

## ESSER III Expenditure Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Riverside Unified School District	Dr. Jacqueline Perez Assistant Superintendent for Equity, Access & Community Engagement	<a href="mailto:japerez@riversideunified.org">japerez@riversideunified.org</a> 951-788-9135 Ex. 80422

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	District Website - <a href="https://www.riversideunified.org">Riversideunified.org</a>
Expanded Learning Opportunities Grant	District Website - <a href="https://www.riversideunified.org">Riversideunified.org</a>

## Summary of Planned ESSER III Expenditures

Below is a summary of the ESSER III funds received by the LEA and how the LEA intends to expend these funds in support of students.

### Total ESSER III funds received by the LEA

\$ 73,087,657

Plan Section	Total Planned ESSER III Expenditures
Strategies for Continuous and Safe In-Person Learning	[\$16,008,000.00]
Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)	[\$52,827,086.00]
Use of Any Remaining Funds	[\$4,252,571.00]

### Total ESSER III funds included in this plan

\$ 73,087,657

## 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 in Riverside Unified is always a very meaningful and inclusive process and consists of two objectives: 1) Inform stakeholders of progress toward meeting the ESSER III funding actions and services and, 2) Determine changes or additions needed to meet said actions and services. The process itself provided a broad group of stakeholders (virtually - summer of 2021&, spring of 2021) with the opportunity to be part of reviewing the progress, providing input, and supporting implementation of actions through meaningful feedback. Representation from significant stakeholder groups including parents, community members, students, LCAP Advisory Committee, District English Learner Advisory Committee, African American Parent Advisory Committee, Riverside Parent Teacher Association and RUSD Bargaining Units (RCTA and RCSEA) have all provided input in the development and

monitoring of the ESSER III Expenditure Plan. The inclusive processes used by the Riverside Unified School District to develop our plan brought together a variety of novel ideas provided by parents, teachers, students, school/district classified employee groups and community partners. Feedback was garnered using the following strategies: surveys, school site meetings, parent/partnership committees, consensus building and virtual community Town hall gatherings.

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

Obtaining meaningful feedback from stakeholders for ESSER III also included our review and analysis of prior information garnered during the 2020-21 school year from RUSD's Local Control Accountability Plan (LCAP) advisory committee. This committee consists of parents, community/business members, RUSD teachers, administrators, classified employees and students who meet quarterly to provide input on the LCAP process and content. In 2020-21 this committee elevated the following six priorities to help direct the district's plan: 1) Continued support for devices, reliable internet, and technology access for all students; 2) District-wide tutoring; 3) Support for English learners; 4) support for families from the Family Resource Center; 5) Learning loss mitigation; and, 6) Social emotional health for all students. This input helped shape the Actions and Services in all three LCAP goals and also gave direction for the ESSER III Expenditure Plan and the RUSD Expanded Learning Opportunities Grant.

**Parent Feedback:** The Parent Satisfaction Survey conducted in April of 2021 provided insight into parents' concerns around interventions needed to address learning loss mitigation and social emotional support for students. 2567 parents responded to the questionnaire that asked parents about their satisfaction with RUSD's LCAP goals, as well as the seven purposes for the Extended Learning Opportunities grant. When asked if their student (s) would participate in extended instructional time before and/or after school and during the summer, 50% stated they would be more/most likely to do so. Well over 60% of parents surveyed agreed that they would have their student(s) participate in one-on-one or small group tutoring as well. Providing social emotional learning for students was also important to parents as the survey showed 80% were most likely to support this effort. 50% or more of parents also shared they would desire credit recovery, learning hubs, and additional snacks and meals to be provided for their students. Finally, 70% of parents expressed approval for more training for teachers, administrators and adult school employees such as campus supervisors, paraprofessionals and office personnel in social-emotional learning, and additional progress monitoring for students. In addition to the parent survey, RUSD parents have expressed deepening concern regarding our Native American students and their disproportionate suspension rates and related Civil Rights issues. RUSD is responding by applying for Title VI funding and will be creating an "Indian Parent Committee" as per the Title VI guidelines.

**Student Feedback:** A student satisfaction survey for grades 7-12 was conducted this spring and was based on the three LCAP goals. Over 900 responses were collected overall, and yielded the following results for Goal One: 90.3% of students stated that their school expected them to achieve their best, and 84.0% responded that their teachers demonstrated equity for students in the classroom. Results for Goal Two revealed: 72% of students stating that their school adequately prepares them for college and career and 99.0% responding that their teachers cared about their learning, and that being in their respective teachers classes mattered. Finally, the responses to Goal Three questions showed: 85% of students polled felt teachers respected their individual backgrounds and cultures, and 71% of students believed they could find help for mental and emotional health at school.

**Teacher/Certificated Employee Feedback:** In an effort to practice inclusion among all RUSD Certificated and Classified employees, all members of the RUSD staff (teachers, classified, administrators) were offered the opportunity to respond to a survey that asked for feedback on unduplicated student programs. The results showed that 75% or more of teachers and classified staff were most likely to fully support the following interventions/actions: Credit recovery, expanding summer school offerings, before and after school programs, community Learning Hubs, one-to-one tutoring for all students, added support from paraprofessionals for English Learners and Students with Disabilities, and increased social emotional services for students and families overall. Other concerns that were brought up was school safety after COVID and school program choice that impacted employee positions at school sites/and or for virtual learning. Teacher input from certificated members of the LCAP advisory committee also demonstrated support for implementation of the Multi Tiered system of support infrastructure in 2021, most notably the universal screeners.

**Classified Employee Feedback:** All RUSD staff members, including certificated and classified. were offered the opportunity to engage in a survey that asked for feedback on unduplicated student programs and supports to be implemented in LCAP. From 668 responses, the results showed that 75% or more of staff were most likely to fully support the following interventions/actions: Credit recovery, expanding summer school offerings, before and after school programs, community Learning Hubs, one-to-one tutoring for all students, added support from paraprofessionals for English Learners and Students with Disabilities, and increased social emotional services for students and families overall. Other concerns that were brought up was school safety after COVID and school program choice that impacted employee positions at school sites/and or for virtual learning. ESSER III funds will address several HVAC issues at RUSD school sites, as well as other health and safety issues directly impacting teachers and students. Classified employees also demonstrated support for increasing translators and the Family Resource Center.

**The District English Learner Advisory Committee Feedback:** DELAC met all year in a virtual environment, and came to consensus on the following LCAP and Expanded Learning Opportunities grant priorities: Continuing the Family Resource Center (FRC) which helps all RUSD families with referral information to services, and parent trainings with a focus on bilingual supports was this highest priority. Fortunately, the FRC will be funded by 2021-2024 LCAP, with supplemental funds for special parent programs coming from ESSER III. Members of DELAC also represent the Riverside Latino Network and update RUSD on Civil Rights issues pertaining to our LatinX community via this collaborative. The next set of priorities including social emotional support, summer learning, tutoring, learning hubs and distance learning will be implemented with both ESSER III funding and Expanded Learning Opportunities funding.

**The African American Parent Advisory Council Feedback:** AAPAC met all year in a virtual environment as well, and developed the following four priorities for the district: 1) Ensuring the retention of student Chrome books and internet connectivity for both virtual and in person learning be maintained and/or increased, 2) Creating additional focused resources for Black students as ongoing work, 3) Providing strong Restorative Practices/Justice programs to support social emotional learning throughout the district, and 4) Repairing disproportionate suspensions at all grade levels. Members from the Riverside Chapter of the NAACP participate on this Council and RUSD is updated on local and national Civil Rights issues via the AAPAC collaborative. The RUSD LCAP is addressing targeted, direct support for our Black and other underserved student groups, as well as creating more Restorative Practices/Justice training for teachers, administrators, and classified employees (particularly campus supervisors and instructional aids). The Expanded Learning Opportunities (ELO) grant, and ESSER III will provide funds for additional social emotional learning and technology in the coming years.

Riverside Parent Teacher Association Feedback: The Riverside Unified PTA placed more individualized tutoring at the top of their priority list, with social-emotional learning second. RPTA also expressed the need for assurances that technology devices and internet connectivity remain a priority even upon the return to in person learning. Finally, related issues to learning loss mitigation such as credit recovery, and extended learning were also on the top five priority list for the Parent Teacher Association. Both ELO, LCAP and ESSER III will address these priorities as well.

Gate District Advisory Committee Feedback: The Gate parents in Riverside Unified collectively met in an online forum to relay the following priorities they believe should be included in LCAP and ELO funding. Continuing the issuance of Chromebooks and internet connectivity for all families was top on the list, with high quality online learning and highly trained educators next. Having a strong Visual and Performing Arts (VAPA) was also important, along with the need for more college counseling, work internships and additional enrichment programs. The district LCAP will provide funding for robust VAPA programs, additional subject matter and technology training for educators. The ELO grant will fund more social emotional support for students, enriched curriculum and universal screeners to monitor student progress.

