ESSER III Expenditure Plan

Local Educational Agency (LEA) Name | Contact Name and Title | Email and Phone
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Fresno County Superintendent of Schools | Jim A. Yovino, Superintendent of Schools | Email: jyovino@fcoe.org, Phone: (559) 265-4045

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

<table>
<thead>
<tr>
<th>Plan Title</th>
<th>Where the Plan May Be Accessed</th>
</tr>
</thead>
<tbody>
<tr>
<td>LCAP 2021-2022</td>
<td><a href="https://www.fcoe.org/districts">https://www.fcoe.org/districts</a></td>
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</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Total ESSER III funds received by the LEA</th>
<th>$10,732,420.00</th>
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Plan Section | Total Planned ESSER III
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<tbody>
<tr>
<td>Strategies for Continuous and Safe In-Person Learning</td>
<td>$6,650,000.00</td>
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### 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.

FCSS has a long-established foundational principle of meaningful educational partner engagement. These efforts were refined and improved through the Local Control and Accountability Plan (LCAP) development process. The District’s practices have been further enhanced during the pandemic as FCSS sought the input and feedback of its educational partner groups (formerly stakeholder groups) in the early spring of 2020 and continuing through the development of the Local Continuity and Attendance Plan, The 2021-2022 LCAP, and now the ESSER III Expenditure Plan.

School and county-level efforts have been conducted including virtual sessions with educational partner groups and surveys that have generated valuable perspectives and information from student, parent, administrator, community partner and staff respondents. There were specific efforts taken to ensure important constituencies were heard representing students with special needs, English learners, foster youth, Title school populations, and other at-promise student groups. Translation services were provided at each meeting as needed. FCSS made a solid effort to assure voices were heard from educational partners throughout these meetings.

Throughout the past 18 months of the pandemic conditions, all educational partners’ feedback was used to monitor existing programs and services as well as guide future planning efforts. Alignment of priority interests and needs has been continuously analyzed. All plans informed
the development of subsequent plans.

The following meetings were hosted where feedback was collected for the ESSER III Expenditure Plan:

- Two public community meetings were held for families, staff, students, and community members on 9/22/21. One was held in the afternoon and one was held in the evening to accommodate different parent/family and community partner schedules. Translation in Spanish and American Sign Language was provided. We are proud to partner with and to have had representatives from Court Appointed Special Advocates (CASA), the Juvenile Justice Commission, Focus Forward, Mental Health Systems, Project Hope, Fresno Community College, State Center Community College District, representing the interests of children with disabilities, English learners, homeless students, foster youth, migratory students, children who are incarcerated, and other underserved students. Community members identified the need to provide social-emotional support for students as mental health issues related to the pandemic continue to present themselves and provide barriers to student learning. Specifically, it was mentioned that providing professional development to enable staff to be Trauma-responsive would benefit students in FCSS schools. Community members expressed support for contributing to the expansion of broadband to ensure internet access and connectivity for Fresno County students. Participants highlighted the need to ensure transition and technology supports for students in foster care, including providing the necessary equipment or furniture for students to be able to use school provided technology. Finally, community members expressed support for providing outdoor learning opportunities for students.

- Three staff meetings were held with staff members, including teachers, principals, administrators, and other educators as appropriate to each site from Alice M. Worsley School (9/21/21), Violet Heinz Educational Center (9/27/21), Integrated Sites Special Education staff (9/15/21). VHEA staff expressed a desire to provide enhancements to the outside of their facilities and were supportive of the proposed action to provide outdoor learning spaces for students. They also expressed a need for increased mental health support for students including cool down spaces and social-emotional learning. Special education staff from Integrated sites expressed support for the proposed action of replacing aging portable buildings, installing refillable water stations, and identified a need for in-classroom bathroom/toileting facilities for students with disabilities.

- Local bargaining units provided feedback at meetings held on 9/23/21 and 9/30/21. Classified representatives identified that professional development for all staff to support the academic and mental health needs of students was an important need. They also expressed support for building outdoor learning spaces and proposed improvements. Certificated bargaining unit representatives identified the importance of meaningful consultation with staff about how to best meet the needs of their students. They expressed support for actions and services to address the health concerns related to the pandemic including creation of covered outdoor learning spaces and installation of refillable water stations. This group also expressed support for working towards extending broadband to the rural community. Representatives identified a need to expand solutions to those staff working on non-FCSS owned facilities, such as portable water and air purifying solutions for classrooms.

