

## 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
Local Control and Accountability Plan	This plan can be found on Chino Valley Unified School District website on the Community Tab > Local Control and Accountability Plan (LCAP) <a href="#">Local Control Accountability Plan (LCAP) / CVUSD LCAP (chino.k12.ca.us)</a>
Expanded Learning Opportunities Plan	This plan can be found on Chino Valley Unified School District website on the Community Tab > Local Control and Accountability Plan (LCAP) > Expanded Learning Opportunities Grant

Plan Title	Where the Plan May Be Accessed
	<a href="http://chino.k12.ca.us">Expanded Learning Opportunities Grant Template - AB 86 (CA Dept of Education) (chino.k12.ca.us)</a>
Learning Continuity and Attendance Plan	This plan can be found on Chino Valley Unified School District website on the Community Tab > Local Control and Accountability Plan (LCAP) > Learning Continuity and Attendance Plan  <a href="http://chino.k12.ca.us">Learning Continuity and Attendance Plan Template - Learning Continuity and Attendance Plan (CA Dept of Education) (chino.k12.ca.us)</a>

## 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 Eligible ESSER III funds to be received upon application and approval

\$ 34,040,685.00
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Plan Section	Total Planned ESSER III Expenditures
Strategies for Continuous and Safe In-Person Learning	\$ 1,535,000.00
Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)	\$ 12,482,885.00
Use of Any Remaining Funds	\$ 20,022,800.00

### Total ESSER III funds included in this plan

\$ 34,040,685.00
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## 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.

CVUSD consulted in a meaningful manner with required community members and provided a variety of opportunities for public input in the development of the ESSER III plan. CVUSD believes that the ESSER III funds will directly impact the students, families, and the local community, and thus the district's plan is tailored to the specific needs faced by students and schools. Our community members gave significant insight into prevention and mitigation strategies 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.

CVUSD engaged in meaningful consultation with the following community members and committees:

**Students:** All students in grades 6<sup>th</sup>-12<sup>th</sup> were provided an opportunity to give input into a school site survey. Student input was gathered from a wide variety of student groups: low-income, English learners, students with disabilities, foster youth, students of color, and homeless students. Student representatives from each school attended the Superintendent's Advisory Council (SAC) meetings on August 31, 2021, and September 21, 2021. At the first meeting the students ranked five priorities for expenditures. Mental Health was ranked the highest followed by the need for a better Technology Infrastructure and COVID-19 testing support personnel. The second meeting included a mental health presentation, and students gave further input on the types of Mental Health supports that should be offered across the district. Further, the SAC Committee shared a student survey with their sites, and students responded to include access to counseling, mental health resources, and socio-emotional support.

**Families,** including families that speak Spanish and Mandarin: Families received a link to a district level and site level survey via Parent Square, Aeries Communication, social media, and the district website. In the site level survey, the families gave input into programs that would support their child to mitigate through the lost instructional time due to the pandemic. In the district level survey, families gave input into a variety of strategies to help address students' academic, social, emotional, and mental health needs, as well as to address opportunity gaps. The district survey from families showed that there is an interest in improving the

technology infrastructure of the district, increased mental health services, and improvement of the indoor air quality system. The following parent committees also gave input in the use of ESSER III funding:

- **District English Learner Advisory Committee (DELAC) Committee:** On August 30, 2021, a parent representative from each site's English Learner Advisory Committees (ELAC) was invited to attend a DELAC meeting. The parents of English learners gave input into five top priorities. Technology infrastructure and mental health supports were ranked as the top two priorities.
- **LCAP Committee:** On September 7, 2021, parent representatives from school sites, many site administrators, and community partners attended a LCAP meeting. The parents of English learners, foster youth, and low-income families gave input into five top priorities. Technology infrastructure and mental health supports were ranked as the top two priorities.
- **Various site level engagement committees** (PTO/PTA, SSC, ELAC, etc.): Site principals held various site level committees to share results of the site survey and/or to get further input into site priorities to give input into plans to help mitigate lost instructional time due to the pandemic.

