ESSER III Expenditure Plan

<table>
<thead>
<tr>
<th>Local Educational Agency (LEA) Name</th>
<th>Contact Name and Title</th>
<th>Email and Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Round Valley Unified School District (RVUSD)</td>
<td>Mike Gorman, Superintendent Valley Unified School District</td>
<td><a href="mailto:mgorman@rvusd.us">mgorman@rvusd.us</a> X 2  707-983-6171</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Plan Title</th>
<th>Where the Plan May Be Accessed</th>
</tr>
</thead>
<tbody>
<tr>
<td>None Referenced</td>
<td></td>
</tr>
</tbody>
</table>

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

$1,779,421

<table>
<thead>
<tr>
<th>Plan Section</th>
<th>Total Planned ESSER III</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strategies for Continuous and Safe In-Person Learning</td>
<td>$1,363,537</td>
</tr>
<tr>
<td>Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)</td>
<td>$415,884</td>
</tr>
<tr>
<td>Use of Any Remaining Funds</td>
<td>$0</td>
</tr>
</tbody>
</table>

Total ESSER III funds included in this plan

$1,779,421

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 Superintendent held input discussions with the following district stakeholders: Teachers and the Round Valley Teachers Association, Classified Staff and the Round Valley CSEA, Site Administrators, the Business Manager and District office personnel, Special Education Teachers and Consultant, Homeless Coordinator, DELAC Coordinator, Director of Maintenance and Transportation, and Board of Trustees. During each conversation, the Superintendent shared information about ESSER III funding, the purpose of the ESSER III plan and the potential uses of ESSER funding, and all groups were asked for input into the development of the plan. Administrators were asked to speak with parents and students (HS) and the DELAC Coordinator spoke with EL parents to obtain ideas. The Superintendent made multiple attempts to contact the Round Valley Indian Tribe representatives, but did not receive any response. Due to the extremely rural nature of the district, there are no organizations that represent significant subpopulations of our students and families. The Superintendent reviewed all ideas submitted and worked with administration to develop our plan. The Board of Trustees reviewed the plan in open session, asked for community input and provided feedback, which has been included in the final draft of the RVUSD ESSER III District Plan

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

The actions described in "Addressing the Impact of Lost Instructional Time," including Afterschool Extended Student Instruction at both the high school and the elementary school and the addition of Summer School for elementary students, are strongly supported by parents (including parents of EL, Homeless, Special Education and American Indian students), students, school staff (certificated and classified), unions, administrators, district leadership and the Board of Trustees. Providing extended instructional time for students to be able to "catchup" with learning they lost during the past two years was placed as a top priority for the district to implement. Adding an additional Independent Study teacher is supported by parents (including parents of EL, Homeless, Special Education and American Indian students), teachers, Round Valley Teacher's Association (RVTA), and district leadership due to the significant increase of parents, especially at the elementary school, who have requested independent study this year and the anticipation that this number may increase in the event of vaccine mandates. Our current independent study program is extremely full, and the addition of another teacher will allow for more instruction and interaction between teachers and students. Teachers and school administration are supportive of the purchase of Renaissance reading and mathematics assessments to be used as a tool to monitor student growth.

