

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
Expanded Learning Opportunity Grant	cuhsd.net: General Info Tab (under LCFF and LCAP)
21-22 LCAP	cuhsd.net: General Info Tab
COVID 19 Recovery Plan	cuhsd.net: COVID-19 Recovery Plan Tab
Learning Continuity Plan	cuhsd.net: COVID-19 Recovery Plan Tab
Safe Return to In-Person Instruction	cuhsd.net: COVID-19 Recovery Plan Tab

Summary of Planned ESSER III Expenditures

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

Total ESSER III funds received by the LEA

\$10,745,927

Plan Section	Total Planned ESSER III
Strategies for Continuous and Safe In-Person Learning	\$4,795,927
Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)	\$2,950,000
Use of Any Remaining Funds	\$3,000,000

Total ESSER III funds included in this plan

\$10,745,927

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 school year 2020-2021 presented barriers to obtaining feedback from stakeholders in a face-to-face meeting. CUHSD philosophically believes the receiving feedback in meetings with parents, staff, students, and administration is the best way to understand the feedback and take actions based on that feedback. However, due to the stay-at-home order in place until April 2021, most feedback was received via surveys and virtual meetings.

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

*Students

*Families, including families that speak languages other than English

*School and district administrators, including special education administration
Teachers, principals, school leaders, other educators, school staff, and local bargaining units

Documentation related to these stakeholder engagement efforts can be found at
<https://drive.google.com/file/d/18R85yc2KT83xqiuJRAPqUhTwRr3MoxqZ/view> .

Parent and Community feedback parent needs began early in the year with School Site Council, ELAC, Migrant, and DELAC meetings that were held virtually. Parents were able to provide verbal feedback in those meetings beginning as early as August 2020. Beginning in February 2021, surveys were sent via AERIES Communication to all parents. These surveys include, but are not limited to, surveys on Phoenix Rising School Wide Title I, Reopening School, LCAP Goals and Objectives, Wrap Around Services, In-Person Learning, and the Expanded Learning Grant, and state priorities.

Student feedback: Beginning in February 2021, surveys were sent via AERIES Communication to all students. These surveys include, but are not limited to, surveys on Phoenix Rising School Wide Title I, Reopening School, LCAP Goals and Objectives, Wrap Around Services, In-Person Learning, and the Expanded Learning Grant, and state priorities.

Certificated and Classified Staff Feedback: Beginning in February 2021, surveys were sent via email to all staff. These surveys include, but are not limited to, surveys on Phoenix Rising School Wide Title I, Reopening School, LCAP Goals and Objectives, Wrap Around Services, In-Person Learning, and the Expanded Learning Grant, Implementation of Standards and Professional Development Needs. Think tanks were also held to virtually meet with members of staff to discuss reopening plans, needs of students, and professional development needs.

Certificated Administration and Classified Management: Beginning in February 2021, surveys were sent via email to all administration.. These surveys include, but are not limited to, surveys on Phoenix Rising School Wide Title I, Reopening School, LCAP Goals and Objectives, Wrap Around Services, In-Person Learning, and the Expanded Learning Grant, Implementation of Standards and Professional Development Needs. In March, face-to-face meetings were held to analyze data and work on the creation of goals for the plan. Also, monthly ACT Meetings and individual meetings were held to discuss the needs of the District and the students.

A Thought Exchange was used on June 25 to secure feedback from the community regarding what the District needed to consider when returning to in-person instruction in the Fall. This survey was conducted using Facebook.

On August 23, 2021 through September 22, 2021, Thought Exchange was used with bargaining unit members, unrepresented staff, parents, community members, and students to gather specific feed back to the ESSR III Plan. The specific feedback requested was "What are they most important academic, social-emotional, and/or mental health supports for schools to provide to serve all students(i.e. general education students, students with disabilities, English language learners, and others)? 117 individuals responded to the Thought Exchange with 92% responding in English and 8% responding in Spanish. Of those that responded, 21% were students, 35% were parents, 2% were community members, and 42% were employees both certificated and classified.

