

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)	Madera Unified website - https://www.madera.k12.ca.us/Page/8380
EXPANDED LEARNING OPPORTUNITIES PLAN (ELO)	Madera Unified website - https://www.madera.k12.ca.us/domain/3416

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

\$68,559,434

Plan Section	Total Planned ESSER III Expenditures
Strategies for Continuous and Safe In-Person Learning	\$33,100,000
Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)	\$17,100,000
Use of Any Remaining Funds	\$18,359,434

Total ESSER III funds included in this plan

\$68,559,434

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.

One of Madera Unified's core values is to foster community relationships. Madera Unified values community input, especially through the budget development process. Madera Unified has held several community feedback meetings over the past several months through virtual town halls, advisory committees, student voice sessions, and District System Design Partnership meetings. Madera Unified has obtained feedback from a diverse group of community members which include parents of emergent multilingual (English learner) students, students with disabilities, migrant students and other underserved populations. Members of the National Association for the Advancement of Colored People (NAACP) and members of local indigenous tribal groups participated in community feedback sessions such as the District System Design Partnership. The NAACP is a civil rights organization focused on

the advancement of African Americans. Additionally, members of the Madera Coalition of Community Justice, a community based organization focused on supporting people with great needs such as low income residents, multilingual emergent students and students with disabilities. Furthermore, Madera Unified has obtained feedback directly from a wide-array of students representing a number of schools across the district. Below is a list of the community feedback sessions which have been held over the past several months that are relevant to the development of Madera Unified’s ESSER III plan. This includes specific feedback received during the Budget & Finance Committee meeting in September:

Date	Meeting Type	Total # of Attendees
7/20/20	Madera Unified Virtual Informational Meeting	973
8/3/20	Informational Meeting on Reopening of Schools	241
8/10/20	Informational Meeting on Reopening of Schools	279
8/12/20	Spanish Virtual Informational Meeting	250
8/13/20	Informational Meeting on Reopening of Schools	60
8/17/20	Informational Meeting on Reopening of Schools	259
8/24/20	Spanish Virtual Informational Meeting	163
10/14/20	Parent Advisory Committee (PAC) Meeting	12
10/26/20	Madera High School - Student Voice Meeting with Superintendent	7
11/2/20	Madera South High School - Student Voice Meeting with Superintendent	7
11/4/20	Parent Advisory Committee (PAC) Meeting	15
11/9/20	Torres High School - Student Voice Meeting with Superintendent	7
11/16/20	Alternative Education - Student Voice Meeting with Superintendent	7
11/30/20	Madera High School - Student Voice Meeting with Superintendent	7
12/7/20	Madera South High School - Student Voice Meeting with Superintendent	7
12/8/20	District Systems Design Partnership (DSDP) Special Board Meeting	38
12/8/20	Torres High School - Student Voice Meeting with Superintendent	7
12/14/20	Alternative Education - Student Voice Meeting with Superintendent	7

12/16/20	Parent Advisory Committee (PAC) Meeting	14
1/25/21	Madera High School - Student Voice Meeting with Superintendent	7
1/29/21	District Systems Design Partnership (DSDP) Special Board Meeting	38
2/1/21	Madera South High School - Student Voice Meeting with Superintendent	7
2/16/21	LCAP Community Webinar	110
2/18/21	District Systems Design Partnership (DSDP) Special Board Meeting	38
2/22/21	Alternative Education - Student Voice Meeting with Superintendent	7
2/24/21	Parent Advisory Committee (PAC) Meeting	16
2/26/21	District Systems Design Partnership (DSDP) Special Board Meeting	38
3/1/21	District English Learner Advisory Committee (DELAC) Meeting	16
3/1/21	Madera High School - Student Voice Meeting with Superintendent	7
3/2/21	LCAP Community Webinar	60
3/8/21	Madera South High School - Student Voice Meeting with Superintendent	7
3/15/21	Torres High School - Student Voice Meeting with Superintendent	7
3/16/21	LCAP Community Webinar	56
3/22/21	Alternative Education - Student Voice Meeting with Superintendent	7
3/24/21	Parent Advisory Committee (PAC) Meeting	16
4/12/21	Madera High School - Student Voice Meeting with Superintendent	7
4/14/21	Parent Advisory Committee (PAC) Meeting	18
4/19/21	Madera South High School - Student Voice Meeting with Superintendent	7
4/20/21	Torres High School - Student Voice Meeting with Superintendent	7
4/26/21	Alternative Education - Student Voice Meeting with Superintendent	7
5/2/21	Madera High School - Student Voice Meeting with Superintendent	7
5/10/21	Madera South High School - Student Voice Meeting with Superintendent	7

5/12/21	Parent Advisory Committee (PAC) Meeting	17
5/17/21	Torres High School - Student Voice Meeting with Superintendent	7
5/24/21	Alternative Education - Student Voice Meeting with Superintendent	7
9/23/21	Budget & Finance Committee Public Meeting - ESSER III Expenditure Plan Feedback	15

Madera Unified -ESSER III Feedback Survey was provided to the community from September to October 2021.

