

ESSER III Expenditure Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
The Preuss School UC San Diego	Helen V. Griffith, Ed.D. Superintendent	hgriffith@ucsd.edu 858-822-3000

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)	A copy of the current LCAP can be found on the school's website at www.preuss.ucsd.edu
Extended Learning Opportunities Grant (ELO)	A copy of the ELO can be requested from the Chief Administrative Officer.

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

\$2,668,987.00

Plan Section	Total Planned ESSER III Expenditures
Strategies for Continuous and Safe In-Person Learning	\$831,734.42
Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)	\$1,837,252.58
Use of Any Remaining Funds	\$0.00

Total ESSER III funds included in this plan

\$2,668,987.00

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.

Several meetings have been held in order to gain meaningful input for the development of the LCAP. The goals and strategies as outlined in the LCAP served to inform the allocation of ESSER funding. Stakeholder groups were consulted through Parent Town Hall Return to Learn meetings where we discussed the transportation challenges and the planning for a safe return to campus learning. Further, additional input beyond the development of the LCAP was gathered from meetings with faculty and staff, the Preuss Board of Directors, Board Committee meetings and Ad Hoc Committees, and Union negotiations facilitated by Labor Relations.

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

The plan was developed after assessing the highest scholar needs as a result of the effects of the pandemic. Working in collaboration with UC San Diego campus leadership, the school’s planning for in-person instruction was guided by the University’s Return to Learn Initiatives for safe and continuous learning. The planning addressed the need to transport/bus our scholars to campus, provide for a safer campus, slowing the

spread of COVID, and supporting the academic deficits realized from 17 months of off-campus instruction. The draft of potential expenditures were developed in collaboration with above-mentioned stakeholder groups and presented for review. The plan's final review will be a Board of Directors agenda item allowing for public comment, a full board discussion, and a voting action item at the September 2021 meeting.

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

\$831,734.42

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
<p>Goal 3 School Structure Addresses the following State Priorities: 1, 3, 4, 5, 6, 7, 8</p> <p>Page 55 of The Preuss School LCAP</p>	Bus Contract with District to provide busing, staffing, maintenance and insurance	Provide transportation for scholars to attend before-school, school, and after-school learning. All students live outside of the service area. Due to the effects of COVID, transportation is only available to those participating in this programming.	\$702,806.42

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
<p>Goal 1 Building a Culture of Community and Collaboration</p> <p>Addresses the following State priorities: 1, 4, 5, 6, 7, 8</p> <p>Page 41 of The Preuss School LCAP</p>	<p>Nursing/Medical staff to support safe learning</p>	<p>Nursing staff & Medical Assistants will conduct regular COVID testing, oversee contact tracing and wastewater detection alerts, set up vaccination clinics, coordinate with County Health Dept. and ensure campus wide compliance with all COVID protocols.</p>	<p>\$128,928</p>

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

<p>\$1,837,252.58.00</p>

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
<p>Goal 2 High-Quality Teaching and Learning</p> <p>Addresses the following State Priorities: 1, 2, 3, 4, 5, 6, 8</p>	<p>Extending Summer Session/Credit Recovery</p>	<p>Integrate in-person instruction along with APEX and Imagine Learning system with credentialed instructors. Additional instructional time supports scholars achieving subject-matter proficiency across all subjects. Summer session includes access to Mental Health and Wellness support.</p>	<p>\$77,000</p>

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
Pages 45-52 of The Preuss School LCAP			
Goal 3 School Structure Addresses the following State Priorities: 1, 2, 4, 5, 6, 8 Page 53 of The Preuss School LCAP	Scholar Centered Support before and after the school day	Staffing an additional hour at the beginning and end of the school day to support academic progress and social emotional learning, tutoring, homework support, and credit recovery	\$135,587
Goal 2 High-Quality Teaching and Learning Addresses the following State Priorities: 1, 2, 3, 4, 5, 6, 8 Pages 45-52 of The Preuss School LCAP	Supplemental Temporary Staffing	To address the shortage of qualified teaching staff, the School will need to hire its own substitute pool and also contract with additional substitute teacher providers.	\$101,247.46
Goal 2 High-Quality Teaching and Learning	Supplemental Technology	The School requires 1034 updated laptops for scholars 10 updated laptops for instructions 2 new servers to support additional platforms and security	\$855,418.12

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
Addresses the following State Priorities: 1, 2, 3, 4, 5, 6, 8 Pages 45-52 of The Preuss School LCAP		30 updated desktops for staff	

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

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
School Year Academic Progress	Scholars will be monitored for academic progress using a variety of student achievement data (grades, formative and summative assessments, credit recovery course completion, and Saturday Enrichment attendance).	Progress will be monitored at each grading period (4 weeks) and through interval SST convenings as necessary.

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
Summer Session Academic Progress	Scholar progress will be monitored by online APEX teachers, onsite certificated teachers, and Summer Session Administrator.	Progress meetings and messaging will occur daily with each scholar attending the summer session. Messaging will come from the online APEX teachers, daily progress meetings will occur with onsite certificated teachers.
Mental Health and Wellness	Scholars will be supported during the summer academic session by our mental health clinicians. They will provide support through 1:1 and group counseling/therapy sessions.	Progress will be monitored weekly by the clinicians and the Summer Session Administrator.
Return to Campus for Safe Learning	Progress will be monitored by safety reports of positive cases, contact tracing efficiency, communication, and effective COVID protocol systems.	The Preuss COVID Management Team will meet daily to review progress and provide bi-monthly reports to the Preuss Board of Directors, UC San Diego COVID Monitoring Team and Preuss stakeholder groups (staff, parents, & students).