



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
Expanded Learning Opportunities Grant Plan	MCOE website: https://www.mcoe.org/deptprog/edservices/students/Pages/postings.aspx
MCOE LCAP and MSCS LCAP Plans	MCOE website: https://www.mcoe.org/deptprog/edservices/students/Pages/postings.aspx

Summary of Planned ESSER III Expenditures

Below is a summary of the ESSER III funds received by the LEA and how the LEA intends to expend these funds in support of students.

Total ESSER III funds received by the LEA

4,939,499

Plan Section	Total Planned ESSER III
Strategies for Continuous and Safe In-Person Learning	800,052
Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)	3,729,642
Use of Any Remaining Funds	409,805

Total ESSER III funds included in this plan

4,939,499

Community Engagement

An LEA's decisions about how to use its ESSER III funds will directly impact the students, families, and the local community. The following is a description of how the LEA meaningfully consulted with its community members in determining the prevention and mitigation strategies, strategies to address the academic impact of lost instructional time, and any other strategies or activities to be implemented by the LEA. In developing the plan, the LEA has flexibility to include input received from community members during the development of other LEA Plans, such as the LCAP, provided that the input is relevant to the development of the LEA's ESSER III Expenditure Plan.

For specific requirements, including a list of the community members that an LEA is required to consult with, please see the Community Engagement section of the Instructions.

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

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

and in-person meetings to confirm and prioritize actions as part of ongoing progress monitoring of services as well as specifically inform actions for the ESSER III plan.

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

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

School Site Council Meetings -October 7, 2020, February 17, 2021, May 27, 2021, June 2, 2021, September 29, 2020, October 6 and 7, 2021

English Learner Advisory Committee - October 7, 2020, February 17, 2021, and June 2, 2021, September 29, 2021, October 6 and 7, 2021

Certificated Staff (including bargaining representatives)- through monthly staff meetings and Annual Survey (April 2021)

Classified Staff (including bargaining representatives) - through staff meetings and Annual Survey (April 2021)

Administration Team - through survey, Leadership Team meetings, and Continuous Improvement sessions - March 2021 and ongoing

Parents - through multiple surveys and in-person conferences - February - October 2021

Students - through surveys (e.g., Annual Program Survey, Healthy Kids Survey, ESSER III Survey) and Individual Learning Plan (ILP) meetings with the counselor - February - October 2021

Community - through surveys, webpage postings, Board meetings - February - September 2021,

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

Merced County Special Education:

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

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

August 9 and September 7, 2021- When gathering input from MCOE certificated and classified staff, the leadership team (Coordinators, Directors), members of the bargaining units, itinerant staff (i.e. school psychologists, occupational therapists, speech and language

therapists, teachers of the visually impaired, Adapted PE teachers, nurses), the Assistant Superintendent facilitated a conversation on the ESSER III funds available, possible uses, and gathered recommendations on possible usage, and COVID Protocols and procedures.

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

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

MCOE Student Programs

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

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

The highest ratings were:

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

The lowest positive ratings were:

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

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

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

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

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

Merced County Special Education:

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

Actions and Expenditures to Address Student Needs

The following is the LEA's plan for using its ESSER III funds to meet students' academic, social, emotional, and mental health needs, as well as how the LEA will address the opportunity gaps that existed before, and were exacerbated by, the COVID-19 pandemic. In developing the

plan, the LEA has the flexibility to include actions described in existing plans, including the LCAP and/or Expanded Learning Opportunity (ELO) Grant Plan, to the extent that the action(s) address the requirements of the ESSER III Expenditure Plan. For specific requirements, please refer to the Actions and Expenditures to Address Student Needs section of the Instructions.