Survey Respondents	Percentage	Total
Community Member	3%	3
Other Educators or School Staff	6%	17
Parent	17%	18
Principal	6%	6
School or district administrator	14%	15
Teacher	43%	45
Total		104

Please select 3 areas that you believe are the most important priorities as the district responds to the impact of the COVID-19 pandemic:

Top 3 Answers

#1 - Programs and activities to address learning loss to include additional staff to support academic learning loss

#2 - Student social/emotional/mental well-being

#3 - Additional support for special populations, such as students with disabilities, English learners, economically disadvantaged students, and other

A minimum of 20% of ESSER III funding is required to be used to address academic learning loss. Which 4 areas do you believe will best address this area?

Top 2 Answers

#1 - Redesign schools to be places in which teachers will be treated as professionals, with incentives and support to continuously improve their professional practice and the performance of their students

#2 - Assure an abundant supply of highly qualified teachers

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

Madera Unified partnered with the National Institute for School Leadership (NISL) to create a District Systems Design Partnership (DSDP) team. The DSDP team was composed of community leaders, board members, district office staff, site administrators, labor partners, parents, and teachers. The DSDP team used the 9 Building Blocks for a world-class education system. Of the nine building blocks, the DSDP team chose to focus on the first six building blocks and make those a priority in order to improve district outcomes. The 6 Building Blocks includes the following:

Building Block 1: Provide strong supports for children and their families before students arrive at school,

Building Block 2: Provide more resources for at-risk students than for others,

Building Block 3: Develop world-class, highly coherent instructional systems,

Building Block 4: Create clear gateways for students through the system, set to global standards, with no dead ends,

Building Block 5: Assure an abundant supply of highly qualified teachers,

Building Block 6: Redesign schools to be places in which teachers will be treated as professionals, with incentives and support to continuously improve their professional practice and the performance of their students. During the advisory committee meetings stakeholders were asked to identify the highest priority building blocks for the district to dedicate more resources to. Additionally, we provided community feedback surveys to stakeholders as well.

Through this process, we learned that community members felt our district should prioritize resources to the areas listed below:

- Provide specific training for working with at-risk students and how best to meet their needs in the areas in which they are struggling.
- Increase the number of students able to participate in the afterschool program.

- Due to COVID-19, we will need to provide training, resources, and support, throughout the next few years to all parents/guardians and students in order to address the varying and high social-emotional needs of all students.

-Invest in our youngest children's children, so that when they come to the school system they are ready to learn. Addressing basic needs, so that students are able to focus on the school work.

-Reduce the number of students in the classrooms. - Build in additional time for teacher preparation and planning time along with intentional time to meet as a Professional Learning Community.

Based on the feedback received, including feedback from the Budget and Finance Committee meeting in September, the ESSER plan includes the following highlighted actions:

- Maintain school operations to ensure schools may remain open for high quality In-Person instruction. Through student voice sessions, Madera Unified learned how critically important in person instruction is to addressing the social emotional needs for students. Therefore, \$30 million has been budgeted in the ESSER plan to ensure as many students as possible can receive instruction in person.

-Summer Enrichment Program(s) and Credit Recovery. Students who were already at-risk have fallen further behind due to the pandemic. Therefore, Madera Unified has budgeted \$6 million in the ESSER plan to provide students with access to high quality summer learning enrichment programs and credit recovery opportunities.

-Increase Support Staff and Resources in Student and Family Support Services. Many community members stressed the importance of providing students with additional social emotional support due to the COVID-19 pandemic. Therefore, Madera Unified has budgeted \$4 million in the ESSER plan to provide students with additional support to address their needs.

Actions and Expenditures to Address Student Needs

The following is the LEA's plan for using its ESSER III funds to meet students' academic, social, emotional, and mental health needs, as well as how the LEA will address the opportunity gaps that existed before, and were exacerbated by, the COVID-19 pandemic. In developing the plan, the LEA has the flexibility to include actions described in existing plans, including the LCAP and/or Expanded Learning Opportunity (ELO) Grant Plan, to the extent that the action(s) address the requirements of the ESSER III Expenditure Plan.

For specific requirements, please refer to the Actions and Expenditures to Address Student Needs section of the Instructions.

Strategies for Continuous and Safe In-Person Learning

A description of how the LEA will use funds to continuously and safely operate schools for in-person learning in a way that reduces or prevents the spread of the COVID-19 virus.

