

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
2021-2024 Local Control & Accountability Plan	https://www.cjud.net/site/Default.aspx?PageID=37
Expanded Learning Opportunities Grant	https://www.cjud.net/Page/5506

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

\$55,472,328 (note: this is the total eligibility amount, not actual amount received to date, which is \$4,106,115)

Plan Section	Total Planned ESSER III Expenditures
Strategies for Continuous and Safe In-Person Learning	\$29,783,000
Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)	\$19,394,466
Use of Any Remaining Funds	\$6,294,862

Total ESSER III funds included in this plan

\$55,472,328

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.

Colton Joint Unified School District (CJUSD) coordinated the public input for ESSER III funds including addressing the Strategies for Continuous and Safe In-Person Learning, impact of lost instructional time, and other remaining funds with the Expanded Learning Opportunities Grant and the new 2021-2024 LCAP and its funding to fully serve the educational needs of our district. In developing the plans for these different funding sources, CJUSD meaningfully consulted with and developed these plans including ESSER III in collaboration with students, parents, teachers, staff and community stakeholders, including the CJUSD Department of Pupil Personnel Services, Behavioral and Mental Health and our extended learning partners. Student achievement and attendance data as well as parent and school climate surveys were reviewed at Parent Local Control and Accountability Plan, District Parent Advisory Committee, District English Language Advisory Committee, and African American Parent Advisory Committee meetings. Parent and community feedback from these meetings provided additional information for our needs assessment. These meetings also provided opportunities for public input into the development of our plans from the impact of COVID-19 with regard to the safe return to in-person learning and lost instructional time in the ESSER III plan. LCAP Parent, Student, Steering, and Writing Committees made up of all community partner groups including teachers and other educators, students incorporating underserved students, parents, community members which comprise families that speak languages other than English, site and district administrators including

principals and other leaders, individuals representing our students with disabilities, English Learners, foster, homeless, Special Education Local Plan Area representatives, and members of our certificated and classified bargaining units provided additional input into the plan for our students with regard to addressing the needs of students safely returning to in-person learning, to address the academic impact of lost instructional time, and ways to support interventions for increased student learning. District staff who manage these programs were part of the ESSER III planning process. Additionally, feedback was sought from our Community Cabinet which represents many Community Partners including business, governmental, health, and safety organizations. Opportunities to attend ESSER III planning meetings were extended to all community members. To our knowledge, none of the participants attending these meetings expressly identified as representing tribe, migrant, incarcerated, or civil rights organizations in our community. All together these meetings plus a final meeting to report specifically on the ESSER III Expenditure Plan of the District Parent Advisory Committee, survey of parents regarding our safe return to school and health and safety plan, and the ability to address the plan at our October board meeting when approved provided public input into the plan development.

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

The feedback from the student, parent, staff and community meetings as well as information from our Local Control and Accountability Plan survey, Safe Schools Plan survey, and return to in-person learning survey, provided the specifics on the impact of the COVID-19 pandemic on the community, including the academic struggles and social, emotional, and health concerns that seemed to be increasing the longer students and families were not in school. These forums provided feedback for the development of the ESSER III Expenditure Plan, Local Control and Accountability Plan, and Expanded Learning Opportunities Grant.

Strategies for Continuous and Safe In-person Learning

Survey feedback from the Safe Schools Plan survey and Return to in-person learning survey supported the needs listed on the Strategies for Continuous and Safe In-person Learning to support ways to reduce or prevent the spread of COVID-19. These items support the ability to bring students back to classes and support clean air, cleaning schools, and social distancing students. These include outdoor hand washing and bottle filling stations, tables and benches, personal protective equipment, Heating, Ventilation, and Air Conditioning (HVAC) commissioning, air purifiers and scrubbers, restroom exhaust fans, additional custodial staff, sanitizing wipes, and independent study classrooms. Additional safety and health items include the hiring of utility workers to wipe down high-traffic areas and needed support for keeping campuses disinfected during the school day, the replacement of old windows that do not open to windows that provide openings for air circulation in classrooms, and additional toilets and handwashing stations at some school sites. Specific support for school sites was requested in an allotment of funds to provide for needed personal protective equipment, hygiene or safety items, or instructional materials and equipment that need to be purchased so that students do not have to share items to decrease exposure to COVID-19. The need for these items came from discussions at all meetings listed and surveys conducted with community members asking for specifics about fresh air, how classrooms would be cleaned, and how we would best protect students while on campus with as much social distancing as possible. Nutrition Services identified the need to purchase coolers, refrigerators, and reach-in freezers to support the storage of food for students as they return to in-person learning.