Strategies for Continuous and Safe In-Person Learning

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

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

800,052

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP G2, A3	Student Programs: Social Emotional Learning Support	Youth Engagement Specialist will support and extend social emotional support beyond those noted in the LCAP.	152,000
NA	Student Programs: Health Assistant	Contact Tracing, Health and Communication (See MSCS Note)	212,000
LCAP G2, A6	Student Programs: Campus Student Supervisor	Support beyond LCAP actions for daily class in-person/on campus experiences, conduct home visits and communication between home and school	146,800
NA	Student Programs: Personal Protective Equipment and Supplies	Purchase of consumable PPE and equipment (e.g., standing thermometer)	29,292
NA	Student Programs: Learning Space and Facility Expansion	Expand on-site campus learning spaces for additional classes and enrichment	144,960
NA	SPED: Health Assistants	COVID testing for staff and students and contact tracing, to help improve coordinated responses with parents, HR, and other agencies to prevent, prepare for, and respond to coronavirus.	110,000
NA	SPED: Personal Protective Equipment and Supplies	Purchase of consumable PPE supplies and equipment	5,000

Addressing the Impact of Lost Instructional Time

A description of how the LEA will use funds to address the academic impact of lost instructional time.

Total ESSER III funds being used to address the academic impact of lost instructional time

3,729,642

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
Expanded Learning Opportunity (ELO)	Certificated Academic Support Teacher	Teacher(s) to increase continuity of core with academic support instruction	603,000
ELO	Summer School Support Staff	Tutoring and enrichment outside of and beyond school day/year	10,000
LCAP G1, A2	Certificated Additional Pay	Additional compensation for certificated training beyond contract in addition to the action noted in the LCAP	16,000
LCAP G2, A2	Instructional Materials	Learning acceleration, supplemental and intervention curriculum (e.g., Calvert Online K-8, Home-School Kits, etc.) in addition to the action noted in the LCAP	134,000
LCAP G1, A1	Student Devices (Replenish, Update)	Devices will be replenished and/or updated extending the LCAP actions to support students' access to learning year-round in virtual and in-person settings	171,113
LCAP G1, A2	Professional Development Contracts	Additional professional development training contracts to increase instructional effectiveness and acceleration of learning will be established beyond the LCAP G1, A2	15,000
LCAP G1, A6	Instructional Aide	Tutoring support during instructional day will extend and complement the LCAP actions	54,000
NA	Student Support -Work Experience Program	Students will be compensated for peer engagement services (e.g., tutoring, mentoring, enrichment activity facilitation, etc.)	46,268
NA	SPED: Part Time Classified Aides to Full Time	PT aides work day increased from 3.5 to 6.5 hours per day, 5 days per week, 182 days per year	2,228,004
NA	SPED: Teacher on Special Assignment (TOSA)	TOSAs to help support the Preschool and Sierra (Program for students with Emotional Disturbances) programs	351,257
NA	SPED: Behavior Instructional Aide	Providing social emotional support during instructional day	41,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
NA	SPED: EY Enrichment Activities	After school, weekend, or summer enrichment activities related to student's interests to increase learning recovery	45,000
NA	SPED: Student and Staff Devices (Replenish, Update)	Devices will be replenished and/or updated to support students' and staff's access to learning in virtual and in-person settings	15,000

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

409,805

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
NA	Fiscal Support	Fiscal support for ESSER funding and reporting	227,537
NA	Classified Administrative Clerk	Clerk to manage data files and records	75,000
NA	Student - Office Clerk	ROP student clerk to support school office operations and communication	75,000
LCAP G3, A3 and A4	Attendance/Engagement Activities	Field trip learning opportunities and STRIVE incentives for students to increase attendance and engagement in learning activities beyond the actions in the LCAP	27,468
NA	Kitchen Equipment Upgrade	Equipment for food storage of student meals	4,800

Ensuring Interventions are Addressing Student Needs

The LEA is required to ensure its interventions will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students most impacted by the COVID–19 pandemic. The following is the LEA’s plan for ensuring that the actions and expenditures in the plan are addressing the identified academic, social, emotional, and mental health needs of its students, and particularly those students most impacted by the COVID–19 pandemic.

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

Action Title(s)

SPED: PT Classified to
FT/TOSA/Behavioral
Aide/Enrichment Activities

How Progress will be Monitored

Accellus and Unique Learning Systems:
Progress in student's academics

Frequency of Progress Monitoring

2 times per year