



ESSER III Expenditure Plan

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

For more information please see the Instructions.

Other LEA Plans Referenced in this Plan

Plan Title	Where the Plan May Be Accessed
2021-24 Local Control Accountability Plan (LCAP)	https://kec.rialto.k12.ca.us/cms/lib/CA50000591/Centricity/Domain/1451/FINAL%20APPROVED%202021_LCAP_Rialto_Unified_School_District_20210907.pdf
Learning Continuity Plan (LCP)	https://kec.rialto.k12.ca.us/cms/lib/CA50000591/Centricity/Domain/1451/2020RUSDLearningContandAttendancePlanFinal.pdf
Extended Learning Opportunities Grant (ELO)	https://kec.rialto.k12.ca.us/Page/2862
ESSER III Expenditure Plan	https://kec.rialto.k12.ca.us/Page/4672

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

\$67,366,007

Plan Section	Total Planned ESSER III
Strategies for Continuous and Safe In-Person Learning	\$15,000,000
Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)	\$37,722,454
Use of Any Remaining Funds	\$14,643,553

Total ESSER III funds included in this plan

\$67,366,007

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 Rialto Unified School District redefined meaningful stakeholder engagement during the 2020-21 school year. The new definition included finding multiple ways to engage staff, students, parents, community members and etc. in the process with first person connections through planning and action teams as well as small, focused groups that provided input based on data and past actions. These efforts began with the Learning Continuity Plan and were applied and modified through the Local Control and Accountability Plan (LCAP) development process. The District's practices have been further enhanced during the pandemic as the District sought the input and feedback of its stakeholder on its "Bridge Academy" (Distance Learning Module) beginning in the early spring of 2020 and continuing through the development of the Local Continuity and Attendance Plan, the 2021-2024 LCAP, the Extended Learning Opportunities Grant and now the ESSER III Plan.

As a review, the following was implemented to engage stakeholders and community with the input process for the 2021-24 LCAP. Beginning in December 2020, a LCAP Planning Committee met. This planning committee was comprised of over 20 stakeholders from various backgrounds, representing parents, staff, teachers, administrators, and members of both certificated and classified bargaining units. The main goal of this committee was to review the most recent Dashboard or local data and the previous version of the LCAP to identify gaps and areas of need.

In January, over the course of five weeks, three LCAP Action teams were created and met, each focusing on one particular LCAP goal. The three LCAP Action Teams were comprised of 56 stakeholders similar to the LCAP Planning Committee. The Action Teams included district administrators, site principals and assistant principals, members of District Equity Teams, teachers and classified staff, as well as parents and community members. The LCAP Action teams included parents from three LCAP groups: Low Income, English Learner, and Foster Youth students. The LCAP Action Teams were also comprised by various other stakeholders that represented the interests of English

Learner, Foster Youth, students receiving Special Education services, Low Income, and African American students. The Action Teams worked collaboratively to review data and propose recommendations for which actions to keep, change, add or remove.

During the same time frame of December 2020 through February 2021, LCAP surveys were available for the community members in both English and Spanish. Specifically, members of the PACs (Parent Advisory Committees), that included DAC (District Advisory Committee), DELAC (District English Learner Advisory Committee), and DAAPAC (District African American Parent Advisory Council), also had this survey and related information shared during their regularly scheduled meetings. Approximately 600 individuals completed this online Google Form.

In addition, Equity Action Teams for the following students groups: African American, English Learner, and students receiving Special Education services provided feedback regarding actions from the 2017-20 LCAP and made suggestions for new or revised actions for the 2021-24 LCAP.

English Learner parents and members of DELAC (District English Learner Advisory Committee) created a subcommittee to provide specific feedback in regards to each goal in the LCAP. This information was shared with all members during regularly scheduled DELAC meetings. In addition, representatives participated in LCAP Action and Planning Team and had numerous opportunities to respond to the LCAP Parent/Community Surveys.

Feedback was collected from Low Income students' parents and families during the District Advisory Committee (DAC) during regularly scheduled meetings. In addition, representatives participated in LCAP Action and Planning Team and had numerous opportunities to respond to the LCAP Parent/Community Surveys.