**All school and district administrators:** Administrators received a link to a district level survey in their district email. In the district level survey, administrators gave input into a variety of strategies to help address students' academic, social, emotional, and mental health needs, as well as to address opportunity gaps.

**Certificated and Classified Staff:** Staff received a link to a district level and site level survey via Parent Square, Aeries Communication, social media, the district website, and through district email. In the site level survey, staff gave input into programs that would support their child to mitigate through the lost instructional time due to the pandemic. In the district level survey, staff gave input into a variety of strategies to help address students' academic, social, emotional, and mental health needs, as well as to address opportunity gaps. Employees indicated that the top three areas of need are: technology infrastructure, mental health services, and indoor air quality.

- **Associated Chino Teachers (ACT):** On September 14, 2021, representatives from the teacher's union gave input into five top priorities. Technology infrastructure, air quality, and mental health supports were ranked as the top three priorities.
- **California School Employees Association (CSEA):** On September 22, 2021, representatives from the classified union gave input into five top priorities. Technology infrastructure, mental health, and air quality were ranked as the top three priorities.

**All stakeholders:** The district brought together a parent from every school site, site administration (Principals), district administration (including special education administrators, school leaders, other educators, and community members. The group represented the following populations: low-income, English learners, individuals representing the interests of students with disabilities, foster youth, diverse ethnicities, individuals representing the interests of students who are incarcerated or expelled, and homeless students. Opportunities to attend input planning sessions and participate in survey input were extended to all community members. To our knowledge, none of the participants attending these meetings expressly identified as representing a tribe, civil rights organization, or representation of migratory students.

The **ESSER III Committee** met on August 24, 2021. Each school gathered in-person to hear an overview of the ESSER funding and to understand their role as a committee member. On September 28, 2021, the committee met again to review the district survey results, review input from SAC, DELAC, and LCAP committees, and prioritize expenditures based on needs and cost. Based on input from the above committees and surveys, this committee prioritized the need for technology infrastructure, mental health services, and air quality improvements. Other categories that were prioritized were funding for additional nurses, a live teacher to support short-term independent study students via Zoom, and additional supports for students with disabilities.

On October 21, 2021, the ESSER III plan we placed on the agenda for the Board of Education to review and approve. At this meeting, the Board decided that they wanted additional stakeholder input and more time to review the plan. On October 26, 2021, the Board called a special **Board Study Session** to review the stakeholder engagement process, the contents of the ESSER III plan, and specifically hear from the community on their interests and priorities. After hearing from the community and after Board Discussion, the Board made recommended changes to the ESSER III plan. This plan reflects the approved changes.

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

The development of the ESSER III Plan was influenced by community input through the process of writing the Learning Continuity Plan, the Expanded Learning Opportunities Grant, and the Local Control and Accountability Plan.

Stakeholder engagement opportunities were provided, and feedback was considered before finalizing **the Learning Continuity Plan (LCP)**. The overall stakeholder engagement process included efforts to reach students, families, educators, school administrators, along with stakeholders with limited internet access and/or those who spoke languages other than English. The District engaged with stakeholders in the 2019-2020 school year and the beginning of the 2020-2021 school year through a variety of methods. Those methods included in-person meetings, Board study sessions, livestreaming of Board meetings, and presentations on the District's budget and its reopening plan. Additionally, the District engaged with the community through surveys, telephone calls, emails, letters to applicable groups, and messages via the District's communication system. Stakeholder engagement meetings were held with the District English Language Advisory Committee, the District's Local Control and Accountability Plan Committee, the Superintendent's Student Advisory Committee, Associated Chino Teachers Union, the California School Employees Association-Chapter 102, Administrators, the Foster Youth Liaison, and with participating attendees at the Family Engagement Center. Other meetings included School Site Parent Engagement Meetings and High School Student Engagement Meetings. Translations were provided when requested or needed. Additional engagement strategies utilized can be found on page 2 and 3 of the LCP. The Chino Valley Unified School District promoted stakeholder engagement by presenting the Learning Continuity and Attendance Plan during stakeholder meetings for students, parents/guardians, community, staff, and school administrators. They were engaged

during the meeting and encouraged to provide written input via Google Forms. This plan was adopted by the Board of Education on September 17, 2020.

