



ESSER III Expenditure Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Redlands Unified School District	Mauricio Arellano, Superintendent	(909) 307-5300

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
Local Control Accountability Plan (LCAP) 2021-22	This document can be found on the LCAP page of the District website: https://www.redlandsusd.net/Domain/57
Extended Learning Opportunities (ELO) Plan	This document can be found on the LCAP page of the District website: https://www.redlandsusd.net/Domain/57
Safe Re-opening of School Plan	This document can be found on the District website: https://www.redlandsusd.net/reopeningofschoolplan

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

\$30,406,497

Plan Section	Total Planned ESSER III
Strategies for Continuous and Safe In-Person Learning	\$22,950,197
Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)	\$6,081,300
Use of Any Remaining Funds	\$1,375,000

Total ESSER III funds included in this plan

\$30,406,497

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.

Involvement Process

Redlands Unified School District has a long-established practice of fully engaging with the greater Redlands community to assess the district's progress with the LCAP goals and actions. During the 2020-21 and 2021-22 school year, the practice expanded to include community input in the development of the Learning Continuity and Attendance Plan (LCP), the AB 86 Extended Learning Opportunities (ELO) plan and the ESSER III plan. Using community feedback, the district will continue to refine and develop future goals and actions outlined in these plans as well as monitor progress and effectiveness. The RUSD LCAP, ELO, and ESSER III plans are a result of the incorporation of intentionally gathered, informed input from all stakeholder groups that includes parents, students, community members, teachers, classified and certificated bargaining units, as well as site and district administrators.

The district implemented an electronic exchange via ThoughtExchange in January and June 2020, as well as in October 2021. This platform allowed for ongoing feedback and collaborative processing of community thoughts and ideas regarding the status, growth and needs of the students and the educational program offered. Within the program, stakeholders identified themselves as parents, community members, staff (classified, certificated, management), and students. There was also a separate student ThoughtExchange forum during the January and June process. The ThoughtExchange program was implemented, and an extensive analysis of the input received was shared with personnel, the Board of Education, the LCAP Advisory Committee, DELAC and the public via the district web page.

In addition, RUSD utilized Kelvin Education pulses to connect with students, staff, and families throughout Spring 2021 and in the Fall of 2021. These short monthly pulses allowed stakeholders to provide input on themes such as climate of support for academic learning, physical and emotional safety, school connectedness, self management and growth mindset. Throughout the school year, the superintendent, and his designees provided regular updates to community partners. Each update presentation was systematic and thorough in providing each audience with RUSD's specific progress on the status of state and local metrics for each of the five RUSD LCAP goals and related actions and services that support goal implementation. Each update presentation provided progress on existing LCAP metrics for each LCAP goal and action to date. These presentations and/or discussions were shared with DELAC, Classified and Certificated Associations, negotiation committee, principals, and the Board of Education both formally and informally.

The stakeholder engagement process for the ESSER III expenditure plan built upon the work of the 2021-22 to 2023-24 LCAP and Extended Learning Opportunities Plan and was unique in terms of timeline and scope as it connected to the engagement process for the 2020-21 Learning Continuity and Attendance Plan (LCP). As detailed in RUSD's adopted Learning Continuity and Attendance Plan, a range of stakeholder engagement activities occurred throughout June-September 2020. These included meetings with stakeholder input sessions such as the LCP Advisory Committee and DELAC, district committees/groups, district surveys, public comment on the posted draft, and public comment at the public hearing and related board presentations. The engagement during this process was foundational to the 2021-22 LCAP as many of the priorities and recommendations raised during that process translated directly or supported stakeholder input.

Local Control Accountability Plan Feedback; January 2020

Number of Respondents: 864 Participants (27% Parent/Family, 25% Staff Member, 3% Community Member, 45% Student) - 1,376 shared ideas with 30,712 ratings

Learning Continuity and Attendance Plan Feedback; June 2020

Number of Respondents: 4,745 Participants (39% Elementary, 58% Secondary, 3% Other) - 5,991 shared ideas with 217,323 ratings

Kelvin Pulse Survey Feedback; March-June 2021

Number of Respondents: Staff Participants - 791, Students Participants grades 3-12 - 7,446, Family Participants - 8,200

ESSER III Feedback; October 2021

Number of Respondents: 687 Participants (75% Parent, 16% Staff, 2% Community Member, 7% Student) - 463 shared ideas with 17,189 ratings

Survey summary information is noted in the section below. This information was posted on the District website and reviewed along with an overview of the ESSER III plan with the District English Language Advisory Committee and the Redlands Council of PTAs.

