

## 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
Romoland School District Local Control and Accountability Plan (LCAP) 2021-22	Romoland School District website, linked <a href="#">here</a>
Expanded Learning Opportunities Grant (ELOG) Plan, 5.11.2021	Romoland School District website, linked <a href="#">here</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

\$5,327,815

Plan Section	Total Planned ESSER III Expenditures
Strategies for Continuous and Safe In-Person Learning	\$2,807,815
Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)	\$2,280,000
Use of Any Remaining Funds	\$240,000

### Total ESSER III funds included in this plan

\$5,327,815

## 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.

In planning for the LCAP and use of multiple funding sources (“braiding funds”) in response to the COVID-19 pandemic, we engaged our community of stakeholders in various ways. We had 28 virtual stakeholder sessions between January and April of 2021. We asked stakeholder groups to consider and give input on what has worked well to support students and what needs to be grown or improved in planning for a new three-year LCAP plan for 2021-22 through 2023-24.

Each school had a student focus group in which students gave feedback about our educational program to serve them better. There were five student focus groups, and there was one meeting per group. Meeting dates:

Boulder Ridge Elementary School (BRES): 3/1/2021  
Harvest Valley Elementary School (HVES): 2/22/2021  
Mesa View Elementary School (MVES): 2/26/2021  
Romoland Elementary School (RES): 3/2/2021  
Ethan A. Chase Middle School (EACMS): 2/25/2021

Each school and the Early Childhood Education program had an LCAP team of parents/guardians, teachers, classified staff, union leaders, and administrators that gave feedback about our educational program and analyzed student achievement data to determine needs and recommend strategic actions to support students. There were six teams, and there were three meetings per team.

Meeting dates:

BRES: 2/2/2021, 2/23/2021, and 3/23/2021  
HVES: 1/25/2021, 2/25/2021, and 3/22/2021  
MVES: 2/1/2021, 3/1/2021, and 3/22/2021  
RES: 2/4/2021, 3/5/2021, and 3/25/2021  
EACMS: 1/26/2021, 2/23/2021, and 3/25/2021  
ECE: 1/29/2021, 2/26/2021, and 3/26/2021

We also had a District LCAP Team parents/guardians, teachers, classified staff, union leaders, and administrators that gave feedback about our educational program and school LCAP team data and themes to determine needs and recommend strategic actions to support students. Meeting dates: 3/16/2021, 3/29/2021, and 4/15/2021

The District Advisory Committee/District English Learner Advisory Committee (DAC/DELAC) of parents/guardians, teachers, and administrators gave input about our educational program. Meeting date: 2/10/2021

The Budget Advisory Committee of classified staff, teachers, union leaders, and administrators gave input about specific LCAP expenditures that had previously been cut and gave input about what items should be reinstated based on student and staff needs. Meeting date: 5/4/2021

In addition to the 28 stakeholder sessions, a community LCAP survey was sent out to all parents/guardians (including, but not limited to, individuals representing the interests of children with disabilities English learners, homeless students, foster youth, children who are incarcerated, and other underserved students) and staff during May 2021 to gather community input for the LCAP.

Specific tribes and civil rights organizations are not present or active within the District. Thus, their engagement was not included in the development of this plan.

Additionally, collaboration with Riverside County Special Education Local Plan Area (SELPA) was done on 11/10/2020 to provide input on the plan's inclusion of actions in support of students with disabilities.

A presentation on proposed strategic actions for inclusion in the LCAP was made to the Romoland School District Board of Trustees at their meeting on 5/11/2021. The strategic actions included implementation with use of multiple funding sources; this is known as "braiding funds" as recommended by the Riverside County Office of Education during LCAP Workshops in Spring 2021.

The LCAP was made available to the public in advance of the Romoland School District Board of Trustees meeting on 6/8/2021. A public hearing about the LCAP occurred at the 6/8/2021 Board meeting to receive comments regarding the LCAP and Budget Overview for Parents (BOP). The Romoland School District Board of Trustees adopted the LCAP and BOP at a board meeting on June 22, 2021.

The input from these multiple stakeholder groups and sessions informed not only the LCAP, but also the planned expenditures with use of braided funding from multiple sources, including Local Control Funding Formula Supplemental and Concentration funds, Expanded Learning Opportunities Grant funds, and ESSER III funds. Thus, the stakeholder groups and sessions informed the development of this ESSER III plan.

