

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 Local Education Agencies (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
Expanded Learning Opportunities Grant Plan (ELO)	English- https://bit.ly/3yhLMQP Spanish- https://bit.ly/3ybIsYr
Local Control and Accountability Plan (LCAP)	English- https://bit.ly/3093n0C Spanish- https://bit.ly/31P9PKD

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

[\$ 229,498,888]

Plan Section	Total Planned ESSER III Expenditures
Strategies for Continuous and Safe In-Person Learning	\$115,591,362
Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)	\$46,377,300
Use of Any Remaining Funds	\$67,530,226

Total ESSER III funds included in this plan

\$229,498,888

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.

In preparing the ESSER III Expenditure Plan, San Bernardino City Unified School District advertised to and/or considered the Educational Partners' input from 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, local bargaining units,

tribes, civil rights organizations (including disability rights organizations), 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. We also included input from previous meetings, including the Learning Continuity Plan, Expanded Learning Opportunities Grant Plan and Accelerated Student Achievement Plan (ASAP), as well as, the Local Control and Accountability Plan. The San Bernardino City Unified School District's directors, special education administrators, site leaders, and staff collaborated with the larger SBCUSD community throughout the duration of 2020 and the beginning of 2021 to develop the Accelerated Student Achievement Plan (ASAP). The purpose of the ASAP is to detail how each of the District's departments will contribute to the acceleration of learning in response to school closures that resulted from the COVID-19 pandemic. The development of the ASAP Plan included a year's worth of stakeholder engagement in the form of surveys, meetings, data collection, and input from families, staff, students, community partners, expanded learning program staff, district's behavioral health partners, as well as the following Educational Partner Groups: District Advisory Council, District English Learner Advisory Committee, Community Advisory Committee (Special Education), and District African American Advisory Council. Information and insight gained from the development of SBCUSD's ASAP laid the foundation for the development of the Expanded Learning Opportunities (ELO) Grant Plan. Additionally, the SBCUSD Local Control and Accountability Plan (LCAP)/ELO Plan Community Meeting held on April 27, 2021 included a presentation on the components of the Expanded Learning Opportunities Grant Plan, as well as an interactive discussion with our Educational Partners surrounding the plan and its features. Details of the plan were shared, and the Educational Partners provided feedback on aspects of the plan using a thought sharing platform called Thought Exchange. The Thought Exchange allowed stakeholders to both share input, and rate/agree with the input given by others. Participants included parents, teachers, community members, and staff as well as the District Advisory Council, District English learner Advisory Committee, Community Advisory Committee (Special Education) and the District African American Advisory Council. During the course of the Thought Exchange, over 132 pieces of input were provided surrounding the Expanded Learning Opportunities Grant Plan. The presentation and activities were conducted in English and in Spanish. Following that meeting, input was gathered from the larger SBCUSD community through a similar activity that was distributed to Educational Partners including students, teachers, parents, and administrators. Feedback informed the identification of the supplemental and support strategies that SBCUSD will implement using ELO Grant funds.

Also, SBCUSD hosted several town hall meetings on April 27, 2021, May 11, 2021, September 10, 2021, and September 29, 2021, to present the plans for returning to school in-person, the educational programs, and COVID safety within the district. The meetings allowed for District staff to gather input from the parents, community, students, staff and the District Advisory Council, District English learner Advisory Committee, Community Advisory Committee (Special Education), District African American Advisory Council (DAAAC). The input from these meetings allowed SBCUSD to develop the ESSER III Expenditure Plan.

Additionally, SBCUSD hosted an ESSER III Community Meeting on October 13, 2021 to present the ESSER III Expenditure Plan for utilizing ESSER III funds for strategies for continuous and safe in-person learning, addressing lost instructional time and other allowable uses of funds to address the needs of the students in our District to gather input from the parents, community, students, and staff. Meetings were advertised through the following means including: District website, social media posts by the District and school sites, flyers, Parent Square posts at the District and site level, personal phone calls, advertisement on school site marquees, District Advisory Council representatives reporting back to the site during parent advisory meetings, and notices sent to school sites and departments encouraging them to share the invitation and encourage their Educational Partners' participation.

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

Based on the authentic input of the SBCUSD community during the Expanded Learning Opportunity Grant Plan (ELO) and Local Control and Accountability Plan (LCAP) plan development process, this plan was influenced by community input in the following areas: provide a clean safe environment for students and staff, virtual learning opportunities for students to continue their education, and extended learning opportunities to address student learning needs. The following members of the SBCUSD community that contributed to this input were parents, community, students, staff, the District Advisory Council, the District English Learner Advisory Committee, the Community Advisory Committee (Special Education), and the District African American Advisory Council. All meetings were open to the public.

