

## 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 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
SBUSD 2021-22 Local Control Accountability Plan	Santa Barbara Unified School District Website

## 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

\$16,530,326.00

Plan Section	Total Planned ESSER III Expenditures
<b>Strategies for Continuous and Safe In-Person Learning</b>	\$ 9,028,715.00
<b>Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)</b>	\$ 6,817,611.00
<b>Use of Any Remaining Funds</b>	\$ 684,000.00

**Total ESSER III funds included in this plan**

\$16,530,326.00

## 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.

Santa Barbara Unified School District (SBUSD) engaged community members multiple times throughout April, May, and June 2021 to receive input and recommendations to guide the plan's development. The district met multiple times with the Parent Advisory Committee, which consisted of 67 parent participants who proportionally represented the student population of SBUSD. The District English Language Advisory Committee reviewed possible expenditures and provided recommendations to support the students further. LCAP survey feedback provided by students, staff, parents/guardians, and community members informed the district to determine strategies and actions to address the impact of lost instructional time and support the social emotional growth of our students. The Superintendent Advisory Task Force consisting of students, parents, teachers, administrators, and community members, provided guidance and recommendations. The Superintendent's Teacher Advisory Council informed the development, expansion, and implementation of summer school to mitigate learning loss.

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

The recommendations and feedback were provided by SBUSD students, teachers, classified staff, Special Education Local Plan Area Administrator, parents, SBUSD Bargaining Units for certificated and classified staff, and community members from civil rights organizations, tribal representatives, and advocates serving underrepresented students such as SURJ, Just Communities, and SBTA Equity Committee. The recommendations focused on keeping students safely in school and immediately addressing learning recovery.

The recommended strategies and actions included:

1. Implementing summer school
2. Hiring additional teaching and support staff to reduce class size in classrooms
3. Provide additional technology support to ensure students have continued access to learning tools
4. Provide students access to mental health services
5. Expanding student and family support services to address social service needs
6. Developing and implementing system-wide structure in SBUSD to address the academic, behavioral, and social emotional needs of the student (Multi-Tiered System of Support)

## 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**

\$ 9,028,715.00

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
N/A	HR Specialist (confidential) Position	A new Human Resources position to carry out the recruiting and hiring that is needed to fill hard-to-fill positions including	272,413.00

		paraprofessional staffing which is of high need due to the pandemic. (Multiple Year Expenditure)	
N/A	HR Generalist Position	A new Human Resources position to support SBUSD's heavy emphasis on recruitment due to our increased staffing needs related to the pandemic, learning recovery, and reopening schools with safety guidelines in place. (Multiple Year Expenditure)	151,012.00
N/A	Hiring of Health Technicians	Obtaining two staff from temp agency to fill district Health Tech positions to provide COVID safety and preparedness for staff and students for continuous and safe in-person learning. (One Year Expenditure)	10,000.00
N/A	HSI Safety Training Platform	A web-based platform designed to provide COVID safety training and reporting analysis for 3 years. (Multiple Year Expenditure)	120,000.00
N/A	Student iPads and Accessories for Grades PK-3rd	Provide iPads to PK-3rd grade students to ensure each student is able to learn both at school and at home to address learning recovery and continuity with instruction. (Multiple Year Expenditure)	945,000.00
N/A	Student iPad Repairs	To repair iPads that were damaged during the pandemic in order to ensure each PK-12 grade student is provided access to a learning device to support in-class and at-home learning. (Multiple Year Expenditure)	750,000.00
N/A	Student iPad Chargers and Styluses	To ensure students are able to use and maximize their iPads during class, access to chargers and styluses at schools will be increased. Each school will receive more chargers and styluses. (Multiple Year Expenditure)	37,500.00
N/A	Computer Accessories to Support Teaching Staff	Upon teachers' return to in-person instruction, SBUSD staff identified additional computer accessories that would enable those teachers to successfully teach students in-person and at home simultaneously, such as additional monitors and voice amplifiers to improve class instruction while wearing a mask. These accessories will continue to support teachers during subsequent school years as teachers adapt to new modes of teaching. (Multiple Year Expenditure)	150,000.00

N/A	Purchasing Buyer Position	A new classified position (1 FTE) will expedite the purchasing process due to the increase of pandemic products and needs. (Multiple Year Expenditure)	237,790.00
N/A	Additional Warehouse Positions	New classified position (2 FTEs) will improve the deliveries of PPE, air filters, and additional meal service. (Multiple Year Expenditure)	200,000.00
N/A	Food Service	Expand food service for all students at no cost, regardless of economic status, which includes providing fresh scratch cooking meals to every student during Summer School. (Multiple Year Expenditure)	6,000,000.00
N/A	Additional Custodial Service Contract	Due to custodial staffing shortage, contract custodial services with Big Green to provide schools with temporary custodial support to clean classrooms and school grounds in order to make campuses clean and safe. (Multiple Year Expenditure)	155,000.00

