

ESSER III Expenditure Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Washington Colony Elementary School District	Jesus Cruz Superintendent	jesuscruz@washingtoncolony.org (559) 233-0706

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	The LCAP can be found on the LEAs website, washingtoncolony.org under the tab, District Plans
Local Control and Accountability Plan/LCP Annual Updates	The LCAP/LCP Annual Updates are found on the LEAs website, washingtoncolony.org under the tab, District Plans
Expanded Learning Opportunities Grant Plan	The Expanded Learning Opportunities Grant Plan can be found on the LEAs website, washingtoncolony.org under the tab, District Plans
COVID 19 Safety Plan	COVID-19 Safety Plan can be found on the LEAs website, washingtoncolony.org under the tab, District Plans

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

\$1,344,533

Plan Section	Total Planned ESSER III
Strategies for Continuous and Safe In-Person Learning	\$1,075,626
Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)	\$268,907
Use of Any Remaining Funds	0

Total ESSER III funds included in this plan

\$1,344,533

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.

In 2020-21 School Year and Due to the COVID-19 Pandemic and Stay-at-Home order imposed by the California Department of Public Health and the Fresno County Department of Public Health in order to prioritize the safety of the public, Washington Colony sought input from families and stakeholder groups in a Teleconferencing/Virtual Format and via Zoom meetings. Therefore, this school year 2021-22 the stakeholder engagement was considered in multiple meetings set up through Zoom Stakeholder Input Meetings in order to get Input for the ESSER III Expenditure Plan. The LEA sought input from stakeholder groups including our Board of Education, School Site Council (SSC); District English Language Advisory Committee (DELAC); the District Advisory Committee (DAC); Certificated School Leaders, Administrator, Assistant Principal/Special Ed Administrator, Special Education and Regular Ed Teachers including WCTA Bargaining Unit members and Classified Staff and Employees; and students to address the district's needs to support the reopening of the LEA. Throughout the spring of 2021, teleconferencing was used for discussion and gathering information to support the development of the next best steps to develop a Learning Recovery Plan as required within the Expanded Learning Opportunities Grant Plan and the writing of the district's Local Control and

Accountability Plan to set goals and actions pursuing student academic performance and progress. A survey was available in both English and Spanish on the school website and hardcopies were sent home for parents to offer input based on the needs of their children. Supplemental instruction and support strategies were discussed and examples provided to encourage input to collaboratively develop a learning plan for implementation. Student need was established through the sharing of data results from performance on local assessments. Collaboratively, a focus was developed to address the supplemental supports or services to be used in the development of a plan specific to the needs of our students. Extending supports and services with the ESSER III Plan, enables the LEA to intensify its efforts addressing stakeholder input. Also shared with students, families, and instructional staff is the recent data from the state 2020-2021 SBAC testing results. Data further reveal the effects the pandemic has had on student learning in the areas of English language arts, math and English language development. Washington Colony evaluated its stakeholder engagement opportunities and determined that (Civil Rights Groups/Tribes/Advocates) are neither present nor served by the LEA.

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

Based on the LCAP Spring 2021 survey, Between 40 and 50 percent of stakeholders surveyed indicated a need for additional supplemental services to include focus on academic literacy or English language arts (ELA); academic intervention in the areas of ELA and Math; increase to and access of instructional technology; tutoring for extra support; and extended learning provided with increasing summer school from two to four weeks, Saturday School and possible winter and/or spring learning academies during breaks. Fifteen percent of those surveyed indicated a need for continued monitoring of student performance with any expanded services in addition to the regular progress reports provided to parents.

The results of the survey further show an overwhelming 50 to 83 percent of stakeholders supporting the continuation of Positive Behavior Intervention Supports (PBIS); awards, incentives, and recognition; character education; anti-bullying program, Truancy Intervention Program (TIP); and sports, health, music, arts, and other co-curricular programs that are current offerings. Also indicated was the established maintenance standard for facilities in good repair including playground equipment; 21st Century classroom furniture; safe and secure campus; safe and clean facilities; and transportation. Stakeholders specified the need to continue Parent Communication in the established practices for translation services; newsletters; phone calls and Blackboard Connect, the Parent Liaison position; the updated marquee, the district's website, and student planners.