In regards to students, a survey was sent out to each school site in January 2021, targeting students in grades 4-12. Teachers included this survey as links in their Google Classrooms and responses were recorded up to the initial writing of the draft of the LCAP in April 2021. While engaged in Distance Learning, approximately 2000 students responded to this survey, answering questions about their perceptions in relation to the eight state priorities. Each site has access to the associated MS Excel spreadsheet that was used to gather data from students. This data will be used by sites in the development of their School Plans, particularly in the Needs Assessment section.

As with past versions of the LCAP, community meetings were held at various times and were open to all those who were interested. Attendees included parents, community members, and staff - both certificated and classified. Times varied between morning, late afternoon, and evening in hopes of accommodating the schedules of all those who wanted to attend and provide input. Those dates included February 25th, March 3rd (2 sessions), March 4th, and March 16th for guardians or caretakers of Foster Youth.

Finally, consultation with the local SELPA (Special Education Local Plan Area) occurred virtually two times between the Academic Agent for Special Programs, the coordinator of the LCAP, and the Administrator from East Valley SELPA. Feedback from SELPA Director was shared on current actions as they related to students with special needs.

For the ESSER III Expenditure Plan, combined school and District-level efforts were conducted, including listening sessions with stakeholder groups (all those listed above) and surveys which provided valuable perspectives and information from the lens of students, parents,

community partners and staff. There were specific efforts taken to ensure important constituencies were heard, representing students receiving Special Education services, English Learners, Foster Youth, Title I school populations, and students who identify as Black/African American. Opportunities to attend ESSER II planning meetings were extended to all community members. To our knowledge, none of the participants attending expressly identified as representing a group related to Indigenous Americans or a civil rights organization. However, for the future and during the monitoring of current plans, Rialto Unified will continue to investigate and reach out to those aforementioned groups that may serve students and families within the district attendance areas.

Throughout the past 18 months of the pandemic, all stakeholder feedback was used to monitor existing programs and services, as well as guide planning for future goals and actions. Alignment of priority interests and needs have been continuously analyzed. The Learning Continuity Plan (LCP), Expanded Learning Opportunities Grant (ELO), and Local Control Accountability Plan (LCAP) defined the actions that need to be sustained or implemented and will be funded through the ESSER III Expenditure Plan.

A comprehensive information and communication strategy was implemented to inform stakeholders of the purpose of the ESSER III funds. The value of their continued input was expressed at each session and they were informed how to access the survey. A recording of an information session was placed on the District website along with copies of the presentation in English and Spanish. Those files can be viewed at <https://kec.rialto.k12.ca.us/Page/4672>. Multiple modalities were used at the district and school levels including email, text messaging and social media. Listening sessions and small group virtual and in person meetings were held with an open ended survey that was offered at the end of each session for final thoughts and comments.

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

As a district, much feedback was received that was based upon staff, parents, and community concerns about students' well being as well as students' academic success - especially in light of the issues in these two areas that have been exacerbated by the pandemic. As listed in the previous section, the District made intentional effort to reach out to stakeholders representing students receiving Special Education services, English Learners, Foster Youth, Title I school populations, and students who identify as Black/African American. As a result, these needs ranked and ordered in regards to greatest need and impact as related to student data.

Community and stakeholder input in regards to actions in the ESSER III Expenditure Plan included the following:

- Positive affirmation of continuing specific initiatives for numeracy, literacy, and social-emotional learning. In particular, these actions were included in the ESSER III Expenditure plan, extending the specific actions of co-teachers, reading strategists, and professional development for teachers in literacy and math until 2024.
- Questions from stakeholders centered on how often and what method would be used to monitor students' progress in ELA and math; in support, the District maintains and extends the use of iReady Diagnostic as a tool to do so until 2024.
- In particular, Parents provided feedback in regards to keeping families informed, involved, and committed alongside their students; a specific action was included in the ESSER III Expenditure Plan to support parent trainings and resources.

