

ESSER III Expenditure Plan

| Local Educational Agency (LEA) Name | Contact Name and Title | Email and Phone |
|--|--|----------------------------------|
| Berryessa Union Elementary School District | Joseph McCreary, Ed.D. Assistant Superintendent of Education Services | jmccreary@busd.net 4089231800 |

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 |
|---|--|
| Berryessa Union School District (BUSD) 2021 - 2024 Local Control Accountability Plan (LCAP) | The Berryessa Union School District 2021 - 2024 LCAP is available at the district website - https://www.berryessa.k12.ca.us/OUR-DISTRICT/Departments/Education-Services/Local-Control-and-Accountability-Plan-LCAP/index.html |
| Expanded Learning Opportunity (ELO) grant | The Berryessa Union School District 2021 - 2024 Expanded Learning Opportunity (ELO) grant is available at the district website - https://www.berryessa.k12.ca.us/OUR-DISTRICT/Departments/Education-Services/Local-Control-and-Accountability-Plan-LCAP/index.html |

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

5,250,418

| Plan Section | Total Planned ESSER III |
|--|--------------------------------|
| Strategies for Continuous and Safe In-Person Learning | 4,200,334 |
| Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds) | 1,050,084 |
| Use of Any Remaining Funds | 0 |

Total ESSER III funds included in this plan

5,250,418

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.

Berryessa Union School District (BUSD) gathered input from a variety of stakeholders to inform the 2021 Local Control Accountability Plan (LCAP), Expanded Learning Opportunity (ELO) grant, and the Elementary Secondary School Emergency Relief (ESSER) plans. District meetings included presentations of information on the Learning Continuity Plan (LCP) - 2020 LCAP (Annual Update) and reviewing data that was released on the California Data Dashboard.

Berryessa District Advisory Committee (BDAC) meeting (March 18th & May 13, 2021) - The majority of the meeting was taken to review actions/services for the Annual Update through a Power Point presentation. The majority of the meeting was spent reviewing data from the California Data Dashboard. Members of the committee had a chance to ask questions about the Data Dashboards and how that data would inform our 2021 LCAP, ELO and ESSER plans. Stakeholders were given the opportunity to provide feedback on the district's goals and actions/services in order to help all students succeed social emotionally and academically in the district.

An LCAP Steering Committee met four times during the Spring of 2021. The purpose of these meetings was to get input from all stakeholders about the district's LCAP, ELO, and ESSER plans. The committee included the Superintendent, Assistant Superintendent of Education Services, Assistant Superintendent of Business Services, Director of Finance, Director of Curriculum and Instruction, Director of Special Education/Student Services, Coordinator of Education Services, 3 site principals, 3 teachers, 3 classified employees, and 2 parents.

March 17, 2021 - Reviewed state priorities, LCAP sections, reviewed student data (CA Data Dashboard)

March 31, 2021 - Reviewed Panorama Survey Data (Students, Parents, & Staff); Reviewed Annual Update and Actions/Services.

April 21, 2021 - Reviewed overall effectiveness of Actions/Services, Reviewed Next Steps of the LCAP.

May 12, 2021 - Reviewed/approved updated Actions/Services for the 2022 LCAP.

The district met with a representative of the Special Education Local Plan Areas (SELPA) on May 4, 2021. The SELPA provided resources, input, and consultation related to the needs to Special Education students throughout the LCAP.

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

Administrators feedback included:

- * Additional support for students' social emotional well being for students returning to campus for the 2021 - 2022 school year.
- * A need for a social emotional curriculum for elementary schools.
- * Continue with Assets social emotional curriculum for middle schools.
- * Tutoring (before or after school) for students who are below grade level.
- * Culturally responsive teaching professional development for staff.

Classified and Certificated staff feedback (via Panorama survey and Stakeholder presentations) included:

- * Professional Development on supporting students in small groups.
- * Extra aide support in the primary grade classrooms.
- * Better understanding of their role in supporting all students academic and social emotional learning with regards to the district's Multi Tiered Systems of Support (MTSS) program.
- * Tutoring (before or after school) for students who are below grade level.

