

Entity Contact Information

Amphitheater Unified District (100210000) Public District - FY 2022 - **Low Risk** - ESSER Reporting - Title I LEAs - Rev 0

ENTITY CONTACT INFORMATION - Title I LEAs

REQUIRED CONTACTS

Grant Name	Primary Contact Name	Contact Title	Contact Phone	Contact Email
ESSER I	* Scott Little	* CFO	* 5206965130	* slittle@amphi.com
ESSER II	* Scott Little	* CFO	* 5206965130	* slittle@amphi.com
ESSER III	* Scott Little	* CFO	* 5206965130	* slittle@amphi.com

ADDITIONAL CONTACTS (Optional)

Grant Name	Additional Contact Name(s)	Contact Title	Contact Phone	Contact Email
Please select... ▼				

IMPORTANT - Click "Add Row" for each Additional Contact to be entered.

ESSER Total Allocated and Expended Funds

Amphitheater Unified District (100210000) Public District - FY 2022 - **Low Risk** - ESSER Reporting - Title I LEAs - Rev 0

IMPORTANT: PORTIONS OF THIS PAGE WILL BE UPDATED WITH PRE-POPULATED DATA. A SYSTEM ANNOUNCEMENT WILL BE SENT ONCE THIS PAGE HAS BEEN UPDATED

Total amount **awarded** and total amount **expended** reflect GME data as of June 30, 2021. (**NOTE: Expenditure data for ESSER I** is for the period of October 1, 2020 - June 30, 2021). These amounts cannot be edited.

Data Count ID	Funds Category	ESSER I	ESSER II	ESSER III
323, 324, 325	Total amount awarded	\$ 3,173,678.01	\$ 13,002,600.04	\$ 29,093,690.18
326, 327, N/A	Total amount expended	\$ 3,085,396.80	\$	\$
328	Total amount expended from 20% set-aside to address learning loss - <i>(Please enter this amount in the column to the right)</i>			* \$ 0.00

Amphitheater Unified District (100210000) Public District - FY 2022 - **Low Risk** - ESSER Reporting - Title I LEAs - Rev 0

A - LEA Uses of ESSER I, II & III Funds - Use of Funds Detail

• Please provide responses related to activities, funds and expenditures for the following reporting periods:

- **ESSER I: October 1, 2020 - June 30, 2021** (portion of state fiscal year FY21)
- **ESSER II: July 1, 2020 - June 30, 2021** (state fiscal year FY21)
- **ESSER III: July 1, 2020 - June 30, 2021** (state fiscal year FY21)

Data Count ID	Description	ESSER I	ESSER II	ESSER III <i>excluding required set-aside</i>	ESSER III <i>20% required set-aside</i>
	ESSER Total Expended Funds - <i>(Data ESSER I and ESSER II expenditures will be prepopulated; pending vendor update)</i>	\$ 3,085,396.80	\$	* \$ 0.00	\$ 0.00

IMPORTANT: ESSER III 20% set-aside to Address Learning Loss amount will be exclusive of the amount reported in the preceding ESSER III column; **report each expenditure in only one of the two ESSER III columns below, entering \$0.00 in whichever column does not have expenditures for that line item.**

Uses of ESSER Funds

<p>330, 370, 410, 450</p>	<p>Total amount expended on Addressing Physical Health and Safety</p>				
<p>331, 371, 411, 451</p>	<p>Personnel Services - Salaries</p>	<p>\$ 253,068.37 * ID: 331</p>	<p>\$ 0.00 * ID: 371</p>	<p>\$ 0.00 * ID: 411</p>	<p>\$ 0.00 * ID: 451</p>
<p>332, 372, 412, 452</p>	<p>Personnel Services -- Benefits</p>	<p>\$ 79,572.28 * ID: 332</p>	<p>\$ 0.00 * ID: 372</p>	<p>\$ 0.00 * ID: 412</p>	<p>\$ 0.00 * ID: 452</p>
<p>333, 373, 413, 453</p>	<p>Purchased Professional and Technical Services</p>	<p>\$ 0.00 * ID: 333</p>	<p>\$ 0.00 * ID: 373</p>	<p>\$ 0.00 * ID: 413</p>	<p>\$ 0.00 * ID: 453</p>
<p>334, 374, 414, 454</p>	<p>Purchased Property Services</p>	<p>\$ 0.00 * ID: 334</p>	<p>\$ 0.00 * ID: 374</p>	<p>\$ 0.00 * ID: 414</p>	<p>\$ 0.00 * ID: 454</p>

