

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	https://www.kermanusd.com/domain/40
Expanded Learning Opportunities Grant Plan	https://www.kermanusd.com/cms/lib/CA02219190/Centricity/Domain/4/Kerman%20Unified%20School%20District%20ELO%20Grant%20Plan.pdf OR kermanusd.com then click on the link under Announcements.

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
16,687,207

Plan Section	Total Planned ESSER III
Strategies for Continuous and Safe In-Person Learning	2,287,207
Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)	6,200,000
Use of Any Remaining Funds	8,200,000

Total ESSER III funds included in this plan

16,687,207

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.

Our LEA conducted meaningful consultation with the required community groups through Town Hall Meetings. We promoted opportunities for community engagement by holding virtual meetings in both English and Spanish.

The Kerman Unified School District evaluated its stakeholder engagement opportunities and determined that Civil Rights Groups, Tribes, and Advocates are neither present nor served by the LEA.

July

Plan discussed with district administrators, including the Superintendent, Assistant Superintendent CBO, Assistant Superintendent HR, Assistant Superintendent Educational Services, and the Special Education Administrator, during cabinet meetings.

August 2

Plan discussed at the principals' meeting.

August 6

Plan discussed at the district leadership meeting.

Throughout September

Site administrators shared the plan with teachers, School Site Council members, and ELAC members. The plan was also shared with student leadership groups at the secondary level during the month of September.

September 1

Plan discussed with the Classified and Certificated union representatives.

September 8

Plan shared and discussed with all elementary site staff members via Google Meet.

September 15

Plan shared and discussed with all secondary site staff members via Google Meet.

PUBLIC COMMENT PERIOD - SEPTEMBER 21 THROUGH OCTOBER 21

Kerman Unified provided the following opportunities for input from the public at large via the following:

September 21

Town Hall Meeting #1 was held for Spanish-speaking students, families, and community members.

September 29

Town Hall Meeting #2 was held for English-speaking students, families, and community members.

The plan was also posted on the KUSD website in both English and Spanish, and a link to the PowerPoint was shared on the KUSD Facebook page.

October 6

Plan shared at the Migrant Parent Meeting.

October 18

Plan shared at the DELAC meeting.

October 21

The ESSER III Plan was presented for public comment and approved at the Kerman Unified School Board meeting on October 21, 2021.

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

The following describes aspects of the ESSER III plan that were influenced by input from specific stakeholder groups:

PREVENTION AND MITIGATION STRATEGIES TO CONTINUOUSLY AND SAFELY PROVIDE IN-PERSON LEARNING:

- *Sanitization stations at all school entrances, cafeteria, snack bar, etc.
- *Continue to ensure staff is trained on disinfecting and sanitizing classrooms, cafeterias, etc.
- *Purchase of PPE equipment as needed.
- *Purchase of COVID test kits.

STRATEGIES TO ADDRESS IMPACT OF LOST INSTRUCTIONAL TIME THROUGH IMPLEMENTATION OF EVIDENCE-BASED INTERVENTIONS

- *Continue after-school tutoring, both in-person and virtually, at all sites for all grade levels.
- *Ensure that tutoring is available for all groups, including foster students, students experiencing homelessness, English learners, and students with special needs.
- *Offer summer school at all sites which includes an academic component, taught by site teachers.
- *Continue the after-school programs at all elementary sites and Kerman Middle School, providing the opportunity to all students (i.e., eliminate a waiting list).
- *Provide professional development for certificated and classified staff who work on research-based intervention strategies and programs.
- *Progress monitoring at all sites, grades K-12, to ensure interventions are addressing academic, social, emotional, and mental health needs for all students.

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

2,287,207

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
NA	Training	Provide ongoing training on the implementation of procedures to clean and sanitize all district facilities due to the conditions that have been exacerbated by COVID-19.	100,000
NA	Cleaning Supplies	Purchase supplies to sanitize and clean the facilities of the district to ensure alignment with CDC guidance to operate our schools safely.	300,000
LCAP Goal 2: Action 1	Facility Maintenance	The LCAP funds ongoing facility maintenance and repairs. To build upon routine maintenance, ESSER III dollars will be used to upgrade projects to improve the indoor air quality in school facilities including UV lighting and upgraded filters to reduce the risk of virus transmission and exposure.	900,000
NA	COVID Test Kits	In order to ensure our students and staff operate in-person safely, the District will purchase COVID-19 test kits to test anyone with symptoms or who was exposed to a positive case.	200,000
LCAP Goal 1: Action 3	Technology	The LCAP funds technology at all of the school sites in the District. This includes systems, infrastructure, network, and software maintenance. The ESSER III funds will allow the district to purchase additional technology for students with special needs, including assistive technology, and programs that address the unique needs of students with special needs which have been exacerbated by the pandemic.	787,207