Input from students, families (including families that speak languages other than English) influenced the following areas: safe and clean environments for students and staff, virtual learning opportunities for students to continue their education, and extended learning opportunities to address their needs.

Input from school and district administrators (including special education administrators), teachers, principals, school leaders, other educators, school staff, and local bargaining units influenced the following areas: virtual learning opportunities, continuity of service to ensure there was sufficient support at the sites, time for teachers to prepare for the return to in-person teaching and learning, guest teachers to support additional learning opportunities, safe and clean environments for students and staff, custodial support to implement COVID cleaning procedures, supplemental materials for expanded learning, facility upgrades to support outdoor learning environments to reduce the risk of covid transmission, additional technology to support 1:1 status, access to internet including hotspots, interns to support English Learners, intervention materials (including leveled books), and extra duty (to support instruction, planning, intersession, summer school, crisis response, and additional supervision).

Input from tribes, civil rights organizations (including disability rights organizations), and/or 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 influenced the following areas: wellness centers and English Learner support and materials.

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

\$115,591,362			
Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
Not Applicable	Continuity of services and staff- salaries and benefits to mitigate covid	<p>Continuity of services and staff: Other activities necessary to maintain the operations and continuity of services in the LEA and employ existing staff of the LEA due to declining enrollment during the COVID-19 pandemic.</p> <p>Expenditures include staff salaries/benefits, overtime, and other pay to ensure continuous service and operations in schools.</p> <p>Number of layoffs avoided: At least 393 FTE</p> <p>Timeline for implementation: 2022-2024</p>	<p>Personnel- \$61,952,034</p> <p>Total- \$61,952,034</p>
<p>LCAP</p> <p>Goal 1-Action 13</p> <p>Goal 1-Action 18</p> <p>Goal 1-Action 23</p> <p>Goal 2-Action 6</p>	Instructional Support	<p>Instructional Support including resources necessary to address the needs of their individual schools to ensure that students are provided with the instructional support, monitoring and assessment to address student’s needs.</p> <p>A multi-tiered approach mirroring the approach taken during the regular school year will be implemented during extended learning periods to increase attendance and decrease the rate of chronic absenteeism and address the unique needs of our students</p> <p>Expenditures include intervention materials, supplemental materials, assessments, leveled readers to support UA,</p>	<p>Personnel- \$6,996,243</p> <p>Non-Personnel- \$2,712,500</p> <p>Total- \$9,708,743</p>

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		<p>tutoring, licenses/subscriptions, and LL CHEW attendance support.</p> <p>Timeline for implementation: Extending Services 2021-2024</p>	
<p>LCAP Goal 1-Action 3 Goal 1-Action 13 ELO, Page 5</p>	<p>Summer Learning and Supplemental programs and activities</p>	<p>Intervention and supplemental support authorized by ESEA, IDEA, Perkins Act, and McKinney-Vento Homeless Assistance Act to support at-risk groups that experienced obstacles preventing them from attending school.</p> <p>Expenditures include salaries/benefits, materials to support students with disabilities and English Learners, and materials to support homeless and foster youth students.</p> <p>Timeline for implementation: Extending Services 2021-2024</p>	<p>Personnel- \$2,180,000 Non-Personnel- \$946,000</p> <p>Total- \$3,126,000</p>
<p>Not Applicable</p>	<p>Responding to COVID-19 and Safety Protocols</p>	<p>Developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs Staff training and professional development on sanitation and minimizing the spread of infectious diseases Purchasing cleaning supplies Planning for and coordinating on long-term closures 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 for the reopening and operation of school facilities to effectively maintain the health and safety of students, educator and other staff</p>	<p>Personnel- \$90,000 Non-Personnel- \$15,479,110</p> <p>Total- \$15,569,110</p>

