

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	Link: English , Spanish

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
\$24,336,144

Plan Section	Total Planned ESSER III Expenditures Estimates
<p>Strategies for Continuous and Safe In-Person Learning</p> <p>Funds spent to support continuous and safe in-person learning including outdoor access points for WiFi at each school site and outdoor portable sound systems which allow for students to learn outside of the classroom, paging systems at all school sites which allows for safety messages to be received, microphones for teachers to increase clarity of instruction while masked, renovated playgrounds at each elementary school to replace wood chips with “pour in place” surfacing to increase safety. Administrator and teacher laptops, student Chromebooks, Viewsonic panels, and jetpacks will ensure students have continued access to functional devices allowing for continuity of learning and testing, additional technology technician support at school sites to ensure continuity of access for teachers and students. Digital marquees to increase school-parent communication and update to a digital platform for five schools. Access control for public facing doors at all schools to monitor and limit the number of people who can access the school office. Room dividers for virtual teaching spaces and outdoor tables for outside learning at Las Flores. Intrusion and fire panel upgrades to increase safety at school sites. Enhance school facility repairs, improvements, and equipment to reduce risk of virus transmission and exposure, update cleaning equipment. Ride on floor scrubbers and vacuums to increase cleanliness and reduce germ for student health and safety. Vans for the elementary music program will provide safe transportation of equipment and allow for outside music enrichment.</p>	\$16,468,915
<p>Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)</p> <p>Funds spent to address lost instructional time will include purchase of evidence-based intervention programs including ST Math, IXL, Smarty Ants and FastForWord. High impact 1:1 tutoring for students in math and ELA. Summer learning opportunities for elementary and middle school students. Increased mental health services and mental health digital platforms to support district-wide needs.</p>	\$4,867,229
<p>Use of Any Remaining Funds</p> <p>Increase access to independent study, temporary counselors, and update science/STEM labs.</p>	\$3,000,000

Total ESSER III funds included in this plan

\$24,336,144

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.

BUSD began the development of the ESSER III plan by reviewing LCAP survey data from Spring 2021 to identify top areas of concern from students, parents, staff and our community. We then presented the ESSER III plan components to our District Advisory Group and Parent Advisory Committee. The District Advisory Group is made up of district and site administrators, and representatives from community organizations, bargaining units, and the Mid Cities SELPA. DELAC members had an opportunity to communicate through individualized outreach and invitation to complete the ESSER III survey. Civil Rights Groups and Tribes are not served by BUSD. We asked for additional input on priorities to include in a community wide survey and incorporated them into the survey. The Power Point presentation was posted on our District website for any interested parties to review. The survey was sent to all students grades 5-12, parents, staff and shared through our BUSD News which is posted on our District Website. A link to the survey was also placed on our home page. We received approximately 3000 responses with representation from students from a variety of demographic backgrounds, staff, and community members including members from community partners, expanded learning organizations and partners including responses from individuals representing Think Together After School program, YMCA, Caring Connections, and PTA. The survey allowed respondents to prioritize pre-identified priorities including: evaluate and upgrade technology infrastructure at all schools to enhance student connectivity and learning, increase mental health services and supports for all students, extended learning opportunities after school, extended learning opportunities in summer, original credit and Career Technical Education courses in summer, elementary STEAM after school program, and also included a unique comment/suggestion. All results were disaggregated in order to view the perspectives of multiple responding groups and reviewed with the DAG and PAC for further suggestions and again posted for review on the District website and as part of the BUSD News. To revise and update the ESSER III plan in fall of 2023, advisory groups reviewed and discussed year to date expenditures, provided input on plans to meet students' safety, academic and social emotional needs, and solicited feedback from DELAC and DAG/PAC.

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

Feedback received from all interested parties was taken into consideration while developing the ESSER III expenditure plan and updates. Reviewing disaggregated data allowed for a deeper understanding of the priorities of community members and parents, staff, and students. Overall, all groups identified increasing technology and mental health services as priorities. In response, the expenditure plan includes actions to increase WiFi access and purchase portable sound systems for outside learning, provide microphones and interactive panels for teachers to use during classroom instruction to increase clarity of instruction, and additional Chromebooks and a tracking system to ensure students have access to devices that allow for continuity of learning and testing. Actions were also included to increase access to Mental Health services including providing a licensed Social Worker, two therapists, and temporary counselors to support students districtwide. Additional input that impacted the plan included renovating playgrounds, increasing deep cleaning, stocking ppe and supplies, bathroom upgrades, carpet removal, insect control.