- A meeting with Special Education administrators from each special education site/program and staff from the Fresno County SELPA was held on 9/14/21. Special education staff expressed support for the proposed action of replacing aging portable buildings and identified a need for in-classroom bathroom/toileting facilities for students with disabilities.
• An FCSS leadership meeting, including administrators, special education administrators, principals, associate directors, directors, the Deputy Superintendent, and the Superintendent of Schools was held on 9/8/21. Participants expressed a need for broadband access for students in rural areas and were supportive of this proposed action. Participants also described a need for increased professional development for school staff around coordination of academic and social-emotional supports for students to address the learning loss that occurred as a result of the pandemic. Support was expressed for replacing and enhancing HVAC units and aging portable classrooms to increase air-flow in learning spaces to mitigate the spread of illnesses such as COVID-19.

• A student forum was held with students at Violet Heinz Educational Academy on 9/27/21. Student participants indicated support for classroom reconfiguration, including purchase of furniture to create cool-down spaces. They also expressed a desire to create and utilize an outdoor learning space, as well as a desire for increased career technical education opportunities, learning excursions, and sports equipment. They stated that refillable water stations are a need and would be used.

• Tentative presentation and opportunity for feedback is scheduled to be provided to the District English Learner Advisory Committee on October 5, 2021.

To obtain input on the optimal use of ESSER III funds a survey was developed and made available to students, staff, parents and the community in both English and Spanish. The surveys were provided through school sites, educational partner meetings, and along with invitations to our community meeting. The survey was also posted on our website in both English and Spanish.

Once all feedback was collected, the district administration team analyzed the feedback and used it to draft the ESSER III Expenditure Plan. The plan was posted on the FCSS website from October 1, 2021 through October 17, 2021 in draft form for a public comment period.
Tentative Board Approval Date: Board of Education Meeting 10/21/2021

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

Throughout the past 18 months of the pandemic conditions, all stakeholder feedback was used to monitor existing programs and services as well as guide future planning efforts. All plans informed the development of subsequent plans to ensure alignment of priorities and needs based on data review. To obtain input on the optimal use of ESSER III funds a survey was developed and made available to students, staff, parents and the community. Community meetings as well Zoom meetings were set up with all educational partner groups as noted above.

Survey Results
Survey results indicate that top priorities related to supports for children with unique circumstances, including children from low-income families, children with disabilities, English Learners, racial and ethnic minorities, students experiencing homelessness and foster youth are social-emotional wellness education including providing materials and supplies (69.4% of respondents in favor), professional development for staff in the area of social emotional learning (65.3% of respondents in favor) and Professional development for staff in the area of evidence-based practices to increase academic achievement (63.3% of respondents in favor.)
Survey results indicate that top priorities related to educational materials and/or technology for educational partners are supplemental social-emotional and mental wellness curriculum (59.2% of respondents in favor), devices such as computers and tablets (57.1% of respondents in favor), and increased access to Internet connectivity (53.1% of respondents in favor) and equipment used to improve access to educational opportunities for students with disabilities (53.1% of respondents in favor.)

Survey results indicate that top priorities related to repairs/improvements for educational partners are creating outdoor learning spaces for students (60% of respondents in favor), improving ventilation in classrooms (56% of respondents in favor) and replacement of aging furniture (54% of respondents in favor). Improving classroom configurations (50% of respondents in favor) and installation of refillable water stations (42% of respondents in favor) also gained support.

Educational Partner Feedback
Our educational partners overwhelmingly supported efforts to address the impacts of lost instructional time and to create healthy learning spaces for students. Specifically, educational partners identified the need to provide social-emotional support for students as mental health issues related to the pandemic continue to present themselves and provide barriers to student learning. FCSS will provide professional development for all staff in the areas of academic support and social-emotional learning. FCSS will also support the expansion of broadband internet access for students in Fresno County in order to ensure reliable internet connectivity for learning. FCSS will also allocate funding for the installation of outdoor learning spaces for students, a need overwhelmingly supported by feedback from our educational partners.

Educational partners were also concerned with keeping facilities, including classrooms, in alignment with recommendations of state and local health officials, including the Centers for Disease Control (CDC). FCSS will replace aging portable classrooms to improve ventilation, configurations, and reduce the number of virus particles in the air. FCSS will also replace or enhance existing HVAC units in order to increase the capacity of fresh air intake for students and staff. FCSS will also install no-touch refillable water stations to promote staff and student health.

