

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
Local Control Accountability Plan (LCAP)	San Bernardino County website: https://www.sbcss.k12.ca.us/index.php/student-services/local-control-and-accountability-plan-alternative-education
Expanded Learning Opportunities Grant Plan (ELO)	San Bernardino County website: https://www.sbcss.k12.ca.us/index.php/student-services/local-control-and-accountability-plan-alternative-education
California Community Schools Partnership Program	The CCSP plan is available at the central office, student services branch. To access the plan, contact luz.montoya@sbcss.net .

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

\$ 19,733,889

Plan Section	Total Planned ESSER III Expenditures
Strategies for Continuous and Safe In-Person Learning	\$ 7,438,394.00
Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)	\$ 12,295,495.00
Use of Any Remaining Funds	\$ 0.00

Total ESSER III funds included in this plan

\$ 19,733,889.00

Community Engagement

An LEA's decisions about how to use its ESSER III funds will directly impact the students, families, and the local community. The following is a description of how the LEA meaningfully consulted with its community members in determining the prevention and mitigation strategies, strategies to address the academic impact of lost instructional time, and any other strategies or activities to be implemented by the LEA. In developing the plan, the LEA has flexibility to include input received from community members during the development of other LEA Plans, such as the LCAP, provided that the input is relevant to the development of the LEA's ESSER III Expenditure Plan.

For specific requirements, including a list of the community members that an LEA is required to consult with, please see the Community Engagement section of the Instructions.

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

On September 2, 2021 a stakeholder engagement meeting was held consisting of parents (including parents of English learners), students, teachers, principals from all programs operated by the county office (special education principals and community school

principals), juvenile court school administrators, paraeducators, non-school based administrators, and local bargaining unit representatives.

Through the annual LCAP and expanded learning opportunities grant development processes, SBCSS stakeholders were provided with the following opportunities to provide input:

1. Parent, student, and staff surveys administered in January 2021. Survey data was incorporated into the stakeholder meeting presentations.
2. Three stakeholder meetings attended by over 100 parents, students, teachers, principals, county board members, probation and other community partners were held virtually between January and April 2021. At each meeting data was shared and time was provided for stakeholders to discuss the data, ask questions, and provide feedback. Data consisted of prior year goal achievement measures, current academic and demographic data, survey results, etc.
3. Student focus groups involving 15% of the student population throughout the month of February.
4. School Site Council meetings, at least one in each region and the Juvenile Court School, with parents, students, teachers, principals, and other staff member participation during the months of April and May.
5. District Advisory and English Learner Advisory Council meetings, parent advisory committees, attended by parents selected by the school site councils. (May, 2021)
6. Alternative Education Steering Committee and Special Education Common Practices, consisting of teachers, principals, administrators, and union representatives. (April and May, 2021)
7. Area Director, principal, and other administrator meetings held regularly throughout the year.

The information gathered from each opportunity was reviewed and compared to stakeholder input during the September 2, 2021 stakeholder meeting.

Collaborative engagement meetings between the San Bernardino County Public Health Department and SBCSS began in June 2021 to address the needs of parents and children who may be reluctant to return to in-person instruction. Meetings include representatives from SBCSS Innovation & Engagement Branch, SBCSS Education Support Services Branch, SBCSS Superintendent's Office, and San Bernardino County Public Health. This advisory group/task force has established communication methods for engagement oversight.

The San Bernardino County Department of Behavioral Health (SBCDBH) and SBCSS have partnered for over ten years for the purpose of providing the Prevention and Early Intervention Student Assistance Program. Engagement meetings in August and September 2021 were held to discuss updates to the Mental Health Services Act as of January 27, 2021, and the Mental Health Services Oversight & Accountability Commission recommendations, as well as plan for a mental health partnership to prevent mental illnesses from becoming severe and disabling; improving timely access to services for underserved populations; providing outreach to families, employers, primary care health care providers, and others to recognize the early signs of potentially severe and disabling mental illnesses; reducing the stigma associated with the diagnosis of a mental illness or seeking mental health services; and, reducing discrimination against people with mental illness.

