

ESSER III Expenditure Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
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School districts, county offices of education, or charter schools, collectively known as LEAs, that receive Elementary and Secondary School Emergency Relief (ESSER) funds under the American Rescue Plan Act, referred to as ESSER III funds are required to develop a plan for how they will use their ESSER III funds. In the plan, an LEA must explain how it intends to use its ESSER III funds to address students' academic, social, emotional, and mental health needs, as well as any opportunity gaps that existed before, and were worsened by, the COVID-19 pandemic. An LEA may also use its ESSER III funds in other ways, as detailed in the Fiscal Requirements section of the Instructions. In developing the plan, the LEA has the 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
NA	NA

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

\$12, 597,155

Plan Section	Total Planned ESSER III Expenditures
Strategies for Continuous and Safe In-Person Learning	\$ 1,000,000
Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)	\$ 2,346,326
Use of Any Remaining Funds	\$ 9,250,829

Total ESSER III funds included in this plan

\$12,597,155

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 the 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.

A public meeting was held on Wednesday, October 5, 2021, to gather information and input towards the development of the ESSER III plan. The notification was sent to all families, all staff, all school leaders, the Burbank Teachers Association, and the California State Employees Association.

The public meeting included a description of the purpose of the plan, the plan development process, how the plan is related to the LCAP and ELO and the development of those plans, the inclusion of all community groups, the total budget, specific action items, how the action items will be monitored and evaluated, and the posting of the ESSER III plan on the District’s website. It was also shared that the ESSER monitoring and reporting process may be part of the 2022-2023 LCAP.

The District does not have any Tribes, civil rights organizations, or disability rights groups that are present within the district. These groups or similar likeness historically participated in the development of any master plans, nor the Local Control Accountability Plan (LCAP).

Specific individual advocates representing the interests of children with disabilities and their families have been included in all invitations to not only the ESSER public meeting but also other master plan meetings including the LCAP.

As allowed in the ESSER planning and development process, the District is using some of the community engagement input from the Local Control Accountability Plan (LCAP) and Expanded Learning Opportunity (ELO) Plan development process. The LCAP and ELO development process included multiple routes of communication, feedback, and input from teachers, principals, other administrators, classified personnel, the Burbank Teachers Association, the California State Employees Association, parents, students, and interested individual advocates. Aspects of this process included:

- The advertising of meetings through electronic communications to the entire Burbank school community and postings on the District's website that included the dates of the LCAP meetings and ELO meeting to share information and gather input on both plans.
- PowerPoint slides for both the LCAP and ELO that included proposed goals, action items, metrics, and budgeted expenditures. Each component was presented in a user-friendly format.
- Principals provided messaging through their weekly/regular communications and at parent meetings about the LCAP and ELO meetings.
- The general public has access to the information posted on the BUSD website and in BUSDeNEWS which is sent to the general public.

To further clarify, parents at the meetings/presentations included parents of students who are English Language Learners, Special Education students, Socioeconomically Disadvantaged Students, Reclassified English Learners, Foster Youth, as well as parents of students in the Gifted and Talented Education (GATE) program. The parents who participated at the meetings/presentations represent a range of ethnic, racial, and unduplicated student subgroups.

District staff invited members of School Site Councils from every school to participate in the LCAP and ELO meetings. Before each LCAP and ELO meeting, emails were sent to all parents, staff, and community members who had expressed interest in attending these meetings.

At four of the scheduled 2020-2021 District English Learner Advisory Committee (DELAC) meetings, the LCAP was presented, reviewed, and analyzed in small chunks with particular attention paid to the goals, actions, services, and expenses for programs that serve the English Language Learners and Reclassified Fluent English proficient students. At these meetings, outcomes (in terms of performance metrics) were explained, and plans for the following year were described in detail. The ELO plan was presented at the last DELAC meeting.

Additionally, the Superintendent and Assistant Superintendents met with representatives from the Burbank Teachers Association and the California State Employees Association and updated them on the LCAP and ELO processes, budget, and planned services. The Superintendent engaged in "Meet and Confer" meetings.

Finally, the assistant superintendents and directors addressed the LCAP in (separate) regular agendaized monthly meetings with the elementary principals and secondary principals. This provided site administrators with multiple opportunities to share their thoughts and ideas about current LCAP and ELO programs and services as well as suggest new ideas - based on the metrics and outcome data provided.

