

SANTA MARIA JOINT UNION HIGH SCHOOL DISTRICT

BOARD OF EDUCATION

CSBA Professional Governance Standards

Adopted by the Santa Maria Joint Union High School District April 11, 2001

THE BOARD

School districts and county offices of education are governed by boards, not by individual trustees. While understanding their separate roles, the board and superintendent work together as a “governance team.” This team assumes collective responsibility for building unity and creating a positive organizational culture in order to govern effectively.

To operate effectively, the board must have a unity of purpose and:

- Keep the district focused on learning and achievement for all students.
- Communicate a common vision.
- Operate openly, with trust and integrity.
- Govern in a dignified and professional manner, treating everyone with civility and respect.
- Govern within board-adopted policies and procedures.
- Take collective responsibility for the board’s performance.
- Periodically evaluate its own effectiveness.
- Ensure opportunities for the diverse range of views in the community to inform board deliberations.

THE INDIVIDUAL TRUSTEE

In California’s public education system, a trustee is a person elected or appointed to serve on a school district or county board of education. Individual trustees bring unique skills, values and beliefs to their board. In order to govern effectively, individual trustees must work with each other and the superintendent to ensure that a high quality education is provided to each student.

To be effective, an individual trustee:

- Keeps learning and achievement for *all* students as the primary focus.
- Values, supports and advocates for public education.
- Recognizes and respects differences of perspective and style on the board and among staff, students, parents and the community.
- Acts with dignity, and understands the implications of demeanor and behavior.
- Keeps confidential matters confidential.
- Participates in professional development and commits the time and energy necessary to be an informed and effective leader.
- Understands the distinctions between board and staff roles, and refrains from performing management functions that are the responsibility of the superintendent and staff.
- Understands that authority rests with the board as a whole and not with individuals.



Board of Trustee Action Plans
Santa Maria Joint Union High School District

- **Maximize Student Success**
- **Develop and Maintain a Districtwide Accountability System**
- **Enhance Student Support Services: Facilities, Technology, Safe, Clean, Nurturing Environment; Expand Food Services**
- **Foster Partnerships**
- **Manage Rapid District Growth**

RESPONSIBILITIES OF THE BOARD

The primary responsibilities of the board are to set a direction for the district, provide a structure by establishing policies, ensure accountability and provide community leadership on behalf of the district and public education. To fulfill these responsibilities, there are a number of specific jobs that effective boards must carry out.

Effective boards:

- Involve the community, parents, students and staff in developing a common vision for the district focused on learning and achievement and responsive to the needs of all students.
- Adopt, evaluate and update policies consistent with the law and the district's vision and goals.
- Maintain accountability for student learning by adopting the district curriculum and monitoring student progress.
- Hire and support the superintendent so that the vision, goals and policies of the district can be implemented.
- Conduct regular and timely evaluations of the superintendent based on the vision, goals and performance of the district, and ensure that the superintendent holds district personnel accountable.
- Adopt a fiscally responsible budget based on the district's vision and goals, and regularly monitor the fiscal health of the district.
- Ensure that a safe and appropriate educational environment is provided to all students.
- Establish a framework for the district's collective bargaining process and adopt responsible agreements.
- Provide community leadership on educational issues and advocate on behalf of students and public education at the local, state and federal levels.

**SANTA MARIA JOINT UNION HIGH SCHOOL DISTRICT
BOARD OF EDUCATION**

**Special Meeting
October 28, 2021**

5:00 p.m. General Session

English: <https://www.youtube.com/channel/UCvPYs34lm9h0dAwgfi-gDGg>

Spanish: <https://www.youtube.com/channel/UCvP0f03ekQDsiYfv6OFfbfg>

Mixteco: <https://www.youtube.com/channel/UCviEi9hvcQI96poD0PDiSIA>

*The Santa Maria Joint Union High School District mission is,
“We prepare all learners to become productive citizens and college/career ready by
providing challenging learning experiences and establishing high expectations for achievement.”*

This meeting is being conducted pursuant to Assembly Bill (AB) 361 signed by California Governor Gavin Newsom on September 16, 2021. Consistent with AB 361 and Government Code section 54953, and subsequent SMJUHS Board action, this meeting will be held remotely. The Board room will not be open to the public for this meeting. Archives of meetings are available on the District’s website at www.smjuhsd.k12.ca.us.

The District is committed to swiftly resolving any requests for reasonable modification or accommodation for individuals with disabilities who wish to observe the meeting, please contact Arcy Pineda at (805) 922-4573, extension 4202 by 8:00 a.m. on October 28, 2021.

To view the meeting please refer to the YouTube links above.

I. OPEN SESSION

A. Call to Order and Flag Salute

II. PUBLIC COMMENTS

Public comment for a special board meeting is limited to items on the agenda. Members of the public may submit their comments via any of the following options:

1) To provide comment prior to the meeting:

A. **In writing:** Submit your comment via email to SMJUHS-Dublic-Comment@smjuhsd.org by 12:00 p.m. on October 28, 2021. Please include your name and contact information. Written public comment is limited to 250 words or less.

B. **By phone:** If you would like to dictate your comment by phone, please call 805-922-4573, extension 4202 and state your name and phone number. A staff member will return your phone call so that you may dictate your public comment over the phone. Requests to use this mode

must be received by 12:00 p.m. on October 28, 2021. Please note: The time limit to address the Board may not exceed two minutes.

2) To provide comment during the meeting - Members of the public may also provide their comment during the live meeting. Your phone number will be required in case of a disconnection. The time limit to address the Board may not exceed two minutes. The two options are:

A. **Sign up prior to the meeting:** You may sign up prior to the meeting start time to be given a call back when public comment is opened. Please email SMJUHSD-Public-Comment@smjuhsd.org and include your name, phone number, and topic. It is important to provide a reliable phone number where you may be reached when it is your turn to speak. This request must be received by 12:00 p.m. on October 28, 2021. We appreciate the public signing up in advance if at all possible as this will help the District run an efficient meeting.

B. **During the meeting:** Please call 805-922-4573 during the meeting; you must call prior to the close of public comment as listed on the agenda to speak during the meeting.

- English – Dial extension 4204
- Spanish – Dial extension 4209
- Mixteco – Dial extension 4208

Your name, phone number, and the topic will be noted. You may be placed on hold **or** given a call back. When it is your turn to speak, you will be transferred to the public comment phone line.

III. ITEMS SCHEDULED FOR ACTION

A. GENERAL

1. Approval of the ESSER III Expenditure Plan – Appendix A

Resource Person: Yolanda Ortiz, Assistant Superintendent of Business Services; John Davis, Assistant Superintendent of Curriculum; Steve Molina, Director of Student Services

Local Education Agencies (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 an expenditure 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. See Appendix A.

*** **IT IS RECOMMENDED THAT** the Board of Education approve the ESSER III Expenditure Plan as presented.

Moved _____ **Second** _____

A Roll Call Vote is Required:

Dr. Garvin _____
Dr. Karamitsos _____
Ms. Perez _____
Mr. Palera _____
Ms. Lopez _____

2. Discussion and Possible Approval of Resolution 16-2021-22 Authorizing Continued Use of Remote Teleconferencing Provisions Pursuant to AB 361 and Government Code section 54953.

Resource Person: Chelsea Olson Murphy, Attorney – Lozano Smith

Consistent with Government code section 54953, on October 7, 2021, the Santa Maria Joint Union High School District adopted Resolution 15-2021-2022, finding that meeting in person would present imminent risks to the health or safety of attendees.

At the October 28, 2021 meeting, the Santa Maria Joint Union High School District will discuss and consider adopting Resolution 16-2021-22, to make a finding after reconsidering the state of emergency, that the current circumstances meet the requirements of AB 361 and Government Code section 54953 for the Santa Maria Joint Union High School District to continue conducting meetings remotely.

*** **IT IS RECOMMENDED THAT** the Board of Education adopt Resolution 16-2021-2022, to make a finding that the current circumstances meet the requirements of AB 361 and Government Code section 54953 for the SMJUHS Board to continue conducting meetings remotely.