Virtual Town Hall meetings - Community Feedback: Three virtual Town Hall meetings were conducted by RUSD in August of 2021. After reviewing the notes and feedback from each meeting, the themes that arose across all sites were parents' concerns and priorities for ensuring safe schools, hiring highly qualified and caring teachers, sanitized and clean schools, and providing social-emotional and academic supports for students, as well as family support from the Family Resource Center, continuous updates on Covid-related issues and the guarantee of more Career Technical Education, Arts and STEM opportunities for all students.

Special Education Local Plan Area (SELPA) Feedback: The Riverside Unified School District SELPA Director served on the LCAP and ESSER III team and provided feedback related to support for students with disabilities. The district is engaged in the implementation of inclusive practices to ensure students are placed in the least restrictive environment. The feedback from SELPA stakeholders indicates there continues to be a need to focus on the implementation of inclusive practices. The LCAP and ESSER III include actions related to the development of an integrated Multi-tiered System of Support (MTSS) framework and the addition of Inclusive Practices Specialists to support the success of students with disabilities in the general education environment.

School site administrators were provided opportunities for input during principal meetings throughout the year. The site administrators were grouped by feeder patterns and read through and commented and made suggested edits to the actions and services. The ESSER III team also fielded Q and A from the group. The meeting resulted in the following feedback: "Ensure all actions are addressing all unduplicated pupils," "Make sure the language is more parent/community friendly," and there was a call for a simple repository website to be set up for ongoing site data to be captured and saved for future updates and reports.

Riverside City Teachers Association (RCTA) and California School Employees Association (CSEA) Chapter 506 are the bargaining units representing both certificated and classified employees. Their elected leaders participate on the RUSD LCAP Advisory Committee and their interests are represented on the ESSER III team. Both organizations are given the opportunity to serve in all of the various funding streams coming for Covid relief, including ESSER III and Expanded Learning Opportunities Grant (ELO). The priority for hiring current classroom aides and campus supervisors for "extra hours" to assist in the mitigation of learning loss was included in the

Expanded Learning Opportunities Grant and ESSER III. Laura Boling, president of the RCTA has contributed the feedback that RCTA Members have expressed strong interest in prioritizing attracting and maintaining highly qualified teachers and administrators. In addition, it was expressed that a priority should be on maintaining base and supplemental programs that support student learning and well-being including schools+2 and athletics.

California Healthy Kids Survey Feedback: (Answers are averaged from student, parent and credentialed/classified/administrator responses) There were over 1900 responses to the CA Healthy Kids Survey this year conducted by RUSD and WestEd this year. When respondents were asked about academic motivation for students, on average, 71% of RUSD stakeholders responded they Agreed or Strongly Agreed that RUSD students are motivated to do well academically. When asked about high expectations for all students, on average, 81% of RUSD stakeholders responded they Agreed or Strongly Agreed that the adults in RUSD hold high expectations for all students. When asked about support for student learning at our schools, on average, 70% of RUSD stakeholders responded they Agreed or Strongly Agreed that RUSD schools provide support for student learning. When asked about non-pandemic, systemic social emotional/behavioral supports, on average, 80% of RUSD stakeholders responded they Agreed or Strongly Agreed that RUSD schools provide these supports. When asked about parent involvement opportunities, on average, 69% of RUSD stakeholders responded they Agreed or Strongly Agreed that parents have the opportunity and are encouraged to be involved in school. When asked about perceived school safety, on average, 83% of RUSD stakeholders responded that they Agreed or Strongly Agreed that RUSD schools are safe places for students, teachers, administrators and classified employees.]

## 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

[\$16,008,000.00]

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
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<p>In addition to Goal 3, and Actions 1.5f, 1.5g that we are implementing in our LCAP, we are also implementing the following actions using ESSER III funds:</p> <p>IAQ #1 Upgrade HVAC systems,</p> <p>IAQ #2 Replace aged multi-zone HVAC systems.]</p>	<p>Facility Updates to Improve Air Quality</p>	<p><b>IAQ #1</b> Upgrade HVAC Systems at 4 middle schools</p> <p><b>IAQ #2</b> Replace aged multi zone HVAC systems at Arlington High School</p> <p><b>IAQ #3</b> Replace/upgrade multi zone HVAC systems at North High School</p>	<p>[\$14,928,000.00]</p>
<p>In addition to Goal 3; and Actions: 1.5a,1.5f, and 3.1c, that we are implementing in our LCAP, we are also implementing the following actions using ESSER III funds:</p> <p>HS #1 Air filters</p> <p>HS #2 Mobil EOC</p> <p>HS #3 Covid testing</p> <p>HS #4 Thermometers and batteries</p>	<p>Health and Safety</p>	<p><b>HS #1</b> Quarterly MERV 13 Filter replacements</p> <p><b>HS# 2</b> Equipment to operationalize a mobile Emergency Operations Center for the District Incident Commander to guide scalable response activities to any risis and/or emergency</p> <p><b>HS #3</b> Execute COVID testing when required (+vaccines if required)</p> <p><b>HS #4</b> Replacement batteries for all hand held thermometers</p> <p><b>HS #5</b> Operationalize a fixed Emergency Operations Center at central registration building for District Incident Commander to guide scalable response activities to any crisis and/or emergency</p>	<p>[\$1,080,000.00]</p>

HS #5 Fixed EOC			
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## 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

[\$52,827,086.00]

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
<p>In addition to Goals 2, and 3; and Actions: 2.1h, 2.2a, 2.2h, 3.3b, 3.4a, 3.4b, 3.4c that we are implementing in our LCAP; and our ELO grant</p> <p>Purpose# 1</p> <p>Purpose# 2</p> <p>Purpose# 3</p> <p>we are also implementing the following actions using ESSER III funds:</p> <p>IED SS #1 Mental Health Services</p>	Interventions, Extended Day and Summer School	<p><b>IED SS#1</b> Educationally Related Mental Health Services (ERMHS) - school counselors and licensed clinicians (Verlenden, Pampati, Raspberry et al., 2020) (American Federation of Teachers, 2021) (Yare, Radhakrishnan, Ballesteros, et al., 2021)</p> <p><b>IED SS#2</b> Compensatory Education Services as a result of Due Process and Compliance complaints related to COVID school Closures - 2.6 FTEs for delivery of services outline in student IEPs (National Center for Learning Disabilities, 2021) (Rehabilitation Act of 1973, Section 504; Americans with Disabilities Act of 1990; Title II rights of IDEA-eligible students with disabilities)</p> <p><b>IED SS#3</b> Make up sessions for students with disabilities as outlined in IEPs due to changes in schedules related to COVID school closures (Yell, Bateman, &amp; Shriner, 2020)</p>	[\$13,905,000.00]



<p>IED SS #2</p> <p>IEP Compliance Processes for Students with Disabilities</p> <p>IED SS #3</p> <p>Make IEPs for Students with Disabilities</p> <p>IED SS #4</p> <p>Transportation for afterschool programs</p> <p>IED SS #5</p> <p>Summer programs</p>		<p>(Alexander, Entwisle, &amp; Olson, April 2007)</p> <p>(Rehabilitation Act of 1973, Section 504; Americans with Disabilities Act of 1990; Title II rights of IDEA-eligible students with disabilities)</p> <p><b>IED SS#4</b> Transportation (6 bus routes) to remove any barriers for students attending HEARTS and PrimeTime after school programs (Kuhfeld &amp; Tarasawa, NWEA, April 2020) (Kataoka &amp; Vandell, 2013)</p> <p><b>IED SS#5</b> Inclusive Elementary, Middle and High School Summer programs to address learning loss (McCombs, Justine, Schwartz, Bodilly, McInnis, Lichter D &amp; Cross, 2011) (Augustine &amp; McCombs et al., 2016)</p>	
<p>In addition to Goal 2; and Actions: 2.1d, 2.1f, 2.2f, 2.3a that we are implementing in our LCAP; and our ELO grant</p> <p>Purpose #5</p> <p>Purpose #6</p> <p>we are also implementing the following actions</p>	<p>Supplemental/Enrichment Programs</p>	<p><b>SEP #1</b> STEM Proposal districtwide (Stohlmann, M., Moore, T. J., &amp; Roehrig, 2012) (Bryan, Moore, Johnson, &amp; Roehrig, 2015)</p> <p><b>SEP #2</b> Paper Tutoring services for students grades 7-12 to mitigate learning loss (Roseanna Ander, Jonathan Guryan, &amp; Ludwig, 2016) (Annenberg Center at Brown University, 2021) (Nickow, Oreopoulos, Quan, 2020) (Robinson, Kraft, Loeb, &amp; Schueler, 2021)</p>	<p>[\$2,132,000.00]</p>

using ESSER III funds: SEP #1 Districtwide STEM SEP #2 Online tutoring grades 7 - 12 SEP #3 ELPC mirror assessment SEP #4 Replace Band Instruments SEP #5 Personalized Learning		<p><b>SEP #3</b> Purchase ELPAC mirror assessment to monitor English learner language proficiency and target instruction to specific student needs          (Hanover Research, 2017)          (Billings &amp;Lagunoff, 2020)</p> <p><b>#4</b> Replace and repair band instruments to prepare for 25% growth in instrumental music programs upon return to school- and ensure equity and access for band students          (Van der Kolk et al., 2007)          (McFerran, et al. ,2017)          (Holochwost et al. 2017)</p> <p><b>SEP #5</b> Personalized Learning - materials and software          (Pane, Steiner, Baird &amp; Hamilton, 2015)          (Walkington &amp; Bernacki, 2020)</p>	
In addition to Goals 1 and 3; and Actions: 1.3g, 1.4a, 1.4b, 1.4c, 1.5c, 3.1b; that we are implementing in our LCAP and our ELO grant Purpose #2 Purpose #6 we are also implementing the following actions	Educational Technology	<p><b>ET #1</b> Purchase Seesaw for TK-2 (student and teacher access)          (Jarvis &amp; Martin 2018)</p> <p><b>ET #2</b> Purchase Ed Puzzle for Grades TK-12          (Ringstaff &amp; Kelley, 2002)          (Silverajah &amp; Govindaraj, 2018)</p> <p><b>ET #3</b> Purchase Kami for Grades 3-12 (student and teacher access)          (Common Sense.org, 2020)          (Safewise.com, 2020)</p>	[\$1,775,250.00]

