



— MERCED COUNTY —
Office *of*
Education

NURTURE • SERVE • LEAD

Steve M. Tietjen, Ed.D.
County Superintendent of Schools

ESSER III Expenditure Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Merced County Office of Education	May Moua, Ed.D. Director of Student Programs	mtmoua@mcoe.org 209-381-6647

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

For more information please see the Instructions.

Other LEA Plans Referenced in this Plan

Plan Title	Where the Plan May Be Accessed
Expanded Learning Opportunities Grant Plan	MCOE website: https://www.mcoe.org/departments-programs/educational-services/student-programs/mcoe-public-postings
MCOE LCAP and MSCS LCAP Plans	MCOE website: https://www.mcoe.org/departments-programs/educational-services/student-programs/mcoe-public-postings

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

4,949,837

Plan Section	Total Planned ESSER III
Strategies for Continuous and Safe In-Person Learning	1,305,700
Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)	3,413,761
Use of Any Remaining Funds	230,376

Total ESSER III funds included in this plan

4,949,837

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.

MCOE gathered information from community partners over the course of the 20-21 school year through the use of virtual meetings, surveys, or direct phone contact to inform program services and align resources with various plans such as LCAP, Expanded Learning Opportunities, etc. A Leadership Team was formed which includes the Student Programs Director, coordinator, school site principals, the school psychologist, after-school program advisor, certificated staff, classified staff, members of the bargaining units, parent/guardian representatives, and students. During meetings, participants were informed of survey results and asked to rate the priority of suggested goals and actions. Community member and staff engagement continued into the 21-22 school year via surveys, parent phone calls, virtual and in-person meetings to confirm and prioritize actions as part of ongoing progress monitoring of services as well as specifically inform actions for the ESSER III plan.

The following engagement opportunities contributed to the actions identified in the ESSER III Plan and are reflective of community partner involvement with over 60% of parent/community and student responses (inclusive of under-represented populations such as English Learners and incarcerated youth), and 70% of staff (administrative, certificated, and classified) responses. The multi-pronged approach ensured that a majority of the 88% socio-economically disadvantaged population and 87% unduplicated student populations provided clear direction. The LEA also administered the annual school climate student survey in the spring of 2021.

All meetings, except for staff meetings, were communicated via Parent Square.

School Site Council Meetings -October 7, 2020, February 17, 2021, May 27, 2021, June 2, 2021, September 29, 2020, October 6 and 7, 2021
English Learner Advisory Committee - October 7, 2020, February 17, 2021, and June 2, 2021, September 29, 2021, October 6 and 7, 2021
Certificated Staff (including bargaining representatives)- through monthly staff meetings and Annual Survey (April 2021)
Classified Staff (including bargaining representatives) - through staff meetings and Annual Survey (April 2021)
Administration Team - through survey, Leadership Team meetings, and Continuous Improvement sessions - March 2021 and ongoing
Parents - through multiple surveys and in-person conferences - February - October 2021
Students - through surveys (e.g., Annual Program Survey, Healthy Kids Survey, ESSER III Survey) and Individual Learning Plan (ILP) meetings with the counselor - February - October 2021
Community - through surveys, webpage postings, Board meetings - February - September 2021,

Two virtual ESSER III Community Engagement Events held on Oct. 6, 2021

Merced County Special Education:

The Special Education Department gathered information from key community partners, including the MCOE Special Education Leadership Team which includes the Assistant Superintendent, Directors, and Coordinators. Key community partners also included certificated staff, classified staff, and parents. The input was gathered from the community partners through surveys, direct phone contact from the teacher to the parent, or Zoom meetings.

August 11-20, 2021- when gathering parent input, a short survey was developed that included topics on transportation, Expanded Learning Opportunities Plan EY student hours and enrichment activities, and suggestions on how to use funds ESSER III funds. Each teacher was asked to make contact with parents/guardians for each student in his/her class to have them fill out a survey. There were a total of 758 responses, which constituted about 84% of the special education student population, which was representative of the school demographics such as English Learners, low income, and foster youth.

August 9 and September 7, 2021- When gathering input from MCOE certificated and classified staff, the leadership team (Coordinators, Directors), members of the bargaining units, itinerant staff (i.e. school psychologists, occupational therapists, speech and language therapists, teachers of the visually impaired, Adapted PE teachers, nurses), the Assistant Superintendent facilitated a conversation on the ESSER III funds available, possible uses, and gathered recommendations on possible usage, and COVID Protocols and procedures.

