



ESSER III Expenditure Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Southern Kern Unified School District	Barbara E. Gaines, Superintendent	bgaines@skusd.k12.ca.us (661) 256-5000 ext. 1113, 1114

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
Local Control and Accountability Plan	https://www.skusd.k12.ca.us/domain/99
Expanded Learning Opportunities Grant Plan	Skusd.k12.ca.us – website, Home page, Under Expanded Learning Opportunity Grant, https://tinyurl.com/y5y2wcbk
District School Safety Plan	https://www.Skusd.k12.ca.us – website, Home page, Under About Us
Guide for Reopening School	https://www.Skusd.k12.ca.us – website, Home page, Quick Links, COVID 19
ESSER III Expenditure Plan	https://www.Skusd.k12.ca.us - website

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

\$8,953.328.00

Plan Section	Total Planned ESSER III Expenditures
Strategies for Safe In-Person Learning and Continuation of Services:	\$2,615,000
Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds) Funding for Lost Instructional Time equals 39% of the total ESSER III funds.	\$3,490,000
Use of Any Remaining Funds	\$2,848,328

Total ESSER III funds included in this plan

\$8,953,328.00

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.

Multiple meetings were held during the 2020-2021 and 2021-2022 school years in Southern Kern Unified School District (SKUSD) to engage in meaningful consultation with stakeholders and provide the community the opportunity to provide input on the development of the ESSER III plan. The ESSER III Plan is a three-year plan where the funds from this Plan must be spent or encumbered by September 2024.

Site administration, Cabinet members, Paraeducators, staff, teachers, Association Presidents, and Parents met with the Superintendent to discuss and provide input on the development of the ESSER III Plan. Students in grades 5 – 12 completed surveys in class to acquire data on student safety concerns.

Mental Health Therapists, School Psychologists, and the Director of Special Education met with the Superintendent to discuss how best to meet the needs of all students, regarding potential social, emotional, and health concerns.

The Superintendent met with the local Rotary Club as an invited speaker to present the State of the District address and to seek input on the ESSER III plan from community members.

The Superintendent met with the Rosamond Municipal Advisory Council (RMAC) at their monthly meeting in September to provide them with a fiscal update on SKUSD and to inquire from them suggestions on how funding should be allocated to best meet the underserved students in the community.

The Superintendent met every other week with the LCAP Committee consisting of parents, teachers, and staff to create goals and actions for the LCAP that addressed the needs of the unduplicated students. The ESSER III committee, to assess value and effectiveness for all students in the district, reviewed these same goals and actions to assess for expansion opportunities to better serve all students .

SKUSD met with the Kern County Superintendent of Schools Special Education Local Plan Area (SELPA) team on April 13, 2021, to discuss how our District Special Education Plan (SEP) and our LCAP plan merge. The areas discussed include: SEP 2020 Indicators Addressed, how we ensure that students with disabilities have access to fully credentialed teachers, standards-aligned instructional minutes, and appropriate well-maintained school facilities, student achievement, school climate, student engagement, parental and community stakeholder engagement, and actions and root causes.

Members of the District Capital Projects Committee meet weekly to discuss on-going projects. Members of the committee are the Board President, CBO, Director of Grounds/Maintenance, Project Manager, Architect, Superintendent and Administrative Assistant. During a discussion of ESSER III Funding, the committee suggested the placement of Shade Structures be placed at Rosamond Elementary School and Rosamond High Early College Campus to provide for outdoor learning opportunities.

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

The ESSER III Plan covers the academic, social, emotional, and mental health concerns of all students as well as addressing the learning gaps both prior to and after the onset of COVID-19 for all underserved students.

The ESSER III Plan was influenced by the input provided by the community and key stakeholders in the district. Notes were kept from all meetings and used to create surveys to gather additional input resulting in specific goals and actions. During Superintendent and Cabinet meetings, the ESSER III Plan was agendized weekly as a focus of discussion allowing input from all department heads represented on Cabinet.

Students completed an in-class survey in grades 5 – 12 to provide feedback on COVID and site-specific safety concerns.

The following input was suggested and by various key stakeholders and included in the ESSER III Plan:

- * Mental Health Curriculum – Suggested by Psychologists, Mental Health Therapists, Director of Special Ed, (See Page 10)
- * Addition of Peer Helpers – Suggested by Superintendent in Cabinet, (See page 11)
- * Arts/Music education for elementary school – Extended Learning – ESSER Committee, (See Page 15)
- * More Tricycles for Tk and K – ESSER Committee (Admin, Parents, Teachers, Staff), (See Page 16)
- * Upgraded Lunch Areas Outside – (additional tables outside) – ESSER Committee, (See Page 16)
- * Restore AVID at the Elementary – Superintendent/Cabinet, (See Page 14)
- * Math Bridges Curriculum – Cabinet, (See Page 14)
- * Outdoor Learning Spaces – District Construction Committee, Board President, CBO, Project Manager, Architect, (See Page 16)
- * Additional Cleaning/Sanitation Equipment – District Grounds/Maintenance Director, (See Page 11)
- * Afterschool Programs – Cabinet, (See Page 13 and 15)
- * Professional Development – Superintendent/Cabinet, (See Page 11)
- * Technology for Staff – Cabinet, IT Department, (See Page 13, 17)
- * High Dosage Tutoring – District Cabinet, (See Page 13)
- * Maintenance and Repair Indoor Air Quality – District Grounds/Maintenance Director, (See Page 22)
- * Extended Day/Summer Learning/Enrichment – Superintendent/Cabinet, (See Page
- * Addressing Learning Loss Prior to and after COVID – ESSER III Committee, (See Page 22, 23)