Moved _____ **Second** _____

A Roll Call Vote is Required:

Dr. Garvin _____
Dr. Karamitsos _____
Ms. Perez _____
Mr. Palera _____
Ms. Lopez _____

SANT MARIA JOINT UNION HIGH SCHOOL DISTRICT
RESOLUTION NO. 16-2021-2022 AUTHORIZING THE CONTINUED USE OF REMOTE
TELECONFERENCING PROVISIONS (AB 361)

WHEREAS, the Governing Board of the Santa Maria Joint Union High District (“Governing Board”) is committed to open and transparent government, and full compliance with the Ralph M. Brown Act (“Brown Act”); and

WHEREAS, the Brown Act generally requires that a public agency take certain actions in order to use teleconferencing to attend a public meeting virtually; and

WHEREAS, the Governing Board recognizes that a local emergency persists due to the worldwide COVID-19 pandemic; and

WHEREAS, the California Legislature has recognized the ongoing state of emergency due to the COVID-19 pandemic and has responded by creating an additional means for public meetings to be held via teleconference (inclusive of internet-based virtual meetings); and

WHEREAS, on September 16, 2021, the California legislature passed Assembly Bill (“AB”) 361, which amends Government Code, section 54953 and permits a local agency to use teleconferencing to conduct its meetings in any of the following circumstances: (A) the legislative body holds a meeting during a proclaimed state of emergency, and state or local officials have imposed or recommended measures to promote social distancing; (B) the legislative body holds a meeting during a proclaimed state of emergency for the purpose of determining, by majority vote, whether as a result of the emergency, meeting in person would present imminent risks to the health or safety of attendees; or (C) the legislative body holds a meeting during a proclaimed state of emergency and has determined, by majority vote, pursuant to subparagraph (B), that, as a result of the emergency, meeting in person would present imminent risks to the health or safety of attendees; and

WHEREAS, in order for the Governing Board to use teleconferencing as allowed by AB 361 after October 1, 2021, it must first adopt findings in a resolution, allowing the Governing Board to conduct teleconferenced meetings for a period of thirty (30) days; and

WHEREAS, Governor Gavin Newsom declared a state of emergency for the State of California due to the COVID-19 pandemic in his order entitled “Proclamation of a State of Emergency,” signed March 4, 2020; and

WHEREAS, the Governing Board previously adopted Resolution Number **15-2021-2022** on October 7, 2021, finding that the requisite conditions exist to conduct remote teleconference meetings in accordance with Government Code section 54953(e); and

WHEREAS, the Governing Board is conducting its meetings through the use of telephonic and internet-based services so that members of the public may observe and participate in meetings and offer public comment; and

WHEREAS, as a condition of the continued use of the provisions found in Government Code

SPECIAL MEETING
October 28, 2021

section 54953(e), the Governing Board must reconsider the circumstances of the state of emergency and find that either it continues to directly impact the ability of the members to meet safely in person, and/or state or local officials continue to impose or recommend measures to promote social distancing; and

NOW THEREFORE, BE IT RESOLVED, that the recitals set forth above are true and correct and fully incorporated into this Resolution by reference.

BE IT FURTHER RESOLVED, that the Governing Board has reconsidered the circumstances of the state of emergency and finds that the state of emergency continues to directly impact the ability of members to meet safely in person.

BE IT FURTHER RESOLVED, that the actions taken by the Governing Board through this Resolution may be applied to all District committees governed by the Brown Act unless otherwise desired by that committee.

BE IT FURTHER RESOLVED, the Governing Board authorizes the Superintendent or their designee(s) to take all actions necessary to continue to conduct Governing Board meetings in accordance with Government Code section 54953(e) and all other applicable provisions of the Brown Act, using teleconferencing for a period of thirty (30) days from the adoption of this Resolution, after which the Governing Board will reconsider the circumstances of the state of emergency.

PASSED AND ADOPTED by the Santa Maria Joint Union High School District Governing Board on this 28th day of October 2021, by the following vote:

ROLL CALL VOTE:

AYES _____

NOES _____

ABSENT _____

ABSTAIN _____

President/Secretary/Clerk of the Board of Education
Santa Maria Joint Union High School District

IV. NEXT MEETING DATE

Unless otherwise announced, the next regular meeting of the Board of Education will be held on November 9, 2021. Closed session begins at 5:30 p.m. Open session begins at 6:30 p.m. Please refer to the November 9th agenda for further details on meeting location/access.

V. FUTURE REGULAR BOARD MEETINGS FOR 2021

December 14, 2021

VI. ADJOURN

SPECIAL MEETING
OCTOBER 28, 2021

APPENDIX A

ESSER III EXPENDITURE PLAN & PRESENTATION



ESSER III Expenditure Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Santa Maria Joint Union High School District	Steve Molina Director of Student Services	smolina@smjuhsd.org 8058788136

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
SMJUHS 2021-24 Local Control Accountability Plan	http://images.pcmac.org/Uploads/SantaMaria/SantaMaria/Divisions/PagesLevel1/Documents/LCAP_2021-2024.pdf
SMJUHS 2020-21 Learning Continuity and Attendance Plan	http://images.pcmac.org/Uploads/SantaMaria/SantaMaria/Divisions/PagesLevel1/Documents/Appendix_D_-_Learning_Continuity_Plan_Update.pdf
SMJUHS Expanded Learning Opportunity Grant	http://images.pcmac.org/Uploads/SantaMaria/SantaMaria/Divisions/PagesLevel1/Documents/2021_Expanded_Learning_Opportunities_Grant_Plan_Santa_Maria_Joint_Union_High_School_District_20210907.pdf

Summary of Planned ESSER III Expenditures

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

Total ESSER III funds received by the LEA

\$13,236,134.00

Plan Section	Total Planned ESSER III
Strategies for Continuous and Safe In-Person Learning	\$5,550,026.00
Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)	\$4,230,000.00
Use of Any Remaining Funds	\$3,456,108.00

Total ESSER III funds included in this plan

\$13,236,134.00

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.

The Santa Maria Joint Union High School District has an established foundational meaningful group engagement process principle. The foundational principle of the District has been communication and meaningful consultation. These efforts have been refined through a continuous improvement cycle developed from the Local Control Accountability process. The District's practices have been further enhanced during the pandemic as the District sought input and feedback from its group engagement members. Through distance learning framework

beginning in March of 2020 continuing through the development of the Local Continuity and Attendance Plan, the 2021-22 Local Control Accountability Plan (LCAP), and now the Elementary Secondary School Emergency Relief Plan (ESSER III).

District and school collaborative efforts have included virtual engagement groups and surveys that have generated valuable insights, perspectives, and information from students, parents/guardians, staff, and community members. Due to the short timeframe, the District will continue to reach out to Chumash Education Center, and civil rights organizations to provide opportunities for input and feedback. The District did meet with advocates representing the interest of underserved students. There were specific efforts to ensure all constituencies represented students with special needs, homeless, foster youth, low income, and English learners.

Throughout the past 18 months of the pandemic, group engagement feedback was used to monitor existing programs and services and guide future planning efforts. The alignment of priority interests and needs has been continuously analyzed. All plans informed the development of subsequent plans.

The input process for the ESSER III Expenditure Plan was a survey developed and made available to students, parents/guardians, staff, and the community. The survey was structured with five open-ended prompts using the Qualtrics survey platform. In the process of efficiently summarizing comments and developing emergent themes, an automated technique was used to cluster comments together groups with consistent phrasing. The District's Director of Student Services then reviewed the groupings of comments and described the groupings in terms of a theme.

The process for completing the ESSER III Expenditure Plan was comprehensive in connecting budgetary decisions to teaching and learning through meaningful group consultation and engagement. The focus was on increasing and improving services for homeless, special needs, foster youth, English learners, and low-income students through group engagement. The District's Director of Student Services conducted the group engagement presentations through ZOOM. The following ZOOM meetings were held with each advisory group committee:

Parent Advisory Committee: September 23, 2021, October 27, 2021

Student Advisory Committee: October 26, 2021

Teacher Leadership Advisory Committee: October 25, 2021

Site Administrators and Directors: October 25, 2021

Non-Profit Community Committee: October 15, 2021

CTA Advisory Committee: October 15, 2021

CSEA Advisory Committee: October 14, 2021

Superintendent's Council: September 14, 21, 28, 2021, October 5, 19, 20, 26, 2021

NAACP: October 26, 2021

Chumash Education Center: October 27, 2021

ESSER III Expenditure Plan Survey: September 24, 2021, thru October 22, 2021

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

The District's ESSER III Expenditure Plan was influenced by a collaborative of community-building efforts. The evidence from students, staff, parents/guardians, and community member input and feedback has provided aligned needs reflective of the District's LCAP goals and actions. The process was attentive to not only the number of respondents of the survey but ensured that feedback was from a representative subpopulation of the overall community. The input and feedback were used to guide the decision-making process reflective of the needs. The information below denotes the priority themes that resulted from the District LCAP, LCP, ELO Grant, and the ESSER III Expenditure Plan survey. Group engagement influence on the ESSER III Expenditure Plan is evidenced by the direct alignment of the District's action with the needs and interests identified by students, parents/guardians, staff, labor association leadership, community partners, and the Board of Education.

ESSER III Expenditure Plan Survey questions and themes:

How should the District allocate additional ESSER III funding to address student academic needs?

- Reduce the number of students in the classrooms.
- More support for parent involvement in schools.
- More emotional and psychological support.
- More student/parent workshops with services.
- Student groups in class.
- More block of office hours for students to meet with counselors/teachers.
- Place a suggestion box in the front office.
- More technology and security.
- More materials: books, pens, and pencils
- More orientations to students before they start high school.
- More summer school opportunities.
- New computers
- English learner support

How should the District allocate additional ESSER III funding to address student social and emotional needs?

- More support for parent involvement in schools.
- Parent conferences during weekends so parents have more opportunities to attend.
- More emotional/psychology support, more student/parent workshops with services.
- More block of office hours for students to meet with counselors/teachers.
- Place a suggestion box in the front office.
- Form a school band and more conference programs

More counselors
Incentives/gifts (for students who have good grades).
More fun group activities and more mental health support.
Hire more therapists, psychologists, and counselors.
More online and in-person tutoring
Equipment for each student, it is hard when they must share it.
More teachers

How should the District allocate additional ESSER III funding to address student mental health needs?