DELAC feedback included:

- * Additional support for students' social emotional well being for students returning to campus for the 2021 - 2022 school year.
- * Continue parent communication in multiple languages for EL parents through newsletters and continuous voice messages.
- * Continue to offer meetings via ZOOM in the future since it helps them with babysitting needs.
- * More academic support for EL students beyond EL summer school (i.e. after school tutoring, during school closures, etc.).

BDAC feedback included:

- * Additional support for students' social emotional well being for students returning to campus for the 2021 - 2022 school year.
- * Continue communication in multiple languages for EL parents in the form of a parent liaison.

- * Continue to offer meetings via ZOOM in the future since it helps them with babysitting needs.
- * More academic support for EL students beyond EL summer school (i.e. after school tutoring, during school closures, etc.)

LCAP Steering Committee feedback included:

- * Additional support for students' social emotional well being for students returning to campus for the 2021 - 2022 school year.
- * Provide social emotional curriculum for elementary schools.
- * Provide social emotional curriculum for middle schools.
- * Tutoring (before or after school; during school breaks) for students who are below grade level.
- * Provide online curriculum for students to work on at home to support them in ELA and Math.

Panorama survey feedback (students) included:

- * Students provided information on how they felt regarding social emotional well being during school time.
- * Students provided feedback on the following topics: growth mindset, self-efficacy, self management, and social awareness.

Special Education Local Plan Areas (SELPA) feedback included:

- * Added language throughout the document (i.e Goal 2 Action/Services #2) that included special education students assigned to the Least Restrictive Environment (LRE).

Actions/Services that were included in the ESSR III plan based on feedback by stakeholders:

- * Additional support for students' social emotional well being for students.
- * Provide additional tutoring/supplemental instruction in ELA and Math for students who are below grade level standards.
- * Provide more tutoring/supplemental instruction for English Language learners (before or after school, during school breaks & summer breaks).
- * Provide culturally responsive teaching/implicit bias professional development for staff.

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

4,200,334

| Plan Alignment (if applicable) | Action Title | Action Description | Planned ESSER III Funded Expenditures |
|---|---|---|--|
| LCAP Goal #1, Action #1 | COVID safety items & COVID testing (staff & students) | <p>BUSD purchased additional face masks, face shields, N95 masks, hand sanitizer stations, sneeze guards, air purifiers for all school sites and the district office. All sites and classrooms in use will be continued to be disinfected daily according to the Santa Clara County school guidelines. All high touch areas are cleaned daily at a minimum, Classrooms and offices will be additionally disinfected with electrostatic sprayers at least once per week.</p> <p>Purchase - Air purifiers; Plexiglass</p> | 550,000 |
| LCAP Goal #2, Action 1 | Personnel to support student safety | <p>Personnel and support systems to manage contact tracing, COVID protocols, facilitate testing and vaccination access.</p> <p>COVID Manager job, 3% & \$1500 stipends, Health clerks, Supervision of Isolation Rooms</p> | 758,124 |
| LCAP, Goal #2, Action 4 & Expanded Learning Opportunity Grant | Instructional Coaches | <p>Continue to implement the district's Multi-Tiered System of Support (MTSS) by providing small group reading intervention groups. Direct academic services in English Language Arts focusing on primary grade students who qualify as English Language Learners, Low Income, Foster Youth, and McKenney Vento students.</p> <p>Instructional Coaches salaries (3 new - carryover until 2022 - 2023 school year)</p> | 543,992 |

