Cecilia A. Massetti, Ed.D.
Superintendent of Schools

Agenda Item 8.10

Board of Education Action Item
October 12, 2021

Topic:
Consideration Adoption of ESSER III Expenditure Plan

[Review and adopt the ESSER III Plan]

Background:
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.

Financial Impact:
$2,683,106

Resource:
Frederick Cogan
Executive Director,
Career & Alternative Education Services

Jessica Drake
Executive Director,
Student Programs and Services

Recommendation:
Adopt the ESSER III expenditure plan.

8.10

ESSER III Expenditure Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Madera County Superintendent of Schools (MCSOS)	Fred Cogan, Executive Director of Career and Alternative Education Services	fcogan@mcsos.org (559)662-4640
Madera County Superintendent of Schools	Jessica Drake, Executive Director of Student Programs and Services	jdrake@mcsos.org (559)662-4669

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

For more information please see the Instructions.

Other LEA Plans Referenced in this Plan

Plan Title	Where the Plan May Be Accessed
Local Control Accountability Plan (LCAP)	MCSOS Website and 1105 S. Madera Ave. Madera, CA, 93637
Expanded Learning Opportunities Grant (ELOG)	MCSOS Website and 1105 S. Madera Ave. Madera, CA, 93637

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

$2,683,106

Plan Section	Total Planned ESSER III Expenditures
Strategies for Continuous and Safe In-Person Learning	$1,892,944
Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)	$ 536,621
Use of Any Remaining Funds	$ 253,541

Total ESSER III funds included in this plan

$2,683,106

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.

There have been numerous community engagement opportunities during the 2020-2021 school year to gather and streamline feedback to inform the development of the Expanded Learning Opportunities Grant Plan (ELOG) and the Local Control Accountability Plan (LCAP). The extensive feedback from the ELOG and LCAP was used in the development of this ESSER III expenditure plan as well current input opportunities this school year. Community engagement opportunities throughout the 2020-2021 school year targeted the following stakeholder groups: students, parents/guardians, school and district administrators, teachers, support staff, English Learner Advisory Committee (ELAC), School Site Council (SSC), parents/guardians of students with disabilities, students experiencing homelessness, and students in foster care.

This year, parent meetings were held on September 30, 2021, with Career and Alternative Education Services (CAES) Programs' School Site Council and English Learner Advisory Committee meetings. CAES schools share a School Site Council given the small size of each of the 3 sites. These meetings were opportunities for parents, students, teachers, and Madera County Probation Department to provide valuable insight and input regarding the usage of ESSER III funds. Several commendations regarding prior usages of other funding and time spent with students were offered, and new recommendations for potential ESSER III expenditures were made. Suggestions included to add additional math and reading support classes, and continue to conduct student academic assessments prior to the start of the instructional year. These activities will be addressed in the ESSER III plan through the Community Resource Center and the addition of assessments days prior to the beginning of the school year.

CAES schools also include students being supported by Madera County Probation. To provide services for students on probation, members of the department are educational partners, and as such, the Chief Probation Officer and the Deputy Chief Probation Officer were consulted for input to the ESSER III plan. Their input focused on access to technology for students being served in juvenile hall, and post-high school student education in order to bridge the employability skills gap. The Community Resource Center will address these needs by being a transition center for students exiting the juvenile hall program. A separate activity for the ESSER III plan is to provide hot spots, devices, and services to students. Juvenile Hall students should be included in this activity provided adequate cyber security measures remain in place.

Parents from the Norman Gould Center School Site Council and ELAC were also asked to provide input for the ESSER III plan. These meetings were both held September 28, 2021. Gould parents represent students with disabilities from districts throughout Madera County. Gould parents felt that the assessment days added prior to the beginning of the school year were very beneficial for their children. Parents also expressed that they would like a physical location for parent support group meetings because they have been meeting through Zoom only. This was added as an additional function of the Community Resource Center. Gould parents also requested parent training and counseling to help assist each of them with the rigors of raising children with disabilities. These services would also be available through the Community Resource Center. Parents were also very supportive of the outdoor learning space that would be added in the Gould Center yard area.

CAES and Student Programs staff members were surveyed using a Google Survey and the meeting at Gould. Some staff felt the additional assessment days prior to the start of school helped with an efficient start to the year given teachers were able to establish needed academic baselines for planning instruction. Staff members also supported the need for an outdoor learning space at the Gould Center.