Prior to the ESSER III plan, the **Expanded Learning Opportunities (ELO) grant** was Board approved on May 20, 2021. Stakeholder engagement meetings were held with the District English Language Advisory Committee, the District's Local Control and Accountability Plan Committee, Associated Chino Teachers Union, the California School Employees Association-Chapter 102, and Administrators. Following the meetings, staff identified and reviewed the seven supplemental instruction and support strategies:

1. Extending instructional learning time
2. Accelerating progress to close learning gaps
3. Integrated pupil supports to address other barriers to learning
4. Community learning hubs
5. Supports for credit deficient pupils
6. Additional academic services for pupils
7. Training for school staff

CVUSD's **Local Control and Accountability Plan (LCAP)** is designed to meet the needs of all students, including additional actions/services to support the unduplicated student population. The LCAP is organized by the District's three adopted goals:

Goal 1: All students are provided a high-quality teaching and learning environment -15 actions.

Goal 2: Students, parents, families, and staff are connected and engaged to their school to ensure student success - 28 actions.

Goal 3: All students are prepared for college and career beyond graduation - 15 actions

Chino Valley Unified School District strategically planned stakeholder engagement meetings for the purposes of informing the District's Local Control and Accountability Plan (LCAP). Scheduled LCAP Advisory Committee meetings, District English Language Advisory Committee meetings, LCAP School Site meetings, and LCAP student meetings were held to discuss the District's LCAP. During these meetings stakeholders provided input and input was gathered and analyzed. Stakeholder engagement was held, and feedback was considered before finalizing the LCAP. The overall stakeholder engagement process included efforts to reach students, families, educators, school administrators, other school personnel, along with stakeholders with limited internet access and/or those who spoke languages other than English.

Community voice matters and, as such, the District engaged with stakeholders in the 2020-21 school year through a variety of methods. Those methods included in-person meetings, remote and virtual meetings, Board presentations, and livestreaming of Board meetings. Additionally, the District administered surveys, responded to telephone calls, sent, and responded to electronic emails, mailed letters to applicable groups, and transmitted messages via Aeries Communications. Additional stakeholder engagement meetings were held with the District English Language Advisory Committee, the District's Local Control and Accountability Plan Committee, which included the special education local plan area administrator, the Superintendent's Student Advisory Committee, Associated Chino Teachers Union, the California School Employees Association-Chapter 102, Administrators, the Foster Youth Liaison, and with participating attendees at the Family Engagement Center. Other meetings included School Site Parent Engagement Meeting. Translations were provided. District-wide surveys were also sent to students, staff, and families. Remaining stakeholder engagement meetings such as ELAC, School Site Council and DELAC continue to be held virtually, by phone for those without an internet connection, or via email to seek input and support parents through this process and identify student and parent needs. The Superintendent held a LCAP virtual meeting with LCAP/DELAC stakeholder groups, administrators, and other school personnel representatives. The group was able to ask questions and the Superintendent's responses to stakeholder questions were provided in writing and posted to the District website. An analysis of the trends and input that emerged from all stakeholder feedback indicated the need to upgrade and replace technology, provide professional development and services/programs to support instruction and student engagement, attendance and college and career planning.