Total ESSER III funds being used to implement strategies for continuous and safe in-person learning

\$33,100,000.00

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP Goal 6, Action 1	Acquire and provide Personal Protective Equipment (PPE)	<p>All Certificated and Classified staff were provided expanded health and safety PPE. These resources will mitigate the spread of COVID 19 and help ensure staff and student wellness. The following are examples of the PPE provided by the district:</p> <p>Masks (Cloth and Disposable), Hand Sanitizer, Disinfectant Wipes, Gloves, Face Shields, Goggles, Desk Shields (Teachers, Office Staff, and Students), Disposable Gowns (Nurses and M&O staff), Thermometers, Thermal Readers, Directional Signs, Handwashing Signs, Spray Bottles, and Kleenex</p> <p>Additional PPE will be provided ongoing for all co-curricular and extra-curricular activities for staff and students. These activities include but are not limited to District Athletics, Visual and Performing Arts, Career Technical Education courses and student participation in Career Technical Student Organization events.</p>	\$500,000.00
LCAP Goal 6, Action 1	Environmental Mitigation Measures	<p>All Certificated and Classified staff were provided expanded health and safety equipment. These resources will mitigate the spread of COVID 19 and help ensure staff and student wellness. The following are examples of the PPE provided by the district:</p> <p>Sanitizing and Disinfecting System, Air Purifying System, Upgraded Air Filters (MERV 13), Handwashing Stations, Water Bottle filling stations, increased staff to support the need for extra cleaning, increased staff for facility repairs and improvements.</p> <p>Additional environmental mitigation measures will be provided ongoing for all co-curricular and extra-curricular activities for staff and students. These activities include but are not limited to District Athletics, Visual and Performing Arts, Career Technical Education courses and</p>	\$1,000,000.00

		student participation in Career Technical Student Organization events.	
LCAP Goal 6, Action 1	COVID Mitigation Measures	<p>Additional Certificated and Classified staff, and material resources will be acquired to provide expanded health services, mitigate the spread of COVID 19, support student wellness, provide COVID 19 testing and contact tracing, coordinate school health services, and monitor the increased complexities of staff and student health and safety. The following is a list of the additional COVID 19 Mitigation Measures being implemented by district staff in collaboration with local health providers as well the Madera County Public Health Department. The following are a list of new or additional mitigation measures being taken by the district to ensure the health and safety of staff, students, and families.</p> <p>Testing Processes and Protocols, Quarantine Procedures, Contact Tracing Procedures, Vaccination Clinics (Staff, Students, and Community), Increased District Communication Staff (Communication Technicians, Communication Translator, Videographer).</p> <p>Also, the district has contracted with MCDPH to provide additional resources for testing services. This opportunity has expanded in our support of site testing and After-hours testing. Our After-hours testing allows for symptomatic families to obtain a test at a selected school site. This opportunity allows for ease of access and a quick turnaround with notification of results to get students back in school.</p>	\$1,600,000.00
LCAP, Goal 2-Action 10, Goal 4-Action 4, Goal 4-Action 5	Maintain school operations to ensure schools may remain open for high quality In-Person instruction	Continue the employment of existing staff and additional certificated and classified staff to augment school site administrative and office staff. This action is serving as a continuation of services outlined in our current board approved LCAP for the years of 2021-2024. This will result in increased capacity to manage the increased and complex duties caused by the pandemic to the school	\$30,000,000.00

operations, front office management and communications.

- Teachers
 - 32 Additional Full-Time Permanent Substitute Teachers to be assigned permanently to one district school site.
 - 18 FTE - Permanent Substitute Teachers - Library Media Technician Support
- Nurses
 - 3 Additional Full-time Nurses to support students with specific health impairments needing additional time and support at the school sites.
- Health Service Assistant
 - 11 Additional Health Service Assistants to assist all school sites with COVID testing and COVID testing processes and procedures
- Office Assistants
 - 30 Full-time office assistants to oversee all school site contact tracing with the support of the county health department staff. These office assistants will be working in three teams of ten and supporting schools within one of our three pyramids.
- Other Support Staff
 - 80 Full-Time Paraprofessionals for Transitional Kindergarten and Kindergarten to support the social, emotional, behavioral, and academic needs of our youngest students. Prioritized to serve our youngest English learner students and students with disabilities.
 - Additional Full-time Cafeteria Playground Workers to assist with supervision during lunch, recess, and dismissal.
 - 18 Full-Time Library Media Technicians

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

\$17,100,000.00

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP, Goal 3-Action 8 Expanded Learning Opportunities Grant, Priority 1	Extend the school day to provide additional opportunities for all students to address lost instructional time	Enhanced learning opportunities will support, supplement, and expand existing opportunities for before and after school services to students in support of learning recovery and re-engagement in the school community. - Zero Period and 7 Period. These learning opportunities offer more personalized learning opportunities for students. This provides the opportunity for students to more quickly recover course credits by utilizing a blended learning (both online instruction and in-person instruction) model focused on mastery of skills vs. entire course completion. To ensure all students can access these additional opportunities the district will provide educational materials/digital curriculum and programs, technology devices, and internet connectivity	\$300,000.00
LCAP, Goal 3-Action 9 Expanded Learning Opportunities Grant, Priority 1	Summer Enrichment Program(s) and Credit Recovery	Summer Learning Programs that are voluntary, have a high academic focus, last 4-5 weeks, include a focus on language arts and mathematics, are taught by a certificated teacher, and include enrichment and social-emotional learning activities.	\$6,000,000.00