Hire more counselors and therapists.
More emotional and psychological support, more student/parent workshops with services.
Student groups in class.
Restorative Practices
More block of office hours for students to meet with counselors/teachers.
Place a suggestion box in the front office.
More teacher/school staff education on diversity.
More medical support; therapists, and counselors
Student homeless support
Physical education engagement

How should the District allocate additional ESSER III funding for student safety and security needs?

Extend lunchtime.
Hire more security staff
More qualified medical staff to support students.
More hygiene, cleaning of bathrooms, lunch areas, classrooms.
Better equipment like
Better ventilation and heater systems in the classrooms
Hire security personal
More protection against Covid-19
Increase campus security

How should the District allocate additional ESSER III funding to address family and community needs?

Provide more school transportation.
Parent support/workshops/ where to go

Presentations, Technology classes,
 Tablets / laptops for parents
 Bring back parent learning and involvement workshops that were given in the past, for example, Parents in a mission, more Pique.
 More informative activities for parents.

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

\$3,456,108.00.00

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
Learning Continuity and Attendance Plan	Student Well-Being Support Services	Through contracted services, students in the District will be provided culturally appropriate health education instruction/curriculum and prevention/mediate spread of COVID-19. Implement student-led health clubs to support health initiatives, after-school fitness programs, and mindfulness programs.	\$385,782.00

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
Learning Continuity and Attendance Plan, and LCAP Goal 6, Actions #2, #3	Health, Safety, and Security Support	Staff and resources materials to provide expanded health services, mitigate the spread of COVID-19, support student wellness, coordinate COVID testing, contact tracing, school health services, and monitor the increased complexities of managing students on school campuses to ensure their health and safety. This includes the contracting of health providers for all school campuses, COVID-related signage, and personal protective equipment (PPE). Additional campus security to provide supervision of students creating a safe learning environment that is now encountered with COVID- 19. Campus security supports the school environment to deal with the complexities of the movement of students, gathering, and emotional needs. Schools sites will be supported with additional equipment, uniforms, and supplemental support as needed.	\$2,870,326.00
Learning Continuity and Attendance Plan	School Nutrition Support	Maintain Food Services Department materials and supplies: Materials needed to provide meals during school closures and in-person safe and consistent with public health guidelines. Includes additional kitchen equipment, sanitation supplies, personal protective equipment, and other related resources.	\$200,000.00

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

\$5,550,026.00

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP Goal 1, Action #5	Core Academic Support	<p>Comprehensive school sites will provide full-time equivalent teachers to provide instruction strategically to students of most need (identified by district metrics) in the core academic areas of support and intervention. The identified educational need of the school is based on the impact of the learning loss of students in a particular content area using evidence-based data. Support addressing student learning loss includes professional development/learning and instructional support staff to include afterschool programs. The implementation of services depends on the extent that facilities and staff are available, targeting a reduction of 25% to 33% class size for desired outcomes.</p> <p>According to Graue, Hatch, Rao, Oen, 2007, teaching in a class size reduction model provides a rich student-teacher interaction with more significant outcomes over time using a pedagogical model of student-centered instruction. The students that benefit most from a class size deduction model are low-income and minority students (Jackson, 2018).</p>	\$3,350,000.00
Learning Continuity and Attendance Plan	Physical Education Support	<p>Physical education plays an essential role in our student's well-being. The structuring of the physical education curriculum in the District to include resistance training and other forms of physical activities promoting the social-emotional well-being of students is a priority. Educational presentations provide students with consistent nutrition, exercise, and mindset, leading to better mental and physical health. Researchers have found multiple studies on resistance training and anxiety that lifting weights reduced anxiety symptoms in both healthy participants and those with a physical or mental illness. Resistance training has also been shown to increase the size of some areas of the brain. And this change in brain structure was tied to improved mental function paralleled to mindfulness (Finn, 2018).</p>	\$250,000.00
LCAP Goal 4, Action #6	Visual Arts / Performing Arts Support	<p>The District's Visual Arts/ Performing Arts program provides opportunities for all students to engage in one form or</p>	\$250,000.00

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		<p>another. The diversity of our student population provides a wealth of talent that brings our community together. Community base productions support theatrical, art, musical, and video students the experience to perform for the community while supporting their social-emotional well-being. Outcomes will be measured through social-emotional surveys and provide the necessary knowledge, skills, and opportunities for students, staff, and families to engage in arts education and in the artistic processes referenced in the California Arts Standards.</p>	
LCAP Goal 4, Action #1	Counselor - Parent/Guardian Support	<p>Additional counselors with alternative work schedules to serve the needs of parents/guardians. The counselors will provide services to parents/guardians and students to promote college and career readiness, guidance on interventions, communications/collaboration, attendance, school engagement, and mental health services. These services are targeted to increase parent/guardian engagement and connectedness to student academic success.</p>	\$1,500,026.00
LCAP Goal 7, Action #1	English Learner Support	<p>English Learner support for supplemental instructional materials and educational technology supporting the efforts to reclassify/re-designate and growth of ELPAC proficiency. English Learner summer school enrichment programs are to provide post-secondary experiences, STEM-related field trips, administrative pragmatic support, and English Learner family support.</p>	\$200,000.00

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

\$4,230,000.00

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP Goal 2, Action #2	Parent Engagement Support	The District parent/guardian engagement includes training, meetings, targeted social-emotional, and academic support for family education workshops. This includes engagement conferences that inform parents/guardians of strategies supporting student success.	200,000.00
Learning Continuity And Attendance Plan	Student Homeless Support	Additional Homeless Liaisons and resource materials to increase case management, direct academic and social-emotional support for students who are experiencing homelessness. The additional Homeless Liaisons will increase students' connection to the school, District, and community resources in order to overcome the challenges caused by homeless circumstances.	\$450,000.00
LCAP Goal 5, Action #1, #2, #3	Technology Support	Technology is needed to support students with updated instructional platforms, student use/access. Schools sites need the replacement of computer labs used to provide one-to-one instructional assistance in the area of reading, credit recovery, career exploration, financial aid, and academic support.	\$580,000.00
LCAP Goal 4, Action #1	Mental Health and Social/Emotional Support Services	The District's school-based mental health program is comprised of comprehensive services that include counseling services, in-therapy, and outside therapy services. Increased access to mental health services and supports in schools is vital to improving our students' physical and psychological safety, academic performance, and problem-solving skills. Staffing for certificated and classifieds is to continue with the use of ESSER III funds and other related needs.	\$3,000,000.00

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
Student Well-Being Support Services	<p>The District's Director of Student Services will progress monitor the extent to which Student Well-Being Services are implemented across the District and in each school. The measure may include:</p> <p>A. Progress monitor number of students completing the AB 329: California Healthy Youth Act.</p> <p>B. Students will participate in the District's research-based surveys that measure social-emotional well-being.</p>	<p>A. End of Fall Semester and Spring Semester</p> <p>B. Fall, Winter, Spring Administrations</p>
Health, Safety, and Security Support	<p>The District's Assistant Superintendent of Human Resources will progress monitor the extent to which Health and Safety services are implemented across the District and in each school. The measure may include:</p> <p>A. District COVID Dashboard</p> <p>B. Descriptive documentation of COVID mitigation, testing, contact tracing, and management efforts.</p> <p>C. Descriptive documentation of new/expanded health services.</p> <p>D. The extent to which additional staff are hired and trained</p> <p>E. ESSER III Stakeholder Satisfaction Survey</p> <p>The District's Director of Student Services will progress monitor the extent to which Campus Security Services are implemented across the</p>	<p>A. Weekly, or as frequent as possible</p> <p>B. Every nine weeks from the start of school</p> <p>C. End of Fall Semester and Spring Semester</p> <p>D. End of Fall Semester and Spring Semester</p> <p>E. Annual (April or May)A.</p> <p>F. End of Fall Semester and Spring Semester</p> <p>G. End of Fall Semester and Spring Semester</p> <p>H. Fall, Winter, Spring Administrations</p>

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
	<p>District and in each school. The measure may include:</p> <p>F. Number of student referrals G. Number of student incidents interceded by campus security H. Students will participate in the District's research-based surveys that measure social-emotional well-being</p>	
Parent Engagement Support	<p>The District's Director of Student Services and Manager of Family and Community Engagement will progress monitor the extent to which Parent Engagement Services are implemented across the District and in each school. The measure may include:</p> <p>A. Descriptive documentation of new and expanding services and support B. Parent/guardian participation in training and workshops C. Family survey</p>	<p>A. End of Fall Semester and Spring Semester B. End of Fall Semester and Spring Semester C. Fall, Winter, Spring Administrations</p>
Student Homeless Support	<p>The District's Director of Student Services will progress monitor the extent to which Student Homeless services are implemented across the District and in each school. The measure may include:</p> <p>A. Descriptive documentation of new and expanded services and supports B. Number of students served and the intensity of services C. Number of participants for McKinney-Vento training D. Additional staff hired</p>	<p>A. End of Fall Semester and Spring Semester B. End of Fall Semester and Spring Semester C. Annual D. Annual E. Fall, Winter, Spring Administrations F. Annual</p>

