

ESSER III Expenditure Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
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School districts, county offices of education, or charter schools, collectively known as LEAs, that receive Elementary and Secondary School Emergency Relief (ESSER) funds under the American Rescue Plan Act, referred to as ESSER III funds, are required to develop a plan for how they will use their ESSER III funds. In the plan, an LEA must explain how it intends to use its ESSER III funds to address students' academic, social, emotional, and mental health needs, as well as any opportunity gaps that existed before, and were worsened by, the COVID-19 pandemic. An LEA may also use its ESSER III funds in other ways, as detailed in the Fiscal Requirements section of the Instructions. In developing the plan, the LEA has flexibility to include community input and/or actions included in other planning documents, such as the Local Control and Accountability Plan (LCAP), provided that the input and actions are relevant to the LEA's Plan to support students.

For more information please see the Instructions.

Other LEA Plans Referenced in this Plan

Plan Title	Where the Plan May Be Accessed
Local Control and Accountability Plan (LCAP)	https://www.lbschools.net/Departments/Local_Control/
Expanded Learning Opportunities Grant Plan (ELO)	https://www.lbschools.net/Departments/Local_Control/
Budget Engagement Report	https://www.lbschools.net/Departments/Local_Control/
Learning Acceleration and Support Plan (LASP) <i>*The LASP is an internal, non-required plan that intends to inform the LBUSD community about various services for students using multiple funding sources. The pandemic years' experience and community feedback has led to the plan's focus on four pillars: Pillar I: Academic Acceleration & Support; Pillar II: Social-Emotional Well-Being; Pillar III: Engagement & Voice; and Pillar IV: Infrastructure & Capital for the Future.</i>	https://www.lbschools.net/Asset/Files/Superintendent/Acc-Plan/LASP-21-22-EN.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

\$212,419,249

Plan Section	Total Planned ESSER III Expenditures
Strategies for Continuous and Safe In-Person Learning	\$85,739,249
Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)	\$82,810,000
Use of Any Remaining Funds	\$43,870,000

Total ESSER III funds included in this plan

\$212,419,249

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.

For the past several years, LBUSD community engagement framework involves a triangulation approach that helps ensure authentic and deliberate dialogue with a broad cross-section of students, parents, staff, community members, and other stakeholders. Our intended outcomes include:

- Engage in meaningful and productive discussions.
- Create an environment of collaboration and trust; and
- Provide input that will generate recommendations for the school district to consider.

To achieve these outcomes, LBUSD uses a comprehensive set of engagement methods that systematically guides stakeholders from high-level perspectives to targeted recommendations. As described during the July 20, 2020, Board Workshop, there are three main streams of input:

- Surveys / Thoughtexchange®
- Community Forums
- District / Community Group Meetings

These methods ultimately provide multiple entry points for all residents, communities, and sectors of LBUSD to participate in community-based conversations. They are specifically designed to capture input from stakeholders of diverse backgrounds and those for whom English is a second language.

Community Engagement Process

Fall 2020

In the 2020-21 school year, LBUSD's community engagement process has focused on three guiding questions:

- What practices would be most effective in addressing academic support?
- What practices would be most effective in addressing social-emotional learning?
- What practices would be most effective in addressing student engagement and motivation?

These guiding questions resulted from foundational surveys toward the end of the prior school year, when LBUSD engaged families on (a) their experiences with distance / home learning and (b) their needs for Fall 2020 and beyond. Academic support, social-emotional learning, and student engagement and motivation emerged as the most important themes from over 13,800 student responses, nearly 28,000 parent responses, and approximately 2,700 teachers.

Between August and November 2020, LBUSD launched a Thoughtexchange® survey on each guiding question. These surveys were administered electronically and distributed via large-scale district communication systems, including SchoolMessenger (voice and text messages), SchoolLoop (email messages and school websites), lbschools.net (district website), and various social media outlets. They were translated in English, Spanish, and Khmer. Based on feedback from community members, who sought to reach stakeholders beyond electronic formats, LBUSD also established an Engagement Hotline that mirrored Thoughtexchange®. This Hotline asked the same guiding questions and enabled voice participation in callers' preferred language. For consistency and accessibility, LBUSD followed the same public notification and outreach protocols throughout the entire engagement process.

Moreover, Thoughtexchange® was the main platform used in community forums and district / community group meetings. District staff typically started these sessions with a brief description of the engagement framework and the three guiding questions. They then guided participants through Thoughtexchange®. This interactive exercise allowed stakeholders to read, reflect on, and rate each other's responses in real time. It encouraged different types of engagement and invited diverse voices to be heard. Because it was aligned to the broader Thoughtexchange® survey, all of the submissions were seamlessly collected and aggregated.

The results of these stakeholder activities flowed to the Superintendent's Advisory Committee (SAC), whose purpose is to analyze the feedback and ultimately develop recommendations for the Superintendent's and the Board of Education's consideration. The SAC is composed of representatives from the following stakeholder groups:

- Association of Long Beach Education Managers (includes principals and administrators)
- Assistance League
- Black Lives Matter - Long Beach
- Board of Education District Representatives

- California Conference for Equity and Justice
- California State University, Long Beach
- Californians for Justice
- Classified School Employees Association
- Coalition of Involved African American Parents
- District Community Advisory Committee
- District English Learner Advisory Committee
- Khmer Parents' Association
- The LGBTQ Center - Long Beach
- Latinos in Action
- Long Beach Council Parent-Teacher Association
- National Association for the Advancement of Colored People
- Pacific Islander Education Voyage
- Special Education Community Advisory Committee
- Superintendent's Student Advisory Group
- Teachers Association of Long Beach

SAC recommendations were derived from all of the stakeholder feedback. In addition to this report, they were shared with the same district / community groups in follow-up meetings, presented at the March 2021 Board of Education Workshop, and incorporated into the LBUSD Local Control and Accountability Plan.

