

ESSER III Expenditure Plan El Centro

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	Ballingtonacademy.org
LCP	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

\$657,746.00

Plan Section	Total Planned ESSER III Expenditures
Strategies for Continuous and Safe In-Person Learning	\$250,000.00
Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)	\$407,746.00
Use of Any Remaining Funds	\$0

Total ESSER III funds included in this plan

\$657,746.00

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.

Ballington Academy –El Centro used various strategies to gain and foster engagement in the development of the plan. Most notably, to elicit input from parents, we provided parents with written surveys frequently throughout the school year. Also, informal feedback via meetings both face to face and via an electronic platform were also used. In addition, staff were involved in the development of the plan via feedback and input via both surveys and meetings. We obtained feedback from the Special Education team, school SST team, and our ELL Reading Specialist via meetings. The review of benchmark data provided opportunity to speak with our community and allow for discussion and feedback. Through it all, the understanding of addressing learning loss was paramount. We

saw there was a necessity to increase teacher effectiveness through needed additional curricula materials and continuous professional development in implementing curricula particularly in reading. Along with that, an investment in effective ELL and Rti training, and additional curricula materials to support these intervention programs, along with additional specialists to implement, support and instruct within these areas was essential. Concerns regarding student health both physical and emotional during a pandemic led to discussion about the need for the development of an outdoor learning environment to provide solace in identified learning areas.

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

As noted above, the importance of addressing and mitigating learning loss through effective instruction and curricula became clear. An emphasis on additional curricula, effective instruction, and a targeted focus on academic interventions and identified student populations needs became a driving factor. Parental and staff concerns regarding student health and wellbeing and a fear of students being in class and wearing masks all day gave voice to the development of an outdoor social emotional learning environment as well as a social emotional calming room.

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

\$250,000.00

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
NA	School learning environment initiative	The need to address student increased anxiety and depression in school has caused us to create a social/emotional calming space & modified classrooms where students can take breaks or learn in a room	\$250,000.00

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		designed for that intent. Likewise the need to rethink indoor learning has pointed us towards creating an outside learning environment/"classroom" that will provide classes an opportunity to continue their learning in a safe outside space.	

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

\$407,746.000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
NA	Curricula enhancement initiative.	Purchase of additional school wide curricula in: ELA/reading, Math, ELL, Rtl and social emotional learning	\$87,274.00
NA	Teacher & instructional effectiveness and support.	Imbedded professional teacher development in school wide curricula: ELA/reading, Math, ELL, Rtl and social emotional learning. Additional Rtl staff members	\$320,000.00

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

\$ 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
Curricula enhancement initiative.	Progress will be monitored via academic growth via MAP benchmark assessments, Fountas & Pinnell running record reading data as well as SBAC summative data	Benchmark MAP data 3x a year F&P running records 3x a year SBAC data 1x a year
Teacher & instructional effectiveness and support.	As mentioned above: Progress will be monitored via academic growth via MAP benchmark assessments, Fountas & Pinnell running record reading data as well as SBAC summative data	Benchmark MAP data 3x a year F&P running records 3x a year SBAC data 1x a year
School learning environment initiative	Teacher, student & parent surveys will be administered to assess success of the initiative	Surveys will be administered at the end of each quarter

