

ESSER III Expenditure Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Gilroy Unified School District	Dr. Deborah Flores, Superintendent	debbie.flores@gilroyunified.org

School districts, county offices of education, or charter schools, collectively known as LEAs, that receive Elementary and Secondary School Emergency Relief (ESSER) funds under the American Rescue Plan Act, referred to as ESSER III funds, are required to develop a plan for how they will use their ESSER III funds. In the plan, an LEA must explain how it intends to use its ESSER III funds to address students’ academic, social, emotional, and mental health needs, as well as any opportunity gaps that existed before, and were worsened by, the COVID-19 pandemic. An LEA may also use its ESSER III funds in other ways, as detailed in the Fiscal Requirements section of the Instructions. In developing the plan, the LEA has flexibility to include community input and/or actions included in other planning documents, such as the Local Control and Accountability Plan (LCAP), provided that the input and actions are relevant to the LEA’s Plan to support students.

For more information please see the Instructions.

Other LEA Plans Referenced in this Plan

Plan Title	Where the Plan May Be Accessed
GUSD Local Control Accountability Plan	Gilroy Unified School District website https://www.gilroyunified.org/departments/educational-services/lcap
GUSD Expanded Learning Opportunities Plan	Gilroy Unified School District website https://resources.finalsite.net/images/v1632863627/gusdk12caus/yegmld2magenjmnscj5/8_d_EL_OGrantPlanII_03.pdf

Summary of Planned ESSER III Expenditures

Below is a summary of the ESSER III funds received by the LEA and how the LEA intends to expend these funds in support of students.

Total ESSER III funds received by the LEA
\$10,977,336

Plan Section	Total Planned ESSER III
Strategies for Continuous and Safe In-Person Learning	\$7,164,042
Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)	\$3,313,294
Use of Any Remaining Funds	0

Total ESSER III funds included in this plan

\$10,477,336

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.

Gilroy Unified School District has numerous community engagement opportunities to gather and streamline feedback to inform the development of the Extended Learning Opportunity Grant and the Local Control accountability Plan. The stakeholder feedback used to develop the ELO and LCAP assisted GUSD to develop the ESSR III expenditure plan. Through the 2020-21 school year, GUSD staff collected feedback through parents and staff surveys. In addition, GUSD and site committee meetings with translations in Spanish such as DELAC, SPAC, ELAC, PAC, and SSC meetings served as additional opportunities were opportunities to solicit feedback. Furthermore, school and district administrators, teachers, support staff, and parents of disabilities were given opportunities to provide feedback through a Google form. In fall 2021, a survey was administered to parents and staff. Committee meetings were also held at the district and site level (DELAC, ELAC, SPAC, SSC).

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

The fall 2021 survey reinforced several areas of need. First, all stakeholders indicated the need for mental health supports. Based upon this feedback, additional funding was added to the plan to allow more contractual support through our community based organizations. This support will allow additional mental health support providers within the district to address the social-emotional needs of students. In addition, all stakeholders emphasized the need for student technology as well as classroom technology. In response, additional funding has been included to support devices and smart boards in the classrooms to support learning. The final common theme amongst all stakeholders was the need to address learning loss and provide interventions for students. In response, there are additional strategies to increase academic intervention staff, special education curriculum support and literacy training for staff. Finally, many of the constituents want a continued focus on safety items to support health and wellness. Therefore, materials and supplies have been included such as water refill stations, sanitation supplies and personal, protective equipment. Based upon the common themes, we were able to refocus the plan to address the needs of our community.

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

7,164,042

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP Goal 1, Action 4	Technology	Interactive Displays will be purchased for elementary classrooms. The interactive display boards will increase teacher and student access to all the digital materials that are part of their textbook suite. Use of the displays supports student engagement. It also increases teachers' knowledge	2,362,815