With stakeholder recommendations as a foundation, a plan has been developed to address all areas of concern. Extended learning time for core subjects targeting learning loss is being addressed through after school tutoring, Saturday School, Winter and Spring Academies, and increased summer school from two to four weeks. The hiring of an additional full-time credentialed teacher to provide literacy intervention instruction and English language development for long term English learners has been influenced greatly by parent recommendations. Further, the strengthening of the multidisciplinary team to assist students and families with integrated supports focused on health, counseling, and mental health services resulted from parent input. The concerns from community strongly supported the hiring of a FTE school counselor and a Licensed Vocational Nurse (LVN) . The multidisciplinary team consisted of two psychologists, two mental and behavioral health counselors, and a school administrator. Moving forward, the LEA is adding a full-time academic counselor and a full-time LVN nurse to meet the needs of students and families to ensure the well-being of students. Supporting the supplemental instruction and activities from the input received from stakeholders, the ESSER III funding will be used to extend and enhance its supplemental services and activities. Academic intervention services or strategies have been added to support the following groups of students: low income; English learners; foster youth; homeless; students with disabilities; students at-risk of abuse, neglect, or exploitation; disengaged students; and/or students who are below

grade level. Emphasized within input from all stakeholders is the safety of students and staff. The administrator continues to network with administrators from other districts, Fresno County Office of Education, CDC and the Fresno Department of Public Health to provide the most current guidelines for safe in-person instruction.

The District Leadership team met with the D/ELAC team and PIQE Parents during the Virtual PIQE meeting workshops on Wednesday September 22, 2021.

The DELAC/PIQE parents groups were presented the ESSER III Plan Expenditure Plan summary for the 2021-24 school years and how the LCAP Actions and Services and the Expanded Learning Opportunity (ELO) grant Plan initiatives aligned with the ESSER III Expenditure Plan. PIQE and DELAC Parents strongly supported the hiring of a FTE school counselor and a Licensed Vocational Nurse (LVN) in order to address the social emotional needs of students post COVID-19 Pandemic and to continue to address as a priority the Health and Safety protocols already established. The ESSER III Expenditure Plan summary presentation was provided to Certificated School Leaders, Administrator, Assistant Principal, Special Education and Regular Ed Teachers including WCTA Bargaining Unit members and Classified Staff and Employees on Monday September 27, 2021. Teachers suggested that the district should invest in an outdoor learning environment and provide shelters and benches around campus. On October 5th 2021, Classified employees also provided input through the ESSER III Expenditure Plan Survey posted in the school website and Input forms provided.

The school Board of education hosted an ESSER III Expenditure Plan hearing on September 14, 2021 for parents to have the opportunity to provide input via a Teleconference meeting. The Board suggested installing a HVAC solar powered unit in the school's cafeteria and invest in building a Shelter Structures and install a Relocatable classroom in order to house the School Psychologist, Mental Health Clinicians, School Counselors and LVN and provide students Health Services. The public comment period was established during the posting of the ESSER III Expenditure Plan on the school's website from October 8 through October 12, 2021. A WCTA representative also received a copy of the ESSER III Expenditure Plan on October 8, 2021. The ESSER III Expenditure Plan Board Approval date is October 12, 2021.

On September 28, Washington Colony hosted a schoolwide Teleconference/Zoom Stakeholders meeting in order to get input from families regarding the ESSER III Expenditure Plan. Parents, families and Community Stakeholders were presented a summary of proposed Actions and Services in the ESSER III Expenditure Plan that aligned with other plans such as the Local Control Accountability Plan (LCAP), the Learning Continuity Plan and the Expanded Learning Opportunity Plan (ELO). In addition to the ESSER III Expenditure Plan summary draft, a Google Survey was posted on the school website for parents and staff to complete the survey. During this stakeholder meeting, the offering of future COVID-19 Vaccination Clinics by the school, incentives to be provided to the qualified age group of fully vaccinated students, and the extra cost of personnel to run these on site vaccination clinics during evenings was discussed.

Collaborating with families, community and stakeholders, the LEA has created a plan to provide supplemental instruction and support through the added implementation of strategies and services to expand or enhance the Learning Continuity Plan, the district's Local Control Accountability Plan, and the Expanded Learning Opportunities Grant Plan. Included in the ESSER III plan is the alignment to previous actions for extending the instructional learning time; implementing and expanding academic learning supports; addressing barriers to learning; providing access to technology and internet; continuing the preparation and transition to high school promoting college eligibility; offering other academic services; and providing services and training that encompass strategies to engage students and families in assessing social-emotional health and academic needs of students. A professional development plan supports instructional staff in coordinating and aligning the implementation of academic support services to the existing academic plans for English language arts, math,

and English language development. A large component of the plan includes the services provided to meet the needs of the students' mental health and social-emotional well-being that enable students to fully engage in learning. The multidisciplinary team provides staff and/or students with training bringing awareness to what is offered through their services, protocols for referrals, and related topics such as Suicide Prevention Awareness. A tiered approach to address intensive individual intervention, supplemental targeted instruction, and provision for core instruction support will be used. Plans for learning recovery emphasize academic instructional interventions and supplemental curricular programs and services that align current grade level standards to the previous grade level to deepen understanding of concepts and skills.