335, 375, 415, 455	Other Purchased Services	\$ 0.00 * <u>ID: 335</u>	\$ 0.00 * <u>ID: 375</u>	\$ 0.00 * <u>ID: 415</u>	\$ 0.00 * <u>ID: 455</u>
336, 376, 416, 456	Supplies	\$ 0.00 * <u>ID: 336</u>	\$ 0.00 * <u>ID: 376</u>	\$ 0.00 * <u>ID: 416</u>	\$ 0.00 * <u>ID: 456</u>
337, 377, 417, 457	Property	\$ 94,371.11 * <u>ID: 337</u>	\$ 0.00 * <u>ID: 377</u>	\$ 0.00 * <u>ID: 417</u>	\$ 0.00 * <u>ID: 457</u>
338, 378, 418, 458	Debt Service and Miscellaneous	\$ 0.00 * <u>ID: 338</u>	\$ 0.00 * <u>ID: 378</u>	\$ 0.00 * <u>ID: 418</u>	\$ 0.00 * <u>ID: 458</u>
339, 379, 419, 459	Other Items	\$ 0.00 * <u>ID: 339</u>	\$ 0.00 * <u>ID: 379</u>	\$ 0.00 * <u>ID: 419</u>	\$ 0.00 * <u>ID: 459</u>
340, 380, 420, 460	Total amount expended on Meeting Students' Academic, Social, Emotional, and Other Needs (Excluding Mental Health Supports)				
341, 381, 421, 461	Personnel Services - Salaries	\$ 1,270,725.66 * <u>ID: 341</u>	\$ 0.00 * <u>ID: 381</u>	\$ 0.00 * <u>ID: 421</u>	\$ 0.00 * <u>ID: 461</u>

342, 382, 422, 462	Personnel Services -- Benefits	\$ 367,824.24 * ID: 342	\$ 0.00 * ID: 382	\$ 0.00 * ID: 422	\$ 0.00 * ID: 462
343, 383, 423, 463	Purchased Professional and Technical Services	\$ 2,200.00 * ID: 343	\$ 0.00 * ID: 383	\$ 0.00 * ID: 433	\$ 0.00 * ID: 463
344, 384, 424, 464	Purchased Property Services	\$ 0.00 * ID: 344	\$ 0.00 * ID: 384	\$ 0.00 * ID: 434	\$ 0.00 * ID: 464
345,385, 425, 465	Other Purchased Services	\$ 0.00 * ID: 345	\$ 0.00 * ID: 385	\$ 0.00 * ID: 435	\$ 0.00 * ID: 465
346,386, 426, 466	Supplies	\$ 181,357.08 * ID: 346	\$ 0.00 * ID: 386	\$ 0.00 * ID: 426	\$ 0.00 * ID: 466
347, 387, 427, 467	Property	\$ 1,178.30 * ID: 347	\$ 0.00 * ID: 387	\$ 0.00 * ID: 427	\$ 0.00 * ID: 467
348, 388, 428, 468	Debt Service and Miscellaneous	\$ 0.00 * ID: 348	\$ 0.00 * ID: 388	\$ 0.00 * ID: 428	\$ 0.00 * ID: 468
349, 389, 429, 469	Other Items	\$ 0.00 * ID: 349	\$ 0.00 * ID: 389	\$ 0.00 * ID: 429	\$ 0.00 * ID: 469

