

ESSER III Expenditure Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Santa Maria-Bonita School District	Luke Ontiveros Superintendent	lontiveros@smbds.net 805-361-8110

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
SMBSD 2021-22 Local Control and Accountability Plan (2021-22 LCAP)	Santa Maria-Bonita School District web site: https://smbds-ca.schoolloop.com/lcap
SMBSD 2020-21 Expanded Learning Opportunities Grant Plan (2020-21 ELO Grant Plan)	Santa Maria-Bonita School District web site: https://smbds-ca.schoolloop.com/lcap
SMBSD 2020-2021 Learning Continuity and Attendance Plan (2020-21 LCP)	Santa Maria-Bonita School District web site: https://smbds-ca.schoolloop.com/lcap

Summary of Planned ESSER III Expenditures

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

Total ESSER III funds received by the LEA
\$30,234,964

Plan Section	Total Planned ESSER III
Strategies for Continuous and Safe In-Person Learning	\$24,187,972
Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)	\$6,046,992
Use of Any Remaining Funds	\$0

Total ESSER III funds included in this plan

\$30,234,964

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.

The Santa Maria-Bonita School District (SMBSD) is dedicated to a collaborative approach as we involve all educational partners. We are committed to substantial educational partner engagement and believe that it is an integral part of developing and implementing a comprehensive plan. The existing structure in place ensures that information is disseminated and that all community member groups are part of a collaborative team. Consultation with community members has been an important part of the process to develop multiple plans over the past few years. These include the 2020-21 Learning Continuity and Attendance Plan (LCP Plan in fall 2020), Expanded Learning Opportunities (ELO) Grant Plan (May 2021), and the 2021-22 to 2023-24 Local Control and Accountability Plan (LCAP). Throughout the planning processes for these plans, the voices of students, families, staff, and community members have informed the development of goals, actions, expenditures, metrics, and target outcomes. Efforts to meaningfully consult with community members and solicit input to inform development of plans have included activities in collaboration with specific community groups and opportunities for the wider community to provide input.

System wide opportunities included meetings and events, posted materials for public comment, multiple board meetings to present draft materials and public hearings, and multiple community surveys. ParentSquare messages providing information and surveys were provided in three languages: English, Spanish, and Mixtec, with simultaneous translation available during meetings in the district’s top two languages. An

important aspect of the engagement process over the past two years has been the iterative nature of the multiple planning cycles. Beginning with the initial planning to implement distance learning and moving into the LCP, ELO Grant Plan, and 2021-22 LCAP, each round of community engagement has built upon the last. This has provided the opportunity to reinforce key priorities and deepen conversations about key ideas. The ESSER III Expenditure Plan is further building upon this foundation of recent community input. In engaging with community groups, some found it effective to cite specific recommendations put forth in the recent LCAP outreach process. This allowed those groups to continue shining a light on their key priorities to reemphasize the importance of the work they have done over the previous input cycles while also adding new ideas.

Consultation of community members in this most recent cycle of planning to inform development of the ESSER III Expenditure Plan used a similar strategy, though in a shorter timeline. Community engagement followed an appropriate communication structure in addition to hosting definitive virtual meetings and activities. Opportunities throughout targeted the following educational partner groups: students, parents/guardians, school and district administrators, teachers, support staff, and ELAC/DELAC representatives. Staff reached out to the district's range of community groups to provide opportunities for input on the draft plan. Extensive feedback from the ELO Grant Plan and LCAP was used in the development of this ESSER III Expenditure Plan. Our Vision of Student Success' current goals continued to be clearly identified and articulated throughout the phased process.

Virtual meetings and surveys taken were forms of collecting information from parents, community members, students, local bargaining units (including certificated, classified, and other school personnel), administrators, county agencies, foster youth representatives, parents of special education students, migratory students, and parents of English Learners. Additionally, informal feedback was collected along the way through social media comments and requests, phone calls to sites, and the district office as well as in-person visits with questions, requests, and feedback and staff communications such as emails and online platforms. The process also included identified research and data collection. Engaging in outreach and surveying educational partners have provided and continue to provide staff valuable input to inform the planning in all of the outlined goals of the plan. All input was recorded as appropriate.

Local Control and Accountability Plan (LCAP) Collaboration Team – The SMBSD LCAP Collaboration team is comprised of parents, students, community members, local business leaders, non-profit community partners (including representatives from Fighting Back Santa Maria Valley, Council on Alcohol and Drug Abuse, YMCA, Boys and Girls Club of Santa Maria, and the Santa Maria Library) officials from civil rights organizations such as the National Association of the Advancement of Colored People (NAACP) and League of United Latin American Citizens (LULAC), district staff (including both classified and certificated, presidents of the classified, certificated, and administrative local bargaining units, site managers, District English Learner Advisory Committee (DELAC) members, three school board members, the director of the special education department, the superintendent, and other district staff). To the best of our knowledge, we do not have any tribal representatives within our school community. We work closely with our parents from indigenous communities, and they are part of the LCAP Collaboration Team and DELAC committee. The LCAP Collaboration Team virtual meetings (including presentations/discussions/input sessions) occurred starting in August and continuing through the 2020-21 academic year. These virtual meetings continued in September for the 2021-22 academic year. Superintendent Luke Ontiveros, Director of Plan Alignment and Implementation, Rebecca Herrick, and members of the Instructional Services Department led and participated in the collaboration that took place at each meeting. District leaders also continued to work together as a team and received professional learning at both the county and state levels to ensure that presentations were current and in alignment with updates that were shared.

