

# 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
PSUSD Local Control and Accountability Plan (LCAP)	<a href="https://www.psusd.us/Page/335">https://www.psusd.us/Page/335</a> - English <a href="https://www.psusd.us/Page/336">https://www.psusd.us/Page/336</a> - Spanish
PSUSD Expanded Learning Opportunities (ELO) Grant Plan	<a href="https://www.psusd.us/Page/7661">https://www.psusd.us/Page/7661</a> - English <a href="https://www.psusd.us/Page/7363">https://www.psusd.us/Page/7363</a> - Spanish

## 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
\$75,265,846

Plan Section	Total Planned ESSER III
Strategies for Continuous and Safe In-Person Learning	\$24,830,000
Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)	\$48,973,883
Use of Any Remaining Funds	\$1,461,963

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

\$75,265,846

## 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.

As part of our annual LCAP Process, Palm Springs Unified School District connected with the following stakeholder groups to discuss how the district should prioritize recovery efforts specifically in the areas of safe in-person learning, lost instructional time, and other pandemic impacts:

- 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

Numerous stakeholder input opportunities were provided to support the development of the 21-24 Local Control and Accountability Plan (LCAP) and the Expanded Learning Opportunities Grant Plan. As a part of our LCAP stakeholder process a Panorama Survey was distributed from January 25th through March 6th, 2021. The Panorama Survey asked stakeholders various questions for which they were to reply with a ranked response from strongly agree to strongly disagree. Additionally, a ThoughtExchange survey was distributed from January 25th through March 26th, 2021. The ThoughtExchange survey asked stakeholders to respond to the following question, "What are the most

important things to focus on as we continue our work to support all students in the 2021-2022 school year and beyond?" Stakeholder input was summarized by focus area and summaries were provided to stakeholder groups and shared at the PSUSD School Board Study Session held on May 11, 2021.

The Palm Springs Unified School District has a LCAP Parent Advisory Committee composed of parents representing each school in our district, as well as community members representing the various communities in PSUSD. The District Parent LCAP Advisory Committee met 5 times throughout the year, at the final meeting on April 19, 2021 parents had the opportunity to provide input into the development of the Expanded Learning Opportunities Grant Plan. At some of the final LCAP Parent Advisory Committee meetings during the 20-21 school year the number of community members became so large that a separate Community Advisory Group meeting was held on May 6th, 2021. At the May 6th meeting community members had the opportunity to provide input into the development of the Expanded Learning Opportunities Grant Plan. The District Advisory Committee composed of district administrators including special education administrators, site administrators, representatives of the local bargaining units, district teachers, district classified staff, and specialists met five times during the school year. The District Advisory Committee was focused on reviewing the impact that the COVID-19 Pandemic and the related Distance Learning Program had on student learning and students' social-emotional needs and how we could best align our district LCAP to meet those student needs in the new three-year plan. At the April 14th meeting, advisory committee members had the opportunity to provide input into the development of the Expanded Learning Opportunities Grant Plan. The District English Learner Advisory Committee had the opportunity to provide input into the development of the LCAP and the Expanded Learning Opportunities Grant Plan on April 22, 2021. In addition, members of the DELAC committee were also active on the District Parent Advisory Committee.

Documentation related to these stakeholder engagement efforts can be found at <https://www.psusd.us/Page/334>.

At the start of the 21-22 school year, PSUSD provided multiple opportunities for teachers, principals, administrators, other school personnel, local bargaining units, parents, community members, and students to provide input into the ESSER III Expenditure Plan. An ESSER III input survey was distributed and available for stakeholders to complete from August 30, 2021 through September 17, 2021. Each school site actively encouraged staff, parent, and student participation in the ESSER III survey. A link to the survey was also posted on the main page of the district website. Input meetings for the ESSER III Expenditure Plan were held referencing the goals and actions listed in the Local Control Accountability Plan (LCAP) as well as the Extended Learning Opportunities (ELO) Plan. The emphasis for stakeholder meetings was placed on discussions focused around safe in-person learning and the analysis of programs, actions, services and expenditures that will best allow us to address our students' needs and ensure interventions are in place to address the academic, social, emotional, and mental health needs of all students, as well as address the opportunity gaps that existed before, and were exacerbated by the COVID-19 pandemic; specifically addressing the unique needs of our low-income students, students with disabilities, English learners, racial and ethnic groups, homeless students, and foster youth. Members of the PSUSD Educational Services Department presented a PowerPoint presentation, provided a survey link, and conducted community meetings on September 1, 2021 and September 7, 2021.

