

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 |
|------------|---|
| ELO | Available on School Website - Link: https://www.santiagocharterms.org/uploaded/SCHOOLS/384-Santiago/Charter_Board/2021-2022_Charter_Board_Meetings/2021-2022_ELO_Expenditure_Plan.pdf |
| LCAP | Available on School Website -- Link: https://www.santiagocharterms.org/uploaded/SCHOOLS/384-Santiago/Charter_Board/2020-2021_Meetings/20_21_Learning_Continuity_and_Attendance_Plan_Santiago_MS.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

\$1,630,369.00

| Plan Section | Total Planned ESSER III Expenditures |
|--|--------------------------------------|
| Strategies for Continuous and Safe In-Person Learning | 215,000 |
| Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds) | 1,416,539 |
| Use of Any Remaining Funds | 0 |

Total ESSER III funds included in this plan

\$1,630,369.00

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.

There are a variety of ways stakeholders get involved at Santiago Charter Middle School. Annually, our stakeholders, inclusive of parents, students, staff and community are asked to engage in the LCAP (Local Control Accountability Plan) survey and provide crucial feedback to the school regarding goals set and overall progress. In addition to the LCAP survey, stakeholders get involved through a variety of parent organizations. Although COVID has restricted us from having organizations meet on campus and having

volunteers on campus, we have been carrying out robust virtual stakeholder meetings since March of 2020. Stakeholders are invited to engage in feedback and interest-groups such as our Santiago ELAC (English Learner Advisory Committee), our PTSA (Parent Teacher Student Association), our Challenge Success Team, our Charter Board, our ILT (Instructional Leadership Team), or others. Each of these different groups use data and feedback to drive decisions and report back to the school to help drive goals and progress.

Throughout the pandemic, we have been dependent on feedback to help guide our LCAP and COVID safety plan. With varying levels of comfort regarding in-person learning, we developed a plan to accommodate the health and safety concerns of all students and took extra precautions to make sure all were able to return to campus safely.

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

The ESSER III plan put together directly addresses the needs of the students, staff and community as it relates to the pandemic and returning to schools safely. Initially, the feedback used to drive this plan was via multiple surveys from stakeholders beyond the traditional annual LCAP and others that are regularly requested. We received a wide range of responses and feelings, and quickly realized the importance of including health recommendations and protocols from our local experts. With all the feedback guiding the plans and decisions, we quickly formulated a plan to bring students back to school, safely from a point earlier than most districts, during the pandemic.

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

215,000

| Plan Alignment (if applicable) | Action Title | Action Description | Planned ESSER III Funded Expenditures |
|--------------------------------|-----------------------------------|--|---------------------------------------|
| NA | Improve Campus Security | Installation of new camera/security systems for contact tracing and student identification. Current system is out-dated and doesn't cover all areas of the campus. | 50,000 |
| NA | Improve Campus Security | Campus Security guard and 2 additional part-time campus security staff members to ensure student safety during non-classroom time | 160,000 |
| NA | Maintain Clean School Environment | Cleaning supplies | 5,000 |

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

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|-------------|
| \$1,416,539 |
|-------------|

| Plan Alignment (if applicable) | Action Title | Action Description | Planned ESSER III Funded Expenditures |
|--------------------------------|--|---|---------------------------------------|
| ELO | Interventions/Supports for Lost Learning | Increased number of Instructional Aid (salaries), Added Summer School support classes, before and after school Tutoring | 349,000 |
| NA | Create Smaller class sizes | Extra earnings for teachers to take an additional class period and therefore create smaller classes | 216,700 |
| NA | Create/Support Independent Study program | Hiring of new Independent Study teachers, Short Term Independent Study Curriculum Development and help grading the work of students placed on Short Term Independent Study (extra earnings) | 534,000 |
| ELO | Improved Technology | Additional devices for staff and students to support a 1:1 student to device model and ensure all students have access to technology in case of quarantine | 10,000 |

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|-----|--|--|---------|
| ELO | Improved systems of social/emotional support | Multi-tiered systems of support to improve student behavior (social/emotional aspects): counselor salaries, PBIS programs, positive behavior incentives and rewards. | 306,839 |
|-----|--|--|---------|

Use of Any Remaining Funds

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

Total ESSER III funds being used to implement additional actions

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|----|
| NA |
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| Plan Alignment (if applicable) | Action Title | Action Description | Planned ESSER III Funded Expenditures |
|--------------------------------|--------------|--------------------|---------------------------------------|
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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 |
|-------------------------|---|---|
| Improve Campus Security | Monitoring the number of instances of risks through using high tech security systems, and more campus patrolling by campus security to monitor social distancing. | Number of exposure risks monitored on a daily basis. Will documented by our health nurse. |

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|--|--|--|
| Maintain Clean School Environment | Safety inspections and maintenance logs | Weekly inspections which focus on cleaning all classrooms and providing hand sanitizer and masks throughout the campus. |
| Intervention/Supports for Learning Loss | Progress will be monitored by checking students' overall academic growth by comparing scores throughout the year. | Monitoring and prescriptive interventions will be assessed at every grading period inclusive of progress checks and trimester grades. Those students below grade-level benchmarks will be provided academic interventions immediately. |
| Create Smaller Class Sizes | When building the master schedule, ensure each class has a cap of 30 students | On a trimester basis, we will do basic maintenance on the master schedule and ensure the class sizes are stable from initial placement. Annually, we will intentionally build and quantify sections to reflect the class size goal. |
| Create/Support Independent Study Program | Establish a dedicated Independent Study lab where IS teachers can effectively teach and connect with online students. Grade checks for students and IS staff feedback will help us monitor the success of the program. | Weekly the IS team meets to review students who need support. A multi-tiered system of support is put into place for students struggling to find success in the IS program. |
| Improved Technology | Ensure 1:1 devices for staff and students using technology inventory. | Once a trimester, a technology inventory is run to ensure we have enough working devices to support the needs of the staff and students on campus. |
| Improved Systems of Social/Emotional Support | Attendance Clerk runs reports to check attendance, Counseling staff will have mental health check-ins. | Reports run on a weekly basis and communicate with our Attendance Coordinator for follow-up. |