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

\$1,075,626

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP. Goal 1, Action 3a	Hire/Retain Instructional Support Personnel to strengthen Early Literacy Program	The district will retain the Kindergarten instructional aides and maintain two additional aides for Grade 1 to provide instructional small group support for learning recovery in early literacy for the primary grades to students that have been disproportionately impacted by the COVID-19 Pandemic. For the Reading Intervention Lab, 1 FTE	\$10,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		<p>Credentialed Teacher will be hired to support classroom instruction. The 2 Bilingual Instructional Aides will be retained for additional small group reading instruction and EL support to students that have been disproportionately impacted by the COVID-19 Pandemic in order to address learning loss. Supplementary to the LCAP action, the FTE credentialed teacher will provide Response to Intervention support for grades K-5 and ELD instruction for the district's long term English Learners in grades 6-8. The Reading Intervention Lab teacher will collaborate with Special Ed and General Ed. teachers using the Collaborative Intervention Model to examine reading strategies, intervention materials, and student data to develop targeted plans appropriate for individual students exhibiting learning loss or not meeting standards that result in lack of or slower academic progress.</p>	
LCAP, Goal 1, Action 3a	Hire/Retain Instructional Support Personnel	<p>The district will maintain the FTE position for a Literacy ELA/ELD Coach for the purpose of assisting classroom teachers and other staff in the implementation of ELA/ELD standards based instruction aligned to the claims and targets in SBAC for all students and, in particular, unduplicated students; assist in monitoring data to target learning loss; and facilitate planning to address gaps in learning exacerbated by the pandemic. In addition to the usual staffing needs specified in the LCAP, the district will also hire a part time credentialed teacher to monitor an optional online standards-based program for students/families opting to not return to in-person instruction. This strategy will ensure equal access to grade level content standards instruction, monitoring progress, and student attendance.</p>	\$15,626
LCAP, Goal 1, Action 4a	Resources Supporting Standards Aligned Instruction	<p>The district will expand this LCAP action by providing supplemental equipment for classrooms; standards-aligned resources for ELA/Math/Science STEM; supplemental curriculum; computer software; materials and supplies for instructional programs. Maintaining, supplementing, and replacing technology, materials and supplies is essential to</p>	\$15,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP Goal 1, Action 5a; ELO, Strategy 4	Access to Technology and Internet	<p>providing standard aligned support that includes allowances targeted for learning recovery to address the effects of the 2020-21 COVID year of Distance Learning.</p> <p>The district will expand upon actions referenced in the LCAP and ELO by continuing to update, upgrade, and replace technology, a need exacerbated by increased usage and demand during the pandemic. This will include network bandwidth and WiFi connectivity; hardware and software; Chromebook carts with classroom furniture, computers, Interactive White Boards, a portable Smartboard, wireless access and security to enhance critical thinking and the use of research-based best practices. All students have daily access to a Chromebook device for ELA/ELD and Math instruction with a school-wide student ratio of 1:1. iPads for all Kindergarten students were purchased to engage in instruction. In addition, to support the transition of the school reopening, the district will provide Chromebook availability for at-home use with Hotspots and a data plan for connectivity.</p>	\$60,000
LCAP, Goal 1, Action 6a; ELO, Strategy 7	Professional Development	<p>The district provides a robust professional development plan for ELA/ELD/MATH and Science networking. The district provides time for weekly PLC collaboration opportunities for teachers to analyze data and plan instruction based on student need. The district contracts with the Fresno County Superintendent of Schools to provide instructional support from content specialists. Professional development in the areas of ELA/ELD, Math, Instructional Technology, Visual and Performing Arts, and, a deepened focus this year, Social-Emotional learning are all being addressed. The specialists will facilitate professional learning for instructional staff during release time for planning and side-by-side support in the classroom setting. Due to COVID and learning loss, accelerating progress to close learning gaps in all core content area grade level standards has been added as an additional focus. Additionally, the district will provide capacity building training for school personnel to deepen</p>	\$15,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP, Goal 2, Action 1a, 3a; ELO, Strategy 3	Hire and Retain Truancy Intervention and Support Staff	<p>understanding of Cultural Responsiveness and Equity in family engagement practices.through the Parent Institute for Quality Education (PIQE).</p> <p>To respond to the 2020-21 pandemic year with Distance learning and then transitioning to a hybrid model, the district noted the resulting impact on attendance rates. The district will address attendance improvement with the FCOE contract for the Truancy Intervention Program and provide additional support staff.</p> <p>The district will also maintain the Part-time Parent Liaison position to provide a system of support to increase communication to all families, to monitor attendance, truancy data, and to reduce Chronic Absenteeism with interventions by the 3-tiered levels throughout the year. Washington Colony will expand its student recognition awards system in order to motivate, encourage and build attendance awareness to students that have been impacted disproportionately by the COVID-19 Pandemic for a safely return to in-person instruction for learning recovery.</p>	\$10,000
