

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
Learning Continuity and Attendance Plan (LCP)	District Website https://www.vvhhsd.org/departments/educational-services/district-plans-and-grants
Local Control and Accountability Plan (LCAP)	District Website https://resources.finalseite.net/images/v1631201142/vvhhsdorg/em45hpirqyuhjqddkh41/VVUHSD2021-2024LCAPFinalPlanBA_9221ENGLISH.pdf
Learning Communities for School Success Grant Plan (LCSSP)	District Website https://www.vvhhsd.org/departments/educational-services/district-plans-and-grants

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

\$56,107,130 (this plan reflects spending for 23/24 and 24/25) \$37,634,406 remaining for 23/24 and 24/25

Plan Section	Total Planned ESSER III Expenditures
Strategies for Continuous and Safe In-Person Learning (23-24, 24-25)	\$6,340,000
Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)	\$11,204,000
Use of Any Remaining Funds	\$7,053,000

Total ESSER III funds included in this plan

\$24,597,000

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 Victor Valley Union High School District has a long-established practice of meaningful stakeholder engagement. These efforts were refined and improved through the Local Control and Accountability Plan (LCAP) development process. The District continues to engage educational partners in feedback. The District's practices have been further enhanced during the pandemic as the District sought the input and feedback of its stakeholder when we developed our plan for the implementation of distance learning beginning in March of 2020 and continuing through the development of the Local Continuity and Attendance Plan, the 2021-2022 LCAP, and now the ESSER III Plan.

Combined school and District-level efforts have been conducted which included multiple virtual forums with stakeholder groups and surveys that have generated valuable perspectives and information from thousands of student, parent, community partners and staff respondents. There were specific efforts taken to ensure feedback from families and students with special needs, English learners, foster youth, low-income youth, and students who identify as most impacted by the pandemic. Additionally the District African American Advisory Committee is in development. The first meeting will be in November 2023. The goal is to increase the voices of our parents.

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

To obtain input on the optimal use of ESSER III funds, the district used previous data and input provided by the LCAP Student forums in March of 2021, LCAP Parent Advisory Committee in February of 2021, District English Learner Advisory Committee in March and June of 2021 and seven (7) parent meetings at various schools site between January and February of 2021. In addition to the LCAP feedback opportunities, the district provided the following opportunities to gather input from stakeholders in September of 2021.

1. LCAP Community meetings, DELAC Meetings, Site meetings with the community, Student Forums, (SY 2022-23)

VVUHSD also used the data from multiple surveys provided to families and beginning at the start of the pandemic in March of 2020 and leading up to the development of the current 2023-2024 LCAP. The Panorama Survey, administered three times throughout the year (2022-23) received responses from the community, students and staff. The LCAP student forum also provided valuable feedback as each school was visited and a forum with a cross section of students was convened.

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

The Safe Return ESSER III Plan was developed through the input of all stakeholders and the following areas emerged as a priority based on feedback and survey data.

- ~Safety: Further input in 2022-23 included continued safety protocols, emergency drills and improved/increased campus security.
- ~Academics: Increase the number of counselors and increase counselors' support, continue research-based programs like AVID and Leadership classes, and continue the flexibility to access dual enrollment and virtual school classes. Increase opportunities for

students to meet graduation requirements and more intervention opportunities to accelerate lost learning due to the pandemic. Hire more teachers and site administrators at schools with high suspension rates or attendance concerns. The 2022-23 input included the continuation of online tutoring, the continuation of reading intervention due to the increased focus on literacy and remediation opportunities through electronic platforms including Acellus.

~Technology: Continue to replenish student and staff devices and change how technology looks in the classroom, increase WIFI access, develop common technology across schools and increase the support for so they can use and access technology. Input from 2022-23 included continue to replenish student and staff devices and hotspots.

~Student Mental Health: Input from 2022-23 engagement meetings included the addition of additional Mental Health clinicians at our comprehensive high schools.