The LCAP Collaboration Team met on August 26, 2020; September 16, 2020; November 4, 2020; March 3, 2021; March 31, 2021; May 26, 2021; and September 29, 2021 and a meeting was held on August 20, 2021 for district office staff. Virtual meetings included interpretation in Spanish and Mixtec when requested. Presentations are available in English and Spanish following all meetings. During the September 29, 2021 meeting, the ESSER III plan was discussed at the meeting and feedback was gathered. Results from a survey that was sent out via ParentSquare was discussed and participants had an opportunity to break out into small groups for discussion and sharing of ideas.

Parents and Students - Parents are an important part of the decision-making process in the Santa Maria-Bonita School District. Our students' parents participate in decision making at the school and district level in a linguistically inclusive space with the appropriate translated materials. School Site Council (SSC) and English Learner Advisory Committee (ELAC) Meetings are held at least six times per year and scheduled at each site by school administrators to gather input from parents of English learners, reclassified students, homeless, foster youth, low-income, and other student groups regarding student and school needs and recommendations for improvement. Parents and students provided their input through surveys, discussion, and messages in the Zoom platform.

Parent and Student Surveys - Surveys were administered in a digital format during July 2020, July 2021, and September 2021. All surveys were available in English and Spanish. Parents were invited to participate in the surveys via ParentSquare verbal messages, website posts, text messages and printed flyers. Students were surveyed using their digital access platform. The September survey was sent to students, parents/guardians, district staff, and community partners explaining the ESSER III plan and asked for suggestions on how to allocate the funding. Students in the 5th and 7th grades participated in the California Healthy Kids Survey during the Fall of 2020. In the Spring of 2021 and Fall of 2021, parents and students participated in climate surveys through Panorama Education. Both parents and students were offered alternative means of participation if surveys were inaccessible for reasons of language, technology, or literacy. Multilingual staff members were available by phone to assist parents with submitting their survey responses. In addition, specific outreach was conducted to our Mixtec community members inviting and facilitating their participation in these surveys. Parents and students were surveyed about their distance learning experiences, barriers, needs, communication, and overall input.

Overall the district received tens of thousands of survey responses across all of our surveys and across all community partner groups. The data from these surveys were used as a larger body of information used to create our plan and design high-leverage supports.

District - SMBSD has facilitated many venues for communication regarding the LCAP and each of the actions and services that have been implemented to increase or improve services. These include the Instructional Services Meetings (ISM), Leading Learning Team (LLT), the Elementary and Junior High Principal Cluster Meetings, the Certificated and Classified Labor-Management Council Meetings (LMC and CLMC), District English Learner Advisory Committee (DELAC), English Learner Advisory Committee (ELAC), and School Site Council Meetings (SSC). At various meetings during the 2020-21 and 2021-22 school year, site and district leaders discussed and shared progress regarding the Safe Return to In-Person Instruction and Continuity of Services Plan, which is aligned with the ESSER III plan.

District Advisory Council (DAC) and District English Language Advisory Committees (DELAC) - Ongoing collaborations with DELAC leaders include regular informal telephone conversations and in person meetings to ascertain educational partner concerns, interests, and needs. DELAC leadership met regularly with district administrators to prepare for advisory council meetings and share concerns. DELAC meetings were held virtually on the following dates: July 20, 2020; August 19, 2020; September 2, 2020; October 21, 2020; December 2, 2020; February 3, 2021; March 17, 2021; April 28, 2021; May 19, 2021; June 2, 2021, and September 15, 2021. Parents were provided with digital devices and training to connect to these virtual meetings. In addition to contributions to the agenda, informal feedback was provided by

the DELAC Chair and Vice-Chair to increase educational partner participation for all meetings. During the September 15, 2021 meeting, the ESSER III plan was discussed and members were invited to attend the upcoming LCAP meeting to provide feedback.

School Site Council and English Learner Advisory Committee - At the start of each academic year, due to the percentage of English Learners at all schools throughout the district, both the English Learner Advisory Committee (ELAC) at each school and the School Site Council (SSC) at each school votes to have each SSC absorb the responsibilities of the ELAC. At each school, SSC/ELAC meetings are held at least six times per year and scheduled by school administrators to gather input from parents of English learners, reclassified students, homeless, foster youth, low-income, and other groups about the student and school needs and recommendations for improvement. Site administrators work closely with the Director of Plan Alignment and Implementation to ensure that councils were involved in the LCP process at the site and district level. A Plan Alignment and Implementation bulletin was provided each month during the 2020-21 and 2021-22 school year, and the LCAP/LCP presentations were shared with school administrators and school board members. These meetings provide key input to ensure the district's plan for improved or increased services is aligned with the academic and mental health needs of students at all schools throughout our district.

The School Board - The school board members have been involved in the development and approval process of all plans, including the ESSER III. They are an integral part of the district team. All School Board Members are invited to the LCAP Collaboration Team Meetings and consistently attend the meetings. President Linda Cordero is an official member of the LCAP Collaboration Team.

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

The ESSER III Expenditure Plan actions are the result of a collaboration between several groups, including the communities of LCAP Collaboration Team, classified and certificated staff, and the District to build a plan that best supports all students in the response to a global pandemic. Keeping school sites open and safe for in-person learning, along with thoughtfully addressing losses in instruction, were at the forefront of all discussions and decisions.

