



## 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.

For more information please see the Instructions.

### Other LEA Plans Referenced in this Plan

Plan Title	Where the Plan May Be Accessed
RSUSD Local Control Accountability Plan	<a href="https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/1515082/21-22_RSUSD_LCAP_Final_KCOE_Appr_Combined.pdf">https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/1515082/21-22_RSUSD_LCAP_Final_KCOE_Appr_Combined.pdf</a>
RSUSD Expanded Learning Opportunities Grant Plan	<a href="https://www.rsusd.org/page/lcap">https://www.rsusd.org/page/lcap</a>

### 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**

\$9,050,841.00

<b>Plan Section</b>	<b>Total Planned ESSER III</b>
Strategies for Continuous and Safe In-Person Learning	\$7,235,481.60
Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)	\$1,815,359.40
Use of Any Remaining Funds	

**Total ESSER III funds included in this plan**

\$9,050,841.00

**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.

During the 2020-2021 school year, there were numerous opportunities for community engagement to inform the development of the Expanded Learning Opportunities Grant (ELO) the Local Control Accountability Plan (LCAP), and the Learning Continuity and Attendance Plan (LCP). In addition to additional community engagement efforts in the 2021-2022 school year, feedback gained from the ELO, LCAP, and LCP was used to support the development of the ESSER III expenditure plan.

Through the 2021 LCAP stakeholder engagement process, RSUSD began to gather input on the needs of our district to support the development of district plans to address the impact of lost instructional time. The process included communication via the Community Engagement Coordinator, District and School websites, surveys, parent stakeholder groups, and social media outlets all of which were offered in English, Spanish, and other languages listed on AERIES as "home language". The following groups were consulted when

developing the LCAP; students, parents/guardians, teachers, principals, administrators, local bargaining units, Special Education Local Plan Area Administrator, advisory groups, and other school personnel. Stakeholder input was sought through survey, face to face or via zoom meetings. In order to ensure feedback from stakeholders that do not have internet, RSUSD sent LCAP feedback surveys home and utilized an all call system to notify stakeholders about the opportunity to provide feedback in the LCAP survey. Stakeholders were encouraged to contact local sites to provide verbal input/comments that would be gathered by site secretaries and communicated to District level admin before finalizing this plan. Each site met with School Site Councils and English Learner Advisory Committees for recommendations and comments regarding the specific actions and expenditures proposed in the Distance Learning Plan. A study group was also developed at the secondary level to get input from students as well.

District survey results were shared with stakeholder groups. Additional stakeholder group meetings were held to review stakeholder feedback and recommendations to seek further input. DAC and DELAC parent meetings were held to obtain input. CSEA and WKCTA input was obtained through meetings with each group. Site administration input was received at our District Leadership Team meeting.

Reef-Sunset Unified School district created an LCAP District Leadership Team (Superintendent, Executive Director of Learning Services, Executive Director of Human Resources, Community Engagement Coordinator, Chief Business Officer, Assistant Director of Fiscal Services, Director of Student Services, and Director of Technology) to oversee the progress of the LCAP process, prioritize all stakeholder recommendations, and monitor plan progress throughout the school year.

The Community Engagement Coordinator also attended School Site Council meetings, ELAC meetings, and parent engagement meetings throughout the district to share LCAP updates. In the Spring, information was shared with District cabinet and the LCAP team to discuss any needed changes to the upcoming LCAP based on identified local priorities and stakeholder input. Below is a list of meetings and dates where various stakeholder groups provided input during the 2020-2021 stakeholder engagement process:

8/3/20 Data Analysis/Continuous Improvement Process

8/4/20 Learning Continuity and Attendance Plan input/recommendations for 2020-2021 plan

8/18/20 Learning Continuity and Attendance Plan Timeline, CA Dashboard and Accountability

Community/District Board Meetings

8/20/20 CA Dashboard and Accountability

5/20/21 Presented the LCAP and LCAP Annual Review to the community at a public hearing of the governing board of the school district for review and comment. The agenda for the public hearing was posted on 5/11/21 and included notification of the location where the LCAP was made available for public inspection.