Addressing the Impact of Lost Instructional Time

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

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

6,200,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
ELO Grant: Strategy 2, 3, and 6	After School Program	The ELO Grant funds the after-school program for a limited number of students at the four elementary sites and the middle school. ESSER III funds will be used to expand the after-school program to eliminate the current waiting list so that all students at the designated sites will have the opportunity to participate.	650,000
LCAP Goal 1, Action 9	In school interventions	The LCAP funds tutors who work with students during the day. The focus is on students who are struggling, especially ELs, low-income students, students with disabilities, homeless, and foster students. The ESSER III Funds will be used to provide more extensive training for the tutors in research-based strategies that will best meet the needs of the students.	500,000
ELO Grant: Strategy 1, 2, 6	Summer School	The ELO Grant funds the summer school program for KUSD. The ESSER III funds will be used to continue the program after the ELO grant ends, ensuring that students continue to have the opportunity to receive extra support during the summer in order to close the gap and minimize the learning loss over the summer.	4,000,000
NA	Intersession	ESSER III funds will be used to add intersessions during the winter break and spring break for unduplicated students who need extra support (based on ongoing progress monitoring). Teachers will have access to research-based programs in the areas of English Language Arts and Math to specifically address the unique needs of the students.	200,000
LCAP Goal 1, Action 6 & 7	After School and Saturday School Tutoring	The LCAP Goal 1, Actions 6 and 7 address the need for after-school tutoring and Saturday School for unduplicated students, including EL, homeless, and SWD student groups, in the areas of ELA and Math. The ESSER III Plan will enable the District to hire more teachers to provide smaller groups and more intensive support for the students.	350,000
NA	Summer Bridge Program	Upon review of past data, it has been determined that there is a need to work with eighth graders going into high school in the areas of expectations, academics, extracurricular,	300,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		social-emotional, and college/career planning. This need has been exacerbated with COVID. ESSER III funds will be used to create a Summer Bridge Program. The students will attend the program at Fresno State, living in the dorms for one week. Fresno State staff, Teaching Fellows, and KUSD staff members will develop and run the program. The expectation is that students will be better prepared to navigate high school at the conclusion of the program. This need has been exacerbated as middle school students were some of the most disconnected from school during the pandemic-related school closures, and the smallest group that attended summer school, and therefore they are in need of targeted intervention in the area of math, English, and Social-Emotional skills	
ELO Grant: Strategy 3 and 7	Programs to Support Social Emotional Needs of Students	The ELO Grant funds have been used to purchase programs to support the social-emotional needs of the students. To address the impact of lost instructional time the ESSER III funds will be used to add research-based programs that support the social-emotional needs of the students and teach students self-care strategies.	200,000

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

8,200,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
ELO Grant: Strategy 6 & 7	Social Emotional Professional Development	The ELO Grant has funds set aside to train staff on the strategies to engage the social-emotional needs of the	200,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		students. The ESSER III will provide additional funds to expand professional development opportunities to include the unique needs of foster students, students experiencing homelessness, English learners, and students with special needs. Additionally, professional development that addresses the social-emotional needs of staff members will be included.	
NA	Discretionary Funds for School Principals	Each school site in Kerman Unified has unique learning needs. Site principals will be provided funds based on their unduplicated student count to be used for resources (materials, supplies, new supplemental academic and/or social-emotional programs, professional development) that are allowable expenditures for ESSER III to implement additional actions to address students' academic, social-emotional, and mental health needs, as well as address the opportunity gaps, consistent with the allowable uses. Each site principal will submit its own ESSER III Budget Expenditure Plan that is a similar format to the District Plan. Plans will be reviewed to ensure they meet the requirements of the ESSER III Budget Expenditure Plan and the plans will be taken to the school board for approval. The District has established a progress monitoring plan, which is included in the site plans, to measure the effectiveness of the actions at each site.	8,000,000

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
Social-Emotional Professional Development Programs to Support Social-Emotional Needs of Students	All 3-12 grade students, parents, and staff will have the opportunity to participate in the Healthy Kids Survey, which will provide data to determine whether the academic and social-emotional programs are showing success. Areas of need will be addressed.	The Healthy Kids Survey will be given every other year (2021, 2023, 2025, etc.)
After School Program In-School Interventions Summer School Intersession After School and Saturday School Tutoring Summer Bridge Program Technology	All students will take benchmarks assessments throughout the year as progress monitoring so that the district can determine whether the academic programs and interventions are showing success. Adjustments in instruction will be made based on the assessments. Attendance will be maintained for all programs. Longitudinal data will be maintained for students who participate in the Summer Bridge Program, including attendance, grades, participation in a-g, AP, and ROP/CTE courses, and behavior. Technology will be monitored by maintaining an inventory of current technology hardware and software. Data of the frequency of use for any programs will also be monitored.	Progress monitoring will take place a minimum of three times per year for each grade level. The Summer Bridge Program will be monitored annually for the four years of high school, including attendance, grades, behavior, and enrollment in a-g, AP, and ROP/CTE courses. Technology will be monitored annually by reviewing inventories and usage reports.
Social Emotional Monitoring	All students will have the opportunity to take the social-emotional assessment available in Illuminate. Staff will determine the placement of students on the MTSS Model for social-emotional needs. Counselors will meet with Tier 2 and Tier 3 students on a regular basis to address the needs of the students.	Assessment will be taken a minimum of three times per year. Students on Tier 2 and Tier 3 will be monitored by the school counselor on a weekly basis.
Training Cleaning Supplies Facility Maintenance COVID Test Kits	There will be site inspections to ensure that the facilities are safe for students and staff, as well as an ongoing record of COVID-19 positive cases, quarantines, and tests administered.	Facilities will be inspected weekly. The record of quarantines, cases, and tests administered will be reviewed weekly. The FIT Tool and annual report will also be used to monitor progress.
Discretionary Funds for Principals	Each site plan will be monitored monthly in regards to the spending. Data will be required to ensure the students' needs are being met in	Principals will be required to provide a quarterly report in the areas of social-emotional needs and progress of students, academics (overall grades), behavior (number of referrals

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
	regards to social-emotional, academics, behavior, and attendance.	and suspensions), and attendance (number of tardies, number of SART and SARB meetings), as indicated on the site ESSER III Expenditure Plan progress monitoring section.

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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