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
	<p>E. Students will participate in the District's research-based surveys that measure social-emotional well-being</p> <p>F. ESSER III Stakeholder Satisfaction Survey</p>	
Technology Support	<p>The District's Director of Instructional Technology will progress monitor how technology services are implemented across the District and in each school. The measure may include:</p> <p>A. Descriptive documentation of new and expanded services and supports</p> <p>B. The number of helpdesk tickets/calls and open/completed responses</p> <p>C. Additional staff hired and trained</p> <p>D. ESSER III Stakeholder Satisfaction Survey</p>	<p>A. End of Fall Semester and Spring Semester</p> <p>B. Monthly</p> <p>C. Annual</p> <p>D. Annual</p>
School Nutrition Support	<p>The District's Director of Nutritional Services will progress monitor how nutritional services are implemented across the District and in each school. The measure may include:</p> <p>A. Descriptive documentation of new and expanded services and supports</p> <p>B. The number of meals provided</p> <p>C. The number of students served</p>	<p>A. End of Fall Semester and Spring Semester</p> <p>B. Monthly</p> <p>C. Monthly</p>
Mental Health and Social/Emotional Services Support	<p>The District's Director of Instruction and Learning will monitor how mental health and social/emotional services are implemented across the District and in each school. The measure may include:</p> <p>A. Descriptive documentation of new and expanded services and supports</p>	<p>A. End of Fall Semester and Spring Semester</p> <p>B. End of Fall Semester and Spring Semester</p> <p>C. End of Fall Semester and Spring Semester</p> <p>D. Fall, Winter, Spring Administrations</p> <p>E. Annual</p>

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
	<p>B. The number of students served with in-school therapy and intensity of services</p> <p>C. The number of students served with outside therapy and intensity of services</p> <p>D. Students will participate in the District's research-based surveys that measure social-emotional well-being</p> <p>C. ESSER III Stakeholder Satisfaction Survey</p>	
Core Academic Support	<p>The District's Director of Instruction and Learning will monitor how class size reduction services are implemented across each school. The measure may include:</p> <p>A. Descriptive documentation of new and expanded services and supports</p> <p>B. The number of students served in the District and by school</p> <p>C. The number of students making progress in the District and by school</p> <p>D. Students will participate in the District's research-based surveys that measure social-emotional well-being</p> <p>E. The average class size reduction classes vs. the average regular class size</p> <p>F. College/Career Indicator progress</p>	<p>A. End of Fall Semester and Spring Semester</p> <p>B. End of Fall Semester and Spring Semester</p> <p>C. Fall, Winter, Spring Administrations (Renaissance Learning)</p> <p>D. Fall, Winter, Spring Administrations</p> <p>E. End of Fall Semester and Spring Semester</p> <p>F. End of Fall Semester and Spring Semester</p>
Physical Education Support	<p>The District's Director of Instruction and Learning will monitor how physical education services are implemented across each school. The measure may include:</p> <p>A. Descriptive documentation of new and expanded services and supports</p> <p>B. Percent of student body fat</p> <p>C. Student Attendance</p>	<p>A. End of Fall Semester and Spring Semester</p> <p>B. Fall, Winter, Spring Administrations</p> <p>C. End of Fall Semester and Spring Semester</p> <p>D. Fall, Winter, Spring Administrations</p> <p>E. End of Fall Semester and Spring Semester</p>

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
	<p>D. Students will participate in the District's research-based surveys that measure social-emotional well-being</p> <p>E. College/Career Indicator progress</p>	
Visual Arts / Performing Arts Support	<p>The District's Director of Student Services will monitor how visual arts/performing arts services are implemented across the District. The measure may include:</p> <p>A. Descriptive documentation of new and expanded services and supports</p> <p>B. Students will participate in the District's research-based surveys that measure social-emotional well-being</p> <p>C. College/Career Indicator progress Data</p>	<p>A. End of Fall Semester and Spring Semester</p> <p>B. Fall, Winter, Spring Administrations</p> <p>C. End of Fall Semester and Spring Semester</p>
Counselor - Parent/Guardian Support	<p>The District's Director of Instruction and Learning will monitor how counselors support parents/guardians services are implemented across each school. The measure may include:</p> <p>A. Descriptive documentation of new and expanded services and supports</p> <p>B. The number of parents/guardians served by school site during office hours</p> <p>C. The number of parent/guardian presentations and the number of parents/guardians attended per presentation</p> <p>D. Students will participate in the District's research-based surveys that measure social-emotional well-being</p>	<p>A. End of Fall Semester and Spring Semester</p> <p>B. End of Fall Semester and Spring Semester</p> <p>C. End of Fall Semester and Spring Semester</p> <p>D. Fall, Winter, Spring Administrations</p>
English Learner Support	The District's Director of Multi-Lingual and Migrant Programs will monitor how English	

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
	<p>Learner services are implemented across each school. The measure may include:</p> <ul style="list-style-type: none"> A. Descriptive documentation of new and expanded services and supports B. The English Language Proficiency Assessment for California data C. College/Career Indicator progress Data D. The number of students making progress in the District and by school E. Students will participate in the District's research-based surveys that measure social-emotional well-being 	<ul style="list-style-type: none"> A. End of Fall Semester and Spring Semester B. Annual C. End of Fall Semester and Spring Semester D. Fall, Winter, Spring Administrations (Renaissance Learning) E. Fall, Winter, Spring Administrations

ESSER III Expenditure Plan Instructions

Introduction

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

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

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

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

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

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

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

Fiscal Requirements

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

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

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

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

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

Other LEA Plans Referenced in this Plan

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

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

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

Summary of Expenditures

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

Instructions

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

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

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

Community Engagement

Purpose and Requirements

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

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

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

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

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

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

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

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

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

Instructions

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

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

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

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

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

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

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

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

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

Planned Actions and Expenditures

Purpose and Requirements

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

Instructions

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

Strategies for Continuous and Safe In-Person Learning

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

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

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

Addressing the Impact of Lost Instructional Time

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

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

Use of Any Remaining Funds

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

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

Ensuring Interventions are Addressing Student Needs

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

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

Complete the table as follows:

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

California Department of Education
June 2021

SANTA MARIA

JOINT UNION HIGH SCHOOL DISTRICT

ELEMENTARY SECONDARY EMERGENCY RELIEF PLAN (ESSER III)

SMJUHSD BOARD PRESENTATION

OCTOBER 28, 2021

Vision: Every student succeeds and is prepared for college, career, and life.

Mission: We prepare all learners to become productive citizens and college/career ready by providing challenging learning experiences and establishing high expectations for achievement.

SMJUHSD ESSER III Agenda

1. Process for the LCAP
2. Defining the American Rescue Plan (ARP)
3. ARP ESSER III Purpose
4. Requirements
5. Use of funds
6. Intended use of funds
7. Safe return and continuity of services
8. Survey Results
9. Proposed Actions

Process for the Local Control Accountability Plan



Comprehensive Strategic Planning: Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data.



Meaningful Group Engagement: Local Groups possess valuable perspectives and insights about the District's programs and services.



Accountability and Compliance: Demonstrating that the District is increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC 52064(b)(4-6)).

DEFINING THE AMERICAN RESCUE PLAN

- The American Rescue Plan (ARP) Act of 2021, Public Law 117-2, was enacted on March 11, 2021. The ARP Act provides additional funding for school districts to respond to the COVID-19 pandemic.
- The education portion of ARP is known as the Elementary and Secondary School Emergency Relief (ESSER III or ARP ESSER) Fund.
- Districts will be required to follow all federal, state, and local regulations and requirements for federal grant administration and fiscal spending of funds.
- Santa Maria Joint Union High School District has been allocated \$13,236,134.00 – to be expended through September 30, 2024.