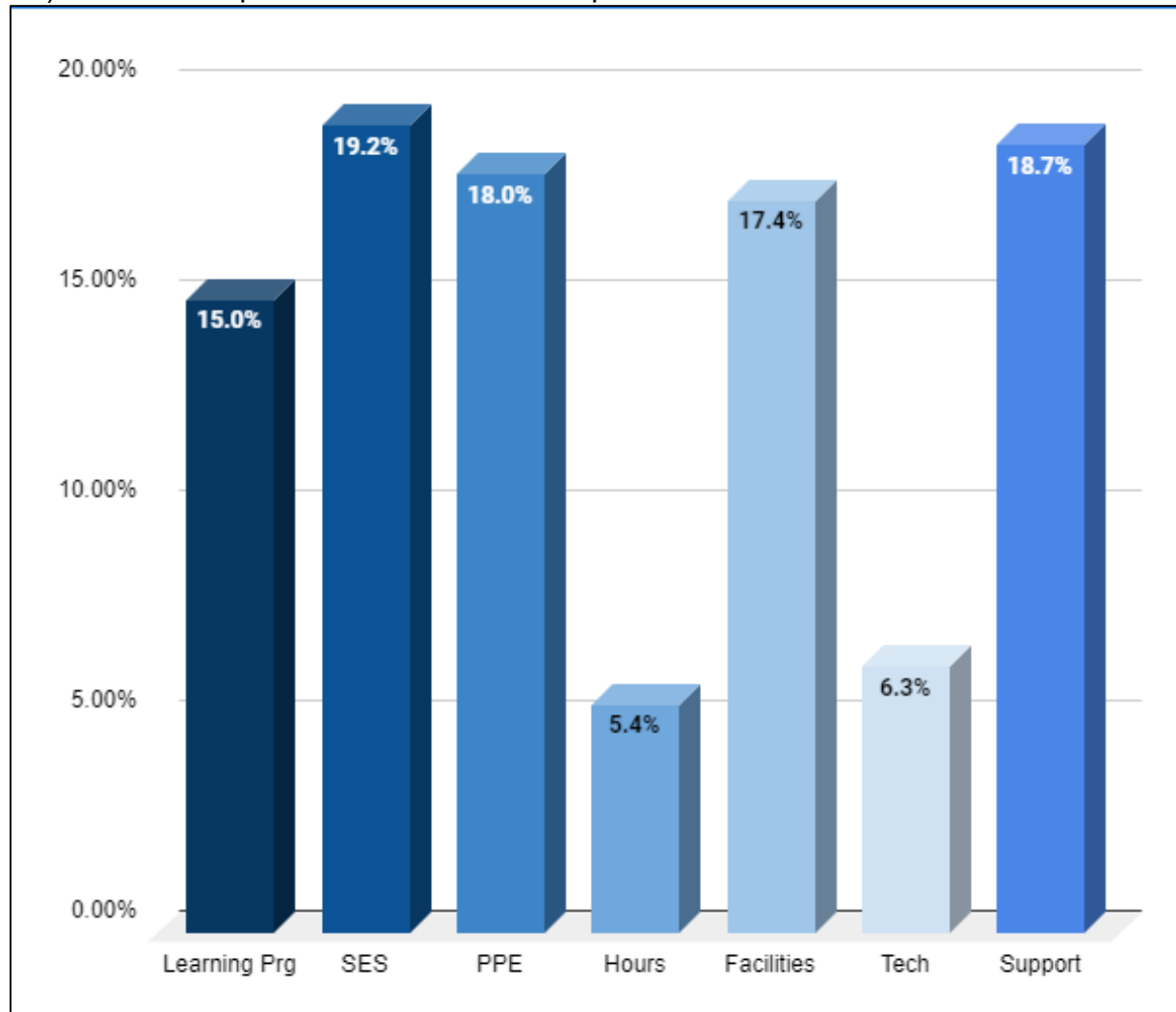
Overall, the feedback provided by educational partner groups reaffirmed and built upon many of the key priorities communicated in past input and the more recent Learning Continuity and Attendance Plan, Expanded Learning Opportunities Grant, and Local Control and Accountability Plan process. The feedback gathered from a variety of educational partner groups was a careful and deliberate process. An online survey was sent out via ParentSquare in September of 2021. The survey received 4,071 responses from a variety of community partners and feedback was recorded from a formal virtual meeting held on September 29, 2021. It was through our intentional pursuit of educational partner feedback that we were able to gain important insight, gather recommendations, and understand the experiences of our students and their families during this time.

The following summary outlines the overarching themes that emerged across various input strands and specific recommendations and priorities that emerged concerning the actions in the ESSER III Plan:

ESSER III Survey Results

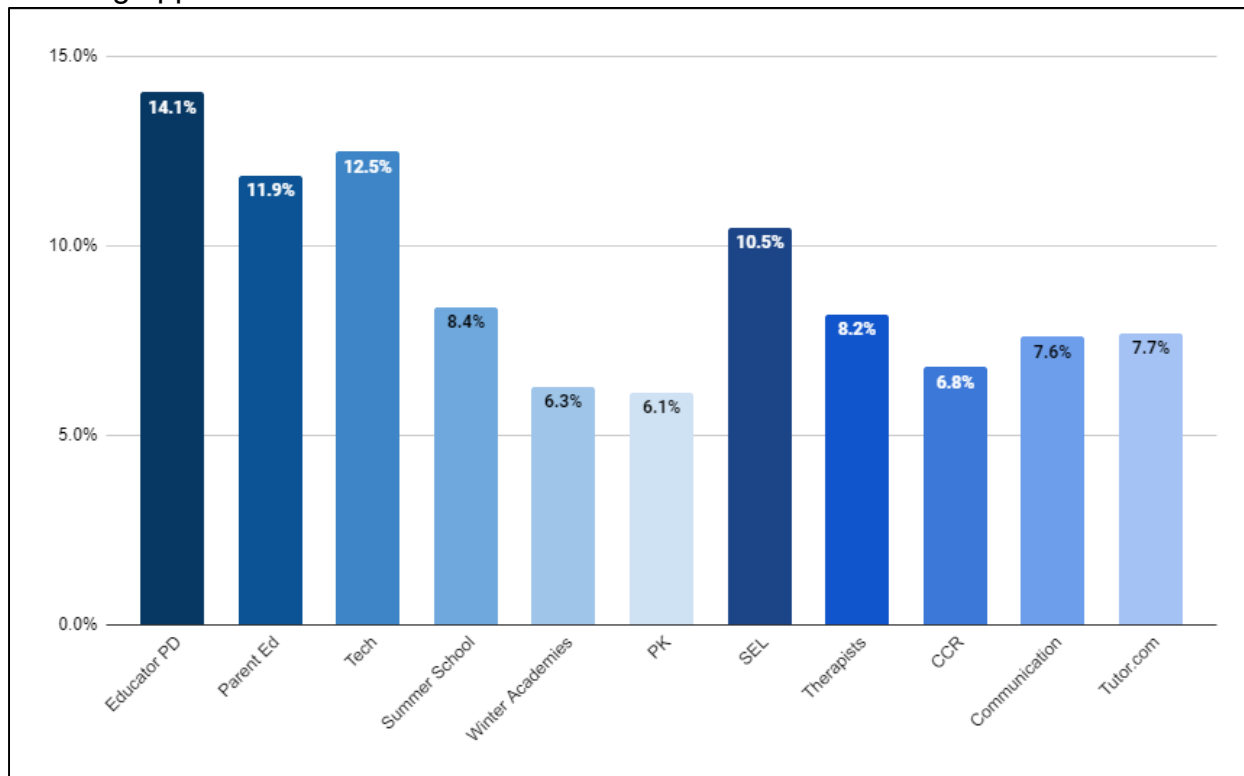
- **Educational partners were asked to prioritize allowable uses of the ESSER III funds in relation to the district response to the impact of the COVID-19 pandemic. The priorities that emerged included:**
 - student social/emotional/mental well-being,