Expanded Learning Opportunities Grant, Priority 1 and 4	Expansion of Tutoring Programs	Address Learning Loss by hiring qualified educators as tutors to provide consistent intervention at least three days a week. The research indicates that tutoring can be an effective intervention for a wide range of students if provided as “high-dosage” tutoring. This means tutoring that is provided consistently by well-trained tutors or educators.	\$500,000.00
Expanded Learning Opportunities Grant, Priority 2	Implementation of Districtwide Diagnostic and Progress Monitoring Systems	<p>Districtwide Assessment System - NWEA MAP Assessment and MAP Fluency will be administered three times a year to benchmark individual student growth toward expected learning goals, support appropriate adjustments to intervention services and inform instructional planning. The NWEA data will also serve as a means to evaluate the effectiveness and impact of district initiatives and/or strategies implemented to address student learning needs.</p> <p>The district will disaggregate assessment data based upon specific student subgroups to monitor progress, make programmatic adjustments, and identify areas of need in professional development. The Madera Learning System, the district accountability system will set school level and individual student goals for growth and achievement in academics using multiple measures.</p>	\$300,000.00
Expanded Learning Opportunities Grant, Priority 2	Implementation of Primary Literacy support program - Grades TK-2	The Elementary Curriculum, Instruction, & Assessment team will be providing training and support in Phonemic Awareness utilizing the Heggerty Phonemic Awareness program. This program will increase students' reading achievement, build capacity in solid reading foundational skills, and receive the appropriate supplemental resources to support integration into all classrooms TK-2.	\$50,000
Expanded Learning	Implement Lexia CORE 5 and Lexia PowerUp to provide supplemental	Lexia CORE 5 is a Tier II supplemental reading instruction program that is an adaptive blended learning program that accelerates the development of literacy skills for students of all abilities helping them to make the	\$396,000

Opportunities Grant, Priority 2	reading instruction (Tier II Intervention)	<p>critical shift from learning to read to reading to learn. This program allows for teachers to provide differentiated instruction for students of all abilities.</p> <p>Lexia PowerUp accelerates literacy gains for students in grades 6 who are at risk of not meeting College and Career Readiness standards. Proven to be up to five times as effective as the average middle school reading intervention, PowerUp enables students to make multiple years of growth in a single academic year.</p>	
N/A	2022-2024 School Calendar(s)	<p>Districts across the United States require exploration of research-based supports for student academic recovery from learning lost due to COVID-19 pandemic-related extended school closures. Early planning is essential in order to direct resources to effectively manage this crisis with cost-efficient strategies. As the research suggests, programs will need to go beyond typical remediation or enrichment opportunities accommodated by existing after-school or summer school programs.</p> <p>In collaboration with MUSD labor partners the district plans to ask for an increase in the total number of days to the 2022-2023 and 2023-2024 school calendar; this increase will be a combination of increased instructional days and also additional days for teachers and support staff to develop and implement rigorous, standard-aligned high-quality instruction and address the learning needs of our students.</p>	\$9,554,000

Use of Any Remaining Funds

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

Total ESSER III funds being used to implement additional actions

\$18,359,434

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
Expanded Learning Opportunities Grant Plan, Priority 3 and 7	Increase Support Staff and Resources in Student and Family Support Services	<p>This action will result in students being increasingly connected to school, district, and community resources in order to overcome the challenges caused by the pandemic and school closure.</p> <p>The district will provide a variety of social-emotional learning (SEL) activities at each school and provide staff training. The district will provide additional counseling services for students in effort to meet their SEL needs. SEL materials and professional development will be provided to staff and students districtwide. The staff listed below will provide additional support to school sites with increased case management, direct academic and social emotional support to students who are experiencing social emotional needs caused by the pandemic and school closures.</p> <p>Student Survey Data, mental health referrals, and expert knowledge from the Student and Family Support Services Department will be used to identify students at risk of abuse, neglect, and in need of additional SEL support.</p> <ul style="list-style-type: none"> 3 FTE - School Psychologist 3 FTE - Behavioral Health Clinician 3 FTE - Child and Welfare Attendance Liaisons 1 FTE - Board Certified Behavior Analyst 3 FTE - Behavior Intervention Technician 1 FTE - Behavioral Health Supervisor 3 FTE - Student Advocates <p>Once these positions are filled, the staff will be deployed to school sites to provide a continuum of mental health support for all students on campus.</p>	\$4,000,000.00

