

Strategies for Continuous and Safe In-Person Learning	\$ 1,000,000
Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)	\$ 2,346,326
Use of Any Remaining Funds	\$ 9,250,829

\$12,597,155

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 the 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.

A public meeting was held on Wednesday, October 5, 2021, to gather information and input towards the development of the ESSER III plan. The notification was sent to all families, all staff, all school leaders, the Burbank Teachers Association, and the California State Employees Association.

The public meeting included a description of the purpose of the plan, the plan development process, how the plan is related to the LCAP and ELO and the development of those plans, the inclusion of all community groups, the total budget, specific action items, how the action items will be monitored and evaluated, and the posting of the ESSER III plan on the District's website. It was also shared that the ESSER monitoring and reporting process is an ongoing process.

Specific individual advocates representing the interests of children with disabilities and their families have been included in all invitations to not only the ESSER public meeting but also other master plan meetings including the LCAP.

As allowed in the ESSER planning and development process, the District is using some of the community engagement input from the Local Control Accountability Plan (LCAP) and Expanded Learning Opportunity (ELO) Plan development process. The LCAP and ELO development process included multiple routes of communication, feedback, and input from teachers, principals, other administrators, classified personnel, the Burbank Teachers Association, the California State Employees Association, parents, students, and interested individual advocates. Aspects of this process included:

- The advertising of meetings through electronic communications to the entire Burbank school community and postings on the District's website that included the dates of the LCAP meetings and ELO meeting to share information and gather input on both plans.
- PowerPoint slides for both the LCAP and ELO that included proposed goals, action items, metrics, and budgeted expenditures. Each component was presented in a user-friendly format.
- Principals provided messaging through their weekly/regular communications and at parent meetings about the LCAP and ELO meetings.
- The general public has access to the information posted on the BUSD website and in BUSDeNEWS which is sent to the general public.

To further clarify, parents at the meetings/presentations included parents of students who are English Language Learners, Special Education students, Socioeconomically Disadvantaged Students, Reclassified English Learners, Foster Youth, as well as parents of students in the Gifted and Talented Education (GATE) program. The parents who participated at the meetings/presentations represent a range of ethnic, racial, and unduplicated student subgroups.

District staff invited members of School Site Councils from every school to participate in the LCAP and ELO meetings. Before each LCAP and ELO meeting, emails were sent to all parents, staff, and community members who had expressed interest in attending these meetings.

At four of the scheduled 2020-2021 District English Learner Advisory Committee (DELAC) meetings, the LCAP was presented, reviewed, and analyzed in small chunks with particular attention paid to the goals, actions, services, and expenses for programs that serve the English Language Learners and Reclassified Fluent English proficient students. At these meetings, outcomes (in terms of performance metrics) were explained, and plans for the following year were described in detail. The ELO plan was presented at the last DELAC meeting.

Additionally, the Superintendent and Assistant Superintendents met with representatives from the Burbank Teachers Association and the California State Employees Association.

All materials presented at the LCAP and ELO meetings were translated into Spanish and Armenian, including PowerPoints, the budget, and all handouts. Additionally, every meeting was live-streamed on Zoom. The videos for each meeting were then posted on the district website, along with all the materials (PowerPoints, proposed action items, proposed metrics, proposed budget, and supporting handouts).

At each of the meetings listed above, metrics were provided to the community to show evidence of moving toward the goal which measured the effectiveness of the action item. Many of the metrics shared were those identified in the approved 2017-2020 LCAP plan and subsequently were folded into the 2021-2024 LCAP with modifications as needed.

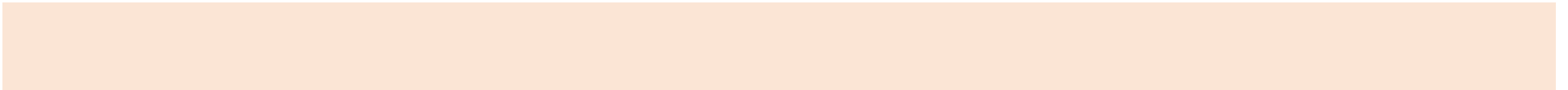
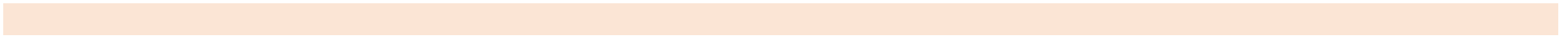
In addition, at the meetings, a thorough review of the budget for each goal was reviewed along with each action item. At the end of each session, the community had an opportunity to enter into a discussion about how each item was funded. They made recommendations to either supplement the budget, decrease the budget, or leave the budget alone. Lastly, at each of the LCAP sessions, the community was able to make recommendations for each goal if more funding became available.

