

# ESSER III Expenditure Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Kingsburg Elementary Charter School District	Bobby Rodriguez Chief Business Official	brodriguez@kesd.org 559-897-2331

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 (LCAP)	<a href="https://www.kesd.org/lcap">https://www.kesd.org/lcap</a>
Expanded Learning Opportunity Grant	<a href="https://www.kesd.org/elogrant">https://www.kesd.org/elogrant</a>

## 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
\$4,699,690

<b>Plan Section</b>	<b>Total Planned ESSER III</b>
Strategies for Continuous and Safe In-Person Learning	\$2,765,000
Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)	\$1,717,308
Use of Any Remaining Funds	\$217,382

**Total ESSER III funds included in this plan**

\$4,699,690

## 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.

The COVID-19 pandemic brought a closer working relationship with our community members and families. Parents/guardians became teaching partners while our students were learning from home and when we came back on a modified schedule to in-person learning in the Fall of 2020, the community and family participation continued to be strong as we continued to hold meetings virtually through Zoom. Discussions and meetings regarding our Local Control Accountability Plan, Expanded Learning Opportunity Grant Plan, and this ESSER 3 Expenditure Plan were held in-person and virtually in order to maximize the amount of input from students, parents/guardians, and community members. Plans were also discussed with each site's School Site Council, English Learner Advisory Committee, parent/teacher organizations, Special Education Administrators/Educators, families that speak languages other than English, students, Administrators, Principals/School leaders, staff meetings, and at board meetings. Kingsburg Elementary does not have classified or certificated bargaining units to consult. Kingsburg Elementary provided opportunities for all community members to provide feedback. KECSD evaluated its stakeholder engagement opportunities and determined that (Civil Rights Groups/Tribes/Advocates) are neither present nor served by the LEA.

November 2020: School Site Council. Meetings were held with the School Site Councils to discuss the transition from distance learning to a modified in-person instruction schedule. Feedback received from the councils stressed the need for mental health supports for students and extra learning opportunities.

November 2020: English Language Advisory Committees. Meetings were held with the English Language Advisory Committees to discuss the transition from distance learning to a modified in-person instruction schedule. Feedback received from the councils stressed the need for mental health supports for students and extra learning opportunities.

November 2020: District English Language Advisory Committee. Meeting was held to discuss in-person learning and the local control accountability plan (LCAP). The DELAC provided feedback on learning supports for English Learners during our modified schedule.

January 18-29, 2021: Meetings with staffs regarding the local control accountability plan (LCAP). District leadership met with school site staffs to explain the LCAP process and provided a Google Form for each staff member to complete in order to provide individualized feedback. The feedback received asked for extra mental health supports for students and summer school to address student learning gaps brought on by the COVID-19 pandemic.

January 25-29: School Site Council. Meetings were held with each site's SSC to obtain input on the LCAP. The SSC asked for a after school assistance, when we could provide it, summer school, and supports for all students.

January 25-29: English Language Advisory Committee. Meetings were held with each site's ELAC to obtain input on the LCAP. The ELAC asked for more opportunities for English Learner families and how to assist their students, mental health supports, and summer school.

February 22-26: Staff Meetings. District Leadership met with each school site to discuss the Expanded Learning Opportunity Grant Plan. Sites provided input, and they overwhelmingly wanted to see expanded mental health supports and improved air quality devices for classrooms.

March 8-12: Student Survey. Students in grades 4-8 provided input for the LCAP and Expanded Learning Opportunity Grant Plan. Students were surveyed on what they would like to see improved at their sites, and the feedback received showed that students wanted additional time outside of the school day for school work assistance. Students also wanted to maintain elective courses and add additional woodshop courses.

March 15-26: SSC/ELAC Meetings: Meetings were held to continue to gather input for the LCAP and Expanded Learning Opportunity Grant Plan. Parents were supportive of the District's decision to bring all students back at one time for a 4 hour school day. They asked for supports for students after they left school at lunch time.

March 17 - Parent Advisory Committee. Meeting was held with the Parent Advisory Committee in order to discuss LCAP and Expanded Learning Opportunity Grant Plans. The feedback we received were to continue with a plan for an extended summer school opportunity for students in need and mental health supports for all students.