* Professional Development for Staff across a range of areas including SEL, trauma-informed practices, and mental health – Director of Special Education, Mental Health Therapists, Psychologists, (See Page 6,7)

* Professional Development for Staff across a range of areas including culturally responsive teaching, anti-bias/anti-racist instruction, gender issues, and anti-bullying – Superintendent/Cabinet, (See Page 7,8)

* Implementation of a Multi-tiered System of Support (MTSS) – Superintendent/Cabinet, (See Page 9)

Community input throughout the community engagement process has emphasized the importance of addressing staffing shortages, and the challenges of hiring certain positions, especially substitute teachers. Significant portions of this plan are dedicated to addressing the District’s need to hire and retain highly-qualified staff. (See Page 10, 12, 13)

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

\$2,615,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
Goal 2 – LCAP, Action 2	Social Emotional Learning Curriculum & Supports Create a Safe and welcoming learning environment where	Goal 2 – Culture and Climate, Action 2 (LCAP) – Create a Safe and welcoming learning environment where students attend and are connected to their schools. After the past school year of virtual learning due to the COVID-19 shut-down, we have found that both students and staff are suffering from social emotional issues,	

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
	students attend and are connected to their schools.	<p>including: Anxiety, Depression, Stress, Fear, Self-Injurious Behaviors, Suicide Ideation – Attempts – and Suicide. Therefore, Southern Kern Unified School District wants to address the social emotional concerns in a large impactful way. To accomplish this endeavor, we plan to utilize this grant for the following purposes:</p> <p><u>HOPE SQUAD</u> SKUSD wants to expand upon our implementation of the Hope Squad curriculum to include all sites: elementary, middle, and high schools. The Hope Squad is a peer-to-peer suicide prevention program. Hope Squad members are nominated by their classmates as trustworthy peers and trained by advisors. The program reduces youth suicide through education, training, and peer intervention. Through the implementation of the Hope Squad, the program promotes a culture that creates a safe school environment, promotes connectedness, supports anti-bullying, encourages mental wellness, reduces mental health stigmas, and prevents substance misuse. To implement the Hope Squad, we will need teams to participate in Licensed Advisor Trainings. To identify the Hope Squad Members, we will need identifying objects, such as: Shirts, Sweatshirts. Breakaway Lanyards and Backpack clips. To support and promote the program, we will purchase specific materials, such as: Bracelets and Folders. We will also need Brochures, Flyers and Banners.</p> <p><u>CHARACTER STRONG</u> SKUSD will purchase the Character Strong program to implement with the Hope Squad program. This program includes Social Emotional Learning and Character</p>	<p>\$40,000</p> <p>\$35,000</p>