~ English Learners: The majority of EL support comes from other funding sources. However, the District continues to support English Learners with supplemental curriculum, Bilingual Assistants and a focus on reclassification.

~Student with Special Needs: Targeted support for students with disabilities who are failing or credit deficient and have an IEP, along with more resources and support staff.

Student feedback student forums recommended the following:

~Safety and school connectedness: In 2022-23 students asked for ASB cards to be paid for to allow all students to participate in all school activities.

~Academics: Students reported large classes and a large campus which made them feel unsafe and unnoticed. They also asked for more electives / fun (engaging) classes.

~Technology: Students commented that often times their chromebooks were old and needed to be charged often.

~Mental Health- asked for mental health clinicians, train teachers on building relationships, stronger communication skills for teachers and students, peer support strategies, etc.

Actions and Expenditures to Address Student Needs

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

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

Strategies for Continuous and Safe In-Person Learning

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

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

\$6,025,800

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP, Goal #3, Action #1	1.2 Health and Safety	The district will continue to employ 10 LVNs to support student Health and Safety.	\$1,120,000
ESSER III, LCAP Goal #2 Action 5	1.3 Health and Safety	Hire 6 Office Assistant IIIs to support newly emerging Special education	\$1,026,400
LCAP, Goal #3, Action #1	1.4 Health and Safety	The district will hire a credentialed school nurse to oversee and support the district health and wellness program.	\$304,000
LCSSP Goal #3 Pg. 7	1.5 Homeless and Foster Youth	Continue to employ a classified employee to support student services with the services and supports for homeless and foster youth as well as other low income students adversely impacted by the pandemic. This will result in students being increasingly connected to school, District, and community resources in order to overcome the challenges caused by their homeless circumstance. <i>Other funding used for this action</i>	
LCAP, Goal #3, Action #1	1.6 Health and Safety	Provide supplies for the mental health clinician and the site LVNs in order to provide a health and wellness center at each school site.	
	1.7 Health and Safety	Update and increase security cameras	\$19,000
LCAP, Goal #1, Action #1	1.8 Health and Safety	Provide additional personal protective equipment and cleaning materials to mitigate the spread of COVID-19	

		<i>No longer necessary</i>	
	1.9 Health and Safety	Evaluate the need for additional custodial support and determine if additional sanitization and cleaning protocols require custodial overtime or employ additional custodial staff to meet the cleanliness safety needs of school sites.	\$160,000
	1.10 Health and Safety	Purchase and installation of water bottle refilling stations at all district buildings and school sites. – No longer necessary	
	1.11 Health and Safety	Upgrade, repair and replace portable air filtration equipment and materials at all sites. No longer necessary	
ESSER III	1.12 Health and Safety	Provide additional Security Officers and Security Assistants to provide enhanced student safety at school sites. Other funding used for this action	
	1.13 Health and Safety	(2) HVAC technicians	\$270,000
LCAP Goal #3 Action 4	1.14 Health and Safety	Evolv Systems – to detect weapons and other items coming onto all school campuses	\$1,800,000
	1.15 Health and Safety	HVAC additional units	\$1,620,000
	1.16 Health and Safety	Catapult alert system	\$18,000

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

\$29,817,558

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
	2.1 Expanded Learning	Hire teachers and classified staff to provide robust summer school programs for General Ed, RSP and SDC students, in addition to ESY. Summer school will also include enrichment and bootcamps with a high interest design that are interactive including, CTE and the arts. (2023)	\$160,000
LCAP, Goal #2, Action #4	2.2 Expanded Learning	Provide teachers with extra duty compensation for the After School Credit Recovery APEX and Acellus. Other funding used for this action	
LCAP, Goal #2, Action #15	2.3 Expanded Learning	Continue to fund and utilize APEX and Acellus online curriculum for supplementary classroom use for accelerated learning and virtual academy use.	\$437,000
LCAP, Goal #2, Action #4	2.4 Expanded Learning	Provide extended and increased learning opportunities for students after school through the use of targeted support through FEV Tutor or similar online support programs. Extended after school tutoring to programs most impacted by the pandemic such as activity or performance based programs, electives requiring internship hours or hourly co-requirements.	\$600,000
ELO, Goal #6, Action C	2.5 Expanded Learning	Hire current teachers for 1/6th zero or after school 7th/8th period in-seat intervention for ELA and Math for At-Risk courses - for those who are not successful with the APEX/Acellus options. Students can leave as soon as they remediate the credit. These courses will be available to special education SDC/RSP programs, EL for core, as well as targeted general education.	\$1,125,000
ELO, Goal #6, Action F	2.6 Expanded Learning	Provide extra duty compensation for teachers and paraprofessionals to provide accelerated learning in	