The SBCSS Foster Care Advisory Meetings provide opportunities for feedback and exchange of information specific to the direct services to foster youth, including tutoring, mentoring, counseling, and direct interventions addressing reengagement, learning recovery, educational case management, postsecondary preparation, and the social and emotional needs of students in foster care. All school districts are included in meetings.

Collaborative engagement meetings between the San Bernardino County Department of Behavioral Health (SBCDBH) and SBCSS have been convened to create a holistic approach to the well-being of students and assist school districts to implement better integration of efforts targeting social emotional growth and needs. Specifically SBCSS, SBCDBH, Silver Valley Unified School District, Yucaipa-Calimesa Joint Unified School District, and Colton Joint Unified School District have partnered on a Mental Health Student Services Act (MHSSA) grant.

With over \$400 million of one-time incentive payments paid through Medi-Cal managed care plans to build infrastructure, partnerships, and capacity for school behavioral health services, SBCSS and IEHP have met to begin a partnership with the goals of increasing the number of K-12 students receiving preventative and early intervention behavioral health services provided by schools, providers in schools, school affiliated community based organizations or clinics, or school-based health centers.

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

Areas of proposed services identified during the September 2, 2021 stakeholder meeting were safety and supplies, student hunger, family services, mental health services, professional development, and addressing learning loss. Stakeholders also shared they would like to see the following resources, actions, and services included in the ESSER III plan:

- Training for staff regarding re-entering school safely.
- Food for students and families experiencing food insecurities.
- Provide a liaison for family services to provide resources to parents, including parents of students with disabilities.
- Provide mental health training for school staff.
- Provide additional professional development for teachers, paraeducators, principals, and other staff.
- Provide accessibility resources and environments to facilitate healthy communication to address learning loss.

Stakeholder feedback during other plan developments demonstrated the need to focus on broadening additional supports to include extended learning opportunities, tutoring, and professional development for staff in the areas of multi-tiered systems of support, strategic interventions, blended learning, and future ready skills. These additional supports and training are the basis of how SBCSS will address lost learning time due to the COVID-19 pandemic within other SBCSS plans.

The information gathered from each opportunity was reviewed and compared to stakeholder input during the September 2, 2021 stakeholder meeting. In addition, all related plans were evaluated and compared to determine the sufficiency of resources to meet the combined identified needs. ESSER III goals and actions were written to include newly identified services, resources, and actions in addition to aligned actions where additional resources are needed to reach the desired outcomes.

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

\$ 7,438,394.00

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP, Goal 1, Action 2	Continuity of Services	SBCSS will compensate staff providing independent study in response to COVID-19 to ensure the safety and continuity of educational services for students whose health would be put at risk by in-person instruction and for students unable to attend in-person due to quarantine.	\$ 1,300,000.00
N/A	Safe Learning Environments	Safe learning environments will be created, such as outdoor learning spaces and creative classroom settings, to promote engaging and safe learning spaces.	\$ 400,000.00
N/A	Emergency Response	Enhance coordination of emergency preparedness and response through purchase of a 2-way communication system and storage container for emergency supplies and PPE used by the SBCSS Emergency Operations Center.	\$ 206,874.00

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP, Goal 1, Action 5	COVID Testing	Provide for weekly COVID-19 testing of staff as required by state vaccine/testing mandate, including software to assist in tracking compliance and contact tracing.	\$ 2,301,520.00
LCAP, Goal 2, Action 4	Technology Support	Mobile device management, telepresence equipment, data center hardware, access control system, security event management, wireless access point infrastructure and Zoom licensing to ensure consistent and secure delivery of educational content to students on- and off-site.	\$ 2,550,000.00
LCAP, Goal 1, Action 5; LCAP, Goal 2, Action 2	Facility Improvements	Improvement of school and administration sites to reduce the transmission of COVID-19 among students and staff, including classroom air sensors/monitoring, outdoor eating areas, and electronic display signs to provide information to parents and students.	\$ 680,000.00

