

ESSER III Expenditure Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Moorpark Unified School District	Dr. Kelli Hays, Superintendent	khays@mrpk.org/805-378-6300

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
2021-2024 LCAP	https://moorpark-ca.schoolloop.com/file/1517645171271/1486205654660/1011442467258909471.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

\$3,565,709

Plan Section	Total Planned ESSER III Expenditures
Strategies for Continuous and Safe In-Person Learning	\$1,604,593
Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)	\$1,961,116
Use of Any Remaining Funds	\$0

Total ESSER III funds included in this plan

\$3,565,709

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.

The Moorpark Unified School District (MUSD) is committed to meaningful engagement and recognizes its importance in the development of a high-quality Local Control and Accountability Plan (LCAP) and ESSER III Plan. Therefore, MUSD used a variety of meetings and activities to ensure parent and educational community input and participation in the LCAP and ESSER III Plan development process. This process included an analysis of individual family needs, local, state and federal issues surrounding the COVID-19 pandemic, as well as an analysis of district data, and discussion, review and development of goals.

Parent advisory committees [(LCAP Parent Advisory Committee (LCAP PAC), District English Learner Advisory Committee (DELAC), All Special Kids (ASK) parent advisory committee and School Site Council (SSC)] meet a minimum of four times per year. These committees include parents, students, community members, Foster Youth Liaison, Homeless Liaison, administrators, certificated and classified staff. During these advisory committee meetings, analysis is conducted and processing activities are implemented to gather information and input. Any input and feedback that is discussed at the site level meetings is then brought back to the district-wide parent advisory committee meetings and reflected in school site plans.

In an effort to include members of the educational community in the development of the LCAP and ESSER III plan, a variety of methods were used to ensure engagement. Phone calls were made in both English and Spanish to solicit participation in the Reopening Task Force, LCAP Parent Advisory Committee, ELAC/DELAC, SSC, and Title I meetings. Virtual Bilingual Parent Coffee Chats were held throughout the school-year to gather input on the LCAP and ESSER III plans. In an effort to increase English Learner parent participation, the bilingual Teacher on Special Assignment (TOSA) sent out phone calls to all Spanish speaking parents, to invite them to a Bilingual Parent Coffee Chat that taught families how to login and use Google Meet in order to participate in virtual parent meetings. Feedback from parents of English Learners was especially important as local data indicated that English Learners were disproportionately impacted by the interrupted learning during the COVID-19 pandemic. In December 2020, a survey was sent out to secondary students, parents, staff, and community members to gather input for district priorities and goals. This survey was designed to gather input on climate, culture and instructional priorities that will drive district plans. Additional surveys will continue to be developed, as needed, to guide future district goals and actions. Parents were invited to participate in information nights in English and Spanish to learn about different learning options, including the recently updated independent study program for the 2021-22 school.

Community members were invited to attend advisory meetings (Parent Advisory Committee, ELAC/DELAC, and Reopening Task Force meetings). The Superintendent and/or designee met with representatives of the following community organizations: City of Moorpark Officials, Moorpark City Librarians, the Ventura County Sheriff's Department, the Moorpark Education Foundation, the Boys and Girls Club, Ventura County Indian Education Consortium, local community college (Moorpark College) and the YMCA to discuss and request input regarding safety protocols, childcare options for MUSD students, city bus transportation to and from schools, and additional opportunities to support MUSD students. MUSD special education staff met with Ventura County SELPA, Ventura County Behavioral Health, California State University Northridge and Aspiranet to discuss learning instructional models for students with special needs. During this pandemic, community partnerships are more important than ever, and MUSD is very fortunate to have such strong relationships with these community partners. The input gathered from these groups was used to inform the LCAP and ESSER III plans. The input from the meetings was copied from the Chat feature on Google Meet and saved, so that MUSD was able to review notes for considered suggestions.