<p>LCAP, Goal 4-Action 3</p>	<p>Elementary Enrichment Program</p>	<p>Additional Staff to Create an Enriched Learning Environment</p> <p>In order for staff to develop the capacity to create optimal learning conditions for students, MUSD will expand LMTs to full time employment, and recruit 40 additional teaching staff to specialize in teaching art, STEM, physical education, and music in elementary schools. These specialized teaching staff will push into each classroom to provide students instruction in their respective subject areas with the purpose of an enriched learning experience... This action supplements LCAP Goal 4, Action 3 is serving as a continuation of services outlined in our current board approved LCAP for the years of 2021-2024.</p> <p>Changes in MUSD Teaching Experience</p> <p>The additional elementary teaching staff provides the added benefit of a reduced workload for classroom teachers for embedded professional learning, lesson design, and analysis of student learning. This will in turn improve teacher instructional practices thereby improving student learning experiences.</p> <p>The National Center on Education and the Economy (NCEE) recommends that desirable uses of time include the following professional learning activities:</p> <ul style="list-style-type: none"> ● Teachers visiting one another’s classrooms, for professional learning and growth, rather than accountability ● Conducting debrief meetings to reflect on what they’ve seen and support one another in their growth ● Assessing student work together to help level-set the standards and expectations for all students ● Conducting practitioner inquiries (action research): Teachers could conduct research on their subject area in teams, get up to speed on the latest work 	<p>\$3,500,000.00</p>
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		<p>in their field, and develop new teaching strategies, tools, and lessons in state-of-the-art innovations in their field</p> <ul style="list-style-type: none"> • Lesson planning, and conducting lesson study <p>The goal of this initiative is to provide enhanced and improved conditions for teaching and learning.</p> <p>In <i>Accelerating Learning As We Build Back Better</i>, Linda Darling-Hammond states a supportive school return will require that schools ensure students:</p> <ul style="list-style-type: none"> • Experience warm relationships and social-emotional supports achieved by redesigning schools so that they are relationship-centered, with built-in time for creating community, trust, and belonging among students and with families; • Engage in outdoor play and exercise, expressive arts, and collaborative activities that support brain development and learning; • Encounter authentic, culturally responsive learning tasks and inquiry projects connected to their experiences that allow them to understand and positively impact their environment; • Assess what students need both socially and emotionally as well as academically, address trauma with healing and support, and identify the next steps they are ready to take in their learning rather than labeling them; • Accelerate learning through additional time and high-quality tutoring rather than tracking. Intensive tutoring, found to be highly effective, both establish strong relationships and customizes teaching directly to student readiness and needs. 	
<p>LCAP, Goal 4-Action 1</p>	<p>Development and Implementation of the New Teacher Support Mentor program</p>	<p>Support Systems to Continuously Improve Professional Practice and Student Learning</p> <p>We will be a learning organization where we create layers of support to enhance distributed leadership for teachers to contribute to a culture of collaboration and continuous</p>	<p>\$2,000,000.00</p>

		<p>improvement. Teachers will be supported to meet both their professional and mental health needs as they continue their careers with on-going job-embedded learning, mentoring, and research. There will be a collective commitment to practice openness through mutual accountability, transparency, and collective commitment. Resources will be prioritized to ensure a high-quality curriculum, equitable professional development for all staff, and high-quality instruction.</p> <ul style="list-style-type: none"> • A career ladder system with levels of support to develop skills, and incentivize a commitment to continuous growth for all within the organization including students, teachers, leaders, and administrators • A culture and practice of collaboration for continuous improvement to teachers' professional practice and growth, to inspire learning as evidenced by improved student achievement and Grade Level Readiness • Teachers are committed to professional learning communities to collaboratively produce innovative and engaging lessons that result in student learning at high levels as evidenced by objective measures of mastery of standard 	
LCAP, Goal 5-Action 6	Staffing at each school site to hire a Permanent Substitute or Substitute(s)	The district has invested in the hiring of permanent substitutes. The permanent subs are assigned to a school site and are part of the regular school staff. It is the intent of these positions to ensure a continuity of learning for students when a permanent teacher must be absent. Additionally these teachers will help to deliver and provide quality instruction at the school sites in the absence of the classroom teacher.	\$2,500,000.00
N/A	Elementary Independent Study Program	In compliance with AB 130, school districts and county offices of education are required to provide all of their enrolled TK-12 students with an independent study (IS) option for the 2021-2022 school year. For special	\$600,000.00

		<p>education students, however, participation in independent study continues to be subject to IEP team determination as already provided in the law. Districts and county offices have different options available in order to satisfy this mandate (i.e. local program option/s, interdistrict attendance agreement with another district/s, or contracting with a county office of education) as well as discretion in terms of program design, within certain general parameters. This guidance document is to provide a high-level recommended task list to help with AB 130 compliance.</p> <ul style="list-style-type: none"> ● Staffing <ul style="list-style-type: none"> ○ Certificated Staff <ul style="list-style-type: none"> ■ 13 FTE - ISP Teachers ■ 1 FTE - Counselor ■ 1 FTE - Principal ○ Classified Staff <ul style="list-style-type: none"> ■ 1 FTE - Student Advocate ■ 1 FTE - Child & Welfare Attendance Liaison ● Technology and Equipment <ul style="list-style-type: none"> ○ All new and existing employees were provided the necessary technology. ● Instructional Materials and Supplies <ul style="list-style-type: none"> ○ Digital Curriculum and Supplemental Resources ● Ongoing Professional Learning and training for Certificated and Classified Staff 	
<p>LCAP, Goal 5-Action 8, Goal 6-Action 1</p>	<p>Other activities necessary to maintain the operation and continuation of services</p>	<ul style="list-style-type: none"> ● Implement a health and wellness incentive program for all employees. The staff wellness courses will be launched throughout the year to address employee’s social, emotional, and mental health. Employees completing all the activities in these courses will receive a monetary incentive. ● Lease facilities to house additional support staff for Parent Resource Center, Health and Wellness 	<p>\$5,759,434</p>

