



Navigator Schools

Finance Committee

Date and Time

Wednesday October 6, 2021 at 1:00 PM PDT

Location

Zoom (see Google Calendar)

This meeting will be held in compliance with modified Brown Act requirements as outlined in Executive Order [N-25-20](#). An archive of board meeting minutes is available for public view at the Navigator Schools, 650 San Benito Street, Suite 230, Hollister CA 95023.

Individuals in need of a disability-related accommodation, modification, or auxiliary aid/service, should direct requests to Sean Martin, Executive Assistant to the CEO. Contact: (831) 217-4894
smartin@navigatorschools.org

Agenda

I. Opening Items

Opening Items

A. Record Attendance and Guests

B. Call the Meeting to Order

C. Approve Minutes from Previous Meeting

Approve minutes for Finance Committee on August 13, 2021

II. Business and Finance

A. Financials

A.Ortiz will present financials as of August 31, 2021.

B. Proposed 2021-22 Budget Revise

A. Ortiz will share the latest information regarding the 2021-22 Budget Revise.

C. ESSR III Expenditure Plan

A. Ortiz will present the ESSR III Expenditure Plan.

D. Hollister Prep Long-Term Facilities

K. Sved will provide an update on long-term facilities for Hollister Prep School

III. Closing Items

A. Adjourn Meeting

Coversheet

Approve Minutes from Previous Meeting

Section: I. Opening Items
Item: C. Approve Minutes from Previous Meeting
Purpose: Approve Minutes
Submitted by:
Related Material: Minutes for Finance Committee on August 13, 2021

APPROVED



Navigator Schools

Minutes

Finance Committee

Date and Time

Friday August 13, 2021 at 1:00 PM

Location

Zoom

This meeting will be held in compliance with modified Brown Act requirements as outlined in Executive Order [N-25-20](#). An archive of board meeting minutes is available for public view at the Navigator Schools, 650 San Benito Street, Suite 230, Hollister CA 95023.

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Committee Members Present

Nora Crivello (remote), Victor Paredes-Colonia (remote)

Committee Members Absent

None

Guests Present

Ami Ortiz (remote), Dena Koren (remote), Emmanuel Villagomez (remote), Kevin Sved (remote), Sean Martin (remote)

I. Opening Items

A. Record Attendance and Guests

B. Call the Meeting to Order

Victor Paredes-Colonia called a meeting of the Finance Committee of Navigator Schools to order on Friday Aug 13, 2021 at 1:02 PM.

C. Approve Minutes from Previous Meeting

Nora Crivello made a motion to approve the minutes from Finance Committee Meeting on 06-07-21.

Victor Paredes-Colonia seconded the motion.

The committee **VOTED** unanimously to approve the motion.

II. Business and Finance

A. Financials as of June 30, 2021

A. Ortiz reviewed financials as of June 30. She explained impacts of various funding related to COVID-19. Committee members asked questions concerning several topics, including staff incentives, summer school, independent study, and COVID-19 supplies, and the layout of a financial chart.

B. 2021-22 Finance Updates

A. Ortiz shared that a revised budget is under preparation for release in October, 2021.
D. Koren mentioned that there may be new revenue sources emerging soon to support expanded learning, special education, teacher training, and other programs.

C. Financial Policies

A. Ortiz provided a backstory for the development and function of financial policies in recent years. When she shares drafts for new and updated policies in the future, she would welcome and value feedback from the committee. K. Sved mentioned that related materials will be forthcoming, perhaps to be included in the packet for the next regularly scheduled board meeting on August 24, 2021. The committee discussed subjects related to policy development, including details of contract approval, check authorizers, purchase orders, and the monitoring of policy compliance. Members suggested the possibility of creating a standing agenda item to address the development of policies over time.

D. Facilities Update

K. Sved shared an update on 407 Main Street, Watsonville, including inspections, permits, and move-in dates. He presented pictures of the site.

E. 2021-22 Finance Committee Meeting Schedule

Members chose dates and times for meetings during the 2021-22 fiscal year. The meeting schedule is (all times PM): October 1, 2021 (1:00-2:00); December 3, 2021 (1:00-2:00); January 27th, 2022 (1:30-2:30); April 18, 2022 (2:00-3:00); and June 2, 2022 (1:30-2:30).

III. Closing Items

A. Adjourn Meeting

Victor Paredes-Colonia made a motion to adjourn.

Nora Crivello seconded the motion.

The committee **VOTED** unanimously to approve the motion.

Roll Call

Nora Crivello Aye

Victor Paredes-Colonia Aye

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 1:56 PM.

Respectfully Submitted,
Sean Martin

Documents used during the meeting

- June 30, 2021 Financials.pdf
- Financial Policies 2021.pdf

Coversheet

Financials

Section: II. Business and Finance
Item: A. Financials
Purpose: Discuss
Submitted by:
Related Material: August 31 2021 Financials - 2021-22 Budget vs Actual.pdf



2021-22 Proposed Budget Revise Narrative
October 2021

2021-22 Net Income (GAAP)

	BOD Approved Budget Net Income (GAAP)	Proposed Budget Revise Net Income (GAAP)
Charter Management Organization (CMO)	172k	156k
Gilroy Prep School (GPS)	138k	239K
Hollister Prep School (HPS)	186k	3K
Watsonville Prep School (WPS)	224k	205k
Total	720k	604k

- Charter Management Organization (CMO)
 - \$9k unfavorable variance in salaries and benefits due to increased responsibilities in some positions which warranted an increase
 - \$6k unfavorable variance in services due to a decrease in rent, budgeted an entire year for SO2 and moved out in September, and an increase in technology software and licensing

- Gilroy Prep School
 - \$250k favorable variance in Federal funding (ESSERII/III) due to moving more of the funding to this year and next and not funding year 3
 - \$112k unfavorable variance in salaries and benefits due to adding additional staff to mitigate learning loss and covid support at sites
 - 1 additional special education paraprofessional
 - 1 Covid designee office support
 - 1 additional crossing guard/yard duty
 - 1 shared staff member to oversee long term independent study
 - Expanded summer school staff
 - \$9k unfavorable variance in services due to additional technology software and licensing needed to mitigate learning loss

- Hollister Prep School
 - \$30k favorable variance in Federal funding (ESSERII/III) due to moving more of the funding to this year and next and not funding year 3



- \$141k unfavorable variance in salaries and benefits due to adding additional staff to mitigate learning loss and covid support at sites
 - 2 additional special education paraprofessional
 - 1 Covid designee office support
 - 1 shared staff member to oversee long term independent study
 - Expanded summer school staff
- \$40k unfavorable variance in services due to special education contract coming in much higher than budgeted for
- \$6k unfavorable variance in books and supplies due to new special education equipment needed

- Watsonville Prep School
 - \$200k favorable variance in Federal funding (ESSERII/III) due to moving more of the funding to this year and next and not funding year 3
 - \$122k unfavorable variance in salaries and benefits due to adding additional staff to mitigate learning loss and covid support at sites
 - 2 additional special education paraprofessional
 - 1 additional yard duty
 - 1 PE Coach
 - 1 shared staff member to oversee long term independent study
 - Expanded summer school staff
 - \$133 unfavorable variance in books and supplies due to additional technology needed (\$65k), classroom and non classroom furniture needed (\$58k), and Instructional material (\$9k)

