

## 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
BCCHS Learning Continuity and Attendance Plan (LCP)	<a href="https://www.birminghamcharter.com/apps/pages/index.jsp?uREC_ID=168007&amp;type=d&amp;pREC_ID=2079458">https://www.birminghamcharter.com/apps/pages/index.jsp?uREC_ID=168007&amp;type=d&amp;pREC_ID=2079458</a>
BCCHS Expanded Learning Opportunities Plan (ELO)	<a href="https://www.birminghamcharter.com/apps/pages/index.jsp?uREC_ID=168007&amp;type=d&amp;pREC_ID=2079458">https://www.birminghamcharter.com/apps/pages/index.jsp?uREC_ID=168007&amp;type=d&amp;pREC_ID=2079458</a>
BCCHS 2021 Local Control and Accountability Plan (LCAP)	<a href="https://www.birminghamcharter.com/apps/pages/index.jsp?uREC_ID=168007&amp;type=d&amp;pREC_ID=2079458">https://www.birminghamcharter.com/apps/pages/index.jsp?uREC_ID=168007&amp;type=d&amp;pREC_ID=2079458</a>

## Summary of Planned ESSER III Expenditures

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

### Total ESSER III funds received by the LEA

\$ 8,429,081

Plan Section	Total Planned ESSER III Expenditures
Strategies for Continuous and Safe In-Person Learning	\$ 6,066,833
Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)	\$ 2,308,248
Use of Any Remaining Funds	\$ 54,000

### Total ESSER III funds included in this plan

\$ 8,429,081

## 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.

Birmingham Community Charter High School has implemented several ways to ensure meaningful and ongoing input from our community to inform all aspects of our instructional program. Input from stakeholders at all levels—faculty, staff, students, families and

community members—affected the implementation of preventative and mitigation strategies related to the academic impact of lost instructional time and educational program shifts.

Our organizational structure includes administrative directors who oversee each of the grade level academies, academic departments and various special programs such as Students with Disabilities, English Learners, homeless students, foster youth, and migratory families. Our administrative team meets twice each week to identify immediate and long term needs and develop strategies to address the identified needs schoolwide and targeted for each constituent group. Each director meets frequently with certificated and classified staff, parents and students to ensure our educational program is serving our students. Needs are identified as a result of direct communication with students, families, faculty and staff. Subsequently, needs are communicated to the rest of the Administration team to identify the best way to provide support and resources for students and families and to implement action steps. This strong communication within academic and operational departments has continued to ensure valuable engagement among our faculty and staff. The communication and collaboration time has resulted in directly impactful actions and support for our students.

We engaged all stakeholder groups including students, families and faculty and staff who serve them. The stakeholder groups we engaged are: Students with Disabilities, English Learners, homeless and foster youth, and our numerically significant ethnic groups: African American, Asian, Latino and White. Stakeholders at each level were engaged through surveys and strong 2-way communication (e.g. various software platforms, our website, announcements and informational meetings), through representation on various school-wide and specific committees (Governing Board, SSC, ELAC, PFET, advisory councils, student leadership and grade-level student cohort groups), and by developing a culture of shared ownership to amplify the voices and input from various constituent groups. We removed traditional barriers to communication with the implementation of our 2-way communication platform, ParentSquare. Through ParentSquare, families receive frequent updates to school events and policies and are able to comment directly on information items as well as send direct messages to school personnel. This has increased the clear and immediate communication and feedback our school receives from all community members.

ParentSquare has also allowed our faculty and staff serving specific populations, such as Students with Disabilities (and their families), African American students and families, foster and homeless youth, to communicate directly with them as constituent groups. Administrators (Director over Special Education), coordinators (Special Education Coordinator), certificated faculty and counselors, and classified support staff communicate frequently in collaborative meetings to ensure student needs are communicated and prioritized. Once action steps were in place, these resources and active support were communicated to faculty, staff, students and families. In addition to receiving invitations to provide input into school-wide initiatives, families had the opportunity to respond to communication within specific constituent groups to confirm or suggest modifications to provide support.

We regularly engage with the Department of Rehabilitation and partner with CSUN's Center for Teaching and Learning. We use resources within our LAUSD SELPA to improve support for Students with Disabilities. Additionally, we have strong and ongoing relationships with community service organizations such as Alpha Kappa Alpha Sorority, Inc. and Delta Sigma Theta to support the

needs of our African American students. Input from and collaboration with these organizations have helped us develop mentoring and agency for our rising students.