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

The following themes emerged from the student focus group sessions:

-District program strengths: instructional technology devices and programs, social-emotional supports with classroom community building and teacher check-ins, personalized pacing for assignment completion, virtual learning small groups and office hours appointments, clubs and enrichment activities

-District program needs: Social-emotional supports with more opportunities for connection with peers, add more clubs, sports, and leadership opportunities, continue small group and one-on-one time with students when return to in-person learning, revise the use of iReady assignments, increase hands-on student supplies

The following themes emerged from the school and district LCAP team sessions:

-Academic Achievement: Personalized learning, small group instruction, reading and math supports, inclusive practices

- Engagement & Climate: Social-emotional connections and opportunities, extracurriculars, mental health, parent/guardian communication and outreach
- Safety & Facilities: District growth, facilities space, COVID safety, general safety

The following recommendations emerged from the DAC/DELAC meeting:

- District program strengths: personalized learning devices and programs, increase in small group instruction and personalized learning, virtual student clubs, virtual parent/guardian conferences, increased communication from schools and district, better relationships between students, teachers, and families, increased parent/guardian attendance at virtual conferences and Back to School Night
- District program needs: evaluate grading and assessment practices, increase peer connection opportunities, continue to increase parent/guardian outreach and communication

The Budget Advisory Committee recommended the following:

- Restore: field trips, volunteer appreciation, elementary PE supplies, facilities improvements, certificated and classified hiring for growth, library books, supplemental books and supplies, and NGSS professional development for elementary Unit 3

The LCAP Community Survey identified the following themes for growth and/or need in the LCAP:

- Campus health and safety
- Continue previous LCAP actions
- Students' social-emotional wellbeing and feelings of safety at school
- Students' mental health
- Extracurricular opportunities: sports, clubs, leadership, enrichment
- Academic support

The collaboration with Riverside County SELPA included discussion about special education services, growing inclusive practices across all schools in the District, including implementation of Universal Design for Learning (UDL), and providing staff with professional development for UDL.

The following are strategic actions in the LCAP 2021-22 and ESSER III Expenditure Plan that were influenced by stakeholder input from the 28 stakeholder sessions and community survey:

- Virtual tutoring services
- On-campus tutoring services
- Professional development: Orton-Gillingham (OG) literacy and dyslexia methods
- Professional development: Universal Design for Learning (UDL)
- Instructional resources: GoFormative and GoGuardian
- Increase bilingual aide support for English Learner students, including summer school support
- Increase School-Based Mental Health Therapist support (main position)

- Provide Board Certified Behavior Analyst (BCBA) services
- Professional development: Trauma-informed practices (October PD)
- Parent/guardian classes with guest speakers and specialists
- Offer Parent Institute for Quality Education (PIQE) parent/guardian program at all schools
- Community learning events at all schools
- Facilities safety, growth, and equity improvements
- Site funds for individual student instructional supplies
- COVID safety supplies

## 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

\$2,807,815			
Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
-LCAP 2021-22, Goal 3, Action 1	Modernization, safety, and equity improvements of identified facilities	This action is noted in LCAP and will be funded with ESSER III funds in 2021-22, 2022-23, and 2023-24: School facility improvements to address safety by adding classroom space and reducing crowding in classrooms.	\$2,000,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
-LCAP 2021-22, Goal 3, Action 2	Provide a physically safe learning environment for all students	<p>These actions are noted in LCAP and will be funded with ESSER III funds in 2021-22, 2022-23, and 2023-24:</p> <ul style="list-style-type: none"> <li>-School site funds for individual student supplies (for COVID safety; limit supply sharing)</li> <li>-COVID safety cleaning supplies, PPE, and equipment</li> <li>-Staffing for COVID safety procedure implementation</li> </ul>	\$807,815