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		<p>Expenditures include COVID-19 testing, COVID-19 monitoring, and cleaning supplies.</p> <p>Timeline for implementation: 2021-2023</p>	
ELO, Page 3	Social Emotional and Mental Health Support	<p>Social Emotional and Mental health services and supports to address the needs of students</p> <p>Expenditures include mindfulness PD, mental health PD and salaries/benefits.</p> <p>Timeline for implementation: Expanding Services 2021-2024</p>	<p>Personnel- \$2,770,000</p> <p>Non-Personnel- \$494,500</p> <p>Total- \$3,264,500</p>
Not Applicable	Operations for safe in-person learning, including facilities repair and improvement	<p>School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs and ensure that the school infrastructure has the necessary materials and support to successfully implement in person learning.</p> <p>Inspections, testing, maintenance, repair, upgrade projects to improve the indoor air quality in school facilities</p> <p>Strategies for reopening and operation of school facilities to maintain the health and safety of student and staff (i.e. COVID Protocol and Safety)</p> <p>To ensure that students and school personnel are provided a safe school and work environment.</p> <p>Expenditures include upgrades to facilities, outdoor learning environments, and materials to support a safe learning and work environment.</p> <p>Timeline for implementation: 2021-2024</p>	<p>Non-Personnel- \$21,970,975</p> <p>Total- \$21,970,975</p>

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

\$ 46,377,300

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
ELO	Summer learning or enrichment	<p>Summer learning or enrichment for accelerating progress to close learning gaps through the implementation, expansion or enhancement of learning supports.</p> <p>Expenditures include salaries/benefits, supplemental materials, and intervention materials.</p> <p>Timeline for implementation: Expanding services 2021-2024</p>	<p>Personnel- \$16,950,000</p> <p>Total- \$16,950,000</p>
<p>LCAP Goal 2 -Action 4</p> <p>ELO, Page 5</p>	Afterschool/ extended day	<p>Comprehensive afterschool programs and extended day opportunities</p> <p>Expenditures include salaries/benefits and supplemental materials.</p> <p>Timeline for implementation: Expanding services 2021-2024</p>	<p>Personnel- \$3,139,000</p> <p>Non-Personnel- \$3,160,871</p> <p>Total- \$6,299,871</p>
<p>LCAP Goal 1-Action 17</p> <p>ELO, Page.6</p>	Tutoring opportunities	<p>Evidence-based high dosage tutoring to help address the needs of students through opportunities for grade recovery, supplemental instruction and intervention programs designed to meet the needs of students' academic and social-emotional needs.</p> <p>Expenditures include Elementary Guest Teacher salary and benefits</p>	<p>Personnel- \$2,876,092</p> <p>Non-Personnel- \$6,367,930</p> <p>Total- \$9,244,022</p>

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		Timeline for implementation: Expanding services 2021-2024	
ELO, Page 9	Social Emotional Learning and Mental Health Support	<p>Adoption or integration of Social Emotional Learning into core curriculum/during the school day. Strategies and activities for balancing students' social emotional needs that may have been exacerbated by school closures that resulted from the Covid-19 pandemic.</p> <p>Expenditures include SEL materials and PD</p> <p>Timeline for implementation: Expanding services 2022-2024</p>	<p>Non-Personnel- \$851,000</p> <p>Total- \$851,000</p>
<p>LCAP Goal 2-Action 6</p> <p>ELO, Page 8</p>	Attendance and Intervention Support	<p>Other evidence-based interventions to address the needs of student's, including improving attendance and instructional programs to address the learning needs of students</p> <p>Expenditures include salaries/benefits, materials (backpacks and supplies), and LL CHEWS</p> <p>Timeline for implementation: Extending services 2021-2024</p>	<p>Non-Personnel- \$13,032,407</p> <p>Total- \$13,032,407</p>

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

\$67,530,226

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP Goal 1-Action 18 Goal 3-Action 1	Parent Family Engagement	<p>Family and Community Outreach and support to provide support to families of students that may need additional support due to the pandemic.</p> <p>Expenditures include additional duty and parent messaging service</p> <p>Timeline for implementation: Expanding services 2021-2024</p>	<p>Personnel- \$480,000</p> <p>Non-Personnel- \$846,000</p> <p>Total- \$1,326,000</p>
Not Applicable	Virtual Learning Program	<p>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 Virtual Academy Program to address the needs of students not returning to in-person instruction.</p> <p>Expenditures include salaries/benefits</p> <p>Timeline for implementation: Extending services 2021-2024</p>	<p>Personnel- \$1,424,454</p>

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP Goal 1-Action 11 Goal 1-Action 14 ELO, Page 9	Technology for all students	Purchase chrome books/technology to increase and support one-to-one device access district wide. Expenditures include platforms, devices, accessories, and hotspot/WIFI access Timeline for implementation: Expanding Services 2021-2024	Non-Personnel- \$64,779,772

