

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
LCAP 2021-2022	https://www.fcoe.org/districts
ELO Grant Plan	https://www.fcoe.org/districts

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
\$10,732,420.00

Plan Section	Total Planned ESSER III
Strategies for Continuous and Safe In-Person Learning	\$8,585,936.00
Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)	\$2,146,484.00
Use of Any Remaining Funds	N/A

Total ESSER III funds included in this plan

\$10,732,420.00

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.

FCSS has a long-established foundational principle of meaningful educational partner engagement. These efforts were refined and improved through the Local Control and Accountability Plan (LCAP) development process. The District’s practices have been further enhanced during the pandemic as FCSS sought the input and feedback of its educational partner groups (formerly stakeholder groups) in the early spring of 2020 and continuing through the development of the Learning Continuity and Attendance Plan, The 2021-2022 LCAP, and now the ESSER III Expenditure Plan.

School and county-level efforts have been conducted including virtual sessions with educational partner groups and surveys that have generated valuable perspectives and information from students, parents, administrators, community partners, and staff respondents. There were specific efforts taken to ensure important constituencies were heard representing students with special needs, English learners, foster youth, Title school populations, and other at-risk student groups. Translation services were provided at each meeting as needed. FCSS made a considerable effort to assure voices were heard from educational partners throughout these meetings.

Throughout the past 18 months of the pandemic conditions, all educational partners' feedback was used to monitor existing programs and

services as well as guide future planning efforts. The alignment of priority interests and needs has been continuously analyzed. All plans informed the development of subsequent plans.

The following meetings were hosted where feedback was collected for the ESSER III Expenditure Plan:

- Two public community meetings were held for families, including families that speak languages other than English, staff, students, and community members on 9/22/21. One was held in the afternoon and one was held in the evening to accommodate different parent/family and community partner schedules. Translation in Spanish and American Sign Language was provided. We are proud to partner with and to have had representatives from Court Appointed Special Advocates (CASA), the Juvenile Justice Commission, Focus Forward, Mental Health Systems, Project Hope, Fresno Community College, State Center Community College District, representing the interests of children with disabilities, English learners, homeless students, foster youth, migratory students, children who are incarcerated, and other underserved students. Community members identified the need to provide social-emotional support for students as mental health issues related to the pandemic continue to present themselves and provide barriers to student learning. Specifically, it was mentioned that providing professional development to enable staff to be Trauma-responsive would benefit students in FCSS schools. Community members expressed support for contributing to the expansion of broadband to ensure internet access and connectivity for Fresno County students. Participants highlighted the need to ensure transition and technology supports for students in foster care, including providing the necessary equipment or furniture for students to be able to use school-provided technology. Finally, community members expressed support for providing outdoor learning opportunities for students.
- Three staff meetings were held with staff members, including teachers, principals, administrators, and other educators as appropriate to each site from Alice M. Worsley School (9/21/21), Violet Heinz Educational Center (9/27/21), Integrated Sites Special Education staff (9/15/21). VHEA staff expressed a desire to provide enhancements to the outside of their facilities and were supportive of the proposed action to provide outdoor learning spaces for students. They also expressed a need for increased mental health support for students including cool-down spaces and social-emotional learning. Special education staff from Integrated sites expressed support for the proposed action of replacing aging portable buildings, installing refillable water stations, and identified a need for in-classroom bathroom/toileting facilities for students with disabilities.
- Local bargaining units provided feedback at meetings held on 9/23/21 and 9/30/21. Classified representatives identified that professional development for all staff to support the academic and mental health needs of students was an important need. They also expressed support for building outdoor learning spaces and proposed improvements. Certificated bargaining unit representatives identified the importance of meaningful consultation with staff about how to best meet the needs of their students. They expressed support for actions and services to address the health concerns related to the pandemic including the creation of covered outdoor learning spaces and the installation of refillable water stations. This group also expressed support for working towards extending broadband to the rural community. Representatives identified a need to expand solutions to those staff working on non-FCSS owned facilities, such as portable water and air purifying solutions for classrooms.
- A meeting with Special Education administrators from each special education site/program and staff from the Fresno County SELPA was held on 9/14/21. Special education staff expressed support for the proposed action of replacing aging portable buildings and identified a need for in-classroom bathroom/toileting facilities for students with disabilities.

