

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
2021-2022 Local Control Accountability Plan	https://www.nmcusd.org/domain/18
2021 Expanded Learning Opportunities Grant Plan	https://www.nmcusd.org/domain/18
2021 Learning Continuity and Attendance Plan	https://www.nmcusd.org/domain/18
2021 Reopening and COVID-19 Prevention Plan/Program	https://www.nmcusd.org/domain/392
Facilities Educational Specifications and Facilities Master Plan-Draft-September 2, 2021 Stakeholder Meeting Presentation	https://www.nmcusd.org/domain/38

Summary of Planned ESSER III Expenditures (Updated for 22-23)

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

~~\$7,821,819~~ updated amount of allocation is \$7,834,918 (Resource 3213 \$6,268,734) (Resource 3214 \$1,567,184)

Plan Section	Total Planned ESSER III Expenditures
Strategies for Continuous and Safe In-Person Learning	\$4,631,829 \$5,268,734
Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)	\$1,157,957 (includes resource 3218 and 3219) \$2,567,184
Use of Any Remaining Funds	\$0.00

Total ESSER III funds included in this plan

~~\$7,816,211~~ \$7,834,918

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.

Throughout a variety of planning and stakeholder consulting processes that include the District's Reopening Schools and COVID-19 Prevention Plan (Safe Schools Plan), the Local Contract Accountability Plan (LCAP), the Continuity of Learning and Attendance Plan, and Expanded Learning Opportunities Plan the voices of students, parents and staff members were gathered, focus groups were conducted, advisory councils (SSC, ELAC, Migrant, SELPA) were consulted, the local North Monterey County LULAC was included, as well as formal consultation meeting with unions representatives were held. Collective input into the goals, actions, expenditures, metrics and outcomes within the mentioned multiple plans were developed to address COVID-19 prevention and mitigation strategies required to safely reopen schools and provide adequate indoor and outdoor learning spaces, activities and strategies were established to address academic impacts due the pandemic to include access to instruction, learning supports and wraparound services, and other stakeholder recommendations for activities/strategies to be implemented by the district (LEA), schools and related programs to ensure parents, students, teachers and classified staff were supported and successful. These efforts have been ongoing since January of 2021, which have continued throughout the beginning of the school year, and currently are underway as schools update their Single Plans for Student Achievement and the District (LEA) and schools refine and expand services and related actions in response to needs and requests by stakeholders within the LCAP and related Plans, to include the ESSER III plan.

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

Our community's key priorities for re-opening schools included a focus on social emotional health and wellness, engagement and interactions, education, mental health and safety. There are special considerations to be addressed regarding air ventilation and providing outdoor learning and eating areas for students and staff, in addition to expanded and frequently cleaning and sanitization. These are outlined in the NMCUSD Reopening and COVID-19 Prevention Plan that was approved by February 1, 2021.

Learning Continuity and Attendance Plan:

In-Person Safety Protocols and Diagnosing Learning Loss: Additional classroom teachers to keep class sized under 25 in TK-3 and provide adequate classroom supports such as teachers on special assignments and additional time for instructional aides and paraprofessionals. Counselors and intervention teachers support students through academic progress monitoring and individualized learning plans. Ensure two-way communications and provide time for staff to make phone calls to students and families on a regular basis.

Supporting Learning Continuity: Weekly support sessions for teachers, flexible staff roles and responsibilities to ensure expanded classroom and campus coverage, regular check ins and targeted support for foster youth and pupils experiencing homelessness. Expand school age child care and after school program capacity and offer at all sites.

Learning Loss Strategies and Measuring Effectiveness: Use of screener assessments to evaluate student learning status, use of Achievement Team protocols to address areas of pupil learning loss, analyze and identify learning gaps related to access, opportunity and/or achievement among student groups, use of ELD checklist, and use of additional paraprofessional supports for tutoring and mitigation services to students, particularly special education students.

Student Well-Being: Provide mental health services and social-emotional learning curriculum and related services, to include targeted small groups and individualized support provided by added hours to mental health and behavioral specialist staff. Conduct home visits, provide parenting series, and expanded services via the Family Center and Family Resource Center, to include helping parents access online services and information.

Local Control Accountability Plan:

Goal 1 Rigorous, Equitable Instruction: Implement diverse learning models which includes providing English Learners and Special Education students with academic supports (1.1.4) and intervention/acceleration teachers and classified support staff to provide targeted, data-driven and goal-oriented student support before, during and after school (1.1.5). Purchase supplemental intervention and screening assessments (1.2.2), provide curriculum, materials, supplies, including assessment reports and monitoring documents to help identify, aid, and monitor students in need of targeted supports. Purchase services and related licenses for supplemental programs and screening assessment data reports (Let's Go Learn, Lexia, etc.) (1.3.2). Allocated funds for services to support identification, tracking and reporting of interventions.

