



KIPP:Excelencia

COMMUNITY PREP

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

Plan Title	Where the Plan May Be Accessed
Local Control and Accountability Plan	https://excelencia.kippnorcal.org/parent-resources/
Expanded Learning Opportunities Grant	https://excelencia.kippnorcal.org/parent-resources/

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

\$ 1,939,144

Plan Section	Total Planned ESSER III
Strategies for Continuous and Safe In-Person Learning	\$313,806
Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)	\$1,368,403
Use of Any Remaining Funds	\$256,935

Total ESSER III funds included in this plan

\$ 1,939,144

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.

KIPP partners with families, educators and within the community to create joyful, academically excellent schools that affirm and celebrate our students' identities, backgrounds, and unique strengths. KIPP's ESSER III plan has been developed in the continued effort to support the school community as they navigate in-person teaching and learning during the COVID-19 pandemic.

The Local Control and Accountability Plan (LCAP) annual process, which took place from January 2021 - June 2021, allowed for meaningful engagement in goal setting and action planning. KIPP prioritized multiple opportunities to consult with school community members, including scheduled LCAP meetings, Coffee with the School Leader, School Site Council Meetings, KIPP Family Association Meetings, English Language Advisory Council Meetings and School Leadership Meetings. Surveys were administered throughout the year to collect input from students, teachers, staff and families. KIPP's regional support line, where families were connected to food, housing, legal and financial supports, provided critical insight into the hardships families were facing and offered an opportunity for one-on-one discussions where families could share their concerns.

KIPP's LCAP process provided an opportunity for a public hearing at a scheduled board meeting prior to the final approval at a subsequent board meeting. Feedback and data collected during this engagement informed KIPP's LCAP and has also informed the ESSER III plan given the alignment in community member's expressed and identified needs.

School community members have been invited to provide additional input and feedback on the ESSER III plan to support a safe return to campus, and address learning loss through school-wide communications, a public posting and survey on the website, and at KIPP's public board hearing on September 21, 2021. KIPP Public Schools Northern California Board Meetings are open to the public in accordance with the Brown Act. Agendas for KIPP Public Schools Northern California Board meetings are posted online and at publicly accessible locations on campuses at least 72 hours in advance of each meeting.

At KIPP we recognize that ongoing feedback and input are critical to improving outcomes for our students. KIPP's Family Association (KFA) and School Site Council (SSC) will continue to engage school community members by hosting sessions on ESSER III planning, implementation and outcomes throughout the school year.

Additional details regarding meaningful consultation (revised to include/expand narrative above on 11/24/2021):

KIPP evaluated its stakeholder engagement opportunities and determined that tribes, civil rights organizations, and children who are incarcerated, are neither present nor served by KIPP.

86% of KIPP students qualify under the state's definition of underserved or socioeconomically disadvantaged and 90% qualify as unduplicated. Given the current demographics of our school community, resources and processes to engage, solicit feedback and meaningfully consult are all developed with accessibility in mind. All options available to students that qualify as underserved were also offered to other student groups, including multilingual learner families, families with diverse learners, families experiencing homelessness, and youth in foster care and migratory circumstances.

KIPP engaged in meaningful consultation with families of underserved students in the following ways: KIPP Family Association (KFA) meetings, Coffee with the Principal events, invitations to public School Site Council (SSC) and English Language Advisory Committee (ELAC) meetings, annual LCAP meetings, as well as through regular online student and family surveys, advanced messaging and access to the ESSER III plan for input, as well as an invitation to the public hearing where the ESSER III plan was reviewed and discussed with the board and the public on 9/21/21. Translation services were advertised in advance and made available in multiple languages to promote maximum participation from our families and students.

KIPP engaged in additional meaningful consultation with the KIPP SPED department and the SELPA as advocates of our diverse learners in the following ways: LCAP consultation with SELPA to review and provide recommended services that support diverse learners on 5/12/21, LCAP and ESSER III plan consultation with the Director of Special Education and school Education Specialists to review services and ensure alignment in spring and again in fall of 2021.