We received feedback from community members through direct messaging, public comments at Board and committee meetings, participation on school councils and in constituent groups. At all monthly school board meetings, community members, stakeholders and the public at large have an opportunity to speak and contribute information or ask questions during open communication. Furthermore, we receive calls, messages and emails through direct contact to our office personnel and through social media. Some information, including questions and suggestions from the community and alumni, is received through comments and messaging on our official social media pages. All information about current or upcoming events and meetings are posted in advance on our website and advertised through our public facing social media and exterior marquee as communication to the public at large. We have made changes to our website to improve community access to available resources and have adjusted and increased informational meeting times for families to access needed information and resources. Meetings are held in both English and Spanish, and translation services are provided for non-English speaking families. While some meetings this year have taken place in person, many remain virtual to increase access to community stakeholders. In summary, feedback from stakeholders included the need for frequent and transparent communication, strategies to address social emotional learning needs, additional support services and how to access them, technology support and training, and uniformity and flexibility with assessment and evaluation of student mastery.

Specific feedback from various stakeholder groups informed the transition to a virtual instructional program this year. From faculty and families, overwhelming feedback on surveys and through direct communication indicated most students and faculty would prefer the reduction to a 6 period schedule rather than our normal 8 period schedule in the 2020-2021 school year. This enabled faculty and students some relief during the pandemic to manage fewer subjects and fewer classes. Furthermore, our adjusted bell schedule allowed for support services such as tutoring, office hours, counseling sessions, and enrichment activities to take place daily in the afternoons. As a result of stakeholder input, we conducted two summer sessions to provide learning support and address learning loss. One summer school session was conducted online and the second session was in-person. This fall, as a result of continued stakeholder and community input, we resumed our 8-period instructional schedule to provide ample opportunities for students to regain lost ground during the 2020-2021 school year and earn needed credits toward graduation.

Other feedback that impacted the implementation of various strategies as well as the allocation of resources to support students and faculty was the need for additional technology instruction - both for faculty and for parents. In response to this feedback, our leadership created a technology committee to provide specific instruction to each department to learn how to use various new software platforms: ParentSquare, Kami, Nearpod, and Dreambox. Each department had a designated technology committee member to provide direct instruction and professional development for teachers to learn how to use new tools. Another area of need that arose from feedback from faculty was for additional hardware such as laptops, digital tablets for writing using kami and other software for instruction, headsets, and standing desks. On our Parent Survey earlier this spring, we had the highest number of responses with over 1500 individual survey responses. Families largely indicated that they would like more support with navigating the various information platforms such as our school website, ParentSquare and Aeries Parent Portal.

Student technology needs were also invested in heavily in response to ongoing feedback from families needing more wifi and hotspot support for internet connectivity, chromebooks or replacement chromebooks, laptops for specialized CTE programs using higher end graphics or software, and additional IT support when problems arose with the technology equipment.

As a result of stakeholder feedback, and as a result of our internal data monitoring, we allocated resources for increased development of rigorous curriculum appropriately aligned to benchmark assessments in ELA and math. We are investing more personnel support for classified staff to work with targeted subgroups (EL and SWD) as well as a subgroup coordinator to work with all of our significant subgroups. We have invested in ongoing professional development and supplemental tools and technology to support this work. To address the need for us to better communicate a-g and college-going requirements as well as available programs for enrichment such as SAS and CTE, we have invested in more personnel to support counseling as well as increased certificated counseling staff.

In partnership with area organizations, we have prioritized mental health and wellness supports for students and families as well as enrichment and engagement programs. We have a robust network of supports for student mental health and a strong referral system for students to provide them with coping skills, counseling and intensive intervention as needed. We will expand on existing enrichment and extracurricular activities to provide comprehensive extended day opportunities for our students to receive academic enrichment, social emotional support and community engagement experiences.

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

Feedback from stakeholders included the need for frequent and transparent communication, strategies to address social emotional learning needs, additional support services and how to access them, technology support and training, and uniformity and flexibility with assessment and evaluation of student mastery.

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instruction and professional development for teachers to learn how to use new tools. Another area of need that arose from feedback from faculty was for additional hardware such as laptops, digital tablets for writing using kami and other software for instruction, headsets, and standing desks. On our Parent Survey earlier this spring, we had the highest number of responses with over 1500 individual survey responses. Families largely indicated that they would like more support with navigating the various information platforms such as our school website, ParentSquare and Aeries Parent Portal. At this time, there are no Tribal governments present in our community/attendance area with which to consult.

