



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
LCAP	The plan is posted on the Rancho Santa Fe School District website at https://rsfsd-ca.schoolloop.com/file/1552635973414/1537515776246/693836954803075643.pdf .

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

\$644,927

Plan Section	Total Planned ESSER III
Strategies for Continuous and Safe In-Person Learning	515,942
Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)	\$128,985
Use of Any Remaining Funds	0

Total ESSER III funds included in this plan

\$644,927

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 District has been providing in-person instruction for all students from the beginning of both the 2020-2021 school year and the 2021-2022 school year. We felt it was extremely important to our students' overall academic experience and their social and emotional development to provide in-person instruction. For the majority of the 2020-2021 school year, we had 90% of our students participate in in-person instruction though the District provided a full day of interactive learning via Zoom. In the 2021-2022 school year, the District is providing an independent study option, but only have three families (four students) participating.

Since the school closure, the District has held all parent meetings virtually via Zoom. We were able to provide our parent community access to Superintendent's Chats, Principal's Chats, and Board Member's Chats. Two of the Superintendent's Chats were devoted to gaining feedback on programs and initiatives. Feedback from the chats is recorded and used to inform goals, actions, and services. Our Education Foundation holds monthly meetings and provides input on District programs throughout the year. In addition, parents are sent a comprehensive survey to give the District information on goals and district priorities. Questions probe how our current actions are meeting the needs of our students, and how we can improve upon our programs and services for the following year. We had 67% of the parents respond to our survey, with 268 surveys returned from 233 households.

Teachers and staff have the opportunity to provide input through faculty meetings, grade level/department meetings, all staff meetings, and progress monitoring meetings. The principal, assistant principal, and superintendent observes in classrooms and works with teachers on professional development. In progress monitoring meetings, the principal and the teachers evaluate the results of standardized and District assessments, and determine how best to meet the needs of unduplicated students and students at risk of not meeting grade level standards. In addition, teachers were sent a survey to ask for their insights on how well our current programs are meeting the needs of their students, and to provide input on additional supports teachers need in order to meet the ongoing needs of our students.

Administrators provided input on goals, actions, and services, during our weekly cabinet meetings.

All of the information from stakeholders described above informs our goals, actions, and services for all federal, state, and local funding.

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

Results of our parent surveys, and feedback received from Principal's Chats, Superintendent's Chats, Board Members' Chats and Education Foundation (Parent Advisory Group) meetings, indicate that a high percentage of the District's parents are pleased with the quality of the programs and services the District provides. They also felt we had made good progress on SEL goals this year and students have enjoyed the implementation of Morning Meetings (elementary) and Advisory Meetings (middle school). Parents gave us information about the best

ways to communicate with them and areas where more/different information is needed. The teacher survey sought to gain feedback on how well we address students' needs as a District and what professional development and support teachers feel they need. Student input is gathered through survey and input from student meetings.

Some feedback on areas of need from the survey and meetings where input was solicited from parents follow:

Academic:

- Need phonics, spelling, grammar, sentence structure, vocabulary programs
- Need more support for middle school students in reading and mathematics
- Would like to see a more formal "Reading Recovery" type of intervention program in reading at elementary school
- Would like to see more differentiation to provide challenges in mathematics for accelerated students
- Would like to see an option for students to do accelerated work in reading
- Foreign language at the elementary school; more language options in middle school
- iReady for home use

Social and Emotional Learning:

- Kindness, diversity, gender equality, racism, global awareness should be addressed in the curriculum
- Ways to support students at home with SEL competencies and monthly themes of lessons
- Need a peer mediation and conflict resolution program
- Need more programs for middle school students
- More leadership opportunities

Parent and Family Engagement:

- Would like to see more information about the academic programs, including elective areas, for students
- More information on how to help struggling learners and how to challenge those who need a challenge
- Website is very difficult to use

Student Input:

Middle school students were surveyed at the end of the last school year to determine their needs coming into the new school year. This year, our counselor did a survey with middle school students to elicit feedback regarding our learning environment and student needs. Our Principal and Assistant Principal meet with students in their Advisory classes to get feedback on our programs and determine needs.

- Types of schedule
- Use of Advisory period
- Feedback on distance learning and cohorting

The Superintendent meets with the Rancho Santa Fe Faculty Association monthly to talk about programs and staffing. In addition, our K-8

Principal has an ILT (Instructional Leadership Team) with grade level representatives from each school. This team provides input and suggestions on students' needs, teachers' needs, and programs. The Principal also conducts faculty meetings with teachers from each school (elementary and middle) each month. The Principal and Assistant Principal also have meetings with our paraprofessional staff periodically in the year. Some feedback on areas of need from the teacher survey and feedback from teachers and staff follow:

- Revise/update the units of study used for teaching reading comprehension
- More ELA training for teachers
- Support for staff implementing new curriculum
- Need SEL curriculum and support to implement it
- Support to implement Restorative Circles
- Continued professional development and time to collaborate on science curriculum
- Need new curriculum in social studies at the elementary school
- More work on teaching handwriting
- More work on the foundational skills, grammar, vocabulary, spelling

Our SELPA provides information on best practices for our Students with Disabilities. We have received input from them on the continuum of services that we are able to provide to our students. Through this input, we have determined the following:

- Our middle school students may benefit from a team teaching model at middle school.

