

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.

Other LEA Plans Referenced in this Plan

Plan Title	Where the Plan May Be Accessed
Expanded Learning Opportunities (ELO) Grant Plan	The ELO Grant Plan can be found as a “ quick link ” on the home screen of the San Juan Unified School District webpage (www.sanjuan.edu).
Local Control and Accountability Plan (LCAP)	The LCAP can be found as a “ quick link ” on the home screen of the San Juan Unified School District webpage (www.sanjuan.edu).

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

\$ 115,741,153

Plan Section	Total Planned ESSER III Expenditures
Strategies for Continuous and Safe In-Person Learning	\$13,486,873
Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)	\$102,254,280
Use of Any Remaining Funds	\$0

Total ESSER III funds included in this plan

\$ 115,741,153

Community Engagement

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.

San Juan Unified School District (SJUSD) is committed to ensuring the voices of students, staff, families, and community members are lifted into the planning, implementation, and evaluation of how education is delivered to our approximately 39,000 students. Outlined below is the district process for gathering meaningful community input to inform actions and expenditures using the Elementary and Secondary School Emergency Relief (ESSER) funds under the American Rescue Plan Act, referred to as ESSER III funds. In addition to the input most recently collected to inform the ESSER III Expenditure Plan, previously collected input from the Local Control and Accountability planning process and the Expanded Learning Opportunities Grant planning process was utilized to shape and influence the actions identified in the “addressing the impact of lost instructional time” section of this plan. Actions included in the “addressing the impact of lost instructional time” section of the ESSER III Expenditure Plan were previously identified in the Expanded Learning Opportunities Grant Plan which was approved by the Board of Education on May 25, 2021.

To initiate the discussion with our community, a ThoughtExchange, an online platform that allows groups to come together and have conversations about important topics or questions that exist for a community, was conducted from August 23, 2021 through August 27, 2021. The ThoughtExchange focused on students, parents/guardians, staff members, and the community, and explored ideas for improving and upgrading our ESSER III Expenditure Plan approved by San Juan Board of Education 10/26/2021

facilities and other operations to support continuous and safe in-person learning while reducing and preventing the spread of the COVID-19 virus. Approximately 300 participants responded to share their thoughts or rate the ideas shared by others.

Findings from the ThoughtExchange include the following themes and sub-themes ranked in order of importance, as identified by the ThoughtExchange participants:

<p>1. Air Quality</p> <ul style="list-style-type: none"> ○ Upgraded air filtration and HVAC systems at all schools for all rooms ○ Quality air purifiers in all rooms ○ Ability to open windows and doors to increase air flow 	<p>2. Outdoor Spaces</p> <ul style="list-style-type: none"> ○ More outdoor tables for eating ○ Develop outdoor areas for classes ○ Build outdoor shade structures 	<p>3. Smaller Classes</p> <ul style="list-style-type: none"> ○ Too many students in classes create safety and infection issues
<p>4. Cleaning and Hygiene</p> <ul style="list-style-type: none"> ○ Floor and surface cleaning daily ○ Universal protocol for hand washing, especially before eating ○ Install hand sanitizing stations in key areas at all school sites 	<p>5. Staffing/Subs</p> <ul style="list-style-type: none"> ○ Increase custodians ○ Increase substitute pay to alleviate staff shortages ○ More teachers in schools to support quarantined students to mitigate learning loss ○ Hire more recreational aides for outdoor supervision 	<p>6. COVID-19 Testing</p> <ul style="list-style-type: none"> ○ Provide rapid test kits at all schools ○ Regular testing ○ Expanded testing at all schools for accessibility
<p>7. Facilities Upgrades</p> <ul style="list-style-type: none"> ○ Replace drinking fountains with touchless water bottle filling stations ○ Screens on windows ○ Autoflush sinks and toilets ○ Fence school perimeters for student safety 	<p>8. Planning and Communication</p> <ul style="list-style-type: none"> ○ Transparent and improved sharing of COVID-19 protocols ○ Notify all families in a classroom when a student tests positive ○ Immediate notification to families when a student(s) tests positive 	<p>9. Meal Logistics</p> <ul style="list-style-type: none"> ○ Outdoor tables to promote better distancing ○ Continue free meals for all students to improve learning ○ Staggered lunch times

	<ul style="list-style-type: none"> ○ All schools should use the same reporting requirements and COVID protocols 	
10. Technology <ul style="list-style-type: none"> ○ More robust servers ○ Live stream classes ○ Chromebooks at home to help quarantined students ○ Low/no cost internet; Wi-Fi hotspots for reliable internet access 	11. Learning Models <ul style="list-style-type: none"> ○ Provide video lessons to quarantined students ○ Unvaccinated students to stay in distance learning model ○ Hybrid option for increase classroom spacing and infection control 	12. Mask <ul style="list-style-type: none"> ○ All staff need to wear correctly and enforce masking policy ○ Provide PPE to families for affordability and to ensure masks are clean ○ Mandatory masking
13. Setup/Spacing <ul style="list-style-type: none"> ○ Increased social distancing during lunch ○ More outdoor tables to support distancing ○ Small pods/less intermingling of students 	14. Vaccines <ul style="list-style-type: none"> ○ Students to wear masks at all times if not vaccinated ○ Mandatory vaccines for staff 	