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

\$15,000,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
ELO Plan/ Education Code Section 43521	School Operations- PPE/ Sanitation	<p>The District will continue to implement the recommendations of the CDC and local health officials. The District will provide personal protective equipment (PPE) for all students and staff to ensure their safety. The school facilities will require additional sanitation and custodial services and supplies to minimize exposure to students and staff.</p> <p>As concerns with pandemic and safety for staff and students remain in October 2021, this additional cost is needed for supplies that were not requirements prior to March 2020 and onset of the pandemic and therefore were not regularly budgeted for.</p>	\$7,000,000
Not Applicable	COVID 19 Testing	In order to comply with the California Department of Public Health order on August 11, 2021, the District will need provide COVID 19 testing to its staff. The order requires the school district to verify the vaccination status of all workers, including certificated and classified staff, and volunteers who support school functions on a school campus. Workers who	\$7,000,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		are not fully vaccinated or for whom vaccination documentation is not provided must undergo COVID-19 testing at least once weekly. Planned expenditures represent the cost of the test and additional costs with administering testing by health professionals.	
Not Applicable	Air Quality	The District will replace the portable air conditioning units installed in relocatable classrooms with new units that are better equipped to circulate air and will be more energy efficient.	\$1,000,000

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

\$37,722,454

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP Goal 1/ Action 15	iReady Diagnostic	In order to assess the academic impact of lost instructional time the District purchased the I-Ready assessment tool. This tool will continue to be used to monitor the progress of the students and the impact the various district program are having on their growth. ESSER III funds will extend this action to support student achievement and assessment beyond the current LCAP year through the 22-23 and 23-24 school years.	\$776,799
LCAP Goal 1/ Action 22	Elementary Reading Specialist/ Co-teachers	In grades 1-3, the district will focus on literacy and numeracy foundation for every student.	\$23,108,313

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		<p>Up to nineteen first grade classrooms will have co-teachers composed of two credentialed teachers as teachers of record.</p> <p>The District will maintain at least one Reading Specialist to support every 1st-3rd grade level team of teachers at all elementary schools. The Reading Specialists will push into each non co-teacher classroom in grades 1st-3rd to provide additional timely, differentiated support to students with academic literacy and numeracy needs.</p> <p>ESSER III funds will extend this action to support student achievement in the area of literacy beyond the current LCAP year through the 22-23 and 23-24 school years.</p>	
LCAP Goal 1/ Action 24	Secondary Reading Specialist	<p>The District will maintain nine Reading Specialists, one for each middle and high school, to work with students that are reading far below grade level as identified through CAASPP and District Benchmark. These Reading Specialists will teach classes utilizing differentiated curriculum to meet academic needs.</p> <p>ESSER III funds will extend this action to support student achievement in the area of secondary literacy beyond the current LCAP year through the 22-23 and 23-24 school years.</p>	\$2,136,216
LCAP Goal 1/ Action 23	ELA/ MATH Teachers on Special Assignment (TOSA)	<p>The District will maintain five District TOSA's (Teachers on Special Assignment) , two with expertise in literacy and three with expertise in numeracy. The TOSA's will facilitate collaboration amongst the reading specialists, site strategists and coaches. They will also provide training to teachers and parents in foundational literacy & numeracy at all schools.</p>	\$1,521,121

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		<p>ESSER III funds will extend this action to support student achievement in the areas of numeracy and literacy beyond the current LCAP year through the 22-23 and 23-24 school years.</p>	
<p>LCAP Goal 2/ Action 11, ELO Plan</p>	<p>Mathematics Professional Development</p>	<p>The District will provide focused professional development to support high quality instruction in mathematics. The professional development will promote, develop and implement rigorous, standards- aligned high quality mathematics instruction and address the learning needs of all students.</p> <p>ESSER III funds will extend this action to support student achievement in the areas of numeracy beyond the current Expanded Learning Opportunities Plan through the 22-23 and 23-24 school years.</p>	<p>\$1,400,000</p>
<p>LCAP Goal 1/ Action 8</p>	<p>Naviance</p>	<p>The COVID pandemic limited the opportunity for students to access in person college visits, industry observations and other activities that help students identify their college and career aspirations.</p> <p>The Naviance program will provide a user-friendly interface for students to plan for college and career options. Many students may have not traveled outside of Rialto Unified boundaries and this tool helps them to plan for success beyond the K-12 classroom.</p> <p>ESSER III funds will extend this action to support the use of Naviance beyond the current LCAP year through the 22-23 and 23-24 school years.</p>	<p>\$200,000</p>
<p>LCAP Goal 2/ Action 9, ELO Plan</p>	<p>Literacy Professional Development</p>	<p>The District will provide focused professional development to support high quality instruction in literacy. The professional development will promote, develop and implement rigorous, standards-aligned, high quality literacy instruction and will</p>	<p>\$2,380,000</p>

