

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 Accountability Plan (LCAP)	https://www.kcsd.com/about/lcap
Expanded Learning Opportunities Grant (ELO)	https://www.kcsd.com/about/lcap
Learning Continuity and Attendance Plan (LCP)	https://www.kcsd.com/about/lcap
COVID-19 Prevention Program Plan (CPP)	https://www.kcsd.com/about/kcsd-covid-19-prevention-program-for-in-person-instruction

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
\$36,593,707

Plan Section	Total Planned ESSER III
Strategies for Continuous and Safe In-Person Learning	\$29,274,966
Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)	\$7,318,741
Use of Any Remaining Funds	0

Total ESSER III funds included in this plan

\$36,593,707

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 the COVID-19 pandemic, Kings Canyon Unified School District (KCUSD) has engaged stakeholders in the development of the strategic plans to support students and staff. Stakeholders were provided multiple opportunities to provide input on how the District could potentially utilize new and existing funds to provide for the needs of all students in KCUSD. This feedback was considered in the development of the District’s Safe Return to School Plan, Expanded Learning Opportunities (ELO) Grant plan, the KCUSD Local Control and Accountability Plan (LCAP), and the ESSER III Expenditure Plan.

Beginning in the fall of 2020, stakeholders were consulted to address the need to mitigate and prevent the spread of illness, address the impact of lost instructional time and support student's academic, social, emotional and mental health needs to close performance gaps, especially those that were exacerbated by the COVID-19 pandemic. Stakeholder groups included parents, teaching staff, support staff, principals, learning directors, district administrators and local bargaining units for both classified and certificated staff. KCUSD held Virtual LCAP Input workshops In February of 2021 in an effort to inform stakeholders of the District's progress with LCAP goals, discuss actions that were implemented to achieve the goals and share evidence that showed progress towards meeting positive and improved outcomes for

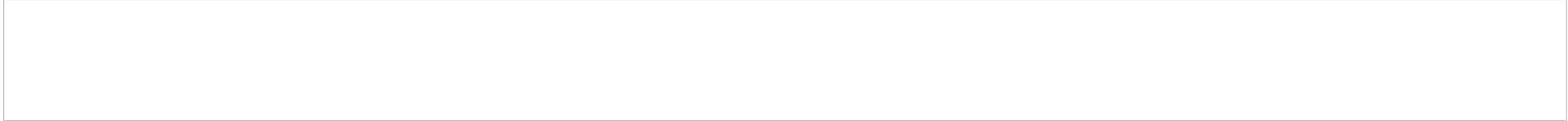
students, especially in light of the District's response to the COVID-19 pandemic. School sites engaged parent groups on the LCAP and solicited input as to how KCUSD could improve the services provided to students and how additional funding sources could be leveraged to maximize the District response to student needs throughout the COVID-19 pandemic. In addition to District meetings and school presentations, the District also distributed surveys to all parents, students in grades 3-12 and to all staff members. Surveys were used as a tool to collect feedback from stakeholders on the actions and goals of the LCAP and support guide decisions made for the ELO Grant plan and the use of both ESSER II and ESSER III funds.

In addition to consultations that took place during the development of the LCAP and ELO Grant Plan, in the fall of 2021, additional consultation took place with the District Advisory Committee and District English Learner Advisory Committee (August 23, 2021). Additional feedback was received from special education advocates, parents of students with disabilities, the Migrant Program parent advisory group as well as the Native American advisory group. A Districtwide survey was distributed in September via ParentSquare to obtain feedback from stakeholders specifically on how ESSER III funds could be utilized in alignment with the District actions included in previous plans to support the needs of students and District goals.

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

As noted in the previous section, stakeholder input was collected and evaluated as part of the development of the LCAP, ELO Grant and the ESSER III Expenditure Plan. This stakeholder input was critical in determining the priorities for aligning continued and increased supports for students as part of the Districts strategic response to the COVID-19 pandemic and the safe return of students to in person instruction beginning in the fall of 2020 and the return of the majority of students to in person instruction in the fall of 2021. The ESSER III Expenditure Plan outlines the following areas of need that were identified by students, parents, staff, labor leaders, community partners and administration to best support the students, families and staff of KCUSD:

- Summer Learning and Afterschool Academic Intervention Programs
- Extended Day Learning Programs
- Social Emotional Supports
- Support for Students with Special Needs
- Intervention Support
- Professional Development for Staff
- Increased Technology Supports
- Facility Repairs and Improvement
- Air Quality Improvements
- Maintaining Operations and Continuity of Services
- Planning and Preparation for Long Term Closures
- Cleaning and Sanitation