The actions described in "Strategies for Continuous and Safe In-Person Learning," including numerous actions that will support better Ventilation in classrooms, offices and other facilities, Upgrading of HVAC systems to include placement of ionization units throughout the school and district sites, and the continued Purchase of Sanitizing Agents to be used to maintain safe facilities, are supported by a wide array of community partners, including District leadership, site administrators, maintenance personnel, certificated and classified staff (including RVTA and CSEA), families and students. These groups of individuals place a high priority on keeping our schools clean, sanitized, and safe so that students and staff will be able to continue participating in in-person learning and are cognizant of the potential within the community of continued issues with COVID transmission, especially in our small, rural environment. Certificated and classified staff, administrators and maintenance personnel have been concerned about the need for more frequent deep cleaning in classrooms, and this concern is being
addressed through the hiring of two additional custodial staff. Providing closer student monitoring of proper use of face masks and maintaining social distancing, especially during times when students are not directly within classrooms, has also been a concern of administration, teachers and other school staff, and families (including parents of EL, Homeless, Special Education and American Indian students), and the strategies denoted in our plan under the action of Student Monitoring HS, ES address this need. The Educational Technology actions were identified and supported by the Technology Coordinator, site and district administration, teachers, students and families (including parents of EL, Homeless, Special Education and American Indian students). Special education staff/consultant, EL coordinator and teachers also support the purchase of adaptive materials for special needs students and software to be used for intervention and expanded ELA and mathematics learning opportunities for students. Finally, the District leadership, site administrators and the Board of Trustees identified as a high priority the hiring of a COVID Response Coordinator to oversee the district’s response to the on-going COVID crisis and ensure that the district is following all protocols, completing all required COVID testing of staff and students, working with public health, maintaining all records, and ensuring safe environments for all employees. The district superintendent has been leading this effort to date, but his time is spread thin while attempting to oversee all of the details involved with COVID while also addressing the daily needs of the district.

### 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**
<table>
<thead>
<tr>
<th>Plan Alignment (if applicable)</th>
<th>Action Title</th>
<th>Action Description</th>
<th>Planned ESSER III Funded Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>COVID Response Coordination</td>
<td>A COVID Response Coordinator will be hired for one year. This temporary classified position will provide coordination, in cooperation with the district superintendent. He/she will provide direct contact with public health, order needed materials, communicate with staff, and provide direct COVID testing services. (1.0 FTE, 181 days)</td>
<td>$93,500</td>
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<tr>
<td></td>
<td>Stipends will be paid to current staff who have been providing student and staff COVID testing services and providing development and support for COVID reports and mandated district required plans.</td>
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<tr>
<td></td>
<td>Student Monitoring HS, ES</td>
<td>HS - The district will hire a campus monitor who will supervise high school students to ensure compliance with mask mandates and encourage physical distancing during breaks. This will be a three year temporary position. (.88 FTE, 3 yrs) ES - The district will hire a part-time monitor who will provide student supervision on the yard, in the cafeteria, and within the library to ensure students comply with mask mandates and encourage physical distancing. (.88 FTE, 3 yrs)</td>
<td>$245,632</td>
</tr>
<tr>
<td></td>
<td>ES - The district will hire two 2-hour yard supervision personnel to provide oversight of students at lunchtime to ensure students comply with mask mandates and encourage physical distancing. (2 hrs/day, 3 yrs)</td>
<td></td>
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<tr>
<td>Category</td>
<td>Description</td>
<td>Cost</td>
<td></td>
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<tr>
<td>Custodial</td>
<td>The district will hire two additional custodial workers to provide more frequent and more intensive cleaning of classrooms and facilities to ensure higher levels of sanitization. (2 - 1.0 FTE, 3 yrs)</td>
<td>$319,880</td>
<td></td>
</tr>
<tr>
<td>Ventilation - window replacements</td>
<td>The district will replace windows throughout the district with ones that will open and provide ventilation within classrooms, offices, and large spaces. Cross ventilation will be provided. Costs will include purchase of windows and installation. EL/M - 164 windows HS/PreK/Continuation HS - 104 windows DO</td>
<td>$257,500</td>
<td></td>
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<tr>
<td>Upgrade HVAC systems</td>
<td>Upgrade HVAC systems to insert ionization units (49 units)</td>
<td>$98,000</td>
<td></td>
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<tr>
<td>Purchase sanitizing agents</td>
<td>Purchase supplies, to include: masks (youth and adult), gloves, hand sanitizer, sanitizing wipes and spray, foggers, fogging agent, air purifier, air purification units, air purification filters, sanitation cleaning agents, floor scrubbers, shampooers, soap dispensers, hand towel dispensers</td>
<td>$200,000</td>
<td></td>
</tr>
<tr>
<td>Cafeteria equipment</td>
<td>Upgrade dishwasher (high sanitizing), ovens, prep table</td>
<td>$33,386</td>
<td></td>
</tr>
<tr>
<td>Storage</td>
<td>Purchase two storage units to store sanitizing agents (see above)</td>
<td>$15,000</td>
<td></td>
</tr>
<tr>
<td>Educational Technology</td>
<td>Purchase/replace student Chromebooks, software learning intervention programs and adaptive equipment to facilitate learning within classrooms and at home</td>
<td>$100,639</td>
<td></td>
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</tbody>
</table>
# 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**