April 19: Board Meeting. Discussed the Expanded Learning Opportunity Grant Plan and progress on the LCAP.

May 10: Parent Meeting (SSC/ELAC, DELAC, students, parents/guardians, community members). Discussed the Expanded Learning Opportunity Grant Plan Draft. There was no corrective actions on the plan presented. All were happy with the summer school plans and supports for classrooms.

May 17-28: SSC/ELAC/DELAC Meetings. Discussed the LCAP draft. Parents liked the focus on classroom instruction and providing supports to close the achievement gap.

June 4: PAC/DELAC meeting. Discussed the plans for summer school and the upcoming ESSER 3 money the district will be receiving.

June 1-11: Public Comment Period for LCAP. The Draft of the LCAP was posted online and available in the District Office for anyone to view.

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

June 10: The District met with members of the leadership team to conduct a needs assessment which was used in the development of the ESSER III Expenditure Plan.

July 6: Teachers who attended Summer Planning Session #2 met with members of the district and provided additional input on the development of the ESSER III Expenditure Plan.

July 9: The District sent a survey to all KECSD parents and staff in regards to the upcoming school year and how they would like to see resources used for students/staff.

July 30: District Leadership meeting. Discussed Summer School feedback from teachers and ESSER 3 funds. Leadership team wanted to continue summer school and wanted to see after school programs return.

September 14: Board Meeting. Discussed ESSER 3 plan and requirements for expending funds.

September 27-Oct 1: Staff Input for ESSER 3 plan. Staff provided feedback on the ESSER 3 plan. From the data collected, staff overwhelmingly wanted to see the mental health supports increased at each site. They also wanted to ensure HVAC for the Lincoln and Washington cafeterias was a project that would be utilized with these funds.

September 27-October 1 : Public Comment Period. Community input for ESSER 3 plan. Community members, parents, students, provided feedback on the ESSER 3 plan. From the data collected, the community wanted an after school program to assist with students who are in need of extra support outside of the classroom. They also wanted increased mental health supports for students and site HVAC improvements to improve the air quality in the classrooms/buildings.

October 12, 2021: Board meeting. Presented ESSER 3 plan.

January 24-28, 2022: School Site Council. Meetings were held with each site's SSC to obtain input on the LCAP. The SSC asked for more mental health supports for students and to continue summer school.

January 24-28, 2022: English Language Advisory Committee. Meetings were held with each site's ELAC to obtain input on the LCAP. The ELAC asked for an EL Summer School to start the new school year as well as more supports for students who are struggling emotionally and academically.

February 28-March1, 2022: Staffing Meetings. District Leadership met with each school site to discuss the LCAP and needs for individual sites. The responses obtained showed a need for an academic coach at Washington and Roosevelt to assist with interventions as well as additional personnel to assist with socio-emotional needs of students.

March 21-25, 2022: SSC/ELAC Meetings. Meetings were held to further discuss the LCAP as well as the Expanded Learning Opportunity Program (ELOP) plan that the District was going to be implementing at Reagan Elementary this school year. Parents of the committees liked that the program would provide transportation home for students as well as opportunities to work on school work and receive intervention prior to the day ending. Parents also requested additional mental health supports for sites when discussing the LCAP.

May 9: Sounding Board Meetings. Met with District Sounding Boards to discuss concerns. It was discussed that the District would utilize ESSER money to assist with additional supports for schools (Academic Coach, counselors, and school psychologist interns).

May 16: Board Meeting. Presented ESSER 3 revised expenditure plan.

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

The Kingsburg Elementary Charter School District has always had a great working relationship with our families and community. The COVID-19 pandemic forged a stronger bond as we continued to seek input as we navigated school closures and distance learning, modified in-person schedules, a 4 hour in-person schedule, to return to a full day of instruction with the start of this 2021-22 school year. We all had