Teachers, school site administrators, counselors, district administrators, classified staff, certificated and classified local bargaining units, and special education administrators were provided opportunities to provide input into the development of the LCAP and ESSER III plans. Staff input was gathered at LCAP planning meetings, Leadership Forum, School Site Council meetings, staff meetings, and through a staff survey.

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

Educational partners including teachers, principals, administrators, other school personnel, local bargaining units, parents, community organizations, students, parent advisory committees (ELAC, DELAC, ASK, LCAP, Title I, SSC), and Special Education Local Plan Area (SELPA) administrators were consulted with and provided input and feedback into the development of the 2021-24 LCAP and ESSER III plan goals and actions. The following goals, actions, and services have been included as a result of this input.

Moorpark staff survey results indicated class size, interventions and academic achievement were top priorities. Staff would also like to see counseling, mental health services and technology professional development. Staff survey climate data indicated a need to increase staff safety. MUSD will address class size by keeping TK-3rd grade class sizes of 24:1 and will strive to reduce class sizes in grades 4-12 (LCAP Goal 1, ESSER Goal 1.1). MUSD will provide before, during, and after school academic interventions at all school sites (LCAP Goal 1, ESSER Goal 2.2). MUSD elementary and secondary counselors will work in tandem with the new Wellness Center counselors to provide a continuum of social-emotional support for students and staff (LCAP Goal 2). MUSD will expand mental health programs, at all grade levels, to address mental health/social emotional needs (LCAP Goal 2). Technology will continue to be an area of focus as MUSD updates and maintains classroom technology (LCAP Goal 3, ESSER Goal 2.3). In addition, the technology TOSA will develop and implement professional learning opportunities requested by staff and district initiatives, including effective use of 1:1 devices (LCAP Goal 1, ESSER 2.3). MUSD will continue to update safety plans and protocols and provide staff, student, and family training as needed (LCAP Goal 3, ESSER Goal 1.3).

MUSD's parent survey results indicated that academic achievement, class size, school safety, and enrichment were top priorities. As a result of this input, MUSD will provide before, during, and after school academic interventions at all school sites (LCAP Goal 1, ESSER Goal 2.2). MUSD will also hire a district math coach for three years, to train teachers on research-based instructional strategies to support students' current achievement levels and identify ways to accelerate learning. This is especially important as student performance on standardized math assessments is lower than performance on English Language Arts assessments. This is a new position, which has been added to specifically address the needs of Students with Disabilities, English Learners, Foster Youth, Homeless Students, Low-Income, Students of Color, and Migratory Students who were disproportionately impacted by COVID-19 interrupted learning (ESSER Goal 2.1). MUSD will address class size by keeping TK-3rd grade class sizes of 24:1 and will strive to reduce class sizes in grades 4-12 (LCAP Goal 1, ESSER Goal 1.1). MUSD will continue to work with local law enforcement to ensure campus safety (LCAP Goal 3). In addition, MUSD will offer active shooter training to new employees and all school sites will conduct lockdown drills as well as other required safety drills throughout the school year. MUSD will continue to offer and expand enrichment opportunities (LCAP Goal 2) with a particular focus on college readiness programs, including Individual Determination Equals Academic Success (IDEAS) and Advancement Via Individual Determination (AVID), for Foster Youth, English Learners, Students of Color, and Low-Income students (LCAP Goal 1). COVID-19 safety upgrades to HVAC/filters, cleaning, and sanitation procedures will be implemented and updated following VCPH guidelines (ESSER Goal 1.2, 1.3).

Additional parent input from the climate survey and parent advisory meetings indicated the need for summer school, increased connection and engagement for students and families, and additional social emotional support. To support the transition between grade levels and in-person learning, summer programs will be offered (LCAP Goal 1). To increase student connectedness, MUSD will provide clubs and extracurricular activities (LCAP Goal 2). To increase parent and family engagement and connectedness, MUSD is planning educational opportunities based on parent feedback from surveys (LCAP Goal 2). MUSD will expand mental health programs, at all grade levels, to address mental health/social emotional needs (LCAP Goal 2). MUSD will increase adult education course offerings to include a manufacturing pathway and continue to offer citizenship, Latino Family Literacy, and job placement assistance (LCAP Goal 2).