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP, Goal # 3, Action 10	Student Assemblies/Family Events	<p>Development in One. This program is focused on fostering the Whole Child with vertically-aligned lessons that teach Social Emotional Learning and Character, side-by-side and include the following Competencies:</p> <ul style="list-style-type: none"> • <u>SEL Competencies</u>: Self-Awareness, Self-Management, Social Awareness, Relationship Skills, and Responsible Decision-Making. • <u>Character Development</u>: Patience, Kindness, Honesty, Respect, Selflessness, Forgiveness, Commitment, and Humility. <p>With this program, SKUSD will obtain the Gym (Resource Library) full of uplifting teacher resources, videos, and activities that require small amounts of time but provide a big impact. These resources are designed to also build staff morale as well and build an overall improved school culture. The Grant will assist in funding the following:</p> <ul style="list-style-type: none"> • Program • Curriculum • Leadership Conference • Staff Professional Development • Support Materials (Character Bracelets, Shirts, Etc.) <p><u>STUDENT ASSEMBLIES/FAMILY EVENTS</u></p> <p>SKUSD will contract with agencies to bring powerful and inspirational speakers to our school sites for meaningful student assemblies, which will be designed to address the following:</p> <ul style="list-style-type: none"> • Improve Mental Health • Build a Positive School Culture • Empower our Students' Voices <p>Agencies of interest include:</p>	\$60,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP. Goal # 1, Action 23	CPI Safety Training	<ul style="list-style-type: none"> • Teen Truth • Relevant Speakers • Amazing School Assemblies <p>The Grant will fund these presenters</p> <p><u>CPI SAFETY TRAINING</u></p> <p>This training provides the skills to build an effective culture of safety and wellbeing within your organization. CPI training is a safe, nonharmful behavior management system designed to help professionals in any setting provide the best possible Care, Welfare, Safety, and Security of individuals presenting a range of crisis behaviors. The focus of this program is to build the knowledge and skills you need to recognize and manage crisis behaviors you may encounter in your school. As you manage these behaviors, you will begin to establish a common philosophy and a culture of safety for your schools. The expenses associated with this program include:</p> <ul style="list-style-type: none"> • Instructor Certification Training • Course Materials • Training Costs 	\$44,000
Goal #3, Action 10	Student & Family Resources – Extension of Resources	<p><u>STUDENT & FAMILY RESOURCES</u></p> <p>SKUSD will purchase the Mental Health Awareness Complete Rack Card Display Package for student and family awareness with card refills, as needed. These resources will give our students and their families the</p>	\$16,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP, Goal # 2, Action 10	Multi-Tiered System of Support – Year 2 and 3	<p>tools that they need to take care of their mental health. The package includes resources covering important mental health topics including:</p> <ul style="list-style-type: none"> • Feeling Overwhelmed • Depression • Suicide Prevention • Dealing with Trauma • Anger Management • Self-Harm • Feeling Lonely • Anxiety • Coping with Substance Abuse at Home • Dealing with Stress • Top 10 Ways to Improve Mental Health • Coping with Grief • Social Media & Mental Health • Understanding Mental Health • Improving Your Self-Esteem • Eating Disorders • Calming Techniques • Social Anxiety <p><u>Multi-Tiered System of Supports (MTSS)</u></p> <p>To improve the school climate, lower the suspension rate, and align itself with best practices, the district is implementing an MTSS/PBIS program. This program includes additional professional development for faculty and staff. The District will implement the Kern Integrated Data System (KIDS) to analyze student data to determine students' needs for support.</p>	\$60,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP – Goal 2, Action 2	Mental Health Services, Year 2 and 3	<p>SKUSD will implement the MTSS tiered system of support. MTSS is an integrated, comprehensive framework for local educational agencies (LEA) that aligns academic, behavioral, and social-emotional learning in a fully integrated system of support for the benefit of all students.</p> <p>Upon returning from the past year of COVID-19 virtual learning, we have found that our students are suffering with social-emotional and behavioral episodes that are impacting their learning and lives as a whole. Due to this need, SKUSD will increase our tiered levels of support, with a heavy focus on tier 1 to address all student. To accomplish this goal, SKUSD will need financial assistance for the following:</p> <ul style="list-style-type: none"> • Staff Professional Development • Positive Reinforcement Menus - including but not limited to the following: <ul style="list-style-type: none"> ○ Classroom and School Site Incentives/Rewards ○ Certificates ○ Assemblies ○ Trips • The District employs 3 School Psychologists, 2 Intern Psychologists and 2 Mental Health Therapists. Anger regression training and parenting classes will be provided for all students and parents.in year 2 and 3 of the ESSER III Plan. 	\$740,000
N/A	Additional Health/Nursing	SKUSD will continue to expand its nursing staff to better meet the needs of students	\$300,000
N/A	Off Schedule Payment	In order to address increased workloads due to COVID and a state-wide staffing shortage, SKUSD will offer an	\$265,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		off schedule one-time payment of 2% for the 21-22 school year	
N/A	Peer Helpers – Elementary & Secondary Grades, Professional Development, Training for students	Peer Helpers – Student peer-to-peer support system, elementary and secondary grade levels. The desired goal is to increase positive social and emotional behaviors and decrease identified risk behaviors	\$30,000
LCAP – Goal #2, Action 13	Facilities – Additional Staff	Provide additional Facility and Support Operations staff, including custodial and maintenance to provide a clean, safe, and secure learning environment for all students. Extra custodians support additional food services and after school programs.	\$250,000
N/A	Window/Door Repair and Replacement	Window Coverings, Door repairs	\$150,000
N/A	COVID Safety and Sanitation	Pressure Washers, Carpet Shampooer, Floor Scrubbers – To provide cleanliness and sanitation of school sites	\$145,000
N/A	COVID Contact Tracing, Promote Student/Staff Safety	Cameras at Rosamond High, Westpark Elementary, Alt Ed. to be used for contact tracing to prevent the spread of COVID.	\$210,000
N/A	Safety, Sanitation – COVID related, Continuing Operations	Tools/Supplies – Site Maintenance and Safety – generators, trash pumps, field sweeper, misc. power tools, boom lift, backpack vacuums, WAXIE cleaning/disinfecting supplies, classroom emergency supplies – COVID Prevention	\$260,000
N/A	Expand Communication Radios	Expand current two-way radio communication throughout the district to maintain operations and continuity of services, means of communication for contact tracing	\$10,000