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

As noted in the section above, significant opportunities were provided to the community to participate in the development of the planning documents for Redlands USD. Through ThoughtExchange and Kelvin pulse surveys, thousands of responses were reviewed as part of the District planning and decision-making process. The information below denotes the priority themes from the ThoughtExchange and areas of focus from the Kelvin pulse surveys. Community partner input influenced the development of the ESSER plan and is evidenced by the alignment of the District's actions with the needs and interests identified.

RUSD LCAP Feedback Survey themes:

- Academics (College/Career, Curriculum and Programming, Field Trips and Extra-curricular, Intervention, Second Language Opportunities)
- Equity (Quality Teachers and Staff)
- Safety and Security (Mental Health Support and Counseling, Facilities and Resources)
- Engagement (Parent and Community Involvement, Communication)
- Innovation (Technology, 21st Century Learning, STEM)

Learning Continuity and Attendance Plan (LCP) Feedback Survey themes:

- Safety for In-Person Learning
- Distance Learning Accountability
- Full Return to In-Person Learning
- Technology
- Social Interaction

Kelvin Pulse Survey data:

- Staff Survey Results (Climate of Support for Academic Learning, Mental Health, Emotional Safety) - 75% favorability
- Student Survey Results (Physical/Emotional Safety, Relationships, Connectedness, Self-Management) - 82% favorability
- Parent/Family Results (Physical/Emotional Safety, Relationships, Climate of Support for Academic Learning) - 89% favorability

ESSER III Plan Survey themes:

- Staffing (Smaller Class Sizes, Additional Teachers, Support Staff)
- Increased Academic Opportunities (College/Career, STEM, Math, Summer Learning)
- Increased Elective Opportunities (Art, Music, Literature, MS World Languages Classes, Clubs, Sports)
- Increased Social Emotional Support (Adult SEL, Social Awareness, Responsible Decision Making)
- Mental Health Supports (Grief/Loss Support, Wellness Centers)
- Safety (HVAC systems for HS Gyms, Water-filling stations, Vaccination & Testing Sites, Safety Equipment, Building Modernization)

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

\$22,950,197

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCP - Actions Related to In-Person Learning; LCAP 3.1 & 3..9	School Operations	Staffing to support the maintenance of operations and continuity of services for all students, to continue to employ existing staff, as well as the expansion of alternative learning programs including eAcademy and Independent Study opportunities.	\$3,000,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCP - Actions Related to In-Person Learning; LCAP 3.10	Technology	Purchasing educational technology (including hardware, software, and connectivity) for students that aids in regular and substantive educational interactions.	\$1,000,000
LCP - Actions Related to In-Person Learning; LCAP 3.6	COVID Health and Safety	School facility repairs and improvements to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs, including but not limited to HVAC upgrades, water filling stations, wifi thermostats; keyless entry systems, and emergency radio systems.	\$16,050,197
	Alternative Learning Opportunities	Facility and equipment upgrades to expand alternative learning programs (eAcademy and Independent Study) as well as outdoor learning spaces such as shade structures, outdoor labs, and seating.	\$2,500,000
LCP - Professional Development; ELO Plan 7; LCAP Goal 2.1	Training for School Staff	Training for school staff on strategies to engage students and families in addressing students' social emotional health and behavioral needs and academic needs: including but not limited to the implementation of Universal Design for Learning (UDL), support for social emotional learning (SEL) and trauma informed care (TIC),	\$150,000
LCAP Goal 1.11	Visual and Performing Arts (VAPA)	Staffing and material resources to provide updates to VAPA learning spaces to reduce sharing of equipment, close contact, instrumental PPE, and expansion of programs.	\$250,000

Addressing the Impact of Lost Instructional Time

A description of how the LEA will use funds to address the academic impact of lost instructional time.

