

ESSER III Expenditure Plan

| Local Educational Agency (LEA) Name | Contact Name and Title | Email and Phone |
|-------------------------------------|---|--|
| Pivot Charter School Riverside | Elizabeth Jones, Chief Business Officer | ejones@pivotcharter.org (530) 433-9141 |

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 |
|--|--|
| 2021-22 Local Control Accountability Plan (LCAP) | The current LCAP can be found on the Policies & Documents page of Pivot's website. http://pivotriverside.com/policies-documents/ <i>*Please note that the current LCAP only lists expenditure amounts for 2021-22. This ESSER III Expenditure Plan includes multiple fiscal years' expenditures for the LCAP actions referenced herein. Furthermore, some LCAP actions will be funded by other sources in 2021-22 and then will transition to being funded by ESSER III in subsequent years.</i> |
| Expanded Learning Opportunities (ELO) Grant Plan | The ELO Grant Plan can be found on the Policies & Documents page of Pivot's website. http://pivotriverside.com/policies-documents/ |

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

\$ 122,188.00 in ESSER III revenues are expected, per allocation information available as of October 2021.

| Plan Section | Total Planned ESSER III Expenditures |
|--|--------------------------------------|
| Strategies for Continuous and Safe In-Person Learning | \$ 25,435.97 |
| Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds) | \$ 81,303.41 |
| Use of Any Remaining Funds | \$ 15,448.62 |

Total ESSER III funds included in this plan

\$ 122,188.00

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.

Development of the ESSER III Plan included substantial feedback from students, parents/guardians, teachers, other educators, staff members, school administration, and Board members. Survey results and community input from discussions regarding the COVID-19 Safety & Prevention Plan, ELO Grant Plan, and LCAP were used as a starting point for the development of the ESSER III Plan,

as many of the questions posed to stakeholders regarding those plans directly relate to Pivot Charter School's return to in-person instruction amid the COVID-19 pandemic. Targeted surveys were conducted to gauge the needs and interests of students and families who have unique needs. These included English Learners, socioeconomically disadvantaged students, highly mobile youth (such as homeless students and those in foster care) and students with special needs (such as those with IEPs and/or 504 plans). Additional surveys, discussions, and information nights were subsequently conducted in August and September 2021 to gauge the needs and preferences of Pivot's students and parents/guardians as the beginning of the school year approached and unfolded.

Opportunities provided for community input included:

- Numerous online surveys from March 2021 through September 2021;
- Public hearings and public comment for specific action items such as the COVID-19 Safety & Prevention Plan, ELO Grant Plan, and LCAP at Governing Board meetings from March 2021 through August 2021;
- Information nights on August 4, August 19, and September 21, 2021;
- Regular meetings and check-ins between school staff and students and parents/guardians including orientation meetings.

Pivot Charter School staff also reached out to specific organizations including civil rights organizations that advocate for, work with, and represent the interests of students in the following populations served by Pivot:

- For students with disabilities, Pivot called the local office of the California Department of Rehabilitation and emailed the local county operated Special Education Local Plan Area (SELPA);
- For English Learners, Pivot personnel emailed Californians Together;
- For Latino/a students and families, Pivot emailed the Latino Community Foundation.

Pivot evaluated its stakeholder engagement opportunities and determined that the groups notably represented within the Pivot community include students with disabilities, English Learners, and Latino/a students. Pivot determined that tribes, migratory students, foster youth, and children who are incarcerated are not substantially present nor served by the LEA. We currently do not have any local bargaining units or civil rights organizations active in the school community. We currently do not have any administrators in the school community which would qualify as District Administrators.

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

Many stakeholders, especially parents/guardians, expressed concern for student progress in core content areas and noted a desire for increased instructional opportunities such as tutoring and summer school. As a result, Pivot Charter School has incorporated several additional instructional supports into its program offerings for 2021-2024. Many of these focus on identifying and addressing individual student needs in core subject areas and basic skills. These increased offerings are planned to be supported by a number of different funding sources including ESSER III, and these are detailed in the section below titled Addressing the Impact of Lost Instructional Time.

Stakeholders consistently advocated for equitable access and highlighted the need to be vigilant in making materials, equipment, supplies, and services available to all students. Organizations representing the interests of students with disabilities emphasized the importance of social-emotional learning and highlighted that many students with disabilities may have increased needs in this area due to the disruptions caused by COVID-19 pandemic. Pivot’s ESSER III Plan includes increased technological resources as well as counseling services and social-emotional learning resources to address these concerns. All students will be provided with the materials and supplies needed to engage consistently and effectively in Pivot’s educational programs, regardless of socioeconomic status, native language, special needs, or any other factor.

Pivot also received significant communication from community members and agencies regarding the COVID-19 health and safety guidelines and protocols at school facilities. Pivot administration received substantial information about individual preferences, as well as official guidance, by maintaining open lines of communication with students, parents/guardians, staff members, County Offices of Education, County Departments of Public Health, and other schools. Due to the complex and changing guidance as well as the amount of questions posed by community members, the COVID-19 Coordinator position was created. This position is made possible primarily due to ESSER funds. This position is described below in the section titled Strategies for Continuous and Safe In-Person Learning.