the same goal of returning to in-person instruction safely and responsibly. Through all meetings that were held virtually and in-person, the goal of educating our students and finding supports for academic and socio-emotional supports never wavered. The community appreciated all the information that we shared with them as they knew we were all part of the same team. The ESSER 3 plan input from the community was a driving force in ensuring that we had the proper supports in place for our unduplicated students, GATE students, and those in need of mental health supports. The community groups specifically asked for an extended after school program for students to be able to participate in, like other towns around our area. They appreciated all the safety measures the District took to bring students back to in-person learning safely by purchasing GPS bi-polar ionization units for our HVAC units to improve the air quality in our classrooms/buildings. They recognized the positive effect the expanded summer school had on students as they returned from summer break to start the 2021-22 school year, and so they wanted to ensure that we would continue to be able to offer this resource for the next few years. The staff/students wanted to maintain the BSA positions that we had been able to provide through the Expanded Learning Opportunity Grant Plan. Staff wanted to see additional classroom supports included via extra instructional aides and programs. They, too, wanted summer school opportunities to continue and possibly add back an additional session for English Learners and STEAM camp. The ESSER 3 plan will continue the actions of the Expanded Learning Grant Plan and will work in conjunction with our 2021-22 LCAP to provide our students, families, and community the resources needed for our students and staff to be successful. As we continue to move forward and should plans need to be revisited, the need to seek staff, student, family, and community input on any revisions to this ESSER 3 plan will be held.

## **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**

\$2,765,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP, Goal 1, Action 8	HVAC systems with ionization units	In order to improve air quality to reduce risks of virus transmissions and exposure to environmental health hazards, the district will install HVAC systems with ionization units in two cafeteria settings. In our LCAP, Maintenance is budgeted for; however, this includes salaries and materials needed to fix any issues that may arise during the school year, such as fallen trees or the need to purchase parts to fix broken locks and other items in order to keep the continuity of services going. With the ESSER 3 money, we can devote the proposed expenditures to installing HVAC systems in two cafeteria settings.	\$280,000
LCAP, Goal 1, Action 8	Window replacement	In order to improve air quality and air flow in classrooms/buildings to reduce risks of virus transmissions and exposure to environmental health hazards, the district will replace old windows to allow for staff to open and close to improve air circulation. In our LCAP, Maintenance is budgeted for; however, this includes salaries and materials needed to fix any issues that may arise during the school year, such as fallen trees or the need to purchase parts to fix broken locks and other items in order to keep the continuity of services going. With the ESSER 3 money, we can devote the proposed expenditures to replacing windows at our older sites to improve air quality and air flow in buildings and classrooms.	\$1,600,000
LCAP, Goal 1, Action 8	Door replacement	In order to improve air flow and keep unhealthy air out in classrooms/buildings to reduce risks of virus transmissions and exposure to environmental health hazards, the district will replace old doors to allow staff to open/close doors to improve air circulation. In our LCAP, Maintenance is budgeted for; however, this includes salaries and materials needed to fix any issues that may arise during the school year, such as fallen trees or the need to purchase parts to fix broken locks and other items in order to keep the continuity of services going. With the ESSER 3 money, we can devote the proposed expenditures to replacing doors that will allow for better indoor air quality.	\$80,000

<b>Plan Alignment (if applicable)</b>	<b>Action Title</b>	<b>Action Description</b>	<b>Planned ESSER III Funded Expenditures</b>
LCAP, Goal 1, Action 8	Cleaning Supplies	In order to reduce risks of virus transmissions and exposure to environmental health hazards, the district will purchase additional cleaning supplies in order to disinfect classrooms/buildings. In our LCAP, Maintenance is budgeted for; however, this includes salaries and materials needed to fix any issues that may arise during the school year, such as fallen trees or the need to purchase parts to fix broken locks and other items in order to keep the continuity of services going. While cleaning supplies is budgeted for, due to the COVID-19 pandemic, prices on items and the frequency of cleaning protocols have increased; therefore, the need for this increase from ESSER 3 money is warranted.	\$100,000
LCAP, Goal 1, Action 7	Desks/Tables	In order to reduce the risks of virus transmissions and exposure to environmental health hazards, the district will purchase additional desks/tables to ensure proper social distancing and flexible seating. In the LCAP, basic services is budgeted for; however, due to the COVID-19 pandemic the need for increased desks and tables to ensure students are practicing social distancing is needed, and so with the ESSER 3 money, we will be able to purchase the additional desks/tables.	\$85,000
LCAP, Goal 2, Action 10, Expanded Learning Opportunity Grant Plan	Extra Supports for continuity of services	In order to provide extra supports to our unduplicated students and extra resources for our teachers, the District will hire instructional aides. In order to assist our school health aides and clerical staffs, the District will provide extra hours to these positions in order to call families when there is a need to quarantine students and provide information to our families due to the COVID-19 pandemic. In order to ensure that there is a certificated instructor in the classroom, the District will utilize the resources to pay substitutes in order to maintain our continuity of services for the school site. In the Expanded Learning Opportunity Plan we have budgeted for additional instructional aides; however, the ESSER 3 money will allow for this to continue throughout the entirety of the ESSER timeline.	\$520,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
Not Applicable	Personal Protective Equipment	In order to reduce risks of virus transmissions and exposure to environmental health hazards, the district will purchase PPE (personal protective equipment) for students and staff. The ESSER 3 money will allow for us to continue to provide these resources for the duration of the ESSER timeline.	\$100,000