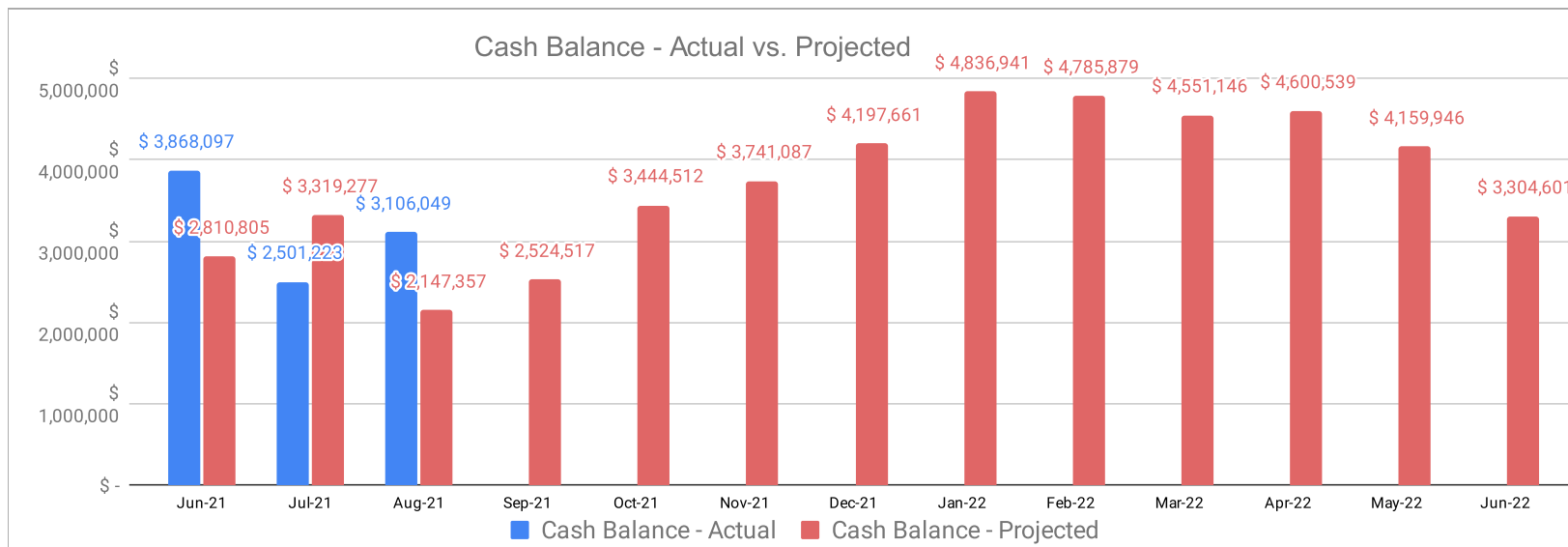
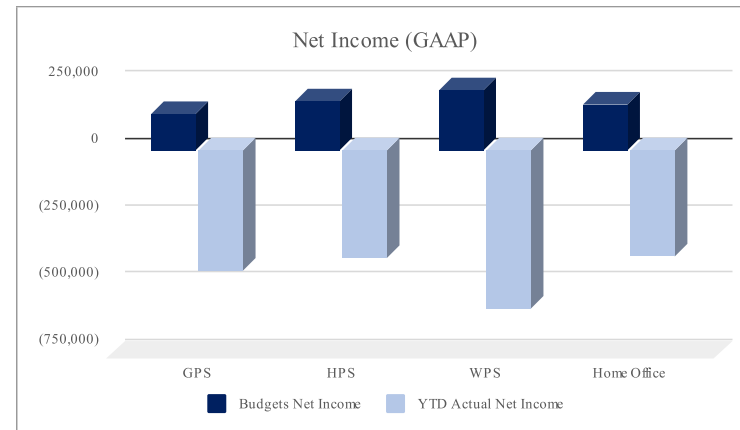
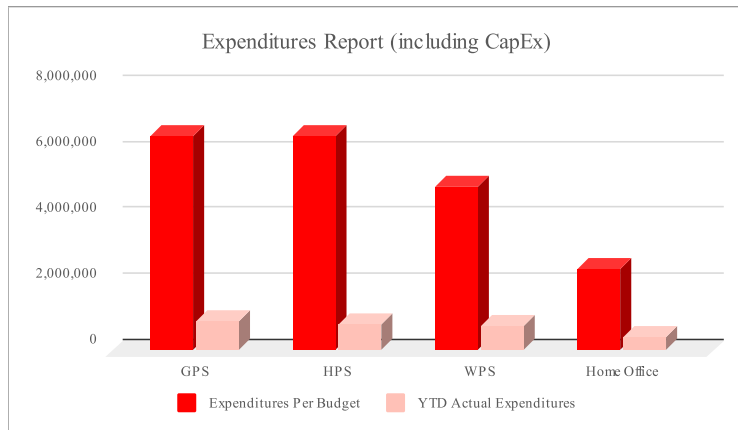
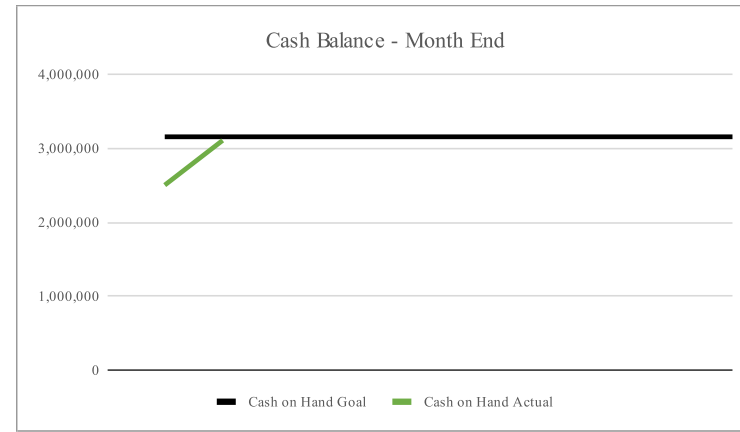
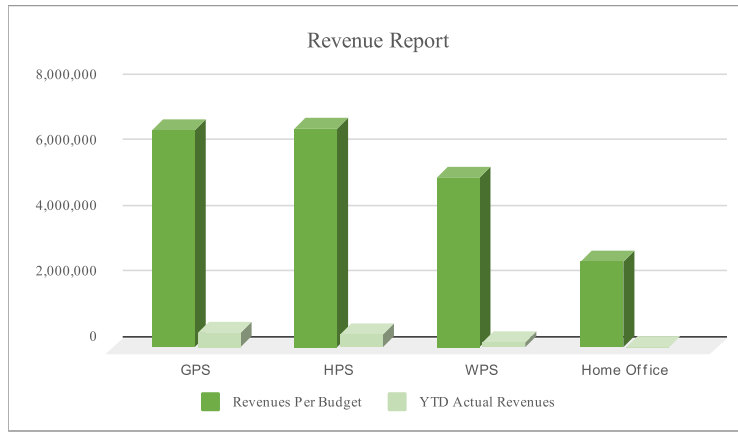
Navigator Schools
 Consolidated Balance Sheet Comparison
 August 31, 2021

	8/31/21
	<u>Navigator</u>
Cash	3,106,050
Accounts Receivable	3,046,715
Prepaid Expense	180,061
Fixed Assets, net of depreciation	736,149
Other Assets	4,763
Total Assets	7,073,737
Accrued Liabilities	675,256
Loans Payable	428,704
Total Liabilities	1,103,959
Beginning Fund Balance	7,738,136
Net Income	-1,768,359
Ending Fund Balance	5,969,777
Total Liabilities & Fund Balance	7,073,737

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****Loans Payable**

Watsonville Prep School	\$197,915	California Department of Education
Watsonville Prep School	\$230,789	Pacific Charter School Development