		Saturday Academies for credit recovery, expanded learning time and accelerated learning.	
ELO, Goal #5, Action D	2.7 Expanded Learning	Provide extra hours for paraprofessionals and classified staff to provide additional support for all after school or pull-out programs throughout the district. Other funding used for this action	
ELO, Goal #2, Action E	2.8 Expanded Learning	Hire CTE teachers to provide summer school Work Based Learning courses to support non-paid CTE internships to students to catch up on missed hands-on skills as well as provide internship opportunities. Other funding used for this action	
LCAP, Goal #2, Action #5	2.9 Assessments	Enhancement of assessment practices and capacity for special education eligibility determination and assessments of students with disabilities. This will mitigate the pandemic impact when there were no in-person assessments able to be conducted. Provide case carriers of special education students with extra hours of compensation to identify areas of growth (learning loss) for SPED students and development of accelerated learning plans for them as part of the IEP process. Additional 20 hours per semester NTE 40 hours each). This will mitigate the pandemic impact when there were no in-person assessments able to be conducted. No longer necessary	
ELO, Goal #2, Action C	2.10 Educational Equity	Purchase district wide or site specific supplementary online curriculum, materials and assessments to create equity and access to meet the needs of targeted student groups such as EL, Foster Youth, Homeless Youth and Low Income. (StarRen etc)	\$682,000
LCAP, Goal #2, Action #7	2.11 Educational Equity	Continue the expansion of the Victor Valley Virtual Academy to meet the needs of the growing number of students who require an alternative learning environment to be successful. The district will increase the certificated	\$1,300,000

		staff to 2 ELA, 2 Math, 2 Science, 2 History/Social Science, 1 Foreign Language, 1 Elective, 1 PE for a total of 11 teachers. The program will continue to be evaluated annually to increase certificated staff according to student need.	
LCAP, Goal #2, Action #6	2.12 Educational Equity	Continue with the Assistant Principal Hook Junior High School, and Lakeview Leadership Academy to address student achievement and provide a strong instructional focus as the administrator over teaching and professional learning communities. Add an AP to the new middle school LMS. The AP will focus on evidence based strategies and lead professional development across the campus for certificated and classified staff. This will also provide the required support for Hook and Goodwill which are CSI schools and have yet to exit program support at the state level. The district is required to provide additional support to CSI schools in order to help them exit CSI status.	\$960,000
LCAP, Goal #2, Action #13	2.13 Educational Equity	Provide supplemental resources to support response to intervention and instruction.	\$1,720,000
ESSER III	2.14 Educational Equity	Hire a special education teacher to support independent study programs for targeted students in special education, English learner programs, foster youth, homeless youth and students most impacted by the COVID-19 pandemic. Other funding used for this action	
ESEER III	2.15 Expanded Learning	As a learning loss mitigation strategy, maintain the virtual academy to support students.	\$1,300,000
ESSER	2.16 Educational Equity	Class Size reduction at Middle Schools for Core classes	\$2,500,000

LCAP Goal 3, Action 1	2.17 Educational Equity,	Increased staff and programs to support school culture and safety to improve and increase learning, directly services to FY, HY	\$420,000
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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