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

\$16,468,915

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
Not Applicable	Playground Resurfacing	Wood chips are currently being used on all BUSD playgrounds, which attracts vermin and is a breeding ground for bacteria. We will remove all of the wood chips, excavate and lay down “pour-in-place” safety protection.	\$7,150,000

Not applicable	Technology	Improve technology in all classrooms to meet the needs of both remote and in-person learning for all students. Purchase Chromebooks to support in-person or remote learning and testing, laptops and equipment for administrators to support in-person or remote instruction, and jetpacks and GST online services for remote learning.	\$4,774,611
Not applicable	Additional Computer Repair Technician (12 months)	Provides extra support for larger projects to improve network infrastructure conducted both during and outside of school hours.	\$120,000
Not applicable	One2One Chromebook tracking	Provides for a more efficient check-in check-out system for Chromebooks. It also provides a way to easily pull reports on broken/obsolete Chromebooks and track where Chromebooks are in the repair process.	\$16,000
Not applicable	Communication	Digital marquees (ILC, CW, LF, SHS, EL) to increase parent communication to easily update messages to parents through a digital platform. Improve all school communication with an updated paging system at all sites.	\$2,265,000
Not applicable	Access Control for Public Facing Doors & Visitor Management	Monitor the number of people who have access to the school office. Reduce the number of people who can enter at any one time to increase social distancing. Utilize digital visitor management systems.	\$307,029
Not applicable	Sound absorbing room divider	Provide teaching spaces for online teachers at the Home Education Independent Study Academy.	\$8,000
Not applicable	Health and Safety	Provide PPE masks for all students and staff to prevent the spread of COVID-19. Inspection services to make certain safety protocols are met. Enhance school facility repairs, improvements, and equipment to reduce risk of virus transmission and exposure, update cleaning	\$1,483,625

		equipment. Increase safety at all sites with upgraded alarm systems.	
Not applicable	Increase Outdoor Learning	Picnic tables to increase campus capacity for outside learning. Vans for elementary music to provide music enrichment programs at all elementary sites and safely transport equipment.	\$344,650

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

\$4,867,229

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
Not Applicable	Intervention Software Platforms	Provide targeted instruction for students to accelerate learning. Digital platforms include Smarty Ants, Fast ForWord, ST Math, Learning Ally and iXL.	\$412,000
Not Applicable	On Demand and Targeted tutoring	Partnerships with FEV Tutor and ST Math to provide targeted tutoring based on NWEA data. PAPER Tutoring provides on-demand homework assistance for K-12 students. Purchase headphones for tutoring.	\$1,687,990
Not Applicable	Summer Learning and STEAM activities	Summer Academy for elementary and middle school students to provide targeted instruction and interventions to accelerate learning in ELA, math, and ELD. STEAM lessons provided by Stemnetics for enrichment within the Summer Program with Think Together.	\$534,239

Not Applicable	Mental Health Services - Licensed Clinical Social Worker, Therapist, BCBA's	Community Family Guidance will provide 1 Licensed Clinical Social Worker to increase access to mental health service for students districtwide. Stepping Stones to provide Board Certified Behavior Analysts.	\$1,892,000
Not applicable	Mental Health Services - Panorama, Navigate 360 and Second Step Curriculum	Panorama will be used to assess students' connections to school and feelings regarding overall wellness. Staff will use Panorama data to set goals and provide SEL lessons and services to students. Navigate 360 will provide behavioral interventions and restorative justice practices. Second Step curriculum will provide lessons for students.	\$77,000
Not Applicable	Independent Study	Increase access to independent study opportunities with online curriculum, Accelerate and Edmentum. Independent study program integrates science of reading interventions, accelerated curriculum, and enrichment activities.	\$87,000
Not Applicable	High Quality Assessments	Purchase NWEA assessments and provide high quality training to assess student progress and use data driven instruction for academic growth.	\$177,000

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

\$3,000,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
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Not applicable	Science Labs at BHS	Update science labs to provide equitable access to STEM courses and materials while supporting inquiry-based pedagogy and active learning	\$3,000,000
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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
Intervention Software Platforms	Digital platforms Smarty Ants, Fast ForWord, ST Math, iXL, and Learning Ally are embedded with program monitoring components that allow teachers and administrators to analyze usage, student progress, and academic growth. Usage and analytics reports will be monitored to review student progress or whether support is needed.	Teachers have the capacity to monitor student progress on a monthly basis. Site administrators review reports monthly.
Targeted Tutoring	NWEA data will be used to develop targeted 1:1 and 4:1 online sessions based on individual growth levels. NWEA scores will be used to assess the effectiveness of FEV Tutor services, ST Math tutoring, and PAPER Tutoring.	FEV Tutor sessions will be provided for 7 week sessions with pre and post tests. ST Math will provide weekly, one hour sessions for Think Together students throughout the year, with data analyzed regularly to guide instruction. NWEA assessments will assess student growth. On demand homework assistance will be monitored with student usage reports and analysis of student/tutor conversations.

Summer Learning	Daily formative assessments in the form of exit tickets and checks for understanding will be administered.	Student data (reading and math fluency) will be reviewed at the end of the four week session.
Mental Health Services – Licensed Clinical Social Worker, Therapists, Second Step, Navigate 360 and Panorama	Panorama data will assist staff in monitoring students’ well being. Navigate 360 will provide behavioral interventions and restorative justice practices. Second Step will be used to provide lessons to students. Continuation of services will be monitored to determine whether students need continued support or may be exited from the program.	Panorama data will be analyzed twice yearly to determine students’ overall well being and social-emotional needs.
Independent Study	Online curriculum has embedded assessments, student work will be graded by the teacher, daily synchronous instruction will monitor student progress in all content areas.	Student work completion, academic progress, and achievement towards content standards is measured monthly in parent - teacher conferences.
NWEA	Students take NWEA assessments annually.	NWEA data will be disaggregated and analyzed by school, grade level, and targeted student groups after each assessment window.