On September 28,2021, the Executive Director of Student Programs and Services met with the Community Advisory Committee. LEA partners were in attendance. She shared with the members proposed activities and solicited input and feedback on proposed expenditures. The LEA partners agreed with the plan and expressed strong support of the outdoor learning center at the Gould Center which serves the students with the most significant disabilities in Madera County.

On October 4, 2021, the MCSOS Superintendent of Schools met with the Interagency Youth and Children Services Council Executive Committee. In attendance were MCSOS, Madera County Behavioral Health. Madera County Department of Public Health, Madera County Probation and Madera County Courts. The superintendent presented the plan and highlighted the Community Resource Center. She explained the purpose of the center and who would benefit from its services. The council was also very supportive of the plan.

On October 5, 2021, the Executive Director of Student Program and Services communicated with a tribal representative from the Native American community. This representative focuses on the educational needs of Native American students.

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

Feedback from the community engagement strategies described above was incorporated into the development of specific strategies for addressing learning loss from lost instructional time during the COVID-19 Pandemic, and to provide supplemental instruction and support to identified students. Additionally, stakeholder feedback from the ELOG and LCAP remained consistent with current stakeholder feedback, including a commitment to in-person learning, more personalized instruction, providing extra instructional support to students for math and reading, maintaining strong counseling support programs, student interventions, and other enrichment opportunities. The services and opportunities for students as described in the ESSER III plan incorporate this feedback and will continue to build on the ELOG and LCAP goals of supporting safe and continuous in-person learning, as well as, addressing the academic, social, emotional, and mental health needs of all students.

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

$1,892,944

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
ELOG Goal #1, 2, 4 & 6 <u>LCAP</u> Goal #2 Actions #2 & 4 Goal #3 Actions #1 & 4 Goal #4 Actions #1, 3 & 5	Establish a Community Resource Center	The community of Madera needs a centralized location where educational services can be accessed by students and parents. This need is especially critical given the largest local education agency (LEA) in the county is closing its community resource centers due to needing additional classroom space at school sites in the wake of the COVID-19 pandemic. In addition, there is a need for social/emotional services that can be accessed by students outside direct instructional time. Students in MCSOS programs have experienced learning loss during distance learning at home. Out of school tutoring addresses the academic impact of lost instructional time through the implementation of evidence-based interventions. Out of school tutoring is an opportunity to supplement learning from the school day and provide targeted assistance to students whose needs extend beyond what they can receive in the classroom. Tutoring plays a meaningful role in improving academic achievement and closing the gap between low- and high-performing students. The Community Resource Center will address the following needs: 1. Language needs of parents whose second language is English	$1,500,000

		2. Various needs of parents of children with disabilities 3. Accessibility for parents and students requiring internet access 4. Learning loss needs of students requiring additional tutoring 5. Social/emotional needs of students requiring counseling service 6. Acknowledgement of reasons to celebrate the different backgrounds and disabilities found within the community The Community Resource Center will bring the following resources to Madera: 1. Parenting classes with childcare for the parents attending the classes 2. Courses in learning English as a Second Language 3. Child nutrition classes 4. A computer lab 5. Electronic resources 6. After-school therapy and counseling for students 7. After-school tutoring 8. Transitional center for students exiting Juvenile Hall 9. Parent Support Groups 10. Celebrations and raising awareness of events such as Black History Month, Hispanic Heritage Month and American Sign Language Day In order to establish the Community Resource Center, the former Early Education Center located at Almond Avenue in Madera needs to be remodeled. It has been unused for an extended period of time and needs to be refurbished in order to provide a suitable location for multiple services.	

		The Community Resource Center would require staff. Staff needs to be hired to launch the center. Ideally, this would be staff from a nearby district that has used their Family Resource Centers very successfully. By using someone who has already started several centers, this will expedite the process. Once the Community Resource Center is operational. Equipment and supplies will also need to be purchased.	
Not Applicable	Replace Gould Playground to Create a New Outdoor Learning Center	The Gould Educational Center serves students with the most severe physical and cognitive disabilities throughout Madera County. The new outdoor learning center will allow for more outdoor instruction where it is safer for students due to a reduction in the transmission of COVID-19 in well-ventilated areas. It will improve operations of the school to reduce risks of virus transmission and exposure to environmental health hazards and to support student health needs. At the Gould Center, student learning includes all aspects of the students' day including both time in the classroom and time on the playground. The reason for this is that students with severe disabilities must have all domains addressed during the school day. These domains include physical well-being, social skills and motor development. The equipment being ordered addresses students' needs by providing an outdoor learning space that provides students opportunities to experience sensory input necessary for modulating sensory processing differences. When students' sensory processing can be addressed outside their focused instructional time, students are then available for further learning inside the classroom. Other benefits of the new outdoor learning center are: 1. Provides alternative strategies to meet Individualized Education Plan (IEP) goals 2. Increases opportunities to develop social skills	$260,000

