

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
Learning Continuity Plan	Available upon request from Priscilla Quinn, Assistant Superintendent of Finance. Please e-mail prquinn@kern.org .
LCAP	Available upon request from Priscilla Quinn, Assistant Superintendent of Finance. Please e-mail prquinn@kern.org .
Expanded Learning Opportunities Plan	Available upon request from Priscilla Quinn, Assistant Superintendent of Finance. Please e-mail prquinn@kern.org .

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

\$11,045,102

Plan Section	Total Planned ESSER III Expenditures
Strategies for Continuous and Safe In-Person Learning	\$ 0
Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)	\$ 2,239,887
Use of Any Remaining Funds	\$ 8,805,215

Total ESSER III funds included in this plan

\$11,045,102

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.

Parents/Guardians

LCAP promotional materials were created in English and Spanish to provide information regarding accessing the LCAP survey and the various Town Hall meetings. A link was provided to allow parents/guardians to complete the survey online, which was available from

January 27, 2021, through February 26, 2021. Hard copies of the survey were made available for those who preferred a paper survey to an electronic survey. Parents/guardians were encouraged to attend the virtual Town Hall for their child's school site, which were held on the following dates:

February 18, 2021: Central School

February 18, 2021: Erwin Owen High School

February 18, 2021: Kelly F. Blanton Student

Education Center February 18, 2021: Redwood
High School

February 23, 2021: Community

Learning Center February 23, 2021:

East Kern Community School

February 23, 2021: Lake Isabella

Community School February 25, 2021:

North Kern Community School

February 25, 2021: West Kern

Community School

At these meetings, parents/guardians were provided an update on the progress that has been made so far regarding actions items in the Learning Continuity and Attendance Plan. In addition, parents/guardians were asked to complete the online LCAP survey if they had not done so already. A total of 52 parents/guardians completed the 2021 LCAP survey.

Certificated and Classified Staff

Between January 27, 2021, and February 26, 2021, certificated staff, including administrators, and classified staff were asked to complete the online LCAP survey. A total of 65 certificated staff and 70 classified staff completed the survey.

Students

Between January 27, 2021 and February 26, 2021, students were given the opportunity to participate in the LCAP survey. A total of 376 students completed the survey.

Community Partners

On March 16, 2021, community members and partner agencies from the Kern County Probation Department, School Community Partnerships, mental health agencies, and various advocacy groups were invited to attend a virtual Town Hall meeting. Attendees heard about the progress made toward the Learning Continuity and Attendance Plan's goals and action items. At the conclusion of the meeting, attendees were asked to complete the online LCAP survey. A total of 11 community partners completed the survey.

SELPA

The Alternative Education program met with representatives from The Special Education Local Plan Area (SELPA) on April 12, 2021. Discussion during this consultation was related to how the program's LCAP intentionally provides for students with disabilities as a student group as appropriate to dashboard indicators and Special Education state indicators. Topics included the engagement of students with disabilities and their parents/guardians in the LCAP process, LCAP action items that support students with disabilities, and how the LCAP connects with the Special Education Plan (SEP).

Bargaining Units

On May 24, 2021, a draft of the LCAP was presented to representatives from Kern County Education Associated (KCEA) and Superintendent of Schools Classified Association (SOSCA). Topics discussed during the meeting included stakeholder engagement, highlights of the LCAP, and the need to continue to increase and/or improve services for unduplicated pupils.

Advisory Committees

The Court and Community School English Learner Advisory Committees and School Site Councils serve as the program's District Advisory Committee for the purposes of the LCAP. The advisory committees met on the following dates at which time members reviewed various pieces of data, including state and local student academic assessment data, and progress made toward the Learning Continuity and Attendance Plan's goals and action items. These committees also served as the program's Parent Advisory Committee.