- The following groups were consulted in the Fall to garner perspectives:
- District English Learner Advisory Committee (DELAC)
- District Community Advisory Committee (DCAC)
- Long Beach Council Parent Teacher Association (LBCPTA)
- Community Forum
- Khmer Parent Association
- Superintendent Student Advisory Group
- Special Education: Community Advisory Committee (CAC)
- Community Forum
- Coalition of Involved African American Parents (CIAAP)
- Pacific Islander Education Voyage (PIEV)
- Superintendent's Advisory Committee (SAC)

In the aftermath of these meetings, LBUSD collaborated with Children’s Defense Fund - California, Public Advocates, Latinos in Action, and other stakeholders to convene a Community Education Forum on December 5, 2021 ([English](#) | [Spanish](#) | [Khmer](#)). This event was designed to foster partnerships and communication between families, district leaders, and staff to ensure that students’ needs are met. Discussions centered around the academic supports, social-emotional learning, and student and parent engagement, so community feedback was incorporated into this report.

Furthermore, there was an increased emphasis on student engagement as part of LBUSD’s equity work. These efforts coincided with our broader community engagement activities and utilized a comparable approach to the framework described above:

- Deploy a survey that gathers a wide range of student thoughts on equity.
- Gather a representative group of student voices to contribute to LBUSD’s ongoing equity work and policy development.
- Support students in engaging young voices in a “town hall” meeting as another avenue for dialogue.

Spring 2021

Engagement activities continued throughout the Spring semester, focusing on specific LCAP plan components. Based on stakeholder feedback, LBUSD began with a two-part series on the district budget in [English](#), [Spanish](#), and [Khmer](#). These “Budget 101” workshops on February 25, 2021, and March 18, 2021, provided background information on the Local Control Funding Formula and fiscal resources at both the district and site levels. They laid the foundation for committee consultations on March 4, 2021, and March 8, 2021, with the District Community Advisory Committee and the District English Learner Advisory Committee (the required “Parent Advisory Committee” and “EL Parent Advisory Committee,” respectively, per the *Education Code*), which received a summary of the LCAP timeline and the main stakeholder recommendations that would be embedded in the plan. Additional information was gathered and shared at the Board Workshop on March 17, 2021 ([English](#) | [Spanish](#) | [Khmer](#)). To honor public involvement throughout this process, LBUSD released a [Budget Engagement Community Report](#), describing how the district has responded to suggestions. On April 15, 2021, the first draft of the LCAP was posted on [lbschools.net](#) in [English](#), [Spanish](#), and [Khmer](#). This posting, which came with a public notification (see the outreach protocols in the previous section) and an online form for written public comments, allowed stakeholders to review a preliminary version of the plan and offer concrete feedback on specific actions and services. It served as the basis for consultations with the District English Learner Advisory Committee (April 19, 2021) and the District Community Advisory Committee (April 29, 2021). It also informed of the dialogue at the Community Education Forum on April 24, 2021 ([English](#) | [Spanish](#) | [Khmer](#)). In collaboration with the Children’s Defense Fund - California, Public Advocates, Latinos in Action, Parent Organization Network, and Dr. Tyrone C. Howard of the UCLA Graduate School of Education, this event focused on ensuring that student needs are

met in the LCAP, as schools transition from distance learning to in-person instruction. Participants had an opportunity to share specific recommendations on how LBUSD can improve its goals, metrics, and investments around social-emotional learning; Black and Pacific Islander student achievement; and supports for English Learners and their families.

In May 2021, LBUSD aggregated all of the stakeholder feedback and administered a follow-up Thoughtexchange®. This survey synthesized the main actions and services that stakeholders recommended, then asked: “What other ideas do we need to consider? What is missing from the draft LCAP?” The district received close to 2,000 responses and 57,000 ratings from nearly 3,500 participants. Their comments helped shape the subsequent draft of the LCAP for the public hearing on June 2, 2021.

On June 14, 2021, the Special Education Local Plan Area (SELPA) administrator consultation formally took place. LBUSD had been embarking on specific efforts to support students with disabilities, so this process afforded yet another opportunity to align district systems and stakeholder engagement activities. Specifically, the following feedback was provided:

- Goal 3, Action 3, includes Instructional Aides who help support students with disabilities. LBUSD has developed a series of learning modules that enhance their professional development, focusing on behavior, independent living, and other skills, particularly for unduplicated pupils.
- Goal 3, Action 11, includes Learning Acceleration Programs such as Saturday School, and LBUSD plans to implement 10-week intervention clinics that provide enhanced support for students with disabilities. Scheduled to start around October 2021, these clinics have elementary and secondary versions that address English Language Arts, Mathematics, and additional academic services.

LBUSD issued the Superintendent’s written responses to stakeholder feedback. For the most part, the responses were built into formal meeting minutes for the District Community Advisory Committee and the District English Learner Advisory Committee, which members received and approved. In other cases, response letters were provided directly to individual stakeholders or stakeholder groups. The Board of Education ultimately voted for LCAP adoption on June 23, 2021.

Summer/Fall 2021

As a result of the close relationship between the various engagement activities, including for the LCAP, Expanded Learning Opportunities Grant, and the Learning Acceleration and Support Plan, LBUSD engaged a new ThoughtExchange® opportunity to ask the community for their thoughts and priorities regarding the familiar themes of Academic Supports, Social and Emotional Learning and Student Motivation and Engagement. In addition, we cited Language Accessibility and Workforce Diversity as a result of community sentiment.

