

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 |
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| 2021-22 Local Control and Accountability Plan | The 2021-24 LCAP, including translated versions, community input, and responses to community input can be found here: https://www.sfsud.edu/about-sfsud/budget-and-lcap |
| 2021-22 Expanded Learning Opportunities Grant Plan | SFUSD/SFCOE ELO Grant Plan 2021-22 |

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

\$96,728,035

\$94,011,833 (SFUSD)

\$2,716,202 (SFCOE)

| Plan Section | Total Planned ESSER III Expenditures |
|--|--------------------------------------|
| Strategies for Continuous and Safe In-Person Learning | \$ 0.00 |
| Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds) | \$19,345,607 |
| Use of Any Remaining Funds | \$77,382,428 |

Total ESSER III funds included in this plan

\$96,728,035

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.

San Francisco's ESSER III Expenditure Plan represents the culmination of months of discussion about district values amid the COVID-19 pandemic and a structural budget deficit. SFCOE/SFUSD has sought opportunities for input that connect across multiple plans, including the Learning Continuity and Attendance Plan, the Local Control and Accountability Plan, and the Expanded Learning Opportunities Grant Plan, among others. Beginning in fall 2020, SFCOE/SFUSD initiated a zero-based budgeting process to approach budget balancing in a priorities-oriented manner. Consultation with community members has taken various forms since that time, including Board of Education meetings and forums, meetings of parent advisory groups that target specific student populations (African American students, English Learners, Special Education students, etc.), Parent Teacher Association 411s, and convenings of community-based organizations. Throughout the budget development process in spring 2021, community engagement continued and expanded. Site level bodies (School Site Councils and PTSA's) participated in the site planning process, learning sessions were offered at the annual School Planning Summit, staff facilitated briefings with labor partners, and members of the public participated actively in Board of Education meetings that featured budget items.

The ESSER III funds to address lost instructional time were included in planning and presentation of the Expanded Learning Opportunities (ELO) Grant Plan. An important facet of SFCOE/SFUSD's learning recovery goals and our implementation includes a continuous improvement lens. The ELO Grant Plan cites a 15 month period over which to focus on learning recovery, close the exacerbated achievement gap, and reengage all students into a restored in-person learning environment. That plan follows three broad phases beginning with Summer 2021, shifting to the 2021-22 school year, and then completing with Summer 2022. The goal at each phase is to address the most pressing and/or most inequitable outcomes with the anticipation of steady closing of the achievement gap. At the conclusion of that grant period, ESSER III funding will extend the investments and interventions in place to ensure that each and every student has the support they need to recover unfinished learning.

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

The American Rescue Plan was signed into law after months of discussion and deliberation to develop priorities and prepare for budget development. The adverse impacts of the COVID-19 pandemic paired with the prospect of significant expenditure reductions led to the decision that SFCOE/SFUSD would utilize ESSER III funds to ensure stability and continuity of services for school sites and staff. This decision was informed by the feedback that the loss of services to school sites as a result of expenditure reductions would compound the trauma and challenge faced by students throughout and because of COVID-19.

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

\$0.00

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

Addressing the Impact of Lost Instructional Time

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

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

\$19,345,607

| Plan Alignment (if applicable) | Action Title | Action Description | Planned ESSER III Funded Expenditures |
|-----------------------------------|--|--|--|
| LCAP Goal 1, Action 1 | Teaching & Learning: PK-12 Continuum of Instruction | 1.01 Teaching & Learning: Instructional teams will continue to strengthen cross departmental collaboration and create coherent Pre-K - 12 continuum of instruction that is developmentally appropriate, culturally relevant, research and standards based and aligned to SFUSD's graduate profile. This coherence will be accomplished by ensuring that the continuum of instruction includes an instructional literacy framework, aligned curricular resources, materials and assessments and professional development for both Tier 1 and Tier 2 instruction. The goals of the Literacy Framework are highlighted below. | \$396,776 |