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		and the use of current technology. Additional technology will be purchased for student use.	
	Oversight of COVID Protocols and COVID testing	The district has contracted with licensed medical professionals to support the district in COVID protocols and testing. In addition, the district will contract with an outside agency to provide testing services for staff and students.	688,473
	Transportation	Due to a shortage of transportation drivers, GUSD has had to contract with outside agencies for drivers. Transportation for Special Education and McKinney Vento students as well as athletics is a priority.	850,000
	Special Education technology and materials	iPads will be purchased for self contained special education classes to support classroom curriculum. Classroom instructional support materials will also be purchased. Materials purchased will support the reinforcement of academic concepts and skills such as self-regulation, motor skills and sensory processing.	450,000
LCAP Goal 4, Action 5	Facilities improvements	The district will continue to maintain facilities and make upgrades, including HEPA filters, to provide a safe environment to reduce the spread of COVID-19. Water filling stations will be added at all school sites.	600,000
	Additional /enhanced labor costs	Additional labor costs associated with unique demands of COVID-19 policies and protocol compliance, including but not limited to overtime, extra-duty / extra-pay, out-of-class pay, additional instructional/non-instructional hours, etc.	1,000,000
	Sanitation supplies	Sanitation supplies and PPE will be purchased to mitigate spread of COVID.	700,000
	Substitute pay increase	An increase in pay will be provided temporarily to address substitute shortage and teacher absences impacted by COVID.	100,000
	Special education related services	Materials will be purchased for service providers (mental health therapists, OT, speech) to be used during make up sessions for missed services during school closure.	125,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
	Additional yard supervision	Additional yard supervisors will be added to support arrival and dismissal procedures necessitated by COVID protocols.	240,000
	Virtual Learning Academy Increase	Additional licenses purchased to accommodate requests for Independent Studies	47,754

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

3,313,294

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP Goal 2, Action 2	Educational Equity Needs Assessment and services for McKinney Vento, Foster Youth and Migrant Education Families	Classified and certificated staff will receive equity coaching and consultation support to conduct meaningful outreach and consultations with McKinney Vento, Foster Youth, and Migrant Education students and families. Targeted social emotional and academic support will be provided.	30,500
ELO-P	Afterschool Programs	ESSER funds will allow the district to expand afterschool programs to add additional staff to provide more support to students participating in the afterschool program.	275,000
ELO	Intervention	Funding will be used to employ additional staff at the elementary level during the school day to provide extra intervention to students (Powerschool staff, intervention staff including paraeducators). These staff members will be part of the site intervention team.	150,000
LCAP Goal 1, Action 1	Literacy professional development	Elementary staff will participate in a two year course on the science of reading during after school hours. Teachers will apply learning in classrooms to support reading instruction. Teachers will receive stipend for participation, professional	537,644

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		development sessions and course completion. Training will be provided to early childhood educators, K-5 teachers, and elementary administrators.	
LCAP Goal 2, Action 4	Progress monitoring	iReady will be used across all elementary sites to assess students' academic progress, assist staff in addressing student needs, and provide additional reading support to students.	102,444
	Student school supplies	Students will be provided school supplies and materials to support the transition to in-person learning.	70,000
LCAP Goal 2, Action 2	Professional development/ coaching	Special education personnel will receive professional development and coaching to support the implementation of curriculum - curriculum coaching for three years.	450,000
ELO-P	Summer programs	Increase the number of students to be served in summer learning programs (included in ELO grant plan).	
ELO	Additional mental health staff/social workers	The district will contract for additional mental health therapists for a three year period.	781,956
LCAP Goal 3, Action 3	Behavioral support and intervention	Additional personnel (behavior specialists) will be hired to provide behavioral support to students.	855,750
LCAP Goal 2, Action 4	Data monitoring and intervention coordination	Staff (lead teachers and Literacy Facilitators) will coordinate and oversee interventions at school sites; additional after school hours.	60,000

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

0

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures

Ensuring Interventions are Addressing Student Needs

The LEA is required to ensure its interventions will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students most impacted by the COVID–19 pandemic. The following is the LEA’s plan for ensuring that the actions and expenditures in the plan are addressing the identified academic, social, emotional, and mental health needs of its students, and particularly those students most impacted by the COVID–19 pandemic.

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
Summer school, extended learning time	Progress will be monitored using summer school attendance, summer school grades and academic progress, credit recovery data, graduation rate, participation in intervention opportunities.	Quarterly
Additional intervention services for students	Student achievement data will be monitored; services tracked; pre and post data for intervention groups.	Six week sessions/Trimester/Quarterly
Additional social and emotional support for students	Qualitative and quantitative data will be collected from Panorama SEL data system, analysis of referrals and services, discipline data, outreach, focus groups.	On-Going
After school programs	Monitoring measures include attendance data, Comprehensive Assessment of Summer Programs tool, feedback from stakeholder surveys and parent outreach.	Attendance data on-going, program review yearly
Professional development	Progress monitoring measures include student academic data, observations of classroom application, teacher reflections, PLC logs, and staff meeting professional development.	On-going

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
Progress monitoring	Measures include analysis of academic growth based on iReady, benchmarks and formative measures, implementation of PLCs, site and district level PLC data, and analysis of tiered interventions.	Monthly, by trimester/quarter and mid year review