

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
Extended Learning Opportunities Grant Plan	School website: http://schools.cvesd.org/schools/discovery/Documents/2021-2022%20School%20Info/Discovery%20Charter%20School%20ELO%20Grant%20Plan%20%20051021.pdf

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

\$739,127

Plan Section	Total Planned ESSER III Expenditures
Strategies for Continuous and Safe In-Person Learning	\$72,355
Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)	\$170,772
Use of Any Remaining Funds	\$496,000

Total ESSER III funds included in this plan

\$739,127

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 has held numerous stakeholder meetings to get everyone's input and involvement in developing this plan:

- Parents, students, and teachers were surveyed with the Thought Exchange Survey to get input on the necessary actions and services desired at Discovery over the next 3 years, specifically next school year 2021 – 22
- School Site Council (SSC) meetings in April and May, 2021 where information on the grant funding was presented and feedback was received

- English Learner Advisory Council (ELAC) meeting in May 2021 where information on the grant funding was presented and feedback was received
- Coffee with the Principal meetings in April and May 2021 where information on the grant funding was presented and feedback was received
- Instructional Leadership Team (ILT) meeting in April 2021 where information on the grant funding was presented and feedback was received
- A committee made up of admin, teachers, and our business manager assisted with developing the specific components of the plan based on the feedback received from all the other stakeholders
- Staff meeting in April 2021 where information on the grant funding was presented and feedback was received

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

Feedback received from our community had a strong influence on the development of this plan in conjunction with the other plans: ELO, IPI, LCAP, and ESSER I and II. The first priority for all stakeholders is the safety of our students, staff and parents. Making sure we have all the PPE needed, as well as supplies to wash and sanitize hands, and other procedures to prevent transmission of diseases was very important. Secondly, it was communicated in many ways that the focus needs to be on providing the necessary social-emotional and mental supports, behavioral supports and academic supports for any and all of our students that have suffered due to the pandemic and the loss of instruction and in person learning. These funds should be used equitably to provide the support, resources, and additional staff to accelerate the learning of our targeted students and any other students far below to address the opportunity gap that worsened due to the pandemic. There are specific actions in the plan to address this, such as the funding of additional RTI staff, and additional evidenced-based programs that address the students' needs at their level.

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

\$72,355

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
N/A	Purchase supplies	Purchase of air filters to replace every 6 months, PPE supplies, hand sanitizer, soap, paper towels for 2022 - 2024	\$52,355
N/A	Additional staff	Additional noon duty to sanitize, ensure social distancing, mask wearing, safety at lunch and at recess for 2023 - 2024	\$20,000

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

\$170,772

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
ELO Grant	Extending Instructional Learning Time	Before or after school tutoring – extended day for targeted students based on the data, 2 teachers per grade, K – 8th, 1 hour per day, twice per week, 12 weeks, 6 – 10 students per teacher, including snacks	\$34,000
ELO Grant	Extending Instructional Learning Time during breaks	2 weeks of Intersession, 1 in the fall and 1 in the spring, 1 teacher per grade, K – 8 th , 3 hours per day, 4 days each intersession, 8 – 12 students per teacher, including snacks	\$24,000
ELO Grant	Accelerating Progress to Close Learning Gaps through the Expansion of Learning Supports	3 Additional RTI staff to push into each 1 st – 8 th class during the day to pull small groups during small group time daily for ELA, math, and SLA	\$58,852

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
ELO Grant	Additional Academic Services for Students	Continue funding for I-ready program for 2022 – 2023	\$26,960
ELO Grant	Additional Academic Services for Students	Continue funding for I-ready program for 2023 – 2024	\$26,960

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

\$496,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
N/A	Purchasing Education Technology	Tech replacement of older student Lenovo laptops for 2022 - 2023	\$90,000
N/A	Purchasing Education Technology	Tech replacement of older student Lenovo laptops for 2023 - 2024	\$120,000
N/A	Extending Instructional Learning Time through Fine Arts	Continue funding the Athlead PE program during Fine Arts for 2023 – 2024	\$106,000
ELO Grant	Integrated Student Supports	Continue funding the MTSS coordinator (50%) for 2022 - 2023	\$60,000
ELO Grant	Integrated Student Supports	Continue funding the MTSS coordinator for 2023 - 2024	\$120,000

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
Purchase supplies and additional staff	Number of COVID positive cases and students quarantined for symptoms will be monitored by the full time site registered nurse, attendance-health secretary, associate principal and principal to make any needed adjustments to safety and social distancing procedures.	Quarterly
Extending Instructional Learning Time	Pre and post data will be monitored and discussed by the teacher, grade level team, and lead team during collaboration.	Quarterly
Accelerating Progress to Close Learning Gaps through the Expansion of Learning Supports and Additional Academic Services for Students	Student data in ELA, math, and SLA will be monitored closely during collaboration by the teacher, grade level, resource teacher, and admin and used to plan instruction, especially small group interventions.	Weekly
Purchasing Education Technology	Periodic check in with teachers and Computer Technician to assure all students and teachers have access to an up-to-date device for in person learning as well as distance learning in the case of required quarantining.	Each semester
Extending Instructional Learning Time through Fine Arts and Integrated Student Supports	Progress will be monitored through the use of student and parent surveys, parent meetings, the SWIS referral system, monthly participation in the Dragon’s den, and student attendance rates.	Quarterly