Addressing the Impact of Lost Instructional Time

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

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

\$ 12,295,495.00

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP, Goal 1, Action 3 and 7; ELO Grant	Additional Supports	Students will be offered additional supports, such as tutoring, targeted interventions, extended learning opportunities, after school programming, alternative learning experiences, career exploration, accessibility	\$ 2,202,460.00

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		resources and other instructional opportunities to address gaps in learning exacerbated by the COVID-19 pandemic.	
LCAP, Goal 3, Action 1; ELO Grant	High Quality Instruction	SBCSS will provide high quality instruction utilizing research based instructional programs, materials, resources, and data-driven instruction to address learning loss resulting from COVID-19 shut-downs.	\$ 1,018,948.00
LCAP, Goal 3, Action 2; ELO and CCSPP Grants	Social Emotional Well-Being	<ul style="list-style-type: none"> a. The SBCSS Counseling Center will offer individual, group, and family counseling to address social, emotional, and mental health impact on student learning loss. b. SBCSS will purchase and implement Social and Emotional Learning (SEL) curriculum. c. Resources, materials, training will be provided to teachers, students, and families to address barriers to student learning. 	\$ 900,000.00
LCAP, Goal 3, Action 3; ELO Grant	Professional Development	Staff will participate in training and collaboration time focused on multi-tiered systems of support, research-based curriculum support, and effective practices to address learning loss.	\$ 475,000.00
LCAP, Goal 3, Action 4; LCAP, Goal 2, Action 1	Learning Systems and Support	Implementation of learning platforms (AVID, PBIS, Footsteps 2 Brilliance) to support the academic, social and emotional growth of students at all levels through improved access and increased rigor, including early literacy for infants through 3 rd grade, especially for students with unique needs (foster youth, English-learners, low-income, children with disabilities, etc).	\$ 4,914,229.00
ELO Grant	Mental Health	Increase partnerships and support for SBCSS and countywide districts to support and educate students and parents through preventative and early intervention	\$ 2,784,858.00

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		mental health services, including crisis response, suicide prevention and access to resources.	

Use of Any Remaining Funds

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

Total ESSER III funds being used to implement additional actions

\$ 0.00

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
N/A	N/A	N/A	\$ 0.00

Ensuring Interventions are Addressing Student Needs

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

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
Continuity of Services	1. Percentage of students in attendance during each reporting month will be equal to 90% or greater.	1. Monthly, based on attendance submission calendar.
Safe Learning Environments	1. The number of outdoor learning environments created.	1. Annually
Additional Supports	1. Percentage of students demonstrating growth based on local reading and math assessments (STAR / SANDI / FAST) pre/post test data. 2. Percentage of students meeting their IEP goals as determined by annual IEP goal attainment results.	1. Quarterly, approx. every 45 days, annually. 2. Annually
High Quality Instruction	1. Percentage of students demonstrating growth based on local reading and math assessments (STAR / SANDI / FAST) pre/post test data. 2. Percentage of students meeting their IEP goals as determined by annual IEP goal attainment results.	1. Quarterly, approx. every 45 days, annually. 2. Annually
Social Emotional Well-Being	1. Aggregate improvement changes on the CANS evaluation. 2. Percentage of student and family surveys stating improved emotional health.	1. Upon completion of services, or at least annually. 2. Two times a year at the end of each semester
Professional Development	1. Percentage of staff participating in professional development opportunities.	1. Annually

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
	2. The average rating of professional development opportunities equal to 2.7 or higher as measured by staff satisfaction surveys.	2. At the end of each training session.
Mental Health	1. Assessment of adoption of suicide prevention policies, number of trainings provided, and certifications issued. 2. Number of crisis response trainings provided and number of certifications issued. 3. Development of crisis response teams.	1. Quarterly 2. Quarterly 3. Quarterly