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		<p>address the learning needs of all students. The following programs will be offered:</p> <ul style="list-style-type: none"> • Language Essentials for Teachers of Reading and Spelling (LETRS) training provided to all 1st- 3rd grade teachers to support Foundational Literacy. • Neuhaus Education Center will provide a series of program in support of literacy. The programs are as follows: <ul style="list-style-type: none"> • -Reading Readiness and Language enrichment • -Accurate and Automatic Reading Instruction • -Reading Readiness, Language Enrichment and Metacognitive Strategies • -Language Enrichment for Older Students • -Accurate and Automatic Reading First Instruction • -Oral Language and Listening Comprehension • Writing across the curriculum supporting the work of all sites around RACE and CER structures will be provided to all teachers in grades 6-12. Training will be provided to ensure these practices are embedded in all subject matters. <ul style="list-style-type: none"> • - RACE is an acronym for R=Restate the Question. A = Answer the question. C = Cite Text Evidence; E=Explain What it Means. • - CER is an acronym for Claim, Evidence, Reasoning. • The University of Southern California Reading and Literacy Authorization program will be available to all K-12 teachers. Cost of courses, materials and completion stipend will be provided to all participants that complete the authorization. <p>The implementation of this program will be monitored by district agents and site administration to ensure improved</p>	

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		<p>outcomes in regards to literacy.</p> <p>ESSER III funds will extend this action to support student achievement in literacy beyond the current LCAP year through the 22-23 and 23-24 school years.</p>	
LCAP Goal 2/ Action 9, ELO Plan	Literacy Training for Families	<p>Progress in student literacy will be achieved through a combination of school and parent support. Families will be trained monthly by site Strategists and Reading Specialists in the following topics:</p> <ul style="list-style-type: none"> • -Families are trained on why reading and numeracy are critical to their child’s educational and life success. • -Families are given tools and strategies to use in the home to reinforce the skill set taught in the classroom. • -Families are encouraged to register for “Ready4K,” a text messaging service (parent contract) that provides at home strategies and activities specific to their children. <p>Families will be provided home materials to support literacy & numeracy.</p> <p>ESSER III funds will extend this action to support student achievement in the areas of numeracy and literacy beyond the current LCAP year through the 22-23 and 23-24 school years.</p>	\$200,000
LCAP Goal 3/ Action 7, ELO Plan	Summer Learning Program	The COVID pandemic impacted students' access to traditional instruction in an abrupt and unconventional manner. Students have different levels of adaptation to new environments, which resulted in the need to offer additional	\$6,000,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		<p>learning opportunities. The District will continue to offer the Extended Summer Learning Program to address their needs. The programs are as follows:</p> <ul style="list-style-type: none"> • -Elementary Extended Learning Summer Program addresses the reading and math needs of incoming second - fifth graders, to increase student engagement of underserved populations, to increase student engagement for those students with chronic absenteeism, and to decrease the number Long Term English Learners entering middle school. • -Middle School Extended Learning Summer Program addresses the need to increase student engagement of underserved populations, student engagement for those students with chronic absenteeism, and to provide additional learning opportunities to those students who received an Insufficiency Evidence of Mastery (IEM) in math or ELA. • -High School Extended Learning Summer Program addresses the need to increase student engagement of underserved populations, to increase student engagement for those students with chronic absenteeism, and to provide additional learning opportunities to students who are credit deficient. <p>ESSER III funds will extend this action to support student achievement across all content areas and beyond the current LCAP year through the 22-23 and 23-24 school years.</p>	