06/17/21 Submit Local Control and Accountability Plan and Budget for adoption to the Board

Site ELAC/Parent Advisory/SSC-

8/31/20, 4/12/21 Avenal Elementary

8/26/20, 3/04/21 Kettleman City

8/27/20, 3/02/21 Tamarack Elementary

8/28/20 Reef-Sunset Middle School

9/01/20, 4/14/21 Sunrise Continuation  
9/02/20 2/22/21 Avenal High School

#### KCOE Collaboration

7/20/20 KCOE introductions and communication regarding LCAP development  
8/14/20 Learning Continuity and Attendance Plan Meeting with KCOE  
8/18/20 KCOE Developing Learning and Attendance Continuity Plan that Embrace our English Learners  
8/20/20 KCOE Learning Continuity Plan Training  
9/4/20 KCOE Learning Continuity Plan Collaboration  
2/22/21 KCOE LCAP County Workshop Day 1  
3/11/21 KCOE LCAP County Workshop Day 2  
5/27/21 KCOE 2019 LCP Annual Update and LCAP Feedback collaboration

#### SELPA

4/30/21 Kings County SELPA meeting

#### Needs Assessment Surveys

8/17/20-8/21/20 Parent Survey window  
3/01/2021- 3/26/2021 Parent Survey window  
8/17/20-8/21/20 Student window  
3/01/2021- 3/26/2021 Student window  
8/17/20-8/21/20 Certificated, Classified, Administration Staff window  
3/01/2021- 3/26/2021 Certificated, Classified, Administration Staff window

#### Meetings with bargaining groups to provide input and share priorities

9/3/20, 4/26/21 CSEA  
9/3/20, 4/26/21 WKCTA

#### District meetings held on the following dates:

7/14/20, 5/19/21 DELAC  
8/26/20 Technology Plan Committee  
8/27/20 Curriculum and Instruction Planning Team  
9/1/20 DELAC review of draft Learning and Attendance Continuity Plan, request for input, feedback, comments.  
5/19/21 DAC/LCAP Parent Advisory  
9/9/20 Distance Learning Task Force

Additional community engagement efforts in the 2021-2022 school year, included input from CSEA, WKCTA, parent groups, the Development of the Learning Environment Advisory Committee, and an ESSER III Survey seeking input from all stakeholder groups including students, families, families that speak languages other than English, district administrators, special education administrators,

principals, teachers, classified staff, local bargaining unit members, community members, 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. There are currently no identified Tribes or Civil Rights Organizations present or served in RSUSD. The ESSER III Survey was posted on school site, district websites, social media sites, and all calls were made to homes to encourage the completion of the survey. Below is a list of meetings and dates where various stakeholder groups provided input during the 2021-2022 stakeholder engagement process:

7/15/21 CSEA

7/15/21 WKCTA

9/1/21 Learning Environment Advisory Committee

9/7/21 District Administrators

9/7/21 Site Administrators

9/16/21 & 10/14/21 Kings County SELPA meeting

9/9/21-10/1/21 ESSER III Stakeholder Survey Window

10/12/21 Community Input with individuals representing low-income students, students with disabilities, English learners, homeless students, foster youth, migrant students, children who are incarcerated, and other underserved students

Once all feedback was collected, the district administration team analyzed the feedback in comparison to feedback provided during the 2020-2021 school year and used it to draft the ESSER III Expenditure Plan. A regularly scheduled Governing Board meeting to be held on October 21, 2021, RSUSD will include on the agenda the approval for the ESSER III plan and the opportunity for public comment. Prior to this meeting, the draft ESSER III plan was posted on the RSUSD website for parents/guardians, students, staff, and community to provide feedback using a Google form.