Total ESSER III funds being used to address the academic impact of lost instructional time

\$6,081,300

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCP - Actions to Address Learning Loss; Extended Learning Opportunities Plan	Expanded Learning	Staffing and material resources to support extended instructional learning time in addition to what is required for the school day/year by providing summer school, intersession, and extended day opportunities and taking any other action that increases the amount of instructional time or services provided to students based on their learning needs including but not limited to: <ul style="list-style-type: none"> • District-wide diagnostic and progress monitoring systems • Supplemental instructional curriculum materials • Supplemental online learning subscriptions • Additional temporary teachers and 0/7 period classes • Before/after-school credit recovery classes • Extended day staffing at high school libraries • Parent/community liaisons • Online and in-person tutoring opportunities 	\$6,081,300

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

\$1,375,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCP - Supports for Pupils with Unique Needs; LCP - Mental Health & Social	Multi-Tiered Systems of Supports (Educational Equity)	Staffing and material resources to support school sites in the implementation of MTSS, direct Tier 2 and 3 supports to students, and coaching and consultation for staff including but not limited to additional school counselors, mental health	\$875,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
Emotional Well-being; ELO 3; LCAP Goal 1.1, 1.2, 1.3		<p>and behavioral support staff, professional development, and curriculum resources.</p> <p>The will result in improved attendance and a decrease in disciplinary occurrences, as well as expanded supports in Tier 2 and 3 in the areas of social emotional learning and behavior. Additionally this work will provide increased access to mental health resources and early intervention opportunities.</p>	
LCP - Supports for Pupils with Unique Needs; LCAP 2.4	English Learner Services	<p>Staffing and material resources to provide academic and social emotional supports both within and outside of the school day to support multilingual learners.</p> <p>This will result in improved attendance and academic performance for students, as well as improved parent participation in the decision making process</p>	\$250,000
LCP - Supports for Pupils with Unique Needs; LCAP 1.3	Students Experiencing Homelessness	<p>Staffing and material resources to provide increased case management, director support for academics and social emotional learning for students experiencing homelessness.</p> <p>This will result in an increase of student connectedness and resiliency, which will be demonstrated through improved attendance and graduation rates.</p>	\$250,000

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
School Operations	<p>Human Resources and Business Services will progress monitor success in meeting increased immediate demands of COVID-related health and safety concerns through regular check-ins with principals at existing bi-monthly meetings and supervisory visits to schools. The extent to which actions are implemented across district and in each school may be measured by:</p> <ul style="list-style-type: none"> a. # students served in alternative learning programs and home hospital programs b. Extent to which additional staff are hired and trained to support efforts (#/% hired, #/% trained) c. % of expected budget expended d. Division/Department Self-Assessment or Stakeholder Satisfaction Survey of ESSER services/supports 	<ul style="list-style-type: none"> a. Semi-annual b. Quarterly (first year only) c. Semi-annual d. Annual
Technology	<p>Technology Department will progress monitor the extent to which actions are implemented across district and in each school. Measures may include:</p> <ul style="list-style-type: none"> a. Descriptive documentation of new/expanded services and supports b. Avg student device age c. # Helpdesk ticket/call responses d. Extent to which additional staff are hired and trained to support efforts (#/% hired, #/% trained) e. % of expected budget expended f. Division/Department Self-Assessment or Stakeholder Satisfaction Survey of ESSER services/supports 	<ul style="list-style-type: none"> a. Semi-annual b. Annual c. Daily d. Quarterly (first year only) e. Semi-annual f. Annual

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
COVID Health and Safety	<p>Business Services and Health Services Department will progress monitor the extent to which actions are implemented across district and in each school. Measures may include:</p> <ul style="list-style-type: none"> a. COVID Dashboard b. Descriptive documentation of new/expanded health and safety initiatives c. Descriptive documentation of COVID mitigation, testing, contact tracing, management efforts d. Descriptive documentation of physical building infrastructure adjustments to mitigate COVID e. Extent to which additional staff are hired and trained to support efforts (#/% hired, #/% trained) f. % of expected budget expended g. Division/Department Self-Assessment or Stakeholder Satisfaction Survey of ESSER services/supports 	<ul style="list-style-type: none"> a. Daily, or as frequently as possible b. Semi-annual c. Semi-annual d. Semi-annual e. Quarterly (first year only) f. Semi-annual g. Annual
Alternative Learning Opportunities	<p>Educational Services will progress monitor the expansion of alternative learning opportunities, such as eAcademy and Redlands Independent Study Education (RISE), to ensure all students have access to compulsory education. Measures may include:</p> <ul style="list-style-type: none"> a. Alternative Program enrollment and wait lists b. Extent to which additional staff are hired and trained to support efforts (#/% hired, #/% trained) c. Descriptive documentation of physical building infrastructure and adjustments to meet enrollment demands d. Descriptive documentation of new/expanded equipment, curriculum and material resources e. % of expected budget expended 	<ul style="list-style-type: none"> a. Daily, or as frequently as possible b. Quarterly (first year only) c. Semi-annual d. Semi-annual e. Semi-annual f. Annual