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

\$3,490,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
N/A	Success for ALL (SFA)	Success for All (SFA) – Grades K – 2, Implementation of KinderPhonics, FastTrack Phonics and Tutoring with Lightning Squad as Interventions – These programs build phonemic skills and strategies in grades K – 2.	\$89,000
N/A	Extended School Year – 2022-23	Teacher Calendar would extend from 182 to 183 days to allow for Professional Development on Professional Learning Communities (PLC's), English Language Development, Equity and Access, Unconscious Bias, Strategies for accelerating learning recovery, Math, ELA, NGSS and Technology Professional Development as needed	\$600,000
LCAP, Goal #1, Action 5 ELO Grant – Supplemental Instruction & Support Strategies	Read 180, System 44 Year 2 and 3	<u>Reading Intervention</u> - Throughout the district we use Houghton Mifflin Harcourt's supplemental reading intervention programs: READ 180 Universal, and System 44. We have over 400 students in the program, grades 3-12. We have ongoing training and support for faculty and administrators through an HMH consultant. Placement in the reading intervention program is fluid. Students can move in and out of the program based on their needs. Students in the reading intervention program continue to take their regular ELA classes.	\$300,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
N/A	Substitute Pay Increase	Increase in Substitute Pay to \$210.00 – \$230/day to recruit high quality subs in the district	\$825,000
N/A	College & Career Labs - Elective	Paxton-Patterson College & Career Lab – Tropico Middle School – Grades 6 – 8, College & Career Ready Labs focus on creating a career experience that helps students decide where their interests and aptitudes align within a career pathway. They develop behaviors daily that ultimately prepare them for post-secondary success.	\$100,000
N/A	College & Career Labs Elective Technology/Professional Development	Chromebooks for College & Career Labs (35) iPads for College & Career Lab (5) Windows Computers for College & Career Lab (5) Staff Professional Development	\$30,000 \$6,000 \$7,000 \$15,000
LCAP, Goal # 1, Action 25 ELO Grant, Extending Instructional Learning Time	High Dosage Tutoring	Extra-Duty Hours for Paraeducators/Teachers/ to provide tutoring After School/Saturday School/Summer School To mitigate learning loss, the district will offer tutoring afterschool and monthly Saturday Schools at all sites. Two, three-week sessions of Summer School will also be held at all sites to address learning gaps, provide enrichment opportunities, extended school year for students with special needs, and to allow additional time for credit recovery for students in need.	\$700,000
N/A	Library Media Clerks (2)	A 6.5-hour Library Technician at Rosamond High Early College Campus and Tropico Middle School as a resource for students to check print and digital library books during the school day.	\$178,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP, Goal #1, Action 12	AVID Elementary	Extension of AVID Secondary - AVID Elementary Implementation, PD Training, Summer Institute for teachers/Admin K – 5, The AVID program allows for students to receive tutoring, mentoring, experiential learning, and additional skill building in Writing, Inquiry, Collaboration, Organization, and Reading. The AVID program will ensure greater success principally directed towards unduplicated students.	\$150,000
N/A	Gifted & Talented Education (GATE) Implementation Grades 3 - 8	District-wide GATE Program, Professional Development, Afterschool Enrichment Program, Summer School Enrichment Research implies that if a child is gifted, he/she needs a program that is responsive to their level of learning and thinking. GATE helps to keep advanced students engaged in school through higher level, complex, and accelerated academically aligned instruction. GATE also meets the unique social and emotional needs of gifted learners	\$20,000
N/A	Math Bridges	Math Bridges Intervention Program, K – 5, Inquiry and Manipulative based – Hands on intervention for Math for UA time daily in grades K – 5. Professional Development	\$70,000
N/A	Math 180 – Grades 6 - 12	Math 180 focuses on rebuilding key concepts of numbers and operations that enable students to build foundational skills using algebraic thinking to develop relationships between operations and with real numbers. Math 180 is a comprehensive system of instruction, assessment, and	\$135,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		professional development designed to help students who have not yet experienced success in mathematics, thrive in Algebra.	
N/A	Visual & Performing Arts – After School Program - Elementary	Extending Learning Opportunities in the Visual and Performing Arts at the Elementary Schools through an After-School Program to address the needs of the Whole Child (Musical Instruments, Supplies, Staff, Band Uniforms, Choral Risers, Transportation)	\$200,000
N/A	Math/Reading Academies Curriculum	<u>Standards Plus</u> – Intervention to close learning gaps– Afterschool/Saturday School/Summer School to mitigate learning loss prior and after COVID resulting in learning gaps.	\$65,000

Use of Any Remaining Funds

A description of the how the LEA will use any remaining ESSER III funds, as applicable.

Total ESSER III funds being used to implement additional actions

\$2,848,328

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP, Goal #2, Action 12	Transportation Vans	Transportation will be provided for after school programs, field trips, mathletes, band events. The purchase of 2 vans will provide additional resources to meet this need.	\$100,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
N/A	Transportation - Child Nutrition	Vans to be used in delivery of meals to sites and to the Head Start Program – The purchase of 2 vans for the Child Nutrition Department	\$90,000
N/A	Unique Student Needs	Each site will be provided funding for activities/fieldtrips to address the unique needs of low-income students, children with disabilities, English Learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth,	\$355,828
N/A	Camp Keep – TMS Students	<u>Camp Keep</u> – 6 th grade at Tropico Middle School, SKUSD will continue to provide each 6 th grade student the opportunity to experience outdoor education at Camp Keep, regardless of their socio-economic status.	\$225,000
N/A	Parent Engagement 5 Marquees	<u>Marquees</u> - Informational, Parent Notification (5), The marquis at each site is a provision to engage, inform, and support families in helping to educate their children. Students do better in school when their parents are actively involved in the education process.	\$350,000
N/A	Outdoor Learning Spaces Shade Structures	<u>Shade Structure</u> – Outdoor Learning Spaces – COVID safety, outdoor gathering/learning opportunity for all students, improve wellness and safety protocols for students, faculty, and staff	\$706,000
N/A	Outdoor Physical Activity	Additional Tricycles for TK and K	\$1500
N/A	Outdoor Learning and Eating Space	<u>Outdoor Picnic Tables</u> – All Sites, Outdoor gathering, learning and eating opportunity for all students, improve wellness and safety protocols for students, faculty, and staff	\$25,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
N/A	Communication Systems	Replace antiquated phone systems at RHS, TMS, REHS, Abe Lincoln, WES to ensure continuity of services and clear communication between staff, parents, site admin and other stakeholders on a daily basis	\$800,000
N/A	Cybersecurity	Purchase of a <u>Back-up System</u> for disaster recovery and cybersecurity.	\$100,000
N/A	Mac Computers/Yearbook Class	New iMac Computers for student use in Yearbook class and the Yearbook Club	\$20,000
N/A	Purchase of Laptops – High Dosage Tutoring	Laptops for Paraeducators to be used for High Dosage Tutoring in After School, Saturday School and Summer School	\$75,000

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
Success for All (SFA)	SFA provides online tools and reports for teachers to use to track and manage student progress regularly. Common Formative Assessments, Summative Assessments	Teachers will also use student progress in phonemic awareness and literacy skill as documented in ESGI screenings done each quarter. Monthly

