

ESSER III Expenditure Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Riverside County Office of Education	Eugenio Villa, Executive Director, Fiscal Services Charles Fischer, Ed. D., Executive Director, Alternative Education	evilla@rcoe.us 951-826-6042 cfisher@rcoe.us 951-826-6464

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
RCOE Local Control and Accountability Plan	Submitted to CDE and on the RCOE website: https://www.rcoe.us/home/showpublisheddocument/3847/637601242595570000
Safe Return to In Person Instruction and Continuity of Services	Submitted to CDE and on the RCOE website https://www.rcoe.us/home/showpublisheddocument/3845/637601241788970000

Plan Title	Where the Plan May Be Accessed
Expanded Learning Opportunity Grant	Submitted to CDE.

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

\$17,203,477 (as of September 27, 2021)

Plan Section	Total Planned ESSER III Expenditures
Strategies for Continuous and Safe In-Person Learning	\$10,431,525
Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)	\$6,771,952 (39%)
Use of Any Remaining Funds	\$0

Total ESSER III funds included in this plan

\$17,203,477

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.

Community engagement meetings were held in the spring of 2021 to begin the implementation of the plan and in the fall of 2021 to provide ongoing feedback and input on the needs of the students and community. Alternative Education staff held community engagement meetings with staff, parents, students, and partners to gain input on the Expanded Learning Opportunity Grant and ESSER funds on April 16, May, 7, and May 11, 2021 and on September 24, 2021. Community input on the ESSER III plan was also obtained at the School Site Council and English Learner Advisory Committee meeting on September 28, 2021. A survey was sent to teachers, classified staff, parents, and students to gather more input on the development of the plan for those that could not attend the meetings or had some additional input.

RCOE engaged in meaningful consultation with families (including families that speak Spanish), teachers, classified staff (instructional assistants, campus security supervisors, and secretaries), school and district administrators (including special education administrators), principals, members of the Riverside County Teachers Association, CSEA, a representative of a tribe, incarcerated students, and underserved students (low-income, English learners, students of color, foster youth, and students with disabilities).

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

The feedback from the community engagement meetings influenced the actions in relation to student data and the unique needs of our students. A number of themes emerged from the community engagement meetings and were prioritized for the ESSER III Plan. Based on community input, the ESSER III Plan includes the purchase of personal protective equipment (PPE) for student and staff safety, enhancing the use of technology (tablets, desktops, etc.), professional development on UDL/culturally responsive instruction, hiring teachers on special assignment (TOSAs) for in-class support and professional development, tutoring in ELA and math after school, expanding summer school hours for learning recovery and acceleration, credit recovery courses, elective classes (visual and performing arts, world/sign language classes, driver's education, makerspace CTE mobile labs), physical fitness programs, increasing behavioral/mental health services/supports, creating school wellness centers, transportation to school for students, and adding campus security supervisors and a school resource officer for home visits and community support.

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

\$10,431,525

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
Safe Return to In Person Instruction and Continuity of Services Plan and RCOE Re-Opening Plan	Strategies for Continuous and Safe In-Person Learning	<p>PPE was purchased to support the safety of all students and employees during in-person instruction. The expenditures are aligned with the RCOE Safe Return to In Person Instruction and Continuity of Services plan which addresses the following safety recommendations established by the Center for Disease Control (CDC):</p> <ul style="list-style-type: none"> ○ Daily staff screening questionnaire. ○ Universal and correct wearing of masks. ○ Modifying facilities to allow for physical distancing. ○ Handwashing and respiratory etiquette. ○ Cleaning and maintaining healthy facilities. ○ Contact tracing in combination with isolation and quarantine, in collaboration with the State, local, territorial, or Tribal health departments. ○ Required proof of vaccination and weekly testing of staff without vaccination record. ○ Appropriate accommodations for children with disabilities with respect to health and safety policies. ○ Coordination with State and local health officials. 	\$391,100
ESSER III Plan Goal 3, Action 1 (Aligned with LCAP Goal 2, Actions 6 and 7)	Supports for students in Social Emotional Learning and the Mental Health	RCOE opened six wellness centers (CAREspace) for students, staff, and families at ARLC, BGGRLC, DLLRLC, DFKRLC, VVRLC, and Grindstaff using contracted services from the Latino Commission. The Latino Commission therapists and social workers provide services to students and their families from all RCOE programs. RCOE contracted with Riverside University Health Systems-Behavioral Health (RUHS-BH) for mental health support at the three Transition Age Youth (TAY)	\$7,685,410