## 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

\$6,817,611.00

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
N/A	Additional Paraprofessionals for Summer School	Hiring 40 paraprofessionals for the elementary summer school program (Multiple Year Expenditure)	240,000.00
N/A	Secondary Certificated Teachers	SBUSD will hire Certificated Teachers ( <b>20 FTEs</b> ) to allow for 3 ft. distancing compliance with schools open to full in person. The additional staffing will support student learning recovery. (One Year Expenditure)	500,242.00

LCAP, Goal 1, Actions 7, 8, 14	MTSS Specialists (Secondary)	Certificated Teachers on Special Assignment (7 FTEs) to serve as Multi-Tiered System of Support Specialists of learning recovery and intervention support for secondary students. (Multiple Year Expenditure)	1,129,199.00
LCAP, Goal 1, Actions 7, 8, 14	MTSS Specialists (Elementary)	Certificated Teachers on Special Assignment (5 FTEs) to serve as Multi-Tiered System of Support Specialists of learning recovery and intervention support for elementary students. (Multiple Year Expenditure)	652,050.00
N/A	Providing Summer School Students Well-Rounded Education	Summer School "Summer of Learning" partnerships with community organizations to provide additional well-rounded educational hands-on learning to students. (One Year Expenditure)	150,000.00
N/A	Food Services for Professional Learning Institute	During SBUSD's week-long professional learning institute for 500 PreK-12th grade educators and support staff "Certificated Summer Institute," we supported teacher professional learning and collaboration by providing coffee and snacks. (Multiple Year Expenditure)	3,608.00
N/A	IXL Technology Based Instructional Materials	IXL instructional platform is personalized learning used to support Tier I, II, and III intervention with students. With comprehensive K-12 curriculum, individualized guidance, and real-time analytics, IXL meets the unique needs of each learner. (One Year Expenditure)	49,345.00
N/A	Core Science and DELD Instructional Materials	Instructional materials for FOSS Science curriculum will be increased to provide students core hands-on science instruction and EML students FOSS Science Designated English Language Development instruction. (One Year Expenditure)	140,000.00
N/A	Technology Support Staff	An increased use in digital learning platforms by students and staff has resulted in a corresponding increase in technical support requests, beyond the ability of existing technology staff to cover. SBUSD will hire an IT Systems Administrator & Support I (1.00 FTE) and an IT Helpdesk Technician (1.00 FTE) to support increased network demand, demand for learning platforms, and in-person/phone support for students, families, and staff. (Multiple Year Expenditure)	501,024.00

N/A	Cellular Hotspots for Students Learning	Cellular hotspots provided to students who do not have access to the Internet at home to provide continuous learning, either on a regular basis or if quarantined. (Multiple Year Expenditure)	360,000.00
N/A	eduCLIMBER Data Analysis and Visualization Software	SBUSD has identified the need to assist school and district administrators and support staff to analyze and visualize data. The eduCLIMBER platform will be integrated into the district's SIS and provide information that will be used to help make data-based decisions about students to support interventions. (Multiple Year Expenditure)	245,000.00
N/A	Zoom Web Meeting Platform	Zoom web meeting licenses will be purchased to allow students and teachers to connect online when students are learning from home during independent study or quarantine. In addition, they will be used to host family and community webinars, School Board meetings, and staff meetings. (Multiple Year Expenditure)	163,275.00
N/A	Behavior Specialist (General Education)	This new district position (1 FTE) addresses students' behaviors that pose obstacles to learning and provides a means to help the students become more academically successful. (Multiple Year Expenditure)	263,912.00
N/A	PPS School Counselors	School counselors positions (5.1 FTEs) added in grades 7-12 to provide students with personal, social emotional, and College & Career supports. (Multiple Year Expenditure)	1,020,000.00
LCAP, Goal 2, Action 4	FSA Family Advocates	To improve the mental and social-emotional health of students, outside professional services will be provided by the Family Service Agency. (One Year Expenditure)	200,000.00
N/A	SWIFT MTSS Consultants	Consultants from SWIFT (University of Kansas) facilitate and support district and school administrators, teachers, and support staff with the implementation of MTSS, a districtwide initiative to address learning loss. (Multiple Year Expenditure)	449,956.00
N/A	Youth Outreach Workers	Additional positions of Youth Outreach Workers (4 FTEs) will allow SBUSD to increase efforts to focus on the case management of students grades 4-8 and their families who have high priority social services needs that impact academic achievement and behavior. (Multiple Year Expenditure)	750,000.00

