



## ESSER III Expenditure Plan

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

For more information please see the Instructions.

### Other LEA Plans Referenced in this Plan

Plan Title	Where the Plan May Be Accessed
Local Control and Accountability Plan (LCAP)	<a href="https://www.mcs4kids.com/district/lcff-and-lcap">https://www.mcs4kids.com/district/lcff-and-lcap</a>
Expanded Learning Opportunities Grant Plan (ELO) (AB 86)	<a href="https://www.mcs4kids.com/documents/AB86%20High%20School%20State%20Grant%20Plan.pdf">https://www.mcs4kids.com/documents/AB86%20High%20School%20State%20Grant%20Plan.pdf</a>

## 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

\$33,270,460

Plan Section	Total Planned ESSER III
Strategies for Continuous and Safe In-Person Learning	\$4,935,000
Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)	\$10,009,000
Use of Any Remaining Funds	\$18,326,460

### Total ESSER III funds included in this plan

\$33,270,460

## 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.

Student Feedback

Student feedback was obtained from the Inter-High Council members at the September 7, 2021 meeting. Additionally, the members solicited feedback from students on their campuses. A survey was sent out to all students as part of the parent, student, and staff survey published by the district to gather feedback.

#### Staff and Labor Partners

The administrators that form the Teaching and Learning group have provided substantial feedback and support in the development of this plan, including but not limited to: Curriculum Instruction/Professional Development Directors, Student Support Services Directors, School Leadership Directors, Nutritional Services Directors, Communications Department staff, Business Services Directors, Information and Educational Technology Services staff, and members of Cabinet.

The district has been working closely with our labor partners in all phases of the plan for the return to In-Person Instruction and the contingencies should the need arise to shift to Distance Learning. Feedback on the ESSER III Expenditure plan was obtained at a September bargaining group consultation meeting and during ongoing collaborative meetings.

#### DELAC Feedback

The ESSER III Expenditure Plan was discussed with our DELAC committee on September 16, 2021. Parents provided input regarding the plan. The meeting was conducted in English and Spanish.

#### Key Communicators

Superintendent Dr. Noguchi holds monthly meetings with key community partners in education to solicit feedback on a variety of topics. The “Key Communicators” meetings include parents and community leaders, as well as City and County government officials. These meetings provide feedback from a variety of perspectives, including those who do not have children in our schools.

#### Parent and Community Outreach

Several District online surveys (May 2020 through August 2021) have asked for feedback from parents on what additional supports and/or resources they need to help their student be successful. An online survey specific to ESSER III was sent out on September 9 to seek additional feedback from parents, students and staff. Over 1,200 responses were received with the majority coming from parents (839).

District leadership solicited input from the following community organizations during their meetings in August and September: South Modesto Partnership, West Modesto Collaborative, Stanislaus Partners in Education, Parents Leading Change, and the Latino Roundtable. Members were provided an overview of the program and asked to provide feedback on what they see working and what they would suggest to support the social, emotional, mental health, and academic success of students.

#### Civil rights organizations

District leadership solicited input from the Stanislaus County Chapter of the NAACP and from Parents Leading Change during meetings in September. Additionally, members of the Black Student Unions provided guidance on ideas for inclusion in the plan.

#### Advocates for “underserved students”

Feedback was provided from advocates for homeless and foster youth via the district's Homeless Liaison and Foster Youth Liaison. Additional feedback was provided by Court Appointed Special Advocates (CASA) and by the district Special Education Committee.

#### Social Media and School Messenger

Modesto City Schools also uses social media to keep its community of students, families, and staff informed. Between the District's Facebook, Twitter, and Instagram accounts, there are over 17,500 page likes/follows. Social media users regularly engage by commenting on posts and using the private message function on the platforms.

School and District officials use a mass notification system called SchoolMessenger to provide timely, relevant information regarding students' education and upcoming events. The system sends messages via voicemail, email, and text. This platform, using the survey function, was used to solicit feedback on transportation and internet connectivity.

New for the 2021-2022 school year, school and district staff are using Peachjar© to provide digital distribution of school and community information directly to parents. The new platform increases communication with parents to increase participation in the schools.

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

Feedback from the groups helped define various aspects of the plan. Specific areas of influence are increased mental health supports, expanded options for after school activities, increased STEM programs, coaching support for teachers, support of social-emotional learning, additional intervention/remediation opportunities, safety processes including COVID-19 testing, and increased staffing support.