## 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

\$1,717,308

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP - Goal 2, Action 9, Expanded Learning Opportunity Grant Plan	Summer School Program	Summer Learning- KECSD will be offering a robust summer school program for students entering 1st through 8th grade. These summer programs will be located at 4 elementary schools and 1 middle school. The ESSER 3 money will be used for certificated teaching salaries, classified salaries, administrative salaries, and materials to be used during the summer session. This program will build upon last summer's newly implemented program, as it will be more focused and include additional planning and preparation. Instructional coaches will work with staff to develop an engaging curriculum designed for learning recovery. A portion of the program will include the implementation of Stanford University's You Cubed Evidence-Based Lessons focused on math. Classes will be capped to provide more opportunities for small group instruction and meeting individualized needs. The Special Education Department and the Director of Pupil Services will provide guidance to	\$500,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		<p>staff on Social Emotional Learning lessons and provide direct supports to students and families. The program will target students who are identified as Foster Youth (FY), Homeless, English Learners (ELs), received Free and Reduced Price Meals (FRPM), have not met English and Math standards in the Smarter Balance Assessment Consortium (SBAC), Socio-Economic (SE), Migrant, and Special Education, students. KECSD targets its population based on the subgroups with needs and in accordance to the criteria recommended by the California Department of Education (CDE). As per AB 1567. The Expanded Learning Opportunity Grant Plan allowed for the District to provide this for the 2020-21 school year, and now the ESSER 3 money will allow us to build and offer a longer session.</p>	
<p>LCAP - Goal 2, Action 5, Expanded Learning Opportunity Grant Plan</p>	<p>District Afterschool Intervention</p>	<p>Afterschool intervention will be provided at all grade levels for students who need extra support in ELA and math. This program will build upon previous intervention programs, as it will be more focused and include additional planning and preparation. The afterschool programs will consist of identifying students' needs and providing targeted instruction, including student goal setting for each session. Instead of focusing on instruction students missed, due to covid, KECSD will identify where students are in their learning and identify critical content that they must learn, now, to accelerate their performance in the future. Our expectations will be raised for all students, rather than the mindset of lower expectations for all. We will study the work of Doug Fisher and Nancy Frey to help guide our work. The LCAP and Expanded Learning Opportunity Grant Plan have provided funding for limited classes, and now with ESSER 3 money, we will be able to add additional hours and staff to assist with student achievement.</p>	<p>\$45,000</p>
<p>LCAP - Goal 2, Action 5, Expanded Learning Opportunity Grant Program</p>	<p>Teaching Fellows Afterschool Program</p>	<p>The KECSD afterschool program facilitated in conjunction with the California Teaching Fellows will target students who are identified as Foster Youth (FY), Homeless, English Learners (ELs), received Free and Reduced Price Meals</p>	<p>\$20,000</p>