- An FCSS leadership meeting, including district administrators, special education administrators, principals, associate directors, directors, the Deputy Superintendent, and the Superintendent of Schools was held on 9/8/21. Participants expressed a need for broadband access for students in rural areas and were supportive of this proposed action. Participants also described a need for increased professional development for school staff around the coordination of academic and social-emotional supports for students to address the learning loss that occurred as a result of the pandemic. Support was expressed for replacing and enhancing HVAC units and aging portable classrooms to increase air-flow in learning spaces to mitigate the spread of illnesses such as COVID-19.
- A student forum was held with students at Violet Heinz Educational Academy on 9/27/21. Student participants indicated support for classroom reconfiguration, including the purchase of furniture to create cool-down spaces. They also expressed a desire to create and utilize an outdoor learning space, as well as a desire for increased career technical education opportunities, learning excursions, and sports equipment. They stated that refillable water stations are a need and would be used.

To obtain input on the optimal use of ESSER III funds a survey was developed and made available to families, including families that speak languages other than English, students, staff, parents, and the community. The surveys were provided through school sites, educational partner meetings, and along with invitations to our community meeting. The survey was also posted on our website and provided in both English and Spanish. With respect to Civil Rights Groups and Tribal Advocates, the Fresno County Superintendent of Schools evaluated its community engagement and determined they are not actively present or served by our schools.

Once all feedback was collected, the district administration team analyzed the feedback and used it to draft the ESSER III Expenditure Plan. The plan was posted on the FCSS website from October 1, 2021 through October 13, 2021 in draft form for a public comment period.

Board Approval Date: Board of Education Meeting 10/21/2021

Throughout the past year, the ongoing needs of the students served by FCSS have been monitored and evaluated. Additional educational partners' feedback was gathered to evaluate existing programs and services as well as guide updated planning efforts. The alignment of priority interests and needs has been continuously analyzed. Based on student needs, changes have been made to the ESSER III plan.

The following meetings were hosted where the input about changes for the ESSER III Expenditure Plan was gathered:

- Staff meetings were held with staff members, including teachers, principals, administrators, and other educators, as appropriate to each site. Special Education classified staff (2/8/23), teachers (2/22/23), and school administrators (2/15/23). Court & Community Schools PLC (VHEA on March 6th, Worsley on March 8th).
- An FCSS leadership meeting, including district administrators, special education administrators, principals, associate directors, directors, the Deputy Superintendent, and the Superintendent of Schools, was held on 10/6/22.
- A school site meeting was held to receive input from students, parents, and other community members (2/8/23). Virtual Community members for parents, students, and the community were held on March 6 and March 9, 2023.

- To obtain input on the optimal use of ESSER III funds and proposed changes, Parent Information meetings were held and made available to families, including families that speak languages other than English, to obtain feedback from students, staff, parents, and the community. (February 15, March 22, April 19, and May 1, 2023).

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

Throughout the past 18 months of the pandemic conditions, all educational partner feedback was used to monitor existing programs and services as well as guide future planning efforts. All plans informed the development of subsequent plans to ensure alignment of priorities and needs based on data review. To obtain input on the optimal use of ESSER III funds a survey was developed and made available to students, staff, parents, and the community. Community meetings as well Zoom meetings were set up with all educational partner groups as noted above.

Survey Results

Survey results indicate that top priorities related to supports for children with unique circumstances, including children from low-income families, children with disabilities, English Learners, racial and ethnic minorities, students experiencing homelessness, and foster youth are social-emotional wellness education including providing materials and supplies (69.4% of respondents in favor), professional development for staff in the area of social-emotional learning (65.3% of respondents in favor) and Professional development for staff in the area of evidence-based practices to increase academic achievement (63.3% of respondents in favor.)