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
[Short title(s) of the action(s)]	[A description of how progress will be monitored]	[A description of how frequently progress will be monitored]
Continuity of services and staff-salaries and benefits to mitigate covid	<ul style="list-style-type: none"> • Time and Effort • Review projections and FTE allocations 	<ul style="list-style-type: none"> • Semi-annual certification • Annual review of FTE Allocations
Instructional Support	<ul style="list-style-type: none"> • NWEA • Time and Effort 	<ul style="list-style-type: none"> • Twice a year • Semi-annual certification
2020 Summer Learning and Supplemental programs and activities	<ul style="list-style-type: none"> • STAR (disaggregated data for at-promise groups) • Time and Effort 	<ul style="list-style-type: none"> • Twice a year • Semi-annual certification

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
Responding to COVID-19 and Safety Protocols	<ul style="list-style-type: none"> • Facilities Inspection Tool (FIT) • COVID Dashboard 	<ul style="list-style-type: none"> • Annually • Daily updates with quarterly review
Technology for all students	<ul style="list-style-type: none"> • Technology Inventory • Hot Spot Usage 	<ul style="list-style-type: none"> • Annually • Twice annually
Social Emotional and Mental Health Support	<ul style="list-style-type: none"> • Panorama Survey 	<ul style="list-style-type: none"> • Annually
Operations for safe in-person learning, including facilities repair and improvement	<ul style="list-style-type: none"> • Facilities Inspection Tool (FIT) • Work-Orders 	<ul style="list-style-type: none"> • Annually • Monthly
Summer learning or enrichment	<ul style="list-style-type: none"> • Pre and Post assessment • Grades earned • Attendance data 	<ul style="list-style-type: none"> • June, 2022 (Pre-assessment) • July 2022 (Post-assessment and grades earned) • Attendance data for the entire session
Afterschool/extended day	<ul style="list-style-type: none"> • Instructional embedded assessments • Attendance records 	<ul style="list-style-type: none"> • Monthly
Tutoring opportunities	<ul style="list-style-type: none"> • Pre and Post Assessment – NWEA Math assessment (RIT Score) by student and student group • Pre and Post Assessment – NWEA ELA assessment (RIT Score) by student and student group • ELPAC assessment by student • Attendance data by student 	<ul style="list-style-type: none"> • October 2021 (Pre-assessment) • January 2022 (Progress monitoring) • May 2022 (Post assessment)
Social Emotional Learning and Mental Health Support	<ul style="list-style-type: none"> • Referral data, and records of the Student Wellness & Support Services (SWSS) department • Professional development attendance records. • Number of interactions with counselors and trauma team members with students. • SEL Curriculum Usage 	<ul style="list-style-type: none"> • Monthly-PBiS Reports • Monthly-SEL Curriculum Usage

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
Attendance and Intervention Support	<ul style="list-style-type: none"> • Chronic Absentee Data • NWEA 	<ul style="list-style-type: none"> • Monthly review of attendance data • Twice annually
Parent Family Engagement	<ul style="list-style-type: none"> • Panorama 	<ul style="list-style-type: none"> • Annually
Virtual Learning Program	<ul style="list-style-type: none"> • Time and Effort • Review projections and FTE allocations 	<ul style="list-style-type: none"> • Semi-annual certification • Annual review of FTE Allocations

ESSER III Expenditure Plan Instructions

Introduction

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

The plan must be adopted by the local governing board or body of the LEA at a public meeting on or before September 30, 2021 and must be submitted for review and approval within five days of adoption. A school district must submit its ESSER III Expenditure Plan to its COE for review and approval; a COE must submit its plan to the California Department of Education for review and approval. A charter school must submit its plan to its chartering authority for review and to the COE of the county in which the charter school operates for review and approval.

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

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

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

For technical assistance related to the ESSER III Expenditure Plan template and instructions, please contact LCFF@cde.ca.gov. For all other questions related to ESSER III, please contact EDReliefFunds@cde.ca.gov.

Fiscal Requirements

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

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

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

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

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

Other LEA Plans Referenced in this Plan

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

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

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

Summary of Expenditures

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

Instructions

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

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

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

Community Engagement

Purpose and Requirements

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

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

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

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

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

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

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

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

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

Instructions

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

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

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

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

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

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

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

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

Planned Actions and Expenditures

Purpose and Requirements

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

Instructions

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

Strategies for Continuous and Safe In-Person Learning

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

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

Addressing the Impact of Lost Instructional Time

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

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

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

Use of Any Remaining Funds

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

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

Ensuring Interventions are Addressing Student Needs

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

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

Complete the table as follows:

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

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