

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 Section	Total Planned ESSER III
Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)	\$516,287
Use of Any Remaining Funds	0

Total ESSER III funds included in this plan

\$628,067.00

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.

During the 2020-2021 school year, Bostonia Global 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 relating to the Local Control Accountability Plan (LCAP). At the beginning of the 2021-2022 school year, feedback was again solicited from the Bostonia Global stakeholders for the ESSER III Expenditure Plan. Stakeholders from both years included: families that speak languages other than English, classified and certificated staff, local bargaining units, students, and district administrators, including special education administrators. The LCAP feedback received during the 2020-2021 school year was incorporated with our most recent stakeholder perspectives to the development of the Bostonia Global ESSER III Plan. Identified areas of need from prior and current feedback are the focus of the ESSER III plan.

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

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP, Goal # 3, Action #1	Guidance Tech- increased hours	Additional counseling support to promote each student's academic success and well-being. Guidance technicians coordinate with site counselors to recognize and utilize each student's strengths, experiences, and background as assets for teaching and learning	\$18,020.00
LCAP, Goal # 3, Action #2	Health Assistant- increased hours	Additional health assistant hours will increase student support in ensuring that students with any medical needs are following their prescribed protocols as well as helping students that may experience a health issue during the school day.	\$11,660.00
LCAP, Goal # 3, Action #3	Office Assistant II- increased hours	Additional office support will provide more time to assist students and families on campus, help with communications, and optimize the work productivity of administrative staff.	\$25,000.00
LCAP, Goal # 3, Action #4	Campus Aides- increased hours	Additional campus aide and classified support to supervise e hours vity of admg [Pag)12.39499664 0.25 72.39499664(e)]TJ 1#	

Plan Alignment (if applicable)	Action Title
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Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP, Goal #2, Action 8	Expanded Certified Staff- PE	<p>curriculum units that support students who are EL, SPED and socially economically disadvantaged.</p> <p>A dance, music, art and sports rotation will be added to student's schedules. This will provide enrichment</p>	

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
Instructional Coaching for Teachers	Site administration will provide a review of all staff supported by BGA ESSER- funded coaching each trimester.	Every 12 Weeks
Student Intervention Teacher	Personnel will conduct a trimester review the number of classrooms supported by the Learning Loss Intervention Teacher.	Every 12 Weeks
Instructional Coaching for Teachers	Site administration will provide a review of all staff supported by BGA ESSER- funded coaching each trimester.	Every 12 Weeks
Enrichment- Sports	Site administration will provide a review of all BGA ESSER- funded learning and enrichment activities offered each trimester.	Every 12 Weeks
Enrichment- Dance	Site administration will provide a review of all BGA ESSER- funded learning and enrichment activities offered each trimester.	Every 12 Weeks
Enrichment- Art	Site administration will provide a review of all BGA ESSER- funded learning and enrichment activities offered each trimester.	Every 12 Weeks
Professional Development- Competency Based Learning	Site administration will provide a review of all staff supported by BGA ESSER- funded professional development sessions each trimester.	Every 12 Weeks
PE Instruction for Students	Site administration will provide a review of all students served by BGA ESSER- funded class sections each trimester.	Every 12 Weeks
Music Instruction for Students	Site administration will provide a review of all students served by BGA ESSER- funded class sections each trimester.	Every 12 Weeks

ESSER III Expenditure Plan Instructions

Introduction

Tier 1 – Strong Evidence: the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented randomized control experimental studies.

Tier 2 – Moderate Evidence: the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented quasi-experimental studies.

Tier 3 – Promising Evidence: the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented correlational studies (with statistical controls for selection bias).

For the ‘Total ESSER III funds received by the LEA,’ provide the total amount of ESSER III funds received by the LEA.

In the Total Planned ESSER III Expenditures column of the table, provide the amount of ESSER III funds being used to implement the actions identified in the applicable plan sections.

For the ‘Total ESSER III funds included in this plan,’ provide the total amount of ESSER III funds being used to implement actions in the plan.

Community Engagement

Purpose and Requirements

An LEA’s decisions about how to use its ESSER III funds will directly impact the students, families, and the local community, and thus the LEA’s plan must be tailored to the specific needs faced by students and schools. These community members will have significant insight into what prevention and mitigation strategies should be pursued to keep students and staff safe, as well as how the various COVID–19 prevention and mitigation strategies impact teaching, learning, and day-to-day school experiences.