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		<p>(FRPM), have not met English and Math standards in the Smarter Balance Assessment Consortium (SBAC), Socio Economic (SE), Migrant, and Special Education, students. KECSB targets its population based on the subgroups with needs and in accordance to the criteria recommended by the California Department of Education (CDE). As per AB 1567. The afterschool program will be located at 2 of the district's school sites and serve students in grades TK-6. Participating students will participate in a variety of activities including STEM, recreation and students will receive small group tutoring focused on core instruction. In addition, English Learners will be provided with additional opportunities to focus on language proficiency skills, using the Imagine Learning Language and Literacy Program and ELlevation Math. ESSER 3 money will allow for the additional hours and staff to fund the project for the duration of the ESSER timeline.</p>	
<p>LCAP, Goal 1, Action 1, Expanded Learning Opportunity Grant Plan</p>	<p>Supports for Classrooms</p>	<p>In an effort to better serve our unduplicated students while in the classroom, the District will provide learning supports for our classrooms. At our TK/K and 1st grade school, we will add an Academic Coach to assist with struggling students. This person will work with classroom teachers to implement intervention programs to address learning loss and academic gaps in students. This position will work with site administration and the assistant superintendent to ensure that students and teachers are receiving support needed to increase achievement. Learning supports at other sites in the forms of programs will enhance the classroom experience for our students and will be accessible outside of the school day for students to practice while at home. These supports will provide data for teachers to recognize strengths and weaknesses of students and determine how to support them in our multi-tiered systems of supports. Extra support in the form of personnel will be available to assist with students in need to close the gap compared to their peers. The ESSER 3 money will allow for additional computer programs to be purchased on top of what sites are</p>	<p>\$385,456</p>

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		currently using (IXL, Lexia, etc.) in order to maximize learning and provide students with more opportunities to practice at school and home.	
LCAP, Goal 2, Action 4, Expanded Learning Opportunity Grant Plan	Mental Health Supports	Recognizing the impact of school closures had on our students' mental health, the District will provide mental health supports for all sites in the form of BSA's (behavior support assistant). These BSA's will be available to administration to support students who are having difficulties adjusting to the structure of being back in person. The BSA's will be able to meet with students and provide behavior academies for those in need. The District will also secure psychologist interns to assist with students who are in severe need of supports. With learning gaps increasing due to the COVID-19 pandemic, the need to test students for extra supports has overwhelmed our District Psychologist, and so the interns will be dispatched to sites to assist in the case our psychologist is working with another student and their family. The District will add additional school counselors to assist with the growing needs of our students mental health. These counselors will work with students, staff, and parents in assisting students with their behaviors, feelings, and provide supports to teachers in the classroom. In order to be proactive with our students' mental health, the District will continue to utilize the Positivity Project (P2) districtwide to allow students an avenue to share their feelings in a healthy way. In the LCAP, we budget for mental health, but this is for salaries and materials and supplies that the program needs. With the Expanded Learning Opportunity Grant Plan we were able to add the BSA's, and the ESSER 3 money will allow us to continue these positions for the duration for the ESSER timeline.	\$394,852
LCAP, Goal 2, Action 3	Professional Development	In an effort to better support our students through the implementation of instructional strategies to support all of our students (unduplicated, EL, Special Education, and GATE), the district will continue the Badge Project for	\$372,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		individualized professional development. By providing this individualized professional development, all staff will be better prepared to identify learning gaps of our students and provide resources and interventions to close the academic gap. This individualized professional development will also train staff to work with all of our students' socio-emotional health in order to give them the necessary supports brought on by the COVID-19 pandemic and school closures. Within the LCAP, we budget for professional development; however, this is for a single focus, district wide. The ESSER 3 money allows for staff to have professional development in areas that may not otherwise be focused on, such as mental health.	

## 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

\$217,382

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP, Goal 3, Action 1	Technology	In order to better serve our unduplicated students and keep up with their technology needs, the ESSER 3 money will allow the District to hire a System Developer Integration Specialist. This position will respond to network issues the District may face and will ensure all 2,180 District provided chromebooks are functioning properly for school and home use. Some of our unduplicated population is not familiar with how to fix technology issues, and so this position will be able to work with our home liasons and families to assist	\$217,382

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		students and their families with their needs. While we were in our school closures due to COVID-19 we recognized the need for extra power cords for our chromebooks and other supplies (screens, hotspot cables) to properly fix any issues that may arise with student technology. The District will purchase extra power cords in case classes may need to close or be quarantined due to positive cases in a classroom/school. Technology is budgeted for in the LCAP, but this is for updating staff laptops, adding additional chromebooks when they are broken/out of coverage, and for minor repairs. The ESSER 3 money will allow for the additional support.	