Using the themes from the ThoughtExchange, listening sessions were held with various community groups throughout the district to enhance the community engagement process and help inform the ESSER III Expenditure Plan. These listening sessions provided a rich source of input that helped guide our planning and decision-making process, specifically in the form of recommendations to help improve and upgrade our facilities and operations to build even safer learning environments. Three questions were developed and asked based on the results of the previously conducted ThoughtExchange. The questions asked were:

1. What theme areas from the ThoughtExchange resonate with you and why?
2. What is missing that should be considered to help improve or maintain safe learning environments?
3. What are your top 5 priority areas from question 1 and 2?

Listening sessions were held with the following groups:

- American Indian Education Program (AIEP)
- Newcomer/Refugee Students and Parents

- District English Learner Advisory Committee (DELAC)
- Facilities Committee
- Equity Community Collaborative Team (includes community partners from American Civil Liberties Union, Black Youth Leadership Project, Improve Your Tomorrow, Mutual Assistance Network, Project Optimism, United College Action Network, Youth Development Network)
- Extended Cabinet
- Foster Youth
- Homeless Youth
- Local Control and Accountability Plan Parent Advisory Committee (LCAP PAC)
- Parents of Students with Disabilities
- San Juan Unified School District Bargaining Groups
- San Juan Youth Voice Advocates
- Special Education Local Plan Area (SELPA) Administrator Team
- Superintendent’s Parent Advisory Committee (SPAC)
- Superintendent’s Student Advisory Council (SSAC)
- Talleres Familiares

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

Upon reviewing the input received from the ThoughtExchange and listening sessions, several high-level key themes emerged that were used to shape the ESSER III Plan:

Strategies for Continuous and Safe In-Person Learning:

- Improve and continue COVID-19 mitigation strategies *
 - Increase cleaning of classrooms and other school environments
 - Maintain district provided wipes, sanitizers and masks
 - Increase COVID-19 testing availability and accessibility
 - Implement practices that allow for safe in-person events and activities
- Improve facility infrastructure *
 - Outdoor learning spaces
 - Touchless water dispensers
 - Ensure optimal air flow within school buildings

- Replace inefficient HVAC units
- Upgrade air filtration systems
- Implement facility upgrades that allow for greater physical distancing within classrooms and other spaces
- Implement strategies to address the staffing shortage *
 - Substitute teacher shortage
 - Challenge to find qualified applicants to fill certificated and classified vacancies
- Improve COVID-19 related communication #
 - Case rate information
 - COVID-19 protocols
 - Exposure and quarantine notification timeline and process

Addressing the Impact of Lost Instructional Time (ThoughtExchange and listening sessions held during the 2020-21 school year with data included in the ELO Plan approved by the Board of Education on May 25, 2021):

- Differentiate academic and social emotional supports*
 - More assistance during the school day
 - Additional certificated support
 - Additional classified support
 - Language support
 - More opportunities for before and after school supports
 - Academic supports to address learning needs
 - Social emotional development
 - Empower schools to develop and implement plans that are responsive to the needs of their unique community
- Increase mental health supports for students*
- Increase credit recovery options for students*
- Foster peer interactions, mentoring and community building*
- Provide engaging, fun, real world experiences and opportunities for students*

Utilizing the themes collected during the listening sessions, actions were developed and are included in the plan. Themes annotated with an “*” have related actions included within the ESSER III Expenditure Plan. Themes annotated with an “#” although not included within the ESSER III Expenditure Plan, are being followed up on by staff as a part of the system’s ongoing continuous improvement efforts.

Actions and Expenditures to Address Student Needs

Strategies for Continuous and Safe In-Person Learning

San Juan Unified School District 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. Using stakeholder input, needs such as outdoor learning environments, touchless water-filling stations and support at events and activities are included within the actions.

