

California Department of Education
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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
Local Control Accountability Plan (LCAP)	Available on the School's LCAP webpage: https://grossmontsecondarycharter.com/wp-content/uploads/2021/06/GSS-21-22-LCAP-All-Components.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

\$511,071.00

Plan Section	Total Planned ESSER III Expenditures
Strategies for Continuous and Safe In-Person Learning	\$137,707.00
Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)	\$201,522.00
Use of Any Remaining Funds	\$171,842.00

Total ESSER III funds included in this plan

\$511,071.00

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.

GSS regularly consults with community members to understand the academic, social-emotional and physical needs of their students and families. GSS utilizes multiple methods to engage the community, including school events, trainings, meetings and surveys. Additionally, GSS's educational model is centered on a strong school-to-home partnership. This partnership allows teachers, counselors and school leaders to consult with students and parents on a regular basis to discuss individual needs. All information received from community members is organized and analyzed to determine if existing programs and services are effective in meeting the needs of the school community and if new approaches are needed.

The following school community members have contributed to the development of the ESSER III Plan with corresponding methods:

- **Students:** Ongoing virtual and in-person PPEP Meetings, Character and Leadership Development Program, Wellness Week, College and Career Week, Senior Night Events and Surveys

- **Parents and Family Members:** Ongoing virtual and in-person PPEP Meetings, Family Learning Series Trainings, Virtual Parent Night Events, Senior Night Events and Surveys
- **Teachers, Education Specialists and Certificated Teacher Resources (CTRs):** Resource Center Meetings, Instructional Meetings, Altus University Trainings, Department Meetings and Surveys
- **School Staff:** Office Meetings, Department Meetings, Altus University Trainings and Surveys
- **School Leadership:** Weekly Huddle Meetings and Surveys
- **School Site Council:** Ongoing Meetings
- **English Language Advisory Committee:** Ongoing Meetings

Community engagement is key to supporting the School's comprehensive strategic planning, formulation of goals, actions and performance measures. The School continues to consult with community members throughout the 2021-2022 school year and their input will be integrated into the ESSER III Plan.

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

GSS is an academic intervention program committed to providing a personalized education to all students that will meet their unique needs. Students and family members report that they enroll in GSS because they want an educational program that provides a safe environment, supportive culture, opportunity to graduate on-time and prepare for college and career pathways. While these key student and parent requirements have remained consistent even during the COVID-19 pandemic, the School has had to alter operations and approaches to meet their needs.

From the onset of the COVID-19 pandemic, GSS has continued to meet key student and parent requirements by remaining agile and innovative. GSS has been able to provide a rigorous online curriculum to those students and families who prefer to remain in distance learning due to concerns related to COVID-19. Additionally, Resource Centers have remained open to those families who prefer in-person instruction and support. The School has taken tremendous care in integrating COVID-19 health and safety protocols into each school location. As a result, families report high levels of satisfaction with school safety and the overall educational program.

While families remain very satisfied with the educational program, the School recognizes that the COVID-19 pandemic has impacted all aspects of life for the school community and is thus committed to developing an ESSER III Plan focused on increasing both academic achievement and the social-emotional health of all students, particularly for underserved student groups. GSS has a robust Data Integration System that monitors, measures and responds to student learning. This system is capable of quickly identifying students of underserved student groups that need additional support and services to meet grade level standards. These additional educational support opportunities include added time in Resource Centers, one-on-one tutoring provided by CTRs, nutrition and technology devices such as Chromebooks and internet data plans, for connectivity, that will ensure equity and access to the full instructional program and curriculum.

Since the onset of the COVID-19 emergency, School employees have worked tirelessly in remote and in-person environments to support school operations, and most importantly, help students meet their individual academic goals. In order to ensure that all employees can remain productive in this evolving work environment, the School has replaced and acquired new upgraded work tools, including Avaya Cloud and DocuSign. These new work tools ensure that all employees are equipped to do their job in an increasingly digital world while remaining compliant with Federal, State and local requirements.