ARP ESSER III PURPOSE

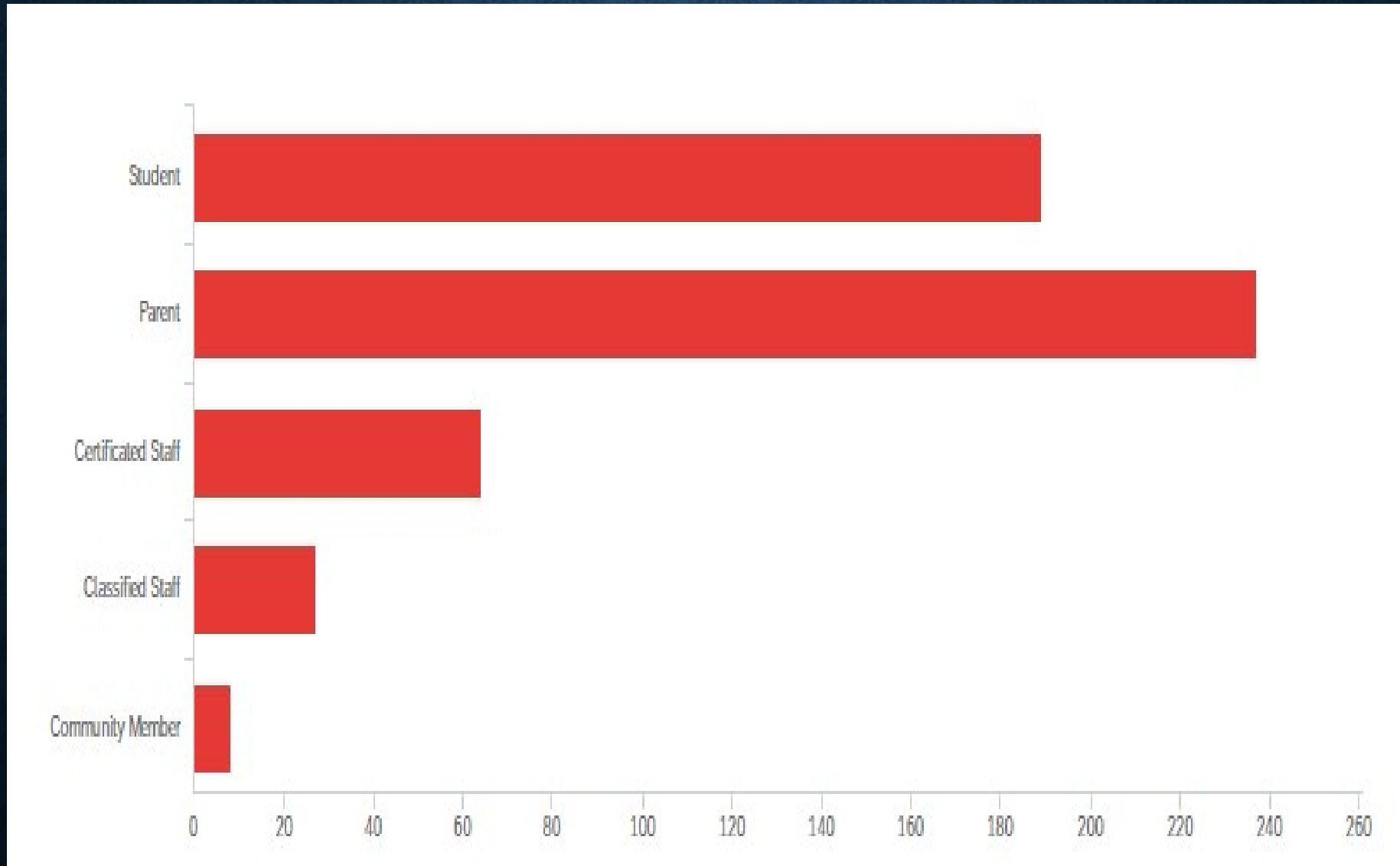
The purpose of the ARP ESSER III fund is to address learning loss and support the safe reopening and sustaining safe operations of schools while meeting students' academic, social, emotional, and mental health needs resulting from the COVID-19 pandemic. These funds address the impact that COVID-19 has had and continues to have on elementary and secondary schools.

REQUIREMENTS ESSER III

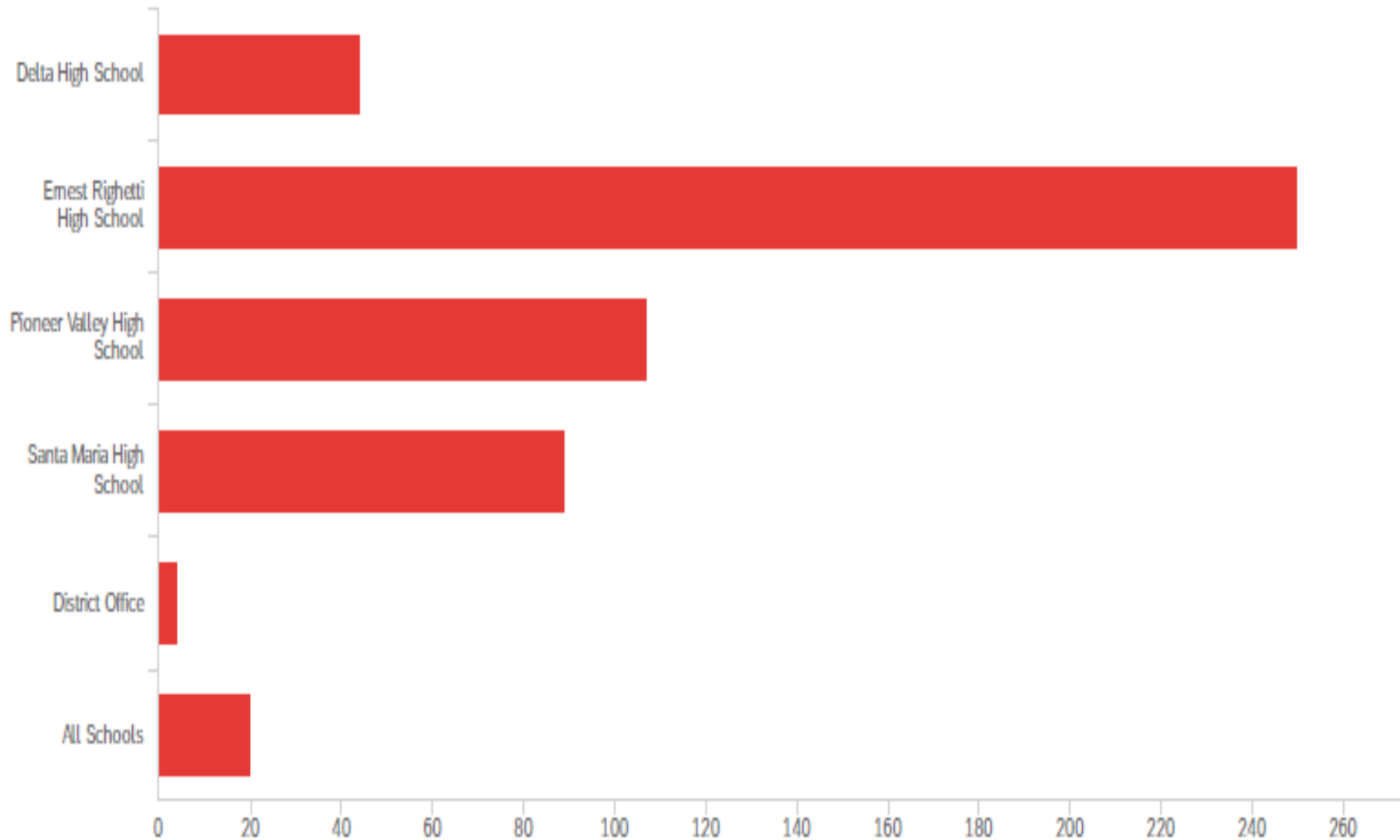
- Unlike other grants the ESSER III does not have a specific allocation for campuses. This grant is for SMJUHSD.
- Use ESSER III funds to address students' academic, social, emotional, and mental health needs, as well as the opportunity gaps that existed before, and were exacerbated by, the COVID-19 Pandemic.
- Strategies for continuous and safe in-person learning
- Addressing the impact of lost instructional time (20% of ESSER III funds)

SMIJUHSD ESSER III SURVEY RESULTS

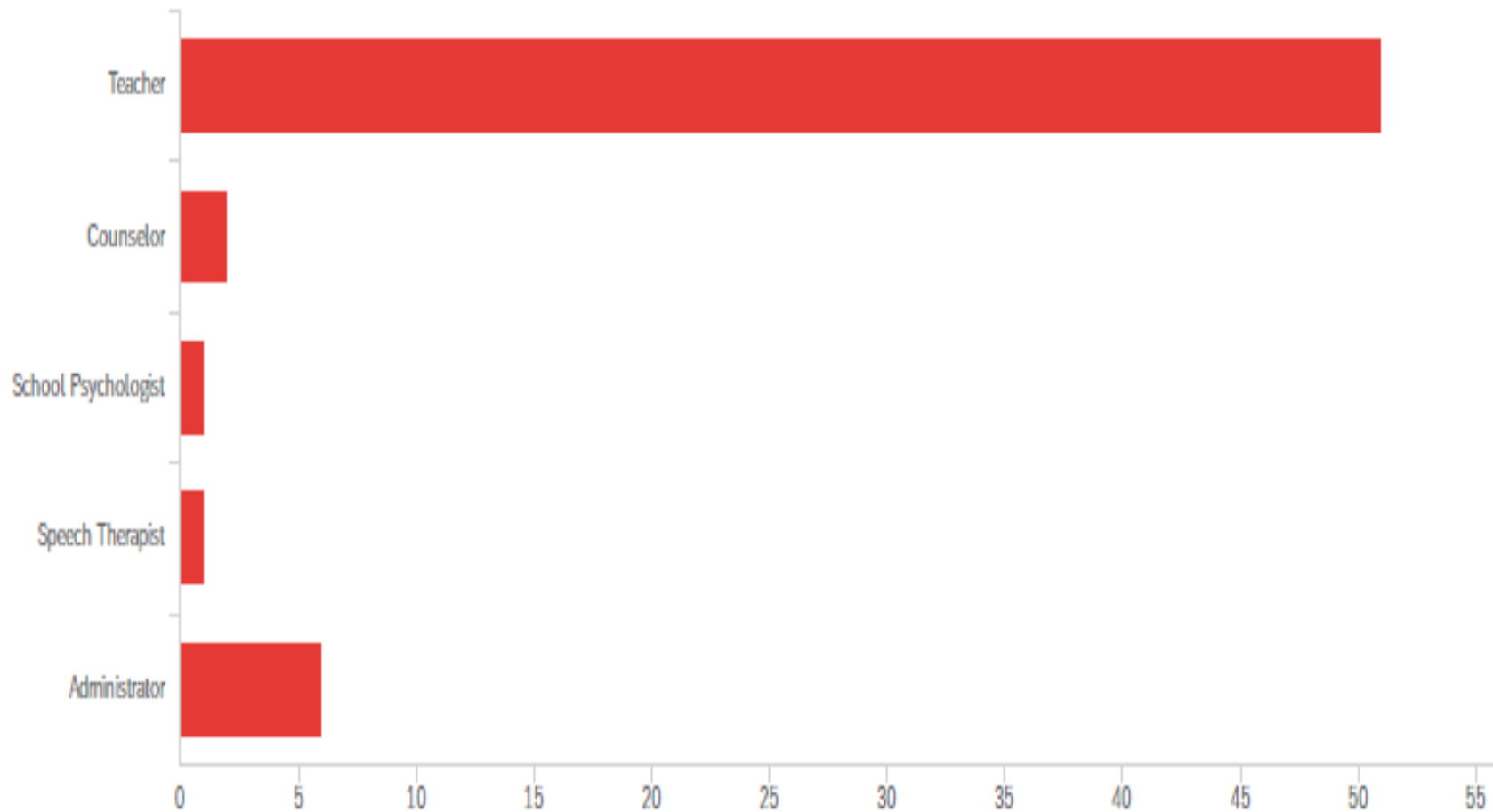
Which group do you identify with in relation to the Santa Maria Joint Union High School District?