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

\$29,274,966

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
CPP Section 1. (i-m)	School Facility Repairs and Improvements	School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.	\$22,568,269
CPP Section 1. (i-m)	Air Quality Improvements	Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification, and other air cleaning, fans, control systems, window repair and replacement.	\$2,102,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
N/A	Maintaining Operations and Continuity of Services	Supporting the needs of KCUSD to support and ensure the District is able to maintain operations and continuity of services and continuing to employ existing staff. This action will ensure the continued function of District transportation, expansion of the warehouse to accommodate increased needs, provide for additional materials and equipment necessary to accommodate additional classrooms and related costs.	\$2,767,132
N/A	Planning for Long-term Closure	<p>Planning for, coordinating, and implementing activities during long-term closures, including how to provide meals, technology for online learning, guidance on IDEA requirements, and ensuring other educational services can continue to be provided consistent with all applicable requirements in the case of a long term closure.</p> <p>Purchasing educational technology (including hardware, software, and connectivity) for students served by the LEA that aids in regular and substantive educational interactions between students and their classroom teachers, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.</p>	\$1,220,836
CPP Section 1. (i-m)	Sanitation Supplies	Purchasing supplies to sanitize and clean the facilities to mitigate the spread of disease.	\$616,729

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

\$7,318,741

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP, Goal 5 Action 4	Extended Day Learning Programs	Extended day activities through comprehensive afterschool programs.	\$959,607
ELO, Integrated Supports	Integration of Social Emotional Learning into the School Day	Districtwide implementation of Social Emotional Curriculum including universal screeners to inform a multi-tiered system of support for students' needs and to build the capacity of staff to provide necessary supports and interventions for students.	\$252,240
ELO, Additional Academic Services	Supports for Students with Unique Needs to Address Gaps in Learning	Addressing learning loss among students with disabilities and students with unique needs by providing targeted instruction to address gaps in learning and provide engaging curriculum to support instruction.	\$2,259,650
ELO, Additional Academic Services	Increased Classroom Teachers	Additional classroom teachers to support the delivery of instruction in smaller class settings. Emphasis on early grades and core subject areas to mitigate the loss of instructional time due to the pandemic.	\$1,768,027
ELO, Accelerating Progress to Close Learning Gaps	Evidence Based Intervention Support and Instruction	Addressing learning loss among students, including low-income students, students with disabilities, English learners, students experiencing homelessness, and children in foster care provided through strategic intervention programs.	\$881,999
ELO, Professional Development	Professional Development	Professional development and training for staff to promote, develop and implement rigorous, standard-aligned high quality instruction to address the learning needs of students and determine best practice strategies to mitigate learning loss and accelerate student achievement across all content standards.	\$1,092,118
LCAP, Goal 2 Action 13	Technology Support	Continued support for the use of technology to include the development of standards aligned technology integration and the purchase of necessary instructional technology.	\$105,100

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

N/A

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

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
Summer Learning and Afterschool Academic Programs	<p>High School administrators will continuously monitor students who are credit deficient to ensure students have the opportunity to stay on track to graduate.</p> <p>KCUSD will continue to monitor identified students' progress through formative assessment to ensure that students are making progress towards their academic goals. Teachers will use diagnostic, formative, and summative assessments to monitor student learning and provide necessary supports during Summer Learning.</p>	<p>Counselors will review students transcripts and progress towards graduation on an ongoing basis throughout the year.</p> <p>Progress will be monitored throughout the Summer Learning and academic program enrollment process and weekly once the programs are launched. Supplemental support will be added or modified based on results. Summer learning activities will be monitored weekly and adjusted based on results from assessments administered.</p>
Extended Day Learning Programs	Through continuous collaboration with contracted programs (CYM and City of Reedley), progress will be monitored by	Progress will be monitored every 4-6 weeks and supplemental support will be added or modified based on results.