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

\$14,643,553

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP Goal 3/ Action 7, ELO Plan	Student Success Staff	<p>The COVID pandemic has caused an unprecedented level of stress on Rialto families. Wellness Centers and the services offered by their staff will continue at the secondary school sites; however, the middle schools and the continuation high school staff will be funded through this funding source. The support staff of the Wellness Centers select activities and levels of stimuli that regenerate a person's mental and physical energy to enrich and strengthen all the health benefits of being relaxed and happy.</p> <p>ESSER III funds will extend this action to support student social and emotional wellness beyond the current LCAP year through the 22-23 and 23-24 school years.</p>	\$2,224,526
LCAP Goal 3/ Action 7, ELO Plan	Social Emotional Learning (SEL) Professional Development	<p>During the pandemic the District's chronic absenteeism rate increased and our D and F rates increased, both clear indicators that students are struggling with their focus and engagement in academics. Social Emotional Learning (SEL) curriculum will be purchased at each school site to help students transition and engage back into a traditional school. The program will provide individual academic guidance plans and social emotional curriculum. Professional development will be provided to all staff to implement curriculum.</p>	\$700,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		<p>This action will be monitored and supported by district agents and school site administrators.</p> <p>ESSER III funds will extend this action to support student achievement in the areas of numeracy and literacy beyond the current LCAP year through the 22-23 and 23-24 school years.</p>	
Not Applicable	Instructional Assistants	<p>13 Instructional Assistant III positions were decreased to provide for the addition of 13 Behavioral Support Assistants. This change was done to address the increase in student behaviors that arose from the COVID pandemic. The current labor shortage has prevented the District from hiring all 13 Behavioral Support Assistants. To maintain services to students, the District will retain the Instructional Assistant III positions until all Behavioral Support Assistants are hired.</p> <p>ESSER III funds will extend this action to support student achievement and provide behavioral support beyond the current year through the 22-23 and 23-24 school years.</p>	\$1,572,756
Not Applicable	Additional Nurse	<p>The COVID pandemic caused a backlog of health assessments of students who were referred through the student study team process as the school district and families were unable to meet. An additional Nurse is required to assist in the health assessment process required to meet the needs of all students who are referred.</p>	\$483,989
LCAP Goal 1/ Action 19	Additional Independent Study Clerical Support	<p>The District extended the independent study program to serve a greater number of students in grades K-8. This has helped families that are not ready to transition from a Distance Learning model to an In- Person model in 2021-22. Assembly Bill 130 updated the rules and regulations associated with offering an Independent Study program. Additional clerical assistance is needed to ensure all Independent Study contracts are in compliance with updated regulations.</p>	\$254,429

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		<p>ESSER III funds will extend this action beyond the current LCAP year through the 22-23 and 23-24 school years.</p>	
LCAP Goal 3/ Action 2	Unsheltered Families Support	<p>The District will continue to contract temporary housing for district families that are unsheltered due to economic hardship. This support will continue as the community adjusts and returns to full functioning after the pandemic. In addition, the District will work with a community service provider to administer case management for unsheltered low income families. This service will support families in transitioning to permanent housing and provide additional services. Identified students will also be provided support in the form of instructional supplies, food, and clothing.</p> <p>ESSER III funds will extend this action to support student achievement in the areas of numeracy and literacy beyond the current LCAP year through the 22-23 and 23-24 school years.</p>	\$2,000,000
Not Applicable	Internet Resilient Network	<p>The District will acquire a Resilient Network; this product will give the district the ability to provide reliable data communication and internet access across the district network for students and staff. The resilient network will keep servers, storage systems, and the entire data center the ability to recover quickly and continue operating even when there has been an equipment failure or other disruption.</p> <p>As the district uses and relies on online resources such as Google Workspace for Education and online resources for the core subject areas: Math, English, Science and Social Studies, it is vital the district network and internet connectivity be reliable.</p>	\$7,407,853

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		Students' assessments are completed online and require reliable connectivity. In addition, textbooks for grades K-12 are available via online systems unless parents opt for their child to receive paper, hardback copies. The resiliency network design would allow for the district to provide and maintain an acceptable level of services in the face of faults and challenges to normal operations.	

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
iReady Diagnostic	<p>Agents of Education Services will provide ongoing monitoring of this diagnostic tool through their review of the monthly results.</p> <p>In addition, the Agent for Instructional Technology will work with site administrators to monitor participation reports three times a year when the triannual diagnostic is given.</p>	Monthly and during each iReady administration (3 times/year)
Elementary Reading Specialist/Co-Teachers	<p>The Lead Academic Agent for Elementary Innovation will provide ongoing support and monitoring through the implementation of ESSER III Plan through June of 2024.</p> <ul style="list-style-type: none"> • a. After each professional development is given, the Lead Academic Agent and 	<p>a. ongoing</p> <p>b. monthly or in 6 week instructional cycles</p> <p>c. three times/year</p> <p>d. ongoing</p>