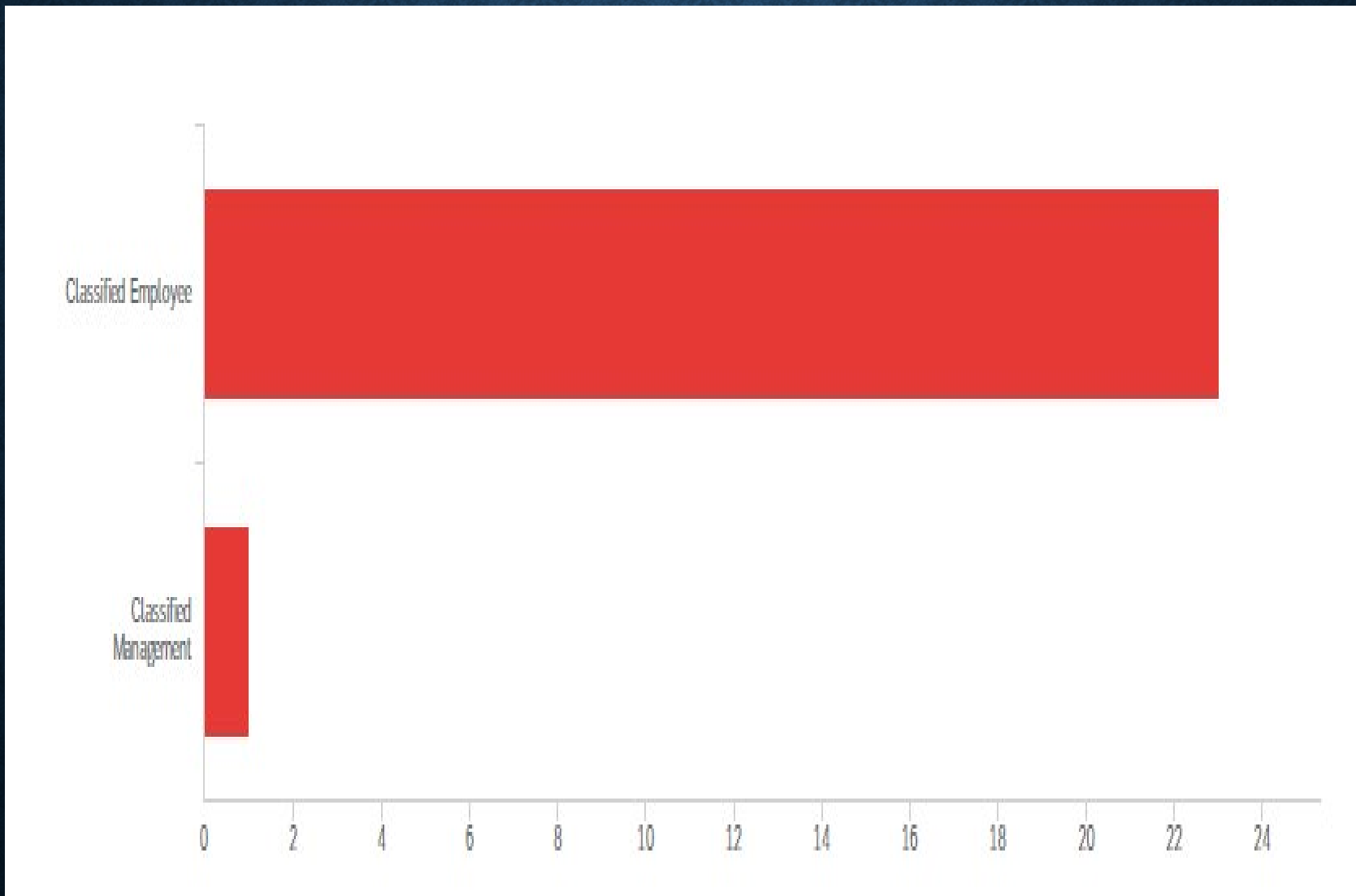
Which site do you identify with?



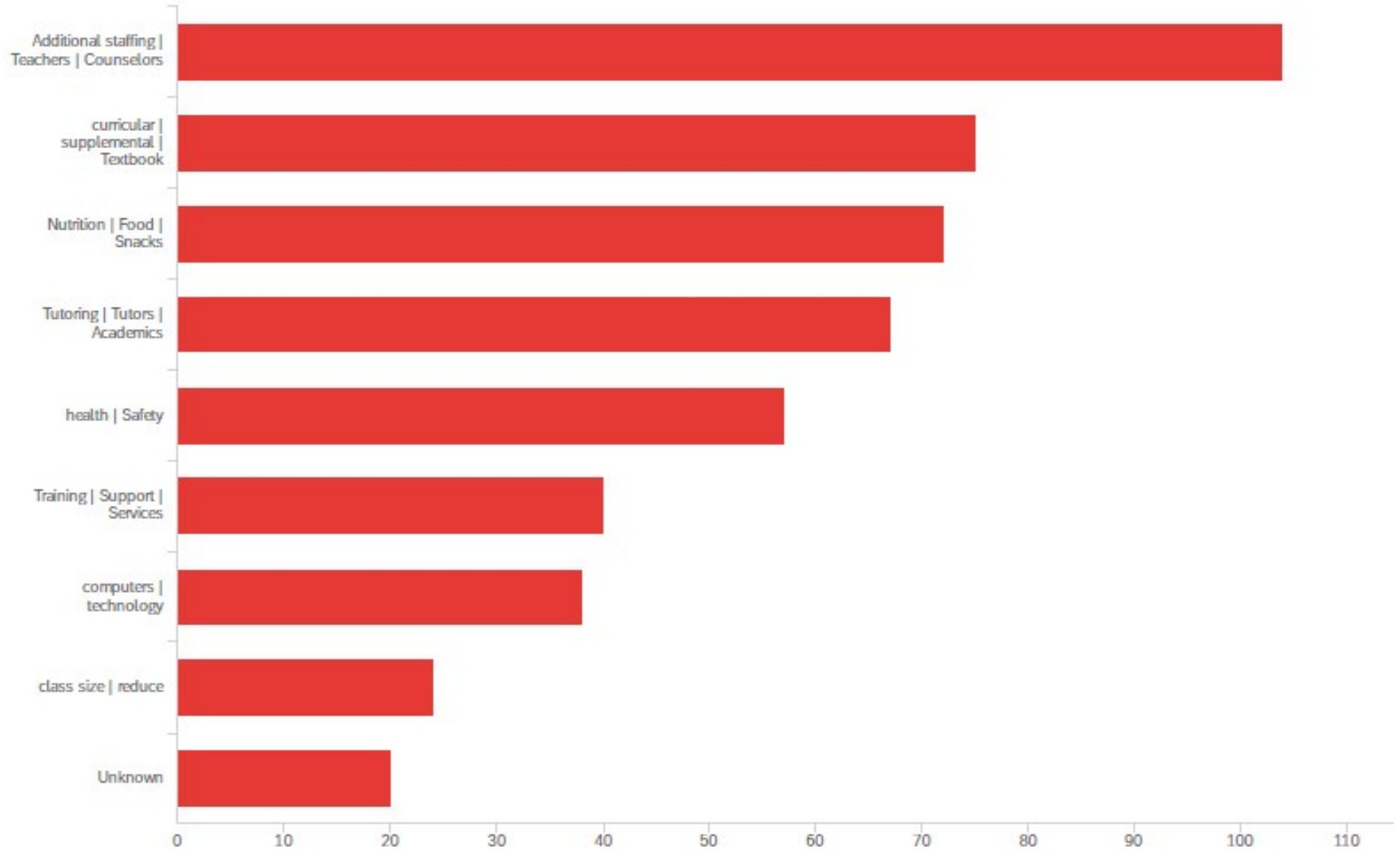
Which of the following do you identify with your current certificated status?