## 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

\$ 684,000.00

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
N/A	Computers for Support Staff	SBUSD will provide additional computers and accessories for support staff to support the expanded services being provided to students and families to ensure ongoing safe in-person instruction and to support learning recovery. (Multiple Year Expenditure)	150,000.00
N/A	Aeries (Student Information System) Hosting & Support	Providing additional hosting and support from Aeries, the Student Information System, will enhance the cybersecurity in SBUSD to protect students, staff, and community. (Multiple Year Expenditure)	204,000.00
N/A	Munis hosting	Providing additional Munis hosting and support will enhance the cybersecurity and efficiency for Human Resources and Fiscal to provide assistance and streamline staffing of additional new positions. (Multiple Year Expenditure)	120,000.00
N/A	Google enterprise security licenses	Google security licenses will enhance the cybersecurity in SBUSD to protect students, staff, and community. (Multiple Year Expenditure)	210,000.00

## Ensuring Interventions are Addressing Student Needs

The LEA is required to ensure its interventions will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students most impacted by the COVID–19 pandemic. The following is the LEA’s plan for ensuring that the actions and expenditures in the plan are addressing the identified academic, social, emotional, and mental health needs of its students, and particularly those students most impacted by the COVID–19 pandemic.

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
HR Specialist Position HR Generalist Position Munis hosting	Review by Human Resources, Business Services, and school administrators of personnel and unfilled positions will ensure schools are properly staffed. The digital platform Munis will be used to monitor and support the staffing of personnel positions throughout the district.	Monthly
Hiring of Health Technicians	Monitoring of COVID safety measures completed including delivery of COVID tests to students and contact tracing by school and district administrators.	Daily
HSI Safety Training Platform	Human Resources and school administrators review the required professional learning delivered to district personnel by the training platform.	Monthly
Student iPads and Accessories for Grades PK-3 <sup>rd</sup> Student iPad Repairs Student iPad Chargers and Styluses	Monitoring of iPad inventory and accessories will occur at schools by school administration and oversight at the district level by Educational Technology Services (ETS).	Daily
Computer Accessories to Support Teaching Staff	Monitoring of computer accessories inventory will occur at schools by school administrators with oversight at the district level by Educational Technology Services (ETS).	Bi-weekly

<p>Purchasing Buyer Position Additional Warehouse Positions</p>	<p>Business Services and Facilities monitor the inventory, processing, purchasing, and delivery of PPE, filters, and additional products to schools and district offices.</p>	<p>Daily</p>
<p>Food Services</p>	<p>Food Services personnel will supervise and track the number of meals delivered to students.</p>	<p>Daily</p>
<p>Additional Custodial Service Contract</p>	<p>School administrators and Facilities supervisors will monitor cleaning of school campuses.</p>	<p>Daily</p>
<p>Additional Paraprofessionals for Summer School Secondary Certificated Teachers MTSS Specialists (Secondary) MTSS Specialists (Elementary) Providing Summer School Students Well-Rounded Education IXL Technology Based Instructional Materials Core Science and DELD Instructional Materials Technology Support Staff Cellular Hotspots for Students Learning eduCLIMBER Data Analysis and Visualization Software Zoom Web Meeting Platform Aeries (Student Information System) Hosting &amp; Support Google enterprise security licenses</p>	<p>Monitoring Student Academic Achievement</p> <p>Santa Barbara Unified School District will implement periodic cycles of inquiry with the district and school MTSS teams and classroom teachers. The digital assessment platform, Renaissance STAR, will assess student achievement in literacy and mathematics for grades 2-12. STAR Reading and STAR Mathematics formative data, aligned with Smarter Balanced measures, will provide schools the data to determine each student's instructional needs. This information will drive the development and delivery of Tier I, II, and III interventions to students.</p> <p>Additional data from additional periodic assessments will help to determine the effectiveness of interventions and strategies provided by teachers, MTSS Specialists and paraprofessionals using instructional materials and technology such as IXL, cellular hotspots and Zoom. Additional assessments to be used include CAASPP IABs in ELA and math and Running Records. EduCLIMBER will be used by educators to review and analyze each student's academic data from various assessments. Both STAR and CAASPP assessments will provide spring summative data to determine the next steps, including summer school. Digital platforms such as Aeries student information system will be used to support the monitoring of student data, and Google will support the delivering and monitoring of interventions and assessments.</p>	<p>Renaissance STAR Reading and Mathematics assessments will be administered quarterly (August-September, October-November, February-March, and May). Cycles of Inquiry will occur five times or more times per school year.</p>