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## **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**

\$ 6,066,833

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
<p>The aligned plans, goals and actions are identified below as follows:</p> <p>LCP - Learning Continuity Plan. G = Goal. A = Action with corresponding numbers.</p> <p>LCAP - Local Control Accountability Plan</p> <p>Goal 1 = Academic Proficiency for All Students</p> <p>Goal 2 = Improved College and Career Readiness</p> <p>Goal 3 = Positive School Climate</p> <p>ELO - Extended Learning Opportunities</p>			
LCP, In-Person Instructional Offerings, A2.	PPE, etc.	Purchase PPE including masks and gloves; plexiglass and thermometers, etc.	\$ 218,970
LCP, In-Person Instructional Offerings, A3.	Personnel for COVID testing and monitoring	Hire additional support personnel to facilitate COVID screenings and regulate access to campus facilities.	1,835,124
LCP, In-Person Instructional Offerings, A3.	Personnel for campus safety.	Hire additional support personnel to regulate access to campus facilities.	251,748
LCAP G3, A10-11; LCP Additional Actions, A1-2.	Personnel for facilities management: increased cleaning and campus safety	Hire additional personnel for increased cleaning and maintenance aligned to county health guidelines and campus supervision including facilities, safety and security.	452,250

LCP, In-Person Instructional Offerings, A4.	Personnel to address instructional needs	Hire additional personnel to support instructional needs (additional faculty/tutors, bilingual aides, SpEd aides).	174,500
LCAP, G1, A11.	Instructional coaches & educational IT personnel	Increase student access to educational instructional technology tools to ensure all students have access to multiple methods to learn and demonstrate proficiency including Instructional IT Coordinator.	405,000
ELO, A2; LCAP, G1, A12; LCP, Pupil Learning Loss, A1.	PD to address Social-Emotional Learning	Provide professional development training and materials to promote social-emotional learning and increase awareness of student/family needs.	150,000
LCAP, G2, A3.	Academic counseling for college and career readiness.	Continue to provide comprehensive academic counseling for college and career readiness	96,856
LCAP, G3, A4.	Health Office	Hire personnel to address increased monitoring and communication relating to ongoing COVID testing.	270,000
LCAP, G3, A1.	Grade Level Academy (GLA) Structure	Continue implementation of and staff GLA structure to provide academic and social-emotional services, supports and interventions.	568,000
ELO A3; LCAP, G3, A5	MTSS Program	Provide integrated student supports to address various barriers to learning: continued implementation of MTSS program and student social-emotional wellness supports.	599,385
ELO A6; LCAP, G3, A7	SEL Enrichment Activities	Continue summer orientations and implement summer training for students.	45,000
ELO A3	After-School Enrichment Program	Implement after-school program that provides enrichment and social-emotional learning opportunities for students.	1,000,000

## Addressing the Impact of Lost Instructional Time



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

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

\$ 2,308,248

<b>Plan Alignment (if applicable)</b>	<b>Action Title</b>	<b>Action Description</b>	<b>Planned ESSER III Funded Expenditures</b>
ELO A2; LCP, Pupil Learning Loss, A2.	Personnel for intervention supports	Accelerate progress to close learning gaps through the implementation, expansion, or enhancement of learning/intervention supports and personnel (bilingual aides, SpEd assistants, clerks to increase school to parent contact).	\$174,500
LCP; Pupil Learning Loss, A3.	Lowered class size	Lower class size with additional personnel teaching sections.	702,248
LCP, Pupil Learning Loss, A4; LCAP, G1, A3.	Additional academic counseling	Provide additional counseling hours and intervention planning time.	260,000
ELO, A1; LCP, Additional Actions, A2	Additional personnel for learning loss & extended instructional learning time	Hire additional personnel for on-campus instruction including certificated and classified staff (bilingual aides, SpEd assistants) to address assessed learning loss, particularly amongst high risk groups including low income students, Foster Youth and English Learners.	174,500
LCP, Additional Actions, A3; LCAP, G1, A24.	Supplemental instructional materials	Provide supplemental instructional materials and resources to address learning loss.	40,000
ELO, A4; LCAP, G1, A25; LCP, Additional Actions, A4.	Technology, hardware & supplement digital materials	Continue ongoing hardware and software additions to provide students with access to technology, high-speed internet, and other academic supports; to address cybersecurity needs.	93,000

LCAP, G1, A14.	Testing, Assessment & Progress Monitoring	Provide and train additional certificated and classified personnel to broaden use of progress monitoring assessment systems.	10,000
ELO, A5-6; LCAP, G1, A15	Academic Intervention & Online Credit Recovery	Continue school wide intervention programs both during and outside the school day and credit recovery program.	150,000
LCAP, G1, A16. ELO A6.	Tutoring Programs	Continue programs for all students, including targeted student populations, in all academic content areas.	250,000
LCAP, Goal 1, Action 17	Summer School	Expand summer school to include enrichment to provide credit recovery, enrichment opportunities, and access to CTE course pathways.	147,000
N/A	Twilight School	Implement Twilight School to address learning loss and credit deficiencies.	27,000
N/A	Course-based Independent Studies Program (CB ISP)	Implement Course-based ISP to address learning loss and credit deficiencies, and to provide learning opportunities that address barriers faced by low-income, EL, and foster students.	140,000
N/A	Independent Studies Program (ISP)	Implement ISP to address learning loss and credit deficiencies, and to provide learning opportunities that address barriers faced by low-income, EL, and foster students.	140,000