<p>using ESSER III funds:</p> <p>ET #1 Student software</p> <p>ET #2 Student software</p> <p>ET #3 Student software</p> <p>ET #4 Prof. dev. software</p> <p>ET #5 Hotspots for internet access</p> <p>ET #6 CIPA filters</p> <p>ET #7 Help desk services for tech</p>		<p><b>ET #4</b> Professional Development Platform software (Bichler, Gerard, Bradford &amp; Linn, 2021) (Davis &amp; Rose, 2007)</p> <p><b>ET #5</b> Digital Inclusions - Internet Access for All (National Digital Inclusion Alliance, 2021) (Pew Research, 2020)</p> <p><b>ET #6</b> Purchase CIPA compliant filter for additional devices for students' off campus use (Federal Communications Commission, 2021) (National Conference of State Legislatures, 2020)</p> <p><b>ET# 7</b> Hire 3 Help Desk analysts (temp) to support additional student devices; hire 4 Help Desk Assistants (temp) to support additional students devices (Leung &amp; Lau, 2007) (Wren, 2020)</p>	
<p>In addition to Goal 1, 2 and 3; and Actions: 1.3e, 1.3f, 1.3g, 2.1h, 3.3b that we are implementing in our LCAP; and our ELO grant Purpose #7 we are also implementing the</p>	<p>Attendance &amp; Student Engagement</p>	<p><b>ASE #1</b> Partner with Cal Baptist University's Psychological Services Dept. to utilize intern program to support social emotional well-being of students (Dabrowski, 2021) (Nelson, Tarabochia, 7 Koltz, 2015) (Sprat, 2016) (Schwartz, Exner-Cortens &amp; McMorris, 2021)</p> <p><b>ASE #2</b> Develop and implement Wellness Centers Across the district including: Facilities prep, furniture, tech, supplies capital outlay, SAP counselor</p>	<p>[\$21,653,692.00]</p>

<p>following actions using ESSER III funds:</p> <p>ASE #1 Social emotional support</p> <p>ASE #2 Wellness Centers</p> <p>ASE #3 MTSS counselors</p> <p>ASE #4 MTSS supports</p>		<p>(Kai, Guo, Ijadi-Maghsoodi, Puffer &amp; Kataoka, 2016) (Journal of Adolescent Health, 2013)</p> <p><b>ASE #3</b> MTSS Support Plan (61 positions) including comprehensive SAP/Counselor Plan) (Hanover Research, 2017) (RTI Action Network) (National Center for Special Education Research, 2018) (What Works Clearinghouse, 2007)</p> <p><b>ASE #4</b> MTSS Support Plan (61 positions cont.) (Hanover Research, 2017) (RTI Action Network) (National Center for Special Education Research, 2018) (What Works ClearingHouse, 2007)</p>	
<p>In addition to Goals 1 and 2; and Actions: 1.1a, 1.2b, 1.3a, 1.3i, 1.4d, 2.1c that we are implementing in our LCAP;</p> <p>we are also implementing the following actions using our ESSER III funds:</p> <p>TAS #1 class size reduction</p>	<p>Targeted Academic Support</p>	<p><b>TAS #1</b> Additional teacher FTEs to reduced number of combination classes at elementary sites (Krueger, 1999) (Rock, Pollack, ETS, &amp; Hausken, 2002 for Kindergarten Class of 1998-99 ECLS-K)</p> <p><b>TAS #2</b> Hire 2 TOSAs (temp) to support development of Ethnic Studies courses and support teachers with resources and professional development (Dee, Penner &amp; Stanford Graduate School of Education, 2017) (Dee &amp; Bonilla in San Francisco USD, 2020)</p> <p><b>TAS #3</b> Hire Additional Assistant Principals (Goldring, Rubin &amp; Hermann, 2021)</p>	<p>[\$7,551,144.00]</p>

TAS #2 Ethnic Studies TAS #3 Assistant Principals			
In addition to Goal 1; and Actions 1.4b, 1.5c that we are implementing in our LCAP  we are also implementing the following action using our ESSER III funds:  VS #1 Virtual school	Virtual School	<b>VS #1</b> Instructional Support for RUSD Virtual School (Means, Toyama, Murphy, Bakia and Jones - Center for Technology in Learning, 2010) (Black, Ferdig & Thompson, 2021)	[\$2,100,000.00]
In addition to Goal 1; and Actions: 1.3e,1.3f,1.3g, 1.4b that we are implementing in our LCAP;  we are also implementing the following actions using ESSER III funds:  PD #1 VS asynchronous courses	Professional Development	<b>PD #1</b> Hire Professional Instructional Design staff to build asynchronous courses for RUSD Virtual School (Means, Toyama, Murphy, Bakia and Jones - Center for Technology in Learning, 2010) (Black, Ferdig & Thompson, 2021)  <b>PD #2</b> Development of Integrated MTSS Framework in partnership with Collaborative Learning Solutions (Hanover Research, 2017) (RTI Action Network, 2010) (National Center for Special Education Research, 2018) (What Works Clearinghouse, 2007)	[\$3,710,000.00]

PD #2 MTSS training			
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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

[\$4,252,571.00]

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
In addition to Goal 1, and Actions: 1.3 e, 1.3f, 1.3g, 1.4a that we are implementing in our LCAP; and our ELO grant; Purpose #7 we are also implementing the following actions using ESSER III fund:	Providing School Leaders with Resources	<p><b>PSLR #1</b> Custom CA-CCSS aligned diagnostic, interim assessments in ELA and Math to provide data for teachers and extend learning - grades 2-11</p> <p><b>PSLR #2</b> Additional hours to prepare sites in anticipation of school openings phase 5</p> <p><b>PSLR #3</b> Trados translation program to support district translators - especially for IEPs</p>	[\$1,465,125.00]



PSLR #1 Interim assessments PSLR #2 School openings PSLR #3 Translation programs PSLR #4 IEP facilitators		<b>PSLR #4</b> Hire 3 IEP Facilitators (temp) to support sites in completing IEP meetings in compliance with timelines	
In addition to Goal 1, and Action: 1.5d that we are implementing in our LCAP;  we are also implementing the following action using our ESSER III funds:  APM #1 Software to report student learning	Assessment and Progress Monitoring	<b>APM #1</b> Intelligence (BI) Software to facilitate productive solution-finding to accelerate and extend student learning by using: data reports, dashboards, collaborative groupings etc...	[\$300,000.00]
In addition to Goal 3, and Action: 3.2a that we are implementing in our LCAP;  we are also implementing the following action	Outreach & Support to Parents	<b>OSP #1</b> Additional hours and/or sub hours for RUSD Translation and Interpretation Dept. to support additional translation needs of the district, including IEPs	[\$100,000.00]

using our ESSER III funds: OSP #1 Translation services			
N/A	Indirect Costs	<b>MISC #1</b> Indirect costs@ 3.41% \$2,498,377.00 <b>MISC # 2</b> Indirect costs @ 3.41% \$481,675.00	[\$2,387,446.00]