Court School Site Council

October 6, 2020
October 29, 2020
March 4, 2021
May 6, 2021

Community School Site Council

October 27, 2020
November 3, 2020
March 19, 2021
May 4, 2021

Court School ELAC

October 1, 2020
May 25, 2021

Community School ELAC

October 1, 2020
May 25, 2021

District ELAC

October 1, 2020
May 25, 2021

Review of LCAP Draft for Advisory Committees

On April 15, 2021, the Advisory Committees were provided information that reviewed LCFF and LCAP, spoke to trends in data and stakeholder input, and discussed the need to continue to provide increased and/or improved services to the program's students. Participants were given the opportunity to ask any questions or provide comments related to the LCAP.
Additional Reviews of the LCAP Draft

May 11, 2021: Draft of the LCAP presented at a public hearing

Final Approval

June 8, 2021: 2021-22 LCAP presented to the local governing board for approval

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

The ESSER III planned actions were influenced by the community, parents, teachers and school staff were involved with 108 responses to a survey that spoke to supplemental and support strategies allowed to be implemented with this funding. Participants were asked to indicate which areas they felt should receive priority for funding and they had the option of selecting more than one area. The percentage of respondents that selected each option is listed after the description of each supplemental and/or support strategy.

- Increase the number of instructional minutes per day: 11%
- Tutoring or other one-on-one or small group learning supports: 56%
- Educator training in accelerated learning strategies and addressing learning gaps: 22%
- Student supports to address barriers to learning (i.e. counseling, mental health services, before and after school programs, programs to address student trauma and social emotional learning) : 71%
- Community learning hubs that provide students with access to technology and high-speed internet, and other academic supports: 33%
- Supports for students to complete graduation requirements and increase or improve student’s college eligibility: 50%
- Additional academic services for students, such as diagnostic, progress monitoring, and benchmark assessments of student learning: 30%
- Training for school staff on strategies, including trauma informed practices, to engage students and families in addressing students social emotional and academic needs: 26%

Input referenced above by allowing KCSOS to extend actions and services provided in those plans for two additional years 2022-2023 and 2023-2024. Actions and strategies of KCSOS will support all students within Kern County to assist in the recovery of the long-term effects of the COVID-19 pandemic in the areas of social emotional health and educational supports. KCSOS will support the efforts of the Alternative Education program through September 2024 by continuing select services as outlined in the ELO and LCAP after the current funding sources expire.

At the December 2, 2020 and February 3, 2021 ILN meetings and Superintendent meetings on May 19, 2021 and August 25, 2021 instructional leaders and superintendents from KCSOS and school districts met to discuss strategies for identifying long term effects of the learning loss to students. The continued onboarding of all Kern districts to the KiDS program to participate to identify long-term needs for students was discussed. On May 5, 2021 and September 1, 2021 ILN attendees discussed the need for ongoing long-term support in the areas such as math frameworks, equity, innovative and impactful schools, improving pupil personnel services using MTSS, educational technology leadership, social emotional learning. KCSOS will extend KiDS program and instructional leadership through September 2024 with the ESSER III funds.

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

\$0

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

\$2,239,887

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
Expanded Learning Opportunities Plan LCAP Goal 1 Action 7	Integrated student supports to address other barriers to learning. Increase number of Social Workers	School social workers are trained mental health professionals who assist with mental health concerns, positive behavioral support, academic support, and provide individual or group counseling for students and families. Universal supports include social emotional learning (SEL) curriculum, targeted supports include check in/check out processes, and intensive supports include individual counseling.	\$ 260,000
Expanded Learning Opportunities Plan	Contract with AmeriCorps to place mentors at school sites. Supports for credit deficient students to complete graduation or grade promotion	In an effort to support student's social emotional well-being and to assist students with completing graduation requirements and improving college eligibility, the program will place AmeriCorps mentors at school sites. Working with students one-on-one and in small groups. AmeriCorps mentors will build relationships with students which will enable them to determine which students may	\$ 230,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
	requirements and to increase or improve student's college eligibility.	have more intensive mental health needs. Universal supports include fostering positive staff/student relationships targeted supports include mentor services and intensive supports include individual counseling.	
Expanded Learning Opportunities Plan	Maintain Teachers to support a low student to teacher ratios.	Smaller class sizes allow teachers to provide more individualized and targeted instruction with the goal of mitigating learning loss and closing the achievement gap. Intense supports include individualized instruction.	\$ 458,693
NA	Program Specialist / Data Assessment Analyst	These staff members will provide support in all aspects of the KIDS program, function as part of the team to create, deliver and maintain support and implementation of the KIDS platform. Create and maintain curriculum and tools to support the use of data to guide decision-making, instruction, and interventions. Act as a resource to school districts and the county office in the area of KIDS. Plan and deliver professional development and meetings and develop resources to facilitate the professional growth of program participants.	\$ 1,291,194