Survey results indicate that top priorities related to educational materials and/or technology for educational partners are supplemental social-emotional and mental wellness curriculum (59.2% of respondents in favor), devices such as computers and tablets (57.1% of respondents in favor), and increased access to Internet connectivity (53.1% of respondents in favor) and equipment used to improve access to educational opportunities for students with disabilities (53.1% of respondents in favor.)

Survey results indicate that top priorities related to repairs/improvements for educational partners are creating outdoor learning spaces for students (60% of respondents in favor), improving ventilation in classrooms (56% of respondents in favor) and replacement of aging furniture (54% of respondents in favor). Improving classroom configurations (50% of respondents in favor) and installation of refillable water stations (42% of respondents in favor) also gained support.

Educational Partner Feedback

Our educational partners overwhelmingly supported efforts to address the impacts of lost instructional time and to create healthy learning spaces for students. Specifically, educational partners identified the need to provide social-emotional support for students as mental health issues related to the pandemic continue to present themselves and provide barriers to student learning. FCSS will provide professional development for all staff in the areas of academic support and social-emotional learning. FCSS will also support the expansion of broadband internet access for students in Fresno County in order to ensure reliable internet connectivity for learning. FCSS will also allocate funding for the installation of outdoor learning spaces for students, a need overwhelmingly supported by feedback from our educational partners.

Educational partners were also concerned with keeping facilities, including classrooms, in alignment with recommendations of state and local health officials, including the Centers for Disease Control (CDC). FCSS will replace aging portable classrooms to improve ventilation, configurations, and reduce the number of virus particles in the air. FCSS will also replace or enhance existing HVAC units in order to increase the capacity of fresh air intake for students and staff. FCSS will also install no-touch refillable water stations to promote staff and student health.

Educational partners identified the need to support students with unique circumstances by providing resources, materials, and supports so that all students, including low-income, Foster youth and youth experiencing homeless could access learning and address learning loss. FCSS will provide students with disabilities with increased, coordinated communication and specially designed instruction from school staff. These supports include increased supplemental evidenced-based curriculum and support programs that address students’ social, emotional, and academic needs. FCSS and community partners will work together to ensure that every homeless and foster student gets the targeted support they need based on relevant data. FCSS will begin by administering a systematic program evaluation to evaluate where there may be inconsistencies in supporting these students.

Actions and Expenditures to Address Student Needs

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

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

Strategies for Continuous and Safe In-Person Learning

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

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

\$8,585,936.00

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

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
N/A	Portable Classrooms	Schools with poor air quality and facilities in poor condition complicate efforts to reopen schools in ways that make them equally safe and ensure all students and staff are protected from virus transmission (EdSource). As a result, students and staff at those schools face a greater risk of contracting Covid at school. As we move into the 2021-2022 school year, ventilation and the age of some classrooms continue to be a top concern for the Fresno community. Improving ventilation, configurations, and infrastructure are essential COVID-19 prevention strategies that can reduce the number of virus particles in the air. Along with other preventive strategies, including wearing a well-fitting, multi-layered mask, bringing fresh outdoor air into a building helps keep virus particles from concentrating inside. FCSS will update and replace aging portable classrooms to ensure our students with disabilities have access to high-quality and safe learning environments.	\$4,500,000.00
N/A	HVAC Replacement and Enhancement	Heating, ventilation, and air-conditioning (HVAC) systems maintain indoor air temperature and humidity at healthy and comfortable levels. A well-maintained and operating system can reduce the spread of COVID-19 in indoor spaces by increasing the rate of air change, reducing air recirculation, and increasing the amount of outdoor air coming in. FCSS will support, replace, and update HVAC systems to make sure our students are working in a safe environment ensuring that COVID-19 prevention strategies are in place to reduce the number of virus particles in the air.	\$2,000,000.00
N/A	Social Emotional Wellness Spaces	As noted in the ED COVID-19 Handbook, meeting students' social and emotional needs must be foundational to efforts to improve academic outcomes for students. The teaching of social and emotional skills can be woven into classroom support, how teachers design instruction, and the kinds of learning opportunities they provide students. These opportunities are heavily dependent on the configurations of learning environments. To ensure classrooms are created with students' social and emotional well-being at the	\$180,000.00