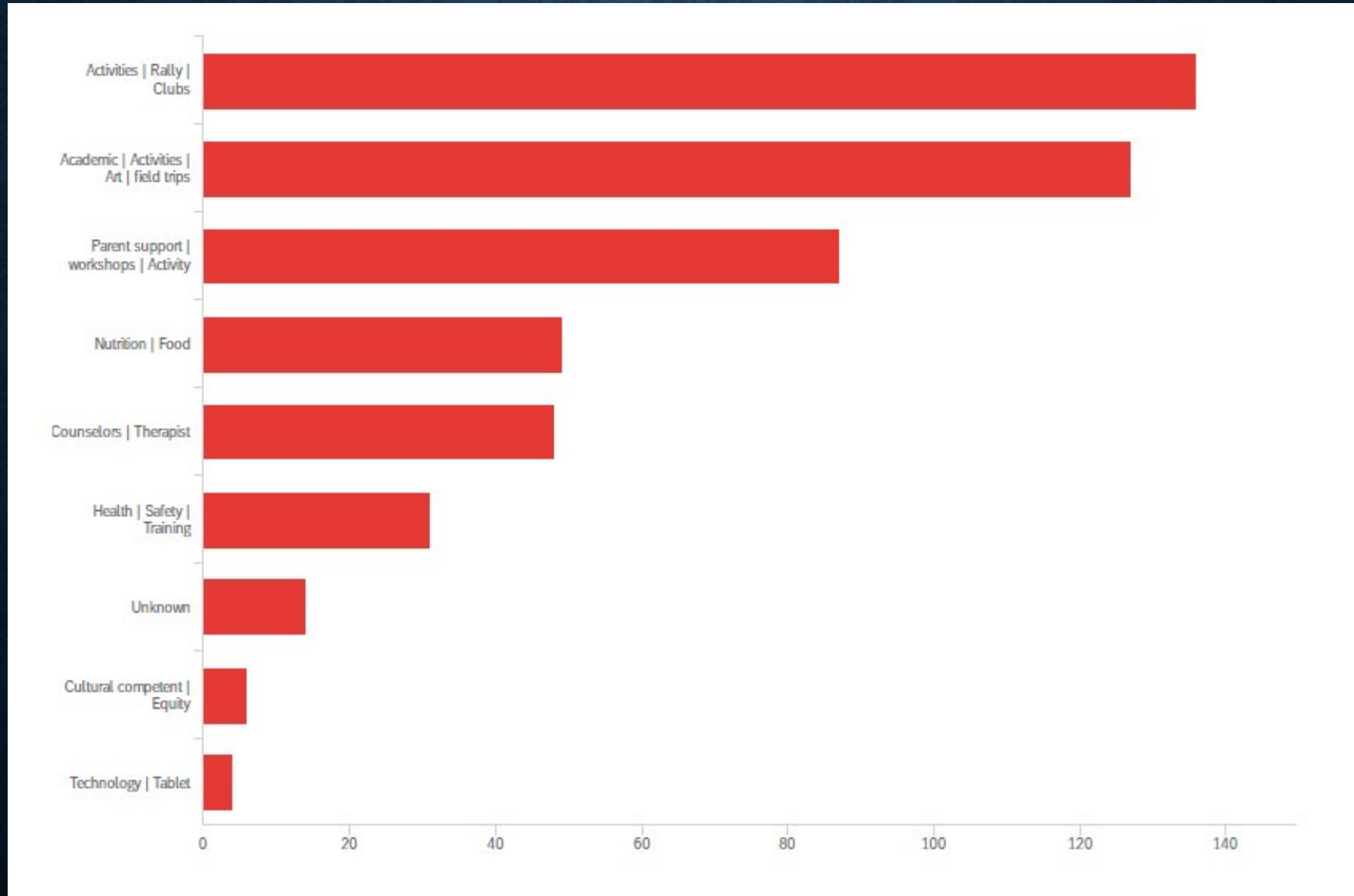
Which of the following do you identify with your current classified status?



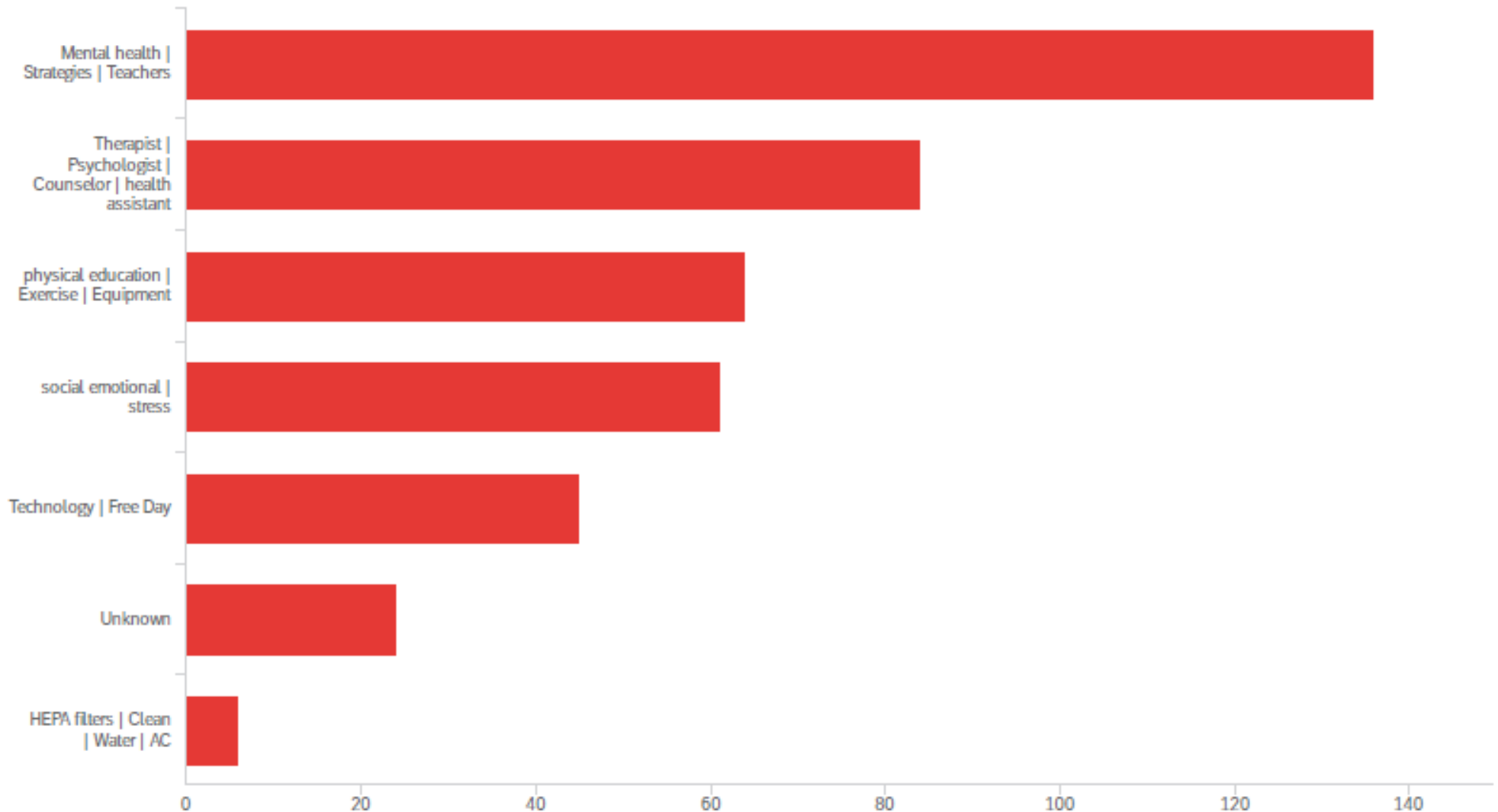
Question 1: How should the District allocate additional ESSER III funding to address student academic needs?