<p>350, 390, 430, 470</p>	<p>Total amount expended on Mental Health Supports for Students and Staff.</p> <p>NOTE: 'Mental health supports' are defined as services provided by a licensed mental health professional. Services delivered by non-licensed professionals should be reported as "Meeting Students' Academic, Social, Emotional, and Other Needs".</p>				
<p>351, 391, 431, 471</p>	<p>Personnel Services - Salaries</p>	<p>\$ 0.00 * ID: 351</p>	<p>\$ 0.00 * ID: 391</p>	<p>\$ 0.00 * ID: 431</p>	<p>\$ 0.00 * ID: 471</p>
<p>352, 392, 432, 472</p>	<p>Personnel Services -- Benefits</p>	<p>\$ 0.00 * ID: 352</p>	<p>\$ 0.00 * ID: 392</p>	<p>\$ 0.00 * ID: 432</p>	<p>\$ 0.00 * ID: 472</p>
<p>353,393, 433, 473</p>	<p>Purchased Professional and Technical Services</p>	<p>\$ 0.00 * ID: 353</p>	<p>\$ 0.00 * ID: 393</p>	<p>\$ 0.00 * ID: 433</p>	<p>\$ 0.00 * ID: 473</p>

354, 394, 434, 474	Purchased Property Services	\$ 0.00 * <u>ID: 354</u>	\$ 0.00 * <u>ID: 394</u>	\$ 0.00 * <u>ID: 434</u>	\$ 0.00 * <u>ID: 474</u>
355, 395, 435, 475	Other Purchased Services	\$ 0.00 * <u>ID: 355</u>	\$ 0.00 * <u>ID: 395</u>	\$ 0.00 * <u>ID: 435</u>	\$ 0.00 * <u>ID: 475</u>
356, 396, 436, 476	Supplies	\$ 0.00 * <u>ID: 356</u>	\$ 0.00 * <u>ID: 396</u>	\$ 0.00 * <u>ID: 436</u>	\$ 0.00 * <u>ID: 476</u>
357, 397, 437, 477	Property	\$ 0.00 * <u>ID: 357</u>	\$ 0.00 * <u>ID: 397</u>	\$ 0.00 * <u>ID: 437</u>	\$ 0.00 * <u>ID: 477</u>
358, 398, 438, 478	Debt Service and Miscellaneous	\$ 0.00 * <u>ID: 358</u>	\$ 0.00 * <u>ID: 398</u>	\$ 0.00 * <u>ID: 438</u>	\$ 0.00 * <u>ID: 478</u>
359, 399, 439, 479	Other Items	\$ 0.00 * <u>ID: 359</u>	\$ 0.00 * <u>ID: 399</u>	\$ 0.00 * <u>ID: 439</u>	\$ 0.00 * <u>ID: 479</u>
360, 400, 440, 480	Total amount expended on Operational Continuity and Other Allowed Uses.				

361, 401, 441, 481	Personnel Services - Salaries	\$ 555,042.02 * <u>ID: 361</u>	\$ 0.00 * <u>ID: 401</u>	\$ 0.00 * <u>ID: 441</u>	\$ 0.00 * <u>ID: 481</u>
362, 402, 442, 482	Personnel Services -- Benefits	\$ 176,505.55 * <u>ID: 362</u>	\$ 0.00 * <u>ID: 402</u>	\$ 0.00 * <u>ID: 442</u>	\$ 0.00 * <u>ID: 482</u>
363, 403, 443, 483	Purchased Professional and Technical Services	\$ 0.00 * <u>ID: 363</u>	\$ 0.00 * <u>ID: 403</u>	\$ 0.00 * <u>ID: 443</u>	\$ 0.00 * <u>ID: 483</u>
364, 404, 444, 484	Purchased Property Services	\$ 0.00 * <u>ID: 364</u>	\$ 0.00 * <u>ID: 404</u>	\$ 0.00 * <u>ID: 444</u>	\$ 0.00 * <u>ID: 484</u>
365, 405, 445, 485	Other Purchased Services	\$ 100,000.00 * <u>ID: 365</u>	\$ 0.00 * <u>ID: 405</u>	\$ 0.00 * <u>ID: 445</u>	\$ 0.00 * <u>ID: 485</u>
366, 406, 446, 486	Supplies	\$ 3,552.19 * <u>ID: 366</u>	\$ 0.00 * <u>ID: 406</u>	\$ 0.00 * <u>ID: 446</u>	\$ 0.00 * <u>ID: 486</u>
367, 407, 447, 487	Property	\$ 0.00 * <u>ID: 367</u>	\$ 0.00 * <u>ID: 407</u>	\$ 0.00 * <u>ID: 447</u>	\$ 0.00 * <u>ID: 487</u>
368, 408, 448, 488	Debt Service and Miscellaneous	\$ 0.00 * <u>ID: 368</u>	\$ 0.00 * <u>ID: 408</u>	\$ 0.00 * <u>ID: 448</u>	\$ 0.00 * <u>ID: 488</u>