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		<p>forefront, multiple educational partners provided insight and feedback into how existing classrooms and learning spaces could be configured to promote safe, quiet, and comfortable rooms consistent with appropriate COVID-19 mitigation and social distancing guidelines. Therefore furniture and additional materials will be purchased to support and provide opportunities for students to self-regulate and cool down on campus.</p>	
N/A	Outdoor Learning Opportunities	<p>As noted by the CDE, outdoor learning programs are a great way to boost academic and mental health outcomes and reduce transmission of the COVID-19 virus. Outdoor education supports emotional, behavioral, and intellectual development impacted by the pandemic. Studies have shown that students who learn outdoors develop: a sense of self, independence, confidence, creativity, decision-making and problem-solving skills, empathy towards others, motor skills, self-discipline, and initiative. By creating outdoor learning centers, FCSS can reduce the inequities and learning loss that distance learning has had on our education system. Repurposing outdoor spaces is also a cost-effective way to reduce the burden on indoor classrooms while providing fresh air, hands-on learning opportunities, and the health benefits associated with increased access to nature. Using the guidance of the National COVID-19 Outdoor Learning Initiative, FCSS will create outdoor learning centers that provide increased opportunities for teaching and learning by incorporating environmental education and nature-based instruction. FCSS will use outdoor spaces as a resource for learning – particularly for students not effectively reached by traditional schooling.</p>	\$1,905,936.00

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

\$2,146,484

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
ELO Grant Plan	Social and Emotional Wellness	As noted in the ED COVID-19 Handbook, meeting students' social and emotional needs must be foundational to efforts to improve academic outcomes for students. The teaching of social and emotional skills can be woven into classroom support, how teachers design instruction, and the kinds of learning opportunities they provide students. FCSS is committed to students' social and emotional learning (SEL) and wellness. Therefore social-emotional curriculum will be provided to support students, and professional development opportunities will be offered to teachers. Social-emotional learning in the classroom benefits both students and adults, increasing self-awareness, academic achievement, and positive behaviors both in and out of the school. Research shows that students participating in SEL programs significantly increase their overall grades and better attendance. Social-emotional learning (SEL) lesson plans will be aligned with grade groupings and weekly themes around compassion, connection, and courage.	\$1,200
LCAP Goal 1: Action 7	CTE Offerings	<p>The ESSER III funds will be used to expand on the professional development described in the LCAP. LCAP funds support the best first instruction for our most at-promise youth. ESSER III dollars will be used to build upon the professional development in the LCAP by increasing the certifications and pathway opportunities for students.</p> <p>LCAP Funds: The LEA will continue to provide CTE/ROP courses, work experience opportunities, learning expeditions, and guest speakers from community agencies</p>	\$516,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		<p>to promote student engagement and attendance in occupational learning.</p> <p>ESSER III Funds: As COVID-19 moves into a new phase, FCSS is working collaboratively with educational partners to take the lessons learned from this past year to support teaching and learning that is more equitable, more flexible, more diverse in its delivery, and more focused on competencies to meet an anticipated surge in demand for CTE programs that prepare youth and adults with the skills and credentials needed in the post-pandemic workforce. Another essential task is confronting inequities in education more generally and in CTE specifically, particularly those exacerbated by the loss of instructional time in CTE courses during the pandemic. Parent, teacher, and student feedback, along with the College and Career Indicator, show a need to increase access and improve the quality of CTE courses and pathways to ensure students are prepared for college and careers.</p> <p>FCSS will expand welding fabrication and environmental horticulture equipment and increase opportunities by purchasing simulators, equipment, supplemental curriculum, and certifications for students to support the expansion of the CTE and A-G opportunities. The development of the CTE classes will support student engagement and enrichment so that students can engage in learning and innovation skills and gain opportunities for new CTE pathways that allow them to increase their preparedness for college and careers in a post-pandemic environment.</p> <p>Agriculture plays a significant role in Fresno County's workforce. Indoor hydroponic gardens provide an engaging and interactive learning setting, allowing students to delve into diverse facets of plant biology, chemistry, and environmental science. The controlled environment of hydroponics facilitates experimentation and observation,</p>	