Educational partners identified the need to support students with unique circumstances by providing resources, materials, and supports so that all students, including low-income, Foster youth and youth experiencing homeless could access learning and address learning loss. FCSS will will provide students with disabilities with increased, coordinated communication and specially designed instruction from school staff. These supports include increased supplemental evidenced-based curriculum and support programs that address students’ social, emotional, and academic needs. FCSS and community partners will work together to ensure that every homeless and foster student gets the targeted support they need based on relevant data. FCSS will begin by administering a systematic program evaluation to evaluate where there may be inconsistencies in supporting these students.
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

$6,650,000.00

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<thead>
<tr>
<th>Plan Alignment (if applicable)</th>
<th>Action Title</th>
<th>Action Description</th>
<th>Planned ESSER III Funded Expenditures</th>
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<tbody>
<tr>
<td>N/A</td>
<td>Portable Classrooms</td>
<td>Schools with poor air quality and with facilities in poor condition, complicate efforts to reopen schools in ways that make them equally safe and all students and staff are protected from virus transmission (EdSource). As a result, students and staff at those schools face a greater risk of contracting Covid at school. As we move into the 2021-2022 school year, ventilation and the age of some classrooms continues to be a top concern for the Fresno community. Improving ventilation, configurations, and infrastructure are important COVID-19 prevention strategies that can reduce the number of virus particles in the air. Along with other preventive strategies, including wearing a well-fitting, multi-layered mask, bringing fresh outdoor air into a building helps keep virus particles from concentrating inside. FCSS will update and replace aging portable classrooms to ensure our students with disabilities have access to high quality and safe learning environments.</td>
<td>$4,500,000.00</td>
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<tr>
<td>N/A</td>
<td>Refillable Water Stations</td>
<td>With the Centers for Disease Control calling for the replacement of high-touch, communal fixtures, such as water fountains, to reduce the spread of COVID-19, FCSS will replace numerous communal water fountains and jug</td>
<td>$150,000.00</td>
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<td>Plan Alignment (if applicable)</td>
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<tr>
<td>N/A</td>
<td>HVAC Replacement and Enhancement</td>
<td>Heating, ventilation and air-conditioning (HVAC) systems are used to maintain indoor air temperature and humidity at healthy and comfortable levels. A well-maintained and operated system can reduce the spread of COVID-19 in indoor spaces by increasing the rate of air change, reducing air recirculation and increasing the amount of outdoor air coming in. FCSS will support, replace, and update HVAC systems in order to ensure our students are working in a safe environment ensuring that COVID-19 prevention strategies are in place to reduce the number of virus particles in the air.</td>
<td>$2,000,000.00</td>
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**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**