The Central Union High School District, on multiple occasions at English Learner Advisory Committee, Migrant Parent Advisory Committee, District English Learning Advisory Committee, School Site Council, and SELPA meetings, engaged in meaningful consultation with

advocates by survey and meeting. CUHSD evaluated it's stakeholder engagement opportunities and determined that Tribes are neither present nor served by the LEA.

On October 15, 2021, emails were sent out to the following civil rights and advocacy groups: ACLU Foundation of San Diego and Imperial County, Johnson Chapel AME, Imperial Valley LGBT Resource Center, Planned Parenthood of the Pacific Northwest, Comite Civico del Valle, California Rural Legal Assistance, ARC Imperial Valley, San Diego Regional Center, Autism Support of Imperial County, Access to Independence, Down Syndrome Association of Imperial Valley, Imperial Valley Center for Exceptional Children, and Proyecto Heber. Each advocacy group was sent a copy of the ESSER III Expenditure Plan and the Board Presentation, and were provided a feedback form.

The District Foster and Homeless Youth Liaison was a part of the decision making process and provided feedback in individual meetings and conversations.

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

In community input received regarding LCAP, Expanded Learning Opportunities Grant, and return to school, our stakeholder input indicated that students, parents and staff felt it was necessary to continue offering personal protective equipment and screening for employees and students. They also felt the need for the District to be transparent with what measures we are taking to keep students safe. Parents and guardians wanted to be able to continue to provide feedback on issues related to the District and their sites via meetings, surveys, questionnaires, etc.

One of the most common concerns from administration, parents, students, staff, and community members was students who have fallen behind and the need for tutoring in different formats. This also fits in with the need for mental health support for both students and staff who may still be insecure or anxious to return to in-person learning and/or reintegrating into a large social setting.

Community input received specific to ESSR III indicated that counseling, emotional support, academic support, and mental health access were among the key words mentioned in the feedback. The biggest idea from students, staff, and parents was that the District was in need of counselors specifically trained in supporting students in mental health needs and trained in social emotional learning. Second to that was the immediate need for access to crisis counseling for all students. Also important were academic support services and courses offered before and after school, COVID-19 prevention and safety, hands-on learning and life skills. These ideas have influenced the plan aspects such as addition of Mental Health Crisis Counselors, a Prevention and Safety Coordinator, an additional school psychologist, additional funding for tutoring and extended learning opportunities (staff), and electives offered in zero and ninth period (parents, students, and staff). Students also influenced the plan by asking for support for student created mental health initiatives, and staff requested additional funding for repairs of facilities and to support student clubs and other activities related to belonging and mental health.