- support for students with diverse learning needs, such as students with disabilities, English learners, and economically disadvantaged students,
- purchasing personal protective equipment, additional cleaning and disinfecting supplies, and health and safety equipment, and
- improvements to facilities to increase environmental health and safety, such as replacement of heating, ventilation, and air conditioning (HVAC) filters and improve fresh air flow when possible.



- **Educational partners were asked to prioritize allowable use of the ESSER III funds in relation to how the District can address academic learning loss. The priorities that emerged included:**
 - professional development for educators to address strengthening core instruction (English Language Arts, Math, Science, History),
 - technology equipment for students to use at school and at home,
 - parent education around topics like how to help my child with his/her learning or how to support the social emotional needs of my child, and

- social emotional learning opportunities for all students.



Further feedback that was gathered through formal and informal virtual and socially-distanced meetings included a DELAC meeting, a LCAP Collaboration Team Meeting, and district meetings. Themes from this feedback included:

- technology & student access - continue to update technology plans being implemented to include district wide student access to the internet during expanded learning hours, classroom equipment and student equipment (PK-8th),
- build partnerships with outside youth agencies and homeless shelters to help provide students with better support to complete assignments and access extended learning supports,
- school libraries - increase school libraries to include engaging and culturally relevant text and bilingual books,
- expanded learning opportunities - increase extended day classes (to include Kindergarten and 1st grades), increase Saturday school, increase summer school to include more students, increase tutoring to include bilingual support for students and families, and increase technology support for students and families,
- increase visual and performing arts offerings to include classes offered through outside contract agencies, and
- physical education - provide additional supplies to replenish lost items that were sent home during school closures.

All of the actions and services in the ESSER III plan were directly related to the feedback received from all partners and from data team reviews (district and site level) using our LEA's and site's NWEA and Panorama data. The majority of the funds will be spent to implement strategies for continuous and safe in-person learning. This will be done by reducing the risk of virus transmission and exposure to environmental health hazards and support student needs. Feedback showed this was one of the top priorities from the September 2021

survey and items discussed at the September 29, 2021 LCAP Collaboration Team meeting. The actions and services addressing the impact of lost instruction time were all developed from feedback from the September 2021 survey, items discussed at the September 29, 2021 LCAP Collaboration Team meeting, and various district and site level staff meetings.

Additionally, community input throughout recent engagement processes has reiterated the importance of acknowledging staffing shortages and emphasized awareness of the challenges that may be presented in trying to hire specific positions or multiple individuals for a type of position. This awareness is shared by the district. In developing this plan, proposed actions that involve the hiring of staff (for example for expanded learning time) are included with the acknowledgment that staffing shortages may result in the need to reassess and reprioritize actions over time.

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

\$24,187,972

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
2020-21 Learning Continuity and Attendance Plan	1.0 Facilities Indoor Air Quality	In order to reduce the risk of virus transmission and exposure to environmental health hazards, and to support student health needs, SMBSD will use ESSER III funds to continuously and safely operate all schools by improving indoor air quality. This will be done by performing inspections, testing, maintenance, repairs, replacements, and upgrade projects to improve the indoor air quality in	\$24,187,972

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		school facilities, including mechanical and non-mechanical heating ventilation and air conditioning systems, filtering, purification, and other air cleaning, fans, control systems, and window and door replacement.	