## 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
HVAC units with ionization devices	Kingsburg Elementary Charter School District (KECSD) will monitor student health and safety through ongoing assessment of the cafeteria HVAC systems. This assessment will ensure new ventilation system operates properly to provide acceptable indoor air quality for the current occupancy level for each space. The monitoring will provide KECSD with the information needed to address critical building-related environmental health issues; thus,	Progress will be monitored monthly during board meetings to discuss progress on the improvements.

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
	allowing students and staff to be able to work and learn in a safe environment.	
Window Replacement	KECSD will monitor student and staff health and safety through ongoing assessment of the windows. This assessment will ensure the windows are operating appropriately in providing acceptable air flow and indoor air quality for the current occupancy level for each space. The monitoring will provide KECSD with information needed to address critical health issues; thus, allowing students and staff to be able to work and learn in a safe environment.	Progress will be monitored monthly during board meetings to discuss progress on the improvements.
Door Replcement	KECSD will monitor student and staff health and safety through ongoing assessment of the doors. This assessment will ensure the doors are operating properly in ensuring air flow is maintained and the indoor air quality is not being compromised. The monitoring will provide KECSD with information needed to address critical health issues; thus, allowing students and staff to be able to work and learn in a safe environment.	Progress will be monitored monthly during board meetings to discuss progress on the improvements.
Cleaning Supplies	KECSD will monitor student and staff health and safety through ongoing assessment of cleaning of the classrooms/buildings. Walkthroughs of buildings/classrooms will allow for viewing of cleaning procedures and best practices. The monitoring will provide KECSD with information needed to address health and safety issues; thus allowing students and staff to be able to work and learn in a safe environment.	Progress will be monitored monthly at custodial meetings and district leadership meetings with site administration.
Desks/Tables	KECSD will monitor student and staff health and safety through ongoing assessment of the desks/tables. This assessment will ensure there are desks/tables for students and staff to safely socially distance. The monitoring will provide KECSD with information needed to	Progress will be monitored monthly at custodial meetings and district leadership meetings with site administration.

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
	address health and safety issues; thus, allowing students and staff to be able to work in a safe environment.	
Supports for Continuity of Services	KECSD will monitor the number of times health aides and office staffs are calling home to inform families of important information related to COVID-19. The District will monitor and assess the need for instructional aides in the classroom by surveys and discussions with site administration. The District will monitor the substitutes by working with the human resource department to ensure there are enough substitutes to cover employee absences.	Progress will be monitored at monthly district leadership meetings with site administration.
Personal Protective Equipment	KECSD will monitor and assess the health and safety of students and staff through ongoing assessment of PPE materials. This ongoing assessment will provide KECSD with information needed to purchase additional resources, if needed and/or shift resources to another school site; thus, allowing students and staff to be able to work and learn in a safe environment.	Progress will be monitored quarterly with site administration and department heads to ensure that they have enough PPE for the next time frame.
Summer School Program	KECSD will monitor student progress by common formative assessments and benchmark data (CAASPP IAB and ICA) in mathematics and English Language Arts and provide summer learning for those in need. The assessment data will provide KECSD with information needed to assess the effectiveness of the program and student achievement.	Progress will be monitored on a weekly basis by teachers.
District After School Program	KECSD will monitor student progress towards proficiency on the standards based on common formative assessments in the classroom and work completion rates. These assessments will provide KECSD with information needed to assess the effectiveness of the program and student achievement in the classroom.	Progress will be monitored by increased work completion rates and attendance at the district after school program.