KIPP engaged in additional meaningful consultation with the families of multilingual learners in the following ways: English Language Advisory Committee meetings in December and May of 2021, discussing topics that could best support students making progress during distance learning, as well as how to transition back to in-person learning and address lost learning.

KIPP engaged in additional meaningful consultation with families experiencing homelessness, foster care and migratory experiences in the following ways: KIPP's Advocacy and Community Engagement (ACE) team proactively reached out to these families to understand their needs via text and phone, in the spring and fall of 2021. These individual conversations were documented and information gathered was used to draft the LCAP, which is in alignment with the supports outlined in the ESSER III plan.

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

Feedback collected during the LCAP process, family and staff engagement, leadership planning, regional support consultation, and one-on-one touch points with families revealed a need for strong social and emotional supports for students as well as initiatives to address missed learning.

Survey data from the distance learning year showed that most students were able to develop a relationship with their teachers despite the virtual setting in the 2020-21 school year. Further leveraging these strong teacher relationships in creating safe, welcoming spaces for student academic growth has been incorporated into the ESSER III plan through the funding of professional development, resources and tools associated with the implementation of the Culturally Responsive Teaching Framework and Data-Driven Instructional Practices.

Given the disproportionate impact of COVID-19 on the community, there was much-expressed concern about keeping students and staff safe as the school transitioned back into full in-person learning. KIPP has incorporated feedback regarding health and safety into funding an on-site surveillance testing and contact tracing program.

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

\$313,806

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP - Goal 3 - Action 10: COVID Health and Safety ELO - Action: Community Learning Hubs	COVID Testing and Contact Tracing Program	<p>Regular, free surveillance testing on-site provides more accessible options for families and allows the school to make informed decisions about health and safety responses. Combined with KIPP’s layered prevention strategies of promoting vaccinations, universal masking, improved/increased ventilation, and widely accessible hygiene stations and cleaning procedures, the school community can reduce the risk of COVID-19 transmission, and ultimately keep students in the classroom as much as possible as they transition back into in-person learning.</p> <p>The testing process is managed and made possible through the funding of a KIPP COVID Response Team which includes COVID Support Specialists, who will be assigned to schools to conduct surveillance testing. The COVID Support</p>	\$313,806

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		<p>Specialists will be trained to guide schools through the self-collection process, packaging and shipping test samples, monitoring test results via the online portal and assisting with contact tracing efforts. The COVID Response Team will support the school by providing resources, materials, and consultation on critical health and safety decisions.</p> <p>While not included in ESSER III spending, the LCAP and the ELO plan include actions and services that are in alignment with supporting a safe in-person learning environment that reduces the spread of COVID-19, including masks for each student, investment in classroom air purifiers and other ventilation improvements, as well as cleaning and sanitizing supplies.</p>	

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

\$1,368,403

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP - Goal 2 - Action 4: Improving School Climate	Culturally Responsive Teaching Framework	KIPP families, and the communities in which they reside, have been disproportionately impacted by COVID-19. This has resulted in students facing difficult experiences outside the classroom that may affect their experience within the classroom. During our engagement and feedback opportunities with families, real concerns were shared about	\$353,271

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		<p>how students would successfully transition back into the in-person school setting.</p> <p>To address these challenges KIPP redefined strong start through a healing centered lens that incorporated the KIPP NorCal Culturally Responsive Teaching Framework. The framework draws from research in multiple fields to suggest movement from lower-order to higher-order skills. It provides a rigorous perspective on what it means to holistically teach, support, develop and address the social, emotional, motivational and cognitive skills in every student. This work will help the school create physically and emotionally safe learning environments that promote cognitive skill development, healthy mindsets and relational trust between students and staff.</p> <p>All teaching staff engaged in targeted professional development throughout the summer to practice and develop these critical classroom skills, which launched with active and intentional relationship building. Professional development will continue through classroom observations and practice clinics to address and redirect any gaps in implementation. Ongoing observation coaches to the following:</p> <ul style="list-style-type: none"> • Proactive routines are that are specific and observable • Staff actions that are joyful and reinforce authentic student joy when it arises • Responses to student misbehavior through an asset-based lens that treats misbehavior as an opportunity to strengthen a skill, rather than as one that should either be ignored, or that requires a punitive / exclusionary response • Time built into routines for staff to take a breath, address their own needs, and engage in restorative 	

