmark assessments in core subjects.	25,000
ELO (Academics - Training for Staff)	Additional Professional Development Days	GUSD will continue to offer two additional voluntary days, paid at the per diem rates, for certificated staff members to occur the week prior to school beginning in addition to the normally contracted three days. These additional days, as outlined in the ELO grant plan, shall consist of additional training for staff on topics related to academic and/or SEL student support. By scheduling these additional paid training opportunities before school begins, they are seen as a way to further prepare teachers with updated curricular training or SEL updates that might otherwise pull them from primary instruction in the classroom for many hours. Funding will be provided to extend these additional days through August of 2024.	150,000
LCAP (2.3 - Intervention & Lower Class Size)	Intervention and Lower Class Size (ELA and ELD)	The current adopted LCAP currently calls for providing remedial literacy and math supports specifically at upper grades, and lowering class sizes for primary instruction in lower grades. This add-on will extend remedial or intervention support to the elementary grades at McKinley through the addition of one targeted intervention teacher and a classroom instructional aide position through the 2023-2024 school year. Depending on student need, these positions would serve general ELA and ELD students.	250,000
LCAP (2.12 - Literacy Support)	Credentialed Librarian Support	The currently adopted LCAP includes stated goals around early literacy and provides some supports for building student literacy such as money to support continued additions to library holdings. The ELO plan also included	200,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		additional hours for library clerks to keep the libraries open longer to provide learning hubs for students. Through this new funding, GUSD plans to offer additional literacy supports to students through recruiting and hiring a credentialed school librarian (1.0 FTE) to develop literacy programs across the district, provide PD to teachers as necessary, analyze, improve, and modernize library collections and to develop and deliver media literacy skills lessons to students and provide these to teachers past the expiration of the funding in 2023-2024.	
LCAP (3.2 - CCSS Materials Adoptions)	Tier 1 Curriculum, Intervention, and ELD Curriculum	The current adopted LCAP includes a set aside each year to adopt materials bringing the district into compliance with the overall Common Core standards in all core subjects. GUSD plans to use this additional funding to move faster on this item through upgrading in identified areas of need across the grade levels so that students are in possession of the most up to date core curriculum and that both intervention and ELD areas receive support as well to address the needs of those populations, including students most at risk such as foster, homeless, students with disabilities, and English learners.	290,604
LCAP (3.8 - District Coordination of Programs)	Instructional Coaching and Local Training Support	The current adopted LCAP includes positions to support the coordination of programs across the district in curriculum and technology. Attempting to move faster on curricular adoptions, implement and monitor targeted instructional strategies, analyze data district-wide, and provide professional development in the moment and instructional coaching over time will require additional personnel in the role of Teacher on Special Assignment - Instructional Coaching. One such position is already authorized in the current LCAP, and this addition will add 2.0 FTE to that position across the district, effective through the 2023-2024 school year.	420,000
N/A	Additional Speech and Language Pathologist Support	During the pandemic, students in need of additional support in speech and language learning supports both on IEPs and who were receiving school-based supports only lost time	270,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		due to quarantines and school closures, and/or received only virtual services over Zoom. This additional position of 1.0 FTE will seek to recover those lost minutes of service to students.	

## 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

350,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP (3.9 - Technology Hardware and Support)	Technology - Wireless Controller	The current LCAP supports maintenance of student and some staff technology as used within instructional settings. To ensure continued functioning of the underlying infrastructure, GUSD plans to replace an aging Wireless Network Controller. If this unit fails, all Wi-Fi in the district will fail and remain down until the unit can be replaced. Given current supply chain issues, the District will proactively replace this item now in anticipation and to ensure the continuance of Wi-Fi to students who might need to access Wi-Fi should schools be forced to shutdown again.	50,000
LCAP (2.4 - Support CTE Pathways)	CTE - Metal Shop Improvements	The current LCAP supports funds to supplement materials and student travel in the various Career and Technical Education (CTE) programs operated in the district. GUSD plans to apply a portion of these additional funds to enhance the program through the addition of a powder coating setup in the Gridley High School metal shop.	300,000

## 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
Summer Counseling Support; Referrals, Screeners, and SEL Curriculum;	Healthy Schools Surveys and Number of Counseling Referrals ; Screener Checkpoints	Yearly; Quarterly
School Resource Officer; District Social Worker;	Chronic Absenteeism; SARB Continuance Rates; Healthy Schools Survey	Yearly
Wellness Centers; PBIS Supports, Behavioral Supports	Healthy Schools Surveys; Behavioral referrals and suspension rates	Yearly
Campus Supervision and Safety in Technology	Healthy Schools Surveys	Yearly
HVAC Upgrades	Air Quality Checks	Semesterly, including a baseline prior to installations.
PPE and Sanitation	Inventory Checks and availability of PPE at district sites	Monthly
Summer School; Saturday and Before/After School Tutoring	Credit deficiency checks and graduation rates; Participation rates; Site benchmarks	Yearly; Yearly; Trimester or Semester grades and scores
English Learner Aide Support	EL Monitoring and ELPAC scoring and/or CAASPP scoring	Trimesterly; Yearly (for testing)
Intervention Aide and Teacher; Intervention and Lower Class Sizes	Participation Rates in Intervention Program	Quarterly
CTE and Graduation Success TOSA	Graduation Rate and CTE Completion Rates; Referrals to Continuing Education	Yearly; Semesterly

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
Extended Library Hours; Credentialed Librarian	Library Use Rates (checkouts); Students reading on grade level	Quarterly; Quarterly or Trimesterly
Benchmarking and Screening	Documentation of Selection Process and Training; PLC data collection and student improvement (CAASPP)	Yearly; Trimesterly or Quarterly; Yearly
Additional Professional Development Days	Post-training surveys and Pre-training surveys	Spring and Fall
Tier 1 Curriculum, Intervention, and ELD Curriculum	Number of subjects and grade levels with completed adoption	Yearly
Instructional Coaching and Local Training Support	Training Surveys; New Teacher Retention; Curricular Adoption Completions	Yearly, pre and post additional service offering
Additional Speech and Language Supports	Compensatory Minutes Owed; Percentage of Students Receiving Speech Services	Yearly, pre and post additional service offering
Technology - Wireless Controller	Uptime of Offered Wi-Fi	Quarterly
CTE - Metal Shop Improvements	Enrollment in Ag Mechanics Pathway	Yearly, pre and post improvement installation

# 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](mailto: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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