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| LCAP Goal 1, Action 3 | Teaching & Learning: Summative & Formative Assessments | 1.03 Teaching & Learning: Ensure access for teachers and administrators summative and formative assessment results for the purpose of learning about students' needs, incorporating learning from data into lessons and units so that students are engaged and learning at high levels, and differentiating instruction. Data- driven practices are promoted through many structures - Admin Institute data session, Data conferences and grade level collaborations. Further, writing tasks include rubrics, exemplars and calibration to promote understanding and professional development among educators. | \$736,250 |
| LCAP Goal 1, Action 4 | Teaching & Learning: Technology Access | 1.04 Teaching and Learning- Ensure all students benefit from the investment in technology infrastructure, with increased device access and internet connectivity, SFUSD will provide professional learning and district-wide support on Digital Learning as described in the CDE Digital Learning Integration Standards and Guidance and the SFUSD Digital Learning Scope and Sequence. Maintain and expand the Personalized Learning Pilot Program. Continue to build on research from the Stanford/SFUSD partnership and identified high-priority practices in leveraging technology, increasing student agency, increasing family partnerships, and designing for focal populations, in order to further personalize learning access within and beyond pilot schools. | \$795,541 |
| LCAP Goal 1, Action 5 | Teaching & Learning: College & Career Readiness | 1.05 Teaching & Learning (CCR): Ensure that all students are college or career ready by offering engaging instruction in all classes, as well as multiple credit recovery options and a 9th grade transition program. In addition, SFUSD will offer a range of programs and experiences to support struggling students, including Career Technical Education pathways, AVID, AVID ExCEL in middle schools for English Learners, integrated course offerings, Dual Enrollment at City College of San Francisco, and Extended Learning and Support programs during the school year and summer. Through supplemental staffing allocations to schools, SFUSD will provide counselors, | \$253,925 |

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| | | support staff, and training related to course placement and student counseling. | |
| LCAP Goal 1, Action 13 | SFCOE: Standard Achievement | 1.13 (SFCOE) Standard Achievement - Maintain and expand personalized learning and highly differentiated instruction and intervention across all programs for focal populations including English Learners, students with IEPs, foster, homeless, justice involved, detained, parenting youth. Build on capacities developed during emergency remote teaching to further personalize learning and school structures to accelerate learning. | \$722,300 |
| LCAP Goal 2, Action 2 | Safe & Supportive Schools: Target Strategies | <p>Articulate and implement target strategies to address needs of underserved students, including focal student populations through a multi-tiered system of academic and behavioral supports across and within schools additional interventions and supports.</p> <ul style="list-style-type: none"> • Provide additional resources for synchronous and asynchronous professional development opportunities to school staff and coordinated care team members to provide tiered level of support, including universal supports as part of creating a safe and supportive school culture and climate and enhanced supports for students that need support beyond the universal supports. • Provide additional site-based support staff, including paraprofessionals, librarians, nurses, psychologists and behavior specialists to ensure safe and supportive schools that support a students social emotional development and growth. • Develop return to school launch materials across all content areas that focus on relationship and community building which speak to the need for healing, accelerating learning due to learning loss and students identifying their potential to thrive. | \$890,892 |

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| | | <ul style="list-style-type: none"> • Build capacity through professional development that includes implicit bias, restorative practices, de-escalation, ant-racist practices, authentic family partnership, and cultural humility. • Roll out SEL curriculum and research study to build teacher capacity and measure effectiveness of curriculum and PK student outcomes related to “prosocial development” over the course of the next 3 years. • Support and expand site-based Wellness Centers at middle and high schools | |
| Learning Recovery | Tier 1 Literacy | Instruction during the regular school day will be enhanced with additional support to directly assist students who are struggling or need additional help as a result of COVID. This work will cover multiple disciplines, including particular emphasis on reading intervention through supports like literacy intervention teachers, and reading tutoring services. These supports will also be complemented by professional development (e.g. Universal Design for Learning, Fountas & Pinnell, and Guided Reading Framework) that will assist the implementation of these interventions. | \$15,549,923 |
| Learning Recovery | Expanded Summer Programs | Summer programming includes grades PK through 8th grade, designed to specifically address the gaps in learning experienced by students in order to ensure that all students will be able to matriculate to their appropriate grade level. This summer program will include specific focus and attention on reading intervention. Operating alongside the Elementary / Middle Level program is an augmented credit recovery program for current 9-12 grade students. | |

