

## ESSER III Expenditure Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
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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
SCESD Safety Plan	<a href="https://bit.ly/3mIDGks">https://bit.ly/3mIDGks</a>
Update to Safety Protocol	<a href="https://bit.ly/2WKHnaJ">https://bit.ly/2WKHnaJ</a>
Townhall Presentations and FAQs	<a href="https://bit.ly/2Yj0dWU">https://bit.ly/2Yj0dWU</a>
Stakeholder Survey Acceleration of Learning (attached)	<a href="https://bit.ly/3Fou2pZ">https://bit.ly/3Fou2pZ</a>
Stakeholder Survey Safe & Welcoming Environments (attached)	<a href="https://bit.ly/3iwVMyY">https://bit.ly/3iwVMyY</a>

LCAP	<a href="https://bit.ly/3FkzMRA">https://bit.ly/3FkzMRA</a>
ELO Expenditure Plan	<a href="https://bit.ly/3FoAmxE">https://bit.ly/3FoAmxE</a>
Board Priorities	<a href="https://www.salinascityesd.org/board-priorities">https://www.salinascityesd.org/board-priorities</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

\$20,331,650

Plan Section	Total Planned ESSER III Expenditures
Strategies for Continuous and Safe In-Person Learning	\$10,800,000
Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)	\$ 9,531,650
Use of Any Remaining Funds	[\$ 0.00]

### Total ESSER III funds included in this plan

\$20,331,650

## 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 the 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.

A total of six (6) events took place in three months (July-September) in the form of community townhalls, updating the Safe Return to School Plan with FAQs for parents and staff, public presentation to the Board of Trustees, DELAC meeting, and ongoing survey links (attached). Dates: July 15 (townhall), August 17 (townhall), August 19 (site administrators), September 9 (townhall), September 13 (Board meeting presentation with public participation), and September 14 (DELAC), 2021.

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

The district presented allocations and prior stakeholder feedback for ELO and the LCAP, such as counselors, psychologists, health personnel, before and after school programs, tutoring, indoor air quality. The district explained the process and expanded and answered questions on safe operations and maximizing in-person instruction as well as reviewed with stakeholders the allowable uses such as developing systems to improve the preparedness of the district and response efforts to continue operations, educational technology, school facility repairs, and outreach to address the unique needs of low-income students, English Learners, foster youth and homeless, special education as examples of activities to maintain operations and continuity of services for all students.

## Actions and Expenditures to Address Student Needs

The following is the LEA’s plan for using its ESSER III funds to meet students’ academic, social, emotional, and mental health needs, as well as how the LEA will address the opportunity gaps that existed before, and were exacerbated by, the COVID-19 pandemic. In developing the plan, the LEA has the flexibility to include actions described in existing plans, including the LCAP and/or Expanded Learning Opportunity (ELO) Grant Plan, to the extent that the action(s) address the requirements of the ESSER III Expenditure Plan.

For specific requirements, please refer to the Actions and Expenditures to Address Student Needs section of the Instructions.

## Strategies for Continuous and Safe In-Person Learning

A description of how the LEA will use funds to continuously and safely operate schools for in-person learning in a way that reduces or prevents the spread of the COVID-19 virus.

### Total ESSER III funds being used to implement strategies for continuous and safe in-person learning

\$10,800,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
Board Priority 1 - Equitable Learning Conditions for All Students	Safety - Outdoor Facilities	Increase outdoor equipment (such as bathrooms for special education and staff as well as shade shelters) that provide additional safe spaces for	1,800,000

LCAP Goal 2 - Safe, positive, & well-maintained schools. <b>ESSER III (Action #1)</b> Safe and Welcoming Environments		student learning, outdoor teaching, and meals, including handwashing stations.	
Board Priority 1 - Equitable Learning Conditions for All Students <b>ESSER III (Action #2)</b> Safe and Welcoming Environments	Maximize Student Health - Furniture	Provide furniture that allows movement and spacing to maximize student health and safety in classrooms (including Special Education and Preschool classroom) for all students. Areas for collaborative learning and independent study.	9,000,000