Actions and Expenditures to Address Student Needs

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

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

Strategies for Continuous and Safe In-Person Learning

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

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

\$4,795, 927

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
Learning Continuity and Attendance Plan: In-Person Learning Action 1	1.1 Provide PPE	CUHSD will provide PPE to all students, staff and visitors regardless of vaccination level.	\$250,000
Learning Continuity and Attendance Plan: In-Person Learning Action 1	1.2 Provide N95 Masks	CUHSD will provide N95 masks to all non-vaccinated staff, students, and visitors upon request.	\$50,000
Safe Return to In-Person Instruction	1.3 COVID -19 Weekly Testing	CUHSD will partner with COVID Clinic to offer on-site COVID testing for employees, students, and families in compliance with the most recent state mandate and to assist in the prevention of COVID-19 outbreaks on sites.	\$50,000
Safe Return to In-Person Instruction	1.4 Cleaning and Sanitization of Classrooms	CUHSD will contract with an outside provider to assist in the cleaning and sanitization of all classrooms and buildings in the District. This will be conducted on an as-needed basis when staffing is short, outbreaks occur, or there is a general need for additional services.	\$50,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
Safe Return to In-Person Instruction	1.5 Provide Outdoor Instructional Spaces	CUHSD will provide shaded, outdoor instructional spaces in order to prevent the spread of COVID-19, allow for additional space and physical distancing for eating, and provide an outdoor learning experience for students.	\$1,400,000
Safe Return to In-Person Instruction	1.6 Provide Additional Security to Sites	CUHSD will hire an outside security company to provide security to sites to ensure that students can spread out during lunch, are safe during school, and to supervise ingress and egress of students .	\$150,000
N/A	1.7 Review and Revise Current MOT programs	CUHSD will hire an outside consulting firm to ensure that MOT operates efficiently and effectively and to ensure proper ratio of custodians, maintenance, and transportation staff to safely and effectively prevent COVID-19, keep students safe, and to ensure timely home to school transportation.	\$40,000
Safe Return to In-Person Instruction	1.8 Provide training for staff, students and families	CUHSD will provide ongoing training to staff ,students, and families regarding the prevention of COVID-19 and it's variants, as well as hand washing, and disinfecting.	\$50,000
LCAP Goal 5	1.9 Repairing and Improving school facilities to reduce risk of virus transmission and exposure to environmental health hazards.	CUHSD will add check in stations, "Welcome Stations", at all sites that will ensure an active screening of all visitors to campus and provide a way to ensure that visitors on campus meet all requirements to interact with students and staff. Additional PPE will be stored in each site's "Welcome Center." CUHSD will repair and improve facilities to reduce risk of virus transmission and exposure to environmental health hazards. Facilities involved include, but are not limited to, locker room restrooms, sinks, fountains, restrooms, etc.	\$2,165,927
Safe Return to In-Person Instruction	1.10 Provide storage facilities for PPE, N95 masks, and cleaning supplies	CUHSD will purchase storage units for each site in which to store all PPE, N95 masks, and other cleaning supplies needed to prevent the spread of COVID-19 and its variants.	\$500,000
LCAP Goal 5	1.11 Provide Support from a Prevention and Safety Coordinator	CUHSD will hire a Prevention and Safety Coordinator that will ensure systems are in place for the prevention and reduction of the spread of COVID-19 as well as coordinate safety plans, drills, Catapult, and all other safety measures.	90,000

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

\$2,950,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
ELO Strategy 1	2.1 Provide Opportunities for Intersession and Saturday School for Academics	Students will be offered opportunities to attend Saturday School and intersession Mini-camps for academic credit recovery and standards mastery.	\$50,000
ELO Strategy 1	2.2 Provide Opportunities for Educational Enrichment	Students at Central and Southwest will be offered opportunities to attend enrichment activities outside of school that are an extension of classroom learning or opportunities for enrichment will be brought onsite to the students.	\$50,000
LCAP Goal 1 Action 3	2.3 Provide Supplemental Tutoring	Tutoring in different formats including virtual and in-person will be offered to all students	\$50,000
LCAP Goal 1 Action 6	2.4 Provide Opportunities for Reteach, Retake, Replace	Students will be offered opportunities to complete missing assignments, retake tests in order to complete credits necessary for graduation.	\$50,000
LCAP Goal 1 Action 9	2.5 Increased Counseling Support	Offer counseling services at the end of each quarter and semester above and beyond regular guidance counseling meetings	\$50,000
LCAP Goal 1 Action 15	2.6 Increase Access to Library Resources	Hire an additional Library Clerk in order to allow libraries to be open and students to be supervised.	\$75, 000
LCAP Goal 2 Action 1	2.7 Increased Digital Literacy for Students	Provide Google Certification for students and access to other trainings for digital literacy in order to expand their access to digital curriculum and supports.	\$25,000
LCAP Goal 1 Action 9	2.8 Provide Mental Health Support	CUHSD will hire 3 Mental Health Crisis Counselors to provide support to students in crisis and who need ongoing	\$375, 000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		support. CUHSD will attempt to hire Licensed Marriage and Family Therapist to fill these positions. If unsuccessful, CUHSD will hire counselors trained in crisis and mental health supports and/or contract with outside providers.	
LCAP Goal 3 Action 3.1	2.9 Provide An Alternative to In-Person Instruction	In order to augment the number of slots available at Central Union Virtual Academy, CUHSD will hire an additional 2 FTE teachers and 1 FTE Attendance/Registration Clerk.	\$300,000
LCAP Goal 1 Action 6	2.10 Provide Intervention and Support for Struggling Students	In order to ensure that students in Special Education and other struggling students are receiving psychological services as needed, CUHSD will hire one FTE School psychologist. If unsuccessful, CUHS will contract with an outside provider for equitable services.	\$125,000
LCAP Goal 1 Action 17	2.11 Rigorous Curricular Offerings	Provide opportunities for students to participate in electives and required courses offered during zero and 9th period (before and after school). This will be accomplished through the use of 6th period assignments for interested staff. The goal will be to offer 15 additional periods at each comprehensive site and 5 at both Desert Oasis and Phoenix Rising.	\$750,000
LCAP Goal 1 Action 6 and LCAP Goal 4 Action 6	2.12 Provide Transportation to Struggling and Low Income Students	CUHSD will purchase one vehicle per site to allow the Community Liaison and other staff to provide transportation to students who are in crisis, ill, or in other emergency situations.	\$300,000
LCAP Goal 4 Action 5	2.13 Conduct home visits for students who are struggling academically and emotionally.	CUHSD will purchase one vehicle per site to allow for home visits to meet with parents, check on students, and conduct visits with students who are not attending school.	Budgeted Above
LCAP Goal 2 Action 4	2.14 Targeted Supports for English Learners	Provide a series of workshops both asynchronous and synchronous to all teachers, specifically content area teachers. on the strategies, tools, and supports for English Learners.	\$200,000
LCAP Goal 2 Action 1	2.15 Provide Safe and Secure Storage Spaces for Student Technology	CUHSD will provide storage spaces that allow students to safely store Chromebooks during PE to eliminate the need to disinfect them after each class. This will help prevent	\$500,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		damage and contamination and will allow a student to always have access to technology needed to be successful.	
LCAP Goal 1 Action 9	2.16 Provide Support for Student Initiated Mental Health Initiatives	CUHSD will provide supplemental support to both Soaring About Stigma/Coalition for Student Wellness and the Yellow Ribbon Club/CUHSEL. This support will provide training, guest speakers, ability to provide mini-conferences, and other supplemental materials and supplies. This will also provide support to other sites who wish to offer a student initiated mental health initiative.	\$50,000