		3. Physical activity perfuses the brain with blood and oxygen making the students better able to focus and attempt learning at higher levels 4. Increases opportunities for risk taking, decision-making and facing challenges 5. Increases opportunities for imaginative play 6. Provides an outdoor learning area 7. Provides wheelchair accessibility which meets the Americans with Disabilities Act accessibility requirements 8. Easier to clean and disinfect	
ELOG Goal #7 LCAP Goal #2 Action #8 Goal #4 Action #1	Provide Life Guard Training	An increasing number of students in Madera County are impacted by social/emotional needs. This statement is based on discussions held with local LEA school counselors and psychologists and staff from Madera County Behavioral Health Services. According to Seity Health, students were in the middle of the biggest mental health crisis in history. Now, a crisis within a crisis is faced as COVID-19 mitigation measures required families to isolate themselves. Social isolation triples the risk for anxiety and depression – and that risk persists for nine years after isolation ends. Addressing the social/emotional needs of students in Madera County is key due to 20 months of in-person learning and COVID isolation. The Life Guard Initiative is a social/emotional well-being check in tool for staff and students between 7th and 12th grades. Life Guard is a voluntary program and was developed by Seity Health. The Life Guard Initiative is a project that is being conducted in conjunction with Stanislaus County Office of Education. There is a three-year plan for its implementation in Madera County. Staff will participate the first year. Students will then begin participating at the beginning of the second year. The	$100,000

		third year will focus on expanding the program to the LEAs located in Madera County. The Life Guard Initiative is delivered through a cellular phone application for both Apple and Android devices. Each day, participants are asked a series of questions regarding their social and emotional well-being. The answers then go to a teacher or supervisor so s/he can see what the social/emotional well-being of their team is on any given day. If there are members of the team that appear to need support based on their submitted answers in the app, a teacher or supervisor can check in with them to provide that support. There is also a feature in the app that will provide phone numbers to the participant if their answers indicate a specific need. One specific example of a phone number that might be provided is the Suicide Hot Line. For students, there is an added feature to the program. A dashboard is available in the student information system. (Currently, the dashboard is only available in Aries but compatibility with other systems is being developed. MCSOS uses PowerSchool and expects this feature to be available by the time students begin to participate.) The dashboard assigns a color to each student based on their answers in the app. Green indicates that the student is doing well, yellow indicates that the student might be struggling, and red indicates that the student needs support. The teacher can then reach out to students accordingly. School counselors also have access to the student dashboard. The teacher can refer students to the counselor if the student needs a higher level of assistance immediately. The plan for MCSOS is to put a group of employees through a trainer-of-trainers model of professional development. The first training for that group will be on October 19, 2021. Once they are trained on the Life Guard Initiative, it will be implemented throughout the	

		entire MCSOS organization. Once it is established with the MCSOS staff, other LEAs located in Madera County will be trained. Some of these districts have already indicated their desire to adopt Life Guard.	
Not Applicable	Provide COVID Testing for Staff and Students	Mitigation strategies are needed to stop the spread of COVID-19. To address this need, COVID-19 testing will be conducted for staff and students. An additional registered nurse will be hired for this activity. This will enable MCSOS staff to more effectively implement public health protocols including, to the greatest extent practicable, policies in line with guidance from the Centers for Disease Control and Prevention for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators and other staff. The cost associated with this will be the purchase of technology such as laptops. There may, possibly, be a cost for test kits.	$32,944

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

$536,621

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
ELOG Goal #6 LCAP	Add Additional Days to Instructional Calendar	Instructional staff needed additional days to prepare for this school year because students had been engaged in distance learning for the previous school year. Formalized assessment measuring the students' levels of functioning had not been administered during distance	$536,621