An evaluation of the community engagement opportunities was conducted by MCOE and determined that at this time Tribes are neither present nor served by the LEA. In spite of numerous attempts by MCOE as noted above, Civil Rights Groups did not identify their representative membership as participants. Advocates for underserved student populations (English Learners, Foster/Homeless, Incarcerated Youth, Students with Special Needs) were engaged throughout the process as a Parent and/or member of the: Leadership Team, School Site Councils, English Learner Advisory Committees.

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

MCOE Student Programs

Ensuring continued and expanded actions identified in other plans (as noted in Plan Alignment) is established as a priority from the community input from students, parents/guardians, advocates, etc. as note above, and consultation with the Leadership Team.

The 2021 School Climate Survey had 153 responses and served as a critical data set in identifying the need to inform future actions/strategies.

The highest ratings were:

- students believe that being prepared for high school, college, and the world of work is important (93%)
- students feel safe on campus and/or in their online learning classroom (91%)
- students trust their ability to solve difficult problems (90%)
- students usually expect to have a good day in school (90%)

The lowest positive ratings were:

- having at least one school friend to talk to during a difficult day (54%)
- when feeling upset, frustrated, or angry, having an adult at school to talk to (71%)
- looking forward to participating in school (76%)

Results from the fall 2021 community engagement and ESSER III survey data prioritized the following:

- Continuous safe in-person learning strategies include continuing to support and extend the social-emotional needs of students by hiring dedicated staff for that purpose.
- Families, students, and staff prioritized the importance of regular attendance and high levels of student engagement.
- The need for continued supplies of PPE, a Health Assistant to facilitate timely contact tracing and communication as well as an expansion of on-site campus spaces to support learning and basic needs such as student meals have been identified.
- Increased communication and home-school connections to support daily in-person/on-campus experiences will be facilitated by the Campus Student Supervisor and additional office staff.
- Continued practice of student incentives to increase attendance and learning activity engagement was a priority.

Collective input identified that students need more challenging and interesting coursework with increased access beyond a traditional school day and school site locations. Purchase of additional curriculum, device updating, and replenishment, as well as staff training, were among the priorities. Based on the success of the 2021 summer expanded learning, it was identified that continued support to employ teachers, support staff, campus liaisons, office staff, and tutors throughout the school year and summer months was critical to addressing the impact of lost instructional time.

Merced County Office of Education Student Programs is coordinating the ESSER III grant funds with other funding and plans as noted in the Plan Alignment by braiding the costs of implementing programs and providing staff to ensure support to students in a safe learning environment is realized. This includes access to core online curriculum, access to technology services and equipment, providing facility upgrades and expanded learning spaces (indoors and outdoors), staffing to support social-emotional learning needs, personal protective equipment and supplies, and COVID-19 testing of staff and students. Merced COE will ensure expenditures applied to grant funding are

closely monitored and within allowable fiscal requirements.

Merced County Special Education:

The community partners' input was essential in determining the priorities of the use of the ESSER-III funds for special education. The special education administration had some recommendations on the use of ESSER III funds, but the parent survey and staff feedback provided the greatest identified areas of need. The following areas were identified for use of the ESSER-III funds: 1) to provide the extra staff time in the classrooms to support student's learning, this prompted Special Education to promote part-time classroom aides to full-time classroom aides and the hiring of Teachers on Special Assignment (TOSA) and behavioral aides to help support teachers from the different programs; 2) to help students and staff stay in school to prevent, prepare for, and respond to coronavirus, additional health aides and PPE were recommended; and 3) purchase of extra technology for staff and students. The parent survey feedback regarding the Extended Learning Opportunity Plan revealed: 1) 65.8 % of the students that attended the 2021 EY for 6 hours per day, 59% of parents want the EY school day to be less than 6 hours, and 2) 54% of parents would have their child participate in summer enrichment activities. The survey cemented the use of the ESSER III funds for the 2021-2022 school year for students with special 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