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		<p>enabling students to study the effects of different variables on plant growth.</p> <p>Expanding access to dual enrollment opportunities, providing strong career and college advisement and navigation supports, expanding opportunities for high-quality work-based learning, and giving all students the option to earn industry-sought credentials.</p>	
N/A	Support for Students with Disabilities	<p>COVID-19 continues to exacerbate opportunity and learning gaps for our students with disabilities. Students struggled to access online resources, participate in virtual classrooms, and connect meaningfully with teachers and peers. As the COVID-19 pandemic continues, the education field produces a growing body of valuable, evidence-based resources to support student learning and well-being. FCSS will provide students with disabilities with increased, coordinated communication and specially designed instruction from school staff. These supports include providing Special Education teachers and support staff with additional professional development opportunities in person and online to support dyslexia, trauma, inclusion, behavior, social-emotional support, English learners, increased knowledge around disabling conditions, and evidence-based practice to support students within the classroom.</p> <p>In addition, FCSS will work to provide additional support for our students with disabilities by increasing direct behavior and communication support to address behavior regression that was caused by the pandemic. ABA therapy is an effective and successful practice that reduces problem behavior and increases student skills. Based on a needs assessment, a vital component for students to improve learning and close the gap is exposure to real-world learning experiences. Work-based education was heavily reduced during the COVID-19 pandemic. Increased access to</p>	\$1,120,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		<p>community partners allows students to participate in work-based learning experiences. Work-based learning experiences for students with disabilities are supervised, school-coordinated activities that provide opportunities for students to achieve employment-related competencies in a workplace environment in a post-pandemic world. To make this possible, FCSS will purchase specialized transportation so students with unique needs can access work-based learning experiences and provide transportation for enrichment opportunities.</p> <p>Expanded extended school year (ESY) services provide students and families additional educational time and encourage collaboration between families and schools to continue to meet the needs of students with disabilities. Expanded Extended School Year (ESY) services are designed to provide additional educational time for students with disabilities beyond the regular school year. This extended support addresses learning loss and ensures students receive continuous educational opportunities. ESY services can be customized to target specific areas where a student may struggle. This personalized approach addresses individual learning needs and helps bridge gaps in knowledge and skills.</p> <p>Additional identified needs are increased technology and supplemental curriculum support. These are necessary to increase skill development. Additional technology and extra resources in the classroom will help raise test scores, improve student learning, enhance literacy, boost attentiveness, and increase comprehension. This includes integrating emerging technology-based approaches. Throughout the pandemic, we have learned ways of leveraging technology to expand our options for instructional approaches. To support learning gaps, we are integrating those approaches into in-person environments. In this way, technology-enabled practices can be used to enhance in-</p>	

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		<p>person learning and student performance and create meaningful opportunities to extend learning time.</p> <p>The Pandemic has resulted in global delays for our students with disabilities and has caused regression in overall development. In particular, students who are orthopedically impaired were unable to receive physical therapy and occupational therapy for an extended period in both the medical and educational fields.</p> <p>The absence of these necessary services has resulted in significant fine and gross motor skill regression, elevating the need to provide additional supplemental supports and services so students can recoup learning and muscle loss experienced during the pandemic. For instructional purposes, physical and occupational therapy provides additional resources to support gross and fine motor skill development. Resources for physical therapy services for students with orthopedic impairments will advance and recoup learning, social, and muscle loss that students experience with a physically disabling condition.</p> <p>FCSS evaluates and reflects on their school culture, climate, and policies. It can use well-designed survey tools to learn what practices may keep all students from feeling safe, included, academically challenged, and supported post-pandemic. Based on this information, FCSS commits to improving and achieving safe, inclusive, and supportive learning environments. Based on educational partner input, personal outreach to families goes a long way in establishing connections and building or rebuilding trust. School and program leaders make themselves available to families by providing flexible meeting times or holding one-on-one conversations or town-hall-style meetings either virtually or in person to accommodate parents who are essential workers or those who work multiple jobs.</p>	