Students specifically wanted to have safety procedures in place to support in-person instruction, increased academic supports for absences related to COVID-19, to have increased opportunities for participation in after school programs, mental health supports, and remediation/intervention supports. These were echoed by the parents, community members, teachers, and administrators.

Supports for English learner students, special education students, and for at-risk students were a priority. Additional staff to support English learner students, an additional inclusion specialist, and increased remediation and summer school were included in the plan to support these 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

\$ 4,935,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP Goal 1.1 Ensure Great Instruction First Time LCAP Goal 1.2 Increase students being identified as “prepared” in	Modesto Virtual Academy (MVA)	Hourly pay for teachers to support increased interest from families with regard to students attending Modesto Virtual Academy and provide necessary academic support to those students.  Supplies to support the increased enrollment/interest in MVA.	1,040,000
N/A	COVID-19 Testing/ Monitoring	Provide necessary testing to ensure the safe return to in-person instruction for students/athletes and staff.  Provide the structure and staff to conduct the necessary COVID-19 monitoring: Command center, contact tracing, and added nursing, health clerks, and medical procedure specialists to support.	3,895,000

# 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

\$ 10,009,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP Goal 1.2 Increase students being identified as “prepared” in the college and career indicator LCAP Goal 1.4 Develop a Multi-Tiered System of Support (MTSS) for all students LCAP Goal 1.6 Increase access to general education for students with disabilities Expanded Learning Opportunities Grant (ELO)	Decrease Counseling Ratios	Increase the number of counselors to provide increased support to students to ensure academic progress, credit recovery, and graduation progress. These positions will be supported after the ELO grant funds expire.	2,800,000
ELO	Instructional Coaches	Increase instructional coaches to provide support to teachers implementing new strategies to address student lost instructional time. These positions will be supported after the ELO grant funds expire.	2,000,000
LCAP Goal 1.3 Increase English Learners growth toward English proficiency LCAP Goal 1.4 Interventions LCAP Goal 1.5 Ensure students have access	Summer School Programs	Increase summer school program offerings to address lost instructional time and engage students. Funds will supplement offerings being paid from LCAP or ELO funds and will continue the support after the ELO funds expire.	2,000,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
to enrichment activities at all school sites ELO			
LCAP Goal 1.4 Mental Health/ Social-Emotional Support	Student Assistance Specialists (SAS)	Provide additional SAS to support the social-emotional needs of students to promote re-engagement and academic success.  Provide mental health support for students enrolled in alternative education.	1,033,000
LCAP Goal 1.6 Increase access to general education for students with disabilities	Inclusion Coordinator	Provide an Inclusion Coordinator to support the needs of students with disabilities	280,000
N/A	ALD Staffing	Provide additional ALD staffing to support English Learner students	504,000
ELO	Language Institute	Provide additional para support for students enrolled in the Language Institute to address lost instructional time	392,000
LCAP Goal 1.4 Remediation ELO	Remediation/Intervention	Provide additional evidence-based remediation/intervention support for at-risk students	1,000,000

## 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

\$ 18,326,460

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
N/A	COVID-19 Oversight	Director III, Health Services position to provide COVID-19 oversight and direct services related all health services.	270,000
N/A	Equity/Intervention	Equity & Intervention Specialist to support equity within the district in support of student achievement.	202,500
LCAP GOAL 3 ELO	Parent Ambassador Program	<p>Funding for the Parent Ambassador program that provides parents/guardians an opportunity to build their leadership and advocacy skills while supporting parent engagement and academic success for students. Funds will be used to increase the program and maintain after ELO grant funds expire.</p> <p>Hire Coordinator, Special Parent Projects to supervise/coordinate the Parent Ambassador Program and other parent involvement activities.</p>	454,500
N/A	Technology	<p>Internet Support - Provide internet supports to students, staff, and families</p> <p>Tech Support - Additional days for IETS staff to support students, staff, and families with technology and access</p> <p>Systems &amp; Applications Analyst - Additional position to support increased workload due to COVID-19 and the re-organization of IETS to support necessary district functions and structure for future compatibility.</p> <p>Hot Spots - Provide hot spots to families struggling to access the internet so that students can access coursework</p> <p>Software Licenses – Software licenses to support students and staff</p> <ul style="list-style-type: none"> <li>• DreamBox</li> <li>• K-6 Music</li> <li>• One to One Plus</li> <li>• Virtual Labs</li> <li>• Content Filter</li> <li>• Florida Virtual</li> <li>• Gizmo/Labster</li> </ul>	2,818,630

