

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
Expanded Learning Opportunities Grant Plan (ELO)	Posted on BUSD Website: https://www.berkeleyschools.net/wp-content/uploads/2021/06/2021_Expanded_Learning_Opportunities_Grant_Plan_Berkeley_Unified_School_District.pdf
Local Control Accountability Plan (LCAP)	Posted on BUSD Website: https://www.berkeleyschools.net/wp-content/uploads/2021/06/15_1_BUSDDraftLCAP_0.pdf

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

\$5,264,311

Plan Section	Total Planned ESSER III
Strategies for Continuous and Safe In-Person Learning	\$521,267
Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)	\$1,053,527
Use of Any Remaining Funds	\$3,689,517

Total ESSER III funds included in this plan

\$5,264,311

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 Berkeley Unified School District (BUSD), we have many stakeholder engagement groups. Students, families, staff, communities, and partners work together to ensure equal ownership in implementing high-quality and equitable programs and services in BUSD. For the LCAP process specifically, we have three stakeholder groups who meet monthly: District English Advisory Committee (DELAC), Parent Advisory

Committee (PAC), Educator Advisory Committee (EAC), which consists of staff from union partner groups including representation from Certificated Teachers, Classified Employees, Classified Management, and Certificated Management groups.

Due to the pandemic, all meetings since last March 2020 met electronically using Zoom, which allowed for more significant numbers of participants in our stakeholder meetings and Town Hall Meetings throughout the year. For collecting feedback from the broader stakeholders, we used an online platform called Thought Exchange which allowed us to get comprehensive input on what was going well and what priorities were for groups across our district. We also held stakeholder engagement sessions in Spanish, our second most common language. In addition, because Thought Exchange could translate from multiple languages, it allowed us to include families who speak languages other than English and Spanish.

Often, our advisory committees collaborate to create statements for the Board of Education about their unified recommendations for programs and services. In addition, stakeholder feedback was collected and synthesized throughout the year, looking for patterns and common themes. We use these themes and patterns to help guide us in writing the LCAP and in making decisions on the programs and services we choose to fund and how we use Covid-19 Relief Funds.

Katy Babcock from our Special Education Local Plan Area (SELPA) joined meetings, including an EAC meeting and other Special Education meetings. She reviewed our draft LCAP and offered feedback on using the funding to serve students with disabilities.

BUSD staff conducted a student focus group this past school year with the Chicano Student Group and the Intervention Counseling Student Group. That session provided an opportunity to hear the concerns of students regarding student success and barriers to success during normal school years, and specifically during and after the pandemic. In addition, they offered recommendations for the use of both supplemental grant funds and Covid-19 Relief Funds.

BUSD staff in our Office of Family Engagement met with parents/families of Black/African American students in October and November 2020, holding "Listening Circles." Both sessions generated rich discussions and unearthed important issues and themes. Another session was held on February 16, 2021, to develop action plans to realize the shared aspirations that families and school leaders have for Black/African American students.

To inform stakeholders about the numerous Covid-19 Relief funds, we held information and feedback sessions to inform stakeholder groups and gather feedback from them. Listed below are stakeholder group sessions that were conducted. A slide deck was presented during the stakeholder group meetings explaining all of the Covid-19 funds. We collected feedback at all meetings. Our Educators' Advisory Committee (EAC) meeting was open and advertised to all staff. We had over 50 participants. Also, a meeting was held with our Extended Learning Staff. This group consisted of after-school and before-school program supervisors. We also added a joint Parent Advisory Committee (PAC) and District English Language Advisory Committee (DELAC) meeting to our planned calendar to focus on Covid-19 funding specifically. And, finally, we met with principals and other administrators to collect their feedback on uses for Covid Funding.