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
	f. Division/Department Self-Assessment or Stakeholder Satisfaction Survey of ESSER services/supports	
Training for Staff	<p>Curriculum and Instruction and Professional Development will progress monitor the extent to which actions are implemented across district and in each school. Measures may include:</p> <ul style="list-style-type: none"> a. # Trainings conducted b. Staff participation in training c. Classroom Observations d. Professional Development Survey e. Extent to which additional staff are hired and trained to support efforts (#/% hired, #/% trained) f. % of expected budget expended g. Division/Department Self-Assessment or Stakeholder Satisfaction Survey of ESSER services/supports 	<ul style="list-style-type: none"> a. Quarterly b. Quarterly c. Ongoing d. Annual e. Quarterly (first year only) f. Semi-annual g. Annual
Visual and Performing Arts (VAPA)	<p>Curriculum and Instructional Department will progress monitor the extent to which actions are implemented across district and in each school. Measures may include:</p> <ul style="list-style-type: none"> a. Descriptive documentation of new/expanded VAPA programs, services, equipment b. #/% student participating in VAPA programs c. VAPA Student Survey d. Extent to which additional staff are hired and trained to support efforts (#/% hired, #/% trained) e. % of expected budget expended f. Division/Department Self-Assessment or Stakeholder Satisfaction Survey of ESSER services/supports 	<ul style="list-style-type: none"> a. Semi-annual b. Semi-annual c. Annual d. Quarterly (first year only) e. Semi-annual f. Annual

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
Expanded Learning	<p>The Educational Services Division will progress monitor the extent to which actions are implemented across district and in each school. Measures may include:</p> <ul style="list-style-type: none"> a. Descriptive documentation of new/expanded programs and services b. Student participation in expanded learning programs and intensity of services c. Extent to which additional staff are hired and trained to support efforts (#/% hired, #/% trained) d. % of expected budget expended e. Division/Department Self-Assessment or Stakeholder Satisfaction Survey of ESSER 	<ul style="list-style-type: none"> a. Semi-annual b. Semi-annual c. Quarterly (first year only) d. Semi-annual e. Annual
Multi-Tiered Systems of Supports (Educational Equity)	<p>Redlands Coordinated Supports and Services Department will progress monitor the extent to which actions are implemented across district and in each school. Measures may include:</p> <ul style="list-style-type: none"> a. # of students served and intensity of services b. # of student disciplinary infractions c. Descriptive documentation of new/expanded behavioral, SEL, and mental health services d. Student Climate Survey e. Family Climate Survey f. Staff Climate Survey g. Extent to which additional staff are hired and trained to support efforts (#/% hired, #/% trained) h. % of expected budget expended i. Division/Department Self-Assessment or Stakeholder Satisfaction Survey of ESSER services/supports 	<ul style="list-style-type: none"> a. Quarterly b. Daily c. Semi-annual d. Annual e. Annual f. Annual g. Quarterly (first year only) h. Semi-annual i. Annual
English Learner Services	<p>English Learner Services Department will progress monitor the extent to which actions are</p>	<ul style="list-style-type: none"> a. Quarterly b. Quarterly c. Annual

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
	<p>implemented across district and in each school. Measures may include:</p> <ul style="list-style-type: none"> a. Classroom observations (frequency of walkthroughs and quality of instruction) b. RFEP/LTEL monitoring and DELAC meeting attendance c. English Learner Survey d. Extent to which additional staff are hired and trained to support efforts (#/% hired, #/% trained) e. % of expected budget expended f. Division/Department Self-Assessment or Stakeholder Satisfaction 	<ul style="list-style-type: none"> d. Quarterly (first year only) e. Semi-annual f. Annual g. Annual
<p>Students Experiencing Homelessness</p>	<p>Student Services Department will progress monitor the extent to which actions are implemented across district and in each school. Measures may include:</p> <ul style="list-style-type: none"> a. Descriptive documentation of new/expanded services and supports b. # of students served and intensity of services c. Homeless Survey d. Extent to which additional staff are hired and trained to support efforts (#/% hired, #/% trained) e. % of expected budget expended f. Division/Department Self-Assessment or Stakeholder Satisfaction Survey of ESSER services/supports 	<ul style="list-style-type: none"> a. Semi-annual b. Quarterly c. Annual d. Quarterly (first year only) e. Semi-annual f. Annual

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.).

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