Total ESSER III funds being used to implement strategies for continuous and safe in-person learning

\$13,486,873			
Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
N/A	Provide continuous and safe in-person learning activities and events	Provide principals and other school leaders with the resources necessary to maintain continuous and safe in-person learning, activities and events while mitigating the spread of COVID-19.	\$600,000
N/A	Improve facility infrastructure	Improve facility infrastructure to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.	\$10,000,000
N/A	Support bargaining agreements	Agreements with bargaining units that result in fiscal impact and provide for safe and continuous in-person learning.	\$2,886,873

Addressing the Impact of Lost Instructional Time

In May 2021, San Juan Unified School District identified that it will use additional one-time funds to address the academic impact of lost instructional time within the Expanded Learning Opportunities (ELO) Grant Plan. By integrating ESSER III funds within the ELO planning process, San Juan Unified School District was able to create a comprehensive three-year plan that identified strategies and actions to:

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- Extend instructional learning time
- Accelerate progress to close learning gaps through the implementation, expansion or enhancement of learning supports
- Integrate student supports to address other barriers to learning
- Expand efforts that provide students with access to technology, high-speed internet, and other academic supports
- Expand supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility
- Provide professional development for school staff to engage students and families in addressing students' social emotional health and academic needs

Total ESSER III funds being used to address the academic impact of lost instructional time

\$102,254,280

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
ELO: 1.01, 1.02, 1.03, 1.04, 1.05	Expand summer programs	Expand summer programs to include more locations and program offerings that meet the needs of our diverse learners.	\$ 1,408,000
ELO: 1.07, 2.17, 2.12, 2.13, 2.14, 2.16	Provide before, during, after and summer school programs	Develop and implement programs that meets social emotional and/or academic needs of students.	\$30,020,000
ELO: 2.01	Pilot Flex Schedule at secondary schools	Provide designated time within the secondary schedule to provide academic intervention, enrichment and social emotional support to all students.	\$4,050,000
ELO: 2.02, 2.03, 2.04, 2.05, 2.06, 2.07, 2.08, 2.09, 2.10, 2.11, 6.01, 6.02, 6.03	Expand instructional supports in classrooms	Recruit, hire, increase and retain certificated, classified and contracted personnel supports to address learning needs.	\$50,022,198

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
ELO: 2.15	Coordinate and support Expanded Learning services	Coordinate and support expanded learning services and programs.	\$2,801,679
ELO: 3.01, 3.02, 3.03, 3.04, 3.05, 3.06, 3.08	Expand social emotional and mental health support for students	Recruit, hire, increase and retain staff and contract for services to provide social emotional and mental health supports for students.	\$5,141,670
ELO: 3.09, 3.10, 3.11, 3.12, 3.15, 4.10, 5.08, 5.09, 5.10	Mentor and support targeted populations	Expand partnerships and programs that provide targeted students with social emotional and academic supports, opportunities for post-secondary exploration, eligibility and pursuit, and leadership development.	\$2,474,733
ELO: 5.01, 5.02, 5.03, 5.04, 5.05, 5.06, 5.07	Implement high school credit recovery options	Implement programs that provide students the opportunity to complete courses for credit and show proficiency.	\$1,286,000
ELO: 7.01, 7.02, 7.03	Provide staff professional development aligned to district priorities	Provide additional professional learning and collaboration time for staff aligned with district priorities.	\$5,050,000

Use of Any Remaining Funds

San Juan Unified School District will use remaining ESSER III funds to support agreements made with bargaining groups that result in a fiscal impact and provide for safe and continuous in-person learning.

Total ESSER III funds being used to implement additional actions

\$0

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

Ensuring Interventions are Addressing Student Needs

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
Provide continuous and safe in-person learning, activities and events	The Division of Teaching and Learning will monitor implementation of activities and events	Monthly
Improve facility infrastructure	Facilities Department will monitor progress towards completion of projects	Annually
Support bargaining agreements	Fiscal Services will review and monitor fiscal impacts	Monthly
Expand summer programs	Program enrollment Number of programs and schools Student survey Parent survey	Annually, upon program completion
Provide before, during, after and summer school programs	Elementary <ul style="list-style-type: none"> • i-Ready • Grades • Survey Secondary <ul style="list-style-type: none"> • Grades 	Grading periods: <ul style="list-style-type: none"> • Progress report • Report card

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
	<ul style="list-style-type: none"> Survey Program enrollment	Survey and enrollment: Annually, upon program completion
Pilot flex schedule at secondary schools	i-Ready Diagnostic Reading and Math Assessment	Every 10 weeks within testing windows: <ul style="list-style-type: none"> August 16 - October 15 January 10 - February 18 May 23 – June 3 (Tentative)
Expand instructional supports in classrooms	Number of additional certificated and classified staff hired	Annually
Expand social emotional and mental health supports for students	Social, Academic, and Emotional Behavior Risk Screener (SAEBRS) Student Survey	Beginning of year, midyear, end of year Annually
Mentor and support targeted populations	Program enrollment Student marks/grades Student survey Parent survey	Annually Grading periods: <ul style="list-style-type: none"> Progress report Report card Surveys: Midyear and end of year

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
Implement high school credit recovery options and improve college eligibility	<p>Grades</p> <p>Number of students completing credit recovery courses and credits earned</p> <p>Number of students identified as participating in high level courses</p> <p>Successful completion Equal Opportunity Schools (EOS)</p>	Midyear and end of year
Provide staff professional development aligned to district priorities	<p>Number of certificated and classified participants</p> <p>Implementation Survey</p>	Midyear and end of year