Use of Any Remaining Funds

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

Total ESSER III funds being used to implement additional actions

\$3,000,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP Goal 3 and Expanded Learning Opportunity Grant	3.1 Address the mental health and social emotional needs of unduplicated students.	COVID has created the need for additional services for students and families. CUHSD will expand sites and the District Office to allow for offices and spaces for support providers. These spaces will house staff in Special Education, Family Resource Center and outside providers, and District Office staff providing support to students. Also, space will be added to house the students at Central Union Virtual Academy and At-Promise House.	\$2,625,000
Safe Return to In-Person Instruction - Page 2	3.2 Address Resource Shortages Due to COVID 19 Restrictions	COVID has created the need to implement protocols that at times increase the costs of activities and services to students. Clubs and Team are unable to participate in events due to the increase in costs cause by COVID 19 Prevention Protocols. This action will allocate funds that	\$225,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		allow students to continue to participate in programs and activities that were accessible pre-COVID.	
Safe Return to In-Person Instruction - Page 3	3.3 Maintain Continuity of Services	Due to staffing shortages, employees who provide food services to students have been asked to work extra hours and overtime. This allocation will assist in maintain food services at the same level as pre-COVID. It will allow for continuity and equity in services across the District. Also, in order to continue offering continuity of services in support of other goals and actions, staff will be needed to work during summer programs, ARC, and other expanded learning opportunities.	\$150,000

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
1.1 Provide PPE	Personal Protective Equipment will be inventoried and an adequate supply will be maintained. This will ensure that students have PPE available to them to help prevent the spread of COVID-19.	Sites will submit a monthly request for additional PPE and supplies will be replenished based on needs of the sites. The District will conduct a monthly inventory of PE supplies in the warehouse.
1.2 Provide N95 Masks	Personal Protective Equipment will be inventoried and an adequate supply will be maintained. This will ensure that students have PPE available to them to help prevent the spread of COVID-19.	Sites will submit a monthly request for additional PPE and supplies will be replenished based on needs of the sites. The District will conduct a monthly inventory of PE supplies in the warehouse. This will ensure that students have PPE available to them to help prevent the spread of COVID-19.
1.3 COVID -19 Weekly Testing	A report will be made to the Board and Public regarding the status and progress of the	At least quarterly and on an as-needed basis. This will ensure that students and staff continue to be offered on-site