Stakeholder Meetings:

Educator Advisory Committee Meeting: April 27, 2021

Extended Learning Staff Meeting: April 29, 2021

Parent Advisory Committee and District English Language Advisory Committee Meeting: May 6, 2021
Principals and Administrators Staff Meeting: May 12, 2021

Additionally, in school year 2021-2022, the district continues to engage with advocacy groups to get feedback regarding district plans, expenditures, programming and supports for our targeted groups. There are regularly scheduled meetings (monthly) with Latinos Unidos de Berkeley, a grass roots group that community organizes looking to advocate, empower, and bring representation to the needs of Latinos, Latinas, and Latinxs living and working in Berkeley. The Superintendent and Associate Superintendent also meets monthly with the Asian American and Pacific Islander group (AAPI) . This group provides feedback regarding programming for our AAPI students and advocates for the safety and well-being of Asian American students, staff and community members. Efforts are being made in January and February 2022 to engage the African American community based organizations and the local chapters of the NAACP for feedback on the progress our African American/Black students are making in Berkeley. This will be coupled with continued listening sessions for both families and CBOs.

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

Data collected from stakeholder engagement sessions inform our decisions on spending the various Covid-19 relief funds we have received and will continue to receive. A common theme among all stakeholder groups, community members, students, and the staff was the need for mental health support and the pandemic's impact on our students. High school students we met with suggested that we give students space at the beginning of the year to get reacquainted with their classmates and provide more activities that promote social activity. We heard requests for increased funding for our current services and proposals for funding additional social-emotional support programs. In response, we are committing a portion of ESSER III funding to increasing mental health supports. Our School Climate Teacher on Special Assignment will have increased FTE to accommodate the demand, increasing counseling services at sites. As we move forward into this new school year, we will determine how to best use this extra funding more specifically to support our students' mental well-being.

Another concern among stakeholder groups is mitigating learning loss due to the pandemic. Specific stakeholder concerns and requests include addressing early literacy, Latinx and Black/African American student success, English learner success, and special education student success. We will need to have a straightforward method for assessing students and providing evidence-based, timely interventions both in and out of the classroom. We are using a new Kindergarten through 2nd-grade literacy screener to help us identify students at risk, and we are funding increased training in Wilson Reading System for special education and general education teachers. In addition, Schools received an allotment of Covid-19 Relief funds to create a plan to use this funding to meet the unique needs of their students and school sites. Examples of items found in these proposals include; increasing FTE or adding intervention teachers, increasing counseling staff and/or counseling services, offering professional development on ways to accelerate growth, increasing Professional Learning Community (P.L.C.) work, and other ideas to help our students recover from possible effects of the pandemic. We will use ESSER III funding to contract with RT Fisher Educational Enterprises, Inc. (S.T.E.M. Steps). RT Fisher is an organization we have been working with since the Summer of 2020. Their focus is to target students' college readiness through the lens of cultural responsiveness and relevance, presently culminating in the RTF network's S.T.E.M. S.T.E.P.S. (Strategies to Empower and Prepare Students for Success). They assist schools in creating remediation and enhancement programs that reach the hardest to reach students and their families, conduct outreach, and provide program support.

Stakeholders wanted us to ensure that students who needed support the most were given access to summer learning. We are using Covid-19 funding for an expanded summer school program. We provide increased programming over the summer to focus on our most vulnerable

students, including special education students and conduct special education assessments that were delayed due to the pandemic and school closures. Our summer school program was expanded to offer more spaces, classes, and support staff. We hired extra staff to support us in planning, implementing, and reaching out to families to invite students to attend summer school specifically.

Stakeholders also expressed concern about students with medical conditions and the possibility that some students may not return to in-person learning. To accommodate these students, Berkeley will offer an Independent Studies (I.S.) program and may open a small distance learning program similar to what we did for families who did not feel safe returning to in-person this last Spring. Knowing that though our transmission rates have dramatically fallen and many people are now vaccinated, there is still potential for a new surge in transmission with new variants. With students under 12 years old still not vaccinated, we will need to continue maintaining strict safety protocols in our schools. We will continue to purchase Personal Protective Equipment (P.P.E.) and modify our building spaces and ventilation systems as needed.