Addressing the Impact of Lost Instructional Time

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

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

\$6,046,992

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP Goal 1 Action 1.9 and ELO Grant Plan page 4	2.0 Expanded Learning - Before and After School Classes	<p>In order to add instructional time to address the academic impact of the pandemic and accelerate learning, SMBSD will expand our before and after school learning program by increasing the number of students who are invited to attend the classes that are offered. SMBSD will use ESSER III funds to extend actions from the Expanded Learning Opportunities (ELO) Grant Plan beyond 2022 and through 2024 and connect with actions in the 2021-22 LCAP to continue a more robust extended learning before and after school program. Expanded learning classes will include:</p> <ul style="list-style-type: none"> • academic classes that support instruction in core content areas (ELA, Math, ELD, Science, Social Studies) for key student groups and • enrichment/engagement classes (robotics, technology, VAPA, STEAM, etc). <p>To address the impact of lost instructional time due to COVID-19, SMBSD will provide extended learning time</p>	\$819,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		<p>before and after school to students in grades K-8 which will focus on learning recovery and the acceleration of learning. California Common Core State Standards will be taught during academic classes, with a focus on essential standards, through district adopted curriculum by certificated teachers. Instruction will be supported by social-emotional learning that will be embedded within the extended learning program. Enrichment and engagement classes will be offered that support the core curriculum and provide project-based learning opportunities. As noted in the ED COVID-19 Handbook, meeting the social and emotional needs of students must be foundational to efforts to improve academic outcomes for students. The district will cover the cost of extra work agreements for certificated and classified staff, supplemental programs and materials, student materials, student snacks, crossing guards, bussing and outside contracts that support students emotional and social wellbeing.</p>	
<p>LCAP Goal 1 Action 1.9 and ELO Grant Plan page 4</p>	<p>2.1 Expanded Learning - Summer and Winter School Programs</p>	<p>In order to add instructional time to address the academic impact of the pandemic and accelerate learning, SMBSD will expand our summer and winter school program. SMBSD will use ESSER III funds to extend actions from the ELO Grant Plan beyond 2022 and through 2024 and connect with actions in the 2021-22 LCAP to continue a more robust extended learning summer and winter school program. The amount of summer and winter school classes offered will be increased, more students will be invited, and class size numbers will be reduced, giving students more opportunities to receive academic support. The summer school program will mirror the program provided during the summer session of 2021, which was funded by both the LCAP and ELO Grant Plan. Programs that we will offer will support increased academic, behavioral, and social outcomes and will be available at both elementary and junior high schools, according to our students' academic and social-emotional needs. They will be designed to accelerate progress in order to close the learning gaps. We will continue to design these programs so that they are interactive and engaging for our</p>	<p>\$1,549,184</p>

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		<p>students. All of the programs will incorporate critical thinking, creativity, collaboration, and communication.</p> <p>Programs will include:</p> <ul style="list-style-type: none"> • Academic Academies • College and Career Ready Programs • Summer Bridge Program (to include PK students) • STEM Programs • Fine Arts Programs <p>The winter school programs will be planned by each school site in order to better meet the needs of our students.</p> <p>Programs will include:</p> <ul style="list-style-type: none"> • Academic Academies • College and Career Ready Programs • STEM Programs • Fine Arts Programs <p>Instruction will be supported by Bilingual Instructional Assistants and social-emotional support will be available to include Outreach Mentors and School Based Therapists.</p> <p>To address the impact of lost instructional time due to COVID-19, the District will provide extended learning time during the summer and winter school breaks to students in grades TK-8 which will focus on learning recovery and the acceleration of learning. California Common Core State Standards will be taught during academic classes, with a focus on essential standards, through district adopted curriculum by certificated teachers. Instruction will be supported by social-emotional learning that will be embedded in the extended learning program. Enrichment and engagement classes will be offered that support the core curriculum and provide project-based learning opportunities. As noted in ED COVID-19 Handbook, meeting the social and emotional needs of students must be foundational to efforts to improve academic outcomes for students.</p>	