All materials presented at the LCAP and ELO meetings were translated into Spanish and Armenian, including PowerPoints, the budget, and all handouts. Additionally, every meeting was live-streamed on Zoom. The videos for each meeting were then posted on the district website, along with all the materials (PowerPoints, proposed action items, proposed metrics, proposed budget, and supporting handouts).

At each of the meetings listed above, metrics were provided to the community to show evidence of moving toward the goal which measured the effectiveness of the action item. Many of the metrics shared were those identified in the approved 2017-2020 LCAP plan and subsequently were folded into the 2021-2024 LCAP with modifications as needed.

In addition, at the meetings, a thorough review of the budget for each goal was reviewed along with each action item. At the end of each session, the community had an opportunity to enter into a discussion about how each item was funded. They made recommendations to either supplement the budget, decrease the budget, or leave the budget alone. Lastly, at each of the LCAP sessions, the community was able to make recommendations for each goal if more funding became available.

Throughout the entire LCAP process, stakeholders have received qualitative and quantitative information to inform setting the LCAP goals. The information was related to the eight State priorities. The quantitative and qualitative data included the BUSD District-Wide Goals for 2020-2021, as set forth by the Board of Education and the LEA plan goals. In addition to the District-Wide Goals and the LEA plan goals, the BUSD LCAP Advisory Committees received quantitative information related to standardized tests, local benchmark assessments, college and career readiness, Advanced Placement (AP) pass rates, access to AP courses, attendance, suspensions, expulsions, dropout rates, SAT scores, and graduation rates.

The District-Wide Goals are primarily qualitative. The 2021-2022 District-Wide Goals were adopted by the Board in June 2021. The goals include BUSD schools meeting or exceeding their annual academic performance index and adequate yearly progress targets. Additionally, BUSD district-wide goals require content and instruction that ensure student achievement of district-adopted proficiency standards and strengthen comprehensive student support systems. The District-Wide Goals also seek to actively engage the community to promote shared responsibility for student success, and recruiting, hiring, and retaining highly qualified, talented and productive staff. Finally, the goals emphasize ongoing analysis of the district budget and program priorities to preserve district solvency and facilitate planning.

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

The ESSER III plan has been influenced by input provided by the District English Learner Advisory Council (DELAC) on Tuesday, October 5, and from a presentation that was provided to the community on Wednesday, October 6. There was agreement from the DELAC that the planned budgeted expenditures would address the lost instructional time and learning gaps of students. Concerns were expressed about the District identifying the learning gaps and that is being addressed through the administration of the iReady diagnostic test which will identify gaps in learning in English Language Arts and Mathematics. Concerns were expressed about the substitute pool and that is not just a Bubenk USD issue, but a Statewide issue. There is a plan to make the substitute rate more competitive to attract more substitutes, especially teachers.

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

\$ 1,000,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
NA	Increased Substitute Teacher Costs	<p>There is a demand for substitute teachers across the State. There is a common thread across County and State meetings that there is a shortage of substitute teachers. To attract a larger pool of substitute teachers, the District is proposing to increase the daily and long-term rate of substitute teachers. This action is being undertaken by the Board of Education. Daily rates are proposed to be at \$200 per day. Long-term substitute rates are proposed to be at \$250 per day.</p> <p>This strategy directly addresses lost instructional time. Teachers will implement evidence-based interventions such as iReady in their classrooms.</p>	\$1,000,000 (21-22)

Addressing the Impact of Lost Instructional Time

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

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

\$ 2,346,326

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
NA	Independent Study Teacher Costs	Salaries and benefits for teachers teaching the independent study program. This funding is for teachers who will be paid through the use of a 0.2 FTE and for curriculum writers for independent study.	\$338,884
NA	Technology Chromebooks	The District will purchase about 5,000 Chromebooks for students at \$400 each for the full setup of each Chromebook. Students will access evidence-based interventions such as iReady through the use of the Chromebook.	\$1,723,442 (21-22)
NA	Technology Hotspots	The District will purchase 1,950 hotspots so that students may better access the online core and supplemental curriculum required through their coursework. Students will access evidence-based interventions such as iReady through the use of the hotspot.	\$249,000 (21-22)
NA	Wayfinder	Wayfinder is a comprehensive social-emotional learning program for middle and high school students with equity foundations and includes trauma-informed practices. The program includes a formative and summative assessment tool to assess students and measure the progress being made from the implementation of the	\$35,000

curriculum. This evidence-based intervention will assist students in building skills and concepts leading towards better achievement.