Navigator Schools - 2021-22 Budget vs. Projection

	August 31, 2021			Total Projection Variance to Budget	GPS			GPS Projection Variance to Budget	HPS			HPS Projection Variance to Budget	WPS			WPS Projection Variance to Budget	CMO			CMO Projection Variance to Budget
	Total	TOTAL	Total		GPS	GPS	GPS		HPS	HPS	HPS		WPS	WPS	WPS		CMO	CMO	CMO	
	2021-22	2021-22	2021-22		2021-22	2021-22	2021-22		2021-22	2021-22	2021-22		2021-22	2021-22	2021-22		2021-22	2021-22	2021-22	
	BOD Approved				BOD Approved				BOD Approved				BOD Approved				BOD Approved			
	Budget	Actuals	Projection		Budget	Actuals	Projection		Budget	Actuals	Projection		Budget	Actuals	Projection		Budget	Actuals	Projection	
Enrollment	1405	1390	1080		540	540	540		540	540	540		325	310	320					
REVENUE:																				
LCFF Revenue	13,469,729	799,078	13,469,729	0	4,940,034	370,350	4,940,034	0	5,012,919	305,747	5,012,919	0	3,516,776	122,980	3,516,776	0	0	0	0	0
Federal Revenue	1,960,415	102,490	2,440,415	480,000	670,334	50,217	920,334	250,000	680,481	52,273	710,481	30,000	609,600	0	809,600	200,000	0	0	0	0
Other State Revenue	2,761,254	43,127	2,761,254	0	968,992	17,914	968,992	0	964,555	17,965	964,555	0	827,707	7,248	827,707	0	0	0	0	0
Donations & Grants	756,729	0	715,500	0	7,500	0	7,500	0	7,500	0	7,500	0	200,500	0	200,500	0	500,000	0	500,000	0
Other Revenue	110,929	34	110,929	0	48,729	0	48,729	0	20,000	0	20,000	0	15,200	34	15,200	0	27,000	0	27,000	0
CMO Management Fees	2,072,137	787	2,072,137	0													2,072,137	787	2,072,137	0
REVENUE	21,089,964	945,516	21,569,964	480,000	6,635,589	438,481	6,885,589	250,000	6,685,455	375,985	6,715,455	30,000	5,169,783	130,262	5,369,783	200,000	2,599,137	787	2,599,137	0
EXPENDITURES:																				
Salaries	10,932,834	1,097,598	11,286,335	353,501	3,500,463	321,785	3,605,210	104,747	3,532,404	313,882	3,668,855	136,451	2,390,528	207,642	2,495,389	104,861	1,509,439	254,290	1,516,881	7,442
Benefits & Taxes	2,809,085	379,111	2,905,213	96,128	854,713	122,334	886,550	31,837	844,437	120,592	874,290	29,853	651,695	75,602	684,281	32,586	458,240	60,583	460,092	1,852
Books & Supplies	1,243,740	644,095	1,385,754	142,014	554,750	230,629	557,104	2,354	382,850	145,119	389,350	6,500	227,740	248,828	360,900	133,160	78,400	19,520	78,400	0
Services & Other Operating Expense	3,245,328	597,909	3,249,199	3,871	780,212	178,886	789,212	9,000	939,918	182,772	979,919	40,001	1,144,152	172,219	1,092,651	(51,501)	381,046	64,031	387,417	6,371
CMO Management Fees	2,072,138	0	2,072,138	0	772,605	0	772,605	0	782,809	0	782,809	0	516,724	0	516,724	0				0
Capital Outlay	0	(4,840)	0	0	0	0	0	0	0	0	0	0	0	(4,840)	0	0	0	0	0	0
EXPENDITURES	20,303,125	2,713,874	20,898,639	595,514	6,462,743	853,634	6,610,681	147,938	6,482,418	762,365	6,695,223	212,805	4,930,839	699,451	5,149,945	219,106	2,427,125	398,424	2,442,790	15,665
REVENUE LESS EXPENDITURES	786,839	(1,768,359)	671,325	(115,514)	172,846	(415,153)	274,908	102,062	203,037	(386,380)	20,232	(182,805)	238,944	(569,189)	219,838	(19,106)	172,012	(397,637)	156,347	(15,665)
GAAP Adjustments:																				
Revenue Less Expenditures	786,839	(1,768,359)	671,325	(115,514)	172,846	(415,153)	274,908	102,062	203,037	(386,380)	20,232	(182,805)	238,944	(569,189)	219,838	(19,106)	172,012	(397,637)	156,347	(15,665)
Add back Capita Outlay to Net income	0	(4,840)	0	0	0	0	0	0	0	0	0	0	0	(4,840)	0	0	0	0	0	0
Subtract Depreciation Expense	(67,000)	(67,000)	(69,000)	0	(35,000)	(35,000)	(35,000)	0	(17,000)	(17,000)	(17,000)	0	(15,000)	(15,000)	(15,000.00)	0	0	0	0	0
Net income - GAAP Basis 2020-21	719,839	(1,840,198)	604,325	(115,514)	137,846	(450,153)	239,908	102,062	186,037	(403,380)	3,232	(182,805)	223,944	(589,029)	204,838	(19,106)	172,012	(397,637)	156,347	(15,665)
Beginning Net Assets @ 6/30/20	6,170,317	6,170,317	6,170,317		2,442,089	2,442,089	2,442,089		2,476,603	2,476,603	2,476,603		420,594	420,594	420,594		831,031	831,031	831,031	
Net income - GAAP Basis 2020-21	719,839	(1,840,198)	604,325		137,846	(450,153)	239,908		186,037	(403,380)	3,232		223,944	(589,029)	204,838		172,012	(397,637)	156,347	
Ending Net Assets @ 6/30/21	6,890,156	4,330,119	6,774,642		2,579,935	1,991,936	2,681,997		2,662,640	2,073,223	2,479,835		644,538	(168,435)	625,432		1,003,043	433,394	987,378	

Coversheet

Proposed 2021-22 Budget Revise

Section: II. Business and Finance
Item: B. Proposed 2021-22 Budget Revise
Purpose: Discuss
Submitted by:
Related Material: Proposed Budget Revise 2021-22.pdf
REVISED 2021-22 3YR Proj.pdf



2021-22 Proposed Budget Revise Narrative
October 2021

2021-22 Net Income (GAAP)

	BOD Approved Budget Net Income (GAAP)	Proposed Budget Revise Net Income (GAAP)
Charter Management Organization (CMO)	172k	156k
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 - \$133 unfavorable variance in books and supplies due to additional technology needed (\$65k), classroom and non classroom furniture needed (\$58k), and Instructional material (\$9k)