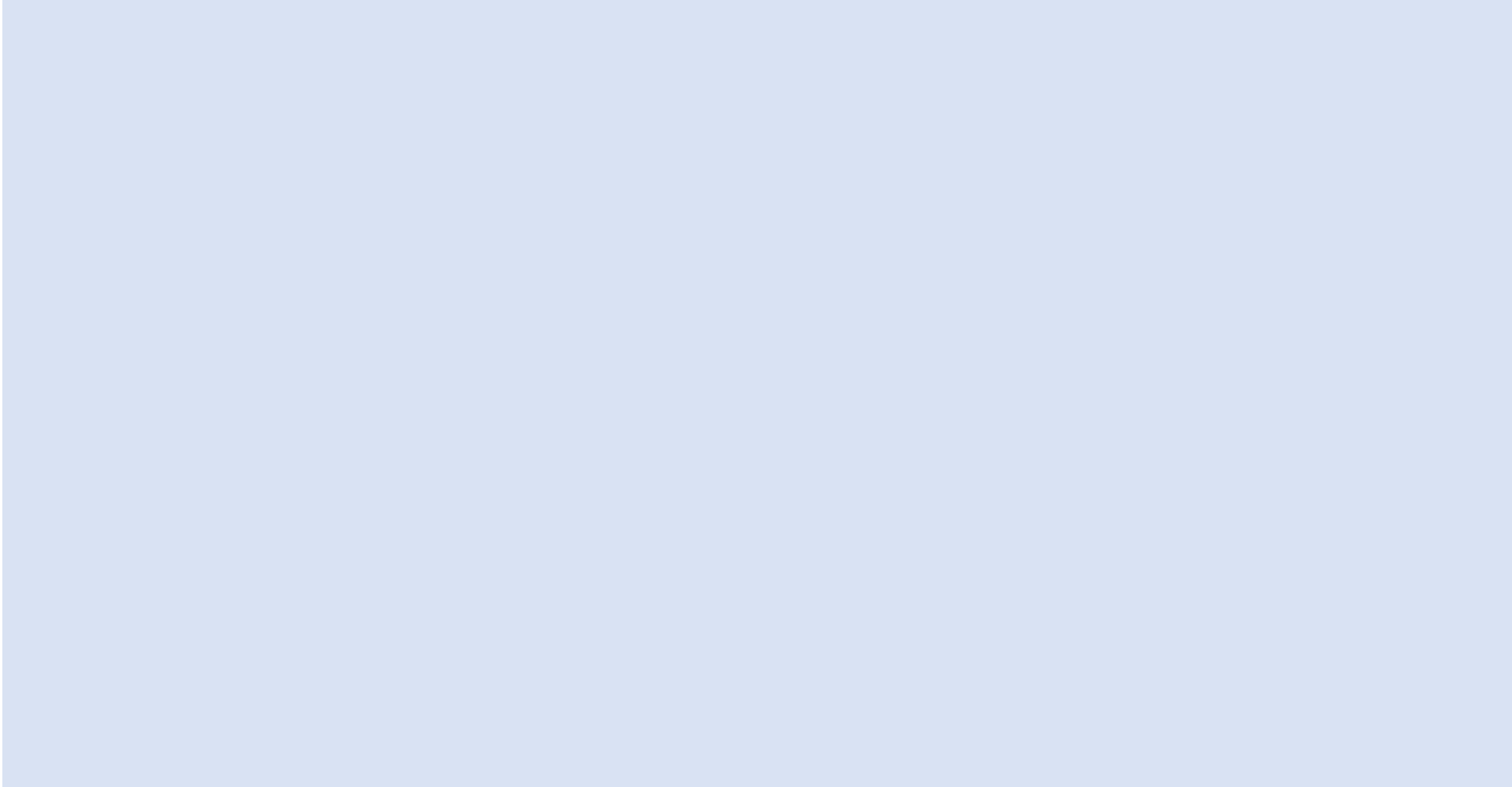
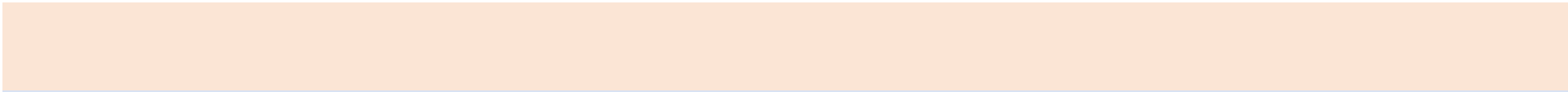
Throughout the entire LCAP process, stakeholders have received qualitative and quantitative information to inform setting the LCAP goals. The information was related to the eight State priorities. The quantitative and qualitative data included the BUSD District-Wide Goals for 2020-2021, as set forth by the Board of Education and the LEA plan goals. In addition to the District-Wide Goals and the LEA plan goals, the BUSD LCAP Advisory Committees received quantitative information related to standardized tests, local benchmark assessments, college and career readiness, Advanced Placement (AP) pass rates, access to AP courses, attendance, suspensions, expulsions, dropout rates, SAT scores, and graduation rates.

