



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
HESD Local Control Accountability Plan	https://resources.finalsite.net/images/v1718060173/hesdk12caus/raiderfgzxaodesr3uuuj/2024HESDBOPLCAPandANNUALUPDATECOMBINEDDRAFT5-28-24.pdf
HESD Expanded Learning Opportunities Grant	https://resources.finalsite.net/images/v1698352364/hesdk12caus/yax0rsbtqk0md6omqi31/ExpandedLearningOpportunitiesGrantPlanUpdate2023.pdf

Summary of Planned ESSER III Expenditures

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

Total ESSER III funds received by the LEA

\$16,785,182

Plan Section	Total Planned ESSER III
Strategies for Continuous and Safe In-Person Learning	\$4,583,234
Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)	\$6,244,563
Use of Any Remaining Funds	\$5,992,513

Total ESSER III funds included in this plan

\$16,820,310

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.

FAMILIES
PARENT ADVISORY COMMITTEE (PAC)
The district maintains a Parent Advisory Committee (PAC) that meets regularly throughout the year, providing input into the districts' programs and services for students. Although the primary purpose of the Parent Advisory Committee is to provide input into the development of the district's Local Control Accountability Plan (LCAP), the recommendations made by the PAC go beyond the LCAP, supporting the needs of students needs across the district, regardless of specific plans or funding sources. The PAC is a well informed group of parents who

have received substantial training and support and have participated in analysis of the district's student achievement data, school climate data, and data showing students' social and emotional needs. Members of the PAC understand the opportunity gaps that existed before, and were exacerbated by the COVID-19 pandemic. Members of the PAC are well-informed on the district's programs and services for students including, but also going beyond programs and services in the LCAP, and are active participants in the district's comprehensive strategic planning.

Members of the PAC come from (and therefore represent) each of the district's school sites, all of its grade levels, all socioeconomic levels and ethnicities, families of English learners, students with disabilities, students who are homeless or are foster youth, and migrant students. Members of the PAC, along with their children and families, have all been impacted by the COVID-19 pandemic. Therefore, the members of our PAC fully consider the perspectives and insights of each of the required community members in identifying the unique needs of the district, especially as they relate to the COVID-19 pandemic, and utilize these perspectives and insights as they make recommendations on the most effective strategies and interventions to address these needs through the programs and services the LEA implements, including those services using ESSER III funds.

FAMILIES INCLUDING FAMILIES THAT SPEAK LANGUAGES OTHER THAN ENGLISH DISTRICT ENGLISH LEARNER ADVISORY COMMITTEE (DELAC)

The District English Learner Advisory Committee (DELAC) is comprised of a majority of parents of students who are English learners. The DELAC meets regularly throughout the school year. Although the primary purpose of the DELAC is to provide input into the development of the district's federal Title I and Title III programs and services for English learners, the recommendations made by the DELAC go beyond these funding sources and plans, supporting the unique needs of students who are English learners across the district, regardless of specific plans or funding sources. The the DELAC is a well informed group of parents who have received substantial training and support and have participated in analysis of the district's student achievement data, school climate data, and data showing students' social and emotional needs as they relate to students who are English learners. Members of the DELAC understand the opportunity gaps that existed before, and were exacerbated by the COVID-19 pandemic. Members of the DELAC are well-informed on the district's programs and services for all students, with an emphasis on students who are English learners, and are active participants in the district's comprehensive strategic planning.

Members of the DELAC come from (and therefore represent) each of the district's school sites, all of its grade levels, all socioeconomic levels and ethnicities, families of English learners, students with disabilities, students who are homeless or are foster youth, and migrant students. Members of the DELAC, along with their children and families, have all been impacted by the COVID-19 pandemic. Therefore, the members of our DELAC fully consider the perspectives and insights of each of the required community members in identifying the unique needs of the district, especially as they relate to the COVID-19 pandemic, and utilize these perspectives and insights as they make recommendations on the most effective strategies and interventions to address these needs through the programs and services the LEA implements, including those services using ESSER III funds.

TEACHERS, OTHER EDUCATORS, AND THEIR UNIONS

ESSER III was an agenda item at the district's meet-and-consult sessions with the certificated and classified collective bargaining units. These groups have provided ongoing input into the district's services and programs and on how to prioritize these programs and services.

STUDENTS: HESD STUDENT SURVEY

Students in grades in 5-8 participate in an online survey each year in which they voice their opinions or concerns and make recommendations on the district's programs and services. Students representing all schools and all of the district's student subgroups participate in this survey (approximately 2,000 student participants each year).

DISTRICT ADMINISTRATORS, SPECIAL EDUCATION ADMINISTRATORS, SPECIAL EDUCATION ADMINISTRATORS, PRINCIPALS, AND OTHER SCHOOL LEADERS/EDUCATORS

The district's Instructional Cabinet is comprised of district office administration and leadership (including special education administrators) along with school site principals and learning directors (other school leaders/educators) and meets regularly throughout the school year. At these meetings, the Instructional Cabinet conducts analysis of the district's student achievement data, school climate data, and data showing students' social and emotional needs. The district's Instructional Cabinet are the primary leaders of the district's strategic planning, and are experts in conducting analysis of the district's areas of strength and areas of need especially as they relate to:

- 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

The Instructional Cabinet, as they develop the district's strategic planning, consider the perspectives and insights of each of the required community groups, especially as they relate to the COVID-19 pandemic, and utilize these perspectives and insights as they develop the most effective strategies and interventions for students, including those using ESSER III funds.

OPPORTUNITIES PROVIDED FOR INPUT FROM THE PUBLIC AT LARGE

The Hanford Elementary School District Board of Trustees meets in public twice each month. A public comment period is provided at the beginning of each meeting. Written public comments are also solicited on the district's website. A public hearing, where any member of the public can provide comments or input into the ESSER III plan took place on October 13, 2021 at the regularly scheduled board meeting. A draft of the ESSER III Plan (along with all of the district's other planning documents) is posted on the district's website.