Navigator Schools - 2021-22 Proposed Revised Budget															
				GPS			HPS			WPS			CMO		
	Total 2021-22	Proposed Revise	\$ Change	Total 2021-22	Proposed Revise	\$ Change	Total 2021-22	Proposed Revise	% Change	Total 2021-22	Proposed Revise	% Change	Total 2021-22	Proposed Revise	\$ Change
	BOD approved	Budget		BOD approved	Budget		BOD approved	Budget		BOD approved	Budget		BOD approved	Budget	
	2021-22	2021-22		2021-22	2021-22		2021-22	2021-22		2021-22	2021-22		2021-22	2021-22	
<i>Enrollment Projection</i>	1405	1395		540	540	0.00%	540	540	0	325	315				
REVENUE:															
LCFF Revenue	13,469,729	13,469,729	\$0	4,940,034	4,940,034	\$0	5,012,919	5,012,919	\$0	3,516,776	3,516,776	\$0.00	0	0	
Federal Revenue	1,960,415	2,440,415	-\$480,000	670,334	920,334	-\$250,000	680,481	710,481	-\$30,000	609,600	809,600	-\$200,000.00	0	0	
Other State Revenue	2,761,254	2,761,254	\$0	968,992	968,992	\$0	964,555	964,555	\$0	827,707	827,707	\$0.00	0	0	
Donations & Grants	715,500	715,500	\$0	7,500	7,500	\$0	7,500	7,500	\$0	200,500	200,500	\$0.00	500,000	500,000	\$0
Other Revenue	110,929	110,929	\$0	48,729	48,729	\$0	20,000	20,000	\$0	15,200	15,200	\$0.00	27,000	27,000	\$0
CMO Management Fees	2,072,137	2,072,137	\$0						\$0				2,072,137	2,072,137	\$0
REVENUE	21,089,964	21,569,964	-\$480,000	6,635,589	6,885,589	\$0	6,685,455	6,715,455	-\$30,000	5,169,783	5,369,783	-\$200,000.00	2,599,137	2,599,137	\$0
EXPENDITURES:															
Salaries	10,932,834	11,286,335	-\$353,501	3,500,463	3,605,210	-\$104,747	3,532,404	3,668,855	-\$136,451	2,390,528	2,495,389	-\$104,861.00	1,509,439	1,516,881	-\$7,442
Benefits & Taxes	2,809,085	2,905,213	-\$96,128	854,713	886,550	-\$31,837	844,437	874,290	-\$29,853	651,695	684,281	-\$32,586.00	458,240	460,092	-\$1,852
Books & Supplies	1,243,740	1,385,754	-\$142,014	554,750	557,104	-\$2,354	382,850	389,350	-\$6,500	227,740	360,900	-\$133,160.00	78,400	78,400	\$0
Services & Other Operating Expens	3,245,328	3,249,199	-\$3,871	780,212	789,212	-\$9,000	939,918	979,919	-\$40,001	1,144,152	1,092,652	\$51,500.24	381,046	387,417	-\$6,371
CMO Management Fees	2,072,138	2,072,137	\$1	772,605	772,605	\$0	782,809	782,809	\$0	516,724	516,724	\$0.36	0	0	\$0
Capital Outlay	0	0	\$0	0	0	\$0	0	0	\$0	0	0	\$0.00	0	0	\$0
EXPENDITURES	20,303,125	20,898,638	-\$595,513	6,462,743	6,610,681	-\$147,937	6,482,418	6,695,222	-\$212,804	4,930,839	5,149,945	-\$219,106.40	2,427,125	2,442,790	-\$15,665
REVENUE LESS EXPENDITURES	786,839	671,326		172,846	274,908		203,037	20,233		238,944	219,838		172,012	156,347	
GAAP Adjustments:															
Revenue Less Expenditures	786,839			172,846	274,908		203,037	20,233		238,944	219,838		172,012	156,347	
Add back Capita Outlay to Net inc	0			0	0		0	0		0			0	0	
Subtract Depreciation Expense	-67,000			-35,000	-35,000		-17,000	-17,000		-15,000	-15,000		0	0	
Net Income - GAAP Basis 2019-20	719,839	604,326		137,846	239,908		186,037	3,233		223,944	204,838		172,012	156,347	
Projected Fund Balance at 6/30/21	6,170,317			2,442,089	2,442,089		2,476,603	2,476,603		420,594	420,594		831,031	831,031	
Projected Fund Balance at 6/30/22	6,957,156			2,579,935	2,819,843		2,662,640	2,479,836		644,538	625,432		1,003,043	987,378	

EXPENSES:				
Total 1000 - 2999 Salaries	1,509,439	1,516,881	1,554,722	1,601,364
3101 · State Teacher Retirement System	143,951	144,440	165,544	190,375
3300 · OASDIA-Medicare-Alternative	62,724	63,114	63,978	65,258
3400 · Health & Welfare Benefits	230,346	230,346	248,774	268,676
3500 · Unemployment Insurance	6,398	6,592	6,526	6,656
3600 · Workers Comp Insurance	14,821	15,600	15,117	15,420
3900 · 403(b) Matching Contributions	0	0	0	0
Total 3000 - 3999 Taxes & benefits	458,240	460,092	499,939	546,385
4000 · 4999 Books & Supplies				
4100 · Textbooks	0	0	0	0
4200 Books & Other Ref. Materials	900	900	900	0
4325 Instructional Materials/Supply	0	0	0	0
4326 Art & Music Supplies	0	0	0	0
4327 · Science Supplies	0	0	0	0
4330 Office Supplies	5,500	5,500	5,610	5,722
4335 PE Supplies	0	0	0	0
4346 Teacher/Paras Supplies	0	0	0	0
4350 Spirit Wear Expense	1,000	1,000	1,020	1,040
4410 Classroom Furn/Equip/Supplies	0	0	0	0
4430 Non-classroom Furn/Equip/Suppli	7,500	7,500	7,650	7,803
4501 Tech Supplies	48,500	48,500	6,000	6,120
4502 Operations-Supplies	7,500	7,500	7,650	7,803
4710 Student Food Services	0	0	0	0
4720 Other Food - parent meetings	7,500	7,500	7,650	7,803
Total 4000 · 4999 Books & Supplies	78,400	78,400	36,480	36,292
5000 · 5999 Services & Other Oper. Exp				
5205 Professional Development	2,000	5,600	5,000	5,000
5215 Travel - Mileage	20,000	20,000	23,000	26,000
5220 Travel & Lodging	0	0	0	
5225 Travel Meals & Entertainment	0	0	0	
5305 Dues & Membership Professiona;	21,302	21,302	21,728	22,163
5450 Insurance - Other	7,483	7,483	7,633	7,785
5520 Security	700	700	714	728
5535 · Utilities - All Utilies	4,800	4,800	4,896	4,994
5610 Rent/Lease	0	7,500	0	0
5611 Rent - Facilities	49,800	35,900	31,992	32,632
5701 Tech-Software, R&M, SIS, Intern	16,000	22,000	16,320	16,646
5702 Ops- Services, R&M	1,000	1,000	1,020	1,040
5804 · SO Allocation	0	0	0	0
5804-1 SO Allocation for health and safety management	0	0	0	0
5809 Banking/Penalty Fees	1,000	1,000	1,020	1,040
5815 · Consultants - Instructional	0	0	0	0
5821 · Consultant - Non Instructional	155,000	155,000	120,000	120,000
5824 · District Oversight Fees	0	0	0	0
5830 Field Trip Expenses	0	0	0	0

5845 · Legal Fees	65,000	65,000	66,300	67,626
5846 · Loan & Financing Fees	0	0	0	0
5848 · Licenses and Other Fees	1,329	4,500	1,356	1,383
5851 · Marketing & Student Recruiting	0	0	0	0
5857 Payroll Fees	3,252	3,252	3,317	3,383
5860 · Printing and Reproduction	6,380	6,380	6,508	6,638
5861 · Prior Yr Expenses (Not Accrued)	0	0	0	0
5869 Special Ed Contract Instructors	0	0	0	0
5874 · Athletics	0	0	0	0
5875 · Staff Recruiting	0	0	0	0
5878 · Student Assessment	0	0	0	0
5880 Student Health Services	0	0	0	0
5905 Communications - Cell/VoiPhones	7,000	7,000	7,140	7,283
5910 Communications - Internet	17,000	17,000	17,340	17,687
5915 Postage and Delivery	2,000	2,000	2,040	2,081
Total 5000 · 5999 Services & Other Oper. Exp	381,046	387,417	337,323	344,109
TOTAL EXPENSES	2,427,125	2,442,790	2,428,464	2,528,150
NET REVENUE	172,012	156,347	109,358	163,813
Beginning of Year Fund Balance	830,016	830,016	986,363	1,095,721
End of Year Fund Balance	1,002,028	986,363	1,095,721	1,259,534

