

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	https://www.ballardschool.org/
Expanded Learning Opportunities Grant Plan	Contact Superintendent/Principal, Pam Rennick at (805) 688-4812 for a copy of the 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

\$98,075

Plan Section	Total Planned ESSER III Expenditures
Strategies for Continuous and Safe In-Person Learning	\$35,400
Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)	\$40,222
Use of Any Remaining Funds	\$22,453
Total ESSER III funds included in this plan	
\$98,075	

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.

BSD values the significant role that all educational partners play in contributing to the development of our school's goal, action and expenditure plans and they are committed to seeking input from the members of the school community. This input was essential in soliciting ideas regarding the future direction of the district including goals and actions for the LCAP which link to the ESSER III expenditure plan. BSD conducted focus groups with certificated staff, classified staff, students and parents/community in the development of the LCAP and ELOGP. In addition to meeting with the focus groups for specific input, BSD also met with a Parent Advisory Committee, which includes parents of low income students, student with special needs and English Learners. A

parent/student advocacy group for students of color (Maddi's Treasures) was also consulted during the development of the LCAP (3/18/21, 4/28/21). These focus group meetings and consultations were held on the following dates:

Focus Group with Certificated Staff including Special Education Staff and Administration: 3/23/23

Focus Group with Classified Staff: 3/23/23

Focus Group with students: 3/23/23

Focus Group with Parents and Community: 3/23/23 and 4/18/23

Meetings with Parent Advisory Committee which also served as the LCAP committee: 3/18/23 and 5/15/23

During the development of the ESSER III plan, a representative from the Chumash Tribe was contacted to discuss the expenditure plan on 9/27/21.

Outside of these educational partners, the district determined that there were no other advocacy groups present or served in the LEA to consult at the time of the ESSER III plan development.

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

The plan was influenced by the community input specially in the desire to facilitate communication with parents. This was particularly important with COVID and the ability to quickly inform parents of a positive case. The plan also addresses COVID safety with regard to contract tracing and student quarantine tracing and the ability to test students and staff in a timely manner to provide the quickest return to school. As well, the plan addresses the concern for learning loss with hiring an additional intervention aide to support high impact tutoring of students who are more than one year behind academically in either mathematics or language arts.

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

\$35,400

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP, Goal 4, Action 4.02	Increase parent/community communication	Purchase and implementation of Parent Square communication interface with the goal of increasing parent communication with regard to contact tracing and and COVID safety. This system improved our preparedness and response efforts to COVID by allowing us to notify parents of a positive case immediately. As well, this communication system automatically translates messages into the language of choice for each family, which allows staff and teachers to provide information and assistance to all parents in their primary language.	\$9,000
LCAP, Goal 4, Action 4.02	Increase parent/community communication	Purchase a Student Information System to increase the ability to contact parents, keep track of attendance, maintain student profiles, trace COVID contacts and quarantines. This system has aided in improved preparedness and response efforts to COVID.	\$26,400

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

\$40,222

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP, Goal 5	Hire Intervention Aide	Hire an intervention aide to assist in before and during school, high impact tutoring of students one or more	\$20,222

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
Action 5.02		years behind grade level in mathematics or English Language Arts	
LCAP, Goal 6 Action 6.02	Special Education Funding	Partially fund the Santa Ynez Valley Consortium for school psychologist, resource teacher, school counselor, speech and language teacher, occupational therapist and adaptive PE specialist.	\$20,000

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

\$22,453

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP, Goal 6, Action 6.02	Social Emotional Learning Curriculum	Purchase of Second Step, a social/emotional learning program to support students in their social emotional learning.	\$3,500
LCAP, Goal 7 Action 7.06	Update and purchase student technology devices and connectivity devices for home/school use.	Purchase new laptop computers and connectivity devices for students to be able to communicate via Google Classroom directly with their teacher for feedback, questions and clarification. Additionally, in the event that there is a need for quarantine or shut down of a particular cohort, those students would be connected via technology with their classroom and their teacher.	\$18,175

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 Aide	Academic progress of students will be tracked using benchmark assessments.	Benchmark assessments are given three times a year for both language arts and math.
Parent Square	Currently, all parents have an account and are able to be reached by Parent Square messages, as measured by the weekly administrative status report from Parent Square	Daily as needed
Student Information System	Students with a close contact or a positive case are identified immediately, and their attendance and quarantine period is tracked through the Student Information system	Daily as needed
Social Emotional Learning Curriculum	A climate survey including questions about student's social emotional state is completed annually in order to monitor progress and status of social emotional wellbeing of students. Teachers will continue to monitor progress with formative assessments as they teach the curriculum.	Daily, weekly or monthly as needed. Survey will be conducted and analyzed annually.
Student Technology Devices	By Summer 2023, the phases project to improve connectivity will be complete. Students in grades 3,4,5 and 6 and teachers will have upgraded devices. Connectivity will be monitored by CompuVision.	Teachers will monitor daily use of Google Classroom and other online programs and the use of devices.