The District Parent Advisory met on September 1, 2021, the District Community Advisory Committee, including members of the civil rights groups Coachella Valley Students First Organization and the LGBTQ Community Center of the Desert, met on September 6, 2021, and the District English Learner Advisory Committee (DELAC) met on September 14 and September 28, 2021. The meetings were held to gather additional input specifically for the ESSER III Expenditure Plan. Additionally a district representative held a meeting with the Director of Public Relations for the Agua Caliente Band of Cahuilla Indians Tribe on September 29, 2021 to receive input. The District Advisory Committee

composed of district administrators including special education administrators, site administrators, representatives of the local bargaining units, district teachers, district classified staff, and specialists met on September 13, 2021 where they viewed a presentation and then divided into groups virtually to review stakeholder input and provide actions aligned with the regulations of ESSER III funding.

The District distributed fliers encouraging participation from all students, parents, staff and community members, inviting them to participate in community meetings and to complete an ESSER III Plan Input Survey. In addition, information was posted on social media platforms; Facebook, Twitter, etc.

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

The input received from stakeholders during the process detailed above demonstrates the concern and commitment of our community on striving to best meet the needs of our community's children.

As noted in the previous section, intentional stakeholder engagement efforts were made in efforts to receive input and feedback into the PSUSD's ESSER III Expenditure Plan. Attention was focused not only on total respondents, but also to make sure the feedback was from a representative subpopulation of the overall community. The information below identifies the priority themes identified specifically through the ESSER III input process. Stakeholder influence on the ESSER III Plan is evidenced by the alignment of the PSUSD ESSER III Actions with the needs and interests identified by students, parents, staff, union representatives, and community partners.

1,422 stakeholders completed and submitted ESSER III input surveys. 646 participants identified themselves as parents or guardians, 679 as staff members, and 66 as students, with the remaining participants identifying as community members or "Other". Participants were asked to prioritize various potential expenditure areas allowed for ESSER III funds followed by a free response item asking for additional ideas or other comments related to the plan. Overall participant ratings indicate prioritization for additional academic intervention staff, health and safety related improvements to facilities, and pandemic related sanitation and protection efforts. Parents and guardians also highly prioritized a continued emphasis on technology access at a higher rate than other participant groups. Community members and staff indicated a higher need for additional social emotional and mental well-being supports in their ratings as compared to other participant groups. Extended learning time was consistently the lowest rated priority area for participants. Of the 1,422 participants, 599 participants provided responses to the open-ended item. Of these responses, 173 were related to pandemic-related health and safety topics. Responses in this area included continued needs for contact tracing procedures, transparent communication regarding health-related plans, cleaning and sanitization protocols, and related supplies such as PPE and cleaning materials. An additional 50 responses were received with varied opinions regarding vaccination requirements. Distance learning processes, both as a primary instructional option and as a result of health exclusions for positive COVID cases, were noted in 60 responses. Other topics of interest included needs for additional support staff for both academic interventions and health related tasks, social-emotional learning supports, class size and room space considerations, and suggestions around school safety.

Based on data analysis and recommendations from constituents several important actions and services will be included in the ESSER III Expenditure Plan. The following actions and priorities were identified by stakeholder input and were expanded upon or added to the ESSER III Expenditure Plan:

### Strategies for Continuous and Safe In-Person Learning:

- Expanded Health Care Services including nurses, contract tracing support, COVID-19 testing and vaccination centers
- Enhanced Campus Cleanliness including additional custodial staff, air purifiers, and personal protective equipment (PPE)
- Facility and Maintenance Upgrades including improving ventilation and heating and air conditioning systems

### Addressing the Impact of Lost Instructional Time:

- Technology Implementation including personnel, devices, and home wireless access
- Multi-Tiered Systems of Support - Academic Supports including additional staffing to support targeted small group intervention and related professional development
- English Learner Support including additional staff and programs to target the identified reading needs of English Learners
- Additional A-G Support including quick credit recovery options within the regular school day
- Supplemental Inclusion Model Staffing including additional paraprofessionals to support 1:1 and small group instruction and to expand inclusionary practices
- Alternative Education Virtual School including additional staffing to support the hybrid virtual school, the development of a fully virtual school, and an independent study program
- Mental Health Support including additional mental therapists and a contracted consulting group
- Multi-Tiered Systems of Support - SEL and Behavioral supports including additional staffing and professional developments to support targeted intervention and extended WRAP services
- Game On! Organized Recess including additional recess coaches and supervision aides
- Learning Hubs to support students access to technology and academic supports
- High School Graduation Support including a contract with Graduation Alliance to support all students in graduating
- Health Excluded Student Supports including staff and consulting agreements to support students unable to attend school due to COVID related illness or direct exposure

