

		Email and Phone
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School districts, county offices of education, or charter schools, collectively known as LEAs, that receive Elementary and Secondary School Emergency Relief (ESSER) funds under the American Rescue Plan Act, referred to as ESSER III funds, are required to develop a plan for how they will use their ESSER III funds. In the plan, an LEA must explain how it intends to use its ESSER III funds to address students' academic, social, emotional, and mental health needs, as well as any opportunity gaps that existed before, and were worsened by, the COVID-19 pandemic. An LEA may also use its ESSER III funds in other ways, as detailed in the Fiscal Requirements section of the Instructions. In developing the plan, the LEA has flexibility to include community input and/or actions included in other planning documents, such as the Local Control and Accountability Plan (LCAP), provided that the input and actions are relevant to the LEA's Plan to support students.

For more information please see the Instructions.

Other LEA Plans Referenced in this Plan

Plan Title	Where the Plan May Be Accessed
2021-2024 Local Control & Accountability Plan	https://www.cjustd.net/site/Default.aspx?PageID=37
Expanded Learning Opportunities Grant	https://www.cjustd.net/Page/5506

Summary of Planned ESSER III Expenditures

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

Total ESSER III funds received by the LEA

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

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

Total ESSER III funds included in this plan

\$55,472,328

Community Engagement

An LEA’s decisions about how to use its ESSER III funds will directly impact the students, families, and the local community. The following is a description of how the LEA meaningfully consulted with its community members in determining the prevention and mitigation strategies, strategies to address the academic impact of lost instructional time, and any other strategies or activities to be implemented by the LEA. In developing the plan, the LEA has flexibility to include input received from community members during the development of other LEA Plans, such as the LCAP, provided that the input is relevant to the development of the LEA’s ESSER III Expenditure Plan.

For specific requirements, including a list of the community members that an LEA is required to consult with, please see the Community Engagement section of the Instructions.

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

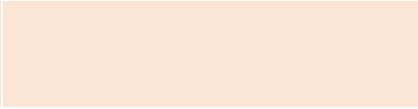
COVID-19 follow up activities, and document/record approval workflow system. In addition, moving the Language Support Services team provided for the safety of these employees by supporting their move to a larger building to support the physical distancing required to keep them and other employees safe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

Addressing the Impact of Lost Instructional Time

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

The need for extended school year to support students struggling academically through the district Elementary and Secondary Summer School programs, a focus on literacy with support from Language Essentials of Teachers of Reading and Spelling (LETRS) training and the Accelerated Reader program, and mathematics support with supplemental materials using Illustrative Mathematics and Assessment and Learning in Knowledge Spaces (ALEKS) was supported from our LCAP groups as well as the need to prepare students for the SAT/ACT with Horizon Prep at the Leupold

**Plan Alignment
(if applicable)**



		improve spacing between staff, students, parents and community.	
N/A	Marquee Sign	Replace a non-functioning marquee sign at Ruth O. Harris Middle School to allow for messaging to the community concerning testing, vaccinations and other COVID-19 related messages to the staff, students and community.	\$150,000
N/A	Additional Custodial Staff	Salaries and benefits for an additional 45 custodians for the purposes of providing disinfecting and cleaning in all offices, classrooms and other shared spaces.	\$6,600,000
N/A	Personal Protective Equipment	Continual purchasing and inventory of personal protective equipment for the purposes of creating a safe working and learning environment during the pandemic.	
N/A	Sanitizing Wipes	Purchase and distribution of disinfecting/sanitizing wipes infused with Bioesque, a non-toxic natural disinfectant, to all shared spaces within the district.	\$1,000,000

N/A

Independent Study

\$19,394,466

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

ELOG Page 3	Edgenuity	Provide Edgenuity Online Curriculum and MyPath as a support for students connected to MAPS assessment for addressing gaps in learning and for use in Credit Recovery, Independent Study, and general intervention support throughout the school year for grades 7-12. The ESSER III plan will allow us to extend the use of Edgenuity and MyPath curriculum support for students an additional 1-2 years.	\$700,000
LCAP, Goal 2, Action 22	LETRS Literacy Support	Continue to provide LETRS Training to TK-2 teachers to support increased literacy for students. The ESSER III plan is expanding upon the actions in the LCAP and will allow us to increase the number of teachers and administrators we will provide training to support.	\$200,000
N/A	Extended School Year Programs	Provide Extended School Year support in Summer to Special Education Students needing additional support for lost instructional time. Additionally, provide opportunities for enrichment or extended scho	

		communication with sites and other departments, as well as with the community.	
N/A	Transportation Vans for Student Transportation 17		

N/A

Behavioral/Mental Health
SEL Training

Trainings for behavioral/mental health professionals in

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

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

Replacement of old windows with operable windows	Progress will be monitored by completion of replacement windows.	Quarterly
Freestanding toilet buildings at Grimes, Grand Terrace and Lewis Elementary Schools	Review of COVID-19 positive cases of students and staff.	Weekly review of potential exposures and positive cases of COVID-19.
Nutrition Services Equipment	<p>A separate purchase order for these items will be created with all items being purchased as one lot.</p> <p>As items AMCIDbt17DQ8 1.15lbt (has)14 (pur)7 (c)4 (i)6 (l)-4 (l)6 (be 5(.68 re4 (es)4 (o)10 (f)2 (C)6 (O)3M</p>	

Transportation Vans for Student
Transportation

Progress will be monitored through

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

- o For purposes of this requirement, “evidence-based interventions” include practices or programs that have evidence

- o 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;
- o 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;
- o Providing mental health services and supports, including through the implementation of evidence-based full-service community schools;
- o Planning and implementing activities related to summer learning and supplemental after school programs, including providing classroom i

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

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 its required community members in identifying the unique needs of the LEA, ow

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-

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- ” 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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