The District-Wide Goals are primarily qualitative. The 2021-2022 District-Wide Goals were adopted by the Board in June 2021. The goals include BUSD schools meeting or exceeding their annual academic performance index and adequate yearly progress targets. Additionally, BUSD district-wide goals require content and instruction that ensure student achievement of district-adopted proficiency standards and strengthen comprehensive student support systems. The District-Wide Goals also seek to actively engage the community to promote shared responsibility for student success, and recruiting, hiring, and retaining highly qualified, talented and productive staff. Finally, the goals emphasize ongoing analysis of the district budget and program priorities to preserve district solvency and facilitate planning.

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

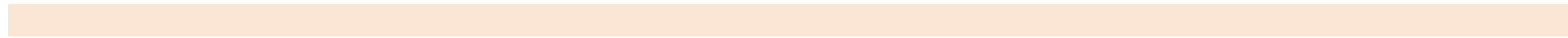
The ESSER III plan has been influenced by input provided by the District English Learner Advisory Council (DELAC) on Tuesday, October 5, and from a presentation that was provided to the community on Wednesday, October 6. There was agreement from the DELAC that the planned budgeted egeeeT





		curriculum. This evidence-based intervention will assist students in building skills and concepts leading towards better achievement.	
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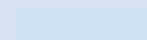
A description of how the LEA will use any remaining ESSER III funds, as applicable.



\$ 9,250,829

NA	Class Size Reduction (20 elementary teachers)	<p>Research shows that smaller class size coupled with effective teaching practices results in greater student achievement. The makeup of classrooms is approximately 40% of students who are English learners, low-income students, foster youth, and students experiencing homelessness. Teachers and instructional assistants provide students with small group and 1:1 instruction that will towards student academic success. The action being developed is based on the needs of English learners, socioeconomically disadvantaged students (low-income students), and foster youth. The following data set provides the reader with additional data for comparative purposes.</p> <p>Smaller class sizes will allow the teacher and instructional assistants to work with students in small groups and a 1:1 setting resulting in increased student achievement. This strategy directly addresses lost instructional time. Teachers will implement evidence-based interventions such as iReady in their classrooms.</p>	<p>\$2,058,411 (21-22)</p> <p>\$2,058,411 (22-23)</p>
NA	Class Size Reduction (5 secondary teachers)	Research shows that smaller class size coupled with effective teaching practices results in greater students achievement. The makeup of	\$700,000 (21-22)

classroom



technician will suppo

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.

Technology Technician

Class Size Reduction (5 secondary teachers)

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Ongoing Funding of Teacher Positions (27 teaching positions)

Independent Study Teacher Costs

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 September 30, 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, _____, 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;

- o 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>.

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.

- o For purposes of this requirement, “evidence-based interventions” include

- 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;

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.

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

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

- 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 _____ on the following web page of the CDE's website: <https://www.cde.ca.gov/re/lc>.

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 suf

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>.

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.

An LEA has the flexibility to include actions described in E

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.

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 isMM

The LEA is required to ensure its interventions will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students most impacted by the COVID–19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.

The LEA may group actions together based on how the LEA plans to monitor the actions' progress. For example, if an LEA plans to monitor the progress of two actions in the same way and with the same frequency, the LEA may list both actions within the same row of the table. Each action included in the ESSER III Expenditure Plan must be addressed within the table, either individually or as part of a group of actions.

Complete the table as follows:

Provide the action title(s) of the actions being measured.

Provide a description of how the LEA will monitor progress of the action(s) to ensure that they are addressing the needs of students.

Specify how frequently progress will be monitored (e.g. daily, weekly, monthly, every 6 weeks, etc.).

California Department of Education
June 2021