To prevent the spread of COVID-19 items were included that support contact tracing and follow-up with employees, students, and families, that would not have been able to be accomplished without adding support in this area. These include contract tracing services, quarantine room supervision, COVID-19 testing, COVID-19 triage services, a coordinator for contract tracing, vaccination verification, and testing tracking,

COVID-19 follow up activities, and document/record approval workflow system. In addition, moving the Language Support Services team provided for the safety of these employees by supporting their move to a larger building to support the physical distancing required to keep them and other employees safe from exposure to COVID-19 which was represented in communications from our employees.

Addressing the Impact of Lost Instructional Time

The concerns from parents, teachers, administrators, and students with regard to lost instructional time has influenced the use of diagnostic assessments at the beginning of the school year and continued use of diagnostic assessments in English Language Arts, Math, and English Language Development. Many Community Partners mentioned the need for additional academic support specifically to deal with learning loss or lost instructional time or the lack of attendance and engagement for some students from distance learning. They specifically mentioned the need to diagnose the losses by using diagnostic testing. They also specifically mentioned tutoring support which was considered with the addition of high dose tutoring with Paper Co., a tutoring support service that is now available to our students in grades 3-12 and K-2 dual immersion students. Continuing our relationship with Think Together who provides staff for after-school academic support for our elementary and middle school students, support for Saturday School or weekend tutoring through extended day, support for our elementary students as a result of their I-Ready assessments and secondary students using MAPS assessments, and support from Edgenuity and MyPath to provide intervention for students that are struggling.

The need for extended school year to support students struggling academically through the district Elementary and Secondary Summer School programs, a focus on literacy with support from Language Essentials of Teachers of Reading and Spelling (LETRS) training and the Accelerated Reader program, and mathematics support with supplemental materials using Illustrative Mathematics and Assessment and Learning in Knowledge Spaces (ALEKS) was supported from our LCAP groups as well as the need to prepare students for the SAT/ACT with Horizon Prep course opportunities. These programs support all students including our English Learner, Foster Youth, and low-income students. Finally, support for our students with disabilities is provided through the Unique Learning Systems program, as well as classroom materials to support our Emotional and Behavioral Disorder (EBD), Autism and Preschool Special Day Class (SDC) students and classrooms. These extended school year opportunities were influenced by our student, teacher, parent, and Community Cabinet groups.

Use of Any Remaining Funds

Input from Community Partner meetings, Surveys, and district department staff input led to the development of items for the section on use of any remaining funds. These items fall into areas addressing communication, transportation, support for students, student wellness and social emotional supports, and safety items. Items used to increase communication within our district and community partners include the radio system upgrade to support communication with our safety staff on campuses throughout the district, and updating our Cisco Bluetooth Phones in offices to support phone calls and conversations with staff and the community.

Support for our Special Education students with regard to increasing transportation and number of vehicles available support the need for more social distancing and care for these students.

Input from community partners supported the inclusion of funds for wellness and social emotional supports for our students as they transition back to school sites and deal with the traumas associated with COVID-19 and a year in distance learning. These items include increasing mental health intern supervision, support for the start of wellness centers at our high schools, and behavioral and mental health training for our mental health interns.

The district Business Services Department expressed the need of additional support for the increases in state unemployment insurance costs which have greatly increased from .05% to .50%

Specifically addressing a need at school sites within the district for our students is the need to incentivize the hiring of substitute teachers and providing a roving substitute at all sites as there is a dire need for substitute teachers to support students during teacher absences.

Community Partners expressed the need for technology to support students, teachers, staff, and communication from all parties which supported the inclusion of WebEx Services to provide virtual meetings to hold parent meetings to keep exposure of students and teachers to a minimum while on campus, and a marquee sign at a school site to support communication with parents. Cisco TelePresence and Digital Assessments support staff use of technology to provide online learning for independent study and support the use of digital rather than paper assessments to prevent the spread of COVID-19.