TRIBES: There are no tribes/tribal lands within the boundaries of HESD

CIVIL RIGHTS ORGANIZATIONS: There are no active civil rights organizations operating within the boundaries of HESD

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 (to the extent present/served in the LEA): There were no individuals or advocates that provided input into the ESSER III Plan.

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

FAMILIES (Including families that speak a language other than English)

The PAC and/or DELAC made the following recommendations, and each of these recommendations are contained within the actions in the ESSER III plan.

Prevention and mitigation strategies to continuously and safely operate schools for in-person learning

- The committees acknowledge that in-person learning is the most effective instructional model: Return to in-person school as soon as it is safe to do so.
- Continue to implement and follow CDE/Health Dept. recommendations to ensure student/staff/parent safety in response to COVID.
- Provide parents with continued information via the district and the school site regarding low-cost internet such as Xfinity \$9.95 so that student access connectivity problems are no longer a barrier.
- Continue to provide students with Hot Spots so that students have connectivity access.
- Continue to provide services and programs that support students' social/emotional health and well-being
- Hire a psychologist trained in PTSD to serve to students who were impacted by COVID factors.

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)

- Maintain or expand programs and services for students, especially students who are low-income, English learners, and/or foster youth.
- Increase services for at risk students and/or student groups including after school tutoring and summer enrichment programs.
- Maintain or expand the programs and services for English Learners under each of the districts five goals (that encompass a broad educational program, student achievement, support for teachers and staff, school climate and students' social-emotional needs, and parent/family communication).
- Emphasize the academic language required for proficiency in mathematics and provide instruction and support for EL students' understanding, reasoning, spoken, and written expressions.

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

- Provide outreach, training, and support for parents in parenting skills and strategies that support the social/emotional well-being of their children
- Expand services for families such as Kinder Counts to provide outreach and training for parents, especially the parents of kindergarten students. This training should provide parents with specific information, strategies, and resources that help them get their children to school each day ready to learn. This training and support should ensure that parents are aware of the programs and services within the district (and even the community) that are available to them, and that they know how to access them.
- Continue to provide training for teachers and staff in supporting students' social and emotional health.
- Support parent awareness of available interventions, enrichment and support using Remind, the district website, and other communication tools, ensuring families can make use of available resources.
- Continue supporting the district's art, band, and physical education programs.

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

- Ensure that the support systems are efficient and are reaching students in need
- Identify groups of students, especially high-risk students, who are improving and replicate strategies and supports that were given to these students to other high-risk student groups.
- Have accountability in place to ensure that supports are reaching students and are effective in decreasing absenteeism

TEACHERS, OTHER EDUCATORS, AND THEIR UNIONS

The ESSER III Plan was an agenda item at the district's meet-and-consult sessions with the certificated and classified collective bargaining units. These groups have provided ongoing input into the district's services and programs and on how to prioritize these programs and services. Bargaining units recommended that the district expand or maintain the programs and services for students, especially students who are low-income, English learner, or foster youth with an emphasis on increasing services for school safety and student physical and social/emotional wellbeing.

STUDENTS

- Continue to support, maintain, or expand the district's art, music, physical education programs.
- Continue to support, maintain, or expand academic study trips.
- Expand after school tutoring and make tutoring sessions available on Saturdays.
- Provide counseling services at all schools.
- Provide clubs or other enrichment activities on Saturdays

DISTRICT ADMINISTRATORS, SPECIAL EDUCATION ADMINISTRATORS, SPECIAL EDUCATION ADMINISTRATORS, PRINCIPALS, AND OTHER SCHOOL LEADERS/EDUCATORS

Prevention and mitigation strategies to continuously and safely operate schools for in-person learning;

- Continue to provide leadership, guidance, and technical assistance regarding the safe opening and continued safe operation of schools along with the careful following of CDC and CDPH guidelines.

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);

- Continue to provide support, and where practicable, expand the district's after school tutoring, summer learning, extended day/week, and afterschool programs.
- Continue to provide students with the technology tools to support learning and evidence-based interventions both during and outside of school hours

o Hardware and computers

o Connectivity (infrastructure, hot spots etc.)

- o Support and troubleshooting
- o Digital content and resources for student learning
 - Continue to develop and support pacing calendars in core subject areas that provide for student learning and evidence-based interventions
 - Continue to provide supplies, materials, instructional materials/programs to support evidence-based interventions

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

- Provide support for students' social emotional wellbeing by maintaining or expanding the district's team of counselors, social workers, student specialists, and psychologists
- Continue to provide information and resources on social-emotional learning and SEL programs
- Maintain or expand the district's art, music and physical education programs.
- Continue to provide a robust set of electronic tools to facilitate communication with families.
- Continue to support the district's New Teacher Induction program (that provides training and support for teachers in the first years of their careers).
- Continue to support the district's CASC Induction program (that provides training and support for administrators in the first years of their administrative careers).

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

- Continue to develop, maintain, and implement a robust suite of summative and formative assessments to monitor students' progress and identify students in need of evidence-based interventions
- Continue to provide tools to monitor and analyze data from these assessments that identify students' specific learning gaps and/or social emotional needs
- Continue to provide tools to monitor data indicators of students' social-emotional wellbeing (discipline incidents, absenteeism etc.)

OPPORTUNITIES PROVIDED FOR INPUT FROM THE PUBLIC AT LARGE

There were no public comments during at the public hearing which took place on October 13, 2021 at the regularly scheduled board meeting.