		staff, COVID testing, Call Center, and IT Repair Center <ul style="list-style-type: none"> Expand the Private Long-Term Evolution (LTE) Network 	
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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
Implementation of Districtwide Diagnostic and Progress Monitoring Systems	<ul style="list-style-type: none"> NWEA MAP Growth Assessment will be administered in grades 3-6 in Mathematics, Language, Reading to benchmark individual student growth toward expected learning goals. Grades 1-2 will be administered just the Mathematics portion of this assessment. NWEA MAP Growth Assessment will be administered in grades 7-12 in Mathematics and Reading to benchmark individual student growth towards expected learning goals. NWEA MAP Fluency will be administered in grades 1-2. This assessment will benchmark individual student growth toward expected learning goals in Reading. Kindergarten Benchmark in ELA/Math (ESGI) Next Steps Guided Reading Assessment (NSGRA) will be administered in Kindergarten and first grade to be used as a Formative Assessment to track reading progress of individual students. 	<ul style="list-style-type: none"> NWEA MAP Growth Assessment is administered three times per year (September, February, and May) NWEA MAP Fluency Assessment is administered three times per year (September, February, and May) ESGI Assessment is administered four times per year (September, December, March, and May) NSGRA is administered monthly in all Kindergarten classrooms RI is administered four times a year to all EL’s (October, December, March, and May) Madera Learning System is reviewed by principals and their leadership teams three times a year during the Strategic Academic Planning sessions.

	<ul style="list-style-type: none"> ● Reading Inventory (RI) - The Reading Inventory is given to all English Learners (EL) in grade 3-12. This assessment is the district's local assessment that qualifies EL students for reclassification. ● Madera Learning System - District Accountability System 	
<p>Social, Emotional, and Mental Health Support Services</p>	<ul style="list-style-type: none"> ● Panorama Education SEL platform will be used to assess students' social and emotional competencies. Teacher Perception surveys will be administered K-8 and Student Perception surveys will be administered in grades 3-8. ● Second Step Curriculum is implemented in grades K-8. ● Student Wellness Survey is an internal assessment to check student well-being in grades 3-12. ● Clinical Services <ul style="list-style-type: none"> ○ Mental Health Referrals ○ Threat Assessment ○ Drug and Alcohol Counseling ● PBIS Implementation is a districtwide expectation in all schools in MUSD. PBIS supports schools in the implementation of policy which recognizes positive behaviors instead of negative behaviors. 	<ul style="list-style-type: none"> ● Panorama Survey - Annually in the spring to 3rd - 12th grade students and all parents. This survey identifies areas of need and sites address specific areas three times annually. ● Second Step is a district adopted curriculum to support student social and emotional learning in grades K-8. Modules are taught at least monthly at elementary and middle school district wide and the Performance Tasks are administered at the completion of each module. ● Student Wellness Survey - Beginning last year during Distance Learning the survey was given to all students 3rd - 12th. The survey will be given again in the fall and spring. ● Mental Health Referrals, Threat Assessments, and Clinical Services are monitored on-going. If we are unable to provide appropriate services we connect the family with community resources.
<p>Expanded Learning Opportunities</p> <ul style="list-style-type: none"> ● Summer Enrichment and Engagement Academies ● Extend the school day 	<p>Listed below are the MUSD measures that are closely monitored throughout the school year. Each of these tools helps school site and district staff monitor the individual progress of students</p>	<p>The Academic measures listed are monitored as follows:</p> <ul style="list-style-type: none"> ● Grade-Level Readiness - Three times a year ● Credits Recovered - On-Going