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		<p>Post-pandemic, building and maintaining a cadre of high-quality substitute teachers has been difficult. According to the Department of Education, Strategies for Using American Rescue Plan Funding to Address the Impact of Lost Instructional Time, discuss the importance of partnerships with teacher preparation programs to hire teacher candidates in training and through outreach to retired educators, and compensating them through pay, benefits, and professional development, who can assist by stepping into the classroom to support continuity for students when educators need to take time off; so-leading small group learning; and supporting release time for educators to allow for teacher professional development.</p>	
LCAP Goal 2: Action 2	Professional Development	<p>The ESSER III funds will be used to expand on the professional development described in the LCAP. LCAP funds support the best first instruction for our most at-promise youth. ESSER III dollars will be used to build upon the professional development in the LCAP by increasing training for teachers and all expanded learning staff in the areas of equity and social emotion learning to provide increased strategic support based on the needs of students caused by the loss of instructional time.</p> <p>LCAP Funds: LEA will continue to provide professional development for California Standards implementation and curriculum support, integration of technology in classrooms; contract with curriculum and instruction experts to provide professional development and coaching in curriculum implementation; English Language Development curriculum implementation and classroom instruction support; Arts Integration; coaching to support student engagement strategies and literacy across the curriculum; professional development in regards to distance learning and in-person socially-distanced instruction; identification and mitigation of student learning loss; and substitute teacher costs.</p>	\$300,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		<p>ESSER III Funds: There is no question that COVID-19 has taken a toll on the mental health of many students. For example, data from CDC shows that the proportion of student emergency department visits related to mental health has increased dramatically during the pandemic. As noted in the ED COVID-19 Handbook, establishing a school-wide basis approach for social-emotional and academic support for students through an equity lens is critical for students' academic and behavioral success as they return to school. ESSA evidence-based practices show high effect rates for schools that provide extensive professional development for educators on effectively implementing programs alongside other school staff, such as school counselors, migrants, the expanded learning team, and after-school staff, to ensure coordination and appropriate support. This work is essential to the whole school community, and every community member has a role in upholding and maintaining a safe, inclusive, and welcoming school community. FCSS will provide professional development in social-emotional learning, equity, and implicit bias to create learning environments based on educational best practices and support cultural sensitivity and culturally responsive pedagogy as students transition back into in-person learning.</p>	
ELO Grant Plan	Curriculum Planning, Technology, and Assessment Supports	<p>As students continue to return to in-person instruction, educators and staff face challenges in re-engaging students in their learning and supporting students during what may be a difficult transition. The Department of Education recommends engaging students and addressing the varied impacts of lost instructional time to address these challenges. Based on a local needs assessment, there is a need for our educators to personalize instruction to meet students' individual needs. It is critical to do so without lowering high expectations for their long-term goals in student achievement or using tracking or traditional remediation. Students benefit from working and engaging in</p>	\$0

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		<p>a challenging, supported, and exciting curriculum, including accessing content above grade-level standards. To achieve this, FCSS will provide increased technology, supplemental curriculum, and assessment helps to ensure instruction aligns with each student's unique needs. Teachers will also be offered additional time to create and support curriculum alignment, rigor, and articulation. This will allow FCSS to use data-based decision-making to inform lesson plans and academic progression.</p>	
ELO Grant Plan	Intervention Teachers & Supplemental Curriculum	<p>As students return to in-person instruction, educators and staff face challenges in re-engaging students in their learning and supporting students during a difficult transition. The Department of Education recommends engaging students and addressing the varied impacts of lost instructional time to address these challenges. Based on a local needs assessment, our educators must personalize instruction to meet students' needs. It is critical to do so without lowering high expectations for their long-term goals in student achievement or using tracking or traditional remediation. Students benefit from working and engaging in a challenging, supported, and exciting curriculum, including accessing content above grade-level standards.</p> <p>To achieve this, FCSS will provide increased technology, supplemental curriculum, intervention teachers and assessment helps to ensure instruction aligns with each student's unique needs. This will allow FCSS to use data-based decision-making to inform lesson plans and academic progression.</p> <p>An intervention teacher and supplemental materials will allow the teachers to fill in perceived gaps within the prescribed instructional materials and offer instructors additional approaches to motivate students. Supplementary learning materials will also aid instructors in meeting the diverse needs of all court and community school learners.</p>	\$209,284