## 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

\$9,531,650

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
Board Priority 1 - Equitable Learning Conditions for All Students LCAP Action #11-49 <b>ESSER III (Action #3)</b> Acceleration of Learning Opportunities	Academic Acceleration	Provide additional arts and outdoor opportunities to allow teachers to collaborate on academic acceleration. The proposed art educational opportunities will expand school programs to increase the number of participants and enhance the frequency of activities while enhancing standards-based and targeted instruction.	2,000,000.00
Board Priority #3 - Strong Relationships as a Community LCAP Goal 4 <b>ESSER III (Action #4)</b> Safe and Welcoming Environments	Community Hubs - Whole Child Wellness	Provide public spaces that bring communities together to offer activities and wraparound services as well as extended learning time and other collaborative programs that strengthen curriculum through community-led, project-based, service-learning	2,000,000.00

Board Priority 1 - Equitable Learning Conditions for All Students LCAP Goal 3 <b>ESSER III (Action #5)</b> Acceleration of Learning Opportunities	Classroom Technology	Technology improvements will provide teachers with needed tools that benefit and accelerate learning opportunities for all students, including STEAM and special education.	\$5,000,000.00
Board Priority 1 - Equitable Learning Conditions for All Students LCAP Goal 1 SPED (1200) <b>ESSER III (Action #6)</b> Acceleration of Learning Opportunities	Special Education Staff	Continue to recruit and retain difficult to attract positions (such as special education staff) to provide high quality and continuity of services	\$531,650.00

## Use of Any Remaining Funds

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

### Total ESSER III funds being used to implement additional actions

Not Applicable

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
n/a	n/a	n/a	0.00

## 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
Academic Impact Monitoring	Districtwide ELA and Math assessments will be implemented to track individual, and student group academic acceleration.	These assessments will be conducted three times a year.
Social & Emotional Impact Monitoring	Average daily attendance, chronic absenteeism, and suspension data will be utilized to assess the social & emotional well-being of individual students and student groups.	This data will be collected and analyzed on a monthly basis.
Social, Emotional, and Mental Health Impact Monitoring	Students will be administered the Panorama Student Survey for Social, Emotional and Mental Health	This survey will be conducted once a year.

# 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](mailto:LCFF@cde.ca.gov). For all other questions related to ESSER III, 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.).

**STAKEHOLDER SURVEY  
AND  
FEEDBACK**



## ESSER III Expenditure Plan Survey / Acceleration of Learning

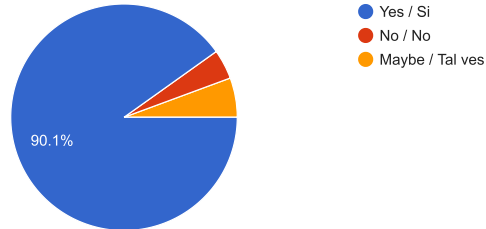
### ESSER III Expenditure Plan Survey / Plan de Costos del ESSER III

71 responses

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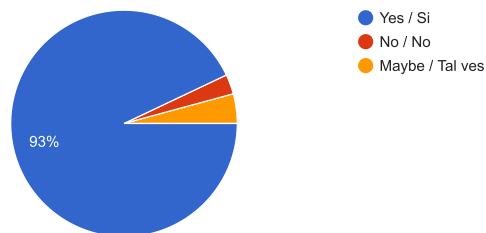
Do you agree with the upgrading of classroom technology and technology training to better respond to emergency situation?\*\*\* ¿Está de acuerdo con la actualización de la tecnología del aula y entrenamiento de tecnología para responder mejor a situaciones de emergencia?

71 responses



Do you agree with adding art opportunities to students in order to increase the opportunities for educators to collaborate around instruction?\*\*\* ¿Está de acuerdo con agregar oportunidades de arte a los estudiantes con el fin de aumentar las oportunidades para que los educadores colaboren en torno a la instrucción?