\$11,030,116.00

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP, Goal #3, Action #1	3.1 Professional Development	Professional Development for Certificated and Classified staff in the following areas: Outward mindset, student relations, social emotional learning strategies, PLC training, student connectedness, unconscious bias, equity, teacher efficacy, teacher clarity, classroom management and rapport. Social emotional professional learning in PBIS, MTSS and other identified areas of need will be supported through ongoing training. Contracts with outside consultants and the county offices of education will support district staff in providing the professional learning needs of staff. Other funding used for this action	
LCAP, Goal #2, Action #12	3.2 Educational Equity	Target Provide African American student populations for increased services and support through specialized programs and services . Provide funding for study trips, exam preparation, and targeted student programs to ensure college readiness, college exploration, and college access and equity. Programs will target student groups such as LatinX, African American, Homeless, Foster and other student groups. (other funding source)	

LCAP, Goal #1, Action #8	3.3 Technology	Technology for Staff: Laptops for each classroom with auxiliary equipment such as docking stations, wireless mouse, etc. Provide replacement equipment for distance and online learning as needed. COMPLETE	
LCAP, Goal #1, Action #8	3.4 Technology	Technology for Students: Purchase devices and other ancillary equipment, and services to provide high quality performance and equipment for all students. Equipment may include but is not limited to: Chromebooks, chromebook protective covers, replacement chromebook parts, headphones, chromebook carts, wall mounted charging stations for each classroom.	\$1,600,000
LCAP, Goal #1, Action #8	3.5 Technology	Improve technology performance and access to the internet through the purchase of hotspots, access points and additional infrastructure equipment.	\$800,000
ELO, Goal #4, Action B	3.6 Technology	Purchase a 2-year warranty program for student chromebooks.—No longer necessary	
ESSER III	3.7 Technology	Provide funding for the assembly and wiring of student equipment such as chromebook carts, charging stations etc. as part of the chromebook maintenance plan for the district.	\$80,000
LCAP, Goal #2, Actin #1	3.8 Educational Equity	As part of the LCSSP Grant and LCAP the district will hire a Coordinator of Data & Assessment to support and maintain successful implementation of district adopted blended digital curriculums in order to reach full implementation fidelity and provide professional learning and support with the district supported platforms purchases. Examples include HMH, McGraw Hill, Acellus, APEX, STAR Ren, Read 180, CTE, Dual enrollment, etc.	\$75,000
LCAP, Goal #1, Action #7	3.9 Educational Equity	Purchase and expand materials related to high interest, engaging electives in the area of visual and performing	\$500,000

		arts, music, foreign language and peer leadership programs such as ROTC, Cadet Core, and Peer Leaders Uniting Students (PLUS).	
LCAP, Goal #3, Action #2	3.10 English Learners	Provide additional hours and purchase translation software for the district translator as well as contract with an outside provider to translate lengthy, time-sensitive documents to provide timely translation of plans and IEPs. Other funding used for this action	
LCP, In-Person Instruction, Action #10	3.11 Technology	Purchase Google Enterprise for two years to ensure continued support of the virtual classroom management system. (AmplifyIT)	\$91,000
LCP, In-Person Instruction, Action #10	3.12 Technology	Purchase google voice for staff to ensure safe and effective school to home communication. No longer necessary	
LCAP, Goal #1, Action #2	3.13 Technology	Continue to employ the chromebook technicians (2)	
LCAP, Goal #3, Action #1	3.14 Student wellness and mental health supports	The district will continue to employ 8 classified Mental Health Clinicians and add more for the comprehensive high schools for a total of 12	\$2,000,000
LCAP, Goal 3, Action #3	3.15 Homeless and Foster Youth.	As part of the LCSSP Grant, continue to employ a district Family Engagement Liaison through Student Services to work with families on health, wellness, school attendance and student engagement. Material resources will be acquired to provide increased case management, direct academic and social-emotional support to students who are experiencing homelessness. This will result in students being increasingly connected to school, District, and community resources in order to overcome the challenges caused by their homeless circumstance. No longer necessary – FELs at every site	