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

\$4,583,234			
Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
N/A	ESSER 1.1: Improve/Upgrade/Repair School Facilities	The district will improve/upgrade/repair facilities to enable operation of schools to reduce risks of virus transmission and exposure to environmental health hazards, and to support student health needs. This includes but is not limited to school sites, district office sites, the Teacher Resource Center, the District Service Facility (DSF), the district kitchen, the Network Operation Center (NOC), district vehicles (e.g. delivery and maintenance vehicles and school busses). Expenditures include, but are not limited to hiring personnel (or maintaining currently elevated levels of personnel/staffing), purchasing supplies, materials, vehicles, equipment, and repairing or maintaining existing equipment/vehicles.	\$177,692
N/A	ESSER 1.2: Indoor Air Quality & Ventilation	The district will Inspect, test, maintain, repair, and or upgrade the components of its heating, air conditioning, and ventilation, systems to improve the indoor air quality in school facilities. These repairs/upgrades include, but are not limited to mechanical and nonmechanical heating,	\$1,607,960

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door replacements. Expenditures include, but are not limited to hiring personnel (or maintaining currently elevated levels of personnel/staffing), purchasing supplies, materials, vehicles, equipment, and repairing or maintaining existing equipment/vehicles.	
N/A	ESSER 1.3: Sanitation To Minimize the Spread of Infectious Diseases	The district will implement sanitization processes and procedures designed to minimize the spread of infectious diseases including but not limited to: hiring additional custodial/maintenance staff (or maintaining the currently elevated level of staff), training and professional development for staff of the LEA on sanitation and minimizing the spread of infectious diseases, purchasing supplies, materials, and equipment to sanitize and clean the district's facilities.	\$155,938
N/A	ESSER 1.4: Implementing Health Protocols	The district will develop and implement strategies and/or 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. Expenditures include, but are not limited to hiring personnel (or maintaining currently elevated levels of personnel/staffing), purchasing supplies, materials, vehicles, equipment, and repairing or maintaining existing equipment/vehicles.	\$73,217
LCAP 4.4	Transportation	The district will develop and implement activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster	\$241,852

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		care youth, including how outreach and service delivery will meet the needs of each population. Elementary students who live 3/4 mile or more from school, and/or junior high students who live one mile or more from school will be provided with transportation to and from school. Expenditures include, but are not limited to hiring personnel (or maintaining currently elevated levels of personnel/staffing), purchasing supplies, materials, vehicles, equipment, and repairing or maintaining existing equipment/vehicles.	
LCAP 1.1	Technology	The district will ensure adequate 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: Expenditures include but are not limited to student computers/devices, internet hotspots, network infrastructure, hiring (or maintaining currently elevated levels of personnel/staffing) purchasing supplies, materials, vehicles equipment, and repairing or maintaining existing equipment/vehicles.	\$2,326,575

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

\$6,244,563

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP 1.6	After School Program	The district will plan and implement activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care. The district will implement evidence-based activities to meet the comprehensive needs of students: Students in grades K-6 (including low-income students, students with disabilities, English learners, racial and ethnic minorities, homeless students, and foster youth) have the opportunity to participate in an after-school enrichment program until 6:00p.m. at no charge to families. Expenditures include, but are not limited to hiring personnel (or maintaining currently elevated levels of personnel/staffing), training and professional development, purchasing supplies, materials, and equipment, and repairing or maintaining existing equipment. With the additional of Expanded Learning Opportunities Plan (ELOP), funds were no longer need through ESSER for the After School Program and was instead funded through ELOP. Strong/Moderate Evidence--See: U.S. Department of Education. (2008). Dropout Prevention. Washington D.C.: What Works Clearinghouse.	\$0

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		U.S. Department of Education. (2008). Improving Adolescent Literacy: Effective Classroom and Intervention Practices. Washington D.C.: What Works Clearinghouse.	
LCAP 2.2	Summer Program	The district will plan and implement activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care. The district will implement evidence-based activities to meet the comprehensive needs of students: Students (including low-income students, students with disabilities, English learners, racial and ethnic minorities, homeless students, and foster youth) are supported with a robust summer program that includes both academics and enrichment. Expenditures include, but are not limited to hiring personnel (or maintaining currently elevated levels of personnel/staffing), training and professional development, purchasing supplies, materials, and equipment, and repairing or maintaining existing equipment, outreach and communication with students and families. Strong/Moderate Evidence--See: U.S. Department of Education. (2008). Dropout Prevention. Washington D.C.: What Works Clearinghouse. U.S. Department of Education. (2008). Improving Adolescent Literacy: Effective Classroom and Intervention Practices. Washington D.C.: What Works Clearinghouse.	\$92,725

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP 2.3	Instructional Materials	The district will implement activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including outreach and service delivery will meet the needs of each population. Provide low-income students, students with disabilities, English learners, racial and ethnic minorities, homeless students, and foster youth with up-to-date/upgraded instructional materials that provide specialized lessons, materials, and technology components. These include, but are not limited to textbooks, books, periodicals, digital instructional materials and subscriptions, teacher and staff training and professional development. Note: In order to access standards aligned instruction in a way that is equitable, low-income students, students with disabilities, English learners, racial and ethnic minorities, homeless students, and foster youth have a need for instructional supports that go well beyond what all students need. Up-to-date instructional materials provide specialized lessons, materials, technology components and other supports specifically designed to ensure that struggling students (who are often low-income students, students with disabilities, English learners, racial and ethnic minorities, homeless students, and foster youth) can understand, learn, and master the state adopted content standards.	\$114,312
ELOG 2	After School Tutoring/Intervention	The district will implement evidence-based activities to meet the comprehensive needs of students:	\$474,379

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		After-school tutoring/intervention will be provided to identified students during the regular school year. Tutoring will be provided to small groups of students (1-8) and will focus on ELA and math. Training and professional development will be provided to teaching and support staff, especially in the areas of accelerated learning strategies and effectively addressing learning gaps, including training in facilitating quality and engaging learning opportunities for all students. Expenditures include, but are not limited to hiring personnel (or maintaining currently elevated levels of personnel/staffing, and/or extending currently elevated levels of staffing beyond the expiration of the ELO grant), training and professional development, purchasing supplies, materials, and equipment, and repairing or maintaining existing equipment. Strong and Moderate Evidence--See: U.S. Department of Education. (2009). Assisting Students Struggling with Mathematics in the Elementary Grades. Washington D.C.: What Works Clearinghouse. US Department of Education. (2009). Assisting Students Struggling with Reading: Response to Intervention (RTI) and Multi-Tier Intervention in the Primary Grades. Washington DC: What Works Clearinghouse.	
ELOG 3	Educational Tutors	The district will implement evidence-based activities to meet the comprehensive needs of students: The district will provide integrated support students in grades TK-2 with educational tutors (paraprofessionals).	\$2,328,441