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
Teaching Fellows After School Program	KECSD will monitor student progress by participation rates, work completion rates, classroom assessment data, and walkthrough observations. These assessments will allow for KECSD to work with the program director to ensure students are benefiting from the program.	Progress will be monitored monthly and will be reported back to the after school program director. The director will communicate progress to site administration.
Supports for Classrooms	KECSD will monitor the extra supports through ongoing assessment with site administration. Surveys to staff will determine the effectiveness of said supports, and this information will allow KECSD to provide coaching to the support staff who are in need or if a change is needed in order to ensure student achievement.	Progress will be monitored on a monthly basis at district leadership meetings with site administration to ensure students are being supported and teachers have programs needed to be successful.
Mental Health Supports	KECSD will monitor student mental health support by ongoing assessments with the Director of Students Services and site administration. These assessments will provide KECSD information to determine which supports in our tiered system of supports are needed for students to be successful while at school and any other resources that may be needed to ensure students and staff are able to learn and work in a safe environment.	Progress will be monitored at bi-monthly meetings with the Director of Student Services and at monthly district leadership meetings with site administration to ensure students have the necessary resources to remain in the classroom. Based on completed behavior academies and mental health referrals, the district will provide the necessary resources.
Professional Development	KECSD will continue to provide individualized professional development opportunities for our staff to support the academic and socio-emotional needs of our students. Through the use of surveys to the staff, the district will provide professional development in the areas of need. The number of badges that staff collect/earn will provide information to KECSD on which areas staff are prioritizing and where we may be able to include other professional development opportunities in order to promote student achievement.	Progress will be monitored by monthly district leadership meetings with site administration and the assistant superintendent. Yearly surveys will be provided to staff to determine professional development opportunities.

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
Technology	KECSD will continue to monitor the number of technology requests that students and site clerical staff report on a Google Form. The District will also monitor the number of Chromebooks being taken home due to a classroom or school closure and will determine the number of chargers and other technology supplies needed for students to continue their education.	Progress will be monitored on a weekly basis and at times, daily basis. The District will discuss technology issues with the IT Director at bi-monthly district leadership meetings where the data from the Google Form will be analyzed and discussions will follow on next steps.

# ESSER III Expenditure Plan Instructions

## Introduction

School districts, county offices of education (COEs), or charter schools, collectively known as local educational agencies (LEAs), that receive Elementary and Secondary School Emergency Relief (ESSER) funds under the American Rescue Plan (ARP) Act, referred to as ESSER III funds, are required to develop a plan for how they will use ESSER III funds to, at a minimum, address students' academic, social, emotional, and mental health needs, as well as the opportunity gaps that existed before, and were exacerbated by, the COVID-19 pandemic.

The plan must be adopted by the local governing board or body of the LEA at a public meeting on or before October 29, 2021 and must be submitted for review and approval within five days of adoption. A school district must submit its ESSER III Expenditure Plan to its COE for review and approval; a COE must submit its plan to the California Department of Education for review and approval. A charter school must submit its plan to its chartering authority for review and to the COE of the county in which the charter school operates for review and approval.

In addition, consistent with the requirements of the ARP, Volume 86, *Federal Register*, page 21201, April 22, 2021, the ESSER III Expenditure Plan must be:

- Written in an understandable and uniform format;
- Written in a language that parents can understand, to the extent practicable;
  - If it is not practicable to provide written translations to a parent with limited English proficiency, the plan must be orally translated for parents
- Provided in an alternative format to a parent who is an individual with a disability as defined by the Americans with Disabilities Act, upon request; and
- Be made publicly available on the LEA's website.

For additional information regarding ESSER III funding please see the ARP Act Funding web page at

<https://www.cde.ca.gov/fg/cr/arpact.asp>.

*For technical assistance related to the completion of the ESSER III Expenditure Plan, please contact [EDReliefFunds@cde.ca.gov](mailto:EDReliefFunds@cde.ca.gov).*

## Fiscal Requirements

- The LEA must use at least 20 percent (20%) of its ESSER III apportionment for expenditures related to addressing the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs.
  - For purposes of this requirement, "evidence-based interventions" include practices or programs that have **evidence** to show that they are effective at producing results and improving outcomes when implemented. This kind of evidence has generally been produced through formal studies and research. There are four tiers, or levels, of evidence:

- **Tier 1 – Strong Evidence:** the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented randomized control experimental studies.
  - **Tier 2 – Moderate Evidence:** the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented quasi-experimental studies.
  - **Tier 3 – Promising Evidence:** the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented correlational studies (with statistical controls for selection bias).
  - **Tier 4 – Demonstrates a Rationale:** practices that have a well-defined logic model or theory of action, are supported by research, and have some effort underway by a State Educational Agency, LEA, or outside research organization to determine their effectiveness.
- **For additional information please see the Evidence-Based Interventions Under the ESSA web page at <https://www.cde.ca.gov/re/es/evidence.asp>.**
- The LEA must use the remaining ESSER III funds consistent with section 2001(e)(2) of the ARP Act, including for:
  - Any activity authorized by the Elementary and Secondary Education Act (ESEA) of 1965;
  - Any activity authorized by the Individuals with Disabilities Education Act (IDEA);
  - Any activity authorized by the Adult Education and Family Literacy Act;
  - Any activity authorized by the Carl D. Perkins Career and Technical Education Act of 2006;
  - Coordination of preparedness and response efforts of LEAs with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to COVID-19;
  - Activities to address the unique needs of low-income students, students with disabilities, English learners, racial and ethnic minorities, homeless students, and foster youth, including how outreach and service delivery will meet the needs of each population;
  - Developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs;
  - Training and professional development for staff of the LEA on sanitation and minimizing the spread of infectious diseases;
  - Purchasing supplies to sanitize and clean the facilities of an LEA, including buildings operated by such agency;
  - Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under IDEA, and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements;
  - Purchasing education technology (including hardware, software, and connectivity) for students who are served by the LEA that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment;
  - Providing mental health services and supports, including through the implementation of evidence-based full-service community schools;
  - Planning and implementing activities related to summer learning and supplemental after school programs, including providing classroom instruction or online learning during the summer months and addressing the needs of underserved students;

- Addressing learning loss among students, including underserved students, by:
  - Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiated instruction,
  - Implementing evidence-based activities to meet the comprehensive needs of students,
  - Providing information and assistance to parents and families of how they can effectively support students, including in a distance learning environment, and
  - Tracking student attendance and improving student engagement in distance education;

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

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

### **Other LEA Plans Referenced in this Plan**

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

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

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

### **Summary of Expenditures**

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

### **Instructions**

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

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

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

## **Community Engagement**

### **Purpose and Requirements**

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

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

- Students;
- Families, including families that speak languages other than English;
- School and district administrators, including special education administrators;
- Teachers, principals, school leaders, other educators, school staff, and local bargaining units, as applicable.

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

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

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

- Students who are English learners;
- Students of color;
- Students who are foster youth;
- Homeless students;
- Students with disabilities; and
- Migratory students.

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

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

### **Instructions**

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

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

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

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

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

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

- For the purposes of this prompt, “aspects” may include:
  - Prevention and mitigation strategies to continuously and safely operate schools for in-person learning;

- Strategies to address the academic impact of lost instructional time through implementation of evidence-based interventions (e.g. summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs);
- Any other strategies or activities implemented with the LEA’s ESSER III fund apportionment consistent with section 2001(e)(2) of the ARP Act; and
- Progress monitoring to ensure interventions address the academic, social, emotional, and mental health needs for all students, especially those students disproportionately impacted by COVID-19

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

**Planned Actions and Expenditures**

**Purpose and Requirements**

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

**Instructions**

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

**Strategies for Continuous and Safe In-Person Learning**

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

- If the action(s) are included in another plan, identify the plan and provide the applicable goal and/or action number from the plan. If the action(s) are not included in another plan, write “N/A”.
- Provide a short title for the action(s).
- Provide a description of the action(s) the LEA will implement using ESSER III funds for prevention and mitigation strategies that are, to the greatest extent practicable, in line with the most recent CDC guidance, in order to continuously and safely operate schools for in-person learning.

- Specify the amount of ESSER III funds the LEA plans to expend to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA.

### **Addressing the Impact of Lost Instructional Time**

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

- If the action(s) are included in another plan, identify the plan and provide the applicable goal and/or action number from the plan. If the action(s) are not included in another plan, write “N/A”.
- Provide a short title for the action(s).
- Provide a description of the action(s) the LEA will implement using ESSER III funds to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs.
- Specify the amount of ESSER III funds the LEA plans to expend to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA.

### **Use of Any Remaining Funds**

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

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

### **Ensuring Interventions are Addressing Student Needs**

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

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

Complete the table as follows:

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

California Department of Education  
June 2021