The ThoughtExchange® included one question:

As [LBUSD] continues to implement programs and supports identified in the LCAP, Learning Acceleration & Support Plan and Extended Learning Opportunity Plan, what are additional supports that need to be considered?"

To ensure access, the ThoughtExchange® was featured on the LBUSD website in English, Spanish and Khmer. The link was shared directly to a representative of key stakeholders groups to encourage participation and feedback, including:

- Association of Long Beach Education Managers
- Assistance League
- Black Lives Matter - Long Beach
- Equity Leadership Team
- California Conference for Equity and Justice
- Californians for Justice
- Classified School Employees Association
- Coalition of Involved African American Parents
- District Community Advisory Committee
- District English Learner Advisory Committee
- Khmer Parents' Association
- Latinos in Action
- Long Beach Council Parent-Teacher Association
- National Association for the Advancement of Colored People
- Pacific Islander Education Voyage
- Special Education Community Advisory Committee
- Superintendent's Student Advisory Group
- Teachers Association of Long Beach

In addition, the ThoughtExchange® was promoted on various LBUSD social media accounts.

The Thoughtexchange® survey engaged a diverse group of respondents who expressed their views in a variety of different ways. Stakeholder input was analyzed and themed by LBUSD staff in preparation for community review.

The chart below displays the themes that emerged as a result of the Thoughtexchange® and are considered to be the community’s expressed needs, aspirations, and vision for what additional supports need to be considered by LBUSD. The themes listed are the top themes by star score ranging from a score of 1 (lowest) to 5 (highest) stars. Additionally, the chart includes a sample of thoughts in support of each theme.

Theme	Sample Thoughts
Khmer Language Program	<p>“LB City has a large Khmer population outside of Cambodia. Khmer Dual language will help Khmer students to be able to have trade with Cambodia.</p> <p>Because Khmer students will have knowledge in the language, tradition, culture that will smoothly communicate with their business partner in Cambodia.”</p>
Enrichment	<p>“More opportunities for high-interest student experiences like robotics, coding, engineering, architecture etc. These experiences are too limited even</p> <p>Important to help students value and enjoy their time at school this is true for BIPOC students for whom joy is an oft-neglected part of their experience.”</p>
Tutoring	<p>“Tutoring for kids that are not meeting their grade-level academic standards.”</p>
Class Size	<p>“Smaller class sizes. Students needs are not met both academically and socially when there are 35 children and 1 adult.”</p>
Mental Health Personnel	<p>“Having high quality counselors at school sites long term. It’s frustrating that counselors change schools every year.</p> <p>Students and parents need to build trusting relationships with counselors in order for students’ needs to be effectively addressed.”</p>
Life Skills	<p>“Greater emphasis on real-life skills such as balancing finances or learning a trade. Even just an introduction to it.</p>

	Not every kid is going to be an astronaut. Practical options can help set them on a stable path early in life when they're most likely to stumble."
Music and Arts	"Bring Music & Arts classes back. Make it at least twice a week. Add it as an after-school activity if you must. Arts and music is important to expand and nurture our kids creativity."
Special Education Supports	"Additional supports for students with special needs We need to create more inclusive environments. CCT programs are a good start but they need to be expanded to include all schools and students in higher."
SEL Support	"Social-emotional supports. Pandemic was difficult on different levels to all children."
School-Home Communication	"Please consolidate web/communication platforms There are too many ways that schools communicate with us. Canvas seems good, let's move more stuff into it."
Parent Resources	"Programs for middle class working families. low income schools and districts already get plenty of funding. Middle class districts and families "make too much" to qualify for most programs."
Acceleration as an Intervention	"Resources for real curriculum differentiation for advanced Elementary students so they can reach their potential and feel motivated and engaged When teacher does not have time, tools or other resources to provide challenging learning experiences for these students, they lose interest in school."
Technology	"Modernized lab classrooms with state of the art technology and workstations. Our labs are small and outdated."

On October 6, 2021, a presentation was given to the Board of Education highlighting the purpose, template, requirements and the ThoughtExchange® at a regularly scheduled meeting.

Key Survey Data Throughout the Budget Engagement Process

- The community engagement process built off of two districtwide surveys, which helped narrow the focus on three main themes related to academic supports, social-emotional learning, and student engagement and motivation.

K-12 Distance / Home Learning Survey

Objective	Timeframe	Participation
Collect stakeholder feedback on distance / home learning experiences.	May - June 2020	- 13,647 student responses - 21,277 parent responses - 2,736 teacher responses

LBUSD Family Needs Survey*

Objective	Timeframe	Participation
Collect student and parent feedback on their needs for Fall 2020 and beyond.	June 2020	216 student responses 6,642 parent responses

* Co-developed with Californians for Justice, Public Advocates, and Children’s Defense Fund - California.

LBUSD framed the three themes as guiding questions, which became the foundation for a Thoughtexchange® survey:

Budget Engagement / Learning Continuity and Attendance Plan Thoughtexchange®

Objective	Timeframe	Participation
Collect stakeholder feedback on issues that relate to the district budget and this document.	August - November 2020	4,967 total participants 4,068 total responses 118,241 ratings / engagement

Budget Engagement / Local Control and Accountability Plan Thoughtexchange®

Objective	Timeframe	Participation
Collect stakeholder feedback on issues that relate to the district budget and this document.	May 2021	3,472 total participants 1,936 total responses 56,839 ratings / engagement

- The Thoughtexchange® survey engaged a diverse group of respondents who expressed their views in a variety of different ways. Although there is not an active Native American tribe located within the boundaries of LBUSD, there are 108 Native American students (<1%) enrolled. As you can see below, some Native American responses were recorded in the Thoughtexchange®.