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

\$515,942

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP, Goal #1, Action #1	ELA Program	<p>The District is providing all elementary teachers with professional learning on targeting reading instruction to meet the needs of their learners. This involves using assessment data to inform instruction, working with students on foundational skills (e.g. phonemic awareness, phonics, word study), and providing strategies for small group and individualized instruction.</p> <p>Provide new instructional materials and professional learning opportunities.</p>	\$55,000.00
LCAP, Goal #1, Action #1	ELA Program	<p>To support in-person instruction, the District is making revisions to the current reading and writing curriculum. This will involve professional learning for our teachers K-8, with a focus on critical literacy.</p> <p>Provide new instructional materials and professional learning opportunities.</p>	\$25,000.00
LCAP, Goal #1, Action #4	History/Social Science Program	<p>To support in-person instruction, the District is reviewing its current History/Social Science curriculum. This will involve new instructional materials and professional development/coaching in the strategies that are used to teach the state's Social Studies Framework.</p>	\$15,000.00
LCAP, Goal #1, Action #6	Technology	<p>The District has a one-to-one ratio of students to computers (iPads) and integrates technology effectively throughout the school day.</p> <p>All iPads needed to be replaced, and teacher workstations were outdated and could no longer be effectively used with our new learning management systems.</p> <p>The District will allow identified K-4 elementary school students (English learners, low income students, foster youth) to take iPads from school to home. (Students in grades 5-8 are able to take iPads from school to home).</p>	\$24,442.00

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		<p>The District was able to fund the majority of the purchase through ESSER II funds. Our enrollment has increased in the 2021-2022 school year and more equipment is needed.</p>	
<p>LCAP, Goal #1, Action #11</p>	<p>Special Education Services</p>	<p>The District will continue to provide two full time learning center teachers, and one Special Day Class teacher to provide targeted support toward meeting the needs of SWD. The District will increase the number of Special Education/intervention teachers to an additional Learning Center teacher to provide intervention and support to students in grades 5-8. The Special Education teacher will team teach in English Language Arts in grades 6-8 and provide small group and individual intervention and support for the remainder of the day.</p> <p>This is an evidence-based practice that the District would like to sustain for the next three years. The District is utilizing ELO Plan funding for the 2021-2022 school year, and will use ESSER III funding for the 2022-2023 school year and 2023-2024 school year to fund this position.</p>	<p>\$145,000.00</p>
<p>LCAP, Goal #2, Action #1</p>	<p>SEL - Materials and Professional Learning</p>	<p>The District SEL committee will review and select instructional materials aligned with our identified SEL competencies.</p> <p>Release time will be given to K-8 teachers to determine materials that are aligned to the SEL competencies and that would be appropriate to our student and parent population. A stipend may be given to teachers for writing and/or modifying curriculum.</p>	<p>\$15,000.00</p>
<p>LCAP, Goal #2, Action #3</p>	<p>SEL - Home Connections</p>	<p>Parent workshops will be held with a variety of speakers supporting the social and emotional learning work. Some will be directly related to the curriculum adoption, some will be on positive parenting, raising resilient children, etc.</p>	<p>\$10,000.00</p>

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP, Goal #2, Action #5	SEL - School Counselor	<p>The District utilized COVID Relief money in the 2020-2021 school year to support our students as they returned to in-person instruction after three months of the school closure and the summer break.</p> <p>The counselor continues to be a needed support as she works in classrooms, trains staff, and works with small groups and individuals.</p> <p>The salary for the counselor for the 2021-2022 school year and the 2022-2023 school year is approximately \$90,000 per year.</p>	\$180,000.00
	Upgrade to filters in the ventilation system	<p>Our campus was fully renovated in 2010 and has an excellent ventilation system. In reviewing the system with County Public Health, they suggested the District upgrade the filters in the system to MERV13 filters instead of the MERV9 filters that were previously used.</p> <p>We will upgrade all ventilation system filters to MERV13 filters. These must be changed twice each year. For the 2021-2022 school year, this amount will be approximately \$8,071.</p>	\$8,500.00
	Professional Development for Administrators	The District will support administrators with professional development in the 2021-2022 school year.	\$30,000.00
	COVID-19 PCR Testing Expenses	The District is able to do rapid antigen and rapid molecular testing in-house using our own staff and testing kits provided through CDPH. At times, the testing protocols require confirmatory PCR testing for staff and students. We have a partnership with UCSD and are able to use their lab at a reduced cost.	\$8,000.00

