

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
HACS LCAP 21-22	http://www.highland-academy.org/?page_id=10509
HACS ELO 21-22	http://www.highland-academy.org/?page_id=10509

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

\$263,654

Plan Section	Total Planned ESSER III Expenditures
Strategies for Continuous and Safe In-Person Learning	\$158,192
Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)	\$105,462
Use of Any Remaining Funds	0

Total ESSER III funds included in this plan

\$263,654

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.

Highland Academy is committed to ensuring the voices of its students, staff, and families are represented in all that we do. This expenditure plan reflects input from various stakeholder groups in our community, including students, families, administrators, special education team members, and our teachers. All stakeholders were given opportunities to attend school board and other meetings, both in-person and via Zoom, to provide feedback, input, and suggestions. Additionally, input and data collected from the local climate surveys also utilized to shape and influence the actions identified in this plan. All surveys and communications sent home to families were also translated into Spanish.

Students: Student input was gathered in class via Google Form surveys as well as verbal discussions with teachers and administrators about what their challenges have been during the pandemic.

Families: Family input was also gathered through Google Form surveys administered over the past year as well as individual meetings held with students and families.

Administration and Special Education: The administrative team gave input during weekly administrative team meetings. The special education team provided to further input on student needs during these meetings.

Teachers gave input during staff and individual meetings on needs coming from the pandemic in multiple areas, including health and safety, student academic needs, and student social- emotional and mental health needs

We do not currently have any district administrators, local bargaining units, tribes, civil rights organizations, or other educators active in our school.

The interests of children with disabilities are represented by our Special Education Coordinator and Aides. Interests of our English Learners are represented by our EL Coordinator. Interests of homeless, migratory, and foster youth are represented by our school's Student Mentor. We do not have any incarcerated or other underserved students that need representation at this time.

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

The development of this expenditure plan was influenced by community input in the following ways:

- Health and safety - Having adequate staffing, ensuring protocols are upheld and communication is accurate and timely.
 - Reducing risk of disease spread by providing enhanced cleaning and disinfecting throughout campus with a focus on high touched surfaces and high traffic areas.
 - Providing students and staff with the necessary personal protective equipment.
 - Continued use of OneCallNow to communicate accurate and timely information to families
- Academic support - A need for rigorous and differentiated strategies in the classroom to support students with varying academic needs.
 - Access to high quality curriculum, diagnostic tools, and professional development to mitigate learning loss and assist struggling students, students with disabilities, and English Learners.
 - Providing students and staff with access to technology, in the form of Chromebooks, hotspots, smartboards, and audio/visual equipment to ensure students and teachers can stay connected in a pandemic-filled world.
 - Data driven intervention with measurable progress monitoring will be shared in a timely manner with all relevant stakeholders
 - Implementation school-wide of iReady and IXL.
- Mental health support - Students experienced and are experiencing different forms of instability and, for some, trauma. We will provide mental health support in the form of informal counseling from our Student Mentor as well as ongoing staff training on trauma-informed practices and supporting healthy student mental health. Implementation of our school's peer mediation program is ongoing.

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

\$158,192

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP 3.1	Mental Health Services & Supports	Employ a Student Mentor @ 20 hours minimum weekly to work with students who are struggling emotionally, socially, or behaviorally with the transition back to in-person learning. This action also supports our school’s LCAP goal 3.1 of reducing suspensions and behavior referrals schoolwide.	\$31,638
LCAP 1.7	Facilities Maintenance & Disease Prevention	Provide needed personal protective equipment and disinfecting supplies as needed/required. This action works in conjunction with LCAP goal 1.7 which seeks to ensure a clean, safe, and efficient learning environment for our students and staff.	\$44,294
ELO, LCAP 1.6	Trauma-Informed Staff Professional Development	Supporting our faculty and staff in meeting the mental and social emotional needs of our students requires ongoing training for adults. This action supports our professional development goal 1.6 in our LCAP, however mental health and social emotional needs	\$18,983

		have been prioritized due to the ongoing pandemic.	
LCAP 1.5, 2.3	One-to-one Chromebooks	Purchase of Chromebooks to ensure one-to-one student access at school, without the need to share, allowing unfettered access to curriculum and other online tools. This action also supports LCAP goals 1.5 and 2.3 giving us the technology we need on-hand to remain flexible and viable during the pandemic.	\$63,277

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

\$105,462

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP 1.8, ELO	Instructional Assistants	Both goal 1.8 in our LCAP and this action seek to hire Instructional assistants that work directly with students in the classroom to enable more differentiated learning, support students working in smaller groups, target those students that need more support, and allow teachers to provide more specific academic instruction based on students' needs. Simply put, learning loss in our students has prioritized having another set of capable adult hands in classes as much as possible.	\$79,096
LCAP 1.3, ELO	Educational Resource & Diagnostic Programs	Implementation of iReady and IXL schoolwide to initially measure potential student learning loss and student progress throughout the year. This action also supports LCAP goal 1.3 in implementing universal screening and progress monitoring campus wide and providing verified data to administration and teachers.	\$26,366

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

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
N/A	N/A	N/A	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
Mental Health Services & Supports	Student Mentor logs, PowerSchool discipline entries, in weekly admin meetings	Weekly during admin meetings
Facilities Maintenance & Disease Prevention	Administration will monitor progress daily and update the Board accordingly.	Monthly
Trauma-Informed Staff Professional Development	Analysis of write-ups and behavior referrals schoolwide; meetings with teachers and staff – both as a whole and individually.	Weekly during admin meetings
One-to-one Chromebooks	Continue to replace and repair Chromebooks as needed; conduct inventory survey at the end of each semester.	Inventory survey conducted each semester by each teacher.
Instructional Assistants	Analysis of current student grades and academic progress	Daily. Employee schedules have already been adjusted to maximize student face time with instructional assistants.
Educational Resource & Diagnostic Programs	Data team analysis of iReady diagnostic assessments and current student grades and academic progress	Every 6-8 weeks