

ESSER III Expenditure Plan San Bernardino

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
LCAP 2019-2022	www.ballingtonacademy.org
LCP	www.ballingtonacademy.org

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

\$482,451

Plan Section	Total Planned ESSER III Expenditures
Strategies for Continuous and Safe In-Person Learning	\$44,200
Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)	\$438,251
Use of Any Remaining Funds	[\$ 0.00]

Total ESSER III funds included in this plan

\$482,451

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.

Ballington Academy – San Bernardino used various strategies to gain and foster engagement in the development of the plan. Most notably, to illicit input from parents, written surveys were frequently disseminated throughout the year as well as informal feedback via meetings both face to face and via an electronic platform. In addition, staff were involved in the development of the plan via feedback and input via both surveys and meetings. Feedback was also obtained from the Special Education team via meetings, review of benchmark data, and recommendations for teacher professional development. The resonating theme throughout all stakeholder groups noted the importance of the implementation of strategies to mitigate the possibility of learning loss and the importance of individualizing the strategies and interventions to meet the specific learning needs of students. Based on this several recommendations included extending the year to provide specific focus on academic areas of need and additional support from interventionalists trained specifically in areas of needed support from the support which is identified using objective assessment data.

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

As noted above, nearly all stakeholders emphasized the importance of addressing and mitigating learning loss in the classroom. A key cornerstone in this plan is the utilization of these funds to develop current teacher capacity. Funds will be used to enhance the assessment skills of credentialed staff to identify an individualized plan for each student to effectively address academic needs. Additional supports such as instructional aides and tutors will also be added to support credentialed staff and students.

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

[\$ 44,200]

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
Not Applicable	Environment, Facilities & Maintenance	Hire a custodian to specifically ensure facility is regularly cleaned, sanitized, and disinfected. This includes a FT position with benefits.	\$44,200
[Plan, Goal #, Action #]	[Short title of the action]	[A description of the action]	[\$ 0.00]
[Plan, Goal #, Action #]	[Short title of the action]	[A description of the action]	[\$ 0.00]

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

[\$ 0.00]

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
Not Applicable	Implementation of instructional aide to support identified learning needs.	Hire an instructional aide in the kindergarten classrooms to address foundational skills in students. This includes a FT instructional aide position with benefits.	\$44,200
Not Applicable	Credentialed Instructional Team	Increase teacher capacity specifically assessments and intervention strategies	\$394,052
[Plan, Goal #, Action #]	[Short title of the action]	[A description of the action]	[\$ 0.00]

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

Not Applicable

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
[Plan, Goal #, Action #]	[Short title of the action]	[A description of the action]	[\$ 0.00]

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
[Plan, Goal #, Action #]	[Short title of the action]	[A description of the action]	[\$ 0.00]
[Plan, Goal #, Action #]	[Short title of the action]	[A description of the action]	[\$ 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
Environment, Facilities & Maintenance	Facility checklist	Daily
Implementation of instructional aide to support identified learning needs.	Dibels Behavior Documentation SIPPs	Monthly Monthly Monthly
Credentialed Instructional Team	NWEA MAP Tests SIPPs	Trimester Monthly