Input from community members and the public at large was considered in the development of the **ESSER III plan** and for its use of ESSER III funds. The variety of stakeholder meetings and surveys were useful in determining the interests in the community of how to use of the ESSER III funds. Through these meetings and the surveys, the district was able to identify common themes of interest from the stakeholders. It became clear that there was an interest to continue the actions and services within our LCAP, ELO, and LCP, but there was stronger interest in expanding these programs to better support the LCAP goals. Similarly, the community advocated for their sites to have academic equity based on the needs of their populations. Actions included in this plan address academic gaps for particular school sites. Because the ELO plan extended the school day for students by 30 minutes, there was a clear interest from our stakeholders to support the teachers' resources and time to analyze the instructional gaps of their students. As themes developed from stakeholder input from the previous plans, the district had stakeholders give input through surveys, small group discussion with a district facilitator, and a "Drop a Dot" activity at each stakeholder meeting to help rank the order of importance for the emerging needs. Stakeholders were aware that this input would help shape how the dollars were allocated in the final ESSER III plan. By using these engagement activities during in-person meetings, the stakeholders were aware that their input was informing the use of the ESSER III funds. The ESSER III Expenditure Plan that were influenced by or developed in response to input from community members through the following aspects: 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, 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.

**Prevention and mitigation strategies to operate schools continuously and safely for in-person learning:**

1. Face Masks  
Medical exemptions warrant documentation from physician, nurse practitioner, or other licensed medical professional practicing under the license of a physician
2. Physical Distancing
3. Handwashing and Respiratory Etiquette
4. Cleaning and Maintaining Healthy Facilities
5. Contact Tracing and Quarantine Guidelines
6. Diagnostic and Screening Testing  
Requirements for employees
7. Vaccination Efforts
8. Accommodations for Students with Disabilities with Respect to Health and Safety Policies
9. Coordination with State and Local Health Officials
10. Continuity of Services: Academic, English Learners, Students with Disabilities, Social/Emotional Mental Health for Students and Staff, and Food Services  
Independent Study and Home and Hospital learning options  
Classroom closure to be handled in consultation with County Health
11. Other - Clarified what is considered as an essential function for visitor, volunteer, or external group participation during the school day

**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):**

- Extending LCAP Actions and Services to support LCAP Goals
- Academic Equity based on School Site Needs
- Resources to Support Extending Learning

**Any other strategies or activities implemented with the LEA's ESSER III fund apportionment consistent with section 2001(e)(2) of the ARP Act:**

- Purchasing educational technology (including hardware, software, and connectivity) for students served by the LEA that aids in regular and substantive educational interactions between students and their classroom teachers, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment
- 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

**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:**

- Annually: Graduation rate, technology staff survey, FIT report, Board update
- Semi-Annually: K-6 SAEBERS
- 3 times per year: Tiered Fidelity Inventory, Essential Standards Assessments, Data Chats, Number of Counseling Referrals
- 6 times per year: D and F Rates at all Jr. High and High Schools
- 8 times per year: D and F Rates at Buena Vista Alternative High School
- Monthly: Number of students on a caseload.

## **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**

\$1,535,000.00

<b>Plan Alignment (if applicable)</b>	<b>Action Title</b>	<b>Action Description</b>	<b>Planned ESSER III Funded Expenditures</b>
LCAP, Goal #1, Action #14	A. Facilities	In order to provide a safe school environment due to the COVID pandemic, we will utilize the new technologies available to upgrade the existing air quality systems (i.e., air filtration, air ventilation, air purification). In previous	<b>\$1,535,000.00</b>

		plans, air quality was not addressed, and this will therefore expand the previous plan since air quality has become a safety need due to COVID-19. {OSHA, 2021}	
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## 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

