

## 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
LCAP	<a href="https://static1.squarespace.com/static/5cae45617fdcb8044bd5ffa4/t/6126abf8f3b8ef5d1e28e544/1629924344646/Copy+of+LCAP.+21-24.pdf">https://static1.squarespace.com/static/5cae45617fdcb8044bd5ffa4/t/6126abf8f3b8ef5d1e28e544/1629924344646/Copy+of+LCAP.+21-24.pdf</a>

## 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

\$467,067

Plan Section	Total Planned ESSER III Expenditures
Strategies for Continuous and Safe In-Person Learning	\$348,067

Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)	\$94,000
Use of Any Remaining Funds	\$25,000

**Total ESSER III funds included in this plan**

\$467,067

## 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.

Twin Rivers Charter School (TRCS) believes in fostering frequent and open communications with all community members to ensure expenditures are aligned with our community needs/wants. Our Community input was sought as follows with the following stakeholder groups, most of which are ongoing communication/input opportunities; our belief is that public input and participation in all aspects of our plan ensures buy-in and success in serving students.

**TRCS Staff/Administration/Board of Directors**

- School Administration - Weekly TRCS School Administration Team meetings (every Friday)
- TRCS Board of Director Meetings - monthly updates/discussion; In person meeting for the approval of the ESSER III plan - October 13, 2021
- TRCS Staff - LCAP Survey (May 2021); Discussions in monthly all-staff meetings
- MTSS Guiding Coalition Meetings - Bimonthly

**TRCS Families/Community**

- LCAP Survey - All Parents/Community Members (May 2021);
- School Site Council meeting (October 6, 2021)
- ELAC Meeting (October 11, 2021)

Students - LCAP Survey (May 2021); Leadership Class (October, 2021)

Local Community - Discussions with local organizations including: Family Soup & Yuba/Sutter Mental Health/Advocates representing the interests of students / (October, 2021)

TRCS evaluated its stakeholder engagement opportunities and determined that Tribes, Civil/Disability Rights Organizations are neither present nor served by the LEA.

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

The development of this plan was influenced by community input and support of TRCS's Extended Learning Opportunity (ELO) and Learning Continuity Plan (LCP) in order to support funds to enhance student learning into the 2023/24 school year. Anecdotal Input had been provided during our May 2021 LCAP survey and additional information was gleaned from meetings with ELAC and Site Council representatives.

TRCS Students - Bring back athletics and sports (Middle School students), co-curricular events (music and band) and student field trip opportunities; offer additional S2C classes/elective opportunities (Middle School students)

School Administration - Support additional ELD staff to ensure EL students are successful and the achievement gap is closing for this subgroup; invest in classroom furniture to enhance learning environments in the classroom; ensure training for ELD initiative is paramount in funding

TRCS Staff - Continue staffing of engagement aides to support student learning and close learning loss gaps; ensure cleaning procedures and staffing are adequate in all areas (Maintenance Staff)

Families/Local Community - Bring back Tiger Care, co-curricular activities (band and music), and after school programs (athletics), increase counseling support for students

Local Community Representatives (FIT and Family Soup) - Continue staffing of SEL supports (training of staff) and additional counselor support. Use mental health clinicians to support on campus needs

## 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

\$348,067

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
N/A	Instructionally sound learning environments	TRCS will update classroom furniture and equipment to maximize learning efficiency.	\$316,067
LCAP-Goal 3, Action 3	Clean and safe facilities	TRCS will provide a clean, safe and healthy environment for students and staff by purchasing office furniture and classroom furniture for social distancing purposes, maintenance upgrades to ventilation/air filter replacements, increased cleaning supplies, new mats in ingress/egress pathways, supply shed for new equipment needed to limit sharing, safety vests, safety jackets due to increased staffing needs.	\$13,000
LCAP- Goal 3, Action 3	Enhanced Communication Technology for Staff	TRCS will expand VOIP phone systems and Wi-Fi systems. TRCS will provide additional technology resources and enhance system support to staff as needed for in-person learning such as monitors, smart projections, laptops, printer resources for independent study options.	\$9,500
LCAP- Goal 1, Action 1	Technology for Students	TRCS will provide additional technology resources and enhance system support to students as needed for in-person learning including updated chromebooks, chargers and additional third party technology integrations.	\$9,500

## 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

\$94,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP- Goal 3, Action 2	Student Intervention Paraprofessional	TRCS will provide services, supplies, equipment and staffing for additional intervention and tutoring to support student learning loss. The purchase of a 3-year Lexia license, an additional intervention aide for reading recovery and iLs purposes, and after school tutoring for ELD students and those identified of need. These positions will last the duration for the grant.	\$74,000
LCAP- Goal 2, Action 2	Professional Development	TRCS will continue to provide targeted professional development opportunities to implement Learning Acceleration Plans including Solution Tree to develop the PLC process and salary compensations/sub pay to attend SCSOS ELD opportunities. TRCS will also have targeted ELD PD run by an additional ELD coordinator position.	\$20,000

## Use of Any Remaining Funds

A description of how the LEA will use any remaining ESSER III funds, as applicable.

### Total ESSER III funds being used to implement additional actions

\$25,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP- Goal 3, Action 1	Enhanced school programs	TRCS will provide additional opportunities for co-curricular and extra-curricular programs including intramural sports during the school day which include equipment and staffing, additional band equipment with safety additions, and increased middle school sports facilities to include outdoor options for typical indoor sports with safety protocols such as a PA system, and cooling equipment. An additional mental health lounge will be created for social and emotional safety. Personnel will also be increased to provide after school care for high needs students and siblings of those receiving after school tutoring/interventions.	\$25,000

## 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
Instructionally Sound Learning Environments	Purchase and install furniture and necessary equipment Completion of quarterly Williams Act Report	One time purchase Quarterly
Clean and Safe Facilities	Completion of quarterly Williams Act Report School Attendance rates Behavior Tracking Data	Quarterly Bi-annually Monthly
Enhanced Communication & Technology for Staff	Completion of quarterly Williams Act Report Office Meeting / Agendas	Quarterly Monthly
Technology for Students	Purchase and install software / programs Completion of quarterly Williams Act Report	One time purchase Quarterly
Enhanced School Programs	Discussions held at School Site Council Meetings ELAC Meetings LCAP and Student SEL/Climate Survey results	Quarterly Monthly Annually
Student Intervention Program	Logs of sessions and participation numbers of students NWEA MAP & CAASPP Scores	At Each Testing Cycle Shared at TRCS Board of Director Meetings
Professional Development to Address Learning Loss	Attendance will be monitored through attendance logs and agendas.  Classroom observations will be completed by Administration to see evidence of implementation of PD strategies.	Weekly  Every 12 weeks

	Student academic proficiency will be measured by STAR, NWEA MAP and CAASPP scores.	Annually
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**\*\* Please note that the original ESSER III Expenditure plan was board approved 10/13/21, updates presented for board approval 10/19/22.**

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