

ESSER III Expenditure Plan Ravenswood City School District

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-Level Plans Referenced in this Plan

Plan Title	Where the Plan May Be Accessed
2021-2024 Ravenswood LCAP (Local Control and Accountability Plan)	www.ravenswoodschools.org/Explore-RCSD/Departments/Curriculum--Instruction/Local-Control-Accountability-Plan-LCAP/index.html

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	\$6,711,030
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Plan Section	Total Planned ESSER III Expenditures
Strategies for Continuous and Safe In-Person Learning	\$300,000
Addressing Lost Instructional Time <i>(a minimum of 20 percent of the LEAs ESSER III funds)</i>	\$1,342,206
Use of Any Remaining Funds	\$5,068,824
Total ESSER III funds included in this plan	\$6,711,030

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:

Regular, ongoing communication with the Ravenswood community has been integral to the decisions made by the district, particularly in response to the COVID-19 Pandemic. Ravenswood has worked to involve all our stakeholders in developing our plans throughout the pandemic. This included creating cross-functional working groups that included parents, teachers, union leaders, principals, central office staff, and community members during the initial shift to distance learning. All these stakeholders have provided input on our Learning Continuity and Attendance Plan, COVID safety plans and checklists, the return to school Recovery & Reopening Plan, and our budget approach and strategy. We have also done a tremendous amount of engagement as we are working on our upcoming 3-year LCAP.

In response to the ESSER III expenditure plan requirements, Ravenswood has also re-evaluated its stakeholder engagement opportunities and determined that Civil Rights Groups, Tribes, or Advocates are neither present nor served by the Ravenswood City School District, and that if such groups are present, our existing public engagement provides sufficient opportunity for such members or representatives to provide feedback or request additional consultation.

The development and revision of the Ravenswood Reopening & Recovery Plan was led by a committee that involved district leadership, cabinet and staff, school principals, representatives from the RTA and CSEA, board members, parent representatives, and our Community Partnerships (REF, B&GCP, CASSY, Innovate Public Schools). We have been committed to engaging with all parts of our community working collectively to implement an instructional program that will best serve our students at this challenging time. We believe the best way to do this is to ensure there is two-way communication where we educate and inform on some issues, but also gather feedback and continue to revise our plans and instructional strategies for the pending needs of our students and families. Representatives from all parts of our community participated in community focus activities to help to guide this development, including multiple surveys, focus group discussions, and town hall meetings. We continue to gather regular feedback from our families, partners, students, and staff about how we are doing, and in what ways we could adjust our plans to better meet the needs of our community. This group has also provided regular updates through district wide communications (e.g. emails, video messages, social media posts) and has also updated our school board at nearly every meeting. For transparency, the presentations, meeting notes and minutes, and other relevant documents connected to the development and revision of the Reopening and Recovery Plan are available on our website in both English and Spanish.

We also began convening a multi-stakeholder Learning Acceleration Committee beginning in January 2021, also known as the Committee to Resolve Educational Inequities Exacerbated by a Global Pandemic. The purpose of this committee has been to convene community members across roles to review current literature and research around pandemic responses, efforts to support student social emotional needs and academic learning, and evaluate possible strategies for our district to take in the 21-22 school year and forward.

Our new 3-year Local Control and Accountability Plan (LCAP) was also developed from January 2021 - June 2021. There was a strong emphasis on community engagement throughout the LCAP writing process, and focused the input of

school, district, and community members towards setting goals and planning actions that could make meaningful impacts for our students.

Ravenswood has conducted significant and meaningful engagement to develop a holistic district-wide budget that includes the stimulus funds available to the district, including spending plans for the ESSER III funds included in this document. Our improvements to the district budgeting processes and increased transparency has meant that the engagement for many district-wide and school-wide plans have overlapped, to ensure that the funds are used most effectively with the ultimate goal of supporting student needs and improving student outcomes.

Feedback and data collected throughout the various engagement and consultation opportunities have informed the Ravenswood Reopening & Recovery Plan (RR&RP), the 5-year Strategic Plan, the Expanded Learning Opportunities Plan (ELO), the Local Control and Accountability Plan (LCAP), individual School Plans for Student Achievement (SPSAs), Ravenswood’s District Budget, the ESSER III Safe Return to In-Person Instruction and Continuity of Services Plan, and of course this ESSER III Expenditure Plan.

There are multiple spaces and places for anyone to provide feedback and input on the direction of the school and district plans, including instructional leadership and staff meetings, SELPA and SMCOE consultations, CSEA and RTA consultations, DAC/DELAC meetings, SSC/ELAC meetings at the school-sites, Board meetings, “Community in Action” office hours with the Superintendent, Newsletters, Surveys, and Parent-Teacher or Family-School communications.