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

\$29,783,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
N/A	Quarantine Room Supervision	Contracted services to assist with supervision of quarantine rooms at the 29 school sites to keep students with COVID-19 symptoms separate from the student population.	\$500,000
N/A	Contact Tracing Services Staffing	Contact tracing services provided by licensed vocational nurses (LVN), and certified nursing assistants (CNA), clerical staff, and health technicians.	\$6,000,000
N/A	Outdoor Hand Washing and Bottle Filling Stations	Purchase and installation of outdoor hand washing and bottle filling stations in order to increase the opportunities for students and staff to frequently wash hands and to have access to clean water at school sites.	\$140,000
N/A	HVAC Commissioning	Provide for commissioning of heating, ventilation and air conditioning (HVAC) units throughout the district in order to ensure adequate ventilation, air exchange, and fresh air intake in indoor spaces.	\$100,000
N/A	Air Purifiers/Scrubbers	Provide air purifiers/air scrubbers in areas with little to no ventilation, and to use in emergencies when HVAC units are not functioning.	\$100,000
N/A	Tables and Benches	Purchase of additional outdoor tables and benches in order to provide increased distancing between students for meal service and for additional outdoor learning spaces.	\$500,000
N/A	Restroom Exhaust Fans	Purchase and installation of exhaust fans in selected restrooms with poorly working fans.	\$250,000
N/A	Move Language Support Services Staff	Cost to move the Language Support Services and the Language Assessment Center to a different location to	\$100,000

		improve spacing between staff, students, parents and community.	
N/A	Marquee Sign	Replace a non-functioning marquee sign at Ruth O. Harris Middle School to allow for messaging to the community concerning testing, vaccinations and other COVID-19 related messages to the staff, students and community.	\$150,000
N/A	Additional Custodial Staff	Salaries and benefits for an additional 45 custodians for the purposes of providing disinfecting and cleaning in all offices, classrooms and other shared spaces.	\$6,600,000
N/A	Personal Protective Equipment	Continual purchasing and inventory of personal protective equipment for the purposes of creating a safe working and learning environment during the pandemic.	\$500,000
N/A	Sanitizing Wipes	Purchase and distribution of disinfecting/sanitizing wipes infused with Bioesque, a non-toxic natural disinfectant, to all shared spaces within the district.	\$1,000,000
N/A	COVID-19 Testing	Contracted services to provide weekly surveillance testing of students and staff as mandated by the health order of August 11, 2021.	\$200,000
N/A	COVID-19 Triage Services	Additional extra duty and overtime paid to office staff to provide triage/COVID-19 identification services in order to properly exclude students with COVID-19 like symptoms from school.	\$120,000
N/A	Coordinator for Contact Tracing, Vaccination Verification and Testing Tracking	Establish a position in human resources to coordinate activities such as contact tracing, vaccination verification and tracking of testing.	\$250,000
N/A	COVID-19 Follow-up Activity	Provide for overtime pay for staff in human resources to follow up on employee leaves and absences related to COVID-19.	\$50,000

N/A	Independent Study Classrooms	Conversion of classrooms at Colton High School to provide for safe in-person learning spaces for teachers and students who are on independent study and virtual school.	\$130,000
N/A	School Site COVID-19	Address the needs related to the mitigation of COVID-19 at the school sites including personal protective equipment, informational signage, support for individual instructional materials and equipment as a result to limit exposure to COVID-19	\$1,000,000
N/A	Utility workers - HTPs and restroom disinfecting (approx 30)	Hire 30 utility workers to support school sites with restroom disinfecting, high contact area disinfecting, and other cleaning supports during the school day.	\$2,808,000
N/A	Replacement of old windows with operable windows	Replace old and/or sealed windows to operable windows to allow for air flow and circulation in classrooms at determined sites.	\$5,900,000
N/A	Freestanding toilet buildings at Grimes, Grand Terrace and Lewis Elementary Schools	Additional toilets and handwashing stations for proper hygiene to reduce the spread of COVID-19 at these school sites.	\$3,000,000
N/A	Nutrition Services Equipment	Purchase of milk coolers, reach-in refrigerators and reach-in freezers needed to increase capacity for cold food storage as students return to in-person instruction.	\$160,000
N/A	Document/Record Approval Workflow System	Provide a digital records/document workflow approval system to reduce the amount of hard copy documents being circulated to mitigate the propagation of COVID-19.	\$225,000