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

\$521,267

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
NA	Provide Safe Graduations	To ensure Fund contractor and supplies to plan and implement 5th grade, 8th grade and 12th grade graduations outdoors, and using media resources, include students who could not attend.	\$167,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
NA	Sports for Learning	Enhance summer school support for students in grades 6-8. Add staffing to ensure adult to student ratio supports safe precautions in an in-person setting.	\$133,588
NA	Indirect Costs	Per statute, charge of indirect costs to help pay for the costs associated with administering these programs and funds and continued operation of the school district.	\$220,679

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

\$1,053,527

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
ELO Expenditure Plan	Intervention Before and After School & Weekends	With Consultant, RT Fisher Educational Enterprises, Inc., we will continue to enhance and expand Intensive Academic Intervention and mentoring direct services focused on grades 3,5,6,8.9. This program was offered in summer school using ELO funds. Our plan is to continue into the 2021-2022 school year. Additionally, this program will be added to summer 2022.	\$250,000
NA	Young Gifted and Black Expansion	With Consultant, RT Fisher, we will continue and enhance Young Gifted & Black Early Literacy Initiative (Grades 3-7). This expansion will make YGB available to a greater number of students across all district elementary and middle schools.	\$50,000
NA	Create Data Dashboard	With Consultant, RT Fisher, we will create subgroup affinity data dashboard stakeholder learning sessions	\$65,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
NA	Develop Parent Support Services	With Consultant, RT Fisher, we will enhance, develop, and implement parent support services including digital resources that will be linked to the district webpage.	\$75,000
NA	Black/African American Studies Student Learning Center	With Consultant, RT Fisher, we will create a HS Black/African American studies Student Learning Center. Examples of supports include targeted college counseling, academic supports, tutoring, resume writing and academic planning.	\$30,000
NA	Provide other Parent Supports	With Consultant, RT Fisher, we will enhance parent support through workshops and outreach. This includes scheduled listening sessions and increased family engagement opportunities offered centrally. Examples include navigating our new student information system, learning about opportunities for grants/scholarships,	\$27,693
NA	Mental Health Supports	Enhance mental health supports already in place including professional development for staff, counselors, and PBIS support. Staffing and materials to support students' mental health and well-being in the classroom and beyond the classroom. This action item accounts for added mental health supports at school sites in the form of additional counseling services.	\$348,000
NA	MAXIM	Enhance services already in place for behavioral aides, special education teachers, nurses and other related service providers. This contract allows for the additional staffing provided to school sites to meet the additional supports that was a direct result of pandemic schooling.	\$152,665
N	Indirect Costs	Per statute, charge of indirect costs to help pay for the costs associated with administering these programs and funds and continued operation of the school district.	\$55,169

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

\$3,689,517

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
NA	Support Bargaining Agreements	Provide staff with one-time pay for the work completed and continuing to prepare for meeting students' academic, social, emotional/and or mental health needs in addition to other activities that are necessary to maintain the operation and continuity of services in the district. Agreements were made with bargaining units that resulted in the fiscal impact and provide for a safe and continuous in-person learning.	\$3,689,517

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
Mental Health Supports	The district has planned and put structures in place to assess and monitor academic, social, emotional, and mental health needs of students. Data will be gathered and examined by staff lead teams in meetings in order to determine students' needs fir tiered supports in identified areas. Student referral data, attendance data, and teacher feedback will be utilized in the COST process to determine if students need greater supports.	Sites and district teams will examine data related to the mental health of students, attendance, office referrals, habits of work after each grading cycle.

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
Intervention Before and After School & Weekends	Staff will monitor student academic progress through the administration of various assessments at all grade levels. The assessments will be administered at the site level and data will be gathered and analyzed. Data will be disaggregated in order to provide needed support. Aggregated data by race and programs will be viewed publicly and presented to stakeholder groups and to the school board.	Progress monitoring will occur at the beginning, middle, and end of each school year.
Contracted Services	The district will utilize various contracted services to ensure its interventions will respond to the academic, social, emotional, and mental health needs of all students, particularly those students most impacted by the Covid-19 pandemic.	Frequency will vary based on the service (Weekly, Monthly, Quarterly, or Annually)
Support Bargaining Units	Certificated and Classified staff to engage, communicate, help plan, to continuously and safely operate schools for in-person learning in a way that reduces or prevents the spread of the Covid virus.	Monitoring of Covid cases is completed daily.
Provide Safe Graduations	District and site teams planning for graduations will meet in the winter and in the spring to ensure all safety measures are being considered in the planning and execution of graduation ceremonies.	The site teams planning for graduations will have leadership check-ins with the Associate Superintendent or designee on a monthly basis beginning in January leading up to the events.

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.).

California Department of Education
June 2021