An LEA must engage in meaningful consultation with the following community members, as applicable to the LEA:

- Students;
- Families, including families that speak languages other than English;
- School and district administrators, including special education administrators;
- Teachers, principals, school leaders, other educators, school staff, and local bargaining units, as applicable.

“Meaningful consultation” with the community includes considering the perspectives and insights of each of the required community members in identifying the unique needs of the LEA, especially related to the effects of the COVID-19 pandemic. Comprehensive strategic planning will utilize these perspectives and insights to determine the most effective strategies and interventions to address these needs through the programs and services the LEA implements with its ESSER III funds.

Additionally, an LEA must engage in meaningful consultation with the following groups to the extent that they are present or served in the LEA:

- Tribes;
- Civil rights organizations, including disability rights organizations (e.g. the American Association of People with Disabilities, the American Civil Liberties Union, National Association for the Advancement of Colored People, etc.); and
- Individuals or advocates representing the interests of children with disabilities, English learners, homeless students, foster youth, migratory students, children who are incarcerated, and other underserved students.
 - For purposes of this requirement “underserved students” include:

Students who are low-income;

Students who are English learners;
Students of color;
Students who are foster youth;
Homeless students;
Students with disabilities; and
Migratory students.

LEAs are also encouraged to engage with community partners, expanded learning providers, and other community organizations in developing the plan.

Information and resources that support effective community engagement may be found under *Resources* on the following web page of the CDE’s website: <https://www.cde.ca.gov/re/lc>.

Instructions

In responding to the following prompts, the LEA may reference or include input provided by community members during the development of existing plans, including the LCAP and/or the ELO Grant Plan, to the extent that the input is applicable to the requirements of the ESSER III Expenditure Plan. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broad understanding among the LEA’s local community.

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.

A sufficient response to this prompt will describe how the LEA sought to meaningfully consult with its required community members in the development of the plan, how the LEA promoted the opportunities for community engagement, and the opportunities that the LEA provided for input from the public at large into the development of the plan.

As noted above, a description of “meaningful consultation” with the community will include an explanation of how the LEA has considered the perspectives and insights of each of the required community members in identifying the unique needs of the LEA, especially related to the effects of the COVID-19 pandemic.

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

A sufficient response to this prompt will provide clear, specific information about how input from community members and the public at large was considered in the development of the LEA’s plan for its use of ESSER III funds. This response must describe aspects of the ESSER III Expenditure Plan that were influenced by or developed in response to input from community members.

ã For the purposes of this prompt, “aspects” may include:

b Prevention and mitigation strategies to continuously and safely operate schools for in-person learning;

- b Strategies to address the academic impact of lost instructional time through implementation of evidence-based interventions (e.g. summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs);
- b Any other strategies or activities implemented with the LEA’s ESSER III fund apportionment consistent with section 2001(e)(2) of the ARP Act; and
- b Progress monitoring to ensure interventions address the academic, social, emotional, and mental health needs for all students, especially those students disproportionately impacted by COVID-19

For additional information and guidance, please see the U.S. Department of Education’s Roadmap to Reopening Safely and Meeting All Students’ Needs Document, available here: <https://www2.ed.gov/documents/coronavirus/reopening-2.pdf>.

Planned Actions and Expenditures

Purpose and Requirements

As noted in the Introduction, an LEA receiving ESSER III funds is required to develop a plan to use its ESSER III funds to, at a minimum, address students’ academic, social, emotional, and mental health needs, as well as the opportunity gaps that existed before, and were exacerbated by, the COVID-19 pandemic.

Instructions

An LEA has the flexibility to include actions described in existing plans, including the LCAP and/or ELO Grant Plan, to the extent that the action(s) address the requirements of the ESSER III Expenditure Plan. When including action(s) from other plans, the LEA must describe how the action(s) included in the ESSER III Expenditure Plan supplement the work described in the plan being referenced. The LEA must specify the amount of ESSER III funds that it intends to use to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA. Descriptions of actions provided should include sufficient detail yet be sufficiently succinct to promote a broad understanding among the LEA’s local community.

Strategies for Continuous and Safe In-Person Learning

Provide the total amount of funds being used to implement actions related to Continuous and Safe In-Person Learning, then complete the table as follows:

- If the action(s) are included in another plan, identify the plan and provide the applicable goal and/or action number from the plan. If the action(s) are not included in another plan, write “N/A”.
- Provide a short title for the action(s).
- Provide a description of the action(s) the LEA will implement using ESSER III funds for prevention and mitigation strategies that are, to the greatest extent practicable, in line with the most recent CDC guidance, in order to continuously and safely operate schools for in-person learning.