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

\$128,985

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP, Goal #1, Action #8	Reading Intervention	<p>Subscription to leveled reading books online to be used for independent work in class and at home. (Raz Kids) Subscription to teachers' resource for leveled guided reading books for in-person instruction. (Reading A-Z)</p> <p>We have utilized ELO funding for the 2021-2022 school year for this purpose, but would like to continue using these materials in the 2022-2023 and 2023-2024 school years through ESSER III funds.</p>	\$13,000.00
LCAP, Goal #1, Action #5	Schoolwide Diagnostic Assessments/Individualized Program	<ul style="list-style-type: none"> • iReady will be used to assess students' skills levels in reading and math. It is administered three times in the year to determine student needs and monitor growth. It provides for an individualized program that can be done at home and at school to address students' needs. • Literably is another reading diagnostic tool to assess reading levels (decoding and comprehension). It is administered three times in the year to determine student needs and monitor growth. • Early Bird Assessment is an online assessment to determine reading difficulties in the primary grades. It is administered three times in the year to determine student needs and monitor growth. <p>We have utilized ELO funding for the 2021-2022 school year</p>	\$25,985.00

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		for this purpose, but would like to continue using these assessments for the 2022-2023 school year through ESSER III funds.	
LCAP, Goal #1, Action #9	Math Intervention #9	<p>The District will continue to provide one intervention teacher at the elementary school to provide math intervention during the school day targeted toward meeting the needs of EL, low income, and students at risk of not meeting grade level standards.</p> <p>The District will increase the number of intervention teachers to two at elementary school due to the increased number of students who would benefit from mathematics intervention.</p> <p>The District will provide this intervention for the 2021-2022 school year through the ELO plan, and will continue to support our students in the 2022-2023 school year through ESSER III funding.</p>	\$90,000.00

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

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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
ELA Program - Goal #1, Action #1	Through the teacher training on targeted reading instruction, we expect students to make accelerated gains in their reading ability. We will be monitoring student gains through CRA, Literably, Early Bird, and iReady assessments.	All assessments will be administered three times in the year - early fall, early winter, end of year.
Science Program - Goal #1, Action #3	Students will be assessed on their knowledge of the Next Generation Science standards and skills through assessments, science notebooks, and lab participation. Fifth and eighth grade students are assessed through the CAST testing as well.	In grades K-5, students will be assessed in earth, physical, and life science units. In grades 6-8, students are assessed throughout each unit.
History/Social Science Program - Goal #1, Action #4	Students will be assessed through unit tests, projects, and participation.	In grades K-5, students will be assessed in three units throughout the year. In grades 6-8, students will be assessed for content and skills in each of their units.
Technology - Goal #1, Action #6	Students will utilize technology to access their learning management system (access assignments and class notes, grades, messaging teachers, working collaboratively with others). Students are assessed on how well they utilize technology to enhance projects and assignments.	In grades 6-8, students are assessed throughout the year.

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
Special Education Services - Goal #1, Action #11	Students who are receiving extra support in team teaching classrooms, and who receive intervention support will be assessed in reading, writing, and math. iReady and Literably will be used for this purpose.	iReady and Literably will be administered three times in the year - early fall, early winter, end of year.
SEL Materials and Professional Learning - Goal #2, Action 1	<p>The District will create a student survey to monitor student progress on understanding the SEL competencies, e.g. self management, self awareness.</p> <p>The number of referrals will diminish by 20% through the school year.</p>	<p>Beginning and end of year survey.</p> <p>Monthly review of referrals.</p>
SEL Home Connections - Goal #2, Action #3	<p>The District will survey parents on the effectiveness of the workshops they attend.</p> <p>The District will provide an end of year survey to measure the effectiveness of our SEL efforts.</p>	Surveys after each workshop; end of year survey.
SEL School Counselor - Goal #2, Action #5	<p>The District will create a student and parent survey for students involved in group work with the counselor.</p> <p>The District will create a student survey to monitor student progress on understanding the SEL competencies, e.g. self management, self awareness.</p>	At the end of each group, students will be assessed to determine whether they have benefited from the group work; end of year survey on competencies.
Professional Development for Administrators	The District will provide surveys to participants on the effectiveness of the professional development on their ability to work collaboratively on District goals. We will monitor success on District goals.	
Reading Intervention		

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
Schoolwide Diagnostic Assessments/Individualized Program		
Math Intervention		

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.
 - 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.).

California Department of Education
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