## 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
<b>Facility Updates to Improve Air Quality</b>  <b>IAQ #1</b> Upgrade HVAC Systems at 4 middle schools  <b>IAQ #2</b> Replace aged multi zone HVAC systems at Arlington High School	<p>To ensure we are addressing the needs of our students, the Facility Updates to Improve Air Quality will be monitored by the ESSER Director and the District business services team who will generate a financial expenditure report and make that information available to the Director of Facilities, Action Leads, Superintendent’s Council and Superintendent’s Cabinet.</p> <p>Data to be reported on will include but not be limited to:</p> <p>Progress towards timelines/deadline for completion</p> <p># of upgraded HVAC systems completed</p> <p># of aged multi-zone HVAC systems completed</p> <p>Date and time of all completed work</p> <p>Total # of hours used to complete jobs</p>	<p>Progress monitoring will take place <b>bi-monthly</b> at the Superintendent’s Council meetings wherein the ESSER Director and Business Services Manager will present expenditure updates on selected ESSER actions. During their presentation they will discuss a particular Action(s) which demonstrate current successes as well as challenges and update the members of the council at the meeting. The Action Lead(s) associated with the action chosen will also report out on progress toward goals.</p> <p>In addition, the ESSER Lead and Business Services Manager will hold longer, more detailed <b>quarterly</b> meetings with Action Leads to discuss expenditure reports, implementation level of the action, successes and challenges, and progress towards goals</p>

<p><b>IAQ #3</b> Replace/upgrade multi zone HVAC systems at North High School</p>	<p>Total cost and expenditures incurred for each action taken under this title</p> <p>OSHA compliance reviewed</p>	<p>and implementation. If little or no progress is being made, the Lead will be required to take immediate action on progress towards goals and report back to the ESSER Director on a more frequent basis. When applicable, these quarterly meetings will be conducted in conjunction with Expanded Learning Opportunities Grant and LCAP progress monitoring meetings for each Lead.</p> <p><b>Yearly</b> updates will be conducted in conjunction with the required/mandated yearly report to the state for compliance review on expenditures and implementation goals.</p> <p>The RUSD School Board and Academic Oversight committee will receive quarterly updates of all progress monitoring for ESSER funds.</p>
<p><b><u>Health and Safety</u></b></p> <p><b>HS #1</b> Quarterly MERV 13 Filter replacements</p> <p><b>HS# 2</b> Equipment to operationalize a mobile Emergency Operations Center for the District Incident Commander to guide scalable response activities to any risks and/or emergency</p>	<p>To ensure we are addressing the needs of our students, the Health and Safety actions will be progress monitored by the ESSER Director and District business services team who will generate a financial expenditure report and make that information available to the Director of Risk Management, the Action Leads, Superintendent's Council and Superintendent's Cabinet.</p> <p>Data to be reported on will include, but not be limited to:</p> <p>Progress towards deadlines/timelines for completion of filter replacements</p> <p># of MERV 13 Filter replacements per quarter/year</p> <p>Progress towards implementation of mobile EOC</p>	<p>Progress monitoring will take place <b>bi-monthly</b> at the Superintendent's Council meetings wherein the ESSER Director and Business Services Manager will present expenditure updates on selected ESSER actions. During their presentation they will discuss a particular Action(s) which demonstrate current successes as well as challenges and update the members of the council at the meeting. The Action Lead(s) associated with the action chosen will also report out on progress toward goals.</p> <p>In addition, the ESSER Lead and Business Services Manager will hold longer, more detailed <b>quarterly</b> meetings with Action Leads to discuss expenditure reports, implementation level of the action, successes</p>

<p><b>HS #3</b> Execute COVID testing when required (+vaccines if required)</p> <p><b>HS #4</b> Replacement batteries for all hand held thermometers</p> <p><b>HS #5</b> Operationalize a fixed Emergency Operations Center at central registration building for District Incident Commander to guide scalable response activities to any crisis and/or emergency</p>	<p>Expenses associated and costs incurred with implementation of mobile EOC</p> <p># of COVID tests/Vaccines conducted, ongoing talley each month to determine progress and deficits and any costs incurred</p> <p>Expenses associated and costs incurred with batteries and thermometer replacements</p> <p>Progress towards deadline/timelines for implementation of fixed EOC.</p> <p>Expenses associated and costs incurred with implementation of fixed EOC</p> <p># of incidents addressed and mitigated by both mobile and fixed EOCs monthly/quarterly/yearly</p>	<p>and challenges, and progress towards goals and implementation. If little or no progress is being made, the Lead will be required to take immediate action on progress towards goals and report back to the ESSER Director on a more frequent basis. When applicable, these quarterly meetings will be conducted in conjunction with Expanded Learning Opportunities Grant and LCAP progress monitoring meetings for each Lead.</p> <p><b>Yearly</b> updates will be conducted in conjunction with the required/mandated yearly report to the state for compliance review on expenditures and implementation goals.</p> <p>The RUSD School Board and Academic Oversight committee will receive quarterly updates of all progress monitoring for ESSER funds.</p>
<p><b>Interventions, Extended Day and Summer School</b></p> <p><b>IED SS#1</b> Educationally Related Mental Health Services (ERMHS) - school counselors and licensed clinicians</p> <p><b>IED SS#2</b> Compensatory Education Services as a result of Due Process and Compliance complaints related to COVID school Closures - 2.6 FTEs for</p>	<p>To ensure we are addressing the needs of our students, the actions under Interventions, Extended Day and Summer School will be progress monitored by the ESSER Director and District business services team who will generate a financial expenditure report and make that information available to the Action Leads, at the bi-monthly Superintendent's Council meeting and Superintendent's Cabinet.</p> <p>In addition, Action Leads/Supervisors will be required to collect data - both qualitative and quantitative on the work being done to address students' academic, social- emotional, and mental health needs.</p> <p>This will include but not be limited to::</p>	<p>Progress monitoring will take place <b>bi-monthly</b> at the Superintendent's Council meetings wherein the ESSER Director and Business Services Manager will present expenditure updates on selected ESSER actions. During their presentation they will discuss a particular Action(s) which demonstrate current successes as well as challenges and update the members of the council at the meeting. The Action Lead(s) associated with the action chosen will also report out on progress toward goals.</p> <p>In addition, the ESSER Lead and Business Services Manager will hold longer, more detailed <b>quarterly</b> meetings with Action Leads to discuss expenditure reports,</p>