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		Attainment Hub – Special Ed	
N/A	Facilities	HVAC Replacement - Replace outdated HVAC systems to meet the new standards and address COVID-19 requirements HVAC Air Filters - Purchase and utilize the necessary air filters for air purification Restrooms - Provide additional restrooms to support social distancing and cleaning Sanitizing - Increased sanitizing to combat the spread of COVID-19 Personal Protective Equipment (PPE) - Purchase necessary PPE for staff to maintain safety Outdoor Learning Environments - Implement outdoor learning environments to support student engagement and learning while promoting social distancing. Facility Improvements - Upgrades to existing facilities to support student learning and safety	11,563,936
N/A	Nutrition Services	Additional hours to support the preparation and delivery of safe meals for students	750,000
N/A	Lead Analyst – Fiscal	Support the increased monitoring and reporting for ESSER funds	135,000
N/A	Human Resources Classified Staff	Additional staff to support increased hiring/recruitment needs due to COVID-19 and added funding requirements (2.0 FTE)	192,500
N/A	Indirect	Indirect @ 6.16%	1,939,394

## 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
Modesto Virtual Academy (MVA)	Attendance and grade reports will be monitored for the students who enrolled in MVA to ensure they are meeting required standards and making progress to meet grade level standards.	Daily/Weekly/ Grade Reporting Periods
COVID-19 Testing/ Monitoring COVID-19 Oversight	Student attendance rates will be monitored in relationship to COVID-19 related absences. Compliance with state regulations and reports.	Monthly
Decrease Counseling Ratios	Effectiveness of interventions implemented as part of Site Intervention Teams	Quarterly
Instructional Coaches	Students’ performance on identified benchmark assessments (ex. DIBELS, IAB) for teachers receiving coaching support in comparison to students’	Following the benchmark assessment administration calendar with reports quarterly.
Summer School Programs	PowerSchool Daily Attendance will be monitored for students enrolled in summer programs.  Credits earned or recovered will be monitored as appropriate.  Pre/Post survey will be administered for enrichment programs.	Daily in summer  Weekly/ End of grading period  Beginning and end of program
Student Assistance Specialists (SAS)	Tracking of students receiving SAS support, by site	Semester

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
Inclusion Coordinator	<p>SEIS data indicating the percentage of time in/out of the general education and special education setting.</p> <p>Weekly progress meetings with staff member</p>	Beginning-of-the-Year (BOY), Middle-of-the-Year (MOY), End-of-the-Year (EOY)
Remediation/Intervention	<p>PowerSchool Daily Attendance will be monitored for students enrolled in programs.</p> <p>Credits earned or recovered will be monitored as appropriate.</p>	<p>Daily</p> <p>Weekly/end of semester</p>
ALD Staffing Language Institute	<p>Academic progress of students enrolled in ALD coursework (grades)</p> <p>Reclassification growth</p>	<p>Grading Period</p> <p>MOY, EOY</p>
Equity/Intervention	<p>Parent Surveys</p> <p>Decrease in achievement gaps by subgroups</p> <p>Increased enrollment in rigorous courses</p> <p>Decreased discipline by subgroups</p>	Quarterly
Parent Ambassador Program	Surveys, sign-in sheets, and personal contact data	Weekly during the school year.
Technology	<p>Help Desk Tracking System</p> <ul style="list-style-type: none"> <li>• Open Tickets</li> <li>• Closed Tickets</li> <li>• Average Ticket Time</li> </ul> <p>Rates of use for technology supports such as hot spots.</p>	Monthly/Quarterly

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
	Tickets/requests pertaining to Systems & Applications  Software usage	
Facilities	SARC Report Site facility inspections. Contract schedule(s) and work completion.	Annually Weekly/Monthly
Nutrition Services	Tracking of student participation/utilization of the meal programs.	Quarterly/Annually
Lead Analyst – Fiscal	Effective utilization of COVID related funding in accordance with the expenditure plan.  Completion/submission of required reports by due dates.	Monthly/Quarterly/Annually
Human Resources Classified Staff	Vacancy monitoring and tracking data Position fill rates and onboarding time	Monthly

# 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](mailto: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.).

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