

ESSER III Expenditure Plan Board approved 10.28.21

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)	https://www.journeyschool.net/epa-expenditure-plan/
Expanded Learning Opportunities Grant Plan (ELOGP)	https://www.journeyschool.net/epa-expenditure-plan/

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

\$220,899

Plan Section	Total Planned ESSER III Expenditures
Strategies for Continuous and Safe In-Person Learning	\$25,470
Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)	\$195,429
Use of Any Remaining Funds	\$0

Total ESSER III funds included in this plan

\$220,899

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, Journey School parents, students, and stakeholders were given opportunities to attend discussions/meetings with school personnel via web-conferencing to provide feedback/input/suggestions and to respond to surveys relating to the Expanded Learning Opportunities Grant Plan (ELOGP) and the Local Control Accountability Plan (LCAP). At the beginning of the 2021-2022 school year, feedback was solicited from Journey School stakeholders for the ESSER III Expenditure Plan through a survey delivered by Google Forms. The Google Form was created in English, though it was offered to families that speak languages other than English in one of 79 different languages using Google Translate. Once the form was translated and shared, form users submitted responses in the form's language.

Additionally, Journey school met with school leaders/administrators, teachers, other educators and other school staff members in a variety of in person and virtual meetings during the weeks of June 14th, August 16th and August 23rd to specifically gather input in development of this expenditure plan.

Journey School contracts with Capistrano Unified School District in providing Special Education Services on our campus and in that regard, we are part of the CUSD SELPA and considered a school of the district as it relates to special education staff and services. Nevertheless, Special Education staff members assigned to Journey School attended staff meetings indicated above and input was gathered at those in person and virtual meetings during the weeks of June 14th, August 16th and August 23rd.

Currently, Journey School does not have any tribal groups, civil rights organizations or other individuals/advocated representing the rights and interests of subgroups on our campus to consult with.

In conjunction with feedback and input from the prior school year and the recent feedback from stakeholders, Journey School developed the ESSER III Expenditure Plan to address the most pressing needs as determined by stakeholder 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 ELOGP 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 feedback are listed below.

- 1.) Keep school open using effective COVID-19 mitigation measures
- 2.) Ensure a small staff to student ratio to effectively respond to student needs
- 3.) Surround students who exhibit academic deficits or social emotional concerns with support staff

This input directed specific school actions towards increasing staff members on campus and reducing the student ratio through an extension of our contract with Strategic Kids. We also researched and incorporated additional COVID-19 safety measures and supports that would help keep our campus COVID safe and open for in person learning. Lastly, as a result of this input, we purchased a system to assess student achievement and social emotional well being and then developed plans to surround students demonstrating needs with additional supports and services.

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

\$25,470

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP Goal 3, Action 8	Janitorial services and cleaning supplies	Contract with OC Janitorial and will purchase approved cleaning supplies approved by the CDPH to combat the spread of COVID-19. These actions and related expenditures will supplement those actions/expenditures detailed in Journey’s LCAP, Goal 3, Action 8. Similarly, additional janitorial services will be utilized, more than what was planned for in previous plans indicated. Those additional services will result in additional man hours towards disinfecting classrooms/offices where a case of COVID-19 has been traced.	\$10,189
na	Face Coverings	Face coverings will be readily available on campus for students, staff and visitors.	\$7,554
na	Dismissal System	Utilize a system called Smart Dismissal to assist with the safe dismissal of students. Students will be dismissed	\$7,727

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		from the classrooms upon parent arrival, so to prevent large gatherings of students at the pick-up location on campus	

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

\$195,429

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
na	Assessment and Diagnostics	Utilize Illuminate Education assessments to diagnose learning gaps and social emotional needs, set goals and monitor ongoing progress	\$12,086
LCAP Goal 1, Action 5 ELOGP	Targeted interventions and supports for struggling students	Contract with Strategic Kids to provide additional staff to support small group intervention classes for math and ELA to assist students identified as needing additional academic support. Specifically, additional hours will be provided through this plan and the time devoted to student support and intervention. These additional hours will supplement those expenditures already detailed in LCAP Goal 1 Action 5 and the ELOGP plan.	\$80,096
LCAP Goal 1 Action 2	Mental health services and supports	Provide additional targeted services and supports to address the mental health and social-emotional wellbeing of students. Additional staff hours will be assigned to	\$103,247

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		support 1:1 services counseling services and 1:1 behavioral support as well as group counseling opportunities that were not initially budgeted for in LCAP Goal 1 Action 2.	

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

N/A

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
Janitorial services and cleaning supplies	Utilizing CDPH Sanitation Guidance, CDPH Safe School Guidance, and Journey’s COVID-19 Dashboard	Daily
Face Coverings	Utilizing CDPH Safe School Guidance and Journey’s COVID-19 Dashboard	Daily
Dismissal System	Utilizing CDPH Safe School Guidance and Journey’s COVID-19 Dashboard	Daily
Assessment and Diagnostics	Academic achievement diagnostic test, progress monitoring, and Social Emotional well-being assessment data in Illuminate Education.	Assessments administered 3x yearly (fall, winter, spring)

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
	assessment data; MDTP data; Common Lit Lexile level data; log of participating in intervention opportunities	
Targeted interventions and supports for struggling students	Referral Rates to Student Study Team or Care Streams Illuminate Ed Assessment Data CAASPP SBAC Data	Weekly. Assessments administered 3x yearly (fall, winter, spring). CAASPP SBAC administered once in springtime.
Mental health services and supports	Referral Rates to Student Study Team or Care Streams School Climate Survey	Weekly. School Climate Survey administered once in spring.