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

\$ 25,435.97

| Plan Alignment (if applicable) | Action Title | Action Description | Planned ESSER III Funded Expenditures |
|---------------------------------------|--------------------------|---|--|
| LCAP, Goal 1, Action 4 | COVID-19 Health & Safety | Pivot Charter School will employ a COVID-19 Coordinator to oversee various aspects of COVID-19 Health & Safety, | \$ 25,435.97 |

| Plan Alignment (if applicable) | Action Title | Action Description | Planned ESSER III Funded Expenditures |
|-----------------------------------|--------------|--|--|
| | | <p>and will provide additional safety materials and supplies at school facilities. The COVID-19 Coordinator position was created largely based on stakeholder input. The position is responsible for staying up to date with federal, state, and local guidance as well as coordinating COVID-19 communications, protocol for responding to positive and/or presumptive COVID-19 cases, contact tracing, COVID testing, quarantine and isolation recommendations, facilities cleanliness and air quality, COVID-19 staff training, periodic revisions to COVID-19 Safety & Prevention Plans including the ESSER III Safe Return to In-Person Instruction Plan, and reporting to state and local agencies. School administration will ensure that school sites maintain sufficient PPE, cleaning supplies, hand sanitizing stations, and other supplies necessary for preventing the transmission of COVID-19. If/when school staff members are advised by school personnel to be tested for COVID-19, the school will pay for any associated testing costs. This LCAP action is planned to be funded entirely by ESSER II & III revenues. ESSER II funds were sufficient to fund the action for approximately one year, and ESSER III funds will ensure these efforts continue over the next few years to address ongoing issues of the COVID-19 pandemic.</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

\$ 81,303.41

| Plan Alignment (if applicable) | Action Title | Action Description | Planned ESSER III Funded Expenditures |
|---|----------------------------------|--|--|
| LCAP Goal 3, Action 1 | Reading & Literacy Specialist | <p>Data collected by Pivot Charter School shows that a significant proportion of students enrolling at Pivot have reading skills below what is expected for their grade level. Parent/guardian input also highlighted concern regarding student skills and progress in core subject areas such as reading. COVID-19 significantly disrupted school programs at most California Local Education Agencies, and in many cases derailed student learning. Stakeholders are concerned about the stagnation and/or regression of reading skills which have been observed in many students after the extended period of distance learning. Pivot will employ a Reading & Literacy Specialist to address these concerns. This position is responsible for implementing evidence-based interventions tailored to individual student needs, to facilitate accelerated learning and help students get their reading and literacy skills up to grade level standards. This LCAP action will be funded by ESSER II & III. ESSER II funds were sufficient to fund the action for approximately one year, and ESSER III revenues will fund the position for an additional few years. ESSER III revenues will sustain ongoing evidence-based interventions to mitigate the effects of the COVID-19 pandemic on reading and literacy across all grade levels.</p> | \$ 23,824.57 |
| LCAP Goal 3, Action 6; ELO Grant Plan, Focus Area 1 Extending Instructional Learning Time | Instructional Aides | <p>Additional Instructional Aides will be employed to provide tutoring at Pivot's resource center as well as online. Staffing and schedules will be calibrated to facilitate increased direct instruction time at the resource center and online for each pupil. In stakeholder surveys, many parents/guardians expressed a desire for more tutoring services, and these Instructional Aides will be utilized to satisfy that need. In addition to one-on-one and small group tutoring, Instructional Aides will assist with the implementation of Pivot's supplemental assessment and</p> | \$ 38,138.01 |

| Plan Alignment (if applicable) | Action Title | Action Description | Planned ESSER III Funded Expenditures |
|--|---------------|--|--|
| | | instruction curricula. These programs use each student's benchmark assessment results to create personalized instruction sequences targeted to address gaps in understanding and skills mastery. This LCAP action will be funded by ELO revenues for 2021-22, and ESSER III funds will allow for continued employment of these strategies in 2022-23 and 2023-24. | |
| ELO Grant Plan, Focus Area 1 Extending Instructional Learning Time | Summer School | Certificated teachers and paraprofessionals will be utilized to extend instructional learning time through summer school programs. ESSER III funds will be used to provide increased summer school offerings in person at Pivot's resource center as well as online. Summer school was one of the most requested programs on stakeholder surveys. Students as well as parents/guardians consistently ranked summer school as one of their preferred programmatic offerings to increase instructional time and to address lost learning. In-person summer school instruction was funded by ELO revenues for the summer of 2021, and ESSER III revenues will allow for increased summer school offerings in 2022 and 2023. | \$ 19,340.83 |