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		Educational tutors will work in classrooms providing supports for students including, but not limited to, small group instruction and one-on-one student support ELA, math and additional content areas. Expenditures include, but are not limited to hiring personnel (or maintaining currently elevated levels of personnel/staffing, and/or extending currently elevated levels of staffing beyond the expiration of the ELO grant), training and professional development, purchasing supplies, materials, and equipment, and repairing or maintaining existing equipment. Strong and Moderate Evidence--See: U.S. Department of Education. (2009). Assisting Students Struggling with Mathematics in the Elementary Grades. Washington D.C.: What Works Clearinghouse. US Department of Education. (2009). Assisting Students Struggling with Reading: Response to Intervention (RTI) and Multi-Tier Intervention in the Primary Grades. Washington DC: What Works Clearinghouse. U.S. Department of Education. (2008). Improving Adolescent Literacy: Effective Classroom and Intervention Practices. Washington D.C.: What Works Clearinghouse.	
LCAP 4.1	Coordination of Student Support	The district will provide students with mental health services and supports, including through the implementation of evidence-based full-service community schools. The district will develop and implement other activities that are necessary to maintain operations and continuity of services and continuing to employ existing staff.	\$76,934

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		Direct supports for students, from professionals within and outside of the district, are coordinated so that students in need receive timely and effective programs and support. Principals Learning Directors Director of School Climate, Child Welfare and Attendance Admin Secretary (for School Climate Child Welfare and Attendance) Supplies/Materials (for School Climate Child Welfare and Attendance) Supplies/Materials for Foster Youth School Social Worker SARB Expenditures include, but are not limited to hiring personnel (or maintaining currently elevated levels of personnel/staffing), training and professional development, purchasing supplies, materials, and equipment, and repairing or maintaining existing equipment, outreach and communication with students and families.	
LCAP 4.2	Health Professionals (Physical/Mental/Social/Emotional)	The district will provide students with mental health services and supports, including through the implementation of evidence-based full-service community schools. School health professionals and counselors provide direct services to students to promote well-being and health, and intervene with actual and potential health problems. School Nurses (RNs) School Nurses (LVNs) (One per school site) School Nursing Supplies/Materials School Counselors Psychologists	\$3,157,772

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		Expenditures include, but are not limited to hiring personnel (or maintaining currently elevated levels of personnel/staffing), training and professional development, purchasing supplies, materials, and equipment, and repairing or maintaining existing equipment, outreach and communication with students and families.	

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

\$5,992,513

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP 4.3	School Support Staff	The district will provide students with mental health services and supports, including through the implementation of evidence-based full-service community schools. Additional support staff provide direct services to students to promote positive school climate, good citizenship, and school safety. Student Specialists Vice Principals Yard Supervision Community Day School Expenditures include, but are not limited to hiring personnel (or maintaining currently elevated levels of	\$371,437

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		personnel/staffing), training and professional development, purchasing supplies, materials, and equipment, and repairing or maintaining existing equipment, outreach and communication with students and families.	
LCAP 2.1	Reduce Class Sizes/Eliminate Combination Classes Substitutes for COVID Support	The district will implement activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including outreach and service delivery will meet the needs of each population. Classroom staffing levels will be increased (and/or currently elevated levels of staffing will be maintained) to reduce or eliminate combination classes in grades K-6 and to lower class size in all grades. Provide urgent support for classrooms in the form of substitute teachers to keep schools/classrooms open for in-person learning during the COVID pandemic (see Note 2 below). Note 1: In order to access standards aligned instruction in a way that is equitable, low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, have needs for instructional supports that go well beyond what all students need. Combination classes and large class sizes divide the teacher's time and effort. The services under this action are designed to support these students by providing them with increased support in the form of teachers' time and effort. Note 2: In 2021-2022 due to the COVID pandemic, the severe shortage of substitute teachers, and the urgent need to	\$5,151,750

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		support classrooms where teaching staff tested positive, were quarantined, or symptomatic with COVID, the district's team of instructional coaches provided emergency temporary (substitute) classroom instruction for most of the school year. The use of instructional coaches to provide this emergency classroom support prevented classrooms and schools from being forced to close in 2021-2022. The instructional coaches were temporarily funded with ESSER III because they were not performing their normal (Title I allowable) duties. They will resume their duties as instructional coaches and will return to being funded with Title I once the pandemic subsides.	
ESSER 3.1	Indirect Costs	Indirect Costs	\$469,326

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
ESSER 1.1 Improve/Upgrade/Repair School Facilities	SUMMARY OF ACTION The district will improve/upgrade/repair facilities to enable operation of schools to reduce risks of virus transmission and exposure to environmental health hazards, and to support student health needs. This includes but is not limited to school sites, district office sites, the	Larger construction projects: regularly at biweekly board meetings. Smaller projects: Weekly. School and district safety committees meet monthly. Facility Inspection Tool (FIT): Annually

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
	Teacher Resource Center, the District Service Facility (DSF), the district kitchen, the Network Operation Center (NOC), district vehicles (e.g. delivery and maintenance vehicles and school busses). HOW PROGRESS WILL BE MONITORED Larger construction projects/contracts are approved by the board of trustees. Progress toward completion is reported out to the school board as projects progress. The board of trustees approves the final completion of projects. Smaller projects are monitored weekly by the director of facilities and operations. Each school site, as well as the district, has a safety committee that meets monthly. The safety committees discuss, review, and report any health, safety, sanitation related issues and submit work orders or update school sanitization schedules as needed. The district, along with our partners from the Kings County Office of Education conduct an annual inspection of all district facilities annually and publish a Facility Inspection Tool (FIT) that reports any deficiencies.	
ESSER 1.2 Indoor Air Quality & Ventilation	SUMMARY OF ACTION The district will inspect, test, maintain, repair, and or upgrade the components of its heating, air conditioning, and ventilation, systems to improve the indoor air quality in school facilities. These repairs/upgrades include, but are not limited to mechanical and nonmechanical heating, ventilation, and air conditioning	HVAC routine maintenance: Twice per year. Repairs: HVAC technicians are dispatched as work orders are submitted. School and district safety committees meet monthly. Facility Inspection Tool (FIT): Annually