GPS				
	BOD Approved	Proposed		
	2021-22	REVISED 2021-22	2022-23	2023-24
REVENUE:				
8000 · Gnl Purpose Entitlement LCFF				
8011 · Charter Schools General Purpose	2,190,439	2,190,439	2,305,214	2,467,485
8012 · Education Protection Account	103,898	103,898	103,898	103,898
8096 · Charter Schools in Lieu of Prop	2,645,697	2,645,697	2,645,697	2,645,697
Total 8000 · Gnl Purpose Entitlement LCFF	4,940,034	4,940,034	5,054,809	5,217,080
8100 · 8299 Federal Revenue				
8181 · Special Education - Entitlement	67,750	67,750	69,105	70,487
8220 · Child Nutrition Programs	144,000	144,000	146,880	149,818
8291 · Title I	167,696	167,696	171,050	174,471
8292 · Title II	10,110	10,110	10,312	10,518
8293 · Title III	20,778	20,778	21,194	21,617
Title IV	10,000	10,000	10,000	10,000
8298 · Implementation Grant (PCSGP)	0	0	0	0
ESSER III & ESSER II	250,000	500,000	500,000	
Total 8100 · 8299 Federal Revenue	670,334	920,334	928,541	436,911
8300 · 8599 State Revenues				
8381 · Special Ed Entitlement (state)	337,511	337,511	344,261	351,146
8311 MH SPED	21,900	21,900	22,338	22,785
8520 · Child Nutrition-State	9,000	9,000	9,180	9,364
8550 · Mandated Cost Reimbursements	0	0	0	0
8560 · State Lottery	103,281	103,281	103,281	103,281
SB 740 Revenue	0	0	0	0
8590 · Other State Revenue	8,400	8,400	9,155	9,441
AB86	488,900	488,900	0	0
Total 8300 · 8599 State Revenues	968,992	968,992	488,215	496,016
8600 · 8699 Other Local Revenue				
8634 · Food Service Sales	24,927	24,927	25,426	25,934
8636 · Spirit Wear	0	0	0	0
8660 · Interest	0	0	0	0
8681 · Fees & Contracts - One World	3,802	3,802	3,878	3,956
8693 · Field Trips	15,000	15,000	15,000	15,000
8699 · All Other Local Revenue	5,000	5,000	5,000	5,000
8701 CMO Allocation	0	0	0	0
Total 8600 · 8699 Other Local Revenue	48,729	48,729	49,304	49,890
8800-89 · Donations/Fundraising				
8801 · Donations - Parents	2,500	2,500	2,500	2,500
8802 · Donations - Private	0	0	0	0
8803 · Fundraising	5,000	5,000	5,000	5,000
Total 8800-89 · Donations/Fundraising	7,500	7,500	7,500	7,500
Total Revenue	6,635,589	6,885,589	6,528,369	6,207,398
EXPENSES:				

Total 1000 - 2999 Salaries	3,500,463	3,605,210	3,713,366	3,399,216
3101 · State Teacher Retirement System	346,384	349,043	383,947	357,547
3300 · OASDIA-Medicare-Alternative	133,912	139,016	141,796	136,590
3400 · Health & Welfare Benefits	320,427	340,427	350,640	346,061
3500 · Unemployment Insurance	23,376	26,530	27,061	23,844
3600 · Workers Comp Insurance	30,614	31,534	32,165	31,226
3900 · 403(b) Matching Contributions	0	0	0	0
Total 3000 - 3999 Taxes & benefits	854,713	886,550	935,609	895,269
4000 · 4999 Books & Supplies				
4100 · Textbooks	2,000	4,334	4,421	4,509
4200 Books & Other Ref. Materials	32,500	32,500	33,150	33,813
4325 Instructional Materials/Supply	12,000	12,000	12,240	12,485
4326 Art & Music Supplies	1,000	1,000	1,020	1,040
4327 · Science Supplies	1,250	1,250	1,275	1,301
4330 Office Supplies	15,000	15,000	15,300	15,606
4335 PE Supplies	500	500	510	520
4346 Teacher/Paras Supplies	9,000	9,000	9,180	9,364
4350 Spirit Wear Expense	0	20	20	21
4410 Classroom Furn/Equip/Supplies	2,500	2,500	2,550	2,601
4430 Non-classroom Furn/Equip/Suppli	18,000	18,000	18,360	18,727
4501 Tech Supplies	243,000	243,000	35,000	35,700
4502 Operations-Supplies	32,000	32,000	32,640	33,293
4710 Student Food Services	180,000	180,000	183,600	187,272
4720 Other Food - parent meetings	6,000	6,000	6,120	6,242
Total 4000 · 4999 Books & Supplies	554,750	557,104	355,386	362,494
5000 · 5999 Services & Other Oper. Exp				
5205 Professional Development	13,500	13,500	13,770	14,045
5215 Travel - Mileage	4,000	4,000	4,080	4,162
5220 Travel & lodging	0	0	0	0
5225 Travel Meals & Entertainment	0	0	0	0
5305 Dues & Membership Professiona;	12,332	12,332	12,579	12,830
5450 Insurance - Other	20,871	20,871	21,288	21,714
5520 Security	9,298	9,298	9,484	9,674
5535 · Utilities - All Utilies	57,000	57,000	58,140	59,303
5610 Rent/Lease	25,210	25,210	25,714	26,228
5611 Rent - Facilities	0	0	0	0
5701 Tech-Software, R&M, SIS, Intern	237,000	245,000	145,000	147,900
5702 Ops- Services, R&M	51,350	51,350	52,377	53,425
5804 · SO Allocation	691,605	691,605	707,673	730,391
5804-1 SO Allocation for health and safety management	81,000	81,000	0	0
5809 Banking/Penalty Fees	0	0	0	0
5815 · Consultants - Instructional	0	0	0	0
5821 · Consultant - Non Instructional	0	0	0	0
5824 · District Oversight Fees	148,201	148,201	151,644	156,512
5830 Field Trip Expenses	30,000	30,000	30,600	31,212
5845 · Legal Fees	0	0	0	0
5846 · Loan & Financing Fees	0	0	0	0

5848 · Licenses and Other Fees	4,325	4,325	4,412	4,500
5851 · Marketing & Student Recruiting	0	0	0	0
5857 Payroll Fees	11,814	11,814	12,050	12,291
5860 · Printing and Reproduction	9,195	9,195	9,379	9,566
5861 · Prior Yr Expenses (Not Accrued)	0	0	0	0
5869 Special Ed Contract Instructors	55,000	56,000	57,120	58,262
5874 · Athletics	18,000	18,000	18,360	18,727
5875 · Staff Recruiting	750	750	765	750
5878 · Student Assessment	0	0	0	0
5880 Student Health Services	1,605	1,605	1,637	1,670
5905 Communications - Cell/VoiPhones	7,200	7,200	7,344	6,600
5910 Communications - Internet	63,000	63,000	26,000	26,520
5915 Postage and Delivery	561	561	572	584
Total 5000 · 5999 Services & Other Oper. Exp	1,552,817	1,561,817	1,369,989	1,406,867
6000 · Capital Outlay	0		0	0
6200 · Building & Improvement				
6400 Equipment	0		0	0
Total 6000 · Capital Outlay	0		0	0
TOTAL EXPENSES	6,462,743	6,610,681	6,374,350	6,063,846
NET REVENUE	172,846	274,908	154,019	143,552
Add back capital outlay	0			0
Total Net Revenue GAAP	172,846	274,908	154,019	143,552
Beginning of Year Fund Balance	2,442,089	2,442,089	2,716,997	2,871,016
End of Year Fund Balance	2,614,935	2,716,997	2,871,016	3,014,568