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
	<p>Star Early Literacy benchmark assessments are used to monitor student achievement and progress in grades K – 12.</p> <p>Grades 3 – 8 and 11th, All students in these grades will be given the CAASPP Assessments to assess growth and student achievement</p>	<p>These assessments are administered in the fall, winter, and spring. The district uses growth reports to evaluate the effectiveness of its programs.</p> <p>CAASPP - Annually Ongoing – given by teacher</p>
<p>Social Emotional Learning Curriculum & Supports</p> <p>Create a Safe and welcoming learning environment where students attend and are connected to their schools</p>	<ul style="list-style-type: none"> • <u>Hope Squad</u>: Progress will be indicated/monitored by overall total of students committed to the program, a decrease in student behavioral and mental health referrals, a decline in self injurious behaviors and threat assessments, and a decline in reported incidents of bullying. This would be measured on a quarterly basis, each year. We will also be monitoring for an overall improved school culture, which would be indicated through a school site survey. • <u>Character Strong</u>: Progress will be indicated/monitored by students understanding and demonstrating the character trait of the month. We will also be monitoring for an increase in the following competencies: Self-Awareness, Self-Management, Social Awareness, Relationship Skills, Responsible Decision-Making, Patience, Kindness, Respect, Selflessness, Forgiveness, Commitment, and Humility. This could be done through short lessons and/or surveys. 	<p>Bi-Annually</p> <p>This would be done <u>three times a year</u> (beginning, middle and end).</p> <p>The expectation is that each site will have at least 2 inspirational speakers per year. Yearly</p>

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
Student Assemblies/Family Events	<ul style="list-style-type: none"> • <u>Student Assemblies/Family Events</u> – Inspirational Speakers will be hired to bring inspirational and meaningful assemblies to students periodically throughout the year 	documentation that the speakers spoke to the students
CPI Training	<ul style="list-style-type: none"> • <u>CPI Training</u> – All CSO, Paraeducators will be trained in a safe, non-harmful behavior management 	Percentage of Staff that are CPI trained – monitored every 6 months. Desired result is at least 80% at each site.
Student & Family Resources	<ul style="list-style-type: none"> • <u>Student & Family Resources</u> – These resources will be provided at all sites for families and students to provide pertinent information on mental health. Cards will be re-stocked as needed. An indirect measurement on the CA School Parent Survey 	Annual Survey Results state that the district has provided family resources
Mental Health Services, Year 2 and 3	CA Healthy Kids Survey – Mental Health Module	Annually
Math 180 – Grades 6 - 12	This intervention program includes comprehensive and robust tools to monitor progress, differentiate instruction and keep students on track for success. Math 180 uses the Quantile Framework for Mathematics as a diagnostic tool to place students	The online Growth Measure test is administered <u>three times throughout the year</u> to track overall growth in math understanding.

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
	<p>in Math 180 and to monitor their progress toward algebra readiness.</p> <p>Star Early Literacy benchmark assessments are used to monitor student achievement and progress in grades K – 12.</p> <p>Grades 3 – 8 and 11th, All students in these grades will be given the CAASPP Assessments to assess growth and student achievement</p> <p>CAASPP Interim Assessment Blocks (IAB) will be given to students in grades 6 – 12</p> <p>Common Formative Assessments, Summative Assessments</p>	<p>These assessments are administered in the fall, winter, and spring. The district uses growth reports to evaluate the effectiveness of its programs.</p> <p>CAASPP - Annually</p> <p>Interim Assessment Blocks will be given once or twice per year</p> <p>Monthly</p>
College & Career Labs Elective	Paxton/Patterson uses color-coded concept mastery, which provides immediate feedback every day to both students and teacher to show understanding of content and progress	Teachers check evidence and grade rubrics for projects – daily or every other day. Narrative and argumentative writing assignments and checkpoint tests on day 5 and day 1-0 of each unit.
College & Career Labs Elective – Technology/Professional Development	The percent of students at TMS who participate in the College & Career Lab elective.	Each semester
Read 180, System 44, Year 2 and 3	<p>The Reading and Phonics Inventory are given in grades 3 – 12</p> <p>Grades 3 – 8 and 11th, All students in these grades will be given the CAASPP Assessments to assess growth and student achievement</p>	<p>These assessments are given three times per year</p> <p>CAASPP – Annually</p>

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
	<p>CAASPP Interim Assessment Blocks (IAB) will be given to students in grades 6 – 12</p> <p>Star Early Literacy benchmark assessments are used to monitor student achievement and progress in grades K – 12.</p>	<p>Interim Assessment Blocks will be given in the fall, winter, and spring. The district uses growth reports to evaluate the effectiveness of its programs.</p> <p>These assessments are administered in the fall, winter, and spring. The district uses growth reports to evaluate the effectiveness of its programs.</p>
Outdoor Learning Space – Shade Structure	Completion of Project at all Sites	Yearly until completion
Multi-Tiered System of Support Year 2 and 3	<p>Progress will be monitored through the Student Study Team Process to make sure students are receiving the tiered interventions as needed</p> <p>Grades 3 – 8 and 11th, All students in these grades will be given the CAASPP Assessments to assess growth and student achievement</p> <p>CA Healthy Kids Survey – Students in grades 7,9 and 11 will respond to the CA Healthy Kids Survey in class</p>	<p>Every 6 – 8 weeks</p> <p>CAASPP – Annually</p> <p>Annually</p>
Additional Health/Nursing	An LVN will be hired so that all sites have an LVN on campus daily	Board approval of the individual candidate
Off Schedule Payment	A 2% off schedule one-time payment will be offered to improve staffing shortage	Upon Payment
Peer Helpers – Elementary & Secondary Grades, Professional	Decrease in referrals for mental health services	Monthly