369, 409, 449, 489	Other Items	\$ 0.00 * ID: 369	\$ 0.00 * ID: 409	\$ 0.00 * ID: 449	\$ 0.00 * ID: 489
	Planned Uses of Remaining Funds	ESSER I	ESSER II	ESSER III	
	ESSER Award Amounts	\$ 3,173,678.01	\$ 13,002,600.04	\$ 29,093,690.18	
491, 497, 504	Remaining ESSER funds - <i>(Data for this row will be calculated and displayed by system; pending vendor update)</i>	\$ 88281.20999999 ID: 491	\$ 13,002,600.04 ID: 497	\$ 0.00 ID: 504	
492, 498, 505	Percentage of remaining ESSER funds planned for Addressing Physical Health and Safety	2.13 % * ID: 492	13.16 % * ID: 498	24.24 % * ID: 505	
493, 499, 506	Percentage of remaining ESSER funds planned for Meeting Students' Academic, Social, Emotional, and Other Needs (Excluding Mental Health Supports)	87.21 % * ID: 493	32.66 % * ID: 499	45.82 % * ID: 506	

<p>494, 500, 507</p>	<p>Percentage of remaining ESSER funds planned for Mental Health Supports for Students and Staff.</p> <p>NOTE: 'Mental health supports' are defined as services provided by a licensed mental health professional. Services delivered by non-licensed professionals should be reported as "Meeting Students' Academic, Social, Emotional, and Other Needs"</p>	<p>0 % *</p> <p>ID: 494</p>	<p>0 % *</p> <p>ID: 500</p>	<p>14 % *</p> <p>ID: 507</p>
<p>495, 501, 508</p>	<p>Percentage of remaining ESSER funds planned for Operational Continuity and Other Allowed Uses</p>	<p>10.66 % *</p> <p>ID: 495</p>	<p>54.18 % *</p> <p>ID: 501</p>	<p>15.94 % *</p> <p>ID: 508</p>

Maintaining Safe In-Person Instruction

Please select Yes or No below to indicate whether ESSER funds were expended on each of the items listed. -

NOTE: "ESSER" refers to ESSER I, ESSER II, and ESSER III funds

Data Count ID	Category	Responses
509.T	Were ESSER funds expended to promote vaccination?	* <u>ID: 509.T</u> <input type="radio"/> Yes <input checked="" type="radio"/> No
510.T	Were ESSER funds expended on consistent and correct mask use?	* <u>ID: 510.T</u> <input type="radio"/> Yes <input checked="" type="radio"/> No
511.T	Were ESSER funds expended on physical distancing?	* <u>ID: 511.T</u> <input checked="" type="radio"/> Yes <input type="radio"/> No
512.T	Were ESSER funds expended on screening testing to promptly identify cases, clusters, and outbreaks?	* <u>ID: 512.T</u> <input type="radio"/> Yes <input checked="" type="radio"/> No
513.T	Were ESSER funds expended on ventilation?	* <u>ID: 513.T</u> <input checked="" type="radio"/> Yes <input type="radio"/> No
514.T	Were ESSER funds expended on handwashing and respiratory etiquette?	* <u>ID: 514.T</u> <input type="radio"/> Yes <input checked="" type="radio"/> No
515.T	Were ESSER funds expended on staying home when sick and getting tested?	* <u>ID: 515.T</u> <input type="radio"/> Yes <input checked="" type="radio"/> No
516.T	Were ESSER funds expended on contact tracing?	* <u>ID: 516.T</u> <input checked="" type="radio"/> Yes <input type="radio"/> No
517.T	Were ESSER funds expended on cleaning and disinfection?	* <u>ID: 517.T</u> <input checked="" type="radio"/> Yes <input type="radio"/> No

Internet Access Expenditures

518.T. Check if ESSER funds were expended to provide home internet access for students.