Addressing the Impact of Lost Instructional Time

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

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

\$19,394,466

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
Expanded Learning Opportunity Grant (ELOG) Page 3	Elementary Summer School	Provide Summer Learning to address the impact of lost instructional time based on the data provided from diagnostic assessments throughout the year. The ESSER III plan will allow us to extend Elementary Summer School an additional 1-2 years.	\$4,000,000
LCAP, Goal 2, Actions 8 & 9	Secondary Summer School	Provide Summer Learning to address the impact of lost instructional time based on assessment data for grades 7-8, and loss of credits for grades 9-12. The ESSER III plan is expanding upon the actions in the LCAP and will allow us to increase the size of Secondary Summer School to support additional students with both accelerated and recovery courses.	\$2,000,000
ELOG Page 3	High Dose Tutoring	Provide high dose tutoring support to students grades 3-12 and dual immersion k-2 using Paper Co. Tutoring Programs. The ESSER III plan will allow us to extend the use of Paper Co. an additional 1-2 years.	\$600,000
ELOG Page 3	I-Ready-Elementary	Provide research-based assessment program and instructional support for teachers and students to address gaps in student learning. The ESSER III plan will allow us to extend the use of i-Ready an additional 1-2 years.	\$700,000
ELOG Page 3	NWEA-Secondary	Provide Secondary students NWEA MAPS assessment program and intervention support for teachers and students to address gaps in learning. The ESSER III plan will allow us to extend the use of NWEA for our Secondary students an additional 1-2 years.	\$400,000

ELOG Page 3	Edgenuity	Provide Edgenuity Online Curriculum and MyPath as a support for students connected to MAPS assessment for addressing gaps in learning and for use in Credit Recovery, Independent Study, and general intervention support throughout the school year for grades 7-12. The ESSER III plan will allow us to extend the use of Edgenuity and MyPath curriculum support for students an additional 1-2 years.	\$700,000
LCAP, Goal 2, Action 22	LETRS Literacy Support	Continue to provide LETRS Training to TK-2 teachers to support increased literacy for students. The ESSER III plan is expanding upon the actions in the LCAP and will allow us to increase the number of teachers and administrators we will provide training to support.	\$200,000
N/A	Extended School Year Programs	Provide Extended School Year support in Summer to Special Education Students needing additional support for lost instructional time. Additionally, provide opportunities for enrichment or extended school year programs through Think Together or other entities.	\$1,269,466
N/A	Accelerated Reader	Provide Accelerated Reader program for district school sites to improve or accelerate student reading skills.	\$200,000
N/A	Illustrative Mathematics	Provide Illustrative Mathematics curriculum and ALEKS programs as a supplement to support students mathematical discourse skills, support for understanding the common core standards and improving math skills at the secondary level.	\$900,000
N/A	Unique Learning Systems	Provide support for students with special learning needs to master the state's extended standards.	\$50,000
N/A	Horizon Prep	Provide SAT/ACT preparation to students who are planning to attend a college or university or students who wish to volunteer to improve or accelerate their skills with	\$75,000

		support in both English and Math and providing tutoring and sample tests with support from a teacher.	
N/A	Special Ed Comp Ed Due Process	Provide for due process and related legal costs to respond to learning loss and compensatory education for special education students	\$200,000
N/A	Google Classroom	Provide stipends to teachers for professional development and for implementation of Google Classroom use in all classrooms to support students during absences and quarantine to support lost instructional time.	\$8,000,000
N/A	EBD, Autism and Preschool SDC Classroom Support	Provide classroom materials to help support our emotional behavior disorder class, autism classes and preschool special day classes to enhance instruction related to lost instructional time.	\$100,000

Use of Any Remaining Funds

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

Total ESSER III funds being used to implement additional actions

\$6,294,862

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
N/A	Radio System Upgrade	Improve immediate and emergency communication capabilities throughout the district, especially at school sites and with itinerant personnel.	\$175,000
N/A	Cisco Bluetooth Phones	Provide 40 Cisco Bluetooth phones and headsets to personnel in student services division to improve	\$40,000

		communication with sites and other departments, as well as with the community.	
N/A	Transportation Vans for Student Transportation	Purchase of 10 transit vans for secondary grade moderate/severe special education programs and 18-22 program for community job transportation and community outings for vocational training.	\$700,000
N/A	Substitute Teacher Incentives	Provide incentives including an increase in pay to increase and sustain substitute teachers in the district in order to cover teacher absences and collaboration with a substitute rather than combining classrooms to support social distancing for students.	\$400,000
N/A	Roving Substitute Teachers	Provide a roving substitute teacher at every school site to support the sites with covering teacher absences and collaboration utilizing a substitute rather than combining classrooms to support social distancing for students.	\$1,500,000
N/A	Additional State Unemployment Insurance (SUI) costs	Support for Increased State Unemployment Insurance (SUI) rate from state from 0.05% to 0.50% as a result of COVID-19 and the need for additional staff.	\$409,862.00
N/A	Mental Health Intern Supervision	Contracted services to assist with supervision of mental health interns in order to increase capacity of the mental health services that can be provided to students affected directly or indirectly by the COVID-19 pandemic.	\$20,000
ELOG Page 3	Wellness Center/Calming Room Staffing	Salaries and benefits for staff to host Wellness Centers and Calming Rooms as a support for students who are racial/ethnic minority, identify with LGBTQ+, or otherwise at risk of being discriminated against to ensure equity at our schools. The ESSER III plan is extending the actions in the Expanded Learning Opportunities Grant (ELOG) which ends September 2022 and will allow each site wellness center to continue to staff their Wellness Centers for the duration of the ESSER III plan.	\$300,000

N/A	Behavioral/Mental Health SEL Training	Trainings for behavioral/mental health professionals in socioemotional learning techniques.	\$60,000
N/A	WebEx Services	WebEx, a web-based program used to hold virtual meetings and online classroom teaching, is used in order to maintain social distancing and support safety measures between staff, students, and the community.	\$540,000
N/A	Digital Assessments	Upgrade assessments for psychologists, speech language pathologists, adaptive physical education (APE), etc. to move from paper/manual protocols to digital versions.	\$150,000
N/A	Cisco TelePresence	Implement Cisco TelePresence technology to provide the ability for teachers to connect with students on independent study. This system provides a more immersive experience for teachers and students who are meeting online using cameras and monitors to facilitate interaction between participants.	\$2,000,000

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
WebEx Services	Progress will be monitored through usage data by school sites and district meetings.	Each Semester
Digital Assessments	Progress will be monitored through the number of documents that have been transferred from paper to digital to improve workflow.	Yearly

Cisco TelePresence	Progress will be monitored through the development and implementation of the number of classes and professional development sessions using the technology.	Yearly
Quarantine Room Supervision	Through student sign-in sheets.	Quarterly
Contact Tracing Services Staffing	Progress will be monitored through meetings with our Special Education and Health Services Coordinator, nursing team, and contact tracing team members.	Weekly
Outdoor Hand Washing and Bottle Filling Stations	Progress will be monitored through completion of stations for each site.	One time process to ensure filling stations have been added to each site.
HVAC Commissioning	A list of buildings to be commissioned will be developed and tracked as commissioning is performed.	One-time commissioning process to ensure HVAC units are working properly.
Air Purifiers/Scrubbers	Areas in need of air purifiers have been identified.	One-time. Units have been procured and are currently in use.
Tables and Benches	As product is received and school sites submit receivings, payments will be made which will allow us to track the expenditure.	One-time when tables and benches are in place and are working properly.
Restroom Exhaust Fans	A tracking log has been created listing the location where exhaust fans need to be added or repaired.	Tracking log will be updated each time when repairs are made. Log will be inspected Quarterly.
Move Language Support Services Staff	Upon completion of the move of Language Support Staff to offices on Washington.	One-time upon completion of project.
Marquee Sign	Upon completion of installation of the sign.	One-time upon completion of project.
Additional Custodial Staff	Communication with Human Resources and chain of command on sites.	Monthly

Personal Protective Equipment	Through numbers of PPE delivered to sites.	Quarterly purchases
Sanitizing Wipes	Through numbers of wipes delivered to sites.	Quarterly purchases
COVID-19 Testing	Through usage data at COVID-testing sites that are district sponsored.	Quarterly
COVID-19 Triage Services	Progress will be monitored through communications with our nursing team, contact tracing team members, health assistants, and site/District administrators.	Weekly
Coordinator for Contact Tracing, Vaccination Verification and Testing Tracking	Progress will be monitored through the hiring of our COVID-19 Coordinator and data tracking procedures based on directions provided by the County office.	Monthly
COVID-19 Follow-up Activity	Staff vaccination, testing, and exclusions are monitored through the use of various software programs acquired by the District. Every employee will have their vaccination and testing status verified, monitored, and appropriate personnel action will be appropriately taken.	Daily usage, HR spreadsheets
Independent Study Classrooms	Progress will be monitored by completion of the classrooms and use as Independent Study classroom.	One-time upon completion of classrooms. Quarterly checks of teacher use, classroom equipment, and student use.
School Site Allocation	Usage of funds and purchase of items to support COVID-19 mitigation.	Quarterly
Utility workers - HTPs and restroom disinfecting (approx 30)	Review of COVID-19 positive cases of students and staff .	Weekly review of potential exposures and positive cases of COVID-19.