71 responses



Additional suggestions or comments\*\*\*Sugerencias o comentarios adicionales

29 responses

We need to have lower class sizes. We need to hire more teachers and lower the class sizes.

In my opinion would be most valuable to bring IN the arts to campus (contract professionals out).

Add more teachers and or "aides" to classrooms so teachers are not as overwhelmed by large class sizes

Since our students have experienced a few traumatic events. I would love to see nature experiences and spaces on our campus. Tall trees, small bushes, edible gardens or small patches of natural spaces to work in or take a few minutes to relax and calm themselves.

Not art opportunities but also music.

Hiring art teachers or contracting out with instructors

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Google Forms



I agree to adding art teachers but I would like the purpose to be for individual teacher preparation time

Yes I would love dance, mariachi group, folklorico, Tech teacher,

Allocate funds to Special Ed.

provide PE opportunities & teachers as well. Teachers can plan during that time.

They should also allocate additional resources for each individual teacher to access and utilize as they see fit. Acquiring global supplies is not always the best solution. Teachers are always in need of supplies and resources for their individual class, let them have flexibility to spend money where they need for their kids.

PE, more afterschool intervention, COVID ONLY STAFF

Our students need PE instruction from a certificated PE teacher! This would also allow for educators to collaborate around instruction. They also need music weekly.

Headphones for all students too please.

Me gusta k allá mas sugerencias para los estudiantes y k aprendan mas

Allocate money for the search and signing bonuses of qualified candidates for all vacant positions in the Special Education Department (SPED Director, Speech Language Pathologist, Paraprofessional III, etc.)

Allocate money for the search and signing bonuses of qualified candidates for all vacant positions in the SPED dept.

Access to more art supplies.

Thank you

Parent Training on: -strategies & games for helping their children practice at home their phonics and phonemic awareness. -Basic computer literacy and trouble shooting skills

How might we support Scientific and Environmental Literacy and creativity for.all students? I wonder if we can explore daily outdoor educational opportunities? Please consider resources such as Green Schoolyards America, CA Environmental Initiative, and Create CA (Arts).

Use the money to decrease class size, especially in the K-3. Hire teachers and allow children to learn in smaller classes. It will make all the difference!!!

Que estén atentos a los niños

Previously responded but will reiterate- consider ways to pay/release teachers to collaborate without REMOVING them from class instruction. Increase required work hours to do it after school and increase their pay in the contract. Or require more PD days spread out thru the year. Would mean kids attend 180 days and teachers closer to 190-195.

Is admin going to be able to guide the teachers' collaboration meetings?

Robotics instruction in addition to art, dance, music as a part of the pull out programs suggested.

Thank you!!

Please make sure these updates are available for special education staff, including RSP teachers.

1.the arts should be part of the CORE day/week/year and not just an extra ..... It would be good to use arts to expand opportunities for increased collaborations but that could lock us into only working/hiring "credentialed art teachers" versus giving students access to teaching artists ..... 2. all teachers and basically staff on campus to have access to radio... 3. Prefer a naturalist to work with students instead of an ED. Tech teacher ....

## ESSER III Expenditure Plan Survey / Safe and Welcoming Environments

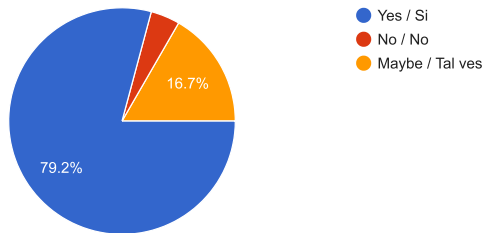
### ESSER III Expenditure Plan Survey / Plan de Costos del ESSER III

97 responses

[Publish analytics](#)

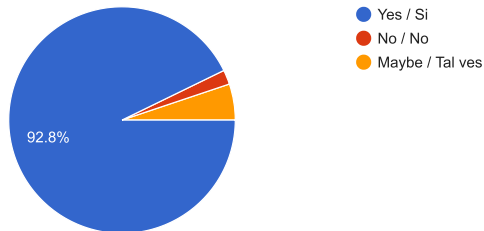
Do you agree with the creation of additional community hubs for families to access supports?\*\*\* ¿Está de acuerdo con la creación de centros comunitarios para que las familias tengan acceso a apoyo?