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
	systems, filtering, purification and other air cleaning, fans, control systems, and window and do or replacements. HOW PROGRESS WILL BE MONITORED The district employs two full-time HVAC technicians. All HVAC units are serviced twice each year, which includes changing filters. The district has a computerized work order system. HVAC systems needing repair are reported through the work order system and technicians are dispatched. HVAC repairs are given high priority. Each school site, as well as the district, has a safety committee that meets monthly. The safety committees discuss, review, and report any health, safety, sanitation related issues and submit work orders or update school sanitization schedules as needed. The district, along with our partners from the Kings County Office of Education conduct an annual inspection of all district facilities annually and publish a Facility Inspection Tool (FIT) that reports any deficiencies.	
ESSER 1.3 Sanitation To Minimize the Spread of Infectious Diseases	SUMMARY OF ACTION The district will implement sanitization processes and procedures designed to minimize the spread of infectious diseases including but not limited to: hiring additional custodial staff (or maintaining the currently elevated level of staff), training and professional development for staff of the LEA on sanitation	Cleaning/sanitizing/disinfecting daily. Specific schedules are available for viewing in each school office. School and district safety committees meet monthly. Facility Inspection Tool (FIT): Annually

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
	and minimizing the spread of infectious diseases, purchasing supplies, materials, and equipment to sanitize and clean the district's facilities. HOW PROGRESS WILL BE MONITORED Each school site has two (elementary) or three (jr. high) custodians assigned. Each school site has a cleaning/sanitizing/disinfecting schedule. This schedule is maintained in the school office. A member of the public may view the schedule by asking in the school office. At least one custodian is on-duty at all times when students are present. School offices are in radio-contact with the custodian. Urgent cleaning/sanitizing/disinfecting needs are handled immediately. Each school site, as well as the district, has a safety committee that meets monthly. The safety committees discuss, review, and report any health, safety, sanitation related issues and submit work orders or update school sanitization schedules as needed. The district, along with our partners from the Kings County Office of Education conduct an annual inspection of all district facilities annually and publish a Facility Inspection Tool (FIT) that reports any deficiencies.	
ESSER 1.4 Implementing Health Protocols	SUMMARY OF ACTION The district will develop and implement strategies and/or public health protocols including, to the greatest extent practicable, policies in line with guidance from the Centers for Disease Control and Prevention (CDC) for	Site and district managers briefed on CDC protocol updates/changes weekly. Free weekly COVID tests are provided to employees. School and district safety committees meet monthly.

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
	the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff. HOW PROGRESS WILL BE MONITORED The district follows all public health protocols including, to the greatest extent practicable, policies in line with guidance from the Centers for Disease Control and Prevention (CDC). All district and school site managers are briefed weekly. The district has a robust system of protocols and procedures that are followed when a case of COVID is reported, or when an employee or student shows symptoms. (These protocols are too lengthy to reproduce here.) The district publishes extensive information on COVID safety and guidelines on its website: https://www.hanfordesd.org/. Each school site, as well as the district, has a safety committee that meets monthly. The safety committees discuss, review, and report any health, safety, sanitation related issues and submit work orders or update school sanitization schedules as needed.	
LCAP 4.4 Transportation	SUMMARY OF ACTION Elementary students who live 3/4 mile or more from school, and/or junior high students who live one mile or more from school will be provided with transportation to and from school.	Student eligibility and bus ridership levels are monitored Monthly.

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
	This includes, but is not limited to hiring personnel (or maintaining currently elevated levels of personnel/staffing), purchasing supplies, materials, vehicles equipment, and repairing or maintaining existing equipment/vehicles. HOW PROGRESS WILL BE MONITORED All buss schedules, routes, and rosters are monitored by the transportation department using specialized software. Software determines students eligibility to access transportation.	
LCAP 1.1 Technology	SUMMARY OF ACTION The district will ensure adequate 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. HOW PROGRESS WILL BE MONITORED Students in grades 2-8 have a district issued laptop computer. Students in grades 4-8 may take computers home each night. Students in grades TK-1 have Apple iPads. Students in all grades have access to a suite of standards aligned digital content. Computers are checked out to students in the district's resource management system (Destiny). This system also monitors devices in for repair.	Laptop checkout in Destiny Resource Management System monitored at the beginning of school year, prior to state testing, and at the end of the school year. Help tickets for computers is ongoing.

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
	A team of seven technicians maintains and repairs student computers along with the district network systems. Each junior high school has a technician on site. The district maintains an online help desk system that assigns and repairs monitors the repair progress/status of computers.	
LCAP 1.6 After School Program	SUMMARY OF ACTION The district will plan and implement activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care. Students in grades K-6 (including low-income students, students with disabilities, English learners, racial and ethnic minorities, homeless students, and foster youth) have the opportunity to participate in an after-school enrichment program until 6:00p.m. at no charge to families. HOW PROGRESS WILL BE MONITORED An Expanded Learning Coordinator will monitor participation in all expanded learning opportunities. Students in after school tutoring will receive pre/post testing to measure their progress. The district maintains an extensive calendar of formative and summative assessments in core subject areas. School site and district leadership monitor student achievement according to the assessment calendar.	Monthly for Participation At the beginning and end of tutoring cycles for pre/post testing. At each trimester for the district assessment calendar. Annually for State Assessments

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
	Students in grades 3-8 will participate in State Assessments (CAASPP) annually and will make progress toward the assessment targets specified in the District's LCAP. The district will make annual progress toward the 2023-24 LCAP Desired Outcomes for ELA and math. Percent Proficient ELA: Percentage of Students Scoring Proficient (Exceeded or Met) CAASPP ELA Overall: 45.03% SWD: 10% Eco. Disadvantaged: 40% English Learner: 22% Asian: 50% African American: 35% Hispanic: 41% White: 70% Two or More: 55% Homeless: 40% Percentage of Students Scoring Proficient (Exceeded or Met) CAASPP Math: Overall: 31% SWD: 8% Eco. Disadvantaged: 30% English Learners: 15% Asian: 40% African American: 20% Hispanic: 30% White: 48% Two or More: 40% Homeless: 20% Updated for new LCAP Students in grades 3-8 will participate in State Assessments (CAASPP) annually and will make	

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
	progress toward the assessment targets specified in the District's LCAP. The district will make annual progress toward the 2025-26 LCAP Desired Outcomes for ELA and math. Percent Proficient ELA: Percentage of Students Scoring Proficient (Exceeded or Met) CAASPP ELA Overall: 54% SWD: 21% Eco. Disadvantaged: 50% English Learner: 30% Asian: 71% African American: 44% Hispanic: 52% White: 64% Two or More: 64% Homeless: 41% Percentage of Students Scoring Proficient (Exceeded or Met) CAASPP Math: Overall: 43% SWD: 18% Eco. Disadvantaged: 39% English Learners: 22% Asian: 57% African American: 33% Hispanic: 41% White: 56% Two or More: 56% Homeless: 29%	
LCAP 2.1 Reduce Class Sizes/Eliminate Combination Classes	SUMMARY OF ACTION The district will implement activities to address the unique needs of low-income children or students, children with disabilities, English	Director of School Climate, Child Welfare, and Attendance monitors monthly.

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
	learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including outreach and service delivery will meet the needs of each population. Classroom staffing levels will be increased (and/or currently elevated levels of staffing will be maintained) to reduce or eliminate combination classes in grades K-6 and to lower class size in all grades. HOW PROGRESS WILL BE MONITORED The district's enrollment and staffing levels are monitored by the Director of School Climate, Child Welfare, and Attendance. Classrooms are staffed, (where practicable due to teacher shortages), with student enrollment below state mandated levels.	
LCAP 2.2 Summer Program	SUMMARY OF ACTION The district will plan and implement activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care. Students (including low-income students, students with disabilities, English learners, racial and ethnic minorities, homeless students, and foster youth) are supported with a robust	Weekly during summer school registration, and during summer school. Annually for State Assessments

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
	summer program that includes both academics and enrichment. HOW PROGRESS WILL BE MONITORED An Expanded Learning Coordinator will monitor participation in all expanded learning opportunities. Students in after school tutoring will receive pre/post testing to measure their progress. The district maintains an extensive calendar of formative and summative assessments in core subject areas. School site and district leadership monitor student achievement according to the assessment calendar. Students in grades 3-8 will participate in State Assessments (CAASPP) annually and will make progress toward the assessment targets specified in the District's LCAP. The district will make annual progress toward the 2023-24 LCAP Desired Outcomes for ELA and math. Percent Proficient ELA: Percentage of Students Scoring Proficient (Exceeded or Met) CAASPP ELA Overall: 45.03% SWD: 10% Eco. Disadvantaged: 40% English Learner: 22% Asian: 50% African American: 35% Hispanic: 41% White: 70% Two or More: 55% Homeless: 40% Percentage of Students Scoring Proficient (Exceeded or Met) CAASPP Math:	

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
	Overall: 31% SWD: 8% Eco. Disadvantaged: 30% English Learners: 15% Asian: 40% African American: 20% Hispanic: 30% White: 48% Two or More: 40% Homeless: 20% Updated for new LCAP Students in grades 3-8 will participate in State Assessments (CAASPP) annually and will make progress toward the assessment targets specified in the District's LCAP. The district will make annual progress toward the 2025-26 LCAP Desired Outcomes for ELA and math. Percent Proficient ELA: Percentage of Students Scoring Proficient (Exceeded or Met) CAASPP ELA Overall: 54% SWD: 21% Eco. Disadvantaged: 50% English Learner: 30% Asian: 71% African American: 44% Hispanic: 52% White: 64% Two or More: 64% Homeless: 41% Percentage of Students Scoring Proficient (Exceeded or Met) CAASPP Math: Overall: 43% SWD: 18%	

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
	Eco. Disadvantaged: 39% English Learners: 22% Asian: 57% African American: 33% Hispanic: 41% White: 56% Two or More: 56% Homeless: 29%	
LCAP 2.3 Instructional Materials	SUMMARY OF ACTION Provide low-income students, students with disabilities, English learners, racial and ethnic minorities, homeless students, and foster youth with up-to-date/upgraded instructional materials that provide specialized lessons, materials, and technology components. HOW PROGRESS WILL BE MONITORED All students will have State Board of Education approved, Common Core standards-aligned instructional materials in all classrooms as evidenced by the annual HESD Board of Trustees Sufficiency of Instructional Materials resolution.	Annually (each September) with the board Sufficiency of Materials Resolution.
ELO 2 After School Tutoring/Intervention	SUMMARY OF ACTION After-school tutoring/intervention will be provided to identified students during the regular school year. Tutoring will be provided to small groups of students (1-8) and will focus on ELA and math. Training and professional development will be provided to teaching and support staff, especially in the areas of accelerated learning strategies and effectively addressing learning	Weekly for enrollment. At the beginning and end of tutoring cycles for pre/post testing. At each trimester for the district assessment calendar. Annually for State Assessments

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
	gaps, including training in facilitating quality and engaging learning opportunities for all students. HOW PROGRESS WILL BE MONITORED An Expanded Learning Coordinator will monitor participation in all expanded learning opportunities. Students in after school tutoring will receive pre/post testing to measure their progress. The district maintains an extensive calendar of formative and summative assessments in core subject areas. School site and district leadership monitor student achievement according to the assessment calendar. Students in grades 3-8 will participate in State Assessments (CAASPP) annually and will make progress toward the assessment targets specified in the District's LCAP. The district will make annual progress toward the 2023-24 LCAP Desired Outcomes for ELA and math. Percent Proficient ELA: Percentage of Students Scoring Proficient (Exceeded or Met) CAASPP ELA Overall: 45.03% SWD: 10% Eco. Disadvantaged: 40% English Learner: 22% Asian: 50% African American: 35% Hispanic: 41% White: 70% Two or More: 55% Homeless: 40% Percentage of Students Scoring Proficient (Exceeded or Met) CAASPP Math:	

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
	Overall: 31% SWD: 8% Eco. Disadvantaged: 30% English Learners: 15% Asian: 40% African American: 20% Hispanic: 30% White: 48% Two or More: 40% Homeless: 20% Updated for new LCAP Students in grades 3-8 will participate in State Assessments (CAASPP) annually and will make progress toward the assessment targets specified in the District's LCAP. The district will make annual progress toward the 2025-26 LCAP Desired Outcomes for ELA and math. Percent Proficient ELA: Percentage of Students Scoring Proficient (Exceeded or Met) CAASPP ELA Overall: 54% SWD: 21% Eco. Disadvantaged: 50% English Learner: 30% Asian: 71% African American: 44% Hispanic: 52% White: 64% Two or More: 64% Homeless: 41% Percentage of Students Scoring Proficient (Exceeded or Met) CAASPP Math: Overall: 43% SWD: 18% Eco. Disadvantaged: 39%	

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
	English Learners: 22% Asian: 57% African American: 33% Hispanic: 41% White: 56% Two or More: 56% Homeless: 29%	
ELO 3 Educational Tutors	SUMMARY OF ACTION The district will provide integrated support students in grades TK-2 with educational tutors (paraprofessionals). Educational tutors will work in classrooms providing supports for students including, but not limited to, small group instruction and one-on-one student support ELA, math and additional content areas. HOW PROGRESS WILL BE MONITORED The Human Resources Department monitors the hiring and placement of ed. tutors. School site leadership teams monitor ed. tutors' delivery of services to students with schedules and lesson plans. Student progress will be monitored using the district's suite of formative and summative assessments in core subject areas. School site and district leadership monitor student achievement according to the assessment calendar. Students in grades 3-8 will participate in State Assessments (CAASPP) annually and will make progress toward the assessment targets specified in the District's LCAP. The district will	Ongoing in terms of hiring for Human Resources. Weekly for school site leadership in terms of schedules and lesson plans. Each Trimester for district assessments. Annually for State Assessments

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
	make annual progress toward the 2023-24 LCAP Desired Outcomes for ELA and math. Percent Proficient ELA: Percentage of Students Scoring Proficient (Exceeded or Met) CAASPP ELA Overall: 45.03% SWD: 10% Eco. Disadvantaged: 40% English Learner: 22% Asian: 50% African American: 35% Hispanic: 41% White: 70% Two or More: 55% Homeless: 40% Percentage of Students Scoring Proficient (Exceeded or Met) CAASPP Math: Overall: 31% SWD: 8% Eco. Disadvantaged: 30% English Learners: 15% Asian: 40% African American: 20% Hispanic: 30% White: 48% Two or More: 40% Homeless: 20% Updated for new LCAP Students in grades 3-8 will participate in State Assessments (CAASPP) annually and will make progress toward the assessment targets specified in the District's LCAP. The district will make annual progress toward the 2025-26 LCAP Desired Outcomes for ELA and math.	

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
	Percent Proficient ELA: Percentage of Students Scoring Proficient (Exceeded or Met) CAASPP ELA Overall: 54% SWD: 21% Eco. Disadvantaged: 50% English Learner: 30% Asian: 71% African American: 44% Hispanic: 52% White: 64% Two or More: 64% Homeless: 41% Percentage of Students Scoring Proficient (Exceeded or Met) CAASPP Math: Overall: 43% SWD: 18% Eco. Disadvantaged: 39% English Learners: 22% Asian: 57% African American: 33% Hispanic: 41% White: 56% Two or More: 56% Homeless: 29%	
LCAP 4.1 Coordination of Student Support	SUMMARY OF ACTION Direct supports for students, from professionals within and outside of the district, are coordinated so that students in need receive timely and effective programs and support. HOW PROGRESS WILL BE MONITORED The Assistant Superintendent of Special Service monitors the placement and schedules	Schedules, rosters of students served monitored weekly. Attendance/absenteeism rates monitored monthly Suspension rates monitored monthly Chronic Absenteeism and Suspension Rates monitored annually via the District's LCAP Expected Outcomes/California School Dashboard.

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
	of psychologists and counselors. The Director of School Climate, Child Welfare and Attendance monitors the schedules of social workers. School site leadership monitor student specialists. The district will make annual progress toward the 2023-24 LCAP Desired Outcomes for Chronic Absenteeism and Suspension Rate: Suspension Rate 2023-24 LCAP Desired Outcome: The district's suspension rate will be 2.4% (Decline of 0.3%). All Students: 1.8% EL: 0.5% SED: 2.0% SWD: 3% Hisp: 1.3% Asian: 1.0% AfAm: 5.2% Filipino: Between 0% and 3% White: 2.3% Foster: 6% Homeless: 3% The District's chronic absenteeism rate will be 7.4% (Decrease of 0.5%) Overall: 7.4% EL: 4.7% SED: 7.1% SWD: 10% Hisp: 6.1% Asian: 4.4% AfAm: 4.9% Filipino: 6.8% 2/More: 6.8%	

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
	White: 6.7% Foster Youth: 5.6% Homeless: 10% Am Indian: 10% Updated based on new LCAP The district will make annual progress toward the 2025-26 LCAP Desired Outcomes for Chronic Absenteeism and Suspension Rate 2023-24 LCAP Desired Outcome: The district's suspension rate will be 2.9% (Decline of 2.5% from 2022-2023). All Students: 2.9% EL: 2.9% SED: 2.9% SWD: 2.9% Hisp: 2.9% Asian: 0.0% AfAm: 2.9% White: 2.9% Foster: 2.9% Homeless: 2.9% The District's chronic absenteeism rate will be 9.9% (Decrease of 12.20%) Overall: 9.9% EL: 9.9% SED: 9.9% SWD: 9.9% Hisp: 9.9% Asian: 4.9% AfAm: 9.9% 2/More: 9.9% White: 9.9%	

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
	Foster Youth: 9.9% Homeless: 9.9%	
LCAP 4.2 Health Professionals (Physical/Mental/Social/Emotional)	SUMMARY OF ACTION The district will provide students with mental health services and supports, including through the implementation of evidence-based full-service community schools. School health professionals and counselors provide direct services to students to promote well-being and health, and intervene with actual and potential health problems. HOW PROGRESS WILL BE MONITORED The Assistant Superintendent of Special Service monitors the placement and schedules of LVNs and RNs. Each school has an LVN on site. Student visits to the school health office are logged in the Student Information System. Site leadership teams and the Assistant Superintendent monitor health office visits. School and district level leadership monitor the district's school climate data (attendance rates, chronic absenteeism rates, discipline incidents and suspensions). The district will make annual progress toward the 2023-24 LCAP Desired Outcomes for Chronic Absenteeism and Suspension Rate: Suspension Rate 2023-24 LCAP Desired Outcome: The district's suspension rate will be 2.4% (Decline of 0.3%). All Students: 1.8%	Schedules, rosters of students served monitored weekly. Attendance/absenteeism rates monitored monthly Suspension rates monitored monthly Chronic Absenteeism and Suspension Rates monitored annually via the District's LCAP Expected Outcomes/California School Dashboard.

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
	EL: 0.5% SED: 2.0% SWD: 3% Hisp: 1.3% Asian: 1.0% AfAm: 5.2% Filipino: Between 0% and 3% White: 2.3% Foster: 6% Homeless: 3% The District's chronic absenteeism rate will be 7.4% (Decrease of 0.5%) Overall: 7.4% EL: 4.7% SED: 7.1% SWD: 10% Hisp: 6.1% Asian: 4.4% AfAm: 4.9% Filipino: 6.8% 2/More: 6.8% White: 6.7% Foster Youth: 5.6% Homeless: 10% Am Indian: 10% Updated based on new LCAP The district will make annual progress toward the 2025-26 LCAP Desired Outcomes for Chronic Absenteeism and Suspension Rate 2023-24 LCAP Desired Outcome: The district's suspension rate will be 2.9% (Decline of 2.5% from 2022-2023). All Students: 2.9%	

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
	EL: 2.9% SED: 2.9% SWD: 2.9% Hisp: 2.9% Asian: 0.0% AfAm: 2.9% White: 2.9% Foster: 2.9% Homeless: 2.9% The District's chronic absenteeism rate will be 9.9% (Decrease of 12.20%) Overall: 9.9% EL: 9.9% SED: 9.9% SWD: 9.9% Hisp: 9.9% Asian: 4.9% AfAm: 9.9% 2/More: 9.9% White: 9.9% Foster Youth: 9.9% Homeless: 9.9%	
LCAP 4.3 School Support Staff	SUMMARY OF ACTION The district will provide students with mental health services and supports, including through the implementation of evidence-based full-service community schools. Additional support staff provide direct services to students to promote positive school climate, good citizenship, and school safety. HOW PROGRESS WILL BE MONITORED	Schedules, rosters of students served monitored weekly. Attendance/absenteeism rates monitored monthly Suspension rates monitored monthly Chronic Absenteeism and Suspension Rates monitored annually via the District's LCAP Expected Outcomes/California School Dashboard.

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
	School site staff monitor the schedules and rosters of students served by student specialists and vice principals. The School Operations Officer at each site monitors the scheduling, placement, and duties of yard supervision. The Community Day School principal monitors staff at CDS. The district will make annual progress toward the 2023-24 LCAP Desired Outcomes for Chronic Absenteeism and Suspension Rate: Suspension Rate 2023-24 LCAP Desired Outcome: The district's suspension rate will be 2.4% (Decline of 0.3%). All Students: 1.8% EL: 0.5% SED: 2.0% SWD: 3% Hisp: 1.3% Asian: 1.0% AfAm: 5.2% Filipino: Between 0% and 3% White: 2.3% Foster: 6% Homeless: 3% The District's chronic absenteeism rate will be 7.4% (Decrease of 0.5%) Overall: 7.4% EL: 4.7% SED: 7.1% SWD: 10% Hisp: 6.1% Asian: 4.4% AfAm: 4.9%	

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
	Filipino: 6.8% 2/More: 6.8% White: 6.7% Foster Youth: 5.6% Homeless: 10% Am Indian: 10% Updated based on new LCAP The district will make annual progress toward the 2025-26 LCAP Desired Outcomes for Chronic Absenteeism and Suspension Rate 2023-24 LCAP Desired Outcome: The district's suspension rate will be 2.9% (Decline of 2.5% from 2022-2023). All Students: 2.9% EL: 2.9% SED: 2.9% SWD: 2.9% Hisp: 2.9% Asian: 0.0% AfAm: 2.9% White: 2.9% Foster: 2.9% Homeless: 2.9% The District's chronic absenteeism rate will be 9.9% (Decrease of 12.20%) Overall: 9.9% EL: 9.9% SED: 9.9% SWD: 9.9% Hisp: 9.9% Asian: 4.9% AfAm: 9.9% 2/More: 9.9%	

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
	White: 9.9% Foster Youth: 9.9% Homeless: 9.9%	

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/fq/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
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