The student surveys indicated that academic achievement, extra-curricular activities, school safety, and career pathways/career technical education were their top priorities. In addition, students indicated that they would like to see staff receive additional instruction on educational technology. As a result, a technology TOSA will be provided to work with staff on effectively utilizing technology as an instructional tool and a three day educational technology training will be provided to teachers prior to the start of the school year (LCAP Goal 1, ESSER Goal 2.3). Climate survey data indicated that students want to be more connected to their school and requested additional extra-curricular opportunities. As a result of student feedback, MUSD will provide before, during, and after school academic interventions at all school sites (LCAP Goal 1, ESSER Goal 2.2) and will hire a district math coach to train teachers on instructional strategies to support students' current achievement levels and identify ways to accelerate learning (ESSER Goal 2.1). MUSD will continue to offer and expand enrichment opportunities (LCAP Goal 2) with a particular focus on college readiness programs, including Individual Determination Equals Academic Success (IDEAS) and Advancement Via Individual Determination (AVID), for Foster Youth, English Learners, Students of Color, and Low-Income students (LCAP Goal 1). MUSD will continue to work with the district's School Resource Officer to support campus safety and build positive relationships (LCAP Goal 2). MUSD will continue to update safety plans and protocols and provide staff, student, and family training (LCAP Goal 3). In addition, MUSD will offer active shooter training to new employees and all school sites will conduct lockdown drills as well as other required safety drills throughout the school year. COVID-19 safety upgrades, cleaning, and sanitation procedures will be implemented and updated following VCPH guidelines (ESSER Goal 1.3). Additional staffing (certificated and classified) will be provided to facilitate safety and physical distancing on campus and in classrooms, and effective implementation of public health protocols aligned with VCPH guidance. Career Technical Education (CTE) will continue to be an area of focus with the expansion of existing pathways and opportunities for students to take CTE courses articulated with Moorpark College for college credit. To increase student connectedness, MUSD will provide clubs and extracurricular activities (LCAP Goal 2). A technology TOSA will be provided to work with staff on effectively utilizing technology as an instructional tool with a three day educational technology training provided to teachers prior to the start of the school year (LCAP Goal 1, ESSER Goal 2.3).

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

\$1,604,593

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
N/A	1.1 Additional certificated and classified staff	Provide additional staffing (certificated and classified) to ensure safety and physical distancing on campus and in classrooms, to facilitate effective implementation of public health protocols aligned with VCPH guidance (ESSER III Allowable Use 16).	\$555,600
N/A	1.2 Improve indoor air quality	Upgrade HVAC system to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering purification (MERV 13 filters), and other air cleaning systems to reduce the risk of COVID-19 virus transmission and exposure (ESSER III Allowable Use 13 & 14).	\$870,000
LCAP Goal 3, Action 2	1.3 Additional equipment and supplies for enhanced safety, cleaning and sanitation	LCAP Goal 3.2 “Develop and implement district and site safety plans which outline the frequency and content of safety drills and training,” supports ESSER III Goal 1.3. ESSER III Goal 1.3 builds upon this LCAP goal. ESSER III Goal 1.3 includes the purchase of additional personal protective equipment, cleaning and sanitation supplies, and a safety communication system. These supports are necessary to develop and implement procedures to improve the preparedness and response efforts of MUSD and to ensure alignment with the VCPH guidance in order to continuously and safely operate our schools for in-person learning (ESSER III Allowable Use 5 & 7).	\$178,993