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

Along with identified needs through the California Dashboard, stakeholder engagement efforts resulted in input and feedback into the District's planning and decision-making processes. The information below denotes the priority themes that resulted from the Elementary and Secondary School Emergency Relief (ESSER) III Plan survey. Stakeholder influence on the ESSER III Plan is evidenced by the direct alignment of the District's actions with the needs and interests identified by students, parents, staff, union leaders, community partners, and the Board of Education.

1. Academic Support to Address Learning Loss: Parents, certificated and classified staff, indicated a need for academic supports or programs to address learning loss including additional staff and supports.

2. Facilities/Maintenance/Learning Environment: Students, parents (including parents of English learners), administrators, teachers, and community members, expressed a need for keeping facilities, including classrooms, in alignment with recommendations of state and local health officials, including the Centers for Disease Control (CDC). The need included improvements to facilities to improve environmental

health and safety, such as HVAC units to improve indoor air quality, roofing projects to improve indoor air quality, outdoor learning spaces, and painting projects.

3. Planning for Long Term Closures: Classified staff, certificated staff, and administrators, expressed a need for planning for, coordinating, and implementing activities during long-term closures, including how to provide meals, technology for online learning, guidance on IDEA requirements, and ensuring other educational services can continue to be provided consistent with all applicable requirements.

4. Expanded Learning: Parents, administrators, certificated staff, classified staff expressed a need for instructional time to include summer learning for students.

5. Tutoring: Parents, teachers, students, and community members expressed a need for academic support for students that are falling behind, struggling or not on track to graduate. This included tutoring, help with homework, support for students to catch up, one-on-one intervention, after school programs and services for students

6. Mental Health Services and Support: Students, parents expressed concern for how the social-emotional needs of students will be met during remote or in-person instruction. Additional staff, training, and support for student's social, emotional, and mental well being.

The following outlines how input from stakeholders was considered in the development of the RSUSD plan for use of its ESSER III funds and aspects of the ESSER III Expenditure Plan that were influenced in response to specific stakeholder Input:

**Facilities/Maintenance/Learning Environment:** RSUSD will expand on our commitment to maintain clean and safe facilities to enhance the educational experience of our students. We will build upon this action by increasing improvements to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs. This will be done through inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification, and other air cleaning, fans, control systems, and window and door repair and replacement. To increase outdoor learning environments and maintain socially distanced learning for the safety of our staff and students. Structures will allow for social distancing to reduce risks of virus transmission and exposure to environmental health hazards, and to support student health needs through safe practices. These outdoor learning centers will provide a sheltered place for our students to have fresh air throughout the day. The structures will also provide areas in which instructional staff may conduct small group instruction to focus on high needs students.

RSUSD will also replace or enhance existing HVAC units in order to increase the capacity of fresh air intake for students and staff.

**Planning for Long Term Closures:** RSUSD will plan for coordinating, and implementing activities during long-term closures, including how to provide meals, technology for online learning, guidance on IDEA requirements, and ensuring other educational services can continue to be provided consistent with all applicable requirements. RSUSD will expand the provision of face coverings (masks, face shields) to ensure that students, staff, and families entering school sites and staff working with the community are minimizing the spread of COVID19. Supplies and equipment including, thermometers, disinfecting materials, signage, posters, floor decals, custodial staff, HVAC filters, plexiglass, barriers, and hand washing stations will be maintained. RSUSD will also expand food services to ensure all students are provided timely, readily available and high-quality food and nutritional services. RSUSD will also support the expansion of technical personnel needed to optimally

respond to the significant increase in instructional technology use, equipment and expanding technology infrastructure. In addition, we will expand and maintain our connectivity upgrade, Chromebooks, and hotspots to be acquired and supported to prepare for long term closures and students on Independent Study. These actions emphasize support to low income students, foster youth, and English learners that may not have access to internet or technology at home.

**Academic Support/Expanded Learning:** RSUSD will continue extended learning opportunities grades Pre K-12 through Summer Academies, a Kinder Readiness, and Preschool Program. The amount of summer session days will be increased, as well as an increase in the number of classes offered, and this will add instructional time to address the academic impact of the pandemic. RSUSD will maintain and increase tutoring services for foster, homeless, English learners, and low income students.