LCAP, Goal 3, Action #3	3.16 Homeless and Foster Youth	Continue to employ a district Homeless/Foster Youth Counselor through Student Services to work with families on health, wellness, school attendance and student engagement. This will result in students being increasingly connected to school, District, and community resources in order to overcome the challenges caused by their homeless circumstance.	
LCAP, Goal #2, Action #9	3.17 Student wellness and mental health supports	The district will purchase PBIS Incentives to support PBIS and MTSS programs. Materials will serve as student rewards to reinforce positive behaviors and positive attendance. Rewards will be academic or mental-health related and be chosen through the use of student voice at each school site.	\$217,000.00
LCAP, Goal #3, Action #6	3.18 Student wellness and mental health supports	As part of the ELO Grant as well, the district will continue to contract with Gaggle for digital student safety. The Gaggle services include web filtering support and Speak UP for safety tip line.	\$235,000
	3.19 Student wellness and mental health supports	Continue to transform classrooms, designated common areas and school libraries into safe spaces with stress regulation makerspaces and wellness areas with flexible seating and ergonomic furniture. Continue to support library gentrification in order to increase student engagement with library materials and services. Replace traditional seating with seating/furniture that promotes flexible learning configurations to provide collaboration or social distancing and personal spaces when needed based on climate and transition needs due to the pandemic.	\$515,000
	3.20 Educational Equity	Additional Counselor at LMS (new middle school) to support students	\$240,000
LCAP Goal 2	3.21	ASB Cards for all students to all for participation in all school events for all students (increase school climate)	\$500,000

	3.22 Educational Equity	Panorama Survey	\$80,000
	3.23	Communication system to share information, updates to families and community	\$120,000

Ensuring Interventions are Addressing Student Needs

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

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
Student wellness and mental health supports	<p>The Student Services Department will progress monitor the extent to which actions are implemented across the district and in each school. Measures may include:</p> <ul style="list-style-type: none"> a. The number of students and families served and intensity of services b. Gaggle reports of sensitive situations that result in mental health services c. Descriptive documentation of new/expanded health services d. Student Panorama Climate and SEL Survey e. PBIS/MTSS Program Implementation Continuum (PIC) and its relationship to academic, behavioral, and social/emotional student outcomes by student group f. Extent to which additional staff are hired and trained to support efforts. 	<ul style="list-style-type: none"> a. semi-annually b. semi-annually c. semi-annually d. semi-annually e. semi-annually f. semi-annually g. semi-annually

	g. Student Services Department Self-Assessment or Stakeholder Satisfaction Survey	
Health and Safety	<p>The Student Services Department, Human Resources Department and Business Services Department will progress monitor the extent to which actions are implemented across the district and in each school. Measures may include:</p> <ul style="list-style-type: none"> a. Descriptive documentation of new/expanded health services b. Extent to which additional staff are hired and trained to support efforts. c. Department Self-Assessment or Stakeholder Satisfaction Survey 	<ul style="list-style-type: none"> a. Daily, ongoing b. Semi-Annual c. Semi-Annual
Technology	<p>The Educational Technology Department will progress monitor the extent to which actions are implemented across the district and in each school. Measures may include:</p> <ul style="list-style-type: none"> a. Descriptive documentation of new/expanded services and supports b. Teacher and Student Device data c. Helpdesk ticket/call responses d. Extent to which additional staff are hired and trained to support efforts e. Educational Technology Department Self-Assessment or Stakeholder Satisfaction Survey of ESSER services/supports 	<ul style="list-style-type: none"> a. Semi-Annual b. Semi-Annual c. Semi-Annual d. Semi-Annual e. Annual
Educational Equity	<p>The Educational Services and Student Services Departments will progress monitor the extent to which actions are implemented across the district and in each school. Measures may include:</p> <ul style="list-style-type: none"> a. Descriptive documentation of new/expanded services and supports 	<ul style="list-style-type: none"> a. Semi-Annual b. Quarterly c. Annual d. Quarterly e. Annual