\$12,482,885.00

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP, Goal 1, Action 4,5 ELO, 1b LCP, pg. 9	B. Supplemental Common Core Materials	Considering that the district added 30 minutes to the school day to accelerate learning, supplemental common core materials, instructional software, and assessments are needed to support interventions, enrichments, and progress monitoring (e.g., i-Ready, IXL, Renaissance, Vocabulary.com, Reading Inventory, English 3D, Listenwise). This action expands the supports in the previous plans. {What Works Clearinghouse, 2021}	<b>\$606,497.00</b>
LCAP, Goal 1, Action 7 LCP, pg. 10	C. Professional Learning Communities	Teachers require time within the school day and outside of the school day to review data, plan for MTSS supports, share direct instruction strategies, and develop plans to mitigate academic gaps. Funding will cover the cost of extra staff, subs, extra hours, and contracted services [e.g., Sports for Learning] This action expands professional development activities related to PLC's specifically. {John Hattie, 2021}	<b>\$1,719,604.00</b>

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP, Goal 1, Action 9 ELO, 1a LCP, pg.10	D. Academic Equity: Enrichment Activities	Provide enrichment activities and materials, that will enhance critical thinking, problem-solving, foster discovery, and academic enjoyment. Enrichment activities will support STEM, art, music, technology, engineering, AVID, and/or mathematics. Enrichment will be provided during summer, after-school, within the school day, and off-track to address opportunity gaps. This action expands the LCAP to include all students and not just those who are in GATE. {Welner & Carter, 2013}	<b>\$448,990.00</b>
LCAP, Goal 2, Action 3a LCP, pg. 31	E. Multi-Tiered Systems of Support- Behavior (MTSS-B)	Hire 18 K-12 intervention counselors and 1 coordinator to oversee the program for MTSS-B to provide support to all school sites to support mental health, engagement, and monitor the social-emotional well-being. Provide materials and resources to support MTSS-B and restorative practices. This is in addition to the 17 positions that are currently allocated in the LCAP, and therefore expands this LCAP action to support all schools. {SWIFT Education Center, 2021}	<b>\$4,060,486.00</b>
LCAP, Goal 2, Action 5 LCP, pg. 32	F. Boys Republic	Provide supplemental materials to support the college and career classes at Boys Republic to address opportunity gaps. This action expands the supports in previous plans. {Welner & Carter, 2013}	<b>\$17,367.00</b>
LCAP, Goal 2, Action 6 ELO, 5 LCP, pg. 26	G. Supplemental Education for K-12: Credit Recovery	Provide supplemental education for students who need additional academic supports and credit recovery, in order to meet graduation requirements. This action expands the supports in the previous plans to focus specifically on credit recovery. {Heppen et al., 2016}	<b>\$229,192.00</b>
LCAP, Goal 2, Action 9 LCP, pg. 31	H. Mental Health Services (Licensed Therapists)	Hire Marriage and Family Therapist (MFT) Associates and Licensed Clinical Social Worker (LCSW) Associates. CVUSD will expand the previously provided services by re-instituting the position of Behavior Intervention Program	<b>\$489,594.00</b>

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		Supervisor, a licensed therapist, who will supervise MFT and LCSW associates to improve individual student mental wellness to provide student crisis response and support, and to provide educationally related mental health service (ERMHS). {Lawson & Cmar, 2016}	
LCAP, Goal 2, Action 17 LCP, pg. 33	I. Chino Human Services and additional providers	In the LCAP, this action provided individual counseling services through a contract only with Chino Human Services that was principally directed for K-12 unduplicated student groups. This plan will extend the amount of support offered through Chino Human Services and will add the additional support of other contracted providers, which were not included in the LCAP, (e.g., Chino Hills Counseling, PALS program, Care Solace, etc.). This will offer a wider spectrum of services to more students (beyond the unduplicated groups). This action will expand the supports for student's social emotional development as it relates to gaps associated with the pandemic and to improve student academics and connectedness. {Williams-White & Kelly, 2011}	<b>\$701,443.00</b>
LCAP, Goal 2, Action 23	J. Family Engagement Center	Provide information and assistance to parents and families on how they can effectively support students by adding 2 hours to the existing District Community Liaison in order to create a full-time position. To provide more trainings that are not currently funded by LCAP, this action will provide extra hours for the existing staff, such as teachers, counselors, and Community Liaisons, who will facilitate workshops outside of the contract day to address learning loss and mental health. Additional workshops will also be contracted with qualified providers. This expands the current LCAP, since it funds a coordinator who will oversee this action. {Mapp, 2017}	<b>\$500,000.00</b>