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

\$ 9,250,829

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
NA	Class Size Reduction (20 elementary teachers)	<p>Research shows that smaller class size coupled with effective teaching practices results in greater student achievement. The makeup of classrooms is approximately 40% of students who are English learners, low-income students, foster youth, and students experiencing homelessness. Teachers and instructional assistants provide students with small group and 1:1 instruction that will towards student academic success. The action being developed is based on the needs of English learners, socioeconomically disadvantaged students (low-income students), and foster youth. The following data set provides the reader with additional data for comparative purposes.</p> <p>Smaller class sizes will allow the teacher and instructional assistants to work with students in small groups and a 1:1 setting resulting in increased student achievement. This strategy directly addresses lost instructional time. Teachers will implement evidence-based interventions such as iReady in their classrooms.</p>	<p>\$2,058,411 (21-22)</p> <p>\$2,058,411 (22-23)</p>
NA	Class Size Reduction (5 secondary teachers)	<p>Research shows that smaller class size coupled with effective teaching practices results in greater students achievement. The makeup of</p>	\$700,000 (21-22)

		<p>classrooms is approximately 40% of students who are English learners, low-income students, foster youth, and students experiencing homelessness. Teachers and instructional assistants provide students with small group and 1:1 instruction that will towards student academic success. The action being developed is based on the needs of English learners, socioeconomically disadvantaged students (low-income students), and foster youth. The following data set provides the reader with additional data for comparative purposes.</p> <p>Smaller class sizes will allow the teacher and instructional assistants to work with students in small groups and in a 1:1 setting resulting in increased student achievement.</p> <p>This strategy directly addresses lost instructional time. Teachers will implement evidence-based interventions such as iReady in their classrooms.</p>	\$500,000 (22-23)
NA	Ongoing Funding of Teacher Positions (27 teaching positions)	<p>ESSER funds will be used to stabilize and support the teacher/educator workforce and to support the conditions that allow schools to return to in-person instruction. Funds will pay teacher salaries to retain teachers and avoid layoffs. Funds may also be used to address educator shortages exacerbated by the pandemic.</p> <p>This strategy directly addresses lost instructional time. Teachers will implement evidence-based interventions such as iReady in their classrooms.</p>	\$ 2,702,827
NA	Technology Technician	<p>An additional technology technician is being employed to support the technology platform at a school site. The technician troubleshoots and resolves issues, assists teachers and students in their use of Chromebooks and hotspots. Assists with the use of various software and online systems for students and staff. The technician also updates systems for increased performance. The</p>	\$78,679 (21-22)

		technician will support evidence-based interventions and lost instructional time through the requirements of the role.	
NA	Food Services	The District provides meal service to all students under the FRPM program. The costs for this expenditure encompass staff salaries and benefits, preparation of meals for students, packaging, and the cost of substitute food service workers. The action item addresses the students' health, social, emotional, and mental health by providing them nutritional services.	\$600,000 (20-21)
NA	Payroll Over Time	Overtime costs to pay Payroll Staff to process stipends and salaries for employees paid with COVID funds. The action item addresses the staffs' health, social, emotional, and mental health by providing them a healthy environment.	\$2,705 (20-21)
NA	Indirect Estimate	Indirect costs are districtwide costs, general management costs (i.e., activities for the direction and control of the district as a whole.) General management costs consist of administrative activities necessary for the general operation of the district, such as accounting, budgeting, payroll preparation, personnel services, purchasing, and centralized data processing. Indirect costs will be monitored and claimed based on actual program expenditures and that indirect costs will be claimed based on the 20% required for learning loss and taken out of the remaining 80%.	\$549,796 (6.3%)