Goal #1 Actions #1, 6 & 9 Goal #4 Actions #3 & 13		learning. It was imperative that staff determine students' levels of functioning before the first day of instruction. It was also vital that staff receive professional development before returning to the classroom after the extended period of distance learning. Four days were added to the staff calendar for school year 2021/2022. MCSOS will seek to continue adding the extra days to subsequent years but will need to negotiate this with union partners. The purpose of these extra days is to address the academic impact of lost instructional time and administer student assessments prior to the start of school. The MCSOS special education staff brought students to school sites for individualized assessments. The information from these assessments was used to individualize and differentiate instruction when the students return to school full time. The action resulted in a more expedient start to the school year. No instructional time was lost because the necessary assessments had already been administered prior to the beginning of school. The focus of time spent in professional development was on the effective use of instructional time. A discussion was held about appropriate types of assessments to use subsequent data. Teachers reviewed gathered assessment data to identify student needs and developed plans to address those needs. Itinerant staff received trainings on writing defensible reports and evidence-based practices. Staff members from Career and Alternative Education Services (CAES) engaged in both professional development activities and administered formative assessments to all incoming students. Two of the four in-service days were solely dedicated to administering i-Ready Reading and Mathematics assessments to all incoming CAES students. Professional development activities included professional learning in the areas of	

		Study Sync ELA program; English Language Development skills training; i-Ready assessments and Acceleration curriculum training for use in Acceleration Class settings; and Mathematics skills building for all teachers and instructional assistants. These activities directly attributed to helping mitigate learning loss for all incoming students due to the COVID-19 Pandemic.	

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

$253,541

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
ELOG Goal #3 LCAP Goal #2 Action #4	Provide hot spots, devices and services	The rapid transition to in-person remote learning revealed the impact of the digital divide on student learning. Some students lacked internet access and that made remote learning extremely difficult for them. The digital divide serves to exacerbate existing inequalities, as historically disadvantaged students are also more likely to face technology access issues. Students in MCSOS programs have considerable gaps and disparities in internet access. Internet access provides access to: 1. Online activities 2. Individual learning lessons or activities 3. Recorded video/screen cast from teachers 4. Podcasts 5. Apps 6. Zoom meeting providing direct instruction and individual instruction 7. Email	$20,000

		All of the aforementioned strategies for instruction provide students participating in independent study alternative methods to learn new content in order to improve academic achievement, recover credits and work toward graduation.	
Not Applicable	Indirect Costs	These costs are necessary as they pertain to the general operation of the organization and the conduct of the activities listed in the ESSER III plan.	$230,541
Not Applicable	Hire staff to write the ESSER III Plan	Due to the new responsibilities being encountered with COVID-19, staff is being stretched to their limit and cannot absorb additional duties to write the plan. Consequently, MCSOS will contract with additional staff to write the ESSER III plan. The cost associated with this will be the hourly wage.	$3,000

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
Establish a Community Resource Center	Ongoing progress monitoring will occur in order to ensure that activities at the Resource Center are meeting the needs of students and parents. A survey will be given after each training. Surveys and rating scales will be given to gather input from parents and students. Another monitoring activity will be attendance counts at trainings, tutoring, and events. These surveys will serve as the data point in determining if the trainings are effective. Conducting ongoing needs assessment. Pre- and	The ongoing monitoring will occur after each training opportunity and other events when an immediate response it warranted. For all other activities, monitoring will occur quarterly.

	Post-training surveys will measure programmatic effectiveness of the activities.	
Replace Gould Playground to Create a New Outdoor Learning Center	Effectiveness of this outdoor learning facility will be monitored by gathering parent and staff input. A decreased number of behavioral incident reports will be another form of evidence. Positive changes in student behavioral data will also be an indicator of its effectiveness.	Quarterly
Provide Life Guard Training	Staff input will be used to monitor the effectiveness of this activity. Attendance rates and suspension rates will also be monitored.	Quarterly
Provide COVID-19 Testing for Staff and Students	COVID tests will be given each week. A factor that will indicate the efficacy of these tests will be a reduction in the need for people to quarantine.	Weekly
Add Additional Days to Instructional Calendar	Effectiveness of this activity will be monitored through staff input; parent input and attendance of students being assessed.	Annually
Provide hot spots, devices and services	This will be monitored by distributing devices to students at the beginning of school and upon new enrollment throughout the year.	Annually
Indirect Costs	This will be monitored by metrics from the other activities in the plan.	Annually
Hire staff to write the ESSER III Plan	This will be monitored by completion of the ESSER III plan.	Triennially

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.).