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP, Goal 3, Action 1b	K. Multi-Tiered Systems of Support: Academics (MTSS-A)	Provide additional support staff, extra hours for existing staff, and materials to provide intervention classes to close the achievement gap to improve student outcomes. Intervention will be provided during summer, after-school, within the school day, and off-track at specific school sites. This action expands the supports in the previous plan. {John Hattie, 2021}	<b>\$2,607,548.00</b>
LCAP, Goal 3, Action 2 LCP, pg. 25	L. After School Tutoring	Provide academic tutoring services to increase academic achievement and reduce the gap in math and ELA. Contracted services will provide services to individual students or groups of students. This will be done either virtually or in-person, and expands the option to hold tutoring after-school. {John Hattie, 2021}	<b>\$1,102,164.00</b>

## 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

\$ 20,022,800.00

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP, Goal #1, Action #13 LCP, pg. 11	M. Technology Infrastructure	In previous plans CVUSD purchased educational technology to support Distance Learning. These devices are now being used to implement 1:1 for student to device ratios within the classrooms. In order to expand the current educational technology implementation, the current hardware and infrastructure across the	<b>\$20,000,000.00</b>

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		district will need upgrading. This will include cabling network infrastructure, data center, network security, wireless, cyber security, and voice/collaboration. {Puentedura, 2013}	
LCAP, Goal #1, Action #15 ELO, 3a	N. Instructional Technology	ViewSonic Smart Boards will be purchased to enhance academic engagement, professional development, parent engagement, and increase performance on instructional programs for students. This action expands the usage of ViewSonics as it was stated in the previous plans. {Puentedura, 2013}	<b>\$22,800.00</b>

## 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
Supplemental Common Core Materials, Professional Learning Communities, Academic Equity: Enrichment Activities, Family Engagement Center, Multi-Tiered Systems of Support - Academics (MTSS-A), After School Tutoring	Essential Standards Assessments (ESAs) will be administered to all students in grades in K-12 to monitor progress on meeting grade level standards.  Data Chats (Cycle of Continuous Improvement) will be held with administration to set goals, analyze data, reflect on practices, and create an action plan for improvement.	3 times per year  Leadership Charge + 2 times per year

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
Multi-Tiered Systems of Support-Behavior (MTSS-B), Mental Health Services (Licensed Therapists), Chino Human Services and additional providers	<p>Number of referrals for counseling supports</p> <p>Number of students on a caseload</p> <p>SAEBERS is a behavior screener where teachers will analyze the social-emotional health of their students in grades K-6.</p> <p>The Tiered Fidelity Inventory (TFI) will analyze the implementation of positive behavior, interventions, and supports at each school.</p>	<p>3 times per year</p> <p>Monthly</p> <p>Semi-Annually</p> <p>3 times per year</p>
Boys Republic	Progress Reports will be completed by the teachers and submitted to the principal.	Weekly
Supplemental Education for K-12: Credit Recovery, AVID	<p>Jr. High: D and F rates</p> <p>High School: D and F rates</p> <p>Buena Vista: D and F rates</p> <p>Graduation Rate</p>	<p>6 times per year</p> <p>6 times per year</p> <p>8 times per year</p> <p>Annually</p>
Technology Infrastructure, Instructional Technology	<p>Staff Survey</p> <p>Board update on implementation</p>	<p>Annually</p> <p>Annually</p>
Facilities	<p>FIT Report</p> <p>Air Quality upgrade reports based on replacement schedules</p>	<p>Annually</p> <p>3 times per year</p>

# ESSER III Expenditure Plan Instructions

## Introduction

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

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

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

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

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

For technical assistance related to the ESSER III Expenditure Plan template and instructions, please contact [LCFF@cde.ca.gov](mailto:LCFF@cde.ca.gov). For all other questions related to ESSER III, please contact [EDReliefFunds@cde.ca.gov](mailto:EDReliefFunds@cde.ca.gov).