## Use of Any Remaining Funds

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

### Total ESSER III funds being used to implement additional actions

\$ 54,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
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N/A	Expanding building capacity and upgrading spaces to facilitate social distancing.	Adding two new bungalows to the campus and Installing room dividers in specific buildings to facilitate social distancing and maintain all safety protocols when interacting with families.	\$54,000
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## 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
PPE, etc.  Personnel for COVID testing and monitoring  Health Office	Review PPE and equipment needs during Facilities meetings.  Review testing protocols, activity, Hotline calls and emails, test results for the week, and LA County Dept of Health directives. Review referrals and activity of Health Office. Revise testing protocols to reflect needs. Determine when additional staff is required.	Weekly
Personnel for campus safety.	Monitor daily personnel capacity based on school conditions. Review personnel needs during twice-monthly meetings.	Daily/ Twice Monthly
Personnel for facilities management: increased cleaning and campus safety	Monitor daily random areas where custodians clean and sanitize. Review required personnel needs during weekly Facilities meetings. Time	Daily/ Weekly

	studies used to monitor efficiency of campus cleaning process.	
Personnel to address instructional needs  Grade Level Academy (GLA) Structure	Review in-class assessments in ELA, math, social science and NGSS and determine supports to subgroups in department and same-course cohorts. Monitor attendance rates, suspension/expulsion data, and A-G completion.  Review of student assessment data for content mastery in grade/discipline specific groups to evaluate effective instructional strategies.	Weekly/ Monthly
Instructional coaches & (Note: education IT personnel in separate row)	Monitor progress of teachers pursuing clear credentials. Ensure all teachers maintain proper credentials.	Daily/ Monthly/ Annually
Educational IT personnel  Technology, hardware & supplement digital materials.	Review of student/family Helpdesk requests and needs. Monitor school's educational technology plan.	Twice Weekly
PD to address Social-Emotional Learning	Review tardy, attendance and chronic absence data, RCI data, requests for counseling/mental health referrals, physical health referrals to Health Office and RARD frequency.	Daily/ Weekly
Academic counseling for college and career readiness.	Review student attainment of College and Career readiness indicators across various programs to identify needs and target supports to subgroups.	Every six weeks
MTSS Program	Review comprehensive data metrics including social and emotional wellness indicators, parent	Monthly

	engagement, etc to identify needs and implement interventions.	
SEL Enrichment Activities	Review comprehensive data metrics including social and emotional wellness indicators, parent engagement, etc to identify needs and implement activities to enhance and enrich student well-being.	Twice annually
After-School Enrichment Program	Review quality of service and program review to improve services and supports for students	Monthly
Personnel for intervention supports	Periodic instructional progress monitoring in each core academic discipline and monitor performance of specific subgroups.	Monthly
Lowered class size		
Additional academic counseling	Academic progress checkpoints by counselors to inform enrollment, attendance, and course options.	Minimum of once each semester
Additional personnel for learning loss & extended instructional learning time	Distribution of supplemental instructional materials for targeted subgroups.	Minimum of once each semester
Supplemental instructional materials		
Testing, Assessment & Progress Monitoring	Annual program review of data and modifications including staff adjustments, curriculum adoptions and professional development to address student needs. Review of college readiness and EL progress (PSAT, SAT, ELPAC)	Annually
Academic Intervention & Online Credit Recovery	Monitor attendance, academic progress toward graduation, grades, credits earned and A-G progress among subgroups.	Twice Annually

Tutoring Programs		
Summer School Twilight School Course-based Independent Studies Program (CB ISP) Independent Studies Program (ISP)	Review program capacity, enrollment needs, daily attendance, course grades, and pass rates.	Before, during grading periods, and end of individual programs.
Expanding building capacity and upgrading spaces to facilitate social distancing	Monitor COVID test results. Determine space needs on COVID Safety Plan and LA County Dept of Health directives to maintain social distancing	Daily/ Weekly

# ESSER III Expenditure Plan Instructions

## Introduction

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

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

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

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

For additional information regarding ESSER III funding please see the ARP Act Funding web page at <https://www.cde.ca.gov/fg/cr/arpact.asp>.

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