96 responses



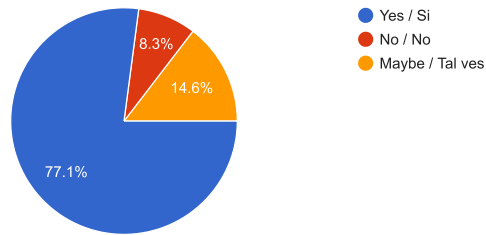
Do you agree with the adding shade structures, outside eating, and additional restrooms for students to access?\*\*\*¿Está de acuerdo con agregar refugios, mesas para comer afuera, y baños para los estudiantes?

97 responses



Do you agree with providing 21st century furniture in order to flexibly respond in emergency situations?\*\*\*¿Está de acuerdo con proporcionar muebles del siglo XXI para responder con flexibilidad en situaciones de emergencia?

96 responses



Additional suggestions or comments\*\*\*Sugerencias o comentarios adicionales

39 responses

Upgrading technology in the classroom.

upgrade district technology

Science rooms

internet hubs

We need to have rapid COVID tests at every single site!

Más servicios para los niños con necesidades especiales.

Please make sure these the new updates will be available for special education classes, including RSP. Many of these updates would be most beneficial with our students whose needs have already been identified and require flexibility and UDL environments.

Can the money be used to lower class sizes? Especially in kinder. We have 29 kids

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Google Forms



Expenditure plans should include making sure that every classroom has an operational handwashing station.

I think that every school site should be equal. I know that there are schools that have newer stuff than our school or better. At Sherwood for sports our students had to purchase their t shirts and wear whatever bottoms while other schools had more uniform look. Safety is also a concern I think that during lunch the kids sit too close without a mask on. Some of other schools had plexi glass while ours doesn't. Again equality that if some have why don't all schools? Our school has also been shifting around students into classrooms and it seems like the class sizes are too big. I think we should have smaller class sizes or hire more teachers. Safety walking to and from school. I know the city has started to mark the sidewalks and crosswalks. Continue doing this and have better drop off or pick up area because traffic gets bad in the morning and parents don't listen to signs. Funding for sports is good. We haven't had any in a long time. Art and music we have no program in our school. After school help with kids that are below grade level in math and English. We have many below in our school. Funding for teacher training as well and anything else that people suggest as long as it benefits our children.

What does "additional community hubs" mean? What does "21st century furniture mean?"

It depends on the needs and priorities of each school site.

Smart board for classrooms. Speakers for classrooms.

I would like to be one of the teachers to pilot furniture for Kindergarten if possible please. Thank you. Haide Gonzalez @ Lincoln

Adding furniture specifically to house Extended Learning Materials.

Thank you so much for finally updating our school furniture! It is so needed. :)

Rethink Monitors for small group projection rather than screens and projectors everywhere. Also, potentially add teacher work hours and/or work days, mandatory as part of the contract with pay, for collaboration time, rather than pulling them from the classroom and having subs teach kids.

Updated and replacement of visible clothing for campus supervisors (jackets and vests) Replacements and increased quantity of walkie talkie radio for effective communication around student safety.

access windows for all school offices

Desks with white board surfaces that encourage collaborative learning opportunities (mobile, fits like a puzzle with other desks)

Hand sanitizer for the hand sanitizer holders on the new playgrounds

more options for 21 century learning environment:

TOUCH SCREEN TV Monitors in classes, professionally installed systems in classrooms or MPR,

Installed speaker system in the classes

PE teachers, music teachers, art teachers at each site \*ideally\* or at less sites for increased teacher collaboration and planning time.

Furniture for SDC classes that support their disabilities (calming areas, floor seating options, etc.)

Flexible seating options Increased student and staff restrooms, especially in areas like the portables that are far from other restrooms.