LCAP, Goal 2, Action 2a	Parent Communication and Positive School Climate	<p>The LCAP dollars are used to fund parent communication efforts, while ESSER Funds will help the LEA to expand this action by increase messaging through providing additional parent trainings regarding social-emotional learning support for students might have encountered during the pandemic and to transitioning to a full reopening. The district recognizes the impact COVID has had on families and strives to increase parent communication and involvement to ensure parents understand district plans for health and safety and learning recovery strategies. As stated in the LCAP, the district will endeavor to maintain District-wide activities when safe; improve accessibility to websites, grading and attendance systems; purchase district mobile app, purchase student planners to increase communication from school to home regarding academic assignments and</p>	\$10,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		<p>progress; and provide for the maintenance expenses for the digital messaging marquee and Blackboard connect. The district has contracted with the Parent Institute for Quality Education (PIQE) to provide learning opportunities for parents. The additional focus this year will be the social-emotional learning support and the impact it has on academic success. To be included are strategies for managing stress and recognizing social-emotional health in the home setting.</p>	
LCAP Goal 2, Action 5a	Continuous and Safe In-Person Learning and Improve Learning Environment	<p>The LCAP has made provisions for safety and improvement for facilities. To ensure the health and safety of students and staff, the district is extending these provisions to include the installation of a HVAC system with solar power and air purifiers in the existing cafeteria; and the installation of a Portable Isolation Room for health services. Additionally, the district plans to construct an outdoor sheltered area with outdoor furniture; expand the outdoor learning and playground areas for social distancing; install touchless motion sensor water faucets in all classrooms; and provide personal protective equipment (PPE), disinfectants, washing stations, and signage. The district has purchased COVID-19 Antigen Rapid Test Kits and will maintain the Valencia Lab contract for PCR COVID-19 surveillance testing. The district will fund COVID-19 On-site Vaccine Clinics; and purchase incentives to all vaccinated students.</p>	\$900,000
LCAP Goal 2, Action 5a; LCP, In-Person Learning	Safety, Learning Environment, and Improved Facilities	<p>The district will maintain the position of a part-time custodian to prevent the spread of COVID 19 by ensuring cleanliness and disinfecting of student bathrooms, facilities, and operational services.</p> <p>In order to ensure students' social distancing in the playground due to the COVID-19 Health and Safety protocols, the district will maintain the position of a noontime supervisor to improve cafeteria and playground safety.</p>	\$30,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		Supplemental to this LCAP action and the Learning Continuity plan, the district will provide additional support staff and/or substitutes to monitor facilities and student areas for the purpose of disinfecting and cleaning; supervising students; or monitoring COVID-19 on-site vaccination clinics.	
LCAP Goal 2, Action 8a, ELO, Strategy 3	Mental Health, Social Emotional Well-Being/Integrated Student Supports	The district has established a multidisciplinary team to assist families and/or students with mental health and social and emotional supports for the well-being of students and families. The team consists of two school psychologists (FCOE), two mental and behavioral health personnel (All 4 Youth), and a school administrator. The focus is on social and emotional skill-building, mental and behavioral health, and personal safety for those students who are being referred for support services. To expand and strengthen efforts, positions for a FTE Academic (SEL) Counselor and a FTE LVN have been added to the team. The FTE Counselor provides SEL instruction; develops strategies for learning and engagement; and monitors academic success. To ensure the health, safety, and well-being of students the need for a part time LVN as indicated in the LCAP increased to full time status to maintain health and safety for all students and employees by conducting contact tracing; monitoring health/illness; and being available throughout any expanded times for extended instruction. In addition to the FCSS Health Services Supports, additional supplies will be purchased to ensure the health and safety of students.	\$10,000

Addressing the Impact of Lost Instructional Time

A description of how the LEA will use funds to address the academic impact of lost instructional time.