<p>delivery of services outline in student IEPs</p> <p><b>IED SS#3</b> Make up sessions for students with disabilities as outlined in IEPs due to changes in schedules related to COVID school closures</p> <p><b>IED SS#4</b> Transportation (6 bus routes) to remove any barriers for students attending HEARTS and PrimeTime after school programs</p> <p><b>IED SS#5</b> Inclusive Elementary, Middle and High School Summer programs to address learning loss</p>	<p># of student visits/caseload for Student Assistance Program (mental health) counselors</p> <p># of student hits on suicidality sites using Google Go Guardian monitoring -</p> <p>#of students visits/caseloads for academic counselors in elementary, middle and high school</p> <p># of referrals for tier 2 and 3 services for mental health reviews, in-school individual and/or family counseling services, short-term treatment with outside partners, or long-term medical solutions</p> <p># of Compliance complaints mitigated for Special Education</p> <p># of IEP make up sessions completed previously caused by school closures</p> <p># of Transportation routes utilized due to Covid restrictions/compliance</p> <p># of student riders on extra transportation routes</p> <p>Expenses incurred by extra bus routes being implemented</p> <p># of summer school classes offered to mitigate learning loss</p> <p># of teachers hired for summer school</p> <p># of paraprofessionals hired for summer school</p> <p>Expenses incurred by curriculum, materials and supply purchases for summer school</p> <p>Expenses incurred by personnel costs for summer school Classified/Certificated</p> <p>Expenses incurred by physical campuses for Summer School</p>	<p>implementation level of the action, successes and challenges, and progress towards goals and implementation. If little or no progress is being made, the Lead will be required to take immediate action on progress towards goals and report back to the ESSER Director on a more frequent basis. When applicable, these quarterly meetings will be conducted in conjunction with Expanded Learning Opportunities Grant and LCAP progress monitoring meetings for each Lead.</p> <p><b>Yearly</b> updates will be conducted in conjunction with the required/mandated yearly report to the state for compliance review on expenditures and implementation goals.</p> <p>The RUSD School Board and Academic Oversight committee will receive quarterly updates of all progress monitoring for ESSER funds.</p>
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<p><b><u>Supplemental/Enrichment Programs</u></b></p> <p><b>SEP #1</b> STEM Proposal districtwide</p> <p><b>SEP #2</b> Paper Tutoring services for students grades 7-12 to mitigate learning loss</p> <p><b>SEP #3</b> Purchase ELPAC mirror assessment to monitor English learner language proficiency and target instruction to specific student needs</p> <p><b>SEP #4</b> Replace and repair band instruments to prepare for 25% growth in instrumental music programs upon return to school- and ensure equity and access for band students</p> <p><b>SEP #5</b> Personalized Learning - materials and software</p>	<p>To ensure we are addressing the needs of our students, the actions in Supplemental/Enrichment Programs will be progress monitored by the ESSER Director and District business services team who will generate a financial expenditure report and make that information available to the Action Leads/Supervisors, Superintendent's Council and Superintendent's Cabinet.</p> <p>Action Leads will collect data for progress reporting that will include but not be limited to:</p> <p># of students impacted by district wide STEM proposal</p> <p>All costs/expenses incurred for the implementation of the districtwide STEM program</p> <p>Achievement data in math and science associated with the districtwide STEM program</p> <p># of students utilizing the "Paper Tutoring" services offered to students online</p> <p>Achievement data in math and ELA associated with students receiving tutoring</p> <p>School engagement levels of students as measured by student surveys and focus groups</p> <p>English learner language proficiency tracked using the "mirror" ELPAC assessment.</p> <p>Overall academic achievement in ELA tracked for students utilizing the "mirror" ELPAC assessment</p> <p>Yearly ELPAC assessment results</p> <p># of band instruments replaced</p> <p># of band instrument repaired</p> <p># of students participating in instrumental music at all grade levels</p>	<p>Progress monitoring will take place <b><u>bi-monthly</u></b> at the Superintendent's Council meetings wherein the ESSER Director and Business Services Manager will present expenditure updates on selected ESSER actions. During their presentation they will discuss a particular Action(s) which demonstrate current successes as well as challenges and update the members of the council at the meeting. The Action Lead(s) associated with the action chosen will also report out on progress toward goals.</p> <p>In addition, the ESSER Lead and Business Services Manager will hold longer, more detailed <b><u>quarterly</u></b> meetings with Action Leads to discuss expenditure reports, implementation level of the action, successes and challenges, and progress towards goals and implementation. If little or no progress is being made, the Lead will be required to take immediate action on progress towards goals and report back to the ESSER Director on a more frequent basis. When applicable, these quarterly meetings will be conducted in conjunction with Expanded Learning Opportunities Grant and LCAP progress monitoring meetings for each Lead.</p> <p><b><u>Yearly</u></b> updates will be conducted in conjunction with the required/mandated yearly report to the state for compliance review on expenditures and implementation goals.</p> <p>The RUSD School Board and Academic Oversight committee will receive quarterly</p>
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	<p>Costs incurred by replacement and repair of district band instruments</p> <p>Costs incurred from purchasing “Personalized Learning” (PL) materials and software</p> <p># of teacher users of PL software</p> <p># of student users of PL software</p> <p>Academic achievement of students associated with Personalized Learning implementation</p>	updates of all progress monitoring for ESSER funds.
<p><b><u>Educational Technology</u></b></p> <p><b>ET #1</b> Purchase Seesaw for TK-2 (student and teacher access)</p> <p><b>ET #2</b> Purchase Ed Puzzle for Grades TK-12</p> <p><b>ET #3</b> Purchase Kami for Grades 3-12 (student and teacher access)</p> <p><b>ET #4</b> Professional Development Platform software</p> <p><b>ET #5</b> Digital Inclusions - Internet Access for All</p>	<p>To ensure we are addressing the needs of our students, the actions under Educational Technology will be monitored by the ESSER Director and District Business services team who will generate a financial expenditure report and make that information available to the Action Leads and the Director for Innovation &amp; Learner Engagement, Superintendent’s Council and Superintendent’s Cabinet.</p> <p>Action Leads will be required to collect data both qualitative and quantitative on the work being done to address students’ academic growth, use of the professional development software platform, and use of technology Help Desk analysts/assistants. This will include tracking assessment results and analyzing areas of academic need in different student groups, and student and teacher engagement.</p> <p>Data to be collected will include but not be limited to:</p> <p>Costs incurred from the purchase of Seesaw software</p> <p># of users engaging in Seesaw software</p>	<p>Progress monitoring will take place <b><u>bi-monthly</u></b> at the Superintendent’s Council meetings wherein the ESSER Director and Business Services Manager will present expenditure updates on selected ESSER actions. During their presentation they will discuss a particular Action(s) which demonstrate current successes as well as challenges and update the members of the council at the meeting. The Action Lead(s) associated with the action chosen will also report out on progress toward goals.</p> <p>In addition, the ESSER Lead and Business Services Manager will hold longer, more detailed <b><u>quarterly</u></b> meetings with Action Leads to discuss expenditure reports, implementation level of the action, successes and challenges, and progress towards goals and implementation. If little or no progress is being made, the Lead will be required to take immediate action on progress towards goals and report back to the ESSER Director on a more frequent basis. When applicable, these quarterly meetings will be conducted in conjunction with Expanded Learning</p>

<p><b>ET #6</b> Purchase CIPA compliant filter for additional devices for students' off campus use</p> <p><b>ET# 7</b> Hire 3 Help Desk analysts (temp) to support additional student devices; hire 4 Help Desk Assistants (temp) to support additional students devices</p>	<p>Costs incurred from the purchase of Ed Puzzle # of users engaging in Ed Puzzle</p> <p>Student achievement growth associated with use of Seesaw and Ed Puzzle</p> <p>Costs incurred from the purchase of Kami software # of users of Kami</p> <p># of trainings teachers/administrators attend on line using PD platform software</p> <p>Cost incurred from procuring hotspots and/or devices to ensure internet access for all # of students/families utilizing hotspots/devices</p> <p>Cost incurred from the purchase of the CIPA filters</p> <p>Analytics generated from the CIPA filter to inform the district of attempted illegal use of devices/software</p> <p># of Tech Help Desk Analysts and Assistants</p> <p># of students/families utilizing Help Desk Analysts and/or Assistants</p> <p>Personnel costs incurred by the hiring of 7 new tech employees (Analysts and Assistants)</p>	<p>Opportunities Grant and LCAP progress monitoring meetings for each Lead.</p> <p><b>Yearly</b> updates will be conducted in conjunction with the required/mandated yearly report to the state for compliance review on expenditures and implementation goals.</p> <p>The RUSD School Board and Academic Oversight committee will receive quarterly updates of all progress monitoring for ESSER funds.</p>
<p><b><u>A</u>ttendance and <u>S</u>tudent <u>E</u>ngagement</b></p> <p><b>ASE #1</b> Partner with Cal Baptist University's Psychological Services Dept. to utilize intern program to support social emotional well-being of students</p>	<p>To ensure we are addressing the needs of our students, the actions in Attendance and Student Engagement will be progress monitored by the ESSER Director and District business services team who will generate a financial expenditure report and make that information available to the Action Leads/Supervisors, Superintendent's Council and Superintendent's Cabinet.</p> <p>In addition, data will be collected but not limited to the following::</p>	<p>Progress monitoring will take place <b>bi-monthly</b> at the Superintendent's Council meetings wherein the ESSER Director and Business Services Manager will present expenditure updates on selected ESSER actions. During their presentation they will discuss a particular Action(s) which demonstrate current successes as well as challenges and update the members of the council at the meeting. The Action Lead(s)</p>

<p><b>ASE #2</b> Develop and implement Wellness Centers Across the district including: Facilities prep, furniture, tech, supplies capital outlay, SAP counselor</p> <p><b>ASE #3</b> MTSS Support Plan (61 positions) including comprehensive SAP/Counselor Plan)</p> <p><b>ASE #4</b> MTSS Support Plan (61 positions cont.)</p>	<p># of students served by the CBU Psych Interns</p> <p>Social emotional growth of students utilizing psych services as measured by risk assessment results</p> <p># of Wellness Centers successfully implemented in the district at the high school level</p> <p># of students are served by the Wellness Centers</p> <p>Emotional growth, and academic growth will be tracked by school sites that host a Wellness Center utilizing evaluation tools such as risk assessments, interim academic assessments, attendance and graduation rates.</p> <p>MTSS support plan will be measured by the number of successful new hires to implement the full RUSD MTSS support plan such as: mental health counselors, behavior assistants, school psychologists, and academic counselors at the elementary schools.</p> <p>Personnel costs associated with all new hires for the MTSS plan</p> <p>Overall student growth at each school site will be measures such as school attendance, behavior incidents, academic achievement and emotional stability as recorded by school climate surveys and student self-reporting.</p> <p># of students evaluated using universal screeners,</p> <p># of tiered systems of support implemented for social emotional learning.</p> <p>Universal screener results for each site and across the district</p> <p>Results from school culture and climate surveys both at individual schools sites and districtwide</p>	<p>associated with the action chosen will also report out on progress toward goals.</p> <p>In addition, the ESSER Lead and Business Services Manager will hold longer, more detailed <b>quarterly</b> meetings with Action Leads to discuss expenditure reports, implementation level of the action, successes and challenges, and progress towards goals and implementation. If little or no progress is being made, the Lead will be required to take immediate action on progress towards goals and report back to the ESSER Director on a more frequent basis. When applicable, these quarterly meetings will be conducted in conjunction with Expanded Learning Opportunities Grant and LCAP progress monitoring meetings for each Lead.</p> <p><b>Yearly</b> updates will be conducted in conjunction with the required/mandated yearly report to the state for compliance review on expenditures and implementation goals.</p> <p>The RUSD School Board and Academic Oversight committee will receive quarterly updates of all progress monitoring for ESSER funds.</p>
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	<p>Level of social emotional learning curriculum/programs implemented at sites</p> <p>Outcomes from implementation such as improved attendance, less discipline incidents, decreased need for tier 2 and tier 3 supports, increased achievement for English learners, and districtwide ELA and Math scores</p>	
<p><b>Targeted Academic Support</b></p> <p><b>TAS #1</b> Additional teacher FTEs to reduced number of combination classes at elementary sites</p> <p><b>TAS #2</b> Hire 2 TOSAs (temp) to support development of Ethnic Studies courses and support teachers with resources and professional development</p> <p><b>TAS #3</b> Hire Additional Assistant Principals</p>	<p>To ensure we are addressing the needs of our students, the actions in Targeted Academic Support will be progress monitored by the ESSER Director and District business services team who will generate a financial expenditure report and make that information available to the Action Leads/Supervisors, Superintendent's Council and Superintendent's Cabinet.</p> <p>Data for this action will be collected but not limited to the following:</p> <p># of highly qualified teachers who are successfully hired to close out combination classes at elementary sites</p> <p>Personnel costs incurred by eliminating grade level combination classes at the elementary sites</p> <p>Personnel costs incurred by hiring 2 TOSA to support the development of Ethnic Studies courses for the district.</p> <p>Academic growth measure as associated with Ethnic Studies courses</p> <p>Personnel costs associated with hiring additional assistant principals.</p>	<p>Progress monitoring will take place <b>bi-monthly</b> at the Superintendent's Council meetings wherein the ESSER Director and Business Services Manager will present expenditure updates on selected ESSER actions. During their presentation they will discuss a particular Action(s) which demonstrate current successes as well as challenges and update the members of the council at the meeting. The Action Lead(s) associated with the action chosen will also report out on progress toward goals.</p> <p>In addition, the ESSER Lead and Business Services Manager will hold longer, more detailed <b>quarterly</b> meetings with Action Leads to discuss expenditure reports, implementation level of the action, successes and challenges, and progress towards goals and implementation. If little or no progress is being made, the Lead will be required to take immediate action on progress towards goals and report back to the ESSER Director on a more frequent basis. When applicable, these quarterly meetings will be conducted in conjunction with Expanded Learning Opportunities Grant and LCAP progress monitoring meetings for each Lead.</p>