The ESSER III Expenditure Plan has been developed in the continued effort to support our community as we navigate both virtual and in-person teaching and learning during the COVID-19 pandemic. Community members have been invited to provide additional input on this plan specifically, through the posting of the draft plan on the district website, and at the public Board Meeting on October 14, 2021.

Ongoing feedback and input are critical to improving outcomes for our students, and ensuring continuous improvement in our processes and practices. SSC/ELACs at each school site, the DAC/DELAC, the Learning Acceleration Steering Committee, and other spaces of community engagement will continue to discuss relevant topics of interest for our schools, students, and families. This includes the planning, implementation, and monitoring of activities that seek to address the lost instructional time as a result of the COVID-19 Pandemic, as well as the monitoring and updating of existing Plans, and the development of any future Plans to support our student’s needs.

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

The identified needs of the wider Ravenswood community are focused on ensuring the safety of both staff and students as we return to in-person instruction, and providing sufficient opportunities and resources to ensure equitable access for students in an attempt to resolve and reduce the educational inequities that have only been exacerbated by the COVID-19 pandemic. Feedback surrounding the health and safety of students has been incorporated into the Actions around “COVID Coordination and Response”, which includes on-site surveillance testing initiatives.

Comments, input, and ideas from the community, collected over the last 18 months through a variety of engagement opportunities, has revealed a need for strong social and emotional supports for students, which have been included in Actions such as “Additional Student-facing and Family-focused Positions and Resources”, “Staff Retention”, and “Additional Student Supports”. Initiatives to support and address unfinished learning have been incorporated into the ESSER III plan through the implementation of Actions related to increased instructional access. These include the provision of a “Robust Summer School”, opportunities for “Extended Day” and “Extended Year” instruction, “Additional Instructional Positions”, and the ever-present need to continue expanding our “Curriculum and Staff Development” strategies. We also want to ensure that inequitable access to technology is not a barrier to educational success, and community input indicates strong support for Ravenswood’s efforts to provide “Additional Technology 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	\$300,000
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Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
<i>Not applicable</i>	COVID Coordination and Response	The coordination of various COVID response activities require support and may include facilitating COVID testing, monitoring air filters, developing district-wide and school-wide plans etc.	\$100,000
<i>Not applicable</i>	COVID Response - Additional Supplies, as needed	It is likely that there will be additional expenses related to continuously and safely operating schools for in-person learning. This action allows us to cover additional and ancillary costs associated with testing, ventilation, cleaning supplies.	\$200,000

Addressing the Impact of Lost Instructional Time

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

Total ESSER III funds being used to address the academic impact of lost instructional time	\$1,342,206
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Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP Goal 1, Action 24	Robust Summer School	All Ravenswood students will receive the opportunity to attend a summer program which includes academics, enrichment, hands-on learning, and outdoor play activities.	\$750,000
LCAP Goal 1, Action 26	Extended Day	If negotiated, Ravenswood students will experience extended school day hours in order to receive more instructional time and opportunities for differentiated instruction.	\$400,000

<i>Not applicable</i>	Extended Year	We hope to provide opportunities for students to extend the number of days in the school year, separate from summer school. This may include acceleration academies, additional days, or other related initiatives.	\$192,206
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Use of Any Remaining Funds

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

Total ESSER III funds being used to implement additional actions	\$5,068,824
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Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP Goal 2, Actions 5, 6, and 15 LCAP Goal 4, Action 6	Additional Positions and Resources to support student wellbeing and family engagement	<p>It is important that students' social-emotional well-being and relationships are prioritized in order to develop an engaging learning environment and positive school culture and climate that students are excited to participate in. Ravenswood will provide a continuum of school mental health services under the multi-tiered system of supports (MTSS) to ensure that the needs of all students are met. This includes access to counselling / mental health resources for all students, their families, and staff, through partnerships with local organizations and service providers.</p> <p>Additionally, we will use these funds to support an investment in a number of family-focused and student-facing support roles including Campus Relations Coordinator, Social Worker, Outreach Coordinator and Family and Community Engagement Coordinator, that will help to increase the engagement of students and their families and provide necessary supports to those in-need.</p>	\$1,200,000
LCAP Goal 1, Actions 11, 18, and 25	Additional Instructional Positions	<p>An increase in instructional positions, including 'class-size-reduction teachers', allow more focus on supporting individual student needs in the classroom.</p> <p>Students will experience reduced class size ratio in order to provide a more individualized learning environment where strong relationships can be fostered.</p> <p>We will also increase the number of Newcomer/ELD specialist teachers at each structured English immersion school site to provide more targeted intervention support to students in need.</p> <p>Reading Specialists and Intervention Teachers will provide targeted small group literacy intervention to students reading below grade level in order to accelerate their growth and help them reach grade level expectations</p>	\$1,000,000