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

\$8,805,215

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
NA	Coordinators Math/ELD/ELA/Science	These Coordinators will actively work on developing, facilitating, and providing training in evidence-based	\$ 1,998,258

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
	and Instructional Program specialists (8 positions).	methods to school districts and the county office in the area of curriculum, instruction and assessment with an emphasis in each staff member's area of expertise.	
NA	Management Analysts (MA) (4) will promote and encourage evidence-based interventions to all school districts.	The MA's will continue to develop, coordinate, conduct and/or facilitate professional development workshops and conferences, supporting and promoting evidence-based practices to all Instructional Leaders of School Districts. Provide leadership for all instructional aspects concerning school reform and improving student achievement.	\$ 769,563
NA	Contracted Services as needed for ongoing support.	Contract with Instructure for ongoing support in continual development and maintenance of the online learning environment. Support on Canvas module, tech, interface, etc.	\$ 1,091,030
NA	Contracted Services as needed for ongoing support.	Contract with HOONUIT, LLC to provide the high-performance data management system to drive decision making for student growth. Ongoing Insurance premiums for supporting KiDS program	\$ 2,543,262
NA	Director II of Kern Integrated Data System	<p>The focus of this/these positions are to analyze data and focus on student's academic needs as it relates to any lost instructional time.</p> <p>Through the Kern Education Pledge, the 46 school districts in Kern County have agreed to work together as one system to ensure student success. The Kern Integrated Data System (KIDS) has developed real-time student outcome data to assist all stakeholders in making informed decisions about what is best for students, teachers and schools. Kern County Superintendent of Schools is working to establish the learning and procedures that will provide the opportunity for all School Districts throughout the county, there are currently 30 districts participating. KCSOS anticipates that the remaining 16 districts will soon participate to include all 46 School Districts.</p>	\$ 365,150

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
NA	Coordinator III	The Coordinator III will work with site and district administrators in school districts and other agencies to: a. Create/support/consult Kern Integrated Data System Curriculum development, material selection and alignment with state frameworks, standards, and assessments. b. Create, plan, organize, and promote various activities necessary for the implementation of Kern Integrated Data System. c. Improve student performance assessment and testing.	\$ 334,840
NA	Application Integration Solutions Specialists	These staff members will lead cooperative efforts with county and district office staff to identify, analyze and resolve technology related work flow problems and devise automated or manual workarounds as required to maximize the effective use of technology resources	\$ 1,123,986
NA	Secretary	Under the direction of an administrator of KiDS the secretary will coordinate, organize, lead, and participate in the various operational aspects of the program. The secretary will aide management in dealing with a variety of sensitive and privilege matters.	\$ 129,126
Expanding Learning Opportunities Plan	Accelerating progress to close learning gaps through expansion, or enhancement of learning supports Hire a technology specialist.	Technology Specialist will provide push-in support in classrooms to assist students with navigating online curriculum to ensure academic success. Including modeling high quality direct instruction to support online content. Online curriculum will be used for both distance learning and in person instruction.	\$ 100,000
Expanded Learning Opportunities Plan	Accelerating progress to close learning gaps through expansion, or enhancement of learning	Expand number of paraprofessionals program-wide in order to maintain 1:1 teacher/paraprofessional ratio in every classroom to provide individual and small group instructional support to assist students in achieving academic success and to ensure student attendance and	\$ 350,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
	supports, paraprofessionals.	participation. Supports student with disabilities and English Learners.	