	# of behavioral incidents and attendance patterns associated with having assistant principals on school sites.	<p><b>Yearly</b> updates will be conducted in conjunction with the required/mandated yearly report to the state for compliance review on expenditures and implementation goals.</p> <p>The RUSD School Board and Academic Oversight committee will receive quarterly updates of all progress monitoring for ESSER funds.</p>
<p><b><u>Virtual School</u></b></p> <p><b>VS #1</b> Instructional Support for RUSD Virtual School</p>	<p>To ensure we are addressing the needs of our students, the actions under Virtual School will be progress monitored by the ESSER Director and District business services team who will generate a financial expenditure report and make that information available to the Action Leads/Principal of the RUSD Virtual School, Superintendent's Council and Superintendent's Cabinet.</p> <p>Quantitative and qualitative data to be collected by the Virtual School will include, but not limited to:</p> <ul style="list-style-type: none"> <li># of students enrolled in VS</li> <li># of teachers hired</li> <li># of paraprofessionals hired to support students and teachers</li> <li>Personnel costs associated with all new hires</li> <li>Teacher engagement (survey)</li> <li>Student/Parent engagement (survey)</li> <li>Attendance data</li> <li>Graduation rates</li> <li>College and Career Readiness measures for 9-12</li> </ul>	<p>Progress monitoring will take place <b><u>bi-monthly</u></b> at the Superintendent's Council meetings wherein the ESSER Director and Business Services Manager will present expenditure updates on selected ESSER actions. During their presentation they will discuss a particular Action(s) which demonstrate current successes as well as challenges and update the members of the council at the meeting. The Action Lead(s) associated with the action chosen will also report out on progress toward goals.</p> <p>In addition, the ESSER Lead and Business Services Manager will hold longer, more detailed <b><u>quarterly</u></b> meetings with Action Leads to discuss expenditure reports, implementation level of the action, successes and challenges, and progress towards goals and implementation. If little or no progress is being made, the Lead will be required to take immediate action on progress towards goals and report back to the ESSER Director on a more frequent basis. When applicable, these quarterly meetings will be conducted in conjunction with Expanded Learning</p>

	<p>Reading by 3rd grade for Tk-3</p> <p>Academic achievement in Math, ELA, Science &amp; History grades 4-12</p> <p>Virtual students' interaction with in person/athletics, extra curricula, VAPA etc..</p>	<p>Opportunities Grant and LCAP progress monitoring meetings for each Lead.</p> <p><b>Yearly</b> updates will be conducted in conjunction with the required/mandated yearly report to the state for compliance review on expenditures and implementation goals.</p> <p>The RUSD School Board and Academic Oversight committee will receive quarterly updates of all progress monitoring for ESSER funds.</p>
<p><b>Professional Development</b></p> <p><b>PD #1</b> Hire Professional Instructional Design staff to build asynchronous courses for RUSD Virtual School</p> <p><b>PD #2</b> Development of Integrated MTSS Framework in partnership with Collaborative Learning Solutions</p>	<p>To ensure we are addressing the needs of our students, the actions under Professional Development will be progress monitored by the ESSER Director and District business services team who will generate a financial expenditure report and make that information available to the Action Leads/Supervisors, Superintendent's Council and Superintendent's Cabinet.</p> <p>Data collection for this action will include but not be limited to:</p> <ul style="list-style-type: none"> <li># of new hires to design asynchronous courses</li> <li>Personnel costs associated with new hires</li> <li># of courses created</li> <li># of users for VS courses</li> <li>Student academic outcomes association with new Asynchronous courses</li> <li>Costs association with Collaborative Learning Solutions contract.</li> </ul>	<p>Progress monitoring will take place <b>bi-monthly</b> at the Superintendent's Council meetings wherein the ESSER Director and Business Services Manager will present expenditure updates on selected ESSER actions. During their presentation they will discuss a particular Action(s) which demonstrate current successes as well as challenges and update the members of the council at the meeting. The Action Lead(s) associated with the action chosen will also report out on progress toward goals.</p> <p>In addition, the ESSER Lead and Business Services Manager will hold longer, more detailed <b>quarterly</b> meetings with Action Leads to discuss expenditure reports, implementation level of the action, successes and challenges, and progress towards goals and implementation. If little or no progress is being made, the Lead will be required to take immediate action on progress towards goals and report back to the ESSER Director on a more frequent basis. When applicable, these quarterly meetings will be conducted in</p>



	<p># of teachers/classified staff trained for MTSS implementation</p> <p>Academic data associated with implementation of MTSS Framework</p> <p># of universal screeners implemented</p> <p>Social emotional data association with implementation of MTSS Framework</p>	<p>conjunction with Expanded Learning Opportunities Grant and LCAP progress monitoring meetings for each Lead.</p> <p><b>Yearly</b> updates will be conducted in conjunction with the required/mandated yearly report to the state for compliance review on expenditures and implementation goals.</p> <p>The RUSD School Board and Academic Oversight committee will receive quarterly updates of all progress monitoring for ESSER funds.</p>
<p><b>Providing School Leaders with Resources</b></p> <p><b>PSLR #1</b> Custom CA-CCSS aligned diagnostic, interim assessments in ELA and Math to provide data for teachers and extend learning - grades 2-11</p> <p><b>PSLR #2</b> Additional hours to prepare sites in anticipation of school openings phase 5</p> <p><b>PSLR #3</b> Trados translation program to support district translators - especially for IEPs</p>	<p>To ensure we are addressing the needs of our students, the actions in Providing School Leaders with Resources will be progress monitored by the ESSER Director and District business services team who will generate a financial expenditure report and make that information available to the Action Leads/Supervisors, Superintendent's Council and Superintendent's Cabinet.</p> <p>Data to be collected for this action will include but not be limited to:</p> <p># of trainings for teachers to use diagnostic interim assessments</p> <p># of interim assessments fully implemented</p> <p>ELA and Math scores provided by custom CCSS interim assessments</p> <p># of hours utilized by staff to prepare for any unforeseen school closures and reopening</p>	<p>Progress monitoring will take place <b>bi-monthly</b> at the Superintendent's Council meetings wherein the ESSER Director and Business Services Manager will present expenditure updates on selected ESSER actions. During their presentation they will discuss a particular Action(s) which demonstrate current successes as well as challenges and update the members of the council at the meeting. The Action Lead(s) associated with the action chosen will also report out on progress toward goals.</p> <p>In addition, the ESSER Lead and Business Services Manager will hold longer, more detailed <b>quarterly</b> meetings with Action Leads to discuss expenditure reports, implementation level of the action, successes and challenges, and progress towards goals and implementation. If little or no progress is being made, the Lead will be required to take immediate action on progress towards goals and report back to the ESSER Director on a more frequent basis. When applicable,</p>