Use of Any Remaining Funds

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

Total ESSER III funds being used to implement additional actions

\$77,382,428

| Plan Alignment (if applicable) | Action Title | Action Description | Planned ESSER III Funded Expenditures |
|-----------------------------------|--|--|--|
| LCAP Goal 1, Action 6 | Talent & Culture: Staff Capacity | 1.06 Talent & Culture: Continue to build professional learning systems to expand the capacity of all staff to increase student achievement (e.g. new teacher support, new coach network, teacher leader fellows, Peer Assistance and Review, coordinating professional learning), with an emphasis on supporting team-based learning for all educators, including teachers and paraprofessionals. SFUSD will leverage a new system-wide early release day to further enhance professional development and collaborative efforts for educators. | \$1,397,710 |
| LCAP Goal 1, Action 8 | Teaching & Learning: Ethnic Focal Groups | 1.08 Teaching & Learning (SCG) ethnic focal groups: In addition to the supports mentioned in the sections above, SFUSD will continue steps to support focal students' learning by focusing on the rigor and relevance of instruction and academic supports. This includes reviewing existing curriculum for cultural responsiveness and identify opportunities for alignment and support | \$467,365 |
| LCAP Goal 1, Action 14 | SFCOE: Standard Achievement | 1.14 (SFCOE) Standard Achievement - Enhance and formalize the ILP system to increase specificity and ongoing monitoring. ILP data reviews will include review of transcripts and of student profile data from Illuminate. Each will contain individualized graduation, skill building, and transition planning. | \$182,862 |
| LCAP Goal 2, Action 3 | Resource Management: Systems to Monitor | Develop systems to better track and monitor attendance, suspensions, discipline, out of class time and interventions to understand implementation and impact. Train staff to utilize these systems to inform interventions. | \$247,996 |
| LCAP Goal 2, Action 5 | Safe & Supportive Schools: Ethnic Focal Groups | Provide targeted supports to help all students and provide comprehensive wraparound services. <ul style="list-style-type: none"> Support specialty programming for African American students to provide post-secondary support and college preparation. Continue efforts to focus improvements and provide additional resources for our identified PITCH schools. | \$1,818,884 |

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| | | <ul style="list-style-type: none"> • Work to coordinate support with City agencies to connect Native Hawaiian/Pacific Islander students and families to health and wellness services. • Work to coordinate with City agencies to connect American Indian students to health and wellness services. | |
| LCAP Goal 2, Action 6 | Safe & Supportive Schools: SpEd | Provide students with additional needs as outlined in their IEPs receive targeted, appropriate supplemental support using the RtI2 framework and Universal Design for Learning. | \$997,280 |
| | | An additional allocation of ESSER III funds support additional instructional investments in Special Education services in the 2021-22 academic year. | \$15,656,798 |
| LCAP Goal 2, Action 7 | Safe & Supportive Schools: EL/Newcomer | <p>Provide professional development focused on social emotional and cultural awareness for staff working with ELs and help Newcomer ELs transition into our school system by providing services and/or referrals for support and counseling through site based Wellness Centers.</p> <ul style="list-style-type: none"> • Conduct outreach, intakes, and care plans for eligible students, which includes referrals to SFCSD services through Refugee and Immigrant Supports in Education (RISE-SF). Implement culturally and linguistically appropriate trauma-informed care within the RTI framework, both inside and outside of the classroom, and work closely with community partners to provide school-based services for this population. Support Liaisons across 23 different school sites offering ongoing student meetings or groups and school-wide events to promote positive school climate around refugee and immigrant issues. • Provide a school social worker, school district nurse, and one or more Family Liaisons charged with engaging and coordinating services for newcomer youth and families at each Newcomer Pathways site. | \$271,761 |

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| | | <ul style="list-style-type: none"> • Provide supports to counselors and ensure that newcomer and ELs receive the SEL and academic counseling needed to succeed throughout their PK-12 experience. | |
| LCAP Goal 2, Action 8 | Safe & Supportive Schools: Homeless & Foster Youth | Continue to support the infrastructure necessary to support and monitor the educational success of Foster Youth | \$261,673 |
| LCAP Goal 2, Action 10 | Resource Management: Transportation | <p>Strengthen transportation's role in providing equitable access to the range of opportunities available to our students and ensure access to transportation as required.</p> <ul style="list-style-type: none"> • Implement a new transportation vendor (Zum) with student centered technology at the core of their business. Provide integrated communication for families, schools, and drivers. • Strengthen the processes and procedures for allocating transportation services during IEP meetings, and explore student-centered, innovative, and sustainable transportation modes that expand offerings beyond curb-to-curb services and result in the least restrictive environment for our students. • Ensure general education routes are designed to provide focal students with equitable access to SFUSD's elementary schools and programs. Ensure stops are located in areas of the city with high concentrations of focal students and close to where they live e.g., near public housing. • Partner with the San Francisco County Transportation Authority to create a School Access Plan with transportation solutions for K-5 students and their families. Proposed solutions will focus on children and caregivers who are burdened by medium and long-distance trips to school and afterschool activities. Solutions will seek to close equity gaps and provide sustainable transportation options to help reduce vehicle travel. • Bring the goals of Safe Routes to School to fruition. | \$2,370,995.93 |