Replacement of old windows with operable windows	Progress will be monitored by completion of replacement windows.	Quarterly
Freestanding toilet buildings at Grimes, Grand Terrace and Lewis Elementary Schools	Review of COVID-19 positive cases of students and staff.	Weekly review of potential exposures and positive cases of COVID-19.
Nutrition Services Equipment	A separate purchase order for these items will be created with all items being purchased as one lot. As items are received, shipping receipts will be attached to PO and kept in file, all invoices will be attached to a single purchase order to make tracking possible.	Purchase Order will not be closed until all items have been received and/or canceled. If items are backordered or canceled notes will be added to PO record file and kept for future reference, at which point fund encumbrance difference will be reported to Fiscal Services. One time upon completion of the project.
Document/Record Approval Workflow System	Progress will be monitored through feedback from staff regarding the increase or loss of productivity.	Quarterly
Elementary Summer School	Pre-test and Post Test in Math and ELA.	First Day and Last Day
Secondary Summer School	Through Weekly Progress Reports and final grades.	Weekly
High Dose Tutoring	Progress will be monitored through student usage reports and selective reviews of individual student conversations.	Quarterly
I-Ready-Elementary	Progress will be monitored through usage reports and through diagnostic and Unit Assessment data.	Quarterly Usage, Diagnostic twice a year, and Unit assessments at end of unit.
NWEA-Secondary	Progress will be monitored through usage reports and through diagnostic and Unit Assessment data.	Quarterly Usage, Diagnostic twice a year, and Unit assessments at end of unit.
Edgenuity	Progress will be monitored through usage and completion data.	Quarterly

LETRS Literacy Support	Phonological screeners or DIBELS amplify screeners.	Every 4-6 weeks
Extended School Year Programs	Through Weekly Progress Reports and final grades.	Weekly
Accelerated Reader	Progress will be monitored through usage and completion data, diagnostic report and/or Star Report.	Quarterly
Illustrative Mathematics	Progress will be monitored by Summative Unit Assessments.	Each Unit (6-8 weeks)
Unique Learning Systems	Progress will be monitored through usage and completion data.	Quarterly
Horizon Prep	Progress will be monitored through beginning and ending diagnostics.	beginning and end of 8 week cycle.
Special Ed Comp Ed Due Process	Progress will be monitored through reports provided by Pupil Personnel Services Director.	Weekly
Google Classroom	Progress will be monitored through usage data within program and through timesheets recording dates of completion.	Quarterly
EBD, Autism and Preschool SDC Classroom Support	Progress will be monitored through meetings with the Pupil Personnel Services Director and San Salvador Preschool Director.	Monthly
Radio System Upgrade	Progress will be monitored through reports provided by Director of Safety and Security until all radios have been upgraded.	Monthly
Cisco Bluetooth Phones	Progress will be monitored through the number of phones purchased, delivered, and installed.	One time

Transportation Vans for Student Transportation	Progress will be monitored through communications with the Director of Transportation that vehicles have been received.	One-time
Substitute Teacher Incentives	Progress will be monitored through the number of substitute teachers included in the incentives and their attendance records to obtain incentives.	Progress will be monitored every semester
Roving Substitute Teachers	The use of roving substitute teachers will be determined by the unfilled vacancy rate and substitute availability.	Daily
Additional SUI costs (auditor approved, only for the increase in SUI costs)	Progress will be monitored by expenditures of SUI.	Quarterly
Mental Health Intern Supervision	Progress will be monitored through meetings with the Behavioral and Mental Health Manager.	Weekly
Wellness Center/Calming Room Staffing	Progress will be monitored through meetings with the Behavioral & Mental Health Manager, site administrators and student usage data.	Quarterly
Behavioral/Mental Health SEL Training	Progress will be monitored through meetings with the Behavioral and Mental Health Manager.	By semester

ESSER III Expenditure Plan Instructions

Introduction

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

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

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

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

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

For technical assistance related to the ESSER III Expenditure Plan template and instructions, please contact LCFF@cde.ca.gov. For all other questions related to ESSER III, 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 p rograms 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 stu dies (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 outs ide 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/evidenc e.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