HPS	2021-22	Proposed Revis 2021-22	2022-23	2023-24
REVENUE:				
8000 · Gnl Purpose Entitlement LCFF				
8011 · Charter Schools General Purpose	3,599,398	3,599,398	3,667,945	3,826,143
8012 · Education Protection Account	104,196	104,196	104,196	104,196
8096 · Charter Schools in Lieu of Prop	1,309,325	1,309,325	1,309,325	1,309,325
Total 8000 · Gnl Purpose Entitlement LCFF	5,012,919	5,012,919	5,081,466	5,239,664
8100 · 8299 Federal Revenue				
8181 · Special Education - Entitlement	67,750	67,750	69,105	70,487
8220 · Child Nutrition Programs	0	0	0	0
8291 · Title I	172,021	172,021	175,461	178,971
8292 · Title II	10,110	10,110	10,312	10,518
8293 · Title III	30,600	30,600	31,212	31,836
Title IV	10,000	10,000	10,000	10,000
8298 · Implementation Grant (PCSGP)	0	0	0	0
ESSER III & ESSER II	390,000	420,000	630,000	
Total 8100 · 8299 Federal Revenue	680,481	710,481	926,091	301,812
8300 · 8599 State Revenues				
8381 · Special Ed Entitlement (state	337,510	337,510	344,260	351,145
8311 MH SPED	14,832	14,832	15,129	15,431
8520 · Child Nutrition-State	0	0	0	0
8550 · Mandated Cost Reimbursements	0	0	0	0
8560 · State Lottery	103,281	103,281	103,281	103,281
SB 740 Revenue	0	0	0	0
8590 · Other State Revenue	8,932	8,932	9,111	9,293
AB86	500,000	500,000	0	0
Total 8300 · 8599 State Revenues	964,555	964,555	471,780	479,150
8600 · 8699 Other Local Revenue				
8634 · Food Service Sales	0	0	0	0
8636 · Spirit Wear	0	0	0	0
8660 · Interest	0	0	0	0
8681 · Fees & Contracts - One World	0	0	0	0
8693 · Field Trips	15,000	15,000	15,000	15,000
8699 · All Other Local Revenue	5,000	5,000	5,000	5,000
8701 CMO Allocation	0	0	0	0
Total 8600 · 8699 Other Local Revenue	20,000	20,000	20,000	20,000
8800-89 · Donations/Fundraising				
8801 · Donations - Parents	2,500	2,500	2,500	2,500
8802 · Donations - Private	0	0	0	0
8803 · Fundraising	5,000	5,000	5,000	5,000
Total 8800-89 · Donations/Fundraising	7,500	7,500	7,500	7,500
Total Revenue	6,685,455	6,715,455	6,506,837	6,048,127
EXPENSES:				

Total 1000 - 2999 Salaries	3,532,404	3,668,855	3,778,921	3,464,771
3101 · State Teacher Retirement System	344,236	354,981	358,531	351,121
3300 · OASDIA-Medicare-Alternative	135,998	130,786	133,402	137,358
3400 · Health & Welfare Benefits	303,963	318,963	344,480	328,280
3500 · Unemployment Insurance	29,880	33,200	33,864	30,478
3600 · Workers Comp Insurance	30,360	36,360	37,087	30,967
3900 · 403(b) Matching Contributions	0	0	0	0
Total 3000 - 3999 Taxes & benefits	844,437	874,290	907,364	878,204
4000 · 4999 Books & Supplies				
4100 · Textbooks	2,000	10,500	2,040	2,081
4200 Books & Other Ref. Materials	32,500	20,500	20,910	21,328
4325 Instructional Materials/Supply	12,000	19,500	19,890	20,288
4326 Art & Music Supplies	1,000	3,500	3,570	3,641
4327 · Science Supplies	1,250	1,250	1,275	1,301
4330 Office Supplies	15,000	15,000	15,300	15,606
4335 PE Supplies	500	500	510	520
4346 Teacher/Paras Supplies	9,000	9,000	9,180	9,364
4350 Spirit Wear Expense	0	0	0	0
4410 Classroom Furn/Equip/Supplies	1,500	1,500	1,530	1,561
4430 Non-classroom Furn/Equip/Suppli	18,000	18,000	5,000	5,100
4501 Tech Supplies	169,100	169,100	35,000	35,700
4502 Operations-Supplies	32,000	32,000	20,000	20,400
4710 Student Food Services	83,000	83,000	84,660	86,353
4720 Other Food - parent meetings	6,000	6,000	6,120	6,242
Total 4000 · 4999 Books & Supplies	382,850	389,350	224,985	229,485
5000 · 5999 Services & Other Oper. Exp				
5205 Professional Development	13,500	13,500	13,770	14,045
5215 Travel - Mileage	4,000	4,000	4,080	4,162
5220 Travel & Lodging	0	0	0	0
5225 Travel Meals & Entertainment	0	0	0	0
5305 Dues & Membership Professiona;	9,134	9,134	9,317	9,503
5450 Insurance - Other	26,729	26,729	27,264	27,809
5520 Security	15,106	15,106	15,408	15,716
5535 · Utilities - All Utilies	95,000	95,000	96,900	98,838
5610 Rent/Lease	25,995	25,995	26,515	27,045
5611 Rent - Facilities	0	0	0	0
5701 Tech-Software, R&M, SIS, Intern	239,000	239,000	132,170	134,813
5702 Ops- Services, R&M	30,350	30,350	30,957	31,576
5804 · SO Allocation	701,809	701,809	711,405	733,553
5804-1 SO Allocation for health and safety management	81,000	81,000	0	0
5809 Banking/Penalty Fees	0	0	0	0
5815 · Consultants - Instructional	0	0	0	0
5821 · Consultant - Non Instructional	0	0	0	0
5824 · District Oversight Fees	150,388	150,388	152,444	157,190
5830 Field Trip Expenses	30,000	30,000	30,600	31,212
5845 · Legal Fees	0	0	0	0

5846 · Loan & Financing Fees	0	0	0	0
5848 · Licenses and Other Fees	3,575	3,575	3,647	3,719
5851 · Marketing & Student Recruiting	0	0	0	0
5857 Payroll Fees	10,892	10,892	11,110	11,332
5860 · Printing and Reproduction	7,323	7,323	7,469	7,619
5861 · Prior Yr Expenses (Not Accrued)	0	0	0	0
5869 Special Ed Contract Instructors	190,000	230,000	234,600	239,292
5874 · Athletics	18,000	18,000	18,360	18,727
5875 · Staff Recruiting	750	750	765	750
5878 · Student Assessment	0	0	0	0
5880 Student Health Services	2,302	2,302	2,348	2,395
5905 Communications - Cell/VoiPhones	7,200	7,200	7,344	7,491
5910 Communications - Internet	60,500	60,500	15,000	15,300
5915 Postage and Delivery	175	175	179	182
Total 5000 · 5999 Services & Other Oper. Exp	1,722,727	1,762,727	1,551,651	1,592,270
6000 · Capital Outlay	0		0	
6200 · Building & Improvement				
6400 Equipment	0	0	0	0
Total 6000 · Capital Outlay	0	0	0	0
TOTAL EXPENSES	6,482,418	6,695,222	6,462,920	6,164,729
NET REVENUE	203,037	20,233	43,917	-116,602
Add back capital outlay			0	
Total Net Revenue GAAP	203,037	20,233	43,917	-116,602
Beginning of Year Fund Balance	2,476,603	2,476,603	2,496,836	2,540,753
End of Year Fund Balance	2,679,640	2,496,836	2,540,753	2,424,150