$4,082,420.00

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<tr>
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<tr>
<td>N/A</td>
<td>Social and Emotional Wellness</td>
<td>As noted in the ED COVID-19 Handbook, meeting the social and emotional needs of students must be foundational to efforts to improve academic outcomes for students. The teaching of social and emotional skills can be woven into classroom supports and how teachers design instruction and the kinds of learning opportunities they provide to students.</td>
<td>$200,000.00</td>
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<tr>
<td>N/A</td>
<td>CTE Offerings</td>
<td>These opportunities are heavily dependent on the configurations of learning environments. To ensure classrooms are created with students' social and emotional well being at the forefront, multiple stakeholders provided insight and feedback into the ways in which existing classrooms could be configured to promote safe, quiet and comfortable spaces, consistent with appropriate COVID-19 mitigation and social distancing guidelines. FCSS is committed to the social and emotional learning and wellness for each student. Therefore spaces for students to self-regulate and cool down will be established in classrooms to help students cope with and manage their emotions. While students navigate changes to the regular school year as a result of coronavirus, these spaces will be designed based on best practices and research to ensure students can learn to regulate their emotions and can resume with their normal activity when ready. Social emotional learning (SEL) lesson plans will be aligned with grade groupings and weekly themes around compassion, connection, and courage.</td>
<td>$100,000.00</td>
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As COVID-19 moves into a new phase, FCSS is working collaboratively with stakeholders to take the lessons learned from this past year in order to support teaching and learning that is more equitable, more flexible, more diverse in its delivery and more focused on competencies in order to meet an anticipated surge in demand for CTE programs that prepare youth and adults with the skills and credentials needed in the post-pandemic workforce. Another important task is confronting inequities in education more generally and in CTE specifically, particularly those that have been exacerbated by the lost of instructional time in CTE courses during the pandemic. Parent, teacher, and student feedback along with the College and Career Indicator show a need to increase access and improve the quality of the CTE courses and pathways to ensure students are prepared for college and career. FCSS will expand building trades equipment in order to support the expansion of the CTE and A-G opportunities for students. The expansion of the CTE
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<tr>
<td>N/A</td>
<td>Curriculum &amp; Supports for Students with Disabilities</td>
<td>COVID-19 continues to exacerbate opportunity and learning gaps for our students with disabilities. Students are struggling to access online resources, participate in virtual classrooms, and connect meaningfully with teachers and peers. Students with disabilities carry the additional burden of accessing needed specialized instruction and related services and supports that were provided in person before the pandemic. As the COVID-19 pandemic continues, the education field is producing a growing body of useful and evidenced based resources to support student learning-loss and well-being. FCSS will provide students with disabilities with increased, coordinated communication and specially designed instruction from school staff. These supports include increased supplemental evidenced-based curriculum and support programs that address students’ social, emotional, and academic needs based on the impacts of lost instructional time.</td>
<td>$500,000.00</td>
</tr>
<tr>
<td>LCAP Goal 2: Action 2</td>
<td>Professional Development</td>
<td>The ESSER III funds will be used to expand on the professional development described in the LCAP. LCAP funds are used to support best first instruction for our most at-promise youth. ESSER III dollars will be used to build upon the professional development in the LCAP by increasing training for teachers and all expanded learning staff in the areas of equity and social emotion learning in order to provide increased strategic supports based on the needs of students caused by the lost of instructional time.</td>
<td>$250,000.00</td>
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<td>Plan Alignment (if applicable)</td>
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<td>LCAP Funds: LEA will continue to provide professional development for California Standards implementation and curriculum support, integration of technology in classrooms; contract with curriculum and instruction experts to provide professional development and coaching in curriculum implementation; English Language Development curriculum implementation and classroom instruction support; Arts Integration; coaching to support student engagement strategies and literacy across the curriculum; professional development in regards to distance learning and in person socially-distanced instruction; identification and mitigation of student learning loss; and substitute teacher costs.</td>
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<td>ESSER III Funds: There is no question that COVID-19 has taken a toll on the mental health of many students. For example, data from CDC shows that the proportion of student emergency department visits related to mental health has increased dramatically during the pandemic. As noted in the ED COVID-19 Handbook, establishing a school wide basis approach for social emotional and academic support for students through an equity lens is critical for students academic and behavioral success as they return to school. ESSA evidence based practices show high effect rates for schools who provide extensive professional development for educators on how to effectively implement programs alongside other school staff, such as school counselors, migrant, the expanded learning team, and after school staff to ensure coordination and appropriate support. This work is important to the whole school community, and every member of the community has a role in upholding and maintaining a safe, inclusive, and welcoming school community. FCSS will provide professional development in the areas of social emotional learning, equity, and implicit bias in order to create learning environments that are based on educational best practices and support a cultural sensitivity and culturally responsive pedagogy as students transition back into in-person learning.</td>
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<tr>
<td>LCAP Goal 2: Action 4</td>
<td>Broadband Connection for All Students</td>
<td>The ESSER III funds will be used to expand on the technology support provided by the LCAP. LCAP funds are used to support student use of technology within the school setting as well as provide devices for students to use at home. ESSER III dollars will be used to build upon the technology supports provided in the LCAP by working with community partners on a long-term plan to ensure all students have broadband access within their homes to support the impact of the COVID-19 pandemic in terms of student learning and access. LCAP Funds: LEA will continue to purchase and upgrade technology to provide access to 21st century skills and prepare for college and career readiness. The LEA will replace outdated technology equipment; provide technical coaching and software support for technology integration into the classroom, facilities, and for student learning. ESSER III Funds: Broadband brings the opportunity for direct access to education for rural students who are otherwise forced to travel long distances for access to engage in remote learning opportunities. High speed Internet provides rural residents access to global information, cultural resources, and learning platforms to support skill gaps caused by the COVID-19 pandemic. When we examine some of the biggest challenges facing equity in education post pandemic, research states that poor network services, lack of power supply, and high fees cause some of our most vulnerable youth to have less access to resources and additional learning opportunities that are only available with high speed broadband connections. This continues to be a need with the surge in the Delta variant and many students having to stay at home due to quarantines. In order to support the students of Fresno.</td>
<td>$1,000,000.00</td>
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<tr>
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<tr>
<td>N/A</td>
<td>Outdoor Learning Opportunities</td>
<td>County and ensure students have access to the resources available online to reduce the impact of lost instructional time, FCSS will invest in ensuring all students have access to high quality internet regardless of where they live within the county.</td>
<td>$2,000,000.00</td>
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<tr>
<td>N/A</td>
<td>Foster/Homeless Program and Systemic Evaluation</td>
<td>As noted by the CDE, outdoor learning programs are a great way to boost academic and mental health outcomes and reduce transmission of the COVID-19 virus. Outdoor education supports emotional, behavioral and intellectual development that were impacted by the pandemic. Studies have shown that students who learn outdoors develop: a sense of self, independence, confidence, creativity, decision-making and problem-solving skills, empathy towards others, motor skills, self-discipline and initiative. By creating outdoor learning centers, FCSS is able to reduce the inequities and learning-loss that distance learning had on our education system. Repurposing outdoor spaces is also a cost-effective way to reduce the burden on indoor classrooms while providing fresh air, hands-on learning opportunities, and the health benefits associated with increased access to nature. Using the guidance of the National COVID-19 Outdoor Learning Initiative, FCSS will create outdoor learning centers that provide increased opportunities for teaching and learning by incorporating environmental education and nature-based instruction. FCSS will use outdoor spaces as a resource for learning – particularly for students not effectively reached by traditional instruction.</td>
<td>$32,420.00</td>
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Use of Any Remaining Funds
A description of the how the LEA will use any remaining ESSER III funds, as applicable.