	<ul style="list-style-type: none"> b. Student participation in credit recovery and targeted programs. c. California School Dashboard Data d. Local student achievement data e. CAASPP student achievement by student groups 	
English Learners	<p>English Learner Services Department will progress monitor the extent to which actions are implemented across district and in each school. Measures may include:</p> <ul style="list-style-type: none"> a. Classroom observations (frequency of walkthroughs and quality of instruction) b. RFEP/LTEL monitoring and taskforce meeting attendance c. Professional Development Survey d. Extent to which additional staff are hired and trained to support efforts e. California School Dashboard Data f. Local student achievement data g. CAASPP SBAC student achievement by student groups h. English Learner Department Self-Assessment or Stakeholder Satisfaction Survey of ESSER services/supports 	<ul style="list-style-type: none"> a. Quarterly b. Quarterly c. Annual d. Semi-Annual e. Annual f. Semi-Annual g. Annual h. Annual
Professional Development	<p>Curriculum/Professional Development and Student Support and Health Services in the Educational services department will progress monitor the extent to which actions are implemented across the district and in each school. Measures may include:</p> <ul style="list-style-type: none"> a. Number of Family trainings conducted b. Staff participation in training (OMS) c. Classroom Observations d. Professional Development Survey e. PD event evaluations 	<ul style="list-style-type: none"> a. Annual b. Semi- Annual c. Ongoing, semi-Annual d. Annual e. Ongoing f. Annual

	f. Stakeholder Satisfaction Survey of ESSER services/supports	
Expanded Learning	<p>The Educational Services department will progress monitor the extent to which actions are implemented across the district and in each school. Measures may include:</p> <ul style="list-style-type: none"> a. Descriptive documentation of new/expanded programs (including contracted programs) and services b. Student participation in expanded learning programs and intensity of services c. Extent to which additional staff are hired and trained to support efforts d. Expanding PLC and district local assessments and its relationship to academic, behavioral, and social/emotional student outcomes by student group. e. California School Dashboard Data f. Local student achievement data g. CAASPP SBAC student achievement by student groups h. Department Self-Assessment or Stakeholder Satisfaction Survey of ESSER services/supports i. Expanding PLC and district local assessments and its relationship to academic, behavioral, and social/emotional student outcomes by student group. 	<ul style="list-style-type: none"> a. Ongoing, quarterly b. Ongoing, quarterly c. Annual d. Semi-Annual e. Annually f. Semi-Annual g. Annual h. Annual i. Ongoing, monthly or as needed
Assessments	<p>Special Education will progress monitor the extent to which actions are implemented across the district and in each school. Measures may include:</p>	<ul style="list-style-type: none"> a. Semi-annual b. Semester c. Ongoing, at least Quarterly d. Annual e. Annual

	<ul style="list-style-type: none"> a. Descriptive documentation of Special Education assessment practices and capacity b. Special education assessment test participation, eligibility determination, and timeliness c. IEP renewal/completion timeliness d. Extent to which additional staff are hired and trained to support efforts e. Special Education Department Self-Assessment or Stakeholder Satisfaction Survey of ESSER services/supports 	
Homeless and Foster Youth	<p>The Student Support Services Department will progress monitor the extent to which actions are implemented across the district and in each school. Measures may include:</p> <ul style="list-style-type: none"> a. Descriptive documentation of new/expanded services and support b. Number of homeless and foster students served and intensity of services c. Homeless Survey d. Extent to which additional staff are hired and trained to support efforts e. MTSS and PBIS implementation data f. State attendance and suspension data for homeless and foster youth (Dashboard and/or dataquest) g. Department Self-Assessment or Stakeholder Satisfaction Survey of ESSER services/supports 	<ul style="list-style-type: none"> a. Semi- Annual b. Quarterly c. Annual d. Semi-Annual e. Annual f. Annual g. Annual

- 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;

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 - 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;

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 - Any activity authorized by the Individuals with Disabilities Education Act (IDEA);
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