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
Technology Technician	The Principal will report the effectiveness of the technology technician by describing the overall condition of technology at the school from a teacher and student perspective. Are the teachers’ desktop systems up and running so that instruction may be carried out? Are student devices up and running so that students may access the curriculum to advance their learning? A survey will be administered to gather data from teachers and students.	A survey will be administered in March 2022, March 2023, and March 2024.
Increased Substitute Teacher Costs Class Size Reduction (20 elementary teachers) Class Size Reduction (5 secondary teachers) Ongoing Funding of Teacher Positions (27 teaching positions) Independent Study Teacher Costs	The effectiveness of the substitute teachers, class size reduction teachers for elementary schools, and class size reduction teachers for secondary schools will be reflected in the Percent of All Students who score Exceeds or Meet Standards on the English Language Arts CAASPP. The baseline for this comparative data is the 2018-2019 CAASPP data where 64.94% of All Students scored Exceeds or Meets Standards on the English Language Arts CAASPP.	Annually increase by 2% the Percent of All Students who Exceed or Meet Standards on the English Language Arts CAASPP. Data will be pulled in August 2022, August 2023, and August 2024.
Increased Substitute Teacher Costs Class Size Reduction (20 elementary teachers)	The effectiveness of the substitute teachers, class size reduction teachers for elementary schools, and class size reduction teachers for secondary schools will be reflected in the Percent of All Students who score Exceeds or Meets Standards on the Mathematics CAASPP. The baseline for this comparative data is the 2018-2019, 51.19% of All	Annually increase by 2% the percent of All Students who Exceed or Meet Standards on the Mathematics CAASPP. Data will be pulled in August 2022, August 2023, and August 2024.

<p>Class Size Reduction (5 secondary teachers)</p> <p>Ongoing Funding of Teacher Positions (27 teaching positions)</p> <p>Independent Study Teacher Costs</p>	<p>Students scored Exceeds or Meets Standards on the Mathematics CAASPP.</p>	
<p>Technology Chromebooks</p> <p>Technology Hotspots</p>	<p>Progress will be monitored by counting the actual number of EESER III funded Chromebooks and hotspots that are in the hands of students.</p>	<p>An accounting will be done of the number of Chromebooks and hotspots that are in the hands of students in March 2022 and March 2023.</p>
<p>Wayfinder</p>	<p>A survey will be administered to middle school students to measure their “sense of safety,” “sense of care,” and “sense of connectedness.”</p>	<p>A survey will be administered in March 2023 and March 2024 to gather student and staff responses.</p>
<p>Food Services</p>	<p>At the end of June 2021, the budgeted expenditure is anticipated to be expended. Funds are used for salaries, benefits, and supplies for Food Services.</p>	<p>When the accounting books close for the 2020-2021 school year, the budgeted expenditures being paid from this fund and the subsequent payments made will be used to document the spending of the used funds.</p>
<p>Payroll Overtime</p>	<p>At the end of June 2021, the budgeted expenditure for the overtime costs for Payroll Staff to process stipends and salaries for employees will be monitored.</p>	<p>When the accounting books close for the 2020-2021 school year, the budgeted expenditures being paid from this fund and the subsequent payments made will be used to document the spending of the used 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.

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.

- o 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.
- o 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:
 - o Any activity authorized by the Elementary and Secondary Education Act (ESEA) of 1965;
 - o Any activity authorized by the Individuals with Disabilities Education Act (IDEA);
 - o Any activity authorized by the Adult Education and Family Literacy Act;
 - o Any activity authorized by the Carl D. Perkins Career and Technical Education Act of 2006;
 - o 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;
 - o 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;
 - o Developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs;
 - o Training and professional development for staff of the LEA on sanitation and minimizing the spread of infectious diseases;

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

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

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

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

Other LEA Plans Referenced in this Plan

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

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

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

Summary of Expenditures

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

Instructions

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

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

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

Community Engagement

Purpose and Requirements

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

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

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

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

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

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

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

- Students with disabilities; and
- Migratory students.

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

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

Instructions

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

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

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

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

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

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

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

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

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

Planned Actions and Expenditures

Purpose and Requirements

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

Instructions

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

Strategies for Continuous and Safe In-Person Learning

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

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

Addressing the Impact of Lost Instructional Time

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

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

Use of Any Remaining Funds

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

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

Ensuring Interventions are Addressing Student Needs

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

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

Complete the table as follows:

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

California Department of Education
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