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
Development, Training for Students	CA Healthy Kids Survey – Students in grades 7,9 and 11 will respond to the CA Healthy Kids Survey in class	Annually
Facilities – Additional Staff	Hiring of additional custodial and maintenance staff to ensure all facilities are maintained as clean and safe learning environments	Monthly
Window/Door Repair and Replacement	Visual inspection of doors and windows	Completion of Work Orders for all windows and needed door replacements
COVID Safety & Sanitation	Site Admin will monitor the cleanliness of their sites	Monthly Cleansing and Sanitation of Sites
Expand Communication Radios	Number of Radios deployed	Purchase Order
Extended School Year 22-23	Monitor Staff Attendance on Professional Development Day	Annually
Substitute Pay Increase	Tracking the number of unfilled vacancies	Daily as reported in Frontline
High Dosage Tutoring	<p>The number of students participating in the tutoring program, Academic growth of students in the tutoring program</p> <p>Grades 3 – 8 and 11th, All students in these grades will be given the CAASPP Assessments to assess growth and student achievement</p> <p>Star Early Literacy benchmark assessments are used to monitor student achievement and progress in grades K – 12.</p>	<p>Attendance – Quarterly</p> <p>CAASPP – Annually</p> <p>These assessments are administered in the fall, winter, and spring. The district uses growth reports to evaluate the effectiveness of its programs.</p>

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
Purchase of Laptops – High Dosage Tutoring	We will measure the number of students who participate in the Tutoring Programs and the academic growth of these students through Star Reading and Star Math and also student grades	Academic growth – Star Assessments - semester Student participation – Attendance - Quarterly
Library Media Clerks	The number of Library books checked out by the middle and high school students	Monthly through the Follett Library Reports
AVID Elementary	Grades 3 – 5, WICOR Strategies being used in all classrooms, Grades 3 – 8 and 11 th , All students in these grades will be given the CAASPP Assessments to assess growth and student achievement	The number of students participating in the program and the number of teachers trained in AVID - Annually CAASPP - Annually
Gifted & Talented Education (GATE Implementation Grades 3 – 8)	The number of students who qualify and participate for Gifted & Talented Education Grades 3 – 8 and 11 th , All students in these grades will be given the CAASPP Assessments to assess growth and student achievement	Monthly CAASPP - Annually
Math Bridges	How many students are participating in the program and academic growth Grades 3 – 8 and 11 th , All students in these grades will be given the CAASPP Assessments to assess growth and student achievement	Daily CAASPP - Annually
Visual & Performing Arts - Elementary	The number of students participating in the Visual Arts Program	Quarterly

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
Math/Reading Academies Curriculum	Standards Plus Curriculum – Confirmed Purchase of Curriculum and Deployment Grades 3 – 8 and 11 th , All students in these grades will be given the CAASPP Assessments to assess growth and student achievement	Annually Annually
Transportation – Vans	Number of trips the vans take monthly	Quarterly Logs
Transportation – Vans for Child Nutrition	Ability of the Child Nutrition Department to deliver food daily	Quarterly Logs
Unique Student Needs	Purchase Orders of individual sites	Monthly
COVID Contact Tracing, Promote Student/Staff Safety	Front Office Staff, Administrators and Campus Safety Officers will monitor student contacts	Daily
Safety, Sanitation – COVID related, Continuing Operations	Number of student and staff COVID cases	Monitored Daily
Camp Keep – TMS Students	Number of students participating	Annually
Parent Engagement – 5 Marquees	Confirmed purchase and installation of Marquees, LCAP Survey	Annually - Parent Survey
Outdoor Physical Activity	Purchase Orders	One time
Outdoor Learning and Eating Space	Number of students using outdoor learning and eating spaces – Staff Survey	Annually
Communication Systems	Number of Staff using the new communication system	Annually

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
Cybersecurity	Number of Cybersecurity incidents in the district	Quarterly
Mac Computers/Yearbook Class	Number of students utilizing new iMac Computers	Twice annually

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 ESSER III Expenditure Plan template and instructions, please contact LCFF@cde.ca.gov. For all other questions related to ESSER III, please contact EDReliefFunds@cde.ca.gov.

Fiscal Requirements

- The LEA must use at least 20 percent (20%) of its ESSER III apportionment for expenditures related to addressing the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs.

- For purposes of this requirement, “evidence-based interventions” include practices or programs that have evidence to show that they are effective at producing results and improving outcomes when implemented. This kind of evidence has generally been produced through formal studies and research. There are four tiers, or levels, of evidence:
 - **Tier 1 – Strong Evidence:** the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented randomized control experimental studies.
 - **Tier 2 – Moderate Evidence:** the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented quasi-experimental studies.
 - **Tier 3 – Promising Evidence:** the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented correlational studies (with statistical controls for selection bias).
 - **Tier 4 – Demonstrates a Rationale:** practices that have a well-defined logic model or theory of action, are supported by research, and have some effort underway by a State Educational Agency, LEA, or outside research organization to determine their effectiveness.
- For additional information please see the Evidence-Based Interventions Under the ESSA web page at <https://www.cde.ca.gov/re/es/evidence.asp>.
- The LEA must use the remaining ESSER III funds consistent with section 2001(e)(2) of the ARP Act, including for:
 - Any activity authorized by the Elementary and Secondary Education Act (ESEA) of 1965;
 - Any activity authorized by the Individuals with Disabilities Education Act (IDEA);
 - Any activity authorized by the Adult Education and Family Literacy Act;
 - Any activity authorized by the Carl D. Perkins Career and Technical Education Act of 2006;
 - Coordination of preparedness and response efforts of LEAs with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to COVID-19;
 - Activities to address the unique needs of low-income students, students with disabilities, English learners, racial and ethnic minorities, homeless students, and foster youth, including how outreach and service delivery will meet the needs of each population;
 - Developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs;
 - Training and professional development for staff of the LEA on sanitation and minimizing the spread of infectious diseases;
 - Purchasing supplies to sanitize and clean the facilities of an LEA, including buildings operated by such agency;
 - Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under