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
	analysing the number of participants in the program, evaluating the need for appropriate staffing and through comparing progress of students participating in the Extended Learning programs with non-participants.	
Integration of Social Emotional Learning	KCUSD will utilize results from the DESSA (Devereux Student Strengths Assessment) to evaluate progress on the integration of the Second Step Curriculum and District wide SEL initiative. This will be monitored by site administrators, District SEL leadership team and input from teachers and students.	Progress on implementation will be monitored on a monthly basis by the District Social Emotional Learning Committee with input from site administrators, teachers and students and will utilize the data collected through the DESSA screeners to make adjustments throughout the year. DESSA will be administered three times per year.
Special Education Curriculum	Progress will be monitored by Special Education Department and Curriculum and Instruction Department to determine if students are making progress on IEP goals and state and local assessments as a result of the implementation of the strategies outlined in the curriculum.	Progress will be monitored every two weeks and supplemental support will be added or modified based on results.
Increased Classroom Teachers	Impact and effectiveness of additional teachers will be monitored and evaluated using state and local assessment data, class sizes and through input from site administration, teachers and parents.	Progress will be monitored every semester including a comprehensive staffing need review.
Intervention Supports and Instruction	Data gathered from local formative assessments will be examined during PLCs and at site level leadership team meetings to determine students' need for tiered supports in identified areas. Student Study Teams (SST) will be utilized when students are not responding to in-class interventions.	Progress will be monitored weekly and through intervention cycles and supplemental support will be added or modified based on results. District administration will utilize results from the iReady screeners to guide instructional supports on an ongoing basis.
Professional Development	Progress will be measured through student achievement data collected through local and state assessments to determine areas of focus and through the monitoring and support of site instructional action plans.	Progress will be monitored weekly through feedback from staff and administration. District administration will utilize results from available data sources (DESSA, iReady, LAS Links, grades and other local data) to guide instructional supports on an ongoing basis.

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
Technology Supports	Implementation will be monitored by evaluating the availability of necessary computer equipment to support classroom instruction and connectivity for students by the technology department and District Technology Advisory Committee.	Progress will be monitored every 4-6 weeks and adjustments made based on input from site leaders and District Technology Advisory Committee.
School Facility Repairs and Improvements	KCUSD will monitor the repairs and improvements made to school sites through supervision from a District construction manager in collaboration with District facilities manager. Safety walks will be conducted to evaluate the effectiveness of the repairs and improvements. Construction manager will oversee the timeliness of repairs and improvements through routine collaboration with the District facilities and maintenance team as well as serving as the primary contact with contractors.	Ongoing. Based on input from District construction manager and District Facilities and Maintenance Director, equipment will be replaced or repaired according to local and state health requirements. Progress on timelines will be monitored daily, weekly and monthly during construction as well as when projects are completed.
Air Quality Improvements	KCUSD will monitor student health and safety through ongoing assessment of each campus and classroom HVAC systems. This assessment will ensure ventilation systems operate properly and provide acceptable indoor air quality and circulation for each space. This monitoring will provide KCUSD with the information needed to address critical building-related environmental health issues thus allowing students and staff to work and learn in a safe environment.	Ongoing. Based on input from District construction manager and District Facilities and Maintenance Director, equipment will be replaced or repaired according to local and state health requirements. Progress on timelines will be monitored daily, weekly and monthly during construction as well as when projects are completed.
Maintaining Operations and Continuity of Services	Business office will progress monitor the extent to which the actions outlined in the ESSER III plan are implemented to ensure maintenance of operations and continuity of services for school sites and District needs. The business department will collaborate with warehouse manager to ensure the expansion of the warehouse allows for efficient receipt of	Ongoing through routine review. District administration will utilize data collected by all District departments as compiled by the business department, human resources department and make adjustments as needed.

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
	required materials, supplies and equipment and ensure that materials are delivered to necessary locations to support the needs of school sites.	
Planning for Long Term Closures	KCUSD will prepare for the possibility of a long term closure by monitoring the availability of sufficient technology to support students and families with having access to resources from home and that the infrastructure is in place to allow for a shift to distance learning as a result of the pandemic. District administration will review current local and state data to prepare for a potential long term closure and communicate with site administrators and families to ensure a continuation of educational programs and services.	Ongoing. District administration will monitor changes in legislation, guidance from state and local health officials and community input on an ongoing basis and prepare accordingly for any potential long term closure. District leadership will coordinate with all departments to ensure the District is prepared at all times for the possibility of a long term closure.
Sanitation Supplies	Sufficient PPE and necessary sanitation supplies will be maintained by the District purchasing department and kept in supply in the warehouse. KCUSD will continue to collaborate with local and state health officials to ensure an adequate supply of PPE and sanitation materials are available to all sites and District departments in compliance with department of health guidance.	Ongoing through routine review. District purchasing and warehouse manager will ensure there is sufficient stock on hand and make adjustments as needed.

ESSER III Expenditure Plan Instructions

Introduction

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

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

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

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

For additional information regarding ESSER III funding please see the ARP Act Funding web page at

<https://www.cde.ca.gov/fg/cr/arpact.asp>.

For technical assistance related to the completion of the ESSER III Expenditure Plan, please contact EDReliefFunds@cde.ca.gov.

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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