<p><b>PSLR #4</b> Hire 3 IEP Facilitators (temp) to support sites in completing IEP meetings in compliance with timelines</p>	<p>Costs incurred from the purchase of the Trados translation program</p> <p># of district translators utilizing the Trados program</p> <p># of students and families benefiting from the Trados program</p> <p># of IEP facilitators hired to support sites in completing IEP meetings that were not conducted during school closures</p> <p>Personnel costs incurred by hiring IEP facilitators</p> <p># of IEP meetings successfully completed</p>	<p>these quarterly meetings will be conducted in conjunction with Expanded Learning Opportunities Grant and LCAP progress monitoring meetings for each Lead.</p> <p><b>Yearly</b> updates will be conducted in conjunction with the required/mandated yearly report to the state for compliance review on expenditures and implementation goals.</p> <p>The RUSD School Board and Academic Oversight committee will receive quarterly updates of all progress monitoring for ESSER funds.</p>
<p><b><u>Assessment and Progress Monitoring</u></b></p> <p><b>APM #1</b> Intelligence (BI) Software to facilitate productive solution-finding to accelerate and extend student learning by using: data reports, dashboards, collaborative groupings etc...</p>	<p>To ensure we are addressing the needs of our students the action for Assessment and Progress Monitoring will be monitored by the ESSER Director and District business services team who will generate a financial expenditure report and make that information available to the Action Leads/the Director for Research, Assessment and Evaluation, Superintendent's Council and Superintendent's Cabinet.</p> <p>Data collection for this action will include but not be limited to:</p> <p>Costs incurred from the purchase of the Intelligence Software</p> <p># of teachers trained to use BI software</p> <p>Personnel costs incurred for teacher trainings "after school hours"</p>	<p>Progress monitoring will take place <b>bi-monthly</b> at the Superintendent's Council meetings wherein the ESSER Director and Business Services Manager will present expenditure updates on selected ESSER actions. During their presentation they will discuss a particular Action(s) which demonstrate current successes as well as challenges and update the members of the council at the meeting. The Action Lead(s) associated with the action chosen will also report out on progress toward goals.</p> <p>In addition, the ESSER Lead and Business Services Manager will hold longer, more detailed <b>quarterly</b> meetings with Action Leads to discuss expenditure reports, implementation level of the action, successes and challenges, and progress towards goals and implementation. If little or no progress is being made, the Lead will be required to take immediate action on progress towards goals and report back to the ESSER Director</p>

	<p># of reports generated by teachers using the software</p> <p>User satisfaction (via survey)</p> <p># of fatal data errors found or eliminated</p>	<p>on a more frequent basis. When applicable, these quarterly meetings will be conducted in conjunction with Expanded Learning Opportunities Grant and LCAP progress monitoring meetings for each Lead.</p> <p><b>Yearly</b> updates will be conducted in conjunction with the required/mandated yearly report to the state for compliance review on expenditures and implementation goals for ESSER.</p> <p>The RUSD School Board and Academic Oversight committee will receive quarterly updates of all progress monitoring for ESSER funds.</p>
<p><b><u>Outreach and Support to Parents</u></b></p> <p><b>OSP #1</b> Additional hours and/or sub hours for RUSD Translation and Interpretation Dept. to support additional translation needs of the district, including IEPs</p>	<p>To ensure we are addressing the needs of our students the actions under Outreach and Support to Parents will be progress monitored by the ESSER Director and District business services team who will generate a financial expenditure report and make that information available to the Action Leads/Supervisors, Superintendent's Council and Superintendent's Cabinet.</p> <p>Data collection for this action will include but not be limited to:</p> <p># of additional hours/sub hours for RUSD translation/interpretation to support all needs of the district</p> <p>Personnel costs associated with extra translation/interpretation hours</p>	<p>Progress monitoring will take place <b>bi-monthly</b> at the Superintendent's Council meetings wherein the ESSER Director and Business Services Manager will present expenditure updates on selected ESSER actions. During their presentation they will discuss a particular Action(s) which demonstrate current successes as well as challenges and update the members of the council at the meeting. The Action Lead(s) associated with the action chosen will also report out on progress toward goals.</p> <p>In addition, the ESSER Lead and Business Services Manager will hold longer, more detailed <b>quarterly</b> meetings with Action Leads to discuss expenditure reports, implementation level of the action, successes and challenges, and progress towards goals and implementation. If little or no progress is being made, the Lead will be required to take immediate action on progress towards</p>

	# of bilingual IEPs completed/students and families served	<p>goals and report back to the ESSER Director on a more frequent basis. When applicable, these quarterly meetings will be conducted in conjunction with Expanded Learning Opportunities Grant and LCAP progress monitoring meetings for each Lead.</p> <p><b>Yearly</b> updates will be conducted in conjunction with the required/mandated yearly report to the state for compliance review on expenditures and implementation goals.</p> <p>The RUSD School Board and Academic Oversight committee will receive quarterly updates of all progress monitoring for ESSER funds.</p>
<p><b>Indirect Costs</b></p> <p><b>MISC #1</b> Indirect costs@ 3.41% = \$2,498,377.00</p> <p><b>MISC # 2</b> Indirect costs @ 3.41% = \$481,675.00</p>	The grant Indirect Funds will be progress monitored by the ESSER Director and District business services team who will generate a financial expenditure report and make that information available to the Action Leads/Supervisors, Superintendent's Council and Superintendent's Cabinet.	<p>Progress monitoring will take place <b>bi-monthly</b> at the Superintendent's Council meetings wherein the ESSER Director and Business Services Manager will present expenditure updates on selected ESSER actions.</p> <p>In addition, the ESSER Lead and Business Services Manager will hold longer, more detailed <b>quarterly</b> meetings to discuss expenditure reports. <b>Yearly</b> updates will be conducted in conjunction with the required/mandated yearly report to the state for compliance review on expenditures and implementation goals.</p> <p>The RUSD School Board and Academic Oversight committee will receive quarterly updates of all progress monitoring for ESSER funds.</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 September 30, 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](mailto:EDReliefFunds@cde.ca.gov).

## Fiscal Requirements

- The LEA must use at least 20 percent (20%) of its ESSER III apportionment for expenditures related to addressing the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs.

- For purposes of this requirement, “evidence-based interventions” include practices or programs that have evidence to show that they are effective at producing results and improving outcomes when implemented. This kind of evidence has generally been produced through formal studies and research. There are four tiers, or levels, of evidence:
  - **Tier 1 – Strong Evidence:** the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented randomized control experimental studies.
  - **Tier 2 – Moderate Evidence:** the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented quasi-experimental studies.
  - **Tier 3 – Promising Evidence:** the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented correlational studies (with statistical controls for selection bias).
  - **Tier 4 – Demonstrates a Rationale:** practices that have a well-defined logic model or theory of action, are supported by research, and have some effort underway by a State Educational Agency, LEA, or outside research organization to determine their effectiveness.
- For additional information please see the Evidence-Based Interventions Under the ESSA web page at <https://www.cde.ca.gov/re/es/evidence.asp>.
- The LEA must use the remaining ESSER III funds consistent with section 2001(e)(2) of the ARP Act, including for:
  - Any activity authorized by the Elementary and Secondary Education Act (ESEA) of 1965;
  - Any activity authorized by the Individuals with Disabilities Education Act (IDEA);
  - Any activity authorized by the Adult Education and Family Literacy Act;
  - Any activity authorized by the Carl D. Perkins Career and Technical Education Act of 2006;
  - Coordination of preparedness and response efforts of LEAs with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to COVID-19;
  - Activities to address the unique needs of low-income students, students with disabilities, English learners, racial and ethnic minorities, homeless students, and foster youth, including how outreach and service delivery will meet the needs of each population;
  - Developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs;
  - Training and professional development for staff of the LEA on sanitation and minimizing the spread of infectious diseases;



- Purchasing supplies to sanitize and clean the facilities of an LEA, including buildings operated by such agency;
- Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under IDEA, and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements;
- Purchasing education technology (including hardware, software, and connectivity) for students who are served by the LEA that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment;
- Providing mental health services and supports, including through the implementation of evidence-based full-service community schools;
- Planning and implementing activities related to summer learning and supplemental after school programs, including providing classroom instruction or online learning during the summer months and addressing the needs of underserved students;
- Addressing learning loss among students, including underserved students, by:
  - Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiated instruction,
  - Implementing evidence-based activities to meet the comprehensive needs of students,
  - Providing information and assistance to parents and families of how they can effectively support students, including in a distance learning environment, and
  - Tracking student attendance and improving student engagement in distance education;

**Note:** A definition of “underserved students” is provided in the Community Engagement section of the instructions.

- School facility repairs and improvements to enable operation of schools to reduce risks of virus transmission and exposure to environmental health hazards, and to support student health needs;
- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and nonmechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door replacement;

- Developing strategies and implementing public health protocols including, to the greatest extent practicable, policies in line with guidance from the Centers for Disease Control and Prevention (CDC) for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff;
- Other activities that are necessary to maintain the operation of and continuity of services in LEAs and continuing to employ existing staff of the LEA.