Budget Engagement / Learning Continuity and Attendance Plan Thoughtexchange®

Breakdown by Group

Group	Count	% of Total
LBUSD Student	172	3%
Parent / Guardian of LBUSD Student	3,456	70%
LBUSD Teacher	583	12%
LBUSD Staff Member	220	4%
LBUSD Administrator	58	1%
Community Member	54	1%
Other	45	1%
No Response	379	8%
Total	4,967	100%

Budget Engagement / Learning Continuity and Attendance Plan Thoughtexchange®

Breakdown by Race / Ethnicity

Group	Count	% of Total
African American or Black	375	8%
Asian	176	4%
Cambodian	73	1%
Latino/a or Latinx	1,149	23%
Filipino	117	2%
Native American	17	0%
Pacific Islander	44	1%
Two or More Races	360	7%
White	1,388	28%
Decline to State	376	8%
Other	108	2%
No Response	784	16%
Total	4,967	100%

Budget Engagement / Local Control and Accountability Plan Thoughtexchange®

Breakdown by Group

Group	Count	% of Total
LBUSD Student	209	6%

Parent / Guardian of LBUSD Student	2,075	60%
LBUSD Teacher	564	16%
LBUSD Staff Member	323	9%
LBUSD Administrator	61	2%
Community Member	32	1%
Other	34	1%
No Response	174	5%
Total	3,472	100%

Budget Engagement / Local Control and Accountability Plan Thoughtexchange®

Breakdown by Race / Ethnicity

Group	Count	% of Total
African American or Black	294	8%
Asian	154	4%
Cambodian	67	2%
Latino/a or Latinx	875	25%
Filipino	87	3%
Native American	8	0%
Pacific Islander	30	0%
Two or More Races	304	9%
White	929	27%

Decline to State	314	9%
Other	117	3%
No Response	293	8%
Total	3,472	100%

**Budget Engagement / ESSER III (Fall 2021) Thoughtexchange®
Breakdown by Group**

Group	Count	% of Total
LBUSD Student	21	5%
Parent / Guardian of LBUSD Student	373	86%
LBUSD Teacher	14	3%
LBUSD Staff Member	6	1%
LBUSD Administrator	3	1%
Community Member	14	3%
Other	4	1%
Total	435	100%

**Budget Engagement / ESSER III (Fall 2021) Thoughtexchange®
Breakdown by Race / Ethnicity**

Group	Count	% of Total
African American or Black	39	9%

Asian	28	7%
Cambodian	31	7%
Latino/a or Latinx	105	25%
Filipino	10	2%
Native American	3	1%
Pacific Islander	2	1%
Two or More Races	40	9%
White	113	26%
Decline to State	45	11%
Other	13	3%
Total	429	100%

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

As shown above, LBUSD has engaged in a comprehensive community budget engagement process. For Budget planning, there have been 3 main streams of input, as more thoroughly discussed above:

- Surveys/ThoughtExchanges,
- Community Forums and
- District & Community Group Meetings

LBUSD has focused on three guiding questions as we seek input from the community:

- What practices would be most effective in addressing academic support?
- What practices would be most effective in addressing social-emotional learning?
- What practices would be most effective in addressing student engagement and motivation?

These three questions has served LBUSD well to gain valuable input and recommendations resulting in the formation of interventions and activities that have been included in the LCAP, ELO and other budgets, including the Learning Acceleration and Support Plan

(LASP), ESSER I and ESSER II. This ESSER III plan relied heavily on the recommendations from the budget engagement process. Because of the nature of the multi-year budgets for ESSER I and II extending into the ESSER III window, the collection of many of the intervention and improvement recommendations from previous engagement activities are included in ESSER III, as can be seen in the Plan Alignment for each line item for the Actions and Expenditures to Address Student Needs.

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

\$85,739,249			
Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LASP*, Pillar 1	Beach K-12 Independent Study Program	<p>Offer a virtual school program for the 2021-22 and 2022-23 school years to accommodate families who choose this option for students.</p> <p>Beach Independent Study Program is an optional alternative instructional strategy for students and families who desire a flexible, individualized learning plan where the parent/guardian serves as the home learning coach/monitor. This program, both short- and long-term, provides families a self-paced program designed by a certificated teacher using all the learning materials and curriculum available to LBUSD students.</p>	\$3,000,000
NA	Furniture	Upgrade classroom furniture at schools to ensure staff and students have the space to engage in rigorous learning in a 21 st century classroom. In addition, special attention will be made in ordering to address portability for customizing the classroom environment to	\$37,370,284

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		meet collaborative learning needs, as well as distancing. In addition, selection of furniture will also focus on ease of cleaning/disinfecting.	
LASP*, Pillar 4	Outdoor Learning Environments	Upgrade spaces, such as shade areas and playground equipment, for students to learn and play	\$8,000,000
LASP*, Pillar 2	Student Health and Support Services	<p>Enhance the administrative functions of attendance, foster youth, homeless youth, inter-district permit appeals, LGBTQ+ initiatives, Home/Hospital Instruction, and the Adult Community Transition (ACT) program.</p> <p>Provide leadership and support to Student Health Services (school nurses, senior/health assistants and the Student Health Services Program).</p> <p>Provide additional health coverage at all schools to conduct COVID screening, support and maintenance of Care Rooms.</p> <p>Support student mental health, including enhancement of the district's suicide assessment and threat assessment efforts through use of consultant services that will serve as a liaison to district staff as mental health questions arise.</p> <p>Provide the most appropriate response to students who are experiencing mental health crises on district campuses, through the utilization of trained staff.</p>	\$1,800,000
LASP*, Pillar 4	Technology Infrastructure Modernization	Upgrade key platforms including district websites; upgrades to district technology systems, and additional classroom technology	\$18,000,000
NA	Custodial Staff and Cleaning Support	<p>Equipment and protocols to adhere to the local health department's guidelines to ensure staff and students in a safe in-person environment.</p> <ul style="list-style-type: none"> • Common high touch surfaces will be cleaned and sanitized regularly (e.g. countertops, door handles, restrooms, student desks, student chairs). • Playground and athletic equipment will be regularly inspected and cleaned for student use. 	\$4,000,000
ELO	Nutrition Services Support	Maintain the distribution of nutritionally adequate meals- a service that addresses the needs of students with limited access to food.	\$6,000,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
Page 12, Line 3: Integrated student supports			
NA	PPE	Equipment and protocols to adhere to the local health department's guidelines to ensure staff and students in a safe in-person environment. <ul style="list-style-type: none"> • Staff members will complete training about COVID-19 protocols and use of PPE • Staff and students will be expected to wash/sanitize their hands regularly using hand sanitizer and other cleaning agents. • Masks indoors will be worn to prevent the spread of COVID-19. 	\$2,000,000
NA	Student Transportation	Increased transportation cost due to meet the demands of health protocols, including social distancing.	\$5,568,965

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

\$82,810,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LASP*, Pillar 1 ELO, Page 12, Line 2: Accelerating Progress to close learning gaps	Instruction and Intervention Coordinators	Improve Tier 1 instruction through the use of High Leverage Team Actions (HLTAs) and coordinated site interventions (such as after-school tutoring, Saturday school), progress monitoring and ongoing collaborative planning with teachers to improve core instruction; Sub-release time for teacher training with the Intervention Coordinator and for monitoring of student progress.	\$20,500,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LASP*, Pillar 1	Targeted Additional Classroom Support teachers	Provide additional teachers in grades 1 through 3 to reduce class sizes, enable targeted interventions, and address retention issues.	\$11,000,000
ELO, Page 12, Line 1: Extending instructional learning time	High School Saturday School	<p>Saturday Schools will provide several hours of supplemental instruction and services after the regular school week. In addition to covering key academic areas, these programs may also include social-emotional learning, parent workshops, community worker supports, and tutoring, as determined by site needs.</p> <p>The ELO funding for this project expires at the end of school year 2021-22. ESSER III continues the offering of the Saturday School program beginning in 2022-23.</p>	\$3,000,000
LASP*, Pillar 1	Summer Programming	Provide intervention, acceleration and enrichment opportunities to students from all sites during a four-week summer program.	\$18,000,000
LASP*, Pillar 1	MS Intervention Courses	Expand access to and enrollment in select intervention courses: ELA College-Career Readiness, Math Development, English Language Development (ELD) and Writing. Approximately 90 additional intervention courses during zero period will allow sites to teach more students outside the regular day	\$2,000,000
LASP*, Pillar 1	English Learner Support	<p>Define and implement effective practices for English Learners, including designated and integrated ELD.</p> <p>A new support structure is being implemented as a systems approach to enhance the way in which we support schools and English Learner Services. A new Multilingual Office has been initiated, hiring experts in English Learners, ELD, Coaching, Parent Engagement, World Languages and Dual Immersion.</p> <p>For English Learner services they are charged with the following: Transparency of Data (regular reporting of data and regular progress monitoring); Update Reclassification Criteria; Strengthen Home/School Connections; Provide support to sites to increase EL parent engagement; and Provide PD with an asset based approached, including robust training and coaching in designated and integrated ELD. This new office is an attempt to consolidate expertise into one place- not a scattered approach that may have hindered progress in this area.</p>	\$1,400,000
LASP*, Pillar 1	Grade 4-5 Unit Redesign	Integrate history into thematic units.	\$800,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LASP*, Pillar 1	Grade 4-5 Math Intervention	Provide responsive and course aligned math intervention curriculum to all sites.	\$1,000,000
LASP*, Pillar 1	After school tutoring and Saturday School	Provide intervention, acceleration and enrichment opportunities to students from all sites during and outside of the school day to support student success.	\$9,000,000
LCAP, Goal 3 LASP*, Pillar 1	Grade 6-8 Math Intervention	Building upon prior work, LBUSD plans to expand middle school math interventions that seek to help struggling learners build their conceptual understanding of the standards while practicing necessary fundamental skills. These supports incorporate opportunities for students to engage in structured mathematical conversations and articulate their reasoning – pedagogical strategies that have proven to be effective, particularly with unduplicated pupils, leading up to Algebra success.	\$1,000,000
LASP*, Pillar 1	Expanded APEX Modules	Expanded APEX Modules (tutorials) for summer school): Offer a targeted virtual option for ELA and Math during summer school.	\$110,000
NA	Algebra & Geometry Intervention	The redesign of math intervention courses to ensure students are receiving increased support to succeed is contemplated. The current Algebra Development and Geometry Development intervention courses will be reevaluated and redesigned to meet the needs of students who are struggling in math.	\$300,000
LASP*, Pillar 1	Intensified Algebra/Agile Mind	Provide Agile Mind courses to support students in math through highly usable digital and print resources for comprehensive curriculum, formative assessment, job-embedded professional support, student practice, and real-time reporting. Provide Algebra student combination of additional time, a challenging curriculum, and cohesive, targeted supports and interventions.	\$1,800,000
LASP*, Pillar 2	Additional Intervention & Mental Health Services	Provide additional services to help students with individual mental health needs with a focus on trauma, mental health disorders, and substance abuse through programmatic support from Care Solace. Create interventions at Tiers I, II and III in service to the districtwide implementation of MTSS.	\$300,000
LCAP, Goal 3	Literacy Expansion	Expand literacy support in elementary and K-8 schools. This expansion includes the deployment of research-based, consistent	\$12,600,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LASP*, Pillar 1		<p>literacy interventions across all sites (principally for those with high concentrations of unduplicated pupils) through the allocation and ongoing training of literacy teachers, as well as the purchase of intervention materials.</p> <p>Provide research based, consistent literacy interventions across all sites through the allocation and ongoing training of literacy teachers, and the purchase of intervention materials</p>	

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

\$43,870,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
<p>ELO</p> <p>Page 12, Line 2: Accelerating Progress to close learning gaps</p>	High School Student Success Initiative	<p>Provide targeted multi-tiered support, intervention and acceleration for students of color to support their academic, social and emotional needs. The Student Success Initiative (SSI) will include a Math Collaborative, Student Leadership Academies and the We RISE curriculum. A multi-level intervention program to provide support and services to students with significant risk factors.</p> <p>Provides supports and resources designed with the needs of the targeted students in mind.</p>	\$7,600,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		<p>Addresses behavioral, academic, and social and emotional needs of our students.</p> <p>We Rise: Purpose To improve the graduation rate of LBUSD underrepresented students and to encourage lifelong learning by preparing them for college and career options and social life skills attainment</p> <p>Math Collaborative: Purpose The Purpose of the Math Collaborative is to provide quality STEM education and college preparatory curriculum for students</p> <p>Student Leadership Academies: Purpose To empower students while increasing their graduation rates as well as acceptance and entrance into college and other viable post-secondary opportunities</p> <p>SSI Supports include: After School/Saturday Tutoring, Counseling, Field Trips/Assemblies, College Visits, and Mentorships Assemblies</p>	
<p>ELO Page 12, Line 3: Integrating student supports</p>	<p>SEL TOSA</p>	<p>Provide teachers on special assignment focused on social-emotional learning. They will help integrate SEL in unit guides and English Language Arts course outlines. More broadly, they will cultivate adult and student practices that close opportunity gaps and create more inclusive school communities.</p>	<p>\$600,000</p>
<p>LASP*, Pillar 1</p>	<p>K-12 Writing Initiative</p>	<p>Deliver professional development to increase academic discourse and writing in content areas.</p>	<p>\$400,000</p>
<p>LASP*, Pillar 1</p>	<p>Assessment System</p>	<p>Implement a new assessment system and platforms to include an assessment creation and implementation platform, pre-built and custom created item banks, multiple common assessments in core content areas, student progress monitoring tools, and national comparative assessment data to examine student growth and acceleration.</p>	<p>\$2,400,000</p>
<p>LCAP, Goal 3 LASP*, Pillar 1</p>	<p>Early Learning core program support (PreK-3rd)</p>	<p>Provide early learning opportunities to expand school readiness and equip young children with a solid foundation for immediate and long-term academic success. These services include:</p>	<p>\$600,000</p>

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		<p>Expansion of CDC/preschool programs by adding general education teachers to increase early learning school access, particularly for low-income students. This expansion of early learning programs leads to greater participation among low-income preschoolers in a structured, developmentally appropriate program. There is a focus on Social-emotional Learning and Reading/Literacy skills to build the educational foundation for early learners. English-Language Arts and Math achievement are expected to improve, particularly for low-income, foster and English Learners.</p> <p>Numerous equity initiatives drive the actions and services in this section. Specifically, the goal of the learning acceleration, support, and enrichment initiative is to ensure that every student has access to academic and social-emotional supports that ensure student success and well-being. Moreover, the social-emotional learning initiative aims to promote understanding, examine biases, build cross-cultural relationships, and cultivate adult and student practices that close opportunity gaps and create more inclusive school communities.</p> <p>Provide leadership and support to PreK-third grade classrooms to enhance early learning classroom instruction and supports through a P-3 approach.</p>	
<p>LCAP, Goal 2</p> <p>LASP*, Pillar 2</p> <p>ELO</p> <p>Page 12, Line 3: Integrating student supports</p>	<p>Restorative Justice Implementation</p>	<p>Provide social-emotional learning / restorative justice coaches</p> <p>Expand programs that focus on prevention, early intervention, and leadership opportunities for promising students from historically disadvantaged backgrounds. This expansion provides restorative justice professional development workshops to encourage conflict resolution, cultural awareness, positive behavior supports, and other alternatives to suspensions and expulsions. It also includes district efforts to promote relationship-centered schools through its Equity Leadership Team.</p> <p>LBUSD plans to develop schoolwide use of restorative practices to increase relationships between adults and students; shift schoolwide disciplinary practices; and decrease student suspension rates with a focus on decreasing overrepresentation of students of color and unduplicated pupils. Actions and services include modeling and</p>	<p>\$3,000,000</p>

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		<p>coaching of restorative justice practices in classrooms to increase students' sense of belonging and shift overall school culture. They also provide staff members with release time and technical expertise to support teacher learning and schoolwide implementation.</p> <p>Develop schoolwide use of restorative practices to strengthen relationships among adults and students, shift schoolwide disciplinary practices and decrease student suspension rates, with a focus on decreasing overrepresentation of students of color. Implementation will include modeling and coaching of restorative justice practices in classrooms to increase students' sense of belonging and shift overall school culture. Staff will have release time and technical expertise to support teacher learning and schoolwide implementation.</p>	
LASP*, Pillar 3	Student Voice and Participation	Provide training on student engagement concepts that elevate student voice, engagement and agency through the Superintendent's Student Advisory Committee, Student Equity Leadership Team and other identified structures including: Equity Design Teams (pairing students and adults) that are student focused and driven by the Californians for Justice continuum of student voice.	\$400,000
LASP*, Pillar 3	Middle School Where Everyone Belongs (WEB) Program	Expand the WEB program to all middle schools.	\$400,000
LASP*, Pillar 4	Data Quality & Access	Create data governance and stewardship protocols and infrastructure to improve data quality and increase stakeholder data access. Perform technical duties in the preparation, inputting, updating and maintenance of various Special Education and Student Support Services student and staff data, and information in CALPADS and other information systems.	\$500,000
LASP*, Pillar 4	Program Evaluation	Gather data and provide in-depth analysis and recommendations to support the growth and efficacy of district programs and interventions. Provide supervising departments with the tools and insights needed to expand, refine or discontinue programs based on progress toward defined goals and outcomes. Provide departments with cost/benefit type analyses to link outcomes to expenditures.	\$900,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LASP*, Pillar 4	Learning Management Training and Support	Provide ongoing training and support to teachers for the full use of the adopted Learning Management System.	\$1,400,000
LCAP, Goal 3 ELO Page 12, Line 7: Training for staff LASP*, Pillar 1 LASP*, Pillar 3	Professional Development	<p>Provide professional development for all teachers and all administrators. Provide professional development, build community, and guide directional focus in support of key initiatives (restorative practices, collective efficacy and learning acceleration).</p> <p>Highly trained teachers who are skilled in research-based instructional practices and programs can help reteach ELA and math content in different ways, accounting for the experiences of low-income students, English Learners, and foster youth with the loss of instructional time. They can deliver coaching and professional development sessions that assist other teachers in acquiring such skills.</p> <p>Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs. Implement districtwide professional development for teachers and administrators on the eight competencies for culturally responsive teaching and culturally relevant curriculum. Both ELO and ESSER contain districtwide professional development for teachers and administrators. Altogether, they not only strengthen core instruction, but they also support culturally responsive teaching, culturally relevant curricula, social-emotional learning, and other priorities of the "Excellence and Equity" agenda.</p>	\$24,000,000
LASP*, Pillar 1	Zero-Period English Learner Newcomer Course	Provide a virtual Beginning English Language Development course that supports Newcomer students across school sites.	\$70,000
LASP*, Pillar 1	High School Career Pathways	Provide cohesive support to pathways to create equitable and high quality experiences across all sites.	\$1,200,000
LASP*, Pillar 1	HBCU College and Career Specialist	Provide students with tuition information, degree offerings, and entrance requirements for HBCUs. Specialists will connect students with HBCU recruiters, and assist with admission applications and financial aid documents.	\$400, 000
<p><i>*The LASP is an internal, non-required plan that intends to inform the LBUSD community about various services for students using multiple funding sources. The pandemic years' experience and community feedback has led to the plan's focus on four pillars: Pillar I: Academic Acceleration & Support; Pillar II: Social-Emotional Well-Being; Pillar III: Engagement & Voice; and Pillar IV: Infrastructure & Capital for the Future.</i></p>			

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
Beach K-12 Independent Study Program	Students who enroll in the Independent Study Program will be receiving grades in their coursework. The percent of students who receive passing grades for each course will be the same or greater to their peers’ grades for the same courses at other schools.	Each semester
Furniture, Outdoor Learning Environments, PPE	Furniture records, including the outdoor learning environment expenses, as well as PPE expenses, will be monitored through the purchase orders and delivery records.	As purchased and delivered.
Student Health and Support Services	This item is focused on ensuring the most vulnerable students are engaged and connected to school, especially for attendance. LBUSD will use attendance data of the following groups to sustain or improve attendance rates in comparison to last school year at each semester for: <ul style="list-style-type: none"> • foster youth, • homeless youth 	Each semester
Technology Infrastructure Modernization	District website and school websites will be upgraded by Fall 2022. Technology-type purchases will be monitored through purchase orders and delivery records.	Fall 2022 (websites) As purchased and delivered (devices)
Custodial Staff and Cleaning Support	Supervisors at school sites and other district buildings will ensure the cleaning protocols are conducted through observations.	Daily observations
Nutrition Services Support	Food distribution records from the LBUSD Food Services Department will show that the district maintained the distribution of nutritionally adequate meals.	Monthly

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
Student Transportation	Transportation records will show an increase in transportation services when compared to last school year. This will include a yearly cost analysis.	Annually at the end of the school year
Instruction and Intervention Coordinators	<p>The Instruction and Intervention Coordinators (IIC) at the school sites are responsible for the monitoring of student progress. Data from LBUSD's internal Intervention Tracker in LRIOX will detail the following from the IIC's work:</p> <ul style="list-style-type: none"> • sessions offered • sessions missed • pre and/or post assessments <p>Cycles of the intervention are generally 5-6 weeks in duration. Growth will be documented.</p>	After each intervention session (~5-6 weeks)
Targeted Additional Classroom Support teachers	The master schedule for each school will show no combination classes at the elementary level.	Yearly at Census Day (Nov).
High School Saturday School, Summer Programming, After School Tutoring	A pre/post assessment will be administered related to the program to show growth of students.	At the end of each program
MS Intervention Courses	An increase in student participation of offered intervention courses (ELA College-Career Readiness, Math Development, English Language Development (ELD) and Writing) when compared with previous year's offerings will be evident.	Annually at the end of the school year
English Learner Support	<p>A Multilingual Office will be established by Fall 2021. This Office. The new Multilingual Office is hiring experts in English Learners, ELD, Coaching, Parent Engagement, Newcomers, World Languages and Dual Immersion.</p> <p>Development of Beginning ELD Course Unit Guide to support the iLit ELD program</p> <p>ELD Training via Instructional Leadership Teams: all schools</p>	<p>Fall 2021 (Multilingual Office)</p> <p>Fall 2022 (ELD Unit Guide)</p> <p>Two times per year (ELD Training through ILT)</p>