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

\$ 15,448.62

| Plan Alignment (if applicable) | Action Title | Action Description | Planned ESSER III Funded Expenditures |
|-----------------------------------|----------------------------------|---|--|
| LCAP Goal 1, Action 2 | Student Equipment & Materials | <p>Funds will be used to purchase, distribute, and manage additional equipment and materials to loan to students. This includes Chromebooks, WiFi devices, headsets, etc. These materials facilitate improved engagement of students participating in remote learning, and help overcome access barriers experienced by socioeconomically disadvantaged students. During the COVID-19 pandemic, Pivot Charter School has seen an increase in the proportion of students enrolling who don't initially have access to the technological tools necessary to participate in their educational programs. Many more students are now utilizing the school's equipment loan programs than ever before. Students who are quarantining or isolating due to COVID related exposure or diagnoses will also benefit greatly from the ability to continuously engage in their educational programs remotely by utilizing these materials. ESSER III funds sustain the purchase of additional student materials and supplies, particularly for those families hit hardest by the economic effects of the COVID-19 pandemic. ESSER II funds are planned to be used for this action for the majority of 2021-22, and ESSER III funds will continue funding the LCAP action in 2022-23 and 2023-24.</p> | \$ 1,420.23 |
| LCAP Goal 1, Action 3 | Technology Management | <p>Pivot Charter School will employ a Technology Coordinator to manage equipment and resources for students, to help close the Digital Divide and to ensure all students have equitable access to technological tools, regardless of background or socioeconomic status. This position also includes monitoring student devices and settings to ensure safe usage and effective cybersecurity. The increased demand for virtual learning, whether due to COVID-19 quarantine/isolation requirements or family preferences, has increased the need for vigilant</p> | \$ 4,694.58 |

| Plan Alignment (if applicable) | Action Title | Action Description | Planned ESSER III Funded Expenditures |
|--|---|--|--|
| | | cybersecurity and safe access to school related technological resources. This LCAP action is planned to be funded entirely by ESSER II & III revenues from 2021-22 through 2023-24. ESSER II funds were sufficient to fund the action for approximately one year, and ESSER III funds will support this position through the 2023-24 school year. | |
| LCAP Goal 1, Action 10; ELO Grant Plan, Focus Area 3 Integrated Student Supports to Address Other Barriers to Learning | Social-Emotional Learning & Counseling | The COVID-19 pandemic has impacted students and families in a variety of ways. Many individuals have experienced social, emotional, economic, or other types of strain or trauma. School staff have expressed significant concern regarding the wellbeing of students and their families. Social-Emotional Learning curriculum and expanded counseling services are being implemented to address these issues. Pivot Charter School's increased offerings are aimed at helping students overcome barriers to learning, including those which have arisen due to the pandemic. This LCAP action is planned to be funded by ELO revenues for 2021-22, and then supported by ESSER III funds for 2022-23 and 2023-24. | \$ 9,333.81 |

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-19 Health & Safety | COVID-19 Rates of School Related Exposures & Positive Cases: Facilitated by the COVID-19 Coordinator, school administration will assess the effectiveness of COVID-19 safety measures implemented at Pivot. Evaluating the rates of school related exposures and positive cases over time will allow school leaders to determine whether current safety measures are effective at safeguarding the health of students, staff, and visitors while on school grounds. If current rates cause concern, health and safety protocols will be evaluated and revised. | The COVID-19 administrative team will meet monthly to review and evaluate rates of school related exposures and positive cases. |
| Reading & Literacy Specialist Instructional Aides Summer School | Benchmark Assessments: Efficacy of instructional interventions will be evaluated by monitoring individual student growth demonstrated on benchmark assessments over time. For example, it is anticipated that students working with the Reading & Literacy Specialist will show significant growth in their reading skills on benchmark assessments. If students are not demonstrating the desired growth, intervention strategies will be revised. | Benchmark assessments are administered two to three times per school year. |
| Summer School | Summer School Participation & Course Completion Analysis: Enrollment and participation rates in summer school will be compared from year to year to monitor the ongoing need for this increased instructional time. Course completion | Summer school data will be analyzed once per year, after the end of each summer school term. |

| Action Title(s) | How Progress will be Monitored | Frequency of Progress Monitoring |
|---|--|---|
| | <p>analysis will assess the progress accomplished by summer school students. Rates of promotion/graduation achieved via summer school will determine the ongoing contribution of summer school programs to overall student academic progress.</p> | |
| <p>Student Equipment & Materials Technology Management Social-Emotional Learning & Counseling</p> | <p>Student & Parent/Guardian Surveys: Pivot Charter School will conduct surveys which will include questions about the social and emotional wellbeing and mental health of students and parents/guardians. Surveys will also gather data on families' access to materials and supplies as well as technological resources and supports, and will use this data to gauge the efficacy of the school's equitable access initiatives. School administration hopes to see a trajectory of recovery over time, with more students and parents/guardians reporting stability, wellness, and access to resources. Communications from the school will be tailored to respond to survey results. For example, if survey results indicate continuing issues with social wellness, school communications will highlight and promote the social opportunities and resources available at Pivot and/or through other local agencies.</p> | <p>Student and parent/guardian surveys will be conducted periodically. Pivot Charter School plans to complete approximately two surveys of this nature each year.</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.).

California Department of Education
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