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
	Wellness Centers at all sites. This will ensure that students and staff continue to be offered on-site COVID 19 testing for both symptomatic and surveillance testing.	COVID 19 testing for both symptomatic and surveillance testing.
1.4 Cleaning and Sanitization of Classrooms	Checklists in restrooms and classrooms will indicate that they have been cleaned and sanitized. Invoices will be monitored to ensure that adequate hours are being offered. This will ensure that classrooms are cleaned and sanitized, especially after a breakout, to help prevent the spread of COVID 19.	Daily and immediately following an outbreak and monthly invoice inspection. This will ensure that sites are kept clean and sanitized in an effort to prevent the spread of COVID-19.
1.5 Provide Outdoor Instructional Spaces	A report will be made to the Board and Public regarding the status and progress of the Outdoor Instructional Spaces. This will ensure that outdoor spaces are provided for students to help prevent the spread of COVID during classroom time and lunch time.	At least quarterly and on an as-needed basis.
1,6 Provide Additional Security to Sites	Site administration will monitor security to ensure that there is adequate supervision of students and that students are not congregating in one location. This will ensure that students are safe and are following all protocols to mitigate and prevent the spread of COVID.	On an ongoing, daily basis
1.8 Provide training for staff, students and families	Sign in sheets and copies of materials presented will be kept. This will ensure that trainings are occurring and that we keep record of staff that has and has not been trained in the prevention and mitigation of COVID-19.	In alignment with trainings offered and/or presented.
1.9 Repairing and Improving school facilities to reduce risk of virus transmission and exposure to environmental health hazards.	A report will be made to the Board and Public regarding the status and progress of the Welcome Centers. This will ensure that facilities are in good repair and working order and that all precautions have been taken to prevent the spread of COVID.	At least quarterly and on an as-needed basis.
1.10 Provide storage facilities for PPE, N95	A report will be made to the Board and Public regarding the status and progress of the storage	At least quarterly and on an as-needed basis.

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
masks, and cleaning supplies	facilities purchased for each site. This will ensure that all PPE and cleaning supplies are stored safely, effectively, and are ready for distribution at all sites.	
1.11 Provide Support from a Prevention and Safety Coordinator	The Prevention and Safety Coordinator will produce all required plans including a schedule for drills and training. This will ensure that all safety plans are being followed and that drills are held in accordance with the regulations.	Monthly meetings will be held with administration to review plans and schedules. Needs and successes will be discussed and plans will be revised and updated based on feedback.
2.1 Intersession and Saturday School for Academics	Attendance and grades will be monitored of students who register for intersession and/or Saturday School. This will ensure that we are that we can monitor students who are attending and follow-up with those who need to attend, but are not.	At least monthly
2,2 Provide Educational Enrichment Opportunities	Staff will submit a field trip request form for each opportunity. These forms are filed at the site. This will ensure that students have opportunities to extend the learning time through enrichment opportunities and that sites are aware of the opportunities and who is taking part in them.	Staff will submit plans and requests on an as-needed basis.
2.3 Provide Supplemental Tutoring Services	Attendance and grades will be monitored of students who attend supplemental tutoring supports. This will ensure that we are monitoring those students who need support and intervention and are providing appropriate resources to them.	At least monthly
2.4 Provide Opportunities for Reteach, Retake, Replace	Grades will be monitored to identify students needing reteach, retake, replace opportunities. This will ensure that each student has the opportunity to be successful and earn the credits necessary for graduation.	Prior to the end of each semester and at least quarterly.
2.5 Increased Counseling Support	Counselors will keep contact logs of students and families they met with and the topics of the meeting. This will ensure that each student has	Quarterly

