



# ESSER III Expenditure Plan

Local Educational Agency



**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

Learner,

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









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>\$1,400,000</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>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</p>	

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address the learning needs of all

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learning opportunities. The District will continue to offer the Extended Summer Learning

## **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**





## Plan Alignment













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</p>	







**Tier 1 – Strong Evidence:** the effectiveness of the practices or

- 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



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:





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.).

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