## Fiscal Requirements

- The LEA must use at least 20 percent (20%) of its ESSER III apportionment for expenditures related to addressing the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs.

- For purposes of this requirement, “evidence-based interventions” include practices or programs that have evidence to show that they are effective at producing results and improving outcomes when implemented. This kind of evidence has generally been produced through formal studies and research. There are four tiers, or levels, of evidence:
  - **Tier 1 – Strong Evidence:** the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented randomized control experimental studies.
  - **Tier 2 – Moderate Evidence:** the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented quasi-experimental studies.
  - **Tier 3 – Promising Evidence:** the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented correlational studies (with statistical controls for selection bias).
  - **Tier 4 – Demonstrates a Rationale:** practices that have a well-defined logic model or theory of action, are supported by research, and have some effort underway by a State Educational Agency, LEA, or outside research organization to determine their effectiveness.
- For additional information please see the Evidence-Based Interventions Under the ESSA web page at <https://www.cde.ca.gov/re/es/evidence.asp>.
- The LEA must use the remaining ESSER III funds consistent with section 2001(e)(2) of the ARP Act, including for:
  - Any activity authorized by the Elementary and Secondary Education Act (ESEA) of 1965;
  - Any activity authorized by the Individuals with Disabilities Education Act (IDEA);
  - Any activity authorized by the Adult Education and Family Literacy Act;
  - Any activity authorized by the Carl D. Perkins Career and Technical Education Act of 2006;
  - Coordination of preparedness and response efforts of LEAs with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to COVID-19;
  - Activities to address the unique needs of low-income students, students with disabilities, English learners, racial and ethnic minorities, homeless students, and foster youth, including how outreach and service delivery will meet the needs of each population;
  - Developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs;
  - Training and professional development for staff of the LEA on sanitation and minimizing the spread of infectious diseases;
  - Purchasing supplies to sanitize and clean the facilities of an LEA, including buildings operated by such agency;
  - Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under

IDEA, and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements;

- Purchasing education technology (including hardware, software, and connectivity) for students who are served by the LEA that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment;
- Providing mental health services and supports, including through the implementation of evidence-based full-service community schools;
- Planning and implementing activities related to summer learning and supplemental after school programs, including providing classroom instruction or online learning during the summer months and addressing the needs of underserved students;
- Addressing learning loss among students, including underserved students, by:
  - Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiated instruction,
  - Implementing evidence-based activities to meet the comprehensive needs of students,
  - Providing information and assistance to parents and families of how they can effectively support students, including in a distance learning environment, and
  - Tracking student attendance and improving student engagement in distance education;

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

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

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

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

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

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

## **Summary of Expenditures**

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

### **Instructions**

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

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

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

## **Community Engagement**

### **Purpose and Requirements**

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

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

- Students;
- Families, including families that speak languages other than English;
- School and district administrators, including special education administrators;

- Teachers, principals, school leaders, other educators, school staff, and local bargaining units, as applicable.

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

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

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

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

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

## Instructions

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

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

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

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

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

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

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

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

# Planned Actions and Expenditures

## Purpose and Requirements

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

## Instructions

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

## Strategies for Continuous and Safe In-Person Learning

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

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

## Addressing the Impact of Lost Instructional Time

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

- If the action(s) are included in another plan, identify the plan and provide the applicable goal and/or action number from the plan. If the action(s) are not included in another plan, write "N/A".

- Provide a short title for the action(s).
- Provide a description of the action(s) the LEA will implement using ESSER III funds to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs.
- Specify the amount of ESSER III funds the LEA plans to expend to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA.

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

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

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

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

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

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

Complete the table as follows:

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

California Department of Education  
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