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		<p>Centers. RUHS – BH has three Transition Age Youth (TAY) Drop-In Centers in Riverside County. The TAY Centers are located in Perris, Riverside and La Quinta. Transition Age Youth is defined as individuals between the ages of 16–25. Clinical services include assessments; Child and Adolescent Needs and Strengths (CANS) for youth ages 16-21; Pediatric Symptom Checklist (PSC-35) for youth ages 16-17; crisis intervention; individual therapy; family therapy; individual mental health services; group mental health services; case management/collateral services; medication support and monitoring; Intensive Care Coordination (ICC) for youth ages 16-21; and Intensive Home Based Services (IHBS) for youth ages 16-21. Alternative Education students at the Community School and Come Back Kids Charter also receive behavioral health services from the social work interns and Wylie Center counselors. The social work interns and Wylie Center counselors see students individually and in groups and assist with daily behavioral/emotional issues, crisis situations, and community referrals. Court School students receive support from Riverside University Health Systems-Behavioral Health therapists for Educationally Related Mental Health Services, crisis intervention, and classroom behavior needs. Alternative Education contracts with Care Solace for online behavioral health appointments into care for our families. Alternative Education utilizes Gaggle, which provides students and their families with online resources and informs our administrators when anything is written that indicates self-harm or harm to others. Gaggle offers webinars on student mental health and prevention of student suicides and self-harm. Our mentor provides support for students who experience grief, post-traumatic stress, depression, anger, anxiety, or crisis. Supplement classroom instruction with experiential</p>	

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		<p>learning activities/trips, social-emotional learning screener and approaches, behavioral/mental health counseling, and bus passes (these actions are supported by other ESSR funds).</p> <p>The Special Education department contracts with a social worker and MFT to provide services to students as well as training and support regarding trauma-informed practices in the classroom and increases the role of school psychologists to oversee and monitor mental health assessments and services.</p> <p>Special Education department hired paraprofessionals and a food service worker to ensure breakfasts and lunches were provided to the various school programs during ESY.</p> <p>The Special Education department provided extra-duty hourly for teachers and instructional assistants to provide in-home services for students requiring additional in-person behavioral, social-emotional, and academic support through December 2021.</p> <p>Enhance the learning experiences of students through intramural and after school sports programs, e-Sports, community service projects, fitness programs on campus, and college and career courses, activities, and trainings.</p> <p>Resources to enhance parent communication and workshops.</p>	
ESSER III Plan, Goal 4, Action 1 (Aligned with LCAP Goal 1, Actions 4 and 5)	Increase teacher capacity for building instructional continuity between virtual and in-person instruction	Professional learning for teachers, instructional assistants, principals/administrators on the following topics during the summer of 2021 and 2022 (paid extra-duty hourly), during weekly PLCs on Wednesdays from 1:15-3:00 p.m. (part of the contract day), and paid extra-duty hourly for two hours on two-days each week after school during the 2021-2022 school year on topics that include Canvas online learning management system,	\$2,355,015

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		<p>Universal Design for Learning (UDL), cultural competency/equity, unconscious bias training, technology tools and applications, and SEL for Trauma Informed Care.</p> <p>Two full days of professional development for teachers and instructional assistants (paid extra-duty hourly) were provided during the summer of 2021 on instructional strategies and materials in ELA/ELD and mathematics and SEL curriculum, IEP goals and implementation, behavior management, and parent communication and relationships.</p> <p>Monthly parent trainings (in-person and virtual) address issues and concerns regarding their child’s disability providing strategies and resources for support. In-person training included child care available.</p> <p>Six teachers on special assignment (TOSAs) were hired (two in Alternative Education and four in Special Education) to provide in-class support and professional development to teachers on ELA/ELD and math instruction and coaching on UDL, instructional differentiation, and assessments.</p>	

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

\$6,771,952

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
<p>ESSER III Plan Goal 1, Action 1 and Goal 2, Action 1 (Aligned with LCAP Goal 1, Actions 14, 15, and 16)</p>	<p>Implement interventions and programs for learning acceleration for students in ELA, mathematics, and elective classes</p>	<p>Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports that include after school tutoring by teachers and contracted service providers.</p> <p>Increase learning recovery programs and materials designed to accelerate student academic proficiency of English language proficiency or both that include subscriptions for iReady and Moby Max with training for teachers and paraprofessional.</p> <p>Implement summer school for six hours each day for students (from June 1, 2021 to July 30, 2021) by paying teachers and instructional assistants extra-duty hourly.</p> <p>Implement after school Accelerate to Graduate program for two hours each day (from August 16, 2021 to May 26, 2022) by paying extra-duty hourly to teachers, instructional assistants and other support staff and through contracted service providers.</p> <p>Implement intensive Instruction in the Extended School Year (ESY) for students with disabilities for one hour daily for 20 days for learning recovery and tutoring by paying teachers and instructional assistants extra-duty hourly.</p> <p>Implement virtual intensive instruction in ESY for students with disabilities who are not able to attend in-person instruction for one hour daily for 20 days by paying teachers and instructional assistants extra-duty hourly.</p> <p>Implement credit recovery classes for students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility through the online Edmentum courseware.</p> <p>Implement elective classes (visual and performing arts, world/sign language classes, driver's education,</p>	<p>\$6,771,952</p>