<ul style="list-style-type: none"> ● Provide digital curriculum and programs ● Expansion of Tutoring Programs ● Reading Intervention Program Expansion 	<p>towards meeting academic goals and College and Career Ready state indicators.</p> <ul style="list-style-type: none"> ● Grade-Level Readiness - Me2Be <ul style="list-style-type: none"> ○ TK-3 ○ 4-6 ○ 7-12 ● Credits Recovered ● Students on-track to graduate ● A-G on-track ● Distribution of Academic Grades in 9-12 ● Summer Engagement Program Enrollment ● Tutorial Services ● After School Program ● College and Career Readiness Indicator 	<ul style="list-style-type: none"> ● Graduation Status - Quarterly by counselors ● A-G On-Track - Quarterly by counselors ● Grade Distribution - Quarterly by site and district administration ● College and Career Readiness Indicator - Annually through CA state Accountability System <p>The Learning Loss/Re-engagement measures listed are monitored as follows:</p> <ul style="list-style-type: none"> ● Summer Engagement Programs - Annual participation ● Tutorial Services - On-Going
<p>Continuous and Safe operation of schools for in-person learning</p>	<ul style="list-style-type: none"> ● Cleaning and Sanitation Schedules ● Replacement schedule for all ventilation systems ● District Wide purchasing records to track Personal Protective Equipment supplies 	<ul style="list-style-type: none"> ● Schedules for cleaning and sanitation are reviewed weekly by district supervisor ● CDC Guidance on replacement schedule for ventilation systems
<p>Maintain school operations to ensure schools may remain open for high quality In-Person instruction</p>	<ul style="list-style-type: none"> ● School Site Attendance Accuracy <ul style="list-style-type: none"> ○ # of unresolved absences by school site ○ # of Short Term Independent Study Contracts issued weekly by school site due to COVID Quarantine or COVID Illness ○ # of unresolved attendance submissions via Parent Square ○ # of unresolved or incorrect attendance codes recorded by school site ● Certificated and Classified Staff Attendance 	<ul style="list-style-type: none"> ● School Site Attendance Accuracy is monitored monthly through the Accountability and Communication Department ● Certificated and Classified Staff Attendance will be monitored with all district departments and is the responsibility of the department head. Will be monitored weekly as needed <ul style="list-style-type: none"> ○ Monitor number of substitutes called to duty daily ● District COVID Positivity Rate is published weekly and distributed districtwide

	<ul style="list-style-type: none"> ○ Staffing at each school site to hire a Permanent Substitute or Substitute(s) ● District COVID Positivity Rate ● All students in the TK-6 grades will be receiving “Library Time” for 50 minutes weekly. Each site submitted a weekly schedule; which shows all classes scheduled into the library weekly ● 	<ul style="list-style-type: none"> ● Library time is monitored at the site level by site administration
Elementary Independent Study Program	<ul style="list-style-type: none"> ● TK - Grade 5 Enrollment in Elementary Independent Study Program ● Grade 6 - Grade 8 Enrollment in Elementary Independent Study Program ● Staffing and Enrollment needs will be reviewed and discussed by and between the Human Resources Department, Area Assistant Superintendent’s Office, and the Facilities and Planning Department <ul style="list-style-type: none"> ○ Team will ensure that the appropriate teacher to student ratio by grade level is met. ○ Staffing can be adjusted as needed 	<ul style="list-style-type: none"> ● School site enrollment is monitored weekly by the Facilities Department and reviewed weekly in the Superintendent’s Executive Cabinet
New Teacher Support and Mentor (NTSM) Program	<ul style="list-style-type: none"> ● Teacher Retention rates of all first year teachers ● Teachers completing the Madera Induction Program 	<ul style="list-style-type: none"> ● Bi-annually - Superintendent’s Executive Cabinet will review in December and June the staffing rates and retention ● Assistant Superintendent of Human Resources also meets weekly with the NTSM providers to discuss the progress and needs of our first year teachers.
Districtwide Implementation of an Elementary Enrichment program	<ul style="list-style-type: none"> ● Each school site submitted their weekly “Elementary Elective” schedule to the Assistant Superintendent of Educational Services. 	<ul style="list-style-type: none"> ● School schedule(s) are reviewed quarterly ● Teacher time for Professional Growth and Learning is monitored weekly by

	<ul style="list-style-type: none"> ○ Reviewed to confirm that each child will receive the following weekly: Art, Music, STEM, Literacy ○ Each Elementary block is 50 minutes in length. ○ Each student will receive 200 minutes of elective time weekly ● The Elementary Enrichment program provides Professional Learning opportunities for the grade-level classroom teachers - 200 minutes a week. <ul style="list-style-type: none"> ○ Teachers will participate in Professional Learning Communities, Peer Visitation, Professional Research, Lesson Planning, Teacher Preparation 	<p>the site administrators and documented on a shared document for District Administration to review weekly.</p>
<p>Other activities necessary to maintain the operation and continuation of services</p>	<ul style="list-style-type: none"> ● Implement a health and wellness incentive program for all employees. The staff wellness courses will be launched throughout the year to address employee’s social, emotional, and mental health. Employees completing all the activities in these courses will receive a monetary incentive. ● Lease facilities to house additional support staff for Parent Resource Center, Health and Wellness staff, COVID testing, Call Center, and IT Repair Center ● Expand the Private Long-Term Evolution (LTE) Network 	<ul style="list-style-type: none"> ● The Health and Wellness Incentive Program will be monitored by the Director of Climate and Culture and will be reported to the Board of Trustees quarterly. ● The Director of Facilities and Planning will hold bi-monthly facilities meetings to review and refine the Facility Master Plan. The facility master plan will be reviewed in the public session of the regular session Board Meetings at least quarterly. ● The Expansion of the LTE network will be primarily monitored through usage of the network that can be monitored by our Technology Department.