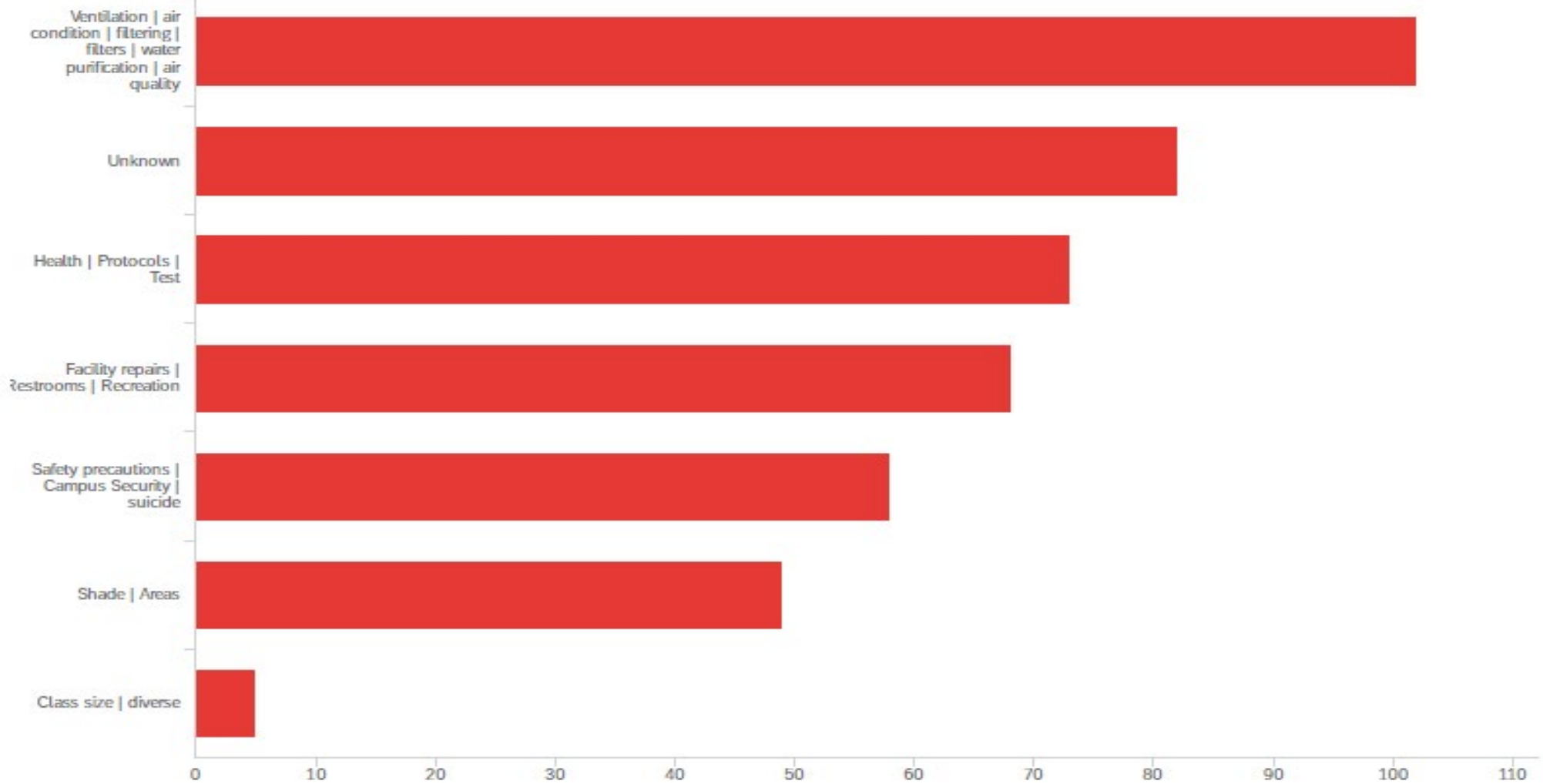
Question 2: How should the District allocate additional ESSER III funding to address student social and emotional needs?



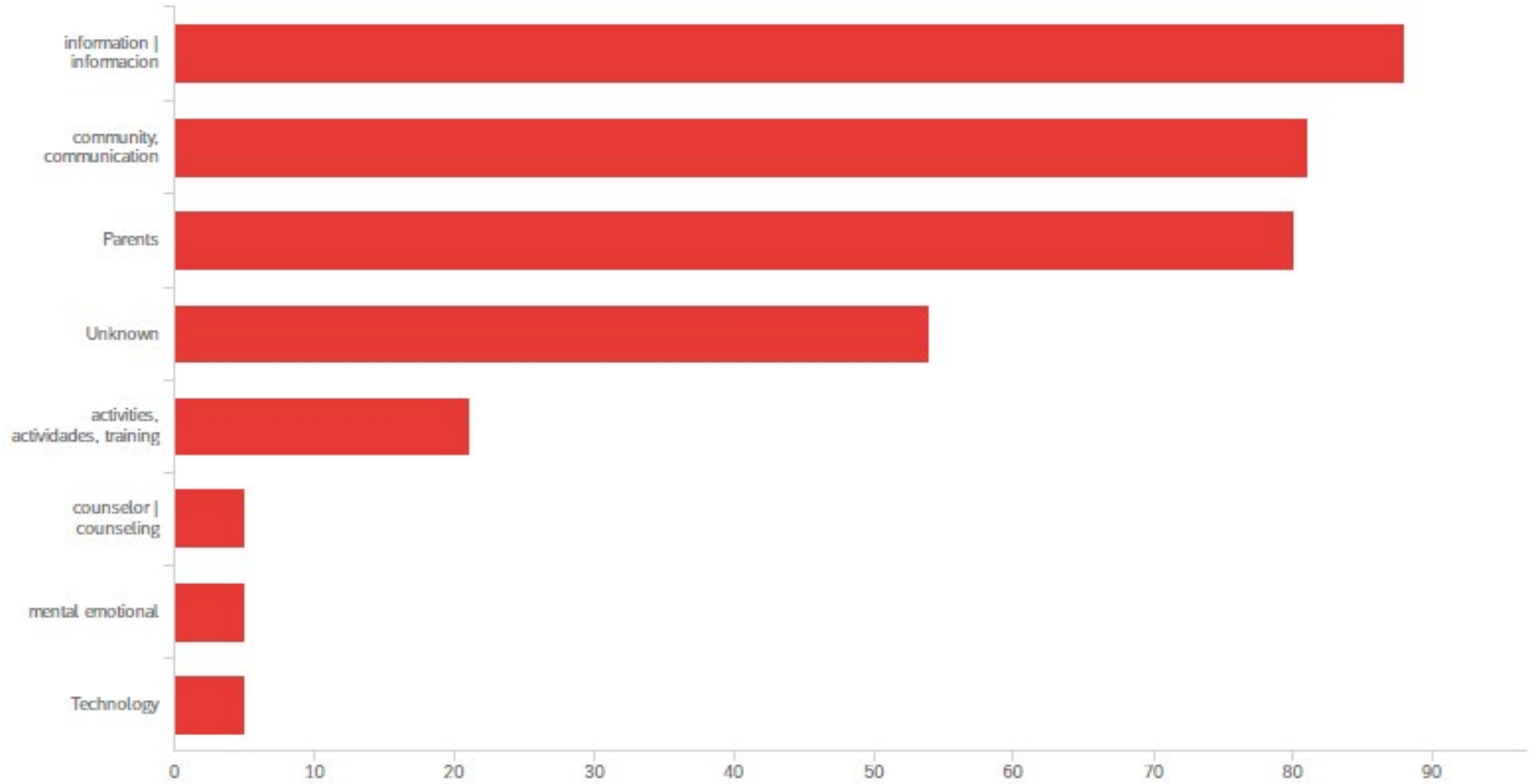
Question 3: How should the District allocate additional ESSER III funding to address student mental health needs?



Question 4: How should the District allocate additional ESSER III funding student safety and security needs?



Question 5: How should the District allocate additional ESSER III funding to address family and community needs?



SMJUHSD PLANS TO USE ESSER III FUNDS

- 1. Provide student academic support and intervention in order to close gaps in learning caused by the COVID-19 Pandemic.**
- 2. Implement a district-wide socio-emotional learning plan to address mental health and student behavior.**
- 3. Support student learning through the development and implementation of instructional methodologies to address all types of learning, learning platforms, and diversity in learning.**

SMJUHSD SAFE RETURN AND CONTINUITY OF SERVICES

1. SMJUHSD has developed a Safe Return to In-Person Instruction and Continuity Plan, that address District needs and reviewed at least every six months.
2. SMJUHSD will develop a use of funds plan, that summarizes SMJUHSD ESSER III expenditures.
3. Both plans will be posted under the LCAP tab on the District website.
4. SMJUHSD will use recommendations from all group engagement members when making decisions about the continuity of services plan, or how to use the funds set aside for SMJUHSD.

SMJUHSD ESSER III Expenditure Plan Proposed Actions

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

Plan Alignment	Action Title	Planned ESSER III Funded Expenditure
LCP	Student Well-Being Support Services	\$385,782.00
LCP, LCAP Goal 6, Actions #2, #3	Health, Safety, and Security Support	\$2,870,326.00
LCP	School Nutrition Support	\$200,000.00

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

Plan Alignment	Action Title	Planned ESSER III Funded Expenditures
LCAP Goal 1, #5	Core Academic Support	\$3,350,000.00
LCP	Physical Education Support	\$250,000.00
LCAP Goal 4, Action #6	Visual Arts / Performing Arts	\$250,000.00
LCAP Goal 4, Action #1	Counselor – Parent/Guardian and Student Support	\$1,500,026.00
LCAP Goal 7, Action #1	English Learner Support	\$200,000.00

Use of remaining funds

Plan Alignment	Action Title	Planned ESSER III Funded Expenditure
LCAP Goal 2, Action #2	Parent Engagement Support	\$250,000.00
LCP	Student Homeless Support	\$450,000.00
LCAP Goal 5, Action #1, #2, #3	Technology Support	\$580,000.00
LCAP Goal 4, Action #1	Mental Health and Social/Emotional Support Services	\$3,000,000.00

QUESTIONS AND DIALOGUE