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		<p>The district will cover the cost of extra work agreements for certificated and classified staff, supplemental programs and materials, student materials, student snacks, college field trips, tuition for summer school camps, crossing guards, bussing and outside contracts that support students' emotional and social wellbeing.</p>	
2021-22 LCAP Goal 1 action 1.7	2.2 Student Opportunities: Visual and Performing Arts (VAPA)	<p>The pandemic decreased visual and performing art opportunities and expanded learning gaps for our students in this area. In order to address the impact and increase students' opportunities to learn from visual and performing art programs and to assist with the goal of strengthening 21st-century collaboration, communication, innovation, critical thinking, and academic skills, ESSER III funds will be used to extend actions from the 2021-22 LCAP and increase student's access to fine arts by:</p> <ul style="list-style-type: none"> • increasing students' access to visual and performing arts (VAPA) during expanded learning time and during the school day by providing lessons by resident artists in dance, theater, music, or visual arts and access to performances, • addressing instrument purchase and repair needs, • and providing needed VAPA supplies. 	\$939,000
LCAP Goal 1 Actions 1.2, 1.3, and 1.4 and ELO Grant Plan pages 5, 7, and 10	2.3 Increase Broadband Access in Partnership with Homeless Shelters and Other Outside Youth Agencies	<p>The ESSER III funds will be used to increase our students' access to technology during expanded learning hours. Currently, LCAP funds are used to support student access to technology during expanded learning hours at their homes. SMBSD will work with homeless shelters and other outside youth agencies to ensure that students are able to access technology when they are in these locations and to increase equity for our students. Increasing students' ability to access technology by working with community partners on a long-term plan will help ensure that all students have broadband access and technology equipment. This support will help decrease the impact of the COVID-19 pandemic in terms of student learning and access.</p>	\$90,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP Goal 2 Action 2.1 and ELO Grant Plan pages 5	2.4 Increase Professional Learning Opportunities	<p>In order to continue to build collective capacity and growth toward the achievement of district/school goals, to support the acceleration of learning and equitable access to high-quality instruction, and provide increased strategic support based on the need of students caused by the loss of instruction time, ESSER III funds will be used to increase professional learning. The ESSER III funds will be used to expand upon the professional learning being provided by the LCAP and to extend actions in the ELO Grant Plan through 2024. ESSER III dollars will be used to increase training for teachers, administrators, classified staff, and expanded learning staff in following areas:</p> <ul style="list-style-type: none"> A. equity and social emotional learning in order to provide increased strategic support based on the needs of students caused by the loss of instructional time B. paraprofessionals providing direct support to students will receive additional training in best practices for assisting students toward academic success C. Preschool through 3rd Grade (P-3) professional learning opportunities that bring together preschool and TK-3 teachers in order to build a shared understanding of best practice, a shared sense of mission around supporting all children to succeed, and an aligned instructional program. D. interpreter training to assist parent communication and engagement and health services items <p>SMBSD will continue to build educator efficacy by continuing coaching support and services provided to both teachers and administrators. Their work together will focus on actions to accelerate learning while simultaneously scaffolding students who need extra support. The district will provide materials, mileage, lodging, registration, and meals to attend conferences/training for Santa Maria Bonita School District staff.</p>	\$500,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP Goal 1 Action 1.5	2.5 Expand Literacy Environments	<p>SMBSD will increase students’ opportunities to have access to print and digital materials at school, at home and in the community. We will work with community partnerships who have been identified with high-student populations in order to diversify how students can access literacy after school hours and in additional spaces that our students use outside of campuses. This multi-layered approach will ensure that all students have equitable opportunities for literacy in order to meet and excel at grade level expectations. In order to support student literacy in a variety of places and methods of instruction while keeping families safe, the District will:</p> <ol style="list-style-type: none"> 1. increase access to reading at home by providing students with additional grade level books. This will be done once. Students will receive these books in December. 2. provide literacy resources for quarantined students. These resources will be provided at the site level and given to students/families when school materials are picked up after they have been notified that quarantine is needed. 3. host Literacy Family Nights for sites or clusters once a year for three years. The Literacy Family Nights will be scheduled throughout the school year. 4. provide extension libraries in partnership with homeless shelters and other outside youth agencies. During year 1, books and shelving will be purchased and years 2 and 3 will provide new books and any needed maintenance. 5. support districtwide Kinder Orientation by providing literacy packets to students. This will be done once a year for three years during February - July of the start of the start of their kindergarten year. 6. increase sites’ Spanish library books by 20% districtwide. This will be done over the course of three years and books will be ordered at the start of the school year. 	\$1,865,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		<p>7. partner with Santa Maria Library to support the summer reading program by providing bus passes to students and providing copies of the summer reading books. Bus passes and summer reading books will be given to students at the beginning of June for three consecutive years.</p>	
New	2.6 Support Student Transportation Services	<p>The pandemic depleted the number of employees that are available to transport students by bus to school thus affecting many of our students making it difficult for them to be at school on a daily basis and in a timely manner. It has also affected the safety of some of our students who have to walk long distances to get to school. At this point in time, we do not have adequate staffing to provide door to door transportation service to some of our foster youth, students who are experiencing homelessness and students with disabilities. By contracting with an outside agency within our community that can provide bus service, these subgroups of students will receive door to door transportation to get them to and from school.</p>	\$71,808
LCAP Goal 1 Action 1.6	2.7 Increase Supplemental PE supplies and Equipment	<p>The pandemic reduced the physical education (PE) supplies at all of our school sites. During this time, PE equipment was provided to students for at home use, to continue receiving high-quality, grade level instruction while in a virtual environment. In order to continue providing an effective physical education program, school sites will be provided with additional district approved supplemental supplies and equipment.</p>	\$63,000
ELO Grant Plan pages 3,4,and 8	2.8 Increase Support for Students with Disabilities	<p>COVID-19 continues to exacerbate opportunity and learning gaps for our students with disabilities. Students are struggling to access online resources, participate in virtual extended learning classes, and connect meaningfully with teachers and peers. Students with disabilities carry the additional burden of accessing needed specialized instruction and related services and supports that were provided in person before the pandemic. As the COVID-19 pandemic continues, the education field is producing a growing body of useful and evidence-based resources to</p>	\$150,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		support student learning loss and well-being. SMBSD will provide students with disabilities with increased, coordinated communication and specially designed instruction from school staff. These supports include increased evidence-based supplemental curriculum, support programs, and related services that address students' social, emotional, and academic needs based on the impacts of lost instructional time.	

Use of Any Remaining Funds

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

Total ESSER III funds being used to implement additional actions

\$0

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
N/A	N/A	N/A	\$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. 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
1.0 Facilities Indoor Air Quality	<p>A. Identified HVAC replacement schedule/timeline - Feasibility Study (Criteria)</p> <ol style="list-style-type: none"> 1. Perform a detailed evaluation of the record drawings for each campus. 2. Visit each campus to document existing conditions by a Mechanical Engineer. 3. Visit each campus to document existing conditions by an Electrical Engineer. 4. Interview/coordinate with facilities personnel to verify system preference and options. 5. Participate in technical meeting sessions with the project team to review findings and discuss findings. 6. Coordinate with PG&E to obtain a (12) month demand history on each metered service. 7. Determine preliminary utility services on-site distribution, pathway to project specific locations. 8. 30-day power load study. 9. Prepare feasibility study. <p>B. Schematic Design</p> <ol style="list-style-type: none"> 1. Preliminary electrical site plan. 2. Preliminary power single line diagram and power distribution system. 3. Preliminary load calculations, overview of floor plans for interconnection of existing equipment. 4. Power requirements for special electrically powered equipment. 5. Coordination between Mechanical and Electrical engineers. 6. Preparation of Opinion of Probable cost per campus. 7. Preparation of conceptual load study. 	<ol style="list-style-type: none"> 1. On-going 2. Replacement per/CDC guidance 3. Daily, weekly, monthly schedule per CDC/SMBSD guidance <p>Phase 1. (August - October 2021) The District has contracted with an Architectural, Mechanical Engineering and Electrical Engineering for professional services focused on improving classroom ventilation by replacing inefficient and outdated mechanical equipment. As a standard, all new mechanical systems proposed will be equipped with both heating and cooling components. The District has selected five campuses for a feasibility study to assess the existing electrical infrastructure campus wide. The assessment will take into consideration added mechanical and electrical loads. As part of the assessment, inventory of existing mechanical systems in each building will be documented to determine space requirements for new mechanical units and installation of new ductwork in existing spaces. The Architect will also coordinate with PG&E to determine current power usage. Upon completion of the feasibility study the Architect will begin to draft schematic level mechanical and electrical engineering drawings depicting the new proposed mechanical systems and upgrades to existing electrical infrastructure as needed. As part of the schematic design the electrical and mechanical consultants will provide schematic level opinions of probable costs broken down per campus.</p> <p>Phase 2 (October - January 2022) The project will entail the development of full construction documents for agency review and for construction purposes. At this moment we plan to have three of the five campuses ready for construction for the summer of 2022.</p> <p>Phase 3 (March - May 2022) The District will request bids for construction</p> <p>Phase 4 (June - August 2022)</p>