### Use of Remaining Funds:

- Equity Education including staffing and consultants focus on increasing students connectedness and engagement across students group and to close achievement and opportunity gaps

## 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

\$ 24,830,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
Not Applicable	Expanded Health Care Services	<p>Certificated and classified staff, as well as materials and supplies will be secured to provide expanded health services, mitigate the spread of COVID, support student wellness, provide COVID testing and contact tracing, and to coordinate health services.</p> <p>Additional nurses will be hired or contracted with to supervise CARES rooms and provide additional health care support at each campus. A contact tracing consultant company will assist in implementing contract tracing on campuses and effectively communicating with all involved parties.</p> <p>COVID-19 testing will be available at all school sites and designated district sites. COVID-19 vaccination centers will be scheduled on a regular basis at designated district sites.</p> <p>Office staffing will be increased to support contract tracing, CARES room access, and calls related to contact tracing.</p>	\$10,785,000

<b>Plan Alignment (if applicable)</b>	<b>Action Title</b>	<b>Action Description</b>	<b>Planned ESSER III Funded Expenditures</b>
Not Applicable	Enhanced Campus Cleanliness	Actions implemented to facilitate the continuous and safe operation of in-person learning to reduce and prevent the spread of COVID in accordance with CDPH guidelines will be continued and expanded. These actions include the temporary hiring of additional custodial staff, the purchase of air purifiers, HEPA air filters, COVID-related signage, and personal protective equipment (PPE).	\$8,880,000
Not Applicable	Facility Maintenance and Upgrades	<p>School facility repairs and improvements to reduce risk of virus transmission and exposure to environmental health hazards will be supported. This includes inspection, maintenance, repair, replacements, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, air conditioning systems, filtering, control systems and window and door repair and replacement.</p> <p>Additional shade structures and lunch tables will be purchased at sites to support more options for eating and playing outside while maximizing distance between students.</p>	\$3,315,000
Not Applicable	Substitute Teachers	Permanent site substitutes will be hired to support sites in temporarily filling teacher positions due to the increased teacher absence rate as a result of the pandemic. This will decrease the need to divide classes when a teacher is absent and a substitute teacher cannot be secured.	\$850,000
Not Applicable	Student Supplies	Additional funding for student supplies will be allocated to reduce and/or eliminate the need for students to share various basic school supplies.	\$1,000,000

## Addressing the Impact of Lost Instructional Time

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

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

\$55,414,883

<b>Plan Alignment (if applicable)</b>	<b>Action Title</b>	<b>Action Description</b>	<b>Planned ESSER III Funded Expenditures</b>
LCAP, Goal 1, Action 2	Staff Professional Development	Staff professional development opportunities will be expanded to support newly identified areas of need as a result of the lost instructional time. Professional development focus areas will include secondary math, writing, and early literacy reading strategies for all elementary teachers. As a result of the pandemic there is an increasing need for elementary teachers at both the primary and intermediate level to be able to effectively target the early literacy needs of students.	\$2,250,000
LCAP, Goal 1, Action 4	Technology Implementation	<p>Technology support personnel, devices, infrastructure, materials and supplies, and home wireless access will be expanded to support the increased instructional technology use as a result of the pandemic.</p> <p>Various online learning programs will be funded to support the learning needs of students.</p> <p>This additional budget will allow us to support various adaptive curriculum online programs through the 23-24 school year. This budget will also allow us to continue to service and replace 1:1 technology and expand wifi access to more students and families.</p>	\$10,088,416
LCAP, Goal 1, Action 5	Multi-Tiered Systems of Support - Academic Supports	Certificated and classified staff, consultant agreements, and materials and supplies will be secured to provide additional support to school sites in the implementation of MTSS including Tier 1, 2 and 3 support to students and coaching and consultation to teachers, site administrators, and support staff.	\$3,425,000



Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		<p>The focus will be on more consistent implementation of MTSS services by increasing the capacity of staff to provide services to the highest need students. Specific focus will be placed on how to effectively implement Tier 1 small groups and effective differentiation strategies. Professional development will also be provided regarding effectively implementing various adaptive technology programs already adopted.</p> <p>These additional actions will further supplement MTSS - Academic Support actions noted in the LCAP and will be focused on the increased student needs as a result of lost instructional time.</p>	
LCAP, Goal 1, Action 6	English Learner Support	<p>Classified and certificated staff will be acquired to provide targeted academic and social emotional support primarily within the school day and may include some extended school day opportunities.</p> <p>Programs purchased will include a foundational reading skills program specifically targeting the needs of English Learners and a middle school reading skills intervention.</p> <p>These are additional interventions to what is included in the 21-24 LCAP.</p>	\$1,000,000
LCAP, Goal 1, Action 8	Additional A-G Support	<p>Quick credit recovery options will be implemented at high school sites to support students whose credits were negatively impacted as a result . Credit recovery options will be structured in 9 week increments and embedded into the regular school day.</p> <p>This is an additional intervention to what is included in the 21-24 LCAP.</p>	\$800,000

<b>Plan Alignment (if applicable)</b>	<b>Action Title</b>	<b>Action Description</b>	<b>Planned ESSER III Funded Expenditures</b>
LCAP, Goal 1, Action 12	Supplemental Inclusion Model Staffing	<p>Additional special education paraprofessionals beyond what is supported in the 21-24 LCAP will be hired to support 1:1 and small group instruction and to further expand the implementation of inclusionary practices.</p> <p>Support staff will further support the co-teaching model for Students with Disabilities assisting special education students in recovering learning loss and continuing to develop skills with their general education peers.</p>	\$5,900,000
LCAP, Goal 1, Action 18	Education Options	<p>Educational and Independent Learning options will be expanded and enhanced to support the increased interest and enrollment as a result of the pandemic.</p> <p>Certificated and classified staff, consulting services and materials and supplies will be secured to provide expanded learning opportunities including: expanding our current hybrid model virtual school, the development of a fully virtual schooling option, an independent study program, and an expanded home and hospital program.</p>	\$9,895,000
LCAP, Goal 1, Action 19	Supplemental Educational Services Program	<p>After school and during the school day tutoring supports will be expanded at all sites district wide. Transportation will be provided after school to allow access for all students. Intentional grouping will be implemented to support students who are on campus after the regular school day for sports and music opportunities.</p> <p>Virtual tutoring opportunities will be expanded and intentional planning will support students in fully benefiting from the virtual tutoring.</p> <p>Access to after school activities will be expanded.</p>	\$2,150,000
LCAP, Goal 2, Action 1	District Parent Engagement Staffing and Supplies	Funds will be allocated to support additional parent engagement efforts and parent educational opportunities. A	\$500,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		focus will be placed on working with parents to support their children in addressing the impact of lost instructional time.	
LCAP, Goal 3, Action 2	Mental Health Support	Mental health supports will be increased to support the increased student needs as a result of the pandemic. Additional mental health therapists will be hired or contracted with and a consulting group will be contracted with to provide these additional mental health services. As students and staff have returned for the 21-22 school year PSUSD has identified various mental health needs and is developing a comprehensive plan to address these needs that will utilize these additional funds.	\$2,133,000
LCAP, Goal 3, Action 6	Multi-Tiered Systems of Support - SEL and Behavioral Supports	<p>Certificated and classified staff, consultant agreements, and materials and supplies will be secured to provide additional support to school sites in the implementation of MTSS including tier 2 and 3 support to students and coaching and consultation to teachers, site administrators, and support staff. Additional professional development will be supported focused on restorative justice practices, SEL, and PBIS.</p> <p>The focus will be on more consistent implementation of MTSS services by increasing the capacity of staff to provide services to the highest need students.</p> <p>The Edge Mentor Coaching Program will be expanded and additional staff will be trained in the implementation of the program.</p> <p>Extended WRAP around services will be provided for families as outlined in the Expanded Learning Opportunities Grant Plan. The additional ESSER funding will allow the consultant contract to be maintained through the 23-24 school year.</p>	\$2,627,000
LCAP, Goal 3, Action 10	Game On! Organized Recess	Additional recess coaches will be hired to support 5 additional schools in implementing a structured recess program to elementary school students, promoting active	\$715,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		<p>play and building inclusive and positive interactions on the playground and during class time.</p> <p>Additional supervision aides will be hired to supervise students before school, at recess, and at lunch time.</p> <p>These positions are additional to what is funded in the 21-24 LCAP.</p>	
Expanded Learning Opportunities Grant - Extending Instructional Time	Expanded Summer School and Intersession Learning Programs	<p>Extended summer learning programs will be offered at the elementary and middle school level. High School students will have summer school opportunities available focused on credit recovery and preparing students for the next grade level. Transportation and meals will be provided for all summer learning opportunities.</p> <p>Saturday School enrichment opportunities will be expanded, as well as intersession enrichment opportunities. Efforts will be made to incorporate STEAM standards into the enrichment opportunities including robotics, 3D printing, Visual and Performing Arts, Science, and math.</p> <p>The additional funding allocated in our ESSER III plan will allow our summer learning, summer school, intersession, and enrichment opportunities to be implemented and expanded upon through the 23-24 school year.</p>	\$4,640,467
Expanded Learning Opportunities Grant - Community Learning Hubs	Learning Hubs	<p>Community learning hubs will continue to be supported which will provide students with access to technology, high-speed internet, and other academic supports. These hubs will also service as wellness centers providing various resources for our families.</p> <p>The additional funding allocated in our ESSER III plan will allow the learning hubs to be implemented and expanded upon through the 23-24 school year.</p>	\$750,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
Not Applicable	High School Graduation Support	The district will contract with Graduation Alliance to support high school level students in re-enrolling, mentoring, and educating high school students.	\$600,000
Not Applicable	Health Excluded Student Supports	Certificated and classified staff, consulting services and materials and supplies will be secured to provide instructional support to students who are unable to attend school due to being excluded for COVID related illness or direct exposure.	\$1,500,000