Addressing the Impact of Lost Instructional Time

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

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

\$1,961,116

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
N/A	2.1 Math coach	<p>Provide a district math coach for three years to train teachers on instructional strategies to support students' current achievement levels and identify ways to accelerate learning. This is a new position, which has been added to specifically address the needs of Students with Disabilities, English Learners, Foster Youth, Homeless Students, Low-Income, Students of Color, and Migratory Students. Recent research conducted by John Hattie and colleagues (2021) revealed that collective teacher efficacy and teacher estimates of student achievement have the potential to considerably accelerate learning. The math coach will help build collective teacher efficacy by creating a shared understanding that the way teachers approach math instruction can positively impact student outcomes (effect size 1.36). In addition, to increase teacher estimates of student achievement, the math coach will train teachers to set high expectations, appropriately assess and place students, and interpret the way students respond to various levels of challenge (effect size 1.46).</p> <p>ESSER III 20% Allowable Use - Evidenced-Based Interventions to Accelerate Learning</p> <p><i>Effect sizes of .5 or greater have the potential to accelerate student learning.</i></p>	\$390,000
LCAP Goal 1, Action 1	2.2 Response to Intervention/MTSS Extended Learning	LCAP Goal 1.1 states MUSD will "Provide before, during, and after school interventions to mitigate learning loss and accelerate learning." ESSER III Goal 2.2 supports LCAP Goal 1.1 by providing additional opportunities to support students using a Multi-Tiered System of Support	\$500,335

		<p>(MTSS). ESSER III Goal 2.2 provides for additional MTSS services to include personalized learning opportunities, and before, during and after school intervention. Additional resources will be utilized for planning and implementation of evidenced-based practices to support Students with Disabilities, English Learners, Foster Youth, Homeless Students, Low-Income, Students of Color, and Migratory Students.</p> <p>As reported on the Visible Learning Meta^X website Response to Intervention/MTSS has a visible effect size of 1.09 (Hattie, 2021), indicating the potential to considerably accelerate learning.</p> <p>ESSER III 20% Allowable Use - Evidenced-Based Interventions to Accelerate Learning</p> <p><i>Effect sizes of .5 or greater have the potential to accelerate student learning.</i></p>	
LCAP Goal 3, Action 1	2.3 Educational Technology Professional Development	<p>LCAP Goal 3.1 “Continue to implement District Technology Plan ensuring students and staff have access to appropriate technology resources, devices, internet connectivity, and technology support,” aligns with ESSER III Goal 2.3. ESSER III Goal 2.3 provides for three days of instructional technology professional development, as well as the purchase of necessary technology hardware and software to support effective instruction, and implementation of and access to evidenced-based activities to address learning gaps for all students, especially Students with Disabilities, English Learners, Foster Youth, Homeless Students, Low-Income, Students of Color, and Migratory Students. Inservice teacher professional development has an effect size of .81 (Hattie, 2021) and will help build teacher confidence in their use of instructional technology. These professional learning opportunities will also create a shared understanding of the way teachers should approach lesson design using instructional technology, resulting in</p>	\$1,070,781

		<p>positive impacts on student outcomes. The effects of integrating technology devices for enhancing academic achievement has an effect size of .73 (Petersen-Brown, 2018).</p> <p>ESSER III 20% Allowable Use - Evidenced-Based Interventions to Accelerate Learning</p> <p><i>Effect sizes of .5 or greater have the potential to accelerate student learning.</i></p>	
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Use of Any Remaining Funds

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

Total ESSER III funds being used to implement additional actions

\$0

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A

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
1.1 Additional certificated and	MUSD district personnel and site administration	Daily site administrator walkthroughs and