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
N/A	Foster Program and Systemic Evaluation	COVID-19 has magnified equity concerns and exacerbated challenges for students in foster care. FCSS and community partners will work together to ensure that foster students get the targeted support based on relevant data and identified individual student needs. A systemic evaluation will guide how to best support students, focusing on identifying collaborative community partners to support students' needs. The evaluation will help FCSS examine support gaps and identify, understand, and prioritize the needs that must be addressed to improve outcomes for foster students.	\$0

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

N/A			
Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
N/A	N/A	N/A	\$0.00

Ensuring Interventions are Addressing Student Needs

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

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
Portable Classrooms, HVAC Replacement and Enhancement, Outdoor Learning Opportunities, Social and Emotional Wellness Spaces	FCSS will monitor student health and safety through ongoing assessment of each campus and classroom HVAC systems. This assessment will ensure new ventilation systems operate correctly and provide acceptable indoor air quality for the current occupancy level for each space. This monitoring will provide FCSS with the information needed to address critical building-related environmental health issues, thus allowing students and staff can work and learn in a safe environment.	FCSS will complete an evaluation of each campus and classroom ventilation on a yearly bases.
Social and Emotional Wellness, Professional Development	FCSS will measure and monitor student social and emotional competencies through student surveys, office discipline referrals (ODRs), student incident referrals, and state and local academic data. The Behavior Management Team, which includes the school administration, leadership team, school psychologist, classroom teachers, and other staff, will be utilized when students are not responding to in-class behavioral support. The data gathered will be examined by staff during PLCs and site-level leadership team meetings to determine students’ needs for tiered support in identified areas.	Progress will be monitored every 4-6 weeks thereafter and supplemental support will be added or modified based on results.
CTE Offerings, Intervention Teacher & Supplemental Curriculum, Curriculum Planning, Technology, and Assessment Supports	FCSS will monitor identified students' progress through student surveys, formative assessment, student engagement data, access to courses, and credits earned to ensure that students progress toward their academic goals. Teachers will use diagnostic, formative, and summative	Progress will be monitored every 4-6 weeks thereafter and supplemental support will be added or modified based on results.

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
	<p>assessments to monitor student learning and feedback and to plan for future instruction. Staff will examine data gathered during PLCs and site-level leadership team meetings to determine students' needs for tiered support in identified areas.</p>	
<p>Foster Program and Systemic Evaluation</p>	<p>FCSS will conduct two annual foster youth surveys.</p> <p>Survey 1: Leadership Survey The survey will identify skill strengths and areas of necessary growth for our foster youth. Our collaborative community partners can use the results to better support our students.</p> <p>Survey 2: iPLAN Student Survey-Foster The survey will measure students' knowledge in foster care regarding the awareness of their rights, available community resources, and college support programs.</p>	<p>Progress will be monitored yearly.</p>
<p>Support for Students with Disabilities</p>	<p>FCSS will measure and monitor students' social and emotional competencies; students progress toward their academic or transition goals.</p>	<p>Progress will be monitored yearly.</p>

ESSER III Expenditure Plan Instructions

Introduction

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

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

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

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

For additional information regarding ESSER III funding please see the ARP Act Funding web page at

<https://www.cde.ca.gov/fg/cr/arpact.asp>.

For technical assistance related to the completion of the ESSER III Expenditure Plan, please contact EDReliefFunds@cde.ca.gov.

Fiscal Requirements

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

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

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

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

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

Other LEA Plans Referenced in this Plan

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

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

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

Summary of Expenditures

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

Instructions

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

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

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

Community Engagement

Purpose and Requirements

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

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

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

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

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

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

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

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

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

Instructions

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

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

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

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

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

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

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

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

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

Planned Actions and Expenditures

Purpose and Requirements

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

Instructions

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

Strategies for Continuous and Safe In-Person Learning

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

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

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

Addressing the Impact of Lost Instructional Time

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

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

Use of Any Remaining Funds

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

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

Ensuring Interventions are Addressing Student Needs