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

\$137,707.00

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP, Goal 4, Action 1	Safe and Supportive School for All Students	Personal Protective Equipment (PPE) and other resource center safety needs for school members and students to minimize potential exposure to disease and meet the policies and guidance provided by the Centers for Disease Control (CDC)	\$1,500.00
LCAP, Goal 4, Action 1	Safe and Supportive School for All Students	Janitorial services to clean and disinfect surfaces of germs which further reduces any risk of spreading infection	\$127,703.00

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP, Goal 4, Action 1	Safe and Supportive School for All Students	HVAC systems inspection, testing, maintenance, repair, and upgrade to improve air quality in school facilities	\$8,504.00

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

\$201,522.00

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP, Goal 1, Action 4	Academic Instruction and Support for English Learners, Low-Income Students, and Foster Youth	Add Paraprofessional (CTR) supports and supplemental teaching days from credentialed teaching staff to provide targeted Math and ELA tutorials to students failing or at risk of failing with the intention to increase student academic confidence, skills and knowledge.	\$201,522.00

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

\$171,842.00

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP, Goal 1, Action 3	Academic Instruction and Support for All Students	Partner with Konica Minolta to digitize student cumulative records to allow school staff to quickly, accurately and remotely develop a personalized educational plan for each student that considers prior performance and educational experiences	\$7,172.00
LCAP, Goal 2, Action 2	Standards Aligned Course of Study and Curriculum for English Learners and Low-Income Students	Provide Chromebooks and internet data plans to underserved students to aid in regular substantive educational interaction and synchronous learning opportunities between educators and pupils	\$111,883.00
LCAP, Goal 4, Action 3	Social, Emotional, and Behavioral Support Systems for Low-Income Students and Foster Youth	Provide a School Nutrition Program to reduce food insecurity and improve health and development of youth	\$4,287.00
LCAP, Goal 5, Action 1	Engagement Opportunities for All Students	Utilization of Avaya Cloud communication tools to provide user friendly methods and enhanced opportunities of regular interaction between educators and students	\$12,533.00
LCAP, Goal 5, Action 1	Engagement Opportunities for All Students	An e-signature platform was crucial in obtaining student/parent signatures and continuing business operations in a remote environment; the School has partnered with DocuSign to meet its e-signature needs and will continue to utilize these services to support student, family and employee safety concerns	\$17,552.00
LCAP, Goal 5, Action 1	Engagement Opportunities for All Students	Maintain and improve upon additional technologies that were recently implemented to allow for remote work using cloud-based, or other remote access platforms	\$18,415.00
N/A	Continuous Operation of School Facilities	Other unforeseen activities that are necessary to maintain the operation of and continuity of services in resource centers and/or LEA office locations. There is not a budgeted allocation in the plan since any future expenditures are unknown at this time.	\$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
Safe and Supportive In-Person Instructional Opportunities	The Executive School Safety Committee will collect and analyze information related to community members’ satisfaction with safety protocols implemented at all school locations to mitigate the spread of infectious disease. Information will include survey data, number of students attending Resource Centers, feedback gathered at multiple meeting venues and visit observations.	The Executive School Safety Committee will meet quarterly to review safety plans, relevant information and consider adjustments to protocols and procedures. School Leaders will meet at weekly Huddle Meetings to discuss feedback collected from community members, trends, best practices and potential needs.
Instructional Strategies to Address Potential Learning Loss	Instructional staff will monitor student engagement rates for All Students, and by underserved student groups. In addition, the School will utilize Measures of Academic Progress by NWEA to evaluate and respond to student skills levels related to Reading, Language and Mathematics.	Student engagement and academic performance will be monitored daily by teachers, counselors and school leaders.
Digitize Student Cumulative Records	The School’s Operation Department will monitor the percentage of student cumulative records that have been digitized and available to school employees.	Progress monitoring will be completed on a monthly basis and be reported to school community members.
Improve Student Connectedness to the Curriculum and School Community	Teachers, counselors and school leaders will quickly identify which students and families need home technology. The School will utilize its inventory system to record which students have technology checked-out and for how long. School	Progress monitoring will be completed on an ongoing basis.

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
	community members will meet to discuss the impact of the Connect Program on student engagement and performance.	
Provide a School Nutrition Program that Improves Student Health and Development	Each school location will record how many meals are provided to students throughout the week. School locations will order additional meals as needed.	Progress monitoring will be completed on an ongoing basis.
Utilize New Communication Tools to Aid in the Interaction With Families	School staff will use the School Pathways Contact Manager management tool to record daily communication and methods used, including Avaya Cloud and DocuSign features. A Monthly Storybook will be made available to the school community that summarizes communication methods utilized Schoolwide and segmented by teacher and staff member.	Communication between staff and students will be monitored on a daily, weekly and monthly basis.