| Plan Alignment (if applicable) | Action Title | Action Description | Planned ESSER III Funded Expenditures |
|---|--|--|---------------------------------------|
| LCAP Goal #2, Action 4 & Expanded Learning Opportunity grant | Expanded Supplemental Programs | <p>Provide supplemental programs to support teachers in the classrooms to support Tier 1 instruction. SVEF will offer a math program during the Winter of 2022 for 3rd - 6th grade students who are on the cusp of proficiency.</p> <p>Provide an online platform to support students who are in our Long-term Independent Studies program.</p> <p>Edgenuity, Cambrian (Language Live), Quaver, Smart Music, SVEF After-school math program</p> | 312,335 |
| LCAP Goal #2, Action 10 & Expanded Learning Opportunity grant | Technology | <p>Continue to provide chromebooks and WiFi for students to use for at-home learning or to participate in our Independent Studies program.</p> <p>Docu-sign, CDWG (computers)</p> | 363,096 |
| | State Unemployment increase | SDI insurance increase from .05% to 5% | 522,725 |
| LCAP Goal #2, Action 4 | Site supplemental school supplies | Budget for classrooms to have one to one supplies for all students (\$2000 x 13 sites) | 26,000 |
| LCAP Goal #2, Action 2 & Expanded Learning Opportunity | Professional Development | <p>Continue to provide professional development for our classified and certificated staff to improve Tier 1 instruction and intervention. Dr. Niki Elliott will provide additional trainings on implicit bias for staff.</p> <p>Paraeducator Online training & timesheets Dr. Niki professional development for CCEIS - June 2022 Instructional Coaches & teacher training & timesheets (SEAL, AVID, EL, other PD opportunities)</p> | 204,062 |
| LCAP Goal #1, Action 4 & Expanded Learning Opportunity | SEL programs - Recess & lunch activities | Contracts to support staff on campus before, after school, recess, lunch to teach conflict resolution, support community building and SEL practices amongst students in person at elementary schools. | 620,000 |

| Plan Alignment (if applicable) | Action Title | Action Description | Planned ESSER III Funded Expenditures |
|--|--------------------|--|---------------------------------------|
| | | Sports for Learning contract | |
| LCAP Goal #1, Action 4 & Expanded Learning Opportunity | BCBA & MFT support | Increased access to specialists (BCBA & MFT) will develop and foster relationships with students while simultaneously working with students to develop goals and reach their full potential. BCBA & MFT contracts for 2022 - 2023 school year | 300,000 |

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

1,050,084.00

| Plan Alignment (if applicable) | Action Title | Action Description | Planned ESSER III Funded Expenditures |
|--|--|--|---------------------------------------|
| LCAP Goal #2 - Actions 4 & 7 & Expanded Learning Opportunity grant | Expanding Instructional Learning Time (Intervention & Enrichment programs) | Expand before/after school programs to provide academic and enrichment for TK - 8th grade students focused attention to students who are English Learners, Low Income, Foster Youth, etc. Supplemental Instruction for school sites (\$5000 per site x 13 = \$65,000) | 65,000 |
| LCAP Goal #2 - Action 5 & Expanded Learning Opportunity grant | Summer School Offerings | Expand summer offerings for the 2021 - 2022 school year. The district will continue to offer our traditional summer school offerings (EL Summer School, Extended School Year - ESY, Elevate Math, & Computer Science Institute (CSI). In addition, the district is looking at providing additional support | 585,084 |

| Plan Alignment (if applicable) | Action Title | Action Description | Planned ESSER III Funded Expenditures |
|--|----------------------------|--|---------------------------------------|
| | | for our Mandarin Immersion program, music programs, and other enrichment activities. Elevate Math, CSI, EL Summer School | |
| LCAP Goal #2, Action 4 & Expanded Learning Opportunity grant | YMCA after-school programs | Continue to provide after-school opportunities for students at Northwood Elementary and Sierramont Middle School (2022 - 2023 school year) to support students with their academics and providing enrichment opportunities. YMCA contract - Northwood & Sierramont MS for 2022 - 2023 school year | 400,000 |

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

| |
|-----|
| \$0 |
|-----|

| Plan Alignment (if applicable) | Action Title | Action Description | Planned ESSER III Funded Expenditures |
|--------------------------------|--------------|--------------------|---------------------------------------|
| | | | |