IDEA, and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements;

- Purchasing education technology (including hardware, software, and connectivity) for students who are served by the LEA that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment;
- Providing mental health services and supports, including through the implementation of evidence-based full-service community schools;
- Planning and implementing activities related to summer learning and supplemental after school programs, including providing classroom instruction or online learning during the summer months and addressing the needs of underserved students;
- Addressing learning loss among students, including underserved students, by:
 - Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiated instruction,
 - Implementing evidence-based activities to meet the comprehensive needs of students,
 - Providing information and assistance to parents and families of how they can effectively support students, including in a distance learning environment, and
 - Tracking student attendance and improving student engagement in distance education;

Note: A definition of “underserved students” is provided in the Community Engagement section of the instructions.

- School facility repairs and improvements to enable operation of schools to reduce risks of virus transmission and exposure to environmental health hazards, and to support student health needs;
- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and nonmechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door replacement;
- Developing strategies and implementing public health protocols including, to the greatest extent practicable, policies in line with guidance from the Centers for Disease Control and Prevention (CDC) for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff;
- Other activities that are necessary to maintain the operation of and continuity of services in LEAs and continuing to employ existing staff of the LEA.

Other LEA Plans Referenced in this Plan

In developing the plan, the LEA has flexibility to include community input and/or actions included in other planning documents, such as the Local Control and Accountability Plan (LCAP) and/or the Expanded Learning Opportunities (ELO) Grant Plan, provided that the input and/or actions address the requirements of the ESSER III Expenditure Plan.

An LEA that chooses to utilize community input and/or actions from other planning documents must provide the name of the plan(s) referenced by the LEA and a description of where the plan(s) may be accessed by the public (such as a link to a web page or the street address of where the plan(s) are available) in the table. The LEA may add or delete rows from the table as necessary.

An LEA that chooses not to utilize community input and/or actions from other planning documents may provide a response of “Not Applicable” in the table.

Summary of Expenditures

The Summary of Expenditures table provides an overview of the ESSER III funding received by the LEA and how the LEA plans to use its ESSER III funds to support the strategies and interventions being implemented by the LEA.

Instructions

For the ‘Total ESSER III funds received by the LEA,’ provide the total amount of ESSER III funds received by the LEA.

In the Total Planned ESSER III Expenditures column of the table, provide the amount of ESSER III funds being used to implement the actions identified in the applicable plan sections.

For the ‘Total ESSER III funds included in this plan,’ provide the total amount of ESSER III funds being used to implement actions in the plan.

Community Engagement

Purpose and Requirements

An LEA’s decisions about how to use its ESSER III funds will directly impact the students, families, and the local community, and thus the LEA’s plan must be tailored to the specific needs faced by students and schools. These community members will have significant insight into what prevention and mitigation strategies should be pursued to keep students and staff safe, as well as how the various COVID–19 prevention and mitigation strategies impact teaching, learning, and day-to-day school experiences.

An LEA must engage in meaningful consultation with the following community members, as applicable to the LEA:

- Students;
- Families, including families that speak languages other than English;
- School and district administrators, including special education administrators;

- Teachers, principals, school leaders, other educators, school staff, and local bargaining units, as applicable.

“Meaningful consultation” with the community includes considering the perspectives and insights of each of the required community members in identifying the unique needs of the LEA, especially related to the effects of the COVID-19 pandemic. Comprehensive strategic planning will utilize these perspectives and insights to determine the most effective strategies and interventions to address these needs through the programs and services the LEA implements with its ESSER III funds.

Additionally, an LEA must engage in meaningful consultation with the following groups to the extent that they are present or served in the LEA:

- Tribes;
- Civil rights organizations, including disability rights organizations (e.g. the American Association of People with Disabilities, the American Civil Liberties Union, National Association for the Advancement of Colored People, etc.); and
- Individuals or advocates representing the interests of children with disabilities, English learners, homeless students, foster youth, migratory students, children who are incarcerated, and other underserved students.
 - For purposes of this requirement “underserved students” include:
 - Students who are low-income;
 - Students who are English learners;
 - Students of color;
 - Students who are foster youth;
 - Homeless students;
 - Students with disabilities; and
 - Migratory students.

LEAs are also encouraged to engage with community partners, expanded learning providers, and other community organizations in developing the plan.

Information and resources that support effective community engagement may be found under *Resources* on the following web page of the CDE’s website: <https://www.cde.ca.gov/re/lc>.

Instructions

In responding to the following prompts, the LEA may reference or include input provided by community members during the development of existing plans, including the LCAP and/or the ELO Grant Plan, to the extent that the input is applicable to the requirements of the ESSER III Expenditure Plan. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broad understanding among the LEA's local community.

A description of the efforts made by the LEA to meaningfully consult with its required community members and the opportunities provided by the LEA for public input in the development of the plan.