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		<p>makerspace CTE mobile labs), and physical fitness programs for enrichment and learning acceleration.</p> <p>Support transportation to school for students with bus passes and adding campus security supervisors and a school resource officer for home visits and community support.</p> <p>Purchase Chromebooks and hot spots for students to use at home to enhance their learning.</p>	

Use of Any Remaining Funds

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

Total ESSER III funds being used to implement additional actions

[\$ 0.00]

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
[Plan, Goal #, Action #]	[Short title of the action]	[A description of the action]	[\$ 0.00]
[Plan, Goal #, Action #]	[Short title of the action]	[A description of the action]	[\$ 0.00]
[Plan, Goal #, Action #]	[Short title of the action]	[A description of the action]	[\$ 0.00]

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
<p>Implement interventions and programs for learning acceleration for students in ELA and mathematics</p>	<p>In order to improve student achievement in ELA and math, RCOE Alternative Education continues to assess learning loss through multiple measures and addressed through a multi-tiered system of support to meet the different learning needs of students. Student learning and progress, as well as diagnosing learning loss, is measured through Exact Path ELA, reading, and math pre-/post-tests, Interim Comprehensive Assessments (ICAs), the Test of English Language Learners (TELL), classroom-based tests, student grades/credits, and state assessments (CAASPP and ELPAC).</p> <p>At the classroom level, teachers measure student learning and progress through multiple assessment methods that include daily online class assignments, projects, quizzes, and teacher developed tests at the end of each unit (units range from four to six weeks of instruction). The Test of English Language Learners (TELL by Savvas) is administered when an EL student enrolls in school and a post-test will be administered after 90 days to determine English language proficiency needs. Student grades are used to provide authentic information to measure in-class performance on assignments, projects, and tests. Teachers monitor student participation in Plato/Edmentum to help with content/skills</p>	<p>At the school level, MTSS data teams monitor student learning and identify students for support. During monthly MTSS collaborative meetings on Wednesday PLCs, teachers, classified staff, and principals review student data on attendance, behavior, grades, credits, and standardized test scores to determine classroom and school wide interventions for students. Central office administrators and principals conduct classroom observations, provide feedback on content and instruction and support teachers. Principals monitor the instructional supports provided to English learners and students with disabilities. Principals monitor student work completion and graded assignment/test as recorded by teachers in Aeries Gradebook every four weeks. Administrators/Principals review the weekly automated grade reports that are received through email (generated from Aeries) in order to monitor student progress. Parents/Guardians monitor their child’s learning using Parent Portal.</p> <p>At the district level, the Alternative Education Leadership Team continues meeting twice each month to monitor student achievement data, program outcomes, and actions/services in the LCAP. The Alternative</p>

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
	<p>where students needed additional support in each subject. Principals track course completions in Plato/Edmentum and review pre-test/post-test results for each module in the Plato/Edmentum courses.</p>	<p>Education Leadership Team is made up of site and central office administrators. Monitoring and evaluating the effectiveness of the plan is integrated with processes for the LCAP Annual Update, WASC accreditation review, and SPSA development. The Alternative Education Leadership Team uses our own local dashboard in Aeries to monitor student data in real time during the two meetings each month.</p>
<p>Supports for students in Social Emotional Learning and the Mental Health</p>	<p>In order to support student social-emotional learning and behavioral health, a Multi-Tiered System of Support for Students (MTSS) is implemented. Tier one universal supports and interventions (all students) for behavioral health include Positive Behavior Interventions and Supports (PBIS), Panorama SEL screener, mentoring, suicide prevention education, sensory supports, applied behavior analysis strategies, and access to the site wellness centers. Tier two targeted group supports and interventions (interventions for students at risk) include mental health group counseling (in substance abuse, anger management, etc.), Boys Town social skills, Second Step Social Skills, Care Solace referrals for families, other means of correction, risk assessments, and choice reinforcement assessments. Tier three Intensive Individualized Supports and Interventions include individual mental health counseling, the ACES screener, the Global Assessment of Functioning (GAF) screener, and Care Solace referrals.</p>	<p>At the school level, MTSS data teams monitor student behavioral health and identify students for services. During monthly MTSS collaborative meetings on Wednesday PLCs, teachers, classified staff, and principals review student data on behavior to determine classroom and school wide interventions for students. Administrators/Principals review the weekly automated behavior reports that are received through email (generated from Aeries) in order to monitor student progress.</p> <p>At the district level, the Alternative Education Leadership Team meets twice each month to monitor student behavior data and program outcomes in or to deploy resources to meet the social-emotional needs of students.</p>

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. For all other questions related to ESSER III, 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
June 2021