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| | | <ul style="list-style-type: none"> Strengthen the partnership between SFMuni and SFUSD, and increase opportunities for families to use SFMuni to get to and from school easily and efficiently. | |
| LCAP Goal 2, Action 12 | SFCOE: Access & Equity - Staffing | Maintain increased staffing ratio of counselors, school psychologists, and school nurses at sites serving the majority of expelled and foster youth. Staff provide counseling, academic and social emotional development support and case management to COE students. Continue to push wraparound supports into schools and classrooms. Increase percentage of time Transition Specialist and Counselor pushed into classrooms in Court Schools. Restructure support team at Civic Center to push counseling into each classroom. | \$76,347 |
| LCAP Goal 3, Action 2 | Family Empowerment: Capacity Building & Support | <p>Strengthen the structures for shared responsibility across different departments in the district to lead practices that inform, engage, and empower SFUSD students and families, including:</p> <ul style="list-style-type: none"> Build the capacity of district staff through culturally competent professional development to engage all students and families, and especially our focal students and their families in effective and authentic partnerships that link family engagement as well as student voice to student learning and support positive school cultures. Conduct district wide Family Wellness Check ins at least twice a year as a family partnership strategy to engage in authentic partnership with families. The district wide Family Wellness Check-ins are a moment in time where collectively as a district we reach out to students and families. Provide professional learning resources and technical assistance for district staff, students and families in order to make informed decisions, including support to school governance bodies and parent advisory groups (i.e. SSC, ELAC, AAPAC, SAC) Provide professional development and training on the Best Practices Tool Kits for district wide school events, | \$8,611,775 |

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| | | <p>including Back to School, Parent Teacher Conferences, and the School Site Planning process.</p> <ul style="list-style-type: none"> ● Provide resources, materials and support to families through the enrollment process to ensure families have equitable access to participate in the school choice process. | |
| LCAP Goal 3, Action 3 | Family Empowerment: Communication | Family Empowerment: Develop the systems to communicate clear expectations, measures, and districtwide accountability, including building capacity to communicate with families through email and/or text message and improve collection of family contact information in the Student Information System (SIS). | \$1,456,846 |
| LCAP Goal 3, Action 6 | Talent & Culture: Recruitment & Retention of Staff | <p>Recruit and retain diverse talent reflective of our school community and support our staff in building their capacity to deliver on our promise to provide a quality education for each and every student. Key actions include:</p> <ul style="list-style-type: none"> ● Explore, identify and scale effective strategies to improve on the recruitment, retention, and engagement of our current and future employees. ● Diagnose human capital related issues using qualitative and quantitative methods and develop data informed solutions and practices across both certificated and classified staff. ● Develop and implement strategies to strengthen the recruitment and retention of teachers and administrators at hard-to-staff schools and build a workforce that reflects our diverse communities. ● Continue to build out and learn from our internal pipeline programs, including the Pathway to Teaching, Para-to-Teacher program, and our residency programs and the District's partnerships with University programs which yield diverse and high quality staff. | \$3,656,836 |
| LCAP Goal 3, Action 8 | Resource Management: Core Operations | Support core operations (e.g. manage and prevent district liability, provide financial operations, etc.) | \$39,907,299 |

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 |
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| Teacher participation in professional development | Teacher participation (who, how much) in PD, coaching, educator collaboration (e.g., PD attendance & coaching logs) | Central office leaders who oversee professional learning will review participation records at least monthly through regular meetings |
| Application of professional development to practice | Observation & feedback on use of PD lessons in teaching practice | School leaders and teacher leaders discuss observations at least monthly through cross-site instructional rounds, as well as within-site instructional leadership teams and professional learning communities such as Lesson Study, etc. |
| Enrollment in extended learning | % of target populations enrolled in extended learning programs | Program managers of extended learning opportunities will review enrollment data at least weekly during the active enrollment period, and as needed during the programs when enrollments may fluctuate |
| Extended learning dosage | Dosage (number of hours, number of weeks) of extended academic learning opportunities (e.g., intervention logs) | Service providers will review dosage data weekly to make adjustments as needed; managers will review dosage data across multiple providers at least monthly to ensure equity of access |
| Content alignment | Content alignment matrix between extended learning and core standards & curriculum | Program managers will review alignment matrices during planning and after program implementation to make adjustments |
| Attendance | Review period attendance metrics (chronic absenteeism, period, and daily attendance | Site-based attendance teams will review local attendance metrics at least weekly for rapid follow-up; central office leaders will review |

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| | | aggregate attendance data every 6 weeks for broader trends to adjust strategies as needed |
| Academic achievement | District Assessments ascertaining students' proficiency relative to grade level standards | Site and central office leaders will review assessment data after each administration window in Fall (November) and Spring (March) |

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/fq/cr/arpact.asp>.

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

Fiscal Requirements

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

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

IDEA, and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements;

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

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

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

Other LEA Plans Referenced in this Plan

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

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

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

Summary of Expenditures

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

Instructions

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

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

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

Community Engagement

Purpose and Requirements

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

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

- Students;
- Families, including families that speak languages other than English;

- School and district administrators, including special education administrators;
- Teachers, principals, school leaders, other educators, school staff, and local bargaining units, as applicable.

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

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

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

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

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

Instructions

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

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

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

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

A description of 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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