classified staff	will conduct walkthroughs of each campus to ensure safety protocols and physical distancing guidelines are being followed.	weekly district personnel walkthroughs will be conducted. Any modifications needed or adherence to guidelines provided will be communicated to site staff.
1.2 Indoor air quality	MUSD will continue to monitor student health and safety through ongoing walk throughs and assessment of each campus and classroom. This includes the use of the Indoor Air Quality Tools for School Action Kit. This guide will allow for detailed walkthrough assessments that will address critical building-related environmental health issues to ensure students and staff are working and learning in a safe environment.	Walk-through inspections will be conducted by district staff every 6-8 weeks thereafter and facilities will be modified or updated based on results.
1.3 Additional equipment and supplies for enhanced safety, cleaning and sanitation	MUSD will continuously monitor PPE, cleaning and sanitation supplies, in order to replenish as necessary. In addition, MUSD will closely monitor any updates from VCPH, to ensure that the safety procedures in the district's COVID-19 Safety Plan are up-to-date and reflect current guidelines.	Weekly supply inventories, including immediate response to safety equipment and needs. Based on weekly supply inventories, safety equipment will be replenished as needed.
2.1 Math coach	Student math progress will be monitored using formative and interim assessment to ensure that students are making progress in math. Evaluations of student math progress will take place with individual teachers, at math department meetings and during staff meetings, with guidance from the math coach. The math coach will support teachers with the implementation and on-going evaluation of effective mathematics instructional practices.	Student math progress will be monitored monthly during PLCs and at least monthly with the math coach during department and staff meetings.
2.2 Response to Intervention (RtI) Extended Learning	MUSD will continue to monitor identified students' progress through formative assessment to ensure that students are making progress towards their academic goals. Teachers will use diagnostic, formative, interim and summative assessments to	Progress will be evaluated every 4-6 weeks thereafter and supplemental support will be added or modified based on student achievement results.

	<p>monitor student learning, feedback and plan for future instruction. The PRIDE team or student study team process will be utilized when students are not responding to in-class interventions. The data gathered will be examined during PLCs and at site level leadership team meetings to determine students' needs for tiered supports in identified areas.</p>	
<p>2.3 Educational Technology Professional Development</p>	<p>Professional development in technology will be monitored by teacher sign-in sheets, evaluations, feedback and effective implementation of the technology instructional strategies taught during the inservice. The Technology TOSA will monitor teacher Technology Help Desk requests regarding access and support/use of hardware and software to ensure student learning gaps are addressed.</p>	<p>Sign-in sheets, teacher feedback, and inservice evaluations will be collected and monitored daily during the training. Site administrators will conduct weekly walkthroughs and bi-annual teacher evaluations to ensure effective implementation of technology instructional strategies. The Technology TOSA will monitor the teacher Help Desk requests daily.</p>

ESSER III Expenditure Plan Instructions

Introduction

School districts, county offices of education (COEs), or charter schools, collectively known as local educational agencies (LEAs), that receive Elementary and Secondary School Emergency Relief (ESSER) funds under the American Rescue Plan (ARP) Act, referred to as ESSER III funds, are required to develop a plan for how they will use ESSER III funds to, at a minimum, address students' academic, social, emotional, and mental health needs, as well as the opportunity gaps that existed before, and were exacerbated by, the COVID-19 pandemic.

The plan must be adopted by the local governing board or body of the LEA at a public meeting on or before October 29, 2021 and must be submitted for review and approval within five days of adoption. A school district must submit its ESSER III Expenditure Plan to its COE for review and approval; a COE must submit its plan to the California Department of Education for review and approval. A charter school must submit its plan to its chartering authority for review and to the COE of the county in which the charter school operates for review and approval.

In addition, consistent with the requirements of the ARP, Volume 86, *Federal Register*, page 21201, April 22, 2021, the ESSER III Expenditure Plan must be:

- Written in an understandable and uniform format;
- Written in a language that parents can understand, to the extent practicable;
 - If it is not practicable to provide written translations to a parent with limited English proficiency, the plan must be orally translated for parents
- Provided in an alternative format to a parent who is an individual with a disability as defined by the Americans with Disabilities Act, upon request; and
- Be made publicly available on the LEA's website.

For additional information regarding ESSER III funding please see the ARP Act Funding web page at <https://www.cde.ca.gov/fg/cr/arpact.asp>.

For technical assistance related to the 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
June 20