Goal 3 Student Engagement and Connectedness: Focus on providing high quality, effective personnel to support social-emotional learning, behavior supports and related interventions (3.1.1). Increase staffing to further develop Multi-tiered System of Supports to increase attendance and engagement (3.1.3), provide training to staff to develop culturally responsive school environments (3.1.5) and create physically welcoming and enriched school campus environment that promotes artistic and structured outdoor learning spaces (3.1.6). Fund culturally relevant and engaging programs and event (3.2.5). Promote programs and activities that help create a welcoming campus (VAPA, school gardens, outdoor fitness and play stations) (3.1.6). Enhance the outdoor learning spaces for students on each campus (3.3.6.)

Expanded Learning Opportunities Plan:

Parents/Guardians and teachers requested extended instructional learning time and additional staffing to support academic interventions and enrichment for students to accelerate academic progress to close learning gaps. The need focused on integrating student supports to address other barriers to learning.

Schools were to become community learning hubs to provide students with access to technology, provide a variety of means for high-speed internet, and other academic, behavioral and social emotional supports. There were specific requests to offer a full day summer long and inter-session intervention/enrichment program for all elementary, middle and high school students.

High school students wanted multiple opportunities for recovering credits and for meaningful work-based learning and connections with peers. Teachers and site administrators requested curriculum and assessments that would provide for identification and re-teaching of essential skills within a learning progress on identified priority or essential curriculum standards, specifically in literacy and mathematics TK-12.

Classified paraprofessionals requested training and related schedules to better support student. In addition teachers, staff, parents and students identified a need for culturally responsive training and practices to better support social emotional learning and behavior supports. Through the Multi-tiered System of Supports, there was a need to provide training on trauma informed practices and to

have an online system for ongoing professional development to continue to build and expand upon these identified practices. Parents requested the continuation and expansion of workshops in both English and Spanish that addressed a series of identified topics.

In addition, students, parents, teachers and staff members wanted to use all available outdoor spaces to promote learning, culture, inclusion, the arts, and to promote pride and school spirit. There were also suggestions to support safe practices on campuses by providing more supervision outside the classrooms, additional custodians to ensure cleaning and sanitization was done throughout the day and each night on a daily basis.

Additional vans, van drivers, school busses and bus drivers were identified as a need to ensure students have transportation to and from school and are able to fully participate in the expanded learning programs (before, after, inter-session, summer) where many of the supplemental academic, enrichment and social emotional learning would be provided. Each school requested to add additional teachers to keep class sizes as low as possible but to offer a variety of courses and opportunities for core curriculum, enrichment/electives, and academic interventions in order to provide for a two-year “catch-up” plan for students who, due to school closures since March 2020, were not provided the needed in-person instruction.

There was also an identified need to provide a virtual independent studies option for students in grades TK-12, which required adding additional teachers and support staff to serve students and families in an equitable manner through our e-School option via the North Monterey County Center for Independent Study TK-12 school.

Facilities Stakeholder Meeting on September 2, 2021: This meeting brought together community members, parents, staff and union leadership/representation to review plans for updating the district’s facilities, specifically the addition of an Educational Specifications document to assist with the requests to develop more inclusive, welcoming school campuses, that include outdoor learning spaces and classrooms which support the LCAP and Expanded Learning plan. There is a need to create active learning environments that provide flexible classrooms, arts integration, and project-based learning (inside/outside), enhancing the image and identify of each school site (signage, wayfinding, landscaping) to address student experience and flow, optimize use of indoor and outdoor spaces for learning, exploration and play, promote health and wellness, provide safe, inviting, campuses that promote a sense of belonging for all kids and their families.