Total ESSER III funds being used to implement additional actions

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<tr>
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<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>$0.00</td>
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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.
<table>
<thead>
<tr>
<th>Action Title(s)</th>
<th>How Progress will be Monitored</th>
<th>Frequency of Progress Monitoring</th>
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<tbody>
<tr>
<td>Portable Classrooms, HVAC Replacement and Enhancement</td>
<td>FCSS will monitor student health and safety through ongoing assessment of each campus and classroom HVAC systems. This assessment will ensure new ventilation systems operate properly and provide acceptable indoor air quality for the current occupancy level for each space. This monitoring will provide FCSS with the information needed to address critical building-related environmental health issues thus allowing students and staff are able to work and learn in a safe environment.</td>
<td>FCSS will compete an evaluation of each campus and classroom ventilation on a yearly bases.</td>
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<tr>
<td>Refillable Water Stations</td>
<td>FCSS will monitor the consumption of clean, healthy water and the eliminate the risk of communal surface and cross-contamination. Data collected will examine the amount of water being consumed at each no-touch station.</td>
<td>FCSS will compete an evaluation of the use of the refillable water stations at each campus on yearly bases.</td>
</tr>
<tr>
<td>Social and Emotional Wellness, Professional Development</td>
<td>FCSS will measure and monitor student social and emotional competencies through the use of student surveys, office discipline referrals (ODRs) and student referrals. The Student Study Team (SST) process will be utilized when students are not responding to in-class behavioral supports. The data gathered will be examined by staff during PLCs and at site level leadership team meetings in order to determine students’ needs for tiered supports in identified areas.</td>
<td>Progress will be monitored every 4-6 weeks thereafter and supplemental support will be added or modified based on results.</td>
</tr>
<tr>
<td>CTE Offerings, Curriculum &amp; Supports for Students with Disabilities, Outdoor Learning Opportunities</td>
<td>FCSS will monitor identified students’ progress through formative assessment, student engagement, access to courses, and credits earned in order to ensure that students are making progress towards their academic goals. Teachers will use diagnostic, formative, and summative assessments to monitor student learning, feedback, and to plan for future instruction. The Student Study Team (SST) process will be utilized when students are not</td>
<td>Progress will be monitored every 4-6 weeks thereafter and supplemental support will be added or modified based on results.</td>
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<tr>
<td>Action Title(s)</td>
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<tr>
<td>Broadband Connection for All Students</td>
<td>responding to in-class interventions. The data gathered will be examined by staff during PLCs and at site level leadership team meetings in order to determine students’ needs for tiered supports in identified areas.</td>
<td>Progress will be monitored twice a year.</td>
</tr>
<tr>
<td>Foster/Homeless Program and Systemic Evaluation</td>
<td>FCSS will monitor student access to broadband connection at home through the collection of survey data that identifies if students have access to high-speed internet at home and if the use of technology at home supports the development of 21st century skills and college and career readiness.</td>
<td>Progress will be monitored yearly.</td>
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<td>The FCSS will collect foster/homeless student survey data that identifies if foster/homeless students have access to both academic and social emotional supports that they need to be successful. Additional data will be collected that identifies the services available to youth, the number of foster/homeless students accessing each support as well as the overall effectiveness of the supports provided in order to meet student academic and mental health needs.</td>
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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


### 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 migrant 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.).

California Department of Education
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