<p>LCAP Goal 1, Action 28</p>	<p>Additional Technology Supplies</p>	<p>Ravenswood will provide foundational technology to students so they can access curriculum and instructional resources online and in digital format in school and at home when needed. Ensuring the necessary funding to support additional expenses such as ancillary materials, replacement devices, and other relevant supplies are an important part of this strategy and will continue to enable student learning, both virtually and in-person, throughout the COVID-19 pandemic and ongoing recovery.</p>	<p>\$850,000</p>
<p>LCAP Goal 1, Actions 8, 19, and 22</p> <p>LCAP Goal 2, Actions 11 and 12</p> <p>LCAP Goal 7, Action 4</p>	<p>Continued Curriculum and Staff Development</p>	<p>The continued development of curriculum, and ongoing staff training are extremely necessary in addressing the increasing gaps in student academic achievement, identified through student performance assessments and exacerbated by the global COVID-19 pandemic.</p> <p>This action provides additional funding to support the supplemental expenditures related to curriculum, training, professional development, and other resources necessary for a holistic approach to addressing student needs.</p> <p>These ESSER III funds support the key actions that Ravenswood will be targeting include:</p> <ul style="list-style-type: none"> ● Expanding the integrated ELD professional development and classroom support, ensuring that both the language and content of all content areas are accessible to English Learners. ● Focusing on professional development and support for providing designated ELD instruction in small groups, differentiated by language level. ● Providing professional development to teachers specifically focused on serving English Learners with an emphasis on how to increase language and literacy skills for Level 4 English learners. ● Developing professional development for district and site instructional leaders around reclassification and its criteria, English Learner specific needs, and ELD instruction. ● Ensuring that instructional coaches are available to support teachers' growth and development through community building, coaching cycles, co-planning lessons, reflecting on their practice and analyzing student data to inform instruction at school sites. ● Launching an improved data-driven and vertically aligned professional development plan spanning from teachers to cabinet leaders with a focus on creating structures for teacher collaboration and developing the content-specific knowledge and skills of all educators in the system. ● Providing anti-racist training for teachers in an effort to create a more equitable learning environment for students of color. ● Developing culturally relevant libraries for classrooms so that students have access to literary materials that reflect the students' varied backgrounds. 	<p>\$700,000</p>

<i>Not applicable</i>	Staff Retention	Ravenswood has identified a strong priority for retaining existing teachers, paraprofessionals, and other staff members, as they have good knowledge of and experience with our families and community.	\$118,824
<i>Not applicable</i>	Additional Student Supports	A broad combination of activities, resources, and opportunities are part of the wider school academic experience. These may include tutoring, school site specific initiatives, additional efforts to improve and maintain students' social-emotional well-being, and other similarly allocable costs not already covered in the Actions described above.	\$1,200,000

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	How Progress will be Monitored	Frequency of Progress Monitoring
COVID Pandemic Health and Safety Response <ul style="list-style-type: none"> ● COVID Coordination and Response ● COVID Response - Additional Supplies, as needed 	<ul style="list-style-type: none"> ● Number of positive COVID-19 cases of students and staff who reported to school or work during their infectious period ● Tracking vaccination status of eligible staff and students, as applicable ● Student absences related to quarantine and/or isolation ● Number of surveillance tests performed 	<ul style="list-style-type: none"> ● Ongoing, as test results are released ● Ongoing, as vaccination status is shared with the district ● Reviewed weekly to determine if additional student academic support is needed ● Weekly, to determine if processes continue to be effective and appropriate
Increased Instructional Access <ul style="list-style-type: none"> ● Robust Summer School ● Extended Day ● Extended Year ● Additional Instructional Positions ● Continued Curriculum and Staff Development 	<ul style="list-style-type: none"> ● Review of student assessment and academic achievement data ● Reclassifications of English Learners ● Ensure that students have access to comprehensive classroom libraries and culturally relevant curriculum materials ● Teacher participation in professional development opportunities ● Assessment of ongoing community partnerships 	<ul style="list-style-type: none"> ● Review of district level student data 3 times per year - beginning, middle, and end of the year ● Review of intervention data for each cycle ● Annual instructional materials review and inventory ● Ongoing data tracking for professional development participation
Reducing Inequitable Access and Improving Community Well-being and Engagement <ul style="list-style-type: none"> ● Additional Technology Supplies ● Additional Positions 	<ul style="list-style-type: none"> ● Tracking and monitoring of computer and internet access devices providing for at-home use ● Student and family surveys, especially those focused on needs the district can support with 	<ul style="list-style-type: none"> ● Surveys are initiated regularly throughout the year ● Annually, for staffing and retention review ● Ongoing, as technology devices are distributed and collected

<p>and Resources to support student wellbeing and family engagement</p> <ul style="list-style-type: none">● Staff Retention● Additional Student Supports	<ul style="list-style-type: none">● Review of teacher credentials, staffing positions aligned to the needs of the school, and retention rates● Ensure student access to counselling services by tracking referrals	<ul style="list-style-type: none">● Ongoing, counselling and wellbeing services are available year-round
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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 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: 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 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.).