<p>Behavior Specialist (General Education) PPS School Counselors FSA Family Advocates SWIFT MTSS Consultants Youth Outreach Workers</p>	<p><b>Monitoring Student Behavior and Social Emotional Needs</b></p> <p>Santa Barbara Unified School District will use Learner Intervention Teams (LIT) at schools to provide early identification and monitoring to ensure each student receives the necessary behavior and social emotional support from Behavior Specialist, PPS School Counselors, FSA Family Advocates and Youth Outreach Workers. The LIT process enables school teams to develop a system for early identification of students experiencing challenges and facilitates timely and appropriate intervention which supports student success.</p> <p>LIT meetings will review quantitative and qualitative information on the student's present performance levels, including rates of progress and performance compared to the class average. This includes the student's current progress monitoring and relevant behavior data (e.g., attendance, RtB interventions). After the LIT meetings, teachers implement the committed next steps and supports. The MTSS Specialist, AP of Student Outcomes, and principal will monitor and assist with implementing these supports. The LIT team will revisit a student approximately four weeks after the initial LIT meeting, and based on the responsiveness of the student; the team may decide to:</p> <ul style="list-style-type: none"> <li>● Discontinue the support(s) (if the student has made adequate progress and the concerns have diminished),</li> <li>● Continue the support(s) (if the student is making good progress but is not yet ready to function without the support), or</li> <li>● Refer the student to the school's Student Success Team (SST) to determine interventions to provide a more intensive level of support.</li> </ul>	<p>Initial reviews and progress monitoring of students in schools occur ongoing throughout the school year. The Learner Intervention Teams meet once a week, depending on the number of students who have been identified. The Student Success Teams meet once every 2-4 weeks, depending on the needs of students. The district reviews behavior and social emotional data once a month.</p>
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	<p>The SST is the last step in this multi-step collaborative process. It is a more intensive team-based approach where they look at individualized support for the student demonstrating persistent and significant challenges despite multiple levels of intervention and support. The outcome of the SST will be a support plan and may lead to assessment for Special Education or a 504 Plan.</p> <p>The LIT and SST process is supported by SWIFT MTSS consultants to prevent unnecessary special education assessments, helping SBUSD address the significant disproportionality of Latinx students referred to special education.</p>	
Computers for Support Staff	Monitoring of computer inventory will occur at schools by school administrators with oversight at the district level by Educational Technology Services (ETS).	Monthly

# 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/fq/cr/arpact.asp>.

*For technical assistance related to the ESSER III Expenditure Plan template and instructions, please contact [LCFF@cde.ca.gov](mailto:LCFF@cde.ca.gov). For all other questions related to ESSER III, please contact [EDReliefFunds@cde.ca.gov](mailto:EDReliefFunds@cde.ca.gov).*

## Fiscal Requirements

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

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

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

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

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

## Other LEA Plans Referenced in this Plan

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

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

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

## Summary of Expenditures

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

### Instructions

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

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

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

## Community Engagement

### Purpose and Requirements

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

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

- Students;
- Families, including families that speak languages other than English;
- School and district administrators, including special education administrators;

- Teachers, principals, school leaders, other educators, school staff, and local bargaining units, as applicable.

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

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

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

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

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

## Instructions

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

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

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

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

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

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

- For the purposes of this prompt, "aspects" may include:
  - Prevention and mitigation strategies to continuously and safely operate schools for in-person learning;
  - Strategies to address the academic impact of lost instructional time through implementation of evidence-based interventions (e.g. summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs);
  - Any other strategies or activities implemented with the LEA's ESSER III fund apportionment consistent with section 2001(e)(2) of the ARP Act; and
  - Progress monitoring to ensure interventions address the academic, social, emotional, and mental health needs for all students, especially those students disproportionately impacted by COVID-19

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

# Planned Actions and Expenditures

## Purpose and Requirements

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

## Instructions

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

## Strategies for Continuous and Safe In-Person Learning

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

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

## Addressing the Impact of Lost Instructional Time

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

- If the action(s) are included in another plan, identify the plan and provide the applicable goal and/or action number from the plan. If the action(s) are not included in another plan, write "N/A".
- Provide a short title for the action(s).

- Provide a description of the action(s) the LEA will implement using ESSER III funds to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs.
- Specify the amount of ESSER III funds the LEA plans to expend to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA.

### **Use of Any Remaining Funds**

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

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

### **Ensuring Interventions are Addressing Student Needs**

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

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

Complete the table as follows:

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

California Department of Education  
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