

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
CVUSD Local Control Accountability Plan	https://www.cajonvalley.net/essert3

Plan Section	Total Planned ESSER III
Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)	11,281,713
Use of Any Remaining Funds	0

Total ESSER III funds included in this plan

53,465,790

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.

During the 2020-2021 school year, CVUSD parents, students, and stakeholders were given opportunities to attend discussions/meetings with school personnel both in-person and via web-conferencing to provide feedback/input/suggestions relating to the Local Control Accountability Plan (LCAP). At the beginning of the 2021-2022 school year, feedback was again solicited from the CVUSD stakeholders for the ESSER III Expenditure Plan. Stakeholders from both years included: families that speak languages other than English, classified and certificated staff, local bargaining units, students, and district administrators, including special education administrators. The LCAP feedback received during the 2020-2021 school year was incorporated with our most recent stakeholder perspectives to the development of the CVUSD ESSER III Plan. Identified areas of need from prior and current feedback are the focus of the ESSER III plan.

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

The main areas of focus were determined by an analysis of stakeholder groups and their specific feedback. Various segments of the school community are listed below. Items 1-5 reflect responses/feedback/input given to the CVUSD leadership during the 2020-2021 school year and is carried over to this plan as we seek to incorporate mitigation strategies during the 2021-2022 academic year. Items 6-8 directly correlate to responses by stakeholders at the beginning of the 2021-2022 academic year. Stakeholders were provided with the priorities from 2020-2021 and then asked to identify needs for the current school year. This plan encompasses the needs identified by the CVUSD community.

1. Providing safe learning and working environments: Improving indoor air quality in the classrooms
2. Ensuring retention and continuity of staff to provide a quality in-person instructional program
3. Providing ongoing student access to technology and adequate connectivity
4. Professional Development for staff related to intervention and personalized learning
5. Student access to personalized learning programs
6. Ensuring intervention, after school tutoring, and summer school opportunities to assist struggling students
7. Student access to mental health services and supports
8. Professional Development for staff related to intervention and personalized learning

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

42,184,077

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP Goal#2, Action#13	Improve Indoor Air Quality	CVUSD will upgrade indoor air quality for school facilities to improve filtering, ventilation and purification to prevent the spread of COVID-19 in the classrooms.	15,500,000
LCAP Goal# 3, Action#12	Educational Technology for Students	CVUSD will provide educational technology (including hardware, software, and connectivity) for students to assist in regular and substantive educational interaction between students and their classroom instructors.	6,260,373
LCAP Goal#3 , Action#5	Site Supports & ESSER Allocations	CVUSD will provide activities that are necessary to maintain the operation of school sites and continuity of services for students, such as but not limited to; student support materials and supplies, additional staff for student supervision, tracking student attendance, and improving student engagement in both in-person and distance education	4 1(ad)-1(ditional)-1()1(s) the operation of school s

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		activities to support academic growth and engagement, and administrative staffing to design, administer and implement education programs and services based on evidence-based activities to meet the comprehensive needs of students.	
LCAP Goal #3, Action #1	Educational Software/Curriculum for Students	CVUSD will provide educational software and curriculum to enhance students' educational interaction and provide additional academic support for lost instructional time.	2,690,088
LCAP Goal#1 , Action#1	Professional Development for staff related to intervention and personalized learning	CVUSD will provide professional learning for both certificated and classified in small group instruction, intervention, blended learning, and the integration of literacy and career development.	85,000

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

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Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures

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
Staff Retention	Personnel will conduct a staffing analysis to determine the number of certificated and	

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
Educational Technology for Students	Informational Technology will review the number of computers assigned to students as well as repairs provided each trimester.	Every 12 Weeks
Site Supports & ESSER Allocations	Site leaders will conduct a program effectiveness review related to their ESSER III Plan expenditures. Plans include academic, social-emotional, and mental health student supports.	Annually

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:

- 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;
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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.

- 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.

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:

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