ESSER III Expenditure Plan Instructions

Introduction

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

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

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

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

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

For technical assistance related to the ESSER III Expenditure Plan template and instructions, please contact LCFF@cde.ca.gov. For all other questions related to ESSER III, please contact EDReliefFunds@cde.ca.gov.

Fiscal Requirements

- The LEA must use at least 20 percent (20%) of its ESSER III apportionment for expenditures related to addressing the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs.

- For purposes of this requirement, “evidence-based interventions” include practices or programs that have evidence to show that they are effective at producing results and improving outcomes when implemented. This kind of evidence has generally been produced through formal studies and research. There are four tiers, or levels, of evidence:
 - **Tier 1 – Strong Evidence:** the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented randomized control experimental studies.
 - **Tier 2 – Moderate Evidence:** the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented quasi-experimental studies.
 - **Tier 3 – Promising Evidence:** the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented correlational studies (with statistical controls for selection bias).
 - **Tier 4 – Demonstrates a Rationale:** practices that have a well-defined logic model or theory of action, are supported by research, and have some effort underway by a State Educational Agency, LEA, or outside research organization to determine their effectiveness.
- For additional information please see the Evidence-Based Interventions Under the ESSA web page at <https://www.cde.ca.gov/re/es/evidence.asp>.
- The LEA must use the remaining ESSER III funds consistent with section 2001(e)(2) of the ARP Act, including for:
 - Any activity authorized by the Elementary and Secondary Education Act (ESEA) of 1965;
 - Any activity authorized by the Individuals with Disabilities Education Act (IDEA);
 - Any activity authorized by the Adult Education and Family Literacy Act;
 - Any activity authorized by the Carl D. Perkins Career and Technical Education Act of 2006;
 - Coordination of preparedness and response efforts of LEAs with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to COVID-19;
 - Activities to address the unique needs of low-income students, students with disabilities, English learners, racial and ethnic minorities, homeless students, and foster youth, including how outreach and service delivery will meet the needs of each population;
 - Developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs;
 - Training and professional development for staff of the LEA on sanitation and minimizing the spread of infectious diseases;

- Purchasing supplies to sanitize and clean the facilities of an LEA, including buildings operated by such agency;
- Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under IDEA, and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements;
- Purchasing education technology (including hardware, software, and connectivity) for students who are served by the LEA that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment;
- Providing mental health services and supports, including through the implementation of evidence-based full-service community schools;
- Planning and implementing activities related to summer learning and supplemental after school programs, including providing classroom instruction or online learning during the summer months and addressing the needs of underserved students;
- Addressing learning loss among students, including underserved students, by:
 - Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiated instruction,
 - Implementing evidence-based activities to meet the comprehensive needs of students,
 - Providing information and assistance to parents and families of how they can effectively support students, including in a distance learning environment, and
 - Tracking student attendance and improving student engagement in distance education;

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

- School facility repairs and improvements to enable operation of schools to reduce risks of virus transmission and exposure to environmental health hazards, and to support student health needs;
- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and nonmechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door replacement;

- Developing strategies and implementing public health protocols including, to the greatest extent practicable, policies in line with guidance from the Centers for Disease Control and Prevention (CDC) for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff;
- Other activities that are necessary to maintain the operation of and continuity of services in LEAs and continuing to employ existing staff of the LEA.

Other LEA Plans Referenced in this Plan

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

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

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

Summary of Expenditures

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

Instructions

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

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

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

Community Engagement

Purpose and Requirements

An LEA’s decisions about how to use its ESSER III funds will directly impact the students, families, and the local community, and thus the LEA’s plan must be tailored to the specific needs faced by students and schools. These community members will have significant

insight into what prevention and mitigation strategies should be pursued to keep students and staff safe, as well as how the various COVID–19 prevention and mitigation strategies impact teaching, learning, and day-to-day school experiences.

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

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

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

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

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

- Students with disabilities; and
- Migratory students.

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

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

Instructions

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

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

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

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

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

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

- For the purposes of this prompt, “aspects” may include:
 - Prevention and mitigation strategies to continuously and safely operate schools for in-person learning;
 - Strategies to address the academic impact of lost instructional time through implementation of evidence-based interventions (e.g. summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs);

- Any other strategies or activities implemented with the LEA’s ESSER III fund apportionment consistent with section 2001(e)(2) of the ARP Act; and
- Progress monitoring to ensure interventions address the academic, social, emotional, and mental health needs for all students, especially those students disproportionately impacted by COVID-19

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

Planned Actions and Expenditures

Purpose and Requirements

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

Instructions

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

Strategies for Continuous and Safe In-Person Learning

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

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

Addressing the Impact of Lost Instructional Time

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

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

Use of Any Remaining Funds

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

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

Ensuring Interventions are Addressing Student Needs

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

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

Complete the table as follows:

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

California Department of Education
June 2021