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
Grade 4-5 Unit Redesign	The integration of history into thematic units will be completed by Fall 2022 as evidenced by the unit redesign documents.	Fall 2022
Grade 4-5 Math Intervention, Grade 6-8 Math Intervention, Algebra & Geometry Intervention	<p>An online formative assessment tool will be deployed by Fall 2022.</p> <p>A revamped design of math interventions will be created by the Fall 2022 as evidenced by a well-developed math intervention plan for elementary and middle school.</p> <p>For high school, this will require a redesign of course outlines for the intervention courses: Algebra Development and Geometry Development.</p>	Fall 2022
Expanded APEX Modules	Licenses will be purchased for students to engage in APEX tutorials for summer school as evidenced by purchase orders.	Summer 2022
Intensified Algebra/Agile Mind	<p>Access to Agile Mind will courses throughout LBUSD will increase from the previous year, as evidenced by master schedules at the high schools.</p> <p>On average, students enrolled in Agile Mind will show higher growth (iReady scale score) than students who are not participants of Agile Mind.</p>	Annual
Additional Intervention & Mental Health Services	Using a survey of counselors and other school mental health support staff, at least 80% of respondents will rate the referral system for families/students as high quality using a 4 rating scale.	Annually at the end of the school year
Literacy Expansion, K-12 Writing Initiative	As a summative assessment measure for literacy, SBAC ELA results will increase by 3% in total annually for elementary and K-8 students.	Annual SBAC results
High School Student Success Initiative	<p>Measure the graduation rate of students that participate in the following SSI programs:</p> <ul style="list-style-type: none"> • We Rise: Purpose • Math Collaborative 	Annually

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
	<ul style="list-style-type: none"> Student Leadership Academies Students participating in these programs will have a higher graduation rate than the District average.	
SEL TOSA	The integration of Social Emotional Learning in unit guides and English Language Arts course outlines will be completed by Fall 2022.	Fall 2022
Assessment System	Implementation of two powerful assessment systems which will be used as formative assessments for teachers to monitor short term growth: <ul style="list-style-type: none"> iReady Eduastic These systems are new to LBUSD.	iReady: Winter 2021, ongoing Eduastic: Spring 2022, ongoing
Early Learning core program support (PreK-3rd)	Expansion of CDC/preschool programs by adding general education teachers to increase early learning school access, particularly for low-income students, as evidenced by hiring data.	Census Day (Nov) of 2022-23 school year
Restorative Justice Implementation	Panorama CORE Survey Results: Secondary Student Survey, Knowledge and Fairness of Discipline, Rules and Norms. +3% increase from the previous year	Annually
Student Voice and Participation	Agendas for student engagement committees, including the Superintendent's Student Advisory Committee will be maintained to show the content of trainings and impact of student participation.	Each Student Advisory Committee
Middle School Where Everyone Belongs (WEB) Program	Panorama CORE Survey Results: Secondary Student Survey, Sense of Belonging at the 6 th grade level. +3% increase from the previous year.	Annually
Data Quality & Access	The LBUSD Research Dept. will be constructing new databases and reporting systems to support monitoring, including Attendance, Grades & Achievement, On track for Graduation, and Discipline. These four reporting systems will be completed by Fall 2022.	Fall 2022
Program Evaluation	By the end of the school year (2021-22), the following will be accomplished:	June 2022

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
	<ul style="list-style-type: none"> • Determination of the priority of programs/initiatives for an in-depth analysis about program efficacy. • Determination of system for tracking students in programs • Determination of program-dependent measures • Hiring of program evaluators • Determination of analysis format 	
Professional Development, Learning Management Training & Support	<p>Log of Professional Development participation (including agenda) with exit slips/evaluation slips is produced after each PD activity. The evaluation slips are used to:</p> <ul style="list-style-type: none"> • Identify coaching support • Determine priority for future trainings • Design support for the content of the activity 	Upon conclusion of each PD activity
Zero-Period English Learner Newcomer Course	Implement a virtual Beginning English Language Development course that supports Newcomer students across school sites.	By Fall 2022
High School Career Pathways	<p>By monitoring course sequences and implementation of pathway focused Master Schedules, all students would have access to fulfilling pathway requirements, CTE course sequences, to meet a-g requirements and graduation requirements. Which address our student profile commitment to students being college and career ready upon completion of their high school experience. Each pathway sequence of offerings will be reviewed using established criteria. The findings will be discussed at a site level meeting with the Principal, Pathway Lead and Head Counselor.</p> <p>Collect baseline data regarding student demographics on who is currently fulfilling pathways sequences, CTE sequence, a-g sequences and all graduation requirements (including ethnic, gender, ELL, and Sp.Ed. data).</p>	<p>Annually</p> <p>January 2022</p>
HBCU College and Career Specialist	<p>Data from high schools regarding the following:</p> <ul style="list-style-type: none"> • Number and details of recruitment activities for HBCUs • Number of applications submitted to HBCUs • Number of admissions to HBCUs <p>Comparison data will be reported from year to year with increases for each of the above data points.</p>	Annually

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 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 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
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