A sufficient response to this prompt will describe how the LEA sought to meaningfully consult with its required community members in the development of the plan, how the LEA promoted the opportunities for community engagement, and the opportunities that the LEA provided for input from the public at large into the development of the plan.

As noted above, a description of "meaningful consultation" with the community will include an explanation of how the LEA has considered the perspectives and insights of each of the required community members in identifying the unique needs of the LEA, especially related to the effects of the COVID-19 pandemic.

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

A sufficient response to this prompt will provide clear, specific information about how input from community members and the public at large was considered in the development of the LEA's plan for its use of ESSER III funds. This response must describe aspects of the ESSER III Expenditure Plan that were influenced by or developed in response to input from community members.

- For the purposes of this prompt, "aspects" may include:
 - Prevention and mitigation strategies to continuously and safely operate schools for in-person learning;
 - Strategies to address the academic impact of lost instructional time through implementation of evidence-based interventions (e.g. summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs);
 - Any other strategies or activities implemented with the LEA's ESSER III fund apportionment consistent with section 2001(e)(2) of the ARP Act; and
 - Progress monitoring to ensure interventions address the academic, social, emotional, and mental health needs for all students, especially those students disproportionately impacted by COVID-19

For additional information and guidance, please see the U.S. Department of Education's Roadmap to Reopening Safely and Meeting All Students' Needs Document, available here: <https://www2.ed.gov/documents/coronavirus/reopening-2.pdf>.

Planned Actions and Expenditures

Purpose and Requirements

As noted in the Introduction, an LEA receiving ESSER III funds is required to develop a plan to use its ESSER III funds to, at a minimum, address students' academic, social, emotional, and mental health needs, as well as the opportunity gaps that existed before, and were exacerbated by, the COVID-19 pandemic.

Instructions

An LEA has the flexibility to include actions described in existing plans, including the LCAP and/or ELO Grant Plan, to the extent that the action(s) address the requirements of the ESSER III Expenditure Plan. When including action(s) from other plans, the LEA must describe how the action(s) included in the ESSER III Expenditure Plan supplement the work described in the plan being referenced. The LEA must specify the amount of ESSER III funds that it intends to use to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA. Descriptions of actions provided should include sufficient detail yet be sufficiently succinct to promote a broad understanding among the LEA's local community.

Strategies for Continuous and Safe In-Person Learning

Provide the total amount of funds being used to implement actions related to Continuous and Safe In-Person Learning, then complete the table as follows:

- If the action(s) are included in another plan, identify the plan and provide the applicable goal and/or action number from the plan. If the action(s) are not included in another plan, write "N/A".
- Provide a short title for the action(s).
- Provide a description of the action(s) the LEA will implement using ESSER III funds for prevention and mitigation strategies that are, to the greatest extent practicable, in line with the most recent CDC guidance, in order to continuously and safely operate schools for in-person learning.
- Specify the amount of ESSER III funds the LEA plans to expend to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA.

Addressing the Impact of Lost Instructional Time

As a reminder, the LEA must use not less than 20 percent of its ESSER III funds to address the academic impact of lost instructional time. Provide the total amount of funds being used to implement actions related to addressing the impact of lost instructional time, then complete the table as follows:

- If the action(s) are included in another plan, identify the plan and provide the applicable goal and/or action number from the plan. If the action(s) are not included in another plan, write "N/A".

- Provide a short title for the action(s).
- Provide a description of the action(s) the LEA will implement using ESSER III funds to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs.
- Specify the amount of ESSER III funds the LEA plans to expend to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA.

Use of Any Remaining Funds

After completing the Strategies for Continuous and Safe In-Person Learning and the Addressing the Impact of Lost Instructional Time portions of the plan, the LEA may use any remaining ESSER III funds to implement additional actions to address students’ academic, social, emotional, and mental health needs, as well as to address opportunity gaps, consistent with the allowable uses identified above in the Fiscal Requirements section of the Instructions. LEAs choosing to use ESSER III funds in this manner must provide the total amount of funds being used to implement actions with any remaining ESSER III funds, then complete the table as follows:

- If the action(s) are included in another plan, identify the plan and provide the applicable goal and/or action number from the plan. If the action(s) are not included in another plan, write “N/A”.
- Provide a short title for the action(s).
- Provide a description of any additional action(s) the LEA will implement to address students’ academic, social, emotional, and mental health needs, as well as to address opportunity gaps, consistent with the allowable uses identified above in the Fiscal Requirements section of the Instructions. If an LEA has allocated its entire apportionment of ESSER III funds to strategies for continuous and safe in-person learning and/or to addressing the impact of lost instructional time, the LEA may indicate that it is not implementing additional actions.
- Specify the amount of ESSER III funds the LEA plans to expend to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA. If the LEA it is not implementing additional actions the LEA must indicate “\$0”.

Ensuring Interventions are Addressing Student Needs

The LEA is required to ensure its interventions will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students most impacted by the COVID–19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.

The LEA may group actions together based on how the LEA plans to monitor the actions’ progress. For example, if an LEA plans to monitor the progress of two actions in the same way and with the same frequency, the LEA may list both actions within the same row of the table. Each action included in the ESSER III Expenditure Plan must be addressed within the table, either individually or as part of a group of actions.

Complete the table as follows:

- Provide the action title(s) of the actions being measured.
- Provide a description of how the LEA will monitor progress of the action(s) to ensure that they are addressing the needs of students.
- Specify how frequently progress will be monitored (e.g. daily, weekly, monthly, every 6 weeks, etc.).

California Department of Education
June 2021