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

~~\$986,056~~ \$5,268,734

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
Reopening and COVID-19 Prevention Plan, Group B	Safe & Healthy Environments	<ul style="list-style-type: none"> Create flexible classrooms and limit the number of furniture to maximize student capacity and ensure proper ventilation. Identify multi-use spaces, outdoor learning environments. Increase cleaning and disinfecting schedules. Develop signage that clearly communicates desired flow. 	\$657,000 \$3,464,623 \$44,493 disinfecting/cleaning \$24,500 outdoor serving for students \$347,856 \$238,240 contract services and furniture
Reopening and COVID-19 Prevention Plan, Group B	Expand Transportation Capacity	<ul style="list-style-type: none"> Utilize all available busses, white fleet and drivers, which may include contracted services to provide home to school transportation, specialized transportation and before/after school regional transportation. 	Using Expanded Learning funding
Reopening and COVID-19 Prevention Plan Group B and Group D	Safety and Compliance (link to the COVID Prevention Plan)	<ul style="list-style-type: none"> Provide ongoing training, education, and contact tracing and related daily wellness check, to ensure the workplace and classrooms are managed to mitigate COVID-19 spread. Compliance Coordinator, contact tracers, COVID-19 weekly testing, and availability of vaccination clinics. 	\$149,056 \$574,511 \$301,569 Wellness \$115,824 Mitigation of spread \$157,118 Testing and Tracing

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

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

~~\$6,830,155~~ \$2,567,184

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
Expanded Learning Opportunities Plan, Action #	Supplemental Instruction and Supports Strategies	Accelerating progress to close learning gaps through the implementation, expansion or enhancement of learning supports, additional academic services for students, support for completion of graduation or promotion requirements: <ul style="list-style-type: none"> Academic Intervention/Enrichment teachers 	\$747,500 \$1,278,723 \$25,705 Hotspots and intervention software
Expanded Learning Opportunities Plan, Action #	Extended Learning Time	Provided 6 AM to 6 PM before, after school extended learning time coordinated and aligned with the interventions/enrichment during the school day. <ul style="list-style-type: none"> Extended Learning Program Coordinators and Educators Additional hours for paraprofessionals 	Using Expanded Learning Funding 459,728 (3218) in 2023-2024 for middle and high schools
Expanded Learning Opportunities Plan, Action #	Expanded Learning Beyond the School Calendar	Integrated student supports to address other barriers to learning by offer Saturday academies and supports, intersession programs and Summer School academies.	Using Expanded Learning Funding 22-23

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		<ul style="list-style-type: none"> • Summer School Coordinators, Administrators, Teachers, Paraprofessionals, Classified Supports • Curriculum/materials/supplies • Enrichment Programs • Regional transportation 	\$353,228 (3219) in 23-24 for middle/high schools
Expanded Learning Opportunities Plan, Action #	Social-emotional Learning & Mental Health and Related Supports	<p>Training and supports in implementing strategies to engage students and families in addressing social-emotional health and academic needs, providing tiers of supports in the expanded learning programs and provide communication and supports to families.</p> <ul style="list-style-type: none"> • Community Liaison I-Bilingual to support communications and provide family supports beyond the school day for each school • Additional School Based Mental Health Counselors to provide group and individual supports during/beyond the school day for each school 	<p>\$724,208</p> <p>Funded from Expanded Learning</p> <p>\$450,000 for 23-24 (3219)</p>

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

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
N/A			[\$ 0.00]

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
Identification of the academic status and focus areas for intervention/acceleration	<ul style="list-style-type: none"> • All students in grades K-12 assessed two to three times during the school year using Let’s Go Learn in Language Arts and Math, which provides information on how students are performing in sub-skills in each of those content areas in addition to providing a grade level equivalent performance both in the sub-skills in ELA and Math, as well as overall. • Those who need more intensive supports in Reading will use Lexia Core 5 and Power Up to assess and to monitor progress. • 	<p>Let’s Go Learn Literacy and Mathematics assessments will be done at least twice a year for all students and more frequently for those students no reaching grade level.</p> <p>Individual Learning Plans will be use to align supports and record progress which will be monitored at least every 4-6 weeks.</p>
Social-emotional, mental health, behavioral supports and coordinated services	<ul style="list-style-type: none"> • Due to 87% of our students belonging to one or more of the following groups: low-income, English learner, foster youth, homeless, or students with disabilities, we provide additional integrated students supports including meals, in-person and teletherapy, mental health counseling, behavioral intervention supports, and referral services according to student need as identified through the MTSS process • An MTSS team comprised of a site administrator, mental health therapist, social worker, school psychologist, the student’s teacher, and members of our Social Emotional/Behavior support team • Our Coordinator of Child Welfare, Homeless, and Foster Youth continues to leverage resources and provide much needed support 	<ul style="list-style-type: none"> • Weekly MTSS school site team weekly meetings to review student attendance, behavioral data; referrals for supports and services • Quarterly review of students to determine assignment “matching” and effectiveness of tier 2 supports • Weekly review of all referrals for wrap-around services and determination of tier 3 supports and related follow up cycle per the MTSS plans

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
	for our Homeless, Foster Youth, and other students who are at risk of abuse, neglect, or exploitation.	

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.).

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