**Mental Health Services and Supports:** RSUSD will maintain Positive Behavior Intervention System (PBIS) Aides to improve student engagement and help students feel safe. This action is a result of feedback from parents, staff, and students to improve student engagement, behavior management, and achievement. RSUSD will also maintain and increase student support services and behavioral interventions at school sites by maintaining a Health Care Coordinator, School Nurse Assistants, psychologist, and Executive Secretary for Student Services. RSUSD will also support the temporary expansion of staff in the areas of health assistance and custodial staff to support the safe operation of in-person learning and reduce and prevent the spread of COVID-19 in accordance with State and Local health department guidelines.

**Family and Community Engagement:** To meet the needs for families to support their students academic and mental health needs, RSUSD will maintain a community learning hub via the Family Engagement Center, including a Adult Education Administrator to serve as a liaison between school administrators, faculty, staff, students' parents and the RSUSD Community Learning Center to improve communication between the school and the student's families; promote parent engagement in their children's education; and to encourage greater community involvement for low income students, foster youth, and English learners. The goal of the Family Engagement Center is to increase family engagement, offer parent classes to support academic, social, emotional, mental health, and healthy eating.

## **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**

\$7,235,482

<b>Plan Alignment (if applicable)</b>	<b>Action Title</b>	<b>Action Description</b>	<b>Planned ESSER III Funded Expenditures</b>
LCAP, Goal 1, Action 11	Blended Learning Technologies	Expand and maintain our connectivity upgrade, Chromebooks, and hotspots to be acquired and supported to prepare for long term closures and students on Independent Study. This action emphasizes support to low income students, foster youth, and English learners that may not have access to internet or technology at home.	\$1,200,000
LCAP, Goal 1, Action 17	15% Direct Services to Students	Support the temporary expansion of staff in the areas of health assistance and custodial staff to support the safe operation of in-person learning and reduce and prevent the spread of COVID-19 in accordance with State and Local health department guidelines.	\$370,920
N/A	Technology Support	Support the expansion of technical personnel needed to optimally respond to the significant increase in instructional technology use, equipment and expanding technology infrastructure.	\$378,300
N/A	Food Services	RSUSD will expand food services to ensure all students are provided timely, readily available and high-quality food and nutritional services.	\$306,870
LCAP, Goal 2, Action 3	Facilities/Maintenance	RSUSD will expand on our commitment to maintain clean and safe facilities to enhance the educational experience of our students. We will build upon this action by increasing improvements to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs. This will be done through inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering,	\$2,296,904



Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		purification, and other air cleaning, fans, control systems, and window and door repair and replacement.	
N/A	Outdoor Learning Pavilions	To increase outdoor learning environments and maintain socially distanced learning for the safety of our staff and students. Structures will allow for social distancing to reduce risks of virus transmission and exposure to environmental health hazards, and to support student health needs through safe practices. These outdoor learning centers will provide a sheltered place for our students to have fresh air throughout the day. The structures will also provide areas in which instructional staff may conduct small group instruction to focus on high needs students.	\$1,982,487.60
LCAP, Goal 2, Action 9	Personal Protective/Health and Safety Equipment	RSUSD will expand the provision of face coverings (masks, face shields) to ensure that students, staff, and families entering school sites and staff working with the community are minimizing the spread of COVID19., thermometers, disinfecting materials, signage, posters, floor decals, custodial staff, HVAC filters, plexiglass, barriers, and hand washing stations.	\$700,000.