Total ESSER III funds being used to address the academic impact of lost instructional time

\$268,907

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
ELO, Strategy 1	Extending Instructional Learning Time	The district will offer a 4 week summer session targeting learning recovery. Using local assessment data, instructional staff will make recommendations to parents/guardians indicating the areas of need and the availability of additional instructional time. The focus will be accelerating growth toward meeting grade level standards. Winter and Spring Learning Academies will also be offered to extend and support classroom instruction during winter and spring breaks. Before and after school tutoring in the areas of ELA and math will be provided by credentialed teachers and additional supportive tutoring will be available through the After School Program staff. The district will provide the additional materials, supplies, and staff to extend instructional learning time. Supplementary to this strategy, provisions for custodial staff to perform sanitation and disinfection to facilities; cafeteria staff to provide nutritional needs; and instructional support staff (instructional aides, Special Needs, English learner support) to address unduplicated groups/individuals will be made available during expanded or extended learning time.	\$150,000
ELO, Strategy 2;	Resources/Supplies to Accelerate Progress to close Learning Gaps	In order to provide these online support programs available remotely at home for additional independent practice to students that have been disproportionately impacted by the COVID-19 Pandemic, the district will be expanding the purchase of (Freckle) ELA and Math Supplemental standards-based programs in grades 1-8 during the pandemic needs. These expanded programs will be continued to provide extra support in asynchronous settings that do not detract from instructional time. Students are placed at their individual levels to build skills addressing standards. Accelerated STAR Reading and Math assessments were used to establish baseline data in 2020-21. These assessments are a part of the district's local	\$50,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		<p>Assessment Schedule and will be maintained to measure growth and progress throughout the year. Renaissance Accelerated Reader (AR) is established and used to increase independent reading, vocabulary, and fluency. Additional funds will be used to purchase additional library books to increase the leveled selection for AR and expand the types of literature to include multicultural, bilingual, and culturally responsive books. SeeSaw and MyOn Reading were also purchased in 2020-21. Continued implementation of SeeSaw will support the leveled literacy needs of students. In order to provide these online support programs available remotely at home for additional independent practice to students that have been disproportionately impacted by the COVID-19 Pandemic, the district plans to extend the licensing of SeeSaw into grades 6-8. MyOn Reading provides digital leveled text supporting independent reading for AR and will also be continued.</p>	
ELO, Strategy 3; LCAP Goal 2, Action 3a	Promoting Student Engagement	<p>The district will maintain the Positive Behavior Intervention & Supports (PBIS) program to allow all students to achieve social, emotional and academic success. Supplemental to this action, PBIS will focus on in-person attendance and tardiness particularly for those students exhibiting learning loss; provide interventions addressing student behavioral needs, provide additional materials and supplies to allow students to achieve social, emotional, and academic progress. In order to increase attendance, promote student connectedness to school and help students recover from learning loss after the pandemic, extended activities such as, Passport Day, and extracurricular trips (under the guidelines of County Department of Public Health-CDPH) will be offered.</p> <p>The district will incorporate the Visual and Performing Arts (VAPA) supplemental activities and in-person Family Art Night sports programs, and Family Literacy Night (as determined by the guidelines of CDPH) to promote student engagement in school, targeting those students most</p>	\$8,907

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		disconnected from the school community during the COVID-19 Pandemic.	
LCAP, Goal 1, Action 2a	Provide Teacher Release Time for Professional Learning Communities	The LCAP action indicates the Retaining of the FTE Music and FTE PE positions allows teachers release time to meet for Professional Learning Communities. The ESSER Funds will expand this action by additional contract time with FCSS for support services. This expanded action will provide time for collaboration to focus on grade level data driven instructional decisions, implement research-based best practices, and, supplementing this LCAP action, meet with Fresno County Office of Education content specialists to develop strategies and utilize formative assessments for instruction to address learning loss recovery due to COVID.	\$60,000

