

California Department of Education
July 2021

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 |
|--------------|---|
| 2021-22 LCAP | https://www.hightechhigh.org/wp-content/uploads/2021/07/Approved-LCAP-HTMMA-21_22.pdf |

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

\$434,896

| Plan Section | Total Planned ESSER III Expenditures |
|--|---|
| Strategies for Continuous and Safe In-Person Learning | \$304,427.20 |
| Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds) | \$86,979.20 |
| Use of Any Remaining Funds | \$43,489.60 |

Total ESSER III funds included in this plan

\$434,896

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.

Stakeholders (families and school staff) were sent a survey asking for input on the planned usage of ESSER III funding. Stakeholders ranked each of the following spending categories from less important to extremely important: health and safety, additional student and staff social/emotional/mental well-being supports, additional academic support, extended learning opportunities, additional activities to support students receiving programs and/or services, additional supports for students moving from elementary to middle or middle to high, additional support for educators to participate in professional learning, and increasing opportunities for family engagement and education. In addition to this survey, school directors worked with central leaders to develop ESSER III expenditure plans. The plans were submitted to the HTH school board for public comment.

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

The development of this plan was influenced by community input via the ESSER III stakeholder survey. The plan prioritizes expenditures in the following 3 categories which were ranked of highest importance by stakeholders: additional academic supports (89% ranked 4 or 5 on a 1-5 scale), additional social/emotional/mental health supports (88% ranked 4 or 5), and professional learning (80% ranked 4 or 5).

This plan was also influenced by community input on the 2021-22 LCAP document, gathered in the spring of 2021. During the process stakeholders were engaged in providing input on the LCAP goals and expenditure plans through family meetings, ELAC meetings, staff focus groups, and student focus groups.

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

\$304,427.20

| Plan Alignment (if applicable) | Action Title | Action Description | Planned ESSER III Funded Expenditures |
|--------------------------------|-----------------------------|--|---------------------------------------|
| LCAP, Goal #4, Action #1 | Additional academic support | Funds will be used to provide additional academic support for students, which may include: EL teachers, academic support teachers, intervention teachers, academic coaches, and instructional coaches. | \$146,125.06 |

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| LCAP, Goal #3, Action #1 and #3 | Additional social/emotional/mental health support | Funds will be used to provide additional social/emotional/mental health supports, which may include: mental health professionals, school counselors, and school psychologists. | \$146,125.06 |
| LCAP, Goal #2; Actions #1, #2, #3 | Additional support for educators to participate in professional learning | Funds will be used to provide additional support for educators to participate in professional learning with a goal of better supporting students academically and/or socio-emotionally. | \$12,177.09 |

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

\$86,979.20

| Plan Alignment (if applicable) | Action Title | Action Description | Planned ESSER III Funded Expenditures |
|--------------------------------|--|--|---------------------------------------|
| N/A | Additional learning opportunities: extended school day and summer programs | Funds will be used to address the academic impact of lost instructional time through activities which may include before and after-school programming and summer academic intervention and enrichment programming. | \$86,979.20 |

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

\$43,489.60

| Plan Alignment (if applicable) | Action Title | Action Description | Planned ESSER III Funded Expenditures |
|--------------------------------|-------------------------------------|---|---------------------------------------|
| N/A | Facilities/Maintenance & Operations | Funds will be used for other activities necessary to maintain the operation and continuity of services for students, such as enhanced indoor air quality through building heating, ventilation and air conditioning (HVAC) upgrades and improved ventilation across all facilities. | \$43,489.60 |

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 |
|---|---|---|
| Additional academic support | Student progress will be monitored by looking at student achievement data, such as math and reading growth measured by NWEA MAP reading and mathematics assessments, student math and ELA proficiency measured by CAASPP, EL reclassification rates, student grades, and student reflections on academic progress during student-led conferences. Teachers will also conduct formative and summative classroom assessments to monitor student progress. | NWEA MAP assessments: twice annually CAASPP: annually EL reclassification: annually Student grades: quarterly Student led conferences: twice annually Classroom assessments: daily |
| Additional social/emotional/mental health support | Social/emotional/mental health will be monitored by teachers and support staff, informally. Social/emotional/mental health will be monitored more formally via the YouthTruth survey and referral rates for mental health services | Teacher/support staff informal assessments: daily. YouthTruth survey: annually |

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| <p>Additional support for educators to participate in professional learning</p> | <p>Professional learning plan for the school site.</p> | <p>Document additional professional learning via a professional learning plan developed by the school director in consultation with teachers, support staff, and central leadership.</p> |
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