$415,884

<table>
<thead>
<tr>
<th>Plan Alignment (if applicable)</th>
<th>Action Title</th>
<th>Action Description</th>
<th>Planned ESSER III Funded Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Afterschool Student Instruction</td>
<td>Provide afterschool individual and small group tutoring in ELA and mathematics for students to expand learning time and decrease learning gaps. This instruction will take place over the 3 year period of this grant and will be provided by elementary and high school teachers and paraprofessionals throughout each school year.</td>
<td>$137,984</td>
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<tr>
<td></td>
<td>Independent Study</td>
<td>Provide an additional independent study teacher to insure that students whose parents request that have options to onsite learning be able to access the independent study teacher for additional time, resulting in smaller numbers of students/ greater student instruction time per independent study teacher. This position will be in place for three years.</td>
<td>$220,000</td>
</tr>
<tr>
<td></td>
<td>Summer School</td>
<td>Expand summer school for elementary students, both onsite and through virtual participation. Currently, summer school has not been an option for elementary students. This instruction will be for three summers.</td>
<td>$30,000</td>
</tr>
<tr>
<td></td>
<td>Monitoring Student Growth</td>
<td>The district will purchase Renaissance reading and mathematics for all applicable grade levels to be used as part of a comprehensive monitoring system two times per year.</td>
<td>$27,900</td>
</tr>
</tbody>
</table>
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**

$0.00

<table>
<thead>
<tr>
<th>Plan Alignment (if applicable)</th>
<th>Action Title</th>
<th>Action Description</th>
<th>Planned ESSER III Funded Expenditures</th>
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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.

<table>
<thead>
<tr>
<th>Action Title(s)</th>
<th>How Progress will be Monitored</th>
<th>Frequency of Progress Monitoring</th>
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</table>
### Afterschool Student Instruction, Monitoring Student Growth

Student progress will be monitored through the following assessments tied to instructional and/or intervention materials:
- ELA and mathematics assessments tied to curriculum
- IXL intervention assessments
- 95% ELA/Math intervention assessments

Progress will also be monitored through the following growth assessments:
- Dibels
- Renaissance Assessments

Progress will be further monitored through individual teacher on-going student assessment.

- ELA and mathematics assessments tied to curriculum - bi-weekly
- IXL intervention assessments - every 6 weeks
- 95% ELA/Math intervention assessments - every 6 weeks

- Dibels - 3 times/year (initial, mid-year, end-of-year)
- Renaissance Assessments - 3 times/year (initial, mid-year, end-of-year)

Teachers will review assessment results and will use student progress data to refine and modify instruction to meet student individual learning needs.

### Action Title(s) | How Progress will be Monitored | Frequency of Progress Monitoring
--- | --- | ---
Independent Study | The Independent Study teacher will use district identified benchmark assessments to determine student growth in ELA and mathematics. The benchmark assessments are curriculum based. The Independent Study teacher will also use Dibels, Renaissance, and 95% ELA/Math assessments. Progress will be further monitored through individual teacher on-going student assessment. | individual learning needs. | ELA and Mathematic Benchmark Assessments - every 4 to 6 weeks
- End of chapter curriculum assessments - at end of each unit of instruction
- 95% ELA/Math intervention assessments - every 6 weeks
- Dibels - 3 times/year (initial, mid-year, end-of-year)
- Renaissance Assessments - 3 times/year (initial, mid-year, end-of-year)

Teachers will review assessment results and will use student progress data to refine and modify instruction to meet student individual learning needs.
Summer School

Progress will be monitored through the use of the following assessments:

- Dibels
- IXL Intervention assessments
- Teacher designed assessments

- Dibels - pre/post (beginning and end of SS)
- IXL Intervention assessments (at end of each instructional module)
- Teacher designed assessments - pre/post (beginning and end of SS)

COVID Response Coordination

The Human Resources Coordinator will work with the Superintendent to ensure the hiring of the COVID Response Coordinator within one month from the position being posted. The COVID Response Coordinator will work with the District Superintendent to develop a comprehensive list of roles and responsibilities for which he/she is responsible. Within the first 15 days of hire, the Superintendent and the COVID Response Coordinator will develop a one year implementation timeline that will

The Superintendent will meet daily with the COVID Response Coordinator to be updated on what is occurring in the district and review any issues that have arisen. Once/month they will review progress towards meeting tasks designated in the list of roles and responsibilities and actions placed on the implementation timeline, and the Superintendent will provide feedback on job performance.

The COVID Response Coordinator will receive an initial evaluation within the first six months of employment.

<table>
<thead>
<tr>
<th>Action Title(s)</th>
<th>How Progress will be Monitored</th>
<th>Frequency of Progress Monitoring</th>
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<tbody>
<tr>
<td></td>
<td>provide specific direction for tasks/actions that will be overseen, monitored, and completed by the Coordinator.</td>
<td>The COVID Response Coordinator will also provide updates to Administrative staff at monthly District Administration Meetings.</td>
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<td></td>
<td>The COVID Response Coordinator will work with the Business Manager to ensure stipends are submitted and paid in December and in June.</td>
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<tr>
<td>Action Title(s)</td>
<td>How Progress will be Monitored</td>
<td>Frequency of Progress Monitoring</td>
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</tr>
<tr>
<td>Student Monitoring HS, ES</td>
<td>The ES and HS principals will work with the Human Resources Coordinator to ensure the hiring of the monitoring positions within one month of the positions being posted. Principals will provide monitoring through daily to weekly communication with staff, observation of work, and 6 month evaluations for all classified personnel.</td>
<td></td>
</tr>
<tr>
<td>Custodial</td>
<td>The Human Resources Coordinator will work with the Director of Maintenance to ensure the hiring of the two utility positions within one month from the position being posted. The Director of Maintenance will provide training and oversight of the new utility positions and will pair the new staff members with experienced staff during the first two months on the job.</td>
<td>The Director of Maintenance will provide direct supervision and oversight during the first week of employment. The new employees will be paired with experienced staff members, who will provide input on job expectations. The Director of Maintenance will speak with the experienced staff member weekly, provide informal observations of new employee work performance and provide feedback. The new classified employees will receive initial evaluations within the first six months of employment.</td>
</tr>
<tr>
<td>Ventilation - window replacement</td>
<td>The Director or Maintenance and the Superintendent will contact purchasing agents for each of the identified maintenance items to obtain hard quotes for items to be purchased. The Business Manager will develop and oversee the purchase order process. The Business Manager will oversee each project and will keep the Superintendent and site principals informed on dates for installation</td>
<td>The Director of Maintenance will meet weekly with the Superintendent to update him on progress. The Director of Maintenance will also share updates at the monthly District Administrative Meetings.</td>
</tr>
<tr>
<td>Upgrade HVAC Systems</td>
<td></td>
<td></td>
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<tr>
<td>Purchase sanitizing agents</td>
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<td></td>
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<tr>
<td>Storage</td>
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</tbody>
</table>
Educational Technology

The Technology Coordinator will work with site principals and special education staff to develop a list of equipment to be replaced, a list of new equipment to be purchased, and intervention software that would need to be purchased for classroom use. The Technology Coordinator and site principals will work with the Business Manager to purchase all identified items. The Technology Coordinator will keep principals updated every two weeks on progress towards obtaining the items.

The Technology Coordinator will work with principals and special education staff within one month of this proposal to develop lists. The items identified on the list will have purchase orders completed and sent within two weeks of the lists being completed. The Technology Coordinator will update principals on progress towards obtaining the items every two weeks.
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.
  
  o 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


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.).

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