Use of Any Remaining Funds

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

Total ESSER III funds being used to implement additional actions

0

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

Ensuring Interventions are Addressing Student Needs

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

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
<ul style="list-style-type: none"> • Hire/Retain Instructional Support Personnel to strengthen Early Literacy • Hire/Retain Instructional Support Personnel • Resources Supporting Standards Aligned Instruction • Resources and Supplies to Accelerate Progress to close Learning Gaps • Professional Development • Access to Technology and Internet • Provide Teacher Release Time for Professional Learning Communities 	<ul style="list-style-type: none"> a) Illuminate standards-based benchmark assessments for progress monitoring in the areas of ELA/Math for grades 1-8 and science for grades 4-8; Kindergarten uses Educational Software for Guided Instruction (ESGI) in ELA/Math. b) Formative assessments including SBAC Interim Assessments, end-of-unit skill checks c) Accelerated STAR ELA/Math, Running Records, and Writing Prompts d) Coaching and Support Schedules 	<ul style="list-style-type: none"> a) Illuminate Benchmark and ESGI Assessments are administered each Trimester (three times per year). b) Formative assessments are on-going and are administered after a unit of study; extended learning opportunities include a pre- and post test c) AR STAR, Running Records, and Writing Prompts are administered each Trimester (three times per year) d) Annual Professional Development Schedule
<ul style="list-style-type: none"> • Mental Health, Social-Emotional Well-being 	<ul style="list-style-type: none"> a) Identify students needing academic, social/emotional services through a referral system 	<ul style="list-style-type: none"> a) On-going observation throughout each trimester; referral logs; documentation of services provided; Multidisciplinary Team meets every 4 weeks to discuss referrals.

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
Integrated Student Supports; <ul style="list-style-type: none"> • Parent Communication and Positive School Climate • Promoting Student Engagement 	b) Students learn academic skills to engage in instruction and participate socially and behaviorally in the school setting	b) Weekly informal conversations with the student's teacher are used to determine social-emotional progress and/or academic success. c) The Healthy Kids Survey is administered at the end of the year.
-Extending Instructional Learning Time	a) Attendance log for Saturday School, Before/After School tutoring, Winter and Spring Academies, and Summer School	a) Daily, Weekly monitoring of attendance throughout the duration of all extended learning opportunities
<ul style="list-style-type: none"> • Continuous and Safe In-Person Learning and Improve Learning Environment 	a) Identify the Cafeteria HVAC Installation Project Schedule/timeline b) Identify the schedule to install air purifiers c) Identify the Portable room Installation Project Schedule d) Identify the Shelter Area Installation Project Schedule e) Identify the Playground Installation Project Schedule for outdoor learning f) Identify the Installation of the touchless motion sensor water faucets project schedule/timeline h) Identify the PPE equipment inventory and purchase order schedules i) Identify COVID-19 Test Kits purchase inventory j) Identify Inventory of Purchase of Incentives for all vaccinated students during COVID-19 On-site vaccination clinics	a) On-going safe learning environment facilities improvement as per CDC/CDPH guidelines b) Facilities Improvement of Annual outdoor learning environment project completion schedules per CDC/CDPH safety guidelines c) Weekly, Monthly schedules as per CDC/CDPH COVID Health and Safety Guidelines d) Monthly Schedules of Installation and Project Completion Logs e) Annual Facilities Inspection Tool (FIT)
-Safety, Learning Environment, and Improved Facilities	a) Maintain inventory of schedules of disinfectant material and cleaning supplies b) Maintain provided additional supplies; improved equipment and facilities; and	a) On-going, weekly, monthly monitoring of inventory purchased COVID-19 disinfectant materials as per CDC/CDPH guidelines order sheets b) Daily, weekly and monthly monitor of supplemental time sheets

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
	<p>continues to purchase, update, and replace additional security/safety resources</p> <p>c) Maintain Supplemental time sheets of the provided additional support staff and/or substitutes to monitor facilities and student areas for the purpose of disinfecting and cleaning; supervising students; or monitoring COVID-19 on-site vaccination clinics.</p>	<p>c) Monthly logs and schedules of vaccination clinics as per CDC/CDPH and Fresno County Department of Public Health (FCDPH) health and safety guidelines</p> <p>d) Monitor Daily Rate of Attendance as measure by the CA school Dashboard</p>
-Access to Technology and Internet	a) Identified the replacement schedule/timeline of the Internet equipment accessibility and Instructional Technology devices such as laptops, chrome books, hotspots and data plan, SmartBoards	<p>a) On-going with monthly inventory of Instructional Technology of operational devices</p> <p>b) Monthly log of IT Connectivity Assessment schedules</p>

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.

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