1,305,700

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP G2, A3 & LCAP G3, A5 (MSCS)	Student Programs: Social Emotional Learning Support	Youth Engagement Specialist will support and extend social emotional support beyond those noted in the LCAP.	345,000
NA	Student Programs: Health Assistant	Contact Tracing, Health and Communication. Amount to be spent over the course of the funding period.	184,000
LCAP G2, A6	Student Programs: Campus Student Supervisor	Support beyond LCAP actions for daily class in-person/on campus experiences, conduct home visits and communication between home and school	9,000
NA	Student Programs: Personal Protective Equipment and Supplies	Purchase of consumable PPE and equipment (e.g., standing thermometer)	2,700
NA	Student Programs: Learning Space and Facility Expansion	Expand on-site campus learning spaces for additional classes and enrichment, including a new modular classroom building with 2 classrooms and a restroom module to provide for adequate social distancing in classrooms and restrooms to prevent the spread of COVID-19.	650,000
NA	SPED: Health Assistants	COVID testing for staff and students and contact tracing, to help improve coordinated responses with parents, HR, and other agencies to prevent, prepare for, and respond to coronavirus.	110,000
NA	SPED: Personal Protective Equipment and Supplies	Purchase of consumable PPE supplies and equipment	5,000

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

3,413,761

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
Expanded Learning Opportunity (ELO)	Certificated Academic Support Teacher	Teacher(s) to increase continuity of core with academic support instruction and lower class sizes	375,000
ELO	Summer School Support Staff	Tutoring and enrichment outside of and beyond school day/year	1,500
LCAP G1, A2 & LCAP G1, A6 (MSCS)	Certificated Additional Pay	Additional compensation for certificated training beyond contract in addition to the action noted in the LCAP	2,000
LCAP G1, A4 & LCAP G1, A5 (MSCS)	Instructional Materials	Learning acceleration, supplemental and intervention curriculum (e.g., Calvert Online K-8, Home-School Kits, etc.) in addition to the action noted in the LCAP	145,000
LCAP G1, A1 & LCAP G3, A3 (MSCS)	Student Devices (Replenish, Update)	Devices will be replenished and/or updated extending the LCAP actions to support students' access to learning year-round in virtual and in-person settings	58,000
LCAP G1, A2 & LCAP G1, A6 (MSCS)	Professional Development	Additional professional development training and teacher induction program to increase instructional effectiveness and acceleration of learning will be established beyond the LCAP G1, A2 and LCAP G1, A6 (MSCS)	20,000
LCAP G1, A6 & LCAP G1, A2 (MSCS)	Instructional Aide	Tutoring support during instructional day to extend and complement the LCAP actions	78,000
NA	Student Support - Work Experience Program	Students will be compensated for peer engagement and work experience services (e.g., tutoring, mentoring, enrichment activity facilitation, community classroom placement, etc.)	50,000
NA	SPED: Part Time Classified Aides to Full Time	PT aides work day increased from 3.5 to 6.5 hours per day, 5 days per week, 182 days per year	2,228,004
NA	SPED: Teacher on Special Assignment (TOSA)	TOSAs to help support the Preschool and Sierra (Program for students with Emotional Disturbances) programs	351,257
NA	SPED: Behavior Instructional Aide	Providing social emotional support during instructional day	41,000
NA	SPED: EY Enrichment Activities	After school, weekend, or summer enrichment activities related to student's interests to increase learning recovery	45,000
NA	SPED: Student and Staff Devices (Replenish, Update)	Devices will be replenished and/or updated to support students' and staff's access to learning in virtual and in-person settings	15,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP G2, A5	Transportation	Bus passes and tokens for students to attend tutoring, support classes, and meetings with instructional staff	2,000
NA	Learning Enrichment	Supplies and materials to support learning enrichment opportunities	2,000

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

230,376

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
NA	Fiscal Support	Fiscal support for ESSER funding and reporting	15,000
NA	Classified Administrative Clerk	Clerk to manage data files and records	10,000
NA	Student - Office Clerk	ROP student clerk to support school office operations and communication	5,000
LCAP G3,A3,A4 & LCAP G3,A8,G4,A1,A2 (MSCS)	Attendance/Engagement Activities	Field trip learning opportunities and STRIVE incentives for students to increase attendance and engagement in learning activities beyond the actions in the LCAP	27,468
NA	Kitchen Upgrades	Kitchen equipment and upgrades for student meals and culinary arts program	172,908