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
	<ul style="list-style-type: none"> 8. Prepare mechanical schematic design drawings for proposed systems in each campus. C. Replacement schedule HVAC filters. D. Cleaning and sanitation schedules. E. Completion of projects at identified sites. 	Construction of work per drawings and specifications.
2.0 Expanded Summer School Learning Opportunities	Academic progress will be measured by comparison and pre and post RIT scores achieved on the District Benchmark assessments (through MAP Growth NWEA tests) in ELA, math, and science (jr high only). Assessment of summer programs will be achieved by analyzing achievement data in the Fall, and growth data from Spring to Fall. Additional measures of academic progress will be attained through data from CAASPP in ELA, math, and science and ELPAC Summative test scores.	Students are assessed three times per year: Fall, Winter, and Spring
2.1 Expanded Learning Summer and Winter School Program	Academic progress will be measured by comparison and pre and post RIT scores achieved on the District Benchmark assessments (through MAP Growth NWEA tests) in ELA, math, and science (jr high only). Assessment of summer programs will be achieved by analyzing achievement data in the Fall, and growth data from Spring to Fall. Additional measures of academic progress will be attained through data from CAASPP in ELA, math, and science and ELPAC Summative test scores.	Students are assessed three times per year: Fall, Winter, and Spring
2.2 Student Opportunities: Visual and Performing Arts	<ul style="list-style-type: none"> 1. Students' access to VAPA - a count of additional classes and number of students being served and monthly check-ins with the teachers/artist 2. Instrument Repair Needs - a list of repairs will be kept and updated accordingly 3. VAPA Supplies -inventory of supplies and needs 	<ul style="list-style-type: none"> 1. Annually 2. Annually 3. Annually

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
2.3 Expanded Broadband Access in Partnership with Homeless Shelters and Other Outside Youth Agencies	Year 1 - evaluation and assessment of each outside location; evaluation and assessments will be conducted with a checklist Year 2 - follow up at each location using an evaluation checklist; determine if additional bandwidth and devices are needed Year 3 - follow up at each location using an evaluation checklist; determine if additional bandwidth and devices are needed	Annually
2.4 Increase Professional Learning Opportunities	Surveys are completed at the end of each learning session. In addition, student achievement data (NWEA) is monitored for overall impact.	Progress/survey results are monitored after each learning session. Adjustments are made as needed. Student achievement data is reviewed annually for overall impact.
2.5 Expanded Literacy Environments	<ol style="list-style-type: none"> 1. Survey to students and parents regarding books handed out 2. Count made of the number of book bags sent home with students, totaled each trimester 3. Exit survey for participants 4. Survey and partnership monitoring of library usage quarterly 5. Count made of the number of book bags remaining at the end of Kinder Orientation 6. Destiny reporting showing quarterly Spanish collection increase 7. Count number of books handed out, and final count of summer reading participants from SMBSD 	<ol style="list-style-type: none"> 1. Once a year, in January, when students return to school after the break 2. Three times a year - at the end of each trimester 3. At the end of each Literacy night 4. Once per quarter 5. Once a year, in August, after Kinder Orientation has ended 6. Once per quarter 7. Once a year in August, after the summer reading program has ended.
2.6 Student Transportation by contracting with outside transportation services	Attendance records will be used to collect data if a student is present and on time	Weekly
2.7 Supplemental PE Supplies and equipment	State PFT results on the Dashboard, and SchoolCity PE teacher reported data	Annually
2.8 Support for Students with Disabilities	SMBSD will monitor identified students' progress through formative assessment and student engagement in order to ensure that students are making progress towards their	Progress will be monitored every 4-8 weeks thereafter and supplemental support will be added or modified based on results.

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
	<p>academic goals. Teachers will use diagnostic, formative, and summative assessments to monitor student learning, feedback, and to plan for future instruction. The data gathered will be examined by staff during grade level PLC meetings and at site level leadership team meetings in order to determine students' needs for tiered supports in identified areas.</p>	

ESSER III Expenditure Plan Instructions

Introduction

School districts, county offices of education (COEs), or charter schools, collectively known as local educational agencies (LEAs), that receive Elementary and Secondary School Emergency Relief (ESSER) funds under the American Rescue Plan (ARP) Act, referred to as ESSER III funds, are required to develop a plan for how they will use ESSER III funds to, at a minimum, address students' academic, social, emotional, and mental health needs, as well as the opportunity gaps that existed before, and were exacerbated by, the COVID-19 pandemic.

The plan must be adopted by the local governing board or body of the LEA at a public meeting on or before October 29, 2021 and must be submitted for review and approval within five days of adoption. A school district must submit its ESSER III Expenditure Plan to its COE for review and approval; a COE must submit its plan to the California Department of Education for review and approval. A charter school must submit its plan to its chartering authority for review and to the COE of the county in which the charter school operates for review and approval.

In addition, consistent with the requirements of the ARP, Volume 86, *Federal Register*, page 21201, April 22, 2021, the ESSER III Expenditure Plan must be:

- Written in an understandable and uniform format;
- Written in a language that parents can understand, to the extent practicable;
 - If it is not practicable to provide written translations to a parent with limited English proficiency, the plan must be orally translated for parents
- Provided in an alternative format to a parent who is an individual with a disability as defined by the Americans with Disabilities Act, upon request; and
- Be made publicly available on the LEA's website.