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		<p style="text-align: center;">interactions with students and each other to close the loop when necessary</p> <ul style="list-style-type: none"> • Engagement with students socially <p>Teachers will continue this development and be provided ongoing coaching all year -- building empathy and understanding, fostering trust and creating a safe space with students. Within this space, students will feel better prepared to engage in core academic content and begin the process of addressing missed learning.</p> <p>KIPP intends to fund a portion of teacher salaries for the development and ongoing work associated with the implementation of the Culturally Responsive Teaching Framework.</p>	
<p>LCAP - Goal 1 - Action 4: Professional Development and Action 6: Academic Data Visualization and Analysis</p>	<p>Supporting Data Driven Instruction</p>	<p>Every KIPP classroom is full of students with their own unique needs, abilities, and levels of understanding. Data driven instruction (DDI) aims to take all of this information into account when building student curriculum, when teaching in the classroom, and when coaching teachers. DDI practices allow teachers to more quickly identify content/skill gaps and make adjustments to ensure all students are making progress in their learning. Due to the lost learning that occurred as a result of the COVID-19 pandemic, DDI will be a critical component of KIPP's academic program, ensuring that students are making appropriate academic gains.</p> <p>As part of the leadership team, Grade Level Chairs (GLC) actively participate in weekly DDI meetings where collected classroom data is analyzed and reteach strategies are identified. GLCs support the DDI initiative as the throughline in aligning grade-level teachers on agendas and actions as well as presenting trends and progress monitoring grade-level data, while also modeling strong DDI practices for their peers.</p>	<p>\$414,205</p>

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		KIPP intends to fund a portion of GLCs salaries associated with supporting the DDI initiative.	
ELO - Action: Integrated Student Supports	Targeted Academic Support	<p>KIPP instructional aides and interventionists support a variety of academic and behavior duties for individual or small groups of students that may need additional instructional time, testing accommodations, opportunities to practice one-to-one assignments, and to reinforce learning activities in core academic, language, and specialized subject areas.</p> <p>KIPP intends to fund classroom instructional aides and interventionists who provide services that are designed to supplement and complement the classroom instructional program in order to maximize learning opportunities for students.</p>	\$600,927

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

\$256,935

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP - Goal 3 - Action 5: More Teacher Time	Teachers	Core teachers, including multimedia arts teachers, support our students' academic progress by providing	\$0

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
and Action 8: KIPP Teachers		interdisciplinary learning experiences, reinforcing key concepts in ELA, Math, ELD and other subjects, and offering additional instructional opportunities that cater to diverse learning styles and foster creativity, critical thinking, and problem-solving.	
LCAP - Goal 2 - Action 5: Mental Health Counselors ELO - Action: Integrated Student Supports	Mental Health Counselors	Mental health clinicians are a critical component of the school's plan to support the social and emotional wellbeing of students. Services offered are individual counseling, group counseling and parental support. Mental Health Clinicians will also provide consultation and training for teaching staff.	\$256,935

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
COVID Testing and Contact Tracing Program	Positive Case Rates Vaccination Rates Absences Related to Quarantine and/or Isolation Number of Surveillance Tests Performed	Ongoing as test results are released Ongoing as statuses are shared and collected Weekly to determine academic supports for student Weekly to determine efficiencies and improvements
Culturally Responsive Teaching Framework Mental Health Counselors	Teacher Coaching Student Pulse Surveys Student Spotlight Report School Climate Survey	Weekly coaching, feedback, and practice clinics Every 2-3 weeks as short student pulse surveys are released Weekly Spotlight report review of attendance, grades, and engagement

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
		Annually in December
Supporting Data Driven Instruction Targeted Support Core Teachers	Teacher Observation Student Academic Progress Student Grades Interim Assessments State testing scores	Weekly coaching, feedback Daily / weekly lesson exit tickets and weekly DDI meetings Quarterly Bi-annually Annually

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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