## 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

\$2,280,000
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Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
-LCAP 2021-22, Goal 1, Action 3 -ELOG, Page 4	Provide high quality professional learning opportunities for staff to support the implementation of personalized learning	<p>These actions are noted in LCAP and funded with ELOG funds in 2021-22. These actions will be funded with ESSER III funds in 2022-23 and 2023-24:</p> <ul style="list-style-type: none"> <li>-Orton-Gillingham (OG) literacy and dyslexia treatment methods</li> <li>-Universal Design for Learning (UDL)</li> </ul>	\$620,000
-LCAP 2021-22, Goal 1, Action 4 -ELOG, Page 4	Provide a personalized learning, multi-tiered system of support for students' academic achievement	<p>These actions are noted in LCAP and funded with ELOG funds in 2021-22. These actions will be funded with ESSER III funds in 2022-23 and 2023-24:</p> <ul style="list-style-type: none"> <li>-GoFormative instructional technology teaching &amp; learning resource</li> </ul>	\$170,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		-GoGuardian instructional technology assessment resource	
-LCAP 2021-22, Goal 1, Action 6 -ELOG, Page 4	Provide students with extended learning time opportunities and supports	These actions are noted in LCAP and funded with ELOG funds in 2021-22. These actions will be funded with ESSER III funds in 2022-23 and 2023-24: -After School & Saturday Tutoring -Virtual Tutoring Services	\$500,000
-LCAP 2021-22, Goal 1, Action 10 -ELOG, Page 4	Provide additional support for English Learner (EL) students to become English proficient	This action is noted in LCAP and funded with ELOG funds in 2021-22. This action will be funded with ESSER III funds in 2022-23 and 2023-24: -Increase bilingual aide support for EL students during school year and during summer learning program	\$540,000
-LCAP 2021-22, Goal 2, Action 1 -ELOG, Page 4	Provide a culturally responsive, multi-tiered system of support for students' social-emotional-behavioral learning, including mental health	These actions are noted in LCAP and funded with ELOG funds in 2021-22. These actions will be funded with ESSER III funds in 2022-23 and 2023-24: -Elementary School-based Mental Health Therapist -Board Certified Behavior Analyst (BCBA) contract	\$350,000
-LCAP 2021-22, Goal 2, Action 2 -ELOG, Page 4	Provide high quality professional learning opportunities for staff to support students' social emotional learning and behavior	This action is noted in LCAP and funded with ELOG funds in 2021-22. This action will be funded with ESSER III funds in 2022-23 and 2023-24: -Trauma-Informed Practices	\$100,000



## 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

\$240,000
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Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
-LCAP 2021-22, Goal 1, Action 8 -ELOG, Page 4	Increase parent/guardian support to meet the needs of students	These actions are noted in LCAP and funded with ELOG funds in 2021-22. These actions will be funded with ESSER III funds in 2022-23 and 2023-24: -Parent class guest speaker contracts -PIQE at all schools -Community learning events at all schools	\$240,000

## 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
Modernization, safety, and equity improvements of identified facilities	-School Accountability Report Card (SARC) FIT Reports (LCAP Metric)	-Annually

<b>Action Title(s)</b>	<b>How Progress will be Monitored</b>	<b>Frequency of Progress Monitoring</b>
Provide a physically safe learning environment for all students	-CAL/OSHA COVID-19 Prevention Program (CPP) Appendix B: COVID-19 Inspections Forms	-Twice Monthly (all schools)
Provide high quality professional learning opportunities for staff to support the implementation of personalized learning	-OMS Professional Learning Ratings -DigiCoach Classroom Walk-through Data (LCAP Metric)	-Ongoing for each Professional Learning session -Twice Monthly (all classrooms)
Provide a personalized learning, multi-tiered system of support for students' academic achievement	-DigiCoach Classroom Walk-through Data (LCAP Metric) -iReady Diagnostic Reading and Math Data (LCAP Metric)	-Twice Monthly (all classrooms) -Trimesterly
Provide students with extended learning time opportunities and supports	-iReady Diagnostic Reading and Math Data (LCAP Metric)	-Trimesterly
Provide additional support for English Learner (EL) students to become English proficient	-iReady Diagnostic Reading and Math Data (LCAP Metric) -CDE Dataquest Reclassification Rate (LCAP Metric)	-Trimesterly
Provide a culturally responsive, multi-tiered system of support for students' social-emotional-behavioral learning, including mental health	-Attendance Rate (LCAP Metric) -Suspension Rate (LCAP Metric) -Number of Suspensions -California Healthy Kids Survey (CHKS) Data (LCAP Metric)	-Monthly & Annually -Annually -Monthly & Annually -Annually
Provide high quality professional learning opportunities for staff to	-Attendance Rate (LCAP Metric)	-Monthly & Annually

<b>Action Title(s)</b>	<b>How Progress will be Monitored</b>	<b>Frequency of Progress Monitoring</b>
support students' social emotional learning and behavior	-Suspension Rate (LCAP Metric)  -Number of Suspensions  -California Healthy Kids Survey (CHKS) Data (LCAP Metric)	-Annually  -Monthly & Annually  -Annually
Increase parent/guardian support to meet the needs of students	-California School Dashboard Parent and Family Engagement Local Indicator Rating Scale	-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 ESSER III Expenditure Plan template and instructions, please contact [LCFF@cde.ca.gov](mailto:LCFF@cde.ca.gov). For all other questions related to ESSER III, 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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