

Did the LEA expend ESSER funds on any of the items below in the current reporting period under ESSER I, ESSER II, and ESSER III:					
	Yes	No			
1. Promoting vaccination	<input type="checkbox"/>	<input checked="" type="checkbox"/>			
2. Consistent and correct mask use	<input type="checkbox"/>	<input checked="" type="checkbox"/>			
3. Physical distancing	<input checked="" type="checkbox"/>	<input type="checkbox"/>			
4. Screening and testing to promptly identify cases, clusters, and outbreaks	<input type="checkbox"/>	<input checked="" type="checkbox"/>			
5. Ventilation	<input checked="" type="checkbox"/>	<input type="checkbox"/>			
6. Handwashing and respiratory etiquette	<input checked="" type="checkbox"/>	<input type="checkbox"/>			
7. Staying home when sick and getting tested	<input type="checkbox"/>	<input checked="" type="checkbox"/>			
8. Contact tracing	<input type="checkbox"/>	<input checked="" type="checkbox"/>			
9. Cleaning and disinfection	<input checked="" type="checkbox"/>	<input type="checkbox"/>			
How did the LEA seek to reengage students with poor attendance or participation? Please answer regardless of whether ESSER funds were used for this purpose.					
	Yes	No			
1. Direct outreach to families	<input checked="" type="checkbox"/>	<input type="checkbox"/>			
2. Engaging the school district homeless liaison	<input checked="" type="checkbox"/>	<input type="checkbox"/>			
3. Partnering with community-based organizations	<input checked="" type="checkbox"/>	<input type="checkbox"/>			
4. Offering home internet service and/or devices	<input checked="" type="checkbox"/>	<input type="checkbox"/>			
5. Implementing new curricular strategies to improve student engagement	<input checked="" type="checkbox"/>	<input type="checkbox"/>			
6. Offering credit recovery and/or acceleration strategies	<input checked="" type="checkbox"/>	<input type="checkbox"/>			
Please select the activities or interventions the LEA implemented as part of its evidence-based improvement strategies (EBIS) portion of ESSER III funding to respond to students' academic, social, and emotional needs and address the disproportionate impact of COVID-19 on underserved student groups, including students of color, children from low-income families, children with disabilities, English learners, migratory students, students experiencing homelessness, youth in foster care, and other groups disproportionately impacted by the pandemic (e.g., youth involved in the criminal justice system, students who have missed the most in-person instruction during the 2019-2020 and 2020-2021 school years, students who did not consistently participate in remote instruction when offered during school building closures, and LGBTQ+ students).					
	Yes	No			
1. Summer learning or summer enrichment	<input type="checkbox"/>	<input checked="" type="checkbox"/>			
2. Afterschool programs	<input type="checkbox"/>	<input checked="" type="checkbox"/>			
3. Extended instructional time (school day, school week, or school year)	<input type="checkbox"/>	<input checked="" type="checkbox"/>			
4. Tutoring	<input type="checkbox"/>	<input checked="" type="checkbox"/>			
5. Additional classroom teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>			

6. Other additional staffing and/or activities to assess and support social-emotional well-being (excluding mental health supports), for students,educators, and/or families	<input type="checkbox"/>	<input checked="" type="checkbox"/>			
7. Other additional staffing and/or activities to assess and support mental health needs, for students, educators, and/or families	<input type="checkbox"/>	<input checked="" type="checkbox"/>			
8. Other additional staffing or activities to identify and respond to the needs of students disproportionately impacted by the COVID-19 pandemic (including students from low-income families, students with disabilities, English learners, students of color, students experiencing homelessness, and children and youth in foster care)	<input type="checkbox"/>	<input checked="" type="checkbox"/>			
9. Universal screening, academic assessments, intervention data systems (such as early warning systems),or professional learning about data systems	<input type="checkbox"/>	<input checked="" type="checkbox"/>			
10. Improved coordination of services for students (such as full-service community schools) or improved coordination with partner agencies (such as foster care services)	<input type="checkbox"/>	<input checked="" type="checkbox"/>			
11. Early childhood programs	<input type="checkbox"/>	<input checked="" type="checkbox"/>			
12. Curriculum adoption and learning materials	<input type="checkbox"/>	<input checked="" type="checkbox"/>			
13. Professional learning to increase instructional quality and advance investments in talent pipelines for educators	<input type="checkbox"/>	<input checked="" type="checkbox"/>			
Indicate the total number of staff within the listed position categories that were supported with ESSER I, ESSER II, or ESSER III funds (including any ESSER III grants authorized under the American Rescue Plan Act e.g., ESSER III supplemental funds for in-person instructional hours, ESSER III EBIS Grant, ESSER III Out-of-School Time Grant, and ESSER III Summer School Grant) within the current reporting period. Staff should be counted as supported if the salaries or benefits were partially or fully funded with ESSER funds.					
Specific Position Categories	# of Staff for each Position Category				
Special Educators and Related Service Personnel	0				
Paraprofessionals	1	Loreto Lopez			
Bilingual or EL Educators	1	Christopher Marquez			
School Counselors, School Psychologists and Social Workers	2	Michelle Schmitz (counselor), Pat Bashe (School Psych.)			
School Nurses	0				
Substitutes and Other Short-term Staff	0				
Classroom Educators (not covered by previous categories)	1	kim			
Support Personnel (not covered by previous categories)	2	custodians			
Administrative Staff (not covered by previous categories)	1	amanda			

Provide the number of full-time equivalent (FTE) positions for the LEA as of the most recent reporting date.				
Full-time equivalent (FTE) positions as of September 30, 2020	57.5	included past years as examples		
Full-time equivalent (FTE) positions as of September 30, 2021	54.33			
Full-time equivalent (FTE) positions as of September 30, 2022	59.1			