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
Certificated Academic Support Teacher, Summer School Support Staff, Certificated Additional Pay, Instructional Materials, Student Devices, Professional Development Contracts, Instructional Aide, Student Support Work Experience Program	Increase student academic achievement in ELA and Math determined by local measures or CAASPP (for applicable grade levels)	Local Assessments - up to 3 times per year CAASPP - Annually
Social Emotional Learning Support, Health Assistant, Personal Protective Equipment and Supplies, Learning Space and Facility Expansion, Kitchen Equipment Upgrade, Attendance/Engagement Activities	Reduction in chronic absenteeism, Increase in student daily attendance	quarterly, annually
Campus Student Supervisor	Reduction in suspension	quarterly, annually
Classified Administrative Clerk, Student-Office Clerk	Accurate records and logs (local records)	quarterly
Fiscal Support	Accurate and timely financial reporting	quarterly, annually
SPED: Student and Staff Devices	Technology inventory: Reduction in staff and student who lack access to technology	annually
SPED: Health Assistants and PPE	Primary System: Reduction in staff and student COVID Positivity Rate who are tested	2 times per year
SPED: PT Classified to FT/TOSA/Behavioral Aide/Enrichment Activities	Accellus and Unique Learning Systems: Progress in student's academics	2 times per year

ESSER III Expenditure Plan Instructions

Introduction

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

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

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

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

For additional information regarding ESSER III funding please see the ARP Act Funding web page at

<https://www.cde.ca.gov/fg/cr/arpact.asp>.

For technical assistance related to the completion of the ESSER III Expenditure Plan, please contact EDReliefFunds@cde.ca.gov.

Fiscal Requirements

- The LEA must use at least 20 percent (20%) of its ESSER III apportionment for expenditures related to addressing the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs.
 - For purposes of this requirement, "evidence-based interventions" include practices or programs that have **evidence** to show that they are effective at producing results and improving outcomes when implemented. This kind of evidence has generally been produced through formal studies and research. There are four tiers, or levels, of evidence:

- **Tier 1 – Strong Evidence:** the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented randomized control experimental studies.
 - **Tier 2 – Moderate Evidence:** the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented quasi-experimental studies.
 - **Tier 3 – Promising Evidence:** the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented correlational studies (with statistical controls for selection bias).
 - **Tier 4 – Demonstrates a Rationale:** practices that have a well-defined logic model or theory of action, are supported by research, and have some effort underway by a State Educational Agency, LEA, or outside research organization to determine their effectiveness.
- **For additional information please see the Evidence-Based Interventions Under the ESSA web page at <https://www.cde.ca.gov/re/es/evidence.asp>.**
- The LEA must use the remaining ESSER III funds consistent with section 2001(e)(2) of the ARP Act, including for:
 - Any activity authorized by the Elementary and Secondary Education Act (ESEA) of 1965;
 - Any activity authorized by the Individuals with Disabilities Education Act (IDEA);
 - Any activity authorized by the Adult Education and Family Literacy Act;
 - Any activity authorized by the Carl D. Perkins Career and Technical Education Act of 2006;
 - Coordination of preparedness and response efforts of LEAs with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to COVID-19;
 - Activities to address the unique needs of low-income students, students with disabilities, English learners, racial and ethnic minorities, homeless students, and foster youth, including how outreach and service delivery will meet the needs of each population;
 - Developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs;
 - Training and professional development for staff of the LEA on sanitation and minimizing the spread of infectious diseases;
 - Purchasing supplies to sanitize and clean the facilities of an LEA, including buildings operated by such agency;
 - Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under IDEA, and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements;
 - Purchasing education technology (including hardware, software, and connectivity) for students who are served by the LEA that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment;
 - Providing mental health services and supports, including through the implementation of evidence-based full-service community schools;
 - Planning and implementing activities related to summer learning and supplemental after school programs, including providing classroom instruction or online learning during the summer months and addressing the needs of underserved students;

- Addressing learning loss among students, including underserved students, by:
 - Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiated instruction,
 - Implementing evidence-based activities to meet the comprehensive needs of students,
 - Providing information and assistance to parents and families of how they can effectively support students, including in a distance learning environment, and
 - Tracking student attendance and improving student engagement in distance education;

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

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

Other LEA Plans Referenced in this Plan

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

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

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

Summary of Expenditures

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

Instructions

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

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

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

Community Engagement

Purpose and Requirements

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

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

- Students;
- Families, including families that speak languages other than English;
- School and district administrators, including special education administrators;
- Teachers, principals, school leaders, other educators, school staff, and local bargaining units, as applicable.

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

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

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

- Students who are English learners;
- Students of color;
- Students who are foster youth;
- Homeless students;
- Students with disabilities; and
- Migratory students.

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

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

Instructions

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

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

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

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

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

A sufficient response to this prompt will provide clear, specific information about how input from community members and the public at large was considered in the development of the LEA’s plan for its use of ESSER III funds. This response must describe aspects of the ESSER III Expenditure Plan that were influenced by or developed in response to input from community members.