## 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

\$1,815,359.40

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
ELO Goal 1	Expanded Learning	Extend actions from the Expanded Learning Opportunities Grant Plan beyond 2022 and connect with the LCAP, to continue extended learning opportunities grades Pre K-12	\$730,489

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		through Summer Academies, a Kinder Readiness, and Preschool Program. The amount of summer session days will be increased, as well as an increase in the number of classes offered, and this will add instructional time to address the academic impact of the pandemic.	
ELO, Goal 5	Positive Behavior Intervention	Extend actions from the Expanded Learning Opportunities Grant Plan beyond 2022 and connect with the LCAP, to increase Positive Behavior Intervention System (PBIS) Aides to improve student engagement and help students feel safe, emphasizing support to low income students, foster youth, and English learners	\$176,160
ELO Goal 3	Support Services	Extend actions from the Expanded Learning Opportunities Grant Plan beyond 2022 and connect with the LCAP, to maintain and increase student support services and behavioral interventions at school sites by adding a Health Care Coordinator, School Nurse Assistants, psychologist, and Executive Secretary for Student Services. Emphasizing support for special education, low income students, foster youth, and English learners.	\$573,248
ELO Goal 4	Family & Community Engagement	Extend actions from the Expanded Learning Opportunities Grant Plan beyond 2022 and connect with the LCAP, to maintain a Family Engagement Center and administrator to increase family engagement, offer parent classes to support academic, social, emotional, mental health, and healthy eating.	\$174,662
ELO Goal 1	Tutoring	Extend actions from the Expanded Learning Opportunities Grant Plan beyond 2022 and connect with the LCAP, to maintain and increase tutoring services for foster, homeless, English learners, and low income students.	\$160.800

## Use of Any Remaining Funds

A description of the how the LEA will use any remaining ESSER III funds, as applicable.

**Total ESSER III funds being used to implement additional actions**

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

## 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.

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
Blended Learning Technologies/Technology Support	Technology Services will monitor student access to broadband connection at home through the collection of survey data that identifies if students have access to high-speed internet at home and if the use of technology at home supports the development of 21st century skills and college and career readiness.	Semi- Annually Annually
15% Direct Services to Students/Support Services/Positive Behavior Intervention	Learning Services will monitor the following activities: a. number of additional certificated and classified staff hired b. reporting status of positions to LCAP District Leadership Team c. student attendance	Annually

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
Food Services	Food Services will monitor the extent to which student meals are provided and additional staff hired to support district needs. Information will be reported to District Leadership Team	Monthly Annually
Facilities/Maintenance/Outdoor Learning Pavilions	Business Services will monitor the extent to which actions are implemented by assessment of each campus and classroom HVAC systems. This assessment will ensure new ventilation systems operate properly and provide acceptable indoor air quality for the current occupancy level for each space. Additionally, they will monitor progress toward completion of projects and student attendance.	Monthly
Personal Protective/Health and Safety Equipment	Business Services will monitor the extent to which actions are implemented by: a. maintaining inventory of disinfectant materials and cleaning supplies b. reporting status to the LCAP District Leadership Team c. student attendance	Monthly
Expanded Learning	Learning Services will monitor the following activities: a. number of students who participate in expanded learning programs b. attendance in expanded learning programs c. pre and post student data using Star assessments	Monthly Annually
Tutoring	Learning Services will monitor the following activities: a. number of students receiving tutoring services at each site b. pre and post student data using Star assessments	Bi-weekly Monthly

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
Family & Community Engagement	<p>Family Engagement Coordinator will monitor the following activities:</p> <ul style="list-style-type: none"> <li>a. Increase the percentage of parents of unduplicated students who participate in one parent education class offered by the district as measured by sign in sheets by 2% each year.</li> <li>b. Increase the percentage of parents of unduplicated students who participate in parent-teacher conferences as measured by sign in sheets by 3% each year.</li> <li>c. Increase the percentage of parents of special needs students who meet with staff over the course of the year, through the IEP process by 1% each year.</li> </ul>	Annually

# 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](mailto: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.
  - 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

For additional information and guidance, please see the U.S. Department of Education’s Roadmap to Reopening Safely and Meeting All Students’ Needs Document, available here: <https://www2.ed.gov/documents/coronavirus/reopening-2.pdf>.

**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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