

## ESSER III Expenditure Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Discovery Charter Preparatory School #2	Dr. Karen Smith, Principal	ksmith@discoveryprep.org

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
Continuity and Attendance Plan (LCP)	<a href="https://discoveryprep.org/wp-content/uploads/2021/04/2020-2021-Amended-Learning-Continuity-and-Attendance-Plan.pdf">https://discoveryprep.org/wp-content/uploads/2021/04/2020-2021-Amended-Learning-Continuity-and-Attendance-Plan.pdf</a>
Local Control Accountability Plan (LCAP)	<a href="https://discoveryprep.org/wp-content/uploads/2021/10/2021-2022-Approved-Local-Control-and-Accountability-Plan-1.pdf">https://discoveryprep.org/wp-content/uploads/2021/10/2021-2022-Approved-Local-Control-and-Accountability-Plan-1.pdf</a>
Expanded Learning Opportunities (ELO) Grant Plan	<a href="https://discoveryprep.org/wp-content/uploads/2021/10/Approved-Expanded-Learning-Opportunities-Grant-Spending-Plan-1.pdf">https://discoveryprep.org/wp-content/uploads/2021/10/Approved-Expanded-Learning-Opportunities-Grant-Spending-Plan-1.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

\$686,834

Plan Section	Total Planned ESSER III Expenditures
Strategies for Continuous and Safe In-Person Learning	\$ 154,200
Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)	\$ 532,634
Use of Any Remaining Funds	\$ 0

### Total ESSER III funds included in this plan

\$686,834

## 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.

Discovery Charter Preparatory School's (DCP) stakeholder groups that contributed to the development of this plan include students, parents/guardians, teachers, support staff, and governing board. During the 2020-2021 school year, parents, students, and stakeholders were given opportunities to attend discussions/meetings with school personnel both in-person and via web-conferencing to provide feedback/input/suggestions and to respond to surveys relating to the Expanded Learning Opportunities (ELO) Grant Plan and the Local Control Accountability Plan (LCAP). At the beginning of the 2021-2022 school year, feedback was solicited from the stakeholders for the ESSER III Expenditure Plan. In conjunction with feedback and input from the prior school year and the recent feedback from stakeholders, the ESSER III Expenditure Plan was developed to address the most pressing needs as determined by this feedback.

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

The feedback received during the 2020-2021 school year in relation to the LCAP and ELO Grant Plan was incorporated into the development of this plan as it remains consistent with more recent feedback relating to the ESSER III Expenditure Plan. Identified areas of need from prior and current feedback are the focus of the ESSER III plan. The main areas of focus as determined by various segments of the school community are listed below.

Respondents participated in virtual Parent Meetings, School Site Council and Parent Advisory Committee. Respondents were asked to identify what they determined to be the five most important and valuable uses of the funds. Respondents identified Items 2-6 as the most pressing needs facing DCP. This plan was solely influenced on stakeholder input.

1. Ensuring access to interventions to mitigate learning loss are available to assist struggling students, students with disabilities, and English Learners.
2. Providing students with access to educational technology to maximize learning opportunities.
3. Providing students access to mental health services and supports.
4. Improving indoor air quality in the classrooms.
5. Repairing/improving the school facility to reduce the risk of virus transmission and exposure to environmental health hazards.
6. Ensuring the LEA continues to do what is necessary to maintain operations and continuity of services and continuing to employ existing staff.

## **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

**\$ 154,200**

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
ESSER III	Shade Structures to Expand Social Distance Opportunities	Added shading to provide more space for students to mingle, allowing distance between them. (6 units x \$4,500 each)	\$27,000
ESSER III	Supplies to mitigate the spread of COVID-19 and safely operate school	Personal Protective Equipment (PPE) including masks, gloves, hand sanitizer, and signage. School site testing and site upgrades additional work required to address COVID-19. (\$2,200 per month x 24 months)	\$52,800
ESSER III	Purchase air purifiers to help reduce the risk of and prevent the spread of COVID-19.	Air Purifiers for classrooms and office space in addition to our air filtration system upgrade. (24 units X \$800.00)	\$19,200
ESSER III	Water Heaters	Replace defective Water Heaters (1 large and 2 small units)	\$ 7,200
ESSER III	Purchase cleaning supplies approved by CDPH to combat the spread of COVID-19.	\$2,000 x 24 months	\$48,000