- For the purposes of this prompt, “aspects” may include:
 - Prevention and mitigation strategies to continuously and safely operate schools for in-person learning;

- Strategies to address the academic impact of lost instructional time through implementation of evidence-based interventions (e.g. summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs);
- Any other strategies or activities implemented with the LEA’s ESSER III fund apportionment consistent with section 2001(e)(2) of the ARP Act; and
- Progress monitoring to ensure interventions address the academic, social, emotional, and mental health needs for all students, especially those students disproportionately impacted by COVID-19

For additional information and guidance, please see the U.S. Department of Education’s Roadmap to Reopening Safely and Meeting All Students’ Needs Document, available here: <https://www2.ed.gov/documents/coronavirus/reopening-2.pdf>.

Planned Actions and Expenditures

Purpose and Requirements

As noted in the Introduction, an LEA receiving ESSER III funds is required to develop a plan to use its ESSER III funds to, at a minimum, address students’ academic, social, emotional, and mental health needs, as well as the opportunity gaps that existed before, and were exacerbated by, the COVID-19 pandemic.

Instructions

An LEA has the flexibility to include actions described in existing plans, including the LCAP and/or ELO Grant Plan, to the extent that the action(s) address the requirements of the ESSER III Expenditure Plan. When including action(s) from other plans, the LEA must describe how the action(s) included in the ESSER III Expenditure Plan supplement the work described in the plan being referenced. The LEA must specify the amount of ESSER III funds that it intends to use to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA. Descriptions of actions provided should include sufficient detail yet be sufficiently succinct to promote a broad understanding among the LEA’s local community.

Strategies for Continuous and Safe In-Person Learning

Provide the total amount of funds being used to implement actions related to Continuous and Safe In-Person Learning, then complete the table as follows:

- If the action(s) are included in another plan, identify the plan and provide the applicable goal and/or action number from the plan. If the action(s) are not included in another plan, write “N/A”.
- Provide a short title for the action(s).
- Provide a description of the action(s) the LEA will implement using ESSER III funds for prevention and mitigation strategies that are, to the greatest extent practicable, in line with the most recent CDC guidance, in order to continuously and safely operate schools for in-person learning.

- Specify the amount of ESSER III funds the LEA plans to expend to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA.

Addressing the Impact of Lost Instructional Time

As a reminder, the LEA must use not less than 20 percent of its ESSER III funds to address the academic impact of lost instructional time. Provide the total amount of funds being used to implement actions related to addressing the impact of lost instructional time, then complete the table as follows:

- If the action(s) are included in another plan, identify the plan and provide the applicable goal and/or action number from the plan. If the action(s) are not included in another plan, write “N/A”.
- Provide a short title for the action(s).
- Provide a description of the action(s) the LEA will implement using ESSER III funds to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs.
- Specify the amount of ESSER III funds the LEA plans to expend to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA.

Use of Any Remaining Funds

After completing the Strategies for Continuous and Safe In-Person Learning and the Addressing the Impact of Lost Instructional Time portions of the plan, the LEA may use any remaining ESSER III funds to implement additional actions to address students’ academic, social, emotional, and mental health needs, as well as to address opportunity gaps, consistent with the allowable uses identified above in the Fiscal Requirements section of the Instructions. LEAs choosing to use ESSER III funds in this manner must provide the total amount of funds being used to implement actions with any remaining ESSER III funds, then complete the table as follows:

- If the action(s) are included in another plan, identify the plan and provide the applicable goal and/or action number from the plan. If the action(s) are not included in another plan, write “N/A”.
- Provide a short title for the action(s).
- Provide a description of any additional action(s) the LEA will implement to address students’ academic, social, emotional, and mental health needs, as well as to address opportunity gaps, consistent with the allowable uses identified above in the Fiscal Requirements section of the Instructions. If an LEA has allocated its entire apportionment of ESSER III funds to strategies for continuous and safe in-person learning and/or to addressing the impact of lost instructional time, the LEA may indicate that it is not implementing additional actions.
- Specify the amount of ESSER III funds the LEA plans to expend to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA. If the LEA it is not implementing additional actions the LEA must indicate “\$0”.

Ensuring Interventions are Addressing Student Needs

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

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

Complete the table as follows:

- Provide the action title(s) of the actions being measured.
- Provide a description of how the LEA will monitor progress of the action(s) to ensure that they are addressing the needs of students.
- Specify how frequently progress will be monitored (e.g. daily, weekly, monthly, every 6 weeks, etc.).

California Department of Education
June 2021