Plug in charging access/outlets- that is flush to floor (like the DO)

Permanent ramps on portables

furniture for outdoor learning spaces

Require proof of a negative COVID testing before allowing students who were home more than 3 days because they were sick to return to class.

Maximizing a space for kids to comfortably have lunch should be a priority. With or without Covid, our kids should not be having to rub elbows while trying to eat. Allowing them space, especially now, will make it safer for all.

Use funding for instructional aides to support short term independent learners so they have structure to aide them as they work to prevent learning loss.

Assess which schools would benefit from shade structures. Some may need seating, but not shade.

internet hubs for the community

No, thank you

PE teachers for every school, More music teachers, Art teachers

Allocate money for the search and signing bonuses of qualified candidates for all vacant positions in the SPED. Also to provide online classes for student who can not attend class due to Covid quarantine.

You need to put money toward more personnel to help with COVID. More testing

Need Signage at hallways to maintain the flow of foot traffic, Need More water bottle filling stations throughout the campus,

Allocate money for the search and signing bonused of qualified candidates for all vacant positions in the Special Education Department.

If these funds are restricted, then yes to above. If they are not, I feel like the amount of money spent on shade can be repurposed for items and opportunities for student engagement, Social Emotional Learning, and building vocational skills for equitable purposes.

If the target is to maximize student health and safety, can we direct some funds to reducing class sizes districtwide?

n/a

Allocate money for the search and signing bonuses of qualified candidates for all vacant positions in the special education department (SPED Director, Speech Language Pathologist, Paraprofessional III, etc)

Is there a chance we could use the money for smaller class sizes- more teachers?

all of the above, thank you so much. this is really great...

1. Site input regarding real need of shade structure and any other physical changes is essential as site is more familiar with actual campus use and quirks to physical campus space.....
  2. Important to factor in
- SEPT 2021 - ESSER III EXPENDITURE PLAN - SAFE & WELCOMING ENVIRONMENTS Page 4 of 5



actual usable physical space (rooms) and access (parking,location) in placing community hubs since actual space in the long term may be an issue as we phase in universal Tk, Ps....

Allocate money for the search and signing bonus of qualified candidates for all vacant positions in the Special Education Department (SPED Director, Speech Language Pathologist, Paraprofessional III, etc)

Upgrading furniture to the 21st Century design (tables, chairs, technology) in a classroom that allows the following: Flexibility of furniture and space.

Areas for collaborative learning and independent study.

Facilitation of movement.

Fostering of inspiration and creativity.

Technology.

Light and bright colors.

Extracurricular activities, ensure that ALL students during school time have ACCESS to music, dance, art, theater, and STEAM.

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**Fwd: For ESSER**

**Aldo A. Ramirez** <aldo.ramirez@salinascity.k12.ca.us>  
To: Gio Padilla <gio.padilla@salinascity.k12.ca.us>

Tue, Sep 21, 2021 at 10:48 AM

----- Forwarded message -----

From: [REDACTED]  
Date: Tue, Aug 17, 2021 at 6:14 PM  
Subject: For ESSER  
To: "Aldo A. Ramirez" <aldo.ramirez@salinascity.k12.ca.us>

Can we include preschool students in all of enhancement ideas- art and outdoor spaces. The classroom technology updates so our preschool students will be ready to enter TK and kinder with art and technology skills.

Sent from my iPhone

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**Aldo A. Ramirez**  
Assistant Superintendent of Education Services

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**A** 840 South Main Street, Salinas, CA 93901  
**P** 831-753-5600 **E** Aldo.Ramirez@SalinasCity.k12.ca.us

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**Fwd: ESSER III feedback**

Aldo A. Ramirez <aldo.ramirez@salinascity.k12.ca.us>  
To: Gio Padilla <gio.padilla@salinascity.k12.ca.us>

Tue, Sep 21, 2021 at 10:50 AM

----- Forwarded message -----

From: [REDACTED]  
Date: Fri, Aug 27, 2021 at 4:11 PM  
Subject: ESSER III feedback  
To: "Aldo A. Ramirez" <aldo.ramirez@salinascity.k12.ca.us>

Good Afternoon Mr. Ramirez,

Thank you for accepting my feedback via e-mail. I researched several websites to include the California Department of Education to obtain clarity and ideas that would benefit the students in our district.