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
Monitor enrollment, attendance, academic credit to support social emotional and academic well-being.	KiDS provide the high-performance data management system to drive decision making for student and allows for early interventions.	Weekly
Academic Consistency Coordinators Math ELD ELA Science, professional development Management Analysts Canvas	Use of the canvas allows schools to build digital learning environments that are compatible with the unique needs of the students being served. KiDS CalPADS Annual School Dashboard Annual Assessments	Weekly/annually
Integrated student supports to address other barriers to learning.	Contract with BrightBytes to survey students twice per year with questions related to their social emotional well-being and mental health needs.	Bi-Annually

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
<p>1:1 teacher paraprofessional ratio to provide individual and small group instruction.</p> <p>Technology Specialist</p> <p>Increase Social Workers</p> <p>AmeriCorps Mentors</p> <p>Low student to teacher ratios</p>	<p>KiDS to provide the high-performance data management system to drive decision making for student and allows for early interventions.</p> <p>Behavioral Violations, attendance, school Climate, college enrollment.</p>	<p>Weekly</p>
<p>KiDS and Hoonuit Data System</p>	<p>The focus of this/these positions are to analyze data and focus on student's academic needs as it relates to any lost instructional time.</p> <p>KiDS to provide the high-performance data management system to drive decision making for student and allows for early interventions.</p>	<p>Weekly</p>

ESSER III Expenditure Plan Instructions

Introduction

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

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

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

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

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

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

Fiscal Requirements

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

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

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

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

- School facility repairs and improvements to enable operation of schools to reduce risks of virus transmission and exposure to environmental health hazards, and to support student health needs;
- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and nonmechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door replacement;
- Developing strategies and implementing public health protocols including, to the greatest extent practicable, policies in line with guidance from the Centers for Disease Control and Prevention (CDC) for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff;
- Other activities that are necessary to maintain the operation of and continuity of services in LEAs and continuing to employ existing staff of the LEA.

Other LEA Plans Referenced in this Plan

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

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

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

Summary of Expenditures

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

Instructions

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

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

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

Community Engagement

Purpose and Requirements

An LEA’s decisions about how to use its ESSER III funds will directly impact the students, families, and the local community, and thus the LEA’s plan must be tailored to the specific needs faced by students and schools. These community members will have significant insight into what prevention and mitigation strategies should be pursued to keep students and staff safe, as well as how the various COVID–19 prevention and mitigation strategies impact teaching, learning, and day-to-day school experiences.

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

- Students;
- Families, including families that speak languages other than English;
- School and district administrators, including special education administrators;

- Teachers, principals, school leaders, other educators, school staff, and local bargaining units, as applicable.

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

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

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

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

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

Instructions

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

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

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

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

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

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

- For the purposes of this prompt, "aspects" may include:
 - Prevention and mitigation strategies to continuously and safely operate schools for in-person learning;
 - Strategies to address the academic impact of lost instructional time through implementation of evidence-based interventions (e.g. summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs);
 - Any other strategies or activities implemented with the LEA's ESSER III fund apportionment consistent with section 2001(e)(2) of the ARP Act; and
 - Progress monitoring to ensure interventions address the academic, social, emotional, and mental health needs for all students, especially those students disproportionately impacted by COVID-19

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

Planned Actions and Expenditures

Purpose and Requirements

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

Instructions

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

Strategies for Continuous and Safe In-Person Learning

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

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

Addressing the Impact of Lost Instructional Time

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

- If the action(s) are included in another plan, identify the plan and provide the applicable goal and/or action number from the plan. If the action(s) are not included in another plan, write "N/A".

- Provide a short title for the action(s).
- Provide a description of the action(s) the LEA will implement using ESSER III funds to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs.
- Specify the amount of ESSER III funds the LEA plans to expend to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA.

Use of Any Remaining Funds

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

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

Ensuring Interventions are Addressing Student Needs

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

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

Complete the table as follows:

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

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