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
	<p>related TOSAs (Teachers on Special Assignment) will review feedback and adjust professional development as needed.</p> <ul style="list-style-type: none"> • b. Literacy assessments, including ESGI (Educational Software for Guiding Instruction) assessments and optional running records, will be reviewed by teachers in professional learning community conversations. • c. District Agents in collaboration with site administration will review and discuss diagnostic results. This activity will be repeated with teachers in small group settings, facilitated by site administration and strategists. • d. Both District Agents and site leaders will complete classroom observations to monitor progress of used of strategies and content related to literacy initiative. 	
Secondary Reading Specialist	The Lead Academic Agent for Elementary Innovation will meet with these specialists on a bi-monthly basis to identify needs and support. In addition, this person will be evaluated and supported by school site administration at each secondary site.	ongoing (each site admin will meet with support staff to review progress bi-monthly)and bi-monthly for collaborative meetings with Lead Academic Agent
ELA/ MATH Teachers on Special Assignment (TOSA)	<p>The Lead Academic Agent for Elementary Innovation and the Lead Academic Agent for Math will provide direct monitoring, support and supervision of these positions.</p> <ul style="list-style-type: none"> • a. After a TOSA provides professional learning, a follow up survey be given to participants and results will be reviewed by the Lead Academic Agents. 	ongoing (after each professional learning, the results will be reviewed by the presenting TOSA's; in addition, results will be reviewed on a monthly basis by the Lead Agent for Professional Learning, the Lead Academic Agent for Elementary Innovation, and the Lead Academic Agent for Math)

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
Mathematics Professional Development	<p>The Lead Academic Agent for Math will work with district TOSAs to implement professional learning for K-12 teachers.</p> <ul style="list-style-type: none"> • a. After each offering, a survey will be given to participants to evaluate the training. • b. iReady Diagnostic results for grades K-8 will be reviewed to measure growth - stretch and typical; other math assessments will also be reviewed for grades 9-12. • c. Both district agents and school site administration will complete regular classroom walkthroughs to monitor implementation. 	<ul style="list-style-type: none"> a. ongoing (after each training survey results will be reviewed; in total, all professional learning surveys will be reviewed on a monthly basis) b. each trimester/quarter c. ongoing
Naviance	<p>The Agent for Science and Career Programs will coordinate efforts at the district level with the District Counselor on Special Assignment (COSA). After staff training, regular reports of usage and implementation will be pulled and reviewed with site administration on a monthly basis.</p>	monthly
Literacy Professional Development	<p>The Lead Academic Agent for Elementary Innovation will work with district TOSAs to implement professional learning to K-12 teachers.</p> <ul style="list-style-type: none"> • a. After each offering, a survey will be given to participants to evaluate the training. • b. iReady Diagnostic results for grades K-8 will be reviewed to measure growth - stretch and typical; other reading or language assessments will also be reviewed for grades 9-12. 	<ul style="list-style-type: none"> a. ongoing (after each training survey results will be reviewed; in total, all professional learning surveys will be reviewed on a monthly basis) b. each trimester/quarter c. ongoing

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
	<ul style="list-style-type: none"> c. Both district agents and school site administration will complete regular classroom walkthroughs to monitor implementation. 	
Literacy Training for families	<p>The Lead Professional Development Agent will provide academies and workshops to families to develop their understanding of basic literacy principles as well as specific strategies they can implement at home.</p> <ul style="list-style-type: none"> a. After each offering, a survey will be given to participants to evaluate the training and identify next steps. 	a. ongoing (after each training survey results will be reviewed; in total, all parent training surveys will be reviewed on a monthly basis)
Summer Learning Program	<p>The Academic Agent for Special Programs, the Lead Academic Agent for Elementary Innovation, and the Lead Academic Agent for Secondary Innovation will provide support to site leadership in the development and monitoring of summer learning.</p> <ul style="list-style-type: none"> a. After students are identified for this program, a pre- and post- test will be given to measure progress of students. b. Families will be asked to complete qualitative survey on students' experience with summer learning. c. Teachers participating in the extended learning program will be surveyed on various components of the program and their implementation of those components. 	a. beginning of June 2022 and middle to end of July 2022 b. July 2022 c. July 2022
Student Success Staff	The Lead Student Services Agent will coordinate efforts for this staff at each middle school and the continuation high school.	a. ongoing (communication will be monitored by the Lead Student Services Agent on a bi-monthly basis) b. quarterly c. bi-annually