## 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

\$ 1,461,963

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
Not Applicable	Equity Education	<p>Certificated and classified staff, consultant fees, and materials and supplies will be secured to provide equity coaching and consultation support to the district and school sites.</p> <p>These actions are targeted to increase student connectedness and engagement across student groups and to close achievement and opportunity gaps that have increased as a result of the pandemic. In order to close equity gaps seen in our school, it is essential that PSUSD staff build capacity and shift the paradigm that is not yielding successful outcomes for all students.</p>	\$1,461,963

## 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
Staff Professional Development	<ol style="list-style-type: none"> <li>1. Professional development session attendance records used to monitor access and completion.</li> <li>2. Survey data from professional development sessions to provide feedback regarding session effectiveness.</li> </ol>	<ol style="list-style-type: none"> <li>1. Attendance reviewed following each professional development session.</li> <li>2. Feedback survey data reviewed following each professional development session or series.</li> </ol>
Technology Implementation	<ol style="list-style-type: none"> <li>1. Device inventory and replacement tracking to ensure student access to current and updated devices.</li> <li>2. Online learning program usage rates will be monitored.</li> <li>3. Student progress within these platforms will be monitored through system reporting.</li> </ol>	<ol style="list-style-type: none"> <li>1. Monthly inventory, replacement, and update records by technology department.</li> <li>2. Program access tracked with weekly and ad hoc reporting available as needed.</li> <li>3. Site administrators and teachers track student performance in platforms frequently, adjusting instruction and intervention structures as needed.</li> </ol>
<ul style="list-style-type: none"> <li>• Multi-Tiered Systems of Support - Academic Supports</li> <li>• Supplemental Educational Services Program</li> <li>• Expanded Summer School and Intersession Learning Programs</li> </ul>	<ol style="list-style-type: none"> <li>1. Progress monitoring will occur using Star 360 assessments to track student performance. Student data will be disaggregated by student group and program participants.</li> <li>2. Teacher teams will use common assessments to formatively track student performance through Professional Learning Community processes.</li> </ol>	<ol style="list-style-type: none"> <li>1. Three district-wide Star 360 test screening windows have been established during the 2021-2022 academic year (Fall, Winter, and Spring).</li> <li>2. School sites will use Star 360 to monitor intervention structures between these district-wide screening windows.</li> <li>3. Teacher team formative assessments occur every few weeks throughout the year, with precise timing dependent on the targeted standards and content.</li> </ol>

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
<ul style="list-style-type: none"> <li>Alternative Education Virtual School</li> </ul>		
English Learner Support	<ol style="list-style-type: none"> <li>1. Progress monitoring will occur using Star 360 assessments to track student performance.</li> <li>2. English Learner (EL) student group data will be reviewed in addition to diagnostic results for individual EL students.</li> <li>3. Teacher teams will use common assessments to formatively track EL student performance through Professional Learning Community processes.</li> </ol>	<ol style="list-style-type: none"> <li>1. Three district-wide Star 360 test screening windows have been established during the 2021-2022 academic year (Fall, Winter, and Spring).</li> <li>2. School sites will use Star 360 and other formative measures to monitor intervention structures between these district-wide screening windows.</li> <li>3. Teacher team formative assessments occur every few weeks throughout the year, with precise timing dependent on the targeted standards and content.</li> </ol>
<ul style="list-style-type: none"> <li>Additional A-G Support</li> <li>High School Graduation Support</li> </ul>	<ol style="list-style-type: none"> <li>1. Student progress tracking towards meeting graduation requirements through Student Information System reports.</li> <li>2. An internally developed Focus Area Ranking tool is used to monitor student progress towards A-G course completion.</li> <li>3. Student progress monitoring in credit recovery opportunities and completion of courses through the Graduation Alliance program.</li> </ol>	<ol style="list-style-type: none"> <li>1. Educational Services monitors projected rates of A-G course completion four times per year.</li> <li>2. School site administrators and counselors monitor Student Information System data frequently as part of implementing timely intervention and support structures.</li> <li>3. Graduation Alliance program grades, course completion, attendance, and engagement are monitored frequently to track student progress.</li> </ol>
Supplemental Inclusion Model Staffing	<ol style="list-style-type: none"> <li>1. Student time in general education settings is tracked as part of IEP compliance.</li> <li>2. Progress monitoring will occur using Star 360 assessments to track student performance. Student data will be disaggregated for the Students with Disabilities group and individual program participants.</li> <li>3. Teacher teams will use common assessments to formatively track student performance through Professional Learning Community processes</li> </ol>	<ol style="list-style-type: none"> <li>1. IEP monitoring of student time in general education class settings and support minutes per IEP reporting requirements.</li> <li>2. Three district-wide Star 360 test screening windows have been established during the 2021-2022 academic year (Fall, Winter, and Spring).</li> <li>3. School sites will use Star 360 to monitor intervention structures between these district-wide screening windows.</li> <li>4. Teacher team formative assessments occur every few weeks throughout the year, with precise timing dependent on the targeted standards and content.</li> </ol>

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
Health Excluded Student Supports	<ol style="list-style-type: none"> <li>1. Progress monitoring will occur using Star 360 assessments to track student performance. Student data will be disaggregated by student group and program participants.</li> <li>2. Materials and supplies order records and inventory counts kept to ensure student access to instructional supply needs.</li> <li>3. Device inventory and replacement tracking to ensure student access to current and updated devices.</li> </ol>	<ol style="list-style-type: none"> <li>1. Three district-wide Star 360 test screening windows have been established during the 2021-2022 academic year (Fall, Winter, and Spring).</li> <li>2. Inventory records monitored at least monthly, with material order records updated as items are replenished.</li> <li>3. Monthly technology inventory, replacement, and update records by technology department.</li> </ol>
Learning Hubs	<ol style="list-style-type: none"> <li>1. Participation rates will be monitored to ensure student access to learning hubs and associated resources.</li> <li>2. Technology inventory and internet use monitoring within learning hub.</li> </ol>	<ol style="list-style-type: none"> <li>1. Student participation rates reviewed twice monthly to monitor access and participation in hubs.</li> <li>2. Internet use reporting monthly with ad hoc reporting as needed regarding online program usage.</li> </ol>
Substitute Teachers	<ol style="list-style-type: none"> <li>1. Assignment counts ensuring each site has a substitute teacher on campus for on-call purposes.</li> <li>2. Monitoring teacher absence rates for proper coverage distribution.</li> </ol>	<ol style="list-style-type: none"> <li>1. Weekly verification of substitute teacher assignment and coverage at all sites.</li> <li>2. Monthly tracking of absence rates for determining proper coverage.</li> </ol>
Equity Education	<ol style="list-style-type: none"> <li>1. Panorama Equity and Inclusion Surveys district-wide will be administered with results disaggregated by student group for gap analysis.</li> <li>2. Star screening window results will be disaggregated by student groups for gap analysis.</li> </ol>	<ol style="list-style-type: none"> <li>1. District-wide Panorama Equity and Inclusion Surveys administered in Fall and Winter windows.</li> <li>2. Check-in surveys administered based on group or individual student meeting cycles.</li> <li>3. Three district-wide Star 360 test screening windows have been established during the 2021-2022 academic year (Fall, Winter, and Spring).</li> </ol>
Mental Health Support	<ol style="list-style-type: none"> <li>1. Student counts for both referrals and students served by additional mental health services staff.</li> <li>2. Wraparound services participation counts to monitor access and service coverage.</li> </ol>	<ol style="list-style-type: none"> <li>1. Student counts reviewed monthly for both referrals and students served.</li> <li>2. Wraparound services participant counts reviewed monthly.</li> </ol>



Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
Multi-Tiered Systems of Support - SEL and Behavioral Supports	<ol style="list-style-type: none"> <li>1. Panorama SEL survey administration will be administered district-wide two times during the year.</li> <li>2. Check-in surveys for SEL support progress monitoring administered by counselors and teachers.</li> </ol>	<ol style="list-style-type: none"> <li>1. District-wide Panorama SEL survey administration in Fall and Winter windows.</li> <li>2. Check-in surveys for SEL progress monitoring administered based on group or individual student meeting cycles.</li> </ol>
Expanded Health Care Services	<ol style="list-style-type: none"> <li>1. Health data tracked for COVID-19 confirmed cases, exposures, and health related exclusions.</li> <li>2. Contact tracing communication logs maintained.</li> <li>3. CARES room access counts maintained at each site.</li> <li>4. COVID-19 testing and vaccination counts from district-offered opportunities.</li> </ol>	<ol style="list-style-type: none"> <li>1. Health data counts reviewed weekly.</li> <li>2. Contact tracing communication logs reviewed weekly.</li> <li>3. CARES room access counts monitored weekly and aggregated to the district level.</li> <li>4. COVID-19 testing and vaccination counts updated at least twice monthly or following a clinic offering.</li> </ol>
<ul style="list-style-type: none"> <li>• Enhanced Campus Cleanliness</li> <li>• Facility Maintenance and Upgrades</li> <li>• Student Supplies</li> </ul>	<ol style="list-style-type: none"> <li>1. Cleaning and sanitation schedules will be maintained, reviewed, and adjusted as needed.</li> <li>2. Facilities-related upgrades, repairs, and installations will be prioritized and scheduled with a timeline for completion.</li> <li>3. Personal Protective Equipment (PPE) inventory and ordering records.</li> </ol>	<ol style="list-style-type: none"> <li>1. Ongoing daily, weekly, and monthly schedule for cleaning and sanitation per Riverside County Department of Public Health guidelines and additional internally determined need.</li> <li>2. Ongoing schedules and timeline development and monitoring.</li> <li>3. Ongoing PPE inventory record and ordering updates.</li> </ol>
District Parent Engagement Staffing and Supplies	<ol style="list-style-type: none"> <li>1. Family Center interaction opportunities documented, including participation counts, to monitor access and support for parents.</li> </ol>	<ol style="list-style-type: none"> <li>1. Parent program attendance monitored monthly by Family Center.</li> </ol>
Game On! Organized Recess	<ol style="list-style-type: none"> <li>1. Behavior incident rate tracking will be used to monitor the effectiveness of structured play during recess at the elementary level, represented by decreases in incident occurring during recess times.</li> </ol>	<ol style="list-style-type: none"> <li>1. Behavior referral and incidents will be reviewed at least monthly to allow time for program adjustments to impact results.</li> </ol>



# ESSER III Expenditure Plan Instructions

## Introduction

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

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

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

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

For additional information regarding ESSER III funding please see the ARP Act Funding web page at <https://www.cde.ca.gov/fg/cr/arpact.asp>.

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

## Fiscal Requirements

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

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

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

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

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

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

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

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

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

### **Summary of Expenditures**

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

### **Instructions**

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

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

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

## **Community Engagement**

### **Purpose and Requirements**

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

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

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

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

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

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

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

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

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

## **Instructions**

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

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

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

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

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

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

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

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

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

## **Planned Actions and Expenditures**

### **Purpose and Requirements**

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

### **Instructions**

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

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

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

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



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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

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

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