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
	the opportunity to be successful and earn the credits necessary for graduation.	
2.6 Increase Access to Library Resources	A report will be made to the Board and Public regarding the status and progress of filling the position. This will ensure that students have access to library resources during and after school hours.	Upon completion of the hiring process.
2.7 Increased Digital Literacy for Students	A list of students who register and complete the course will be kept. This will ensure that students continue to build literacy skills and allow us to create a cohort of students who can then train other students.	Ongoing as students register and complete the Google Certification Course annually. Once completed follow-up will occur to initiate a student-led Google support group.
2.8 Provide Mental Health Support	A report will be made to the Board and Public regarding the status and progress of filling the positions. This will ensure that we know students have access to mental health crisis support.	Upon completion of the hiring process.
2.9 Provide An Alternative to In-Person Instruction	A report will be made to the Board and Public regarding the status and progress of filling the positions. This will ensure adequate staff is available to meet the needs of those students who choose an alternative to in-person instruction.	Upon completion of the hiring process.
2.10 Provide Intervention and Support for Struggling Students	A report will be made to the Board and Public regarding the status and progress of filling the position. This will ensure adequate staff is available to meet the needs of those students who need academic support.	Upon completion of the hiring process.
2.11 Rigorous Curricular Offerings	Master schedules will show the addition of electives and required courses during zero and 9th period. This will ensure that students can meet both the core and elective graduation requirements.	Prior to the beginning of each semester
2.12 Provide Transportation to Struggling and Low Income Students	A report will be made to the Board and Public regarding the status and progress of the vehicles purchased for each site. This will	At least quarterly and on an as-needed basis.

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
	ensure that we have the capacity to transport students and to check on students who are in crisis and need support.	
2.13 Conduct home visits for students who are struggling academically and emotionally.	Logs will be kept including name of student, reason for visit, and outcome. This will ensure that we are able to check on students at home and conduct home visits for academic and social emotional reasons.	Ongoing and as-needed. Data will be utilized to ensure students are being referred for resources, referred to SSTs, and followed for further support.
2.14 Targeted Supports for English Learners	Contracts, MOUs, sign-in sheets, and training materials will be kept and reviewed. This will help us increase the capacity to serve English Learners in the integrated ELD model.	Ongoing and as-needed. Training will be used to support teachers in implementing both designated and integrated ELD.
2.15 Provide Safe and Secure Storage Spaces for Student Technology	A report will be made to the Board and Public regarding the status and progress of the storage spaces provided for each site. This will ensure that students have access to Chromebooks that have not been damaged.	At least quarterly and on an as-needed basis.
3.1 Address the mental health and social emotional needs of unduplicated students.	Plans and progress will be reported to the Board and Public regarding the completion status of the site expansions. This will ensure that the District has adequate space to privately meet with students and parents, and provide them the resources they need in one location.	At least quarterly and on an as-needed basis.
1.7 Review and Revise Current MOT Program	PTI and the Assistant Superintendent will report on the findings of the external evaluation and next steps based on that report. This will ensure that we have adequate staff in order to keep a clean and well-maintained campus.	Upon completion of the report and then on an ongoing basis.
2.16 Provide Support for Student Initiated Mental Health Initiatives	A student session will be held with the Board regarding the SEL and Mental Health Initiatives on campus. Students will present findings from their Student Voice Projects and data will be collected from both Central and Southwest regarding implementation of their selected programs. This will ensure that the Board	The study session will be in November. The presentations will be ongoing throughout the year.

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
	understands the needs of our students and can provide direction on next steps.	
3.2 Address Resource Shortages Due to COVID 19 Restrictions	Due to COVID Prevention Protocols, the costs for student activities and sports have increased. Originally we housed 4 students per room, but with COVID restrictions, that number of students per room has been limited to 2 per room. The extraordinary costs can be prohibitive for students to participate at the same level as pre-COVID, and many clubs and teams need to cancel or limit the number of students that can participate. This will assist teams in ensuring they can participate at the same level as Pre-COVID.	Requests for funds will be analyzed when received and funded based on student needs. They will be submitted to the Board montly for approval.
3.3 Maintain Continuity of Services	Food service schedules will be analyzed daily and staff will be assigned to duties that meet the needs of the students. The duties will focus on the continuation of services and offerings during breakfast and lunch. Managers and Cabinet will analyze the schedules and need for services weekly at Cabinet Meetings. This will ensure that food services continue to operate in the same manner as pre-COVID and services are not cut due to staffing issues.	Weekly at Cabinet Meetings.

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
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