Please select Yes or No below to indicate whether ESSER funds were expended on each of the items listed.

- NOTE: "ESSER" refers to ESSER I, ESSER II, and ESSER III funds

Data Count ID	Detail Item	Responses
519.T	Were ESSER funds expended to provide mobile hotspots with paid data plans?	* <u>ID: 519.T</u> <input type="radio"/> Yes <input type="radio"/> No
520.T	Were ESSER funds expended to provide internet-connected devices with paid data plans?	* <u>ID: 520.T</u> <input type="radio"/> Yes <input type="radio"/> No
521.T	Were ESSER funds expended to provide a home internet subscription for students paid for by the district?	* <u>ID: 521.T</u> <input type="radio"/> Yes <input type="radio"/> No
522.T	Were ESSER funds expended to provide home internet access through a district-managed wireless network?	* <u>ID: 522.T</u> <input type="radio"/> Yes <input type="radio"/> No
523.T	Were ESSER funds expended to provide home internet access via other services?	* <u>ID: 523.T</u> <input type="radio"/> Yes <input type="radio"/> No
524.T	Please specify/provide description of other services if a "Yes" response is provided in above row:	<u>ID: 524.T</u>

Reengaging Students

Please select Yes or No below to indicate strategies used to re-engage students with poor attendance or participation.

Please answer regardless of whether ESSER funds were used for this purpose.

Data Count ID	Detail Item	Response
525.T	Sought to re-engage students with poor attendance or participation.	* <u>ID: 525.T</u> <input type="radio"/> Yes <input checked="" type="radio"/> No
526.T	Sought to re-engage students with poor attendance or participation using direct outreach to families	* <u>ID: 526.T</u> <input type="radio"/> Yes <input checked="" type="radio"/> No
527.T	Sought to re-engage students with poor attendance or participation by engaging the school district homeless liaison	* <u>ID: 527.T</u> <input type="radio"/> Yes <input checked="" type="radio"/> No
528.T	Sought to re-engage students with poor attendance or participation by partnering with community-based organizations	* <u>ID: 528.T</u> <input type="radio"/> Yes <input checked="" type="radio"/> No
529.T	Sought to re-engage students with poor attendance or participation by offering home internet service and/or devices	* <u>ID: 529.T</u> <input type="radio"/> Yes <input checked="" type="radio"/> No
530.T	Sought to re-engage students with poor attendance or participation by implementing new curricular strategies to improve student engagement	* <u>ID: 530.T</u> <input type="radio"/> Yes <input checked="" type="radio"/> No
531.T	Sought to re-engage students with poor attendance or participation by offering credit recovery and/or acceleration strategies	* <u>ID: 531.T</u> <input checked="" type="radio"/> Yes <input type="radio"/> No
532.T	Sought to re-engage students with poor attendance or participation by using other strategies	* <u>ID: 532.T</u> <input type="radio"/> Yes <input checked="" type="radio"/> No
533.T		* <u>ID: 533.T</u> Additional Tutoring, Credit Recovery & Summer

Please provide description of other strategies used to re-engage students with poor attendance or participation if a "Yes" response is provided in above row:

School offered. Project R.I.S.E. & Additional Tutoring After-school tutoring will be offered at each school, which will provide instructors to help students with credit recovery due to learning loss caused by COVID. Content Credit Recovery programs, such as RISE (Recovery, Intervention, Support and Enrichment) allow students to pass and receive credit for a course that was previously failed, thus helping them meet grade level standards and stay on track to graduate on time (Chait, et al., 2007; Watson & Gemin, 2008). Allocation of financial resources will support afterschool day learning across the district, providing students with opportunities to receive decisive intervention and assistance to mitigate learning loss and extend learning opportunities that will enhance student proficiency. High quality after school programs has shown tremendous benefit in decreasing dropout rates and absenteeism while furthering students' social-emotional well-being and self-confidence. Moreover, afterschool programs have been shown to decrease the learning gap for low-income students and subgroups. Before/after school tutoring programs will be led/facilitated by highly qualified grade/subject level teachers who are currently teaching the subject(s)/grade(s). Tutoring will occur in small groups, with a ratio of 1:5 or less. Tutoring sessions will occur 2 - 3 times per week, each session lasting between 1.5 - 2.0 hours; thus allowing for multiple small group sessions to be held on any given day. Amp Up! Summer School Amphitheater's AmpUp! Summer Programs provides all students, K - 12, with access to free summer enrichment, credit recovery, and credit advancement. Specific focus of program offerings will center on

recovery/acceleration in reading, writing and math related subjects. Summer programs include summer assessments that further support instructors' ability to identify and remediate learning gaps in critical reading and math skills. Summer programming includes opportunities for students to participate in activities/courses geared to accelerating learning and providing choice in programs that enhance learning. Furthermore, summer programs and courses will focus on support for students transitioning between grade levels, such as elementary to middle school and middle school to high school.

ESSER Allocation Criteria

544.T. Check if some portion of ESSER funds was allocated to schools in the current reporting period.

Please select Yes or No below to indicate criteria used to allocated ESSER funds to schools. - NOTE: "ESSER" refers to ESSER I, ESSER II, and ESSER III funds

Data Count ID	Allocation Criteria	Response
544.T	Was some portion of ESSER funds allocated to schools in the current reporting period?	* ID: 544.T <input checked="" type="radio"/> Yes <input type="radio"/> No

545.T	Was a flat amount per school or per pupil used as criteria for allocation of ESSER funds to schools?	<p>* <u>ID: 545.T</u></p> <p><input type="radio"/> Yes <input checked="" type="radio"/> No</p>
546.T	Was the number or proportion of students at the school with specific curricular needs used as criteria for allocation of ESSER funds to schools?	<p>* <u>ID: 546.T</u></p> <p><input type="radio"/> Yes <input checked="" type="radio"/> No</p>
547.T	Was the number or proportion of students at the school who are eligible for Free or Reduced-Price Lunch and/or other indicators of low-income background used as criteria for allocation of ESSER funds to schools?	<p>* <u>ID: 547.T</u></p> <p><input type="radio"/> Yes <input checked="" type="radio"/> No</p>

548.T	Were measure(s) of lost instructional time ("learning loss") used as criteria for allocation of ESSER funds to schools?	<p>* <u>ID: 548.T</u></p> <p><input type="radio"/> Yes <input checked="" type="radio"/> No</p>
549.T	Was stakeholder or community input used as criteria for allocation of ESSER funds to schools?	<p>* <u>ID: 549.T</u></p> <p><input checked="" type="radio"/> Yes <input type="radio"/> No</p>
550.T	Was Title I status used as criteria for allocation of ESSER funds to schools?	<p>* <u>ID: 550.T</u></p> <p><input type="radio"/> Yes <input checked="" type="radio"/> No</p>
551.T	Was other data used as criteria for allocation of ESSER funds to schools?	<p>* <u>ID: 551.T</u></p> <p><input type="radio"/> Yes <input checked="" type="radio"/> No</p>

552.T

Please provide description of other data used as criteria for allocation of ESSER funds to schools if a "Yes" response is provided in above row:

* **ID: 552.T**

Additional Intervention Staff and Custodial Staff provided to each school. Pandemic Intervention and Acceleration Teachers will be added for supplemental instruction for all students to overcome learning loss due to COVID. Teachers will establish baseline academic achievement levels for individuals and small groups of students, prepare acceleration plans to close gaps between expected achievement levels and current levels which may have been caused by school closures, hybrid learning models, and remote online instruction during the COVID-19 pandemic. PPE and cleaning supplies for sanitization of schools in accordance with CDC guidance to reduce the spread of COVID-19. Sanitation and protective items to protect students and staff by providing personal protective equipment (such as: face masks/shields, gowns, water bottles, desktop shields, portable sinks and chrome bags for transportation of Chromebook. Water bottle and hand washing stations for increased student safety. Additional hours for custodial staff for deep cleaning.

ESSER III - LEA Use of the 20% Required Set-Aside to Address Learning Loss

Which activities or interventions did the LEA implement during the reporting period (July 1, 2020 - June 30, 2021) to satisfy the LEA's ESSER III mandatory 20% set-aside to address learning loss? (Mark Y or N for each activity)

Data Count ID	Description	Responses
553	The total amount reserved by the LEA from the ESSER III mandatory subgrant award to address the impact of learning loss	ID: 553 - (To be prepopulated from GME ESSER III application)
554	Amount expended by the LEA from the ESSER III mandatory subgrant award to address the impact of learning loss	ID: 554 - 9To be prepopulated from Total Allocated and Expended Funds page)
555	Summer learning or summer enrichment	* ID: 555 <input checked="" type="radio"/> Yes <input type="radio"/> No

556	Afterschool programs	* <u>ID: 556</u> <input type="radio"/> Yes <input type="radio"/> No
557	Extended instructional time (school day, school week, or school year)	* <u>ID: 557</u> <input type="radio"/> Yes <input type="radio"/> No
558	Tutoring	* <u>ID: 558</u> <input type="radio"/> Yes <input type="radio"/> No
559	Additional classroom teachers	* <u>ID: 559</u> <input type="radio"/> Yes <input type="radio"/> No
560	Other additional staffing and/or activities to assess and support social-emotional well-being (excluding mental health supports), for students, educators and/or families	* <u>ID: 560</u> <input type="radio"/> Yes <input type="radio"/> No
561	Other additional staffing and/or activities to assess and support mental health needs, for students, educators and/or families	* <u>ID: 561</u> <input type="radio"/> Yes <input type="radio"/> No
562	Other additional staffing and/or activities to identify and/or respond to unique student needs and/or provide targeted support for vulnerable students (including low-income children or students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care)	* <u>ID: 562</u> <input type="radio"/> Yes <input type="radio"/> No
563	Universal screening, academic assessments, and intervention data systems, such as early warning systems and/or opportunity to learn data systems.	* <u>ID: 563</u> <input type="radio"/> Yes <input checked="" type="radio"/> No

564	Improved coordination of services for students with multiple types of needs, such as full-service community schools or improved coordination with partner agencies, such as foster care services	* <u>ID: 564</u> <input type="radio"/> Yes <input checked="" type="radio"/> No
565	Early childhood programs	* <u>ID: 565</u> <input type="radio"/> Yes <input checked="" type="radio"/> No
566	Curriculum adoption and learning materials	* <u>ID: 566</u> <input type="radio"/> Yes <input checked="" type="radio"/> No
567	Core staff capacity building / training to increase instructional quality and advance investments in talent pipelines for teachers and/or classified staff	* <u>ID: 567</u> <input checked="" type="radio"/> Yes <input type="radio"/> No
568	Other	* <u>ID: 568</u> <input type="radio"/> Yes <input checked="" type="radio"/> No
569	Description of other activities or programs	* <u>ID: 569</u> ESSER funds that have been allocated to support before/after school tutoring, credit recovery and summer programming are focused on creating small group environments, allowing for maximum social distancing between students. Programs, particularly those in summer, allow grouping in 1:10 ratios; thereby allowing 6' - 8' between students and between the students and teacher. Pandemic Teachers will be added for supplemental instruction for all students to overcome learning loss due to COVID. Teachers will establish baseline academic achievement levels for individuals and small groups of students, prepare acceleration plans to close gaps between expected achievement levels and current levels which may have been caused by school closures, hybrid learning models, and

school closures, hybrid learning models, and remote online instruction during the COVID-19 pandemic. Amphitheater will ensure that the interventions it implements to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately 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. Psychologists will help families find resources and small group activities to deal with emotional trauma and mental health due to COVID. Project R.I.S.E. will provide teachers to address learning loss and credit recovery, and The Amp Up! summer school program will provide instructors for remediation including teachers and paraprofessionals to address learning loss and offer opportunities for credit recovery. After-school tutoring will be offered at each school, which will provide instructors to help students with credit recovery due to learning loss caused by COVID.

<p>570</p>	<p>From the FY2021 Elementary and Secondary School Emergency Relief (ESSER III) Fund funding application, Program Narrative Questions page, copy and paste the original response to Question #2 below.</p> <p>"Please describe how the selected activities or interventions address the disproportionate impact of COVID-19 on each listed underserved student groups, including each major racial and ethnic group, 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 that have been identified by the SEA." - Do not edit the response below. To update the response, enter an edited version in the next column).</p>	<p>If needed, enter edited version of original application response below. If there were no expenses from the 20% set-aside enter "N/A":</p>
	<p>* All support programs, including before/after school assistance, which includes both academic and social emotional support, is available to all students; however, sites will also use D/F reports, free-reduced reports to help decisively support students who have been disproportionately impacted by COVID. Moreover, before/after school tutoring, extended day credit recovery courses and Summer credit recovery programs include courses options that support students with IEPs and students who are English Language Learners. Amphitheater will ensure that the interventions it implements to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately 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</p>	<p>* All support programs, including before/after school assistance, which includes both academic and social emotional support, is available to all students; however, sites will also use D/F reports, free-reduced reports to help decisively support students who have been disproportionately impacted by COVID. Moreover, before/after school tutoring, extended day credit recovery courses and Summer credit recovery programs include courses options that support students with IEPs and students who are English Language Learners.</p>

students. Psychologists will help families find resources and small group activities to deal with emotional trauma and mental health due to COVID. Project R.I.S.E. will provide teachers to address learning loss and credit recovery, and The Amp Up! summer school program will provide instructors for remediation including teachers and paraprofessionals to address learning loss and offer opportunities for credit recovery. After-school tutoring will be offered at each school, which will provide instructors to help students with credit recovery due to learning loss caused by COVID. Capital technology items will be purchased to support the Teacher's ability to offer remote instruction due to COVID. We will increase fresh air intake in ventilation systems by installing new HVAC systems, in accordance with CDC guidance. Professional development activities will be implemented to assist instructional staff in curriculum development, instruction techniques, and staff training to improve instruction for all students who were affected by COVID learning loss. A Pandemic Mitigation and Compliance Officer will be responsible for implementing mitigation measures, in accordance with CDC guidelines. Instructional Technology Specialists will support remote instruction between teachers and students and prepare for future responses to outbreaks. School Health Assistants will be added due to added responsibilities of health office due to COVID. Pandemic Teachers will be added for supplemental instruction for all students to overcome learning loss due to COVID. Teachers will establish baseline academic achievement levels for individuals and small groups of students, prepare acceleration plans to close gaps between expected achievement levels and current levels which may have been caused by school closures, hybrid learning models, and remote online instruction during

the COVID-19 pandemic. A new Grant Administrator will be hired to support additional work associated with ESSER Grants. Retention stipends will be offered to employees to retain staff due to COVID workforce shortages. PPE and cleaning supplies will be purchased for increased sanitization of schools in accordance with CDC guidance. The internship center at Amphitheater High School will be remodeled to allow for social distancing and to provide additional opportunities for students who were affected by learning and opportunity loss due to COVID.

Full-Time Equivalent (FTE) Positions

Amphitheater Unified District (100210000) Public District - FY 2022 - **Low Risk** - ESSER Reporting - Title I LEAs - Rev 0

Full-Time Equivalent (FTE) Positions

Provide the number of full-time equivalent (FTE) positions for the LEA, or non-LEA Entity as of the listed reporting dates.

• ***(The number of FTE positions includes all staff regardless of whether the position is funded by Federal, State, local, or other funds - and equals the sum of the number of full-time positions plus the full-time equivalent of the number of part-time positions)***

Data Count ID	Detail Items	Responses
793.T	Full-time equivalent (FTE) positions as of September 30, 2018	1816.35 * 793.T
794.T	Full-time equivalent (FTE) positions as of September 30, 2019	1830.8 * 794.T
795.T	Full-time equivalent (FTE) positions as of March 13, 2020	1856.6 * 795.T
796.T	Full-time equivalent (FTE) positions as of September 30, 2020	1797.68 * 796.T
797.T	Full-time equivalent (FTE) positions as of September 30, 2021	1753.49 * 797.T