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
	<ul style="list-style-type: none"> • a. Ongoing communication will occur between district and sites to ensure effective implementation. • b. Student and staff surveys using the Social Emotional screener will be reviewed to identify needs and areas of improvement. • c. Focus groups of students as well as use of surveys will be used to identify strengths and weaknesses of the programs. 	
Socio-Emotional Learning (SEL) Professional Development	<p>The Lead Student Services Agent will work with site leaders to implement professional learning to K-12 teachers.</p> <ul style="list-style-type: none"> • a. After each offering, a survey will be given to participants to evaluate the training. • b. Student and staff surveys using a social emotional screener will be reviewed to identify needs and areas of improvement. • c. Both district agents and school site administration will complete regular classroom walkthroughs to monitor implementation. 	<ul style="list-style-type: none"> a. ongoing (after each training survey results will be reviewed; in total, all parent training surveys will be reviewed on a monthly basis) b. quarterly c. ongoing
Unsheltered Families Support	<p>The Departments of Student Services and Child Welfare and Attendance will monitor progress as to which actions are implemented across the district and in each school. Measures will include:</p> <ul style="list-style-type: none"> a. Descriptive documentation of new/expanded services and supports b. Number of students served and intensity of services 	<ul style="list-style-type: none"> a. annually b. ongoing (number of identified students and related services will be updated on a bi-monthly basis) c. annually

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
	c. District Self-Assessment or Stakeholder Satisfaction Survey of ESSER III services/supports	
Internet Resilient Network	Chief Technology Agent will monitor and support the implementation of this network. a. Once purchased and implemented, regular reports will be ran to ensure operation leads to little or no network/internet down time.	a. ongoing (regular reports will be monitored on a weekly basis) b. annually
Instructional Assistants	The Lead Academic Agent for Special Services will oversee the transition from Instructional Assistant III to Behavioral Support Assistant position. To maintain services to students, the District will retain the Instructional Assistant III positions until all Behavioral Support Assistants are hired. a. Progress will monitored of staffing change and identified support by the District Special Services staff as well as site administration.	a. weekly to bi-monthly monitoring by district and school site staff
Additional Nurse	The Lead Student Services Agent along with the Lead Special Services Agent will monitor the work and impact of this position to assist in the health assessment process required to meet the needs of all students who are referred. a. Progress will be monitored of health assessments given to at risk, referred student by the Lead Special Services Agent.	a. weekly to bi-monthly monitoring by district and school site staff
Additional Independent Study Clerical Support	The Lead Student Services Agent along with the Agent for Child Welfare and Attendance will provide monitoring and support of Independent Study and additional clerical assistance to ensure all Independent Study contracts are in compliance with updated regulations.	a. weekly

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
	<p>a. Contracts and enrollment will be reviewed by staff in Child Welfare and Attendance along with site principals who are hosting Independent Study classrooms.</p>	
<p>School Operations- PPE/ Sanitation</p>	<p>The Lead Risk Management and Transportation Agent and other District Agents and Site Leaders will continue to implement the recommendations of the CDC and local health officials.</p> <p>The District will provide personal protective equipment (PPE) for all students and staff to ensure their safety. The school facilities will require additional sanitation and custodial services and supplies to minimize exposure to students and staff.</p> <p>a. Monitoring and updating of School Reopening Plan based on county, state, and national guidelines will occur by the Lead Risk Management and Transportation Agent and other District Agents b. The District Agent for Purchasing will oversee the purchases and process of requisitions</p>	<p>a. bi-monthly b. weekly</p>
<p>COVID 19 Testing</p>	<p>Lead Agents for Personnel Services will verify the vaccination status of all workers, including certificated and classified staff, and volunteers who support school functions on a school campus.</p> <p>Workers who are not fully vaccinated or for whom vaccination documentation is not provided must undergo COVID-19 testing at least once weekly. Planned expenditures represent the cost of the test and additional</p>	<p>a. weekly</p>

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
	<p>costs with administering testing by health professionals.</p> <p>a. The Lead Risk Management and Transportation Agent and other District Agents in Personnel and Health Services will monitor purchasing and dissemination of tests.</p>	
Air Quality	The installation and monitoring of the new air conditioning units that are better equipped to circulate air and will be more energy efficient will be completed by the Agent of Maintenance and Operations.	a. ongoing - bi-monthly during purchase and up to install; following install, annual inspection of equipment.

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
June 2021