## **Other LEA Plans Referenced in this Plan**

In developing the plan, the LEA has flexibility to include community input and/or actions included in other planning documents, such as the Local Control and Accountability Plan (LCAP) and/or the Expanded Learning Opportunities (ELO) Grant Plan, provided that the input and/or actions address the requirements of the ESSER III Expenditure Plan.

An LEA that chooses to utilize community input and/or actions from other planning documents must provide the name of the plan(s) referenced by the LEA and a description of where the plan(s) may be accessed by the public (such as a link to a web page or the street address of where the plan(s) are available) in the table. The LEA may add or delete rows from the table as necessary.

An LEA that chooses not to utilize community input and/or actions from other planning documents may provide a response of “Not Applicable” in the table.

## **Summary of Expenditures**

The Summary of Expenditures table provides an overview of the ESSER III funding received by the LEA and how the LEA plans to use its ESSER III funds to support the strategies and interventions being implemented by the LEA.

### **Instructions**

For the ‘Total ESSER III funds received by the LEA,’ provide the total amount of ESSER III funds received by the LEA.

In the Total Planned ESSER III Expenditures column of the table, provide the amount of ESSER III funds being used to implement the actions identified in the applicable plan sections.

For the ‘Total ESSER III funds included in this plan,’ provide the total amount of ESSER III funds being used to implement actions in the plan.

## **Community Engagement**

### **Purpose and Requirements**

An LEA’s decisions about how to use its ESSER III funds will directly impact the students, families, and the local community, and thus the LEA’s plan must be tailored to the specific needs faced by students and schools. These community members will have significant

insight into what prevention and mitigation strategies should be pursued to keep students and staff safe, as well as how the various COVID–19 prevention and mitigation strategies impact teaching, learning, and day-to-day school experiences.

An LEA must engage in meaningful consultation with the following community members, as applicable to the LEA:

- Students;
- Families, including families that speak languages other than English;
- School and district administrators, including special education administrators;
- Teachers, principals, school leaders, other educators, school staff, and local bargaining units, as applicable.

“Meaningful consultation” with the community includes considering the perspectives and insights of each of the required community members in identifying the unique needs of the LEA, especially related to the effects of the COVID-19 pandemic. Comprehensive strategic planning will utilize these perspectives and insights to determine the most effective strategies and interventions to address these needs through the programs and services the LEA implements with its ESSER III funds.

Additionally, an LEA must engage in meaningful consultation with the following groups to the extent that they are present or served in the LEA:

- Tribes;
- Civil rights organizations, including disability rights organizations (e.g. the American Association of People with Disabilities, the American Civil Liberties Union, National Association for the Advancement of Colored People, etc.); and
- Individuals or advocates representing the interests of children with disabilities, English learners, homeless students, foster youth, migratory students, children who are incarcerated, and other underserved students.
  - For purposes of this requirement “underserved students” include:
    - Students who are low-income;
    - Students who are English learners;
    - Students of color;
    - Students who are foster youth;
    - Homeless students;

- Students with disabilities; and
- Migratory students.

LEAs are also encouraged to engage with community partners, expanded learning providers, and other community organizations in developing the plan.

Information and resources that support effective community engagement may be found under *Resources* on the following web page of the CDE’s website: <https://www.cde.ca.gov/re/lc>.

## Instructions

In responding to the following prompts, the LEA may reference or include input provided by community members during the development of existing plans, including the LCAP and/or the ELO Grant Plan, to the extent that the input is applicable to the requirements of the ESSER III Expenditure Plan. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broad understanding among the LEA’s local community.

### **A description of the efforts made by the LEA to meaningfully consult with its required community members and the opportunities provided by the LEA for public input in the development of the plan.**

A sufficient response to this prompt will describe how the LEA sought to meaningfully consult with its required community members in the development of the plan, how the LEA promoted the opportunities for community engagement, and the opportunities that the LEA provided for input from the public at large into the development of the plan.

As noted above, a description of “meaningful consultation” with the community will include an explanation of how the LEA has considered the perspectives and insights of each of the required community members in identifying the unique needs of the LEA, especially related to the effects of the COVID-19 pandemic.

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

A sufficient response to this prompt will provide clear, specific information about how input from community members and the public at large was considered in the development of the LEA’s plan for its use of ESSER III funds. This response must describe aspects of the ESSER III Expenditure Plan that were influenced by or developed in response to input from community members.

- For the purposes of this prompt, “aspects” may include:
  - Prevention and mitigation strategies to continuously and safely operate schools for in-person learning;
  - Strategies to address the academic impact of lost instructional time through implementation of evidence-based interventions (e.g. summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs);

- Any other strategies or activities implemented with the LEA's ESSER III fund apportionment consistent with section 2001(e)(2) of the ARP Act; and
- Progress monitoring to ensure interventions address the academic, social, emotional, and mental health needs for all students, especially those students disproportionately impacted by COVID-19

For additional information and guidance, please see the U.S. Department of Education's Roadmap to Reopening Safely and Meeting All Students' Needs Document, available here: <https://www2.ed.gov/documents/coronavirus/reopening-2.pdf>.

## **Planned Actions and Expenditures**

### **Purpose and Requirements**

As noted in the Introduction, an LEA receiving ESSER III funds is required to develop a plan to use its ESSER III funds to, at a minimum, address students' academic, social, emotional, and mental health needs, as well as the opportunity gaps that existed before, and were exacerbated by, the COVID-19 pandemic.

### **Instructions**

An LEA has the flexibility to include actions described in existing plans, including the LCAP and/or ELO Grant Plan, to the extent that the action(s) address the requirements of the ESSER III Expenditure Plan. When including action(s) from other plans, the LEA must describe how the action(s) included in the ESSER III Expenditure Plan supplement the work described in the plan being referenced. The LEA must specify the amount of ESSER III funds that it intends to use to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA. Descriptions of actions provided should include sufficient detail yet be sufficiently succinct to promote a broad understanding among the LEA's local community.

### **Strategies for Continuous and Safe In-Person Learning**

Provide the total amount of funds being used to implement actions related to Continuous and Safe In-Person Learning, then complete the table as follows:

- If the action(s) are included in another plan, identify the plan and provide the applicable goal and/or action number from the plan. If the action(s) are not included in another plan, write "N/A".
- Provide a short title for the action(s).
- Provide a description of the action(s) the LEA will implement using ESSER III funds for prevention and mitigation strategies that are, to the greatest extent practicable, in line with the most recent CDC guidance, in order to continuously and safely operate schools for in-person learning.
- Specify the amount of ESSER III funds the LEA plans to expend to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA.

## Addressing the Impact of Lost Instructional Time

As a reminder, the LEA must use not less than 20 percent of its ESSER III funds to address the academic impact of lost instructional time. Provide the total amount of funds being used to implement actions related to addressing the impact of lost instructional time, then complete the table as follows:

- If the action(s) are included in another plan, identify the plan and provide the applicable goal and/or action number from the plan. If the action(s) are not included in another plan, write “N/A”.
- Provide a short title for the action(s).
- Provide a description of the action(s) the LEA will implement using ESSER III funds to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs.
- Specify the amount of ESSER III funds the LEA plans to expend to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA.

## Use of Any Remaining Funds

After completing the Strategies for Continuous and Safe In-Person Learning and the Addressing the Impact of Lost Instructional Time portions of the plan, the LEA may use any remaining ESSER III funds to implement additional actions to address students’ academic, social, emotional, and mental health needs, as well as to address opportunity gaps, consistent with the allowable uses identified above in the Fiscal Requirements section of the Instructions. LEAs choosing to use ESSER III funds in this manner must provide the total amount of funds being used to implement actions with any remaining ESSER III funds, then complete the table as follows:

- If the action(s) are included in another plan, identify the plan and provide the applicable goal and/or action number from the plan. If the action(s) are not included in another plan, write “N/A”.
- Provide a short title for the action(s).
- Provide a description of any additional action(s) the LEA will implement to address students’ academic, social, emotional, and mental health needs, as well as to address opportunity gaps, consistent with the allowable uses identified above in the Fiscal Requirements section of the Instructions. If an LEA has allocated its entire apportionment of ESSER III funds to strategies for continuous and safe in-person learning and/or to addressing the impact of lost instructional time, the LEA may indicate that it is not implementing additional actions.
- Specify the amount of ESSER III funds the LEA plans to expend to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA. If the LEA it is not implementing additional actions the LEA must indicate “\$0”.

## Ensuring Interventions are Addressing Student Needs

The LEA is required to ensure its interventions will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students most impacted by the COVID–19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.

The LEA may group actions together based on how the LEA plans to monitor the actions’ progress. For example, if an LEA plans to monitor the progress of two actions in the same way and with the same frequency, the LEA may list both actions within the same row of the table. Each action included in the ESSER III Expenditure Plan must be addressed within the table, either individually or as part of a group of actions.

Complete the table as follows:

- Provide the action title(s) of the actions being measured.
- Provide a description of how the LEA will monitor progress of the action(s) to ensure that they are addressing the needs of students.
- Specify how frequently progress will be monitored (e.g. daily, weekly, monthly, every 6 weeks, etc.).

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