WPS	PROPOSED REVISE			
	2021-22	2021-22	2022-23	2023-24
REVENUE:				
8000 · Gnl Purpose Entitlement LCFF				
8011 · Charter Schools General Purpose	3,455,676	3,455,676	4,150,506	4,915,822
8012 · Education Protection Account	61,100	61,100	72,380	83,660
8096 · Charter Schools in Lieu of Prop	0	0	0	0
Total 8000 · Gnl Purpose Entitlement LCFF	3,516,776	3,516,776	4,222,886	4,999,482
8100 · 8299 Federal Revenue				
8181 · Special Education - Entitlement	39,650	39,650	40,443	41,252
8220 · Child Nutrition Programs	60,000	60,000	85,000	106,250
8291 · Title I	161,650	161,650	164,883	168,181
8292 · Title II	6,100	6,100	6,222	6,346
8293 · Title III	12,200	12,200	12,444	12,693
Title IV	10,000	10,000	10,000	10,000
8298 · Implementation Grant (PCSGP)	0	0	0	0
ESSER III & ESSER II	320,000	520,000	200,000	0
Total 8100 · 8299 Federal Revenue	609,600	809,600	518,992	344,722
8300 · 8599 State Revenues				
8381 · Special Ed Entitlement (state	198,669	198,669	235,300	271,700
8311 MH SPED	6,300	6,300	6,426	6,555
8520 · Child Nutrition-State	3,750	3,750	5,000	6,250
8550 · Mandated Cost Reimbursements	0	0	0	0
8560 · State Lottery	60,795	60,795	72,038	83,381
SB 740 Revenue	307,135	307,135	364,071	420,809
8590 · Other State Revenue	5,258	5,258	5,363	5,470
AB86	245,800	245,800		
Total 8300 · 8599 State Revenues	827,707	827,707	688,198	794,165
8600 · 8699 Other Local Revenue				
8634 · Food Service Sales	9,200	9,200	11,400	13,200
8636 · Spirit Wear	0	0	0	0
8660 · Interest	0	0	0	0
8681 · Fees & Contracts - One World	0	0	0	0
8693 · Field Trips	3,500	3,500	4,800	5,600
8699 · All Other Local Revenue	2,500	2,500	2,500	2,500
8701 CMO Allocation	0	0	0	0
Total 8600 · 8699 Other Local Revenue	15,200	15,200	18,700	21,300
8800-89 · Donations/Fundraising				
8801 · Donations - Parents	500	500	1,000	1,500
8802 · Donations - Private	0	0	0	0
8803 · Fundraising	200,000	200,000	156,700	159,225
Total 8800-89 · Donations/Fundraising	200,500	200,500	157,700	160,725
Total Revenue	5,169,783	5,369,783	5,606,476	6,320,394
EXPENSES:				
Total 1000 - 2999 Salaries	2,390,528	2,495,389	2,743,032	3,009,512

3101 · State Teacher Retirement System	222,789	225,793	286,200	316,555
3300 · OASDIA-Medicare-Alternative	95,575	101,158	106,041	120,651
3400 · Health & Welfare Benefits	297,850	317,850	337,248	394,594
3500 · Unemployment Insurance	9,758	9,960	11,186	12,376
3600 · Workers Comp Insurance	25,723	29,520	30,395	34,609
3900 · 403(b) Matching Contributions	0	0	0	0
Total 3000 - 3999 Taxes & benefits	651,695	684,281	771,070	878,785
4000 · 4999 Books & Supplies				
4100 · Textbooks	3,000	3,400	4,500	6,000
4200 Books & Other Ref. Materials	10,000	10,000	13,500	16,000
4325 Instructional Materials/Supply	10,000	18,500	10,000	10,000
4326 Art & Music Supplies	500	1,000	500	500
4327 · Science Supplies	700	1,000	700	700
4330 Office Supplies	10,000	10,000	11,500	13,000
4335 PE Supplies	1,000	1,000	1,500	2,500
4346 Teacher/Paras Supplies	6,000	6,000	7,500	9,500
4350 Spirit Wear Expense	0	0	0	0
4410 Classroom Furn/Equip/Supplies	18,540	40,000	12,500	16,000
4430 Non-classroom Furn/Equip/Suppli	15,000	52,000	16,500	18,000
4501 Tech Supplies	60,000	125,000	55,000	65,000
4502 Operations-Supplies	14,500	14,500	16,000	17,500
4710 Student Food Services	75,000	75,000	100,000	125,000
4720 Other Food - parent meetings	3,500	3,500	4,000	4,500
Total 4000 · 4999 Books & Supplies	227,740	360,900	253,700	304,200
5000 · 5999 Services & Other Oper. Exp				
5205 Professional Development	7,000	7,000	8,500	10,000
5215 Travel - Mileage	4,000	4,000	5,000	6,000
5220 Travel & lodging	0	0	0	0
5225 Travel Meals & Entertainment	0	0	0	0
5305 Dues & Membership Professiona;	5,406	5,406	6,500	7,700
5450 Insurance - Other	12,873	12,873	13,131	13,394
5520 Security	13,960	13,960	14,239	14,524
5535 · Utilities - All Utilities	28,152	28,152	28,715	29,289
5610 Rent/Lease	13,709	13,709	13,983	14,263
5611 Rent - Facilities	620,485	620,485	695,673	798,234
5701 Tech-Software, R&M, SIS, Intern	188,000	188,000	94,448	107,182
5702 Ops- Services, R&M	46,500	21,000	47,430	48,379
5804 · SO Allocation	492,349	492,349	591,204	699,927
5804-1 SO Allocation for health and safety management	24,375	24,375	0	0
5809 Banking/Penalty Fees	0	0	0	0
5815 · Consultants - Instructional	0	0	0	0
5821 · Consultant - Non Instructional	0	4,000	0	0
5824 · District Oversight Fees	35,168	35,168	42,229	49,995
5830 Field Trip Expenses	15,000	15,000	15,000	15,000
5845 · Legal Fees	0	0	0	0
5846 · Loan & Financing Fees	0	0	0	0

5848 · Licenses and Other Fees	2,650	2,650	2,703	2,757
5851 · Marketing & Student Recruiting	4,896	4,896	4,994	5,094
5857 Payroll Fees	6,767	6,767	6,902	7,040
5860 · Printing and Reproduction	734	734	749	764
5861 · Prior Yr Expenses (Not Accrued)	0	0	0	0
5869 Special Ed Contract Instructors	90,000	60,000	61,200	62,424
5874 · Athletics	0	0	0	0
5875 · Staff Recruiting	750	750	750	750
5878 · Student Assessment	0	0	0	0
5880 Student Health Services	1,102	1,102	1,124	1,147
5905 Communications - Cell/VoiPhones	5,000	5,000	5,100	5,202
5910 Communications - Internet	40,000	40,000	20,000	20,000
5915 Postage and Delivery	2,000	2,000	2,040	2,081
Total 5000 · 5999 Services & Other Oper. Exp	1,660,876	1,609,375	1,681,614	1,921,145
6000 · Capital Outlay	0			
6200 · Building & Improvement				
6400 Equipment	0			
Total 6000 · Capital Outlay	0			
TOTAL EXPENSES	4,930,839	5,149,945	5,449,416	6,113,642
NET REVENUE	238,944	219,838	157,060	206,751
Add back capital outlay	0			
Total Net Revenue GAAP	238,944	219,838	157,060	206,751
Beginning of Year Fund Balance	420,594	420,594	640,432	797,491
End of Year Fund Balance	659,538	640,432	797,491	1,004,243

Coversheet

ESSR III Expenditure Plan

Section: II. Business and Finance
Item: C. ESSR III Expenditure Plan
Purpose: Discuss
Submitted by:
Related Material: ESSER III 2021-22 Memo.pdf
ESSER III GPS Expenditure Plan.pdf
ESSER III HPS Expenditure Plan.pdf
ESSER III WPS Expenditure Plan.pdf



Date: October 1, 2021

To: Board of Directors

From: Ami Ortiz, Director of Business & Finance

Re: Recommendation to approve the 2021-22 ESSER III Expenditure Plan for Gilroy Prep School, Hollister Prep School and Watsonville Prep School

Background

School districts, county offices of education (COEs), or charter schools, collectively known as local educational agencies (LEAs), that receive Elementary and Secondary School Emergency Relief (ESSER) funds under the American Rescue Plan (ARP) Act, referred to as ESSER III funds, are required to develop a plan for how they will use ESSER III funds to, at a minimum, address students' academic, social, emotional, and mental health needs, as well as the opportunity gaps that existed before, and were exacerbated by, the COVID-19 pandemic.