For additional information regarding ESSER III funding please see the ARP Act Funding web page at

<https://www.cde.ca.gov/fg/cr/arpact.asp>.

For technical assistance related to the completion of the ESSER III Expenditure Plan, please contact EDReliefFunds@cde.ca.gov.

Fiscal Requirements

- The LEA must use at least 20 percent (20%) of its ESSER III apportionment for expenditures related to addressing the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs.
 - For purposes of this requirement, "evidence-based interventions" include practices or programs that have **evidence** to show that they are effective at producing results and improving outcomes when implemented. This kind of evidence has generally been produced through formal studies and research. There are four tiers, or levels, of evidence:

- **Tier 1 – Strong Evidence:** the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented randomized control experimental studies.
 - **Tier 2 – Moderate Evidence:** the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented quasi-experimental studies.
 - **Tier 3 – Promising Evidence:** the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented correlational studies (with statistical controls for selection bias).
 - **Tier 4 – Demonstrates a Rationale:** practices that have a well-defined logic model or theory of action, are supported by research, and have some effort underway by a State Educational Agency, LEA, or outside research organization to determine their effectiveness.
- **For additional information please see the Evidence-Based Interventions Under the ESSA web page at <https://www.cde.ca.gov/re/es/evidence.asp>.**
- The LEA must use the remaining ESSER III funds consistent with section 2001(e)(2) of the ARP Act, including for:
 - Any activity authorized by the Elementary and Secondary Education Act (ESEA) of 1965;
 - Any activity authorized by the Individuals with Disabilities Education Act (IDEA);
 - Any activity authorized by the Adult Education and Family Literacy Act;
 - Any activity authorized by the Carl D. Perkins Career and Technical Education Act of 2006;
 - Coordination of preparedness and response efforts of LEAs with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to COVID-19;
 - Activities to address the unique needs of low-income students, students with disabilities, English learners, racial and ethnic minorities, homeless students, and foster youth, including how outreach and service delivery will meet the needs of each population;
 - Developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs;
 - Training and professional development for staff of the LEA on sanitation and minimizing the spread of infectious diseases;
 - Purchasing supplies to sanitize and clean the facilities of an LEA, including buildings operated by such agency;
 - Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under IDEA, and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements;
 - Purchasing education technology (including hardware, software, and connectivity) for students who are served by the LEA that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment;
 - Providing mental health services and supports, including through the implementation of evidence-based full-service community schools;
 - Planning and implementing activities related to summer learning and supplemental after school programs, including providing classroom instruction or online learning during the summer months and addressing the needs of underserved students;

- Addressing learning loss among students, including underserved students, by:
 - Administering and using high-quality assessments that are valid and reliable, to accurately assess students’ academic progress and assist educators in meeting students’ academic needs, including through differentiated instruction,
 - Implementing evidence-based activities to meet the comprehensive needs of students,
 - Providing information and assistance to parents and families of how they can effectively support students, including in a distance learning environment, and
 - Tracking student attendance and improving student engagement in distance education;

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

- School facility repairs and improvements to enable operation of schools to reduce risks of virus transmission and exposure to environmental health hazards, and to support student health needs;
- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and nonmechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door replacement;
- Developing strategies and implementing public health protocols including, to the greatest extent practicable, policies in line with guidance from the Centers for Disease Control and Prevention (CDC) for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff;
- Other activities that are necessary to maintain the operation of and continuity of services in LEAs and continuing to employ existing staff of the LEA.

Other LEA Plans Referenced in this Plan

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

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

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

Summary of Expenditures

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

Instructions

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

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

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

Community Engagement

Purpose and Requirements

An LEA’s decisions about how to use its ESSER III funds will directly impact the students, families, and the local community, and thus the LEA’s plan must be tailored to the specific needs faced by students and schools. These community members will have significant insight into what prevention and mitigation strategies should be pursued to keep students and staff safe, as well as how the various COVID–19 prevention and mitigation strategies impact teaching, learning, and day-to-day school experiences.

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

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

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

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

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

- Students who are English learners;
- Students of color;
- Students who are foster youth;
- Homeless students;
- Students with disabilities; and
- Migratory students.

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

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

Instructions

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

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

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

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

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

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

- For the purposes of this prompt, “aspects” may include:
 - Prevention and mitigation strategies to continuously and safely operate schools for in-person learning;

- Strategies to address the academic impact of lost instructional time through implementation of evidence-based interventions (e.g. summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs);
- Any other strategies or activities implemented with the LEA’s ESSER III fund apportionment consistent with section 2001(e)(2) of the ARP Act; and
- Progress monitoring to ensure interventions address the academic, social, emotional, and mental health needs for all students, especially those students disproportionately impacted by COVID-19

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

Planned Actions and Expenditures

Purpose and Requirements

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

Instructions

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

Strategies for Continuous and Safe In-Person Learning

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

- If the action(s) are included in another plan, identify the plan and provide the applicable goal and/or action number from the plan. If the action(s) are not included in another plan, write “N/A”.
- Provide a short title for the action(s).
- Provide a description of the action(s) the LEA will implement using ESSER III funds for prevention and mitigation strategies that are, to the greatest extent practicable, in line with the most recent CDC guidance, in order to continuously and safely operate schools for in-person learning.

- Specify the amount of ESSER III funds the LEA plans to expend to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA.

Addressing the Impact of Lost Instructional Time

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

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

Use of Any Remaining Funds

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

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

Ensuring Interventions are Addressing Student Needs

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

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

Complete the table as follows:

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

California Department of Education
June 2021