**Furniture to maximize student health and safety in the classroom**

Mrs. Padilla commented that a couple of teachers/classrooms would be selected to test/pilot the furniture before purchasing furniture for all classrooms.

**My feedback:**

Equal amount of Gen Ed teachers and SPED teachers be selected to test/pilot the furniture

Updating the furniture and technology outside of the classrooms (ex. Clinicians/RSP offices/classrooms)

Adding restrooms to SDC/RSP classrooms to accommodate students with toileting and medical needs (**health and safety**)

**Acceleration of learning opportunities****My feedback:**

Hire adequate and qualified staff so that all students can participate (including children with disabilities)

**Additional Feedback:**

Allocate money for the search and signing bonuses of qualified candidates for all vacant positions in the Special Education Department (SPED Director, Speech Language Pathologist, Paraprofessional III, etc.)

Provide differentiated compensation for teachers who hold Sped certification and/or to recruit Sped employees.

Hire staff or contract with a partner to support providing services to students in accordance with their individualized education programs (IEPs)

Costs to provide FAPE to children with disabilities due to a disruption of normal routines, services and facilities e.g. compensatory services

Develop summer learning programs targeted to support diverse learners

Transitional supports for students (early childhood to elementary, elementary to middle.)

Stipends for staff to support in facilitating office hours outside of the school day

Hire/Contract Staff, partners, or vendors to provide 1-to-1 or small group tutoring

Professional development to staff on parent engagement strategies

How will the district decide what gets selected to be submitted to the board of trustees for information/review/approval?

Have a wonderful weekend.

Respectfully,

[REDACTED]

## ESSER III Allowable Uses

The ESSER III Funds can be used in much the same way as the ESSER I Funds under the CARES Act and ESSER II Funds under the CRRSA Act.

1. Any activity authorized by the ESEA, the Individuals with Disabilities Education Act (IDEA), the Adult Education and Family Literacy Act (AEFLA), or the Carl D. Perkins Career and Technical Education Act of 2006 (Perkins).
2. Coordination of LEA preparedness and response efforts with state, local, tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses with other agencies to prevent, prepare for, and respond to coronavirus.
3. Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.
4. Developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs.
5. Training and professional development for LEA staff on sanitation and minimizing the spread of infectious diseases.
6. Purchasing supplies to sanitize and clean the facilities of an LEA, including buildings operated by such agency.
7. Planning for, coordinating, and implementing activities during long-term closures, including how to provide meals, technology for online learning, guidance on IDEA requirements, and ensuring other educational services can continue to be provided consistent with all applicable requirements.
8. Purchasing educational technology (including hardware, software, and connectivity) for students served by the LEA that aids in regular and substantive educational interactions between students and their classroom teachers, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.
9. Providing mental health services and supports, including through the implementation of evidence-based full-service community schools.

10. Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.
11. Addressing learning loss among students, including low-income students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children in foster care, of the local educational agency, including 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 progress and assist educators in meeting students' academic needs, including through differentiating instruction.
  - Implementing evidence-based activities to meet the comprehensive needs of students.
  - Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment.
  - Tracking student attendance and improving student engagement in distance education.
12. School facility repairs and improvements to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.
13. Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification, and other air cleaning, fans, control systems, and window and door repair and replacement.
14. 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 for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff
15. Other activities that are necessary to maintain operations and continuity of services and continuing to employ existing staff.

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**Aldo A. Ramirez**

Assistant Superintendent of Education Services

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**A** 840 South Main Street, Salinas, CA 93901

**P** 831-753-5600 **E** [Aldo.Ramirez@SalinasCity.k12.ca.us](mailto:Aldo.Ramirez@SalinasCity.k12.ca.us)

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