## 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

**\$532,634**

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
ESSER III (extension of ELOGP)	Provide targeted intervention and support to at-risk and below grade level students.	Assist students identified as being below grade level, with additional academic support. (\$93,750 x 2 years)	\$187,500
	Reading & Math Interventions for targeted small group instruction.	Instructional Support, such as: Edgenuity, SAVAAS - Biology, Chemistry, Performance Matters, Motivating Systems- PBIS, Agile, Delta Math, Nearpod, Power School e-connect	\$167,884
ESSER III, ELOGP	Providing mental health services and supports	Provide target services and supports to address the mental health and social-emotional well-being of students. (\$50 x 24 hours x 80 weeks)	\$96,000
ESSER III, LCP	Purchase Chromebooks to ensure 1:1 access	Purchase Chromebooks to aid in regular and substantive educational interactions between students and classroom teachers. (250 x \$325)	\$81,250

## 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

\$0

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
[Plan, Goal #, Action #]	[Short title of the action]	[A description of the action]	[\$ 0.00]
[Plan, Goal #, Action #]	[Short title of the action]	[A description of the action]	[\$ 0.00]
[Plan, Goal #, Action #]	[Short title of the action]	[A description of the action]	[\$ 0.00]

## 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
Purchase targeted interventions and support	Academic progress monitoring: Edgenuity, Renaissance STAR, Power School Performance Matters, AGILE and individual department assessments aligned with purchased curriculum.	On-going, These programs are used throughout the school curriculum. Weekly grade checks are conducted, students are offered tutoring after school if they are receiving any grade below 70% or D/F. D’s are not accepted, therefore the course must be retaken
Providing mental health services and supports	Part-time Counselor will assess mental health needs with teacher input. Interventions will be implemented as needed. Targeted small groups.	On-going, Leadership and Faculty meetings are conducted every week. Grade Level and Department meetings are twice a month. Goal in these meetings is to analyse data of students’ performance by each category. Grade, Dept, Resource, English Learner Action plans are made for students of concern and monitored weekly. Some action plans are monitored daily to provide added support and encouragement.
Purchase Chromebooks to ensure 1:1 student access	IT and Computer Supervisor will keep a log identifying to whom each Chromebook is assigned	As needed.

<p>Provide Saturday Motivational groups</p>	<p>Students below grade level or with behavior issues will meet on one Saturday a month to participate in Team Building, Self-esteem building, as well as groups that are needed, derived from counseling conducted during the week.</p>	<p>On-going, Results of the data analysis which derives from the meetings: teacher and admin, students' names are put on a list to provide added support for behavior and academics. Self-Esteem is as important as support in academics because if they do not believe they can complete the work they will not try.</p>
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<p>Provide supplemental instruction, through tutoring and small groups and in classrooms and after school.</p>	<p>Weekly meetings with Counselors, Tutors and Faculty</p>	<p>On-going  On-going, Leadership and Faculty meetings are conducted every week. Grade Level and Department meetings are twice a month. Goal in these meetings is to analyse data of students' performance by each category.  Grade, Dept, Resource, English Learner  Action plans are made for students of concern and monitored weekly. Some action plans are monitored daily to provide provide added support and encouragement. They need to believe that they can do it.</p>
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<p>Staff Monitoring of Student Outcomes</p>	<p>Monitor all local assessments for the LEA to improve student achievement.</p> <p>Oversee targeted assessments for the core subject areas to assess prioritized needs with students.</p> <p>Work to help close the achievement gaps by assessing students' needs and providing individualized support.</p>	<p>On-going</p> <p>Assessments are conducted weekly by teachers. Checking for Understanding during each classroom is a mandatory policy.</p> <p>Each week grades of students are created and given to teachers, students and administration. Administration uses this information to create tutoring schedules with tutors and teachers. No group is larger than three. One-one-one is preferred.</p> <p>Tutoring allows administration to target students to see what other supports they need, which are put into an action plan.</p> <p>Parent Meetings are also conducted with students who have failing grades.</p>
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<p>Assessment, Data Gathering, Implementation</p>	<p>Administer diagnostic and ongoing benchmark assessments.</p> <p>Baseline, diagnostic, formative and summative assessments</p> <p>Generate individual and group progress reports based on current assessments</p> <p>Data meetings will be held to report and discuss student growth. Teachers will analyze student assessment results and student work. to group students according to needed interventions.</p>	<p>3 times a year and once a month</p> <p>Renaissance STAR was intended to be used three times for the entire year. Lack of effort on students when taking test, encouraged us to change this policy. Each month students are given the Renaissance Testing. The Renaissance testing, tests English Language and Math, starting each test with the students' previously attained level of knowledge.</p> <p>Teachers then by Department. Science and Math, English and Social Studies, analyze the data of areas of improvement and need.</p>
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		<p>From the outcome, teachers in departments choose two power standards to focus on for that month.</p> <p>This is repeated each month.</p> <p>Testing monthly is cumbersome, however, we have noticed that the students are far more involved in doing well when it is a monthly test because they do not think it is a standardized test. They believe it is part of the grade in their class. It is, but more importantly, it is conducted so that admin and teachers have information to assess what progress is being made and what supports are needed.</p>
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