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 |
|--|--|--|
| <p>Monitoring actions to address learning loss</p> <ul style="list-style-type: none"> * Instructional Coaches * Professional Development focused on Tier 2 supports * Professional Development focused on Implicit Bias (Dr. Niki Elliott) * BCBA & MFT support for students who qualify | <p>Data is collected and reviewed by school site personnel and district office personnel on an ongoing basis for the following programs:</p> <p>Elementary classroom teachers will administer benchmark assessments (Fountas & Pinnell, Benchmark Advance, and) up to four times per year. Based off of these test results, schools/district will offer academic interventions in the critical areas of English Language Arts and Mathematics as an accelerated learning approach to support all subject areas. Elementary schools will have access to instructional coaches to provide early literacy interventions.</p> <p>Professional Development sessions will be focused on understanding the assessment results and informing next steps for teachers - small group instruction and supporting struggling students. These PD sessions will happen on a monthly or every other month basis. Principals will be monitoring the effectiveness of these PD sessions by doing walk throughs of their classrooms and collecting data from their teaches.</p> <p>Additional Professional Development based on Dr. Niki Elliot's implicit bias focus. Pre & post surveys are administered before/after each of the sessions. Monthly follow-up sessions with Dr. Nikki's staff are also provided for staff to continue their work on this important topic.</p> | <p>Quarterly or as needed - Up to 4 times a year (benchmark assessments)</p> |

| Action Title(s) | How Progress will be Monitored | Frequency of Progress Monitoring |
|---|--|---|
| | <p>Monitoring our students' mental health wellness and their access to services in order to address their social-emotional, mental health barriers in order to access their academic intervention is another focus area for the district. The district will continue to hold Student Study Team (SST) meetings to discuss students that they are concerned about. The SST team consists of the school principal, referring teacher, parent, and other support personnel. This team meets frequently to review referrals and connect students and families to counseling and other health/wellness services. Students who have an IEP with counseling supports will be offered the BCBA and MFT support. These staff members collect data ongoing basis.</p> | |
| <p>Monitoring actions to support a safe return to in-person instruction and continuity of learning. * COVID safety items & COVID testing (staff students) * Personnel to support student safety</p> | <p>The district has created a Tiered re-engagement plan focusing on supporting students who are absent for three days during the week and more importantly, to prevent this pattern of absences for any students. This focus area is for both our students in person & who are working through the Independent Studies platform. The following will take place to help students safe return to school:</p> <p>Tier 1 - Initiate communication with families/students: early re-engagement for all students (3 - 5 absences), attendance collected by teacher, outreach to verify absences by office staff Tier 2 - Initiate Re-engagement with Families/students (5 - 7 students) Outreach from the classroom teacher/school site staff to families for students who miss multiple days</p> | <p>Tiered re-engagement occurs once a student has 3 absences (in-person or Independent Studies).</p> <p>COVID testing is available for all staff/students twice a week.</p> |

| Action Title(s) | How Progress will be Monitored | Frequency of Progress Monitoring |
|---|--|---|
| | <p>from school. Refer to SST team, School Social Worker, etc. Tier 3 - Initiate Re-Engagement Interventions (7 - 10 absences); Referral to Student Attendance Review Board (SARB) for truancy</p> <p>COVID testing is offered to all students & staff 2 times a week at their school site or at the district office.</p> <p>The COVID manager reviews COVID data on an ongoing basis and works collaboratively with the school site principals to follow correct protocols in order to keep students/staff safe.</p> | |
| <p>Monitoring actions to address supplemental programs</p> <ul style="list-style-type: none"> * SVEF - after-school Math program * Technology programs to support our students including our Independent Studies students * Supplemental school supplies * Expanding summer school offerings * SEL programs during recess and lunch time * YMCA after-school programs | <p>Additional programs & supplies will be implemented to help support students' academic achievement. Once again, pre-tests are administered for the SVEF programs (after-school & summer programs) & benchmark assessments are used to review the effectiveness of any after-school supplemental tutoring programs.</p> <p>Student discipline referrals & other SEL surveys are reviewed when reviewing additional SEL programs.</p> <p>Parent surveys are reviewed to understand the need for after-school programs. Northwood Elementary & Sierramont Middle School have not had after-school programs for several years.</p> | <p>Quarterly benchmark assessments are reviewed</p> |

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 completion of the ESSER III Expenditure Plan, 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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