The plan must be adopted by the local governing board or body of the LEA at a public meeting on or before October 29, 2021 and must be submitted for review and approval within five days of adoption. A school district must submit its ESSER III Expenditure Plan to its COE for review and approval; a COE must submit its plan to the California Department of Education for review and approval. A charter school must submit its plan to its chartering authority for review and to the COE of the county in which the charter school operates for review and approval.

Recommendation

Staff recommends the Board to approve the 2021-22 ESSER III Expenditure Plan for Gilroy Prep School, Hollister Prep School and Watsonville Prep School

California Department of Education
July 2021

ESSER III Expenditure Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Gilroy Prep School	Ami Ortiz, Director of Business & Finance	ami.ortiz@navigatorschools.org 831-217-4881

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	On the organization website www.navigatorschools.org and navigate to Gilroy Prep School

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

\$628,000

Plan Section	Total Planned ESSER III Expenditures
Strategies for Continuous and Safe In-Person Learning	65,000
Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)	563,000
Use of Any Remaining Funds	0

Total ESSER III funds included in this plan

628,000

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.

Stakeholder engagement has been a primary focus throughout the pandemic period with town halls for both families and staff (via Zoom), multiple surveys, ParentSquare messages, home visits, and website pages. The family meetings were down in both English and Spanish and conducted during evening hours to ensure most families were able to participate. Additionally, stakeholders were given information on the learning loss activities in place plus those which would be implemented throughout the summer and fall. As well as families and staff, plans were shared with our authorizers via email and during monthly phone calls with CDE liaison. Families who were unable to attend meetings or whose students were not attending school (via hybrid or Zoom) were provided with social distanced home visits to talk about ways to reach their children and/or provide additional services as needed.

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

As our families expressed sincere interest in coming back to campus, Navigator worked on schedules and plans which would both meet their needs while also providing a safe environment for staff, students, and families. Navigator opted for half days daily for

students with morning and afternoon sessions while also still providing a distance learning option. Navigator also increased summer school hours to address the learning loss being experienced by students. In working with the various host districts, Navigator also instituted testing opportunities for 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

65,000			
Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
N/A	Covid Designee Staff	Hire a full time covid designee at site to support staff with all covid related issues, such as testing of staff and students, training all new and updated mandates for schools, reporting of cases and close contacts, training staff on procedures and protocols, etc	65,000

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

563,000			
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Student learning loss will be addressed using academic instructional strategies that promote rigorous learning. These strategies include ensuring all students have access to grade level content and standards presented by highly effective, well-prepared teachers. Data-informed instruction guided by the use of frequent common assessments will allow teachers to individualize interventions and support for students. Additional instructional time, a very effective strategy to address learning loss, is allocated in the weekly schedule to allow for teachers (and additional staff) to meet with very small groups of students to target specific skill or content gaps using research-based programs and strategies in the areas of English language arts, English language development and mathematics.

Assessments used to determine learning status include NWEA MAP, CBM fluency, BPST, math facts fluency, and weekly, formative standards based quizzes. To assess English learner language levels, the ELPAC will be used in conjunction with the assessments previously listed.

In order to provide lower student to instructor ratios, Navigator prioritized the hiring of additional small group instructors for all Kindergarten through third grade classrooms. This allows a 15 to 1 student to teacher ratio throughout the day. Additionally, Navigator hired learning loss para-professionals, which will allow for an even lower student to instructor ratio, thus providing more targeted support for our most struggling learners. The additional staff hired will also support students in the extended day program.

Navigator purchased additional blended learning software programs for language arts and mathematics. These software programs are adaptive and will be used as supplemental learning supports to target skill gaps in language arts and mathematics.

A description of the LEA's plan to provide supplemental instruction and support.

In addition to the learning loss mitigation strategies being implemented to meet the needs of all students, Navigator will continue to provide additional support for our most vulnerable students including foster youth, English learners and low-income students. These services include:

Strategy 1:

- Expanded summer options will be offered
- After school programs will be provided next school year at least four days a week

Strategy 2:

- purchase of supplemental software and reading materials
- ten days of professional development for instructional staff
- increased live coaching in classrooms by leadership team

Strategy 3:

- hiring additional student services paraprofessionals
- hiring an additional counselor

- hiring Tier 3 staff to provide small personalized instruction during class time as well as additional intervention activities
- Strategy 4
- ensuring access to 1:1 technology at school and at home including personal hotspots for families
 - visits to student homes will be continued for students experiencing engagement challenges
 - parents will be provided comprehensive information about community resources available to help them through the Navigator website, phone calls and text messages.
 - weekly student surveys have been used to help the staff identify those students who are most at risk and in need of immediate assistance
- Strategy 5:
- expanded summer options will be offered
 - afterschool programs will be provided next school year at least four days a week
- Strategy 6
- use of new progress monitoring software that assesses, reading, math and SEL
 - use of new diagnostic tools to measure reading fluency and gaps in mathematics
- Strategy 7
- staff will receive regular trauma informed trainings
 - staff will implement SEL curriculum daily

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP, Goal 4, Action 3	Additional instruction	Additional instructional time, a very effective strategy to address learning loss, is allocated in the weekly schedule to allow for teachers (and additional staff) to meet with very small groups of students to target specific skill or content gaps using research-based programs and strategies in the areas of English language arts, English language development and mathematics. Additionally: <ul style="list-style-type: none"> • Expanded summer options will be offered • After school programs will be provided next school year at least four days a week 	65,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP, Goal 4, Action 6 and Goal 2, Action 8	Additional staffing and coaching	<p>In order to provide lower student to instructor ratios, Navigator prioritized the hiring of additional small group instructors for all Kindergarten through third grade classrooms. This allows a 15 to 1 student to teacher ratio throughout the day. Additionally, Navigator hired learning loss para-professionals, which will allow for an even lower student to instructor ratio, thus providing more targeted support for our most struggling learners. The additional staff hired will also support students in the extended day program.</p> <p>Additionally</p> <ul style="list-style-type: none"> • hiring additional student services paraprofessionals • hiring an additional counselor • hiring Tier 3 staff to provide small personalized instruction during class time as well as additional intervention activities • purchase of supplemental software and reading materials • ten days of professional development for instructional staff <p>increased live coaching in classrooms by leadership team</p>	498,000
N/A	Additional Assessment	<p>Assessments used to determine learning status include NWEA MAP, CBM fluency, BPST, math facts fluency, and weekly, formative standards based quizzes. To assess English learner language levels, the ELPAC will be used in conjunction with the assessments previously listed.</p>	0
N/A	Additional Curriculum Options	<p>Navigator purchased additional blended learning software programs for language arts and mathematics. These software programs are adaptive and will be used as supplemental learning supports to target skill gaps in language arts and mathematics.</p> <p>Additionally:</p>	0

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		<ul style="list-style-type: none"> • use of new progress monitoring software that assesses, reading, math and SEL • use of new diagnostic tools to measure reading fluency and gaps in mathematics 	

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

N/A

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
Learning Loss Paraprofessional (LLP) intervention support	Vice Principal of Academics (VPA) and Instructional Support Coordinator (ISC) will collaborate to assign LLPs to individual and small group intervention (in	Weekly: VPA and ISC will review quizzes and other data and inform the next week’s intervention

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
	Reading and Math) based on current student academic performance	
After School Intervention	Teachers will assign students to after school intervention based on current student academic performance in ELA and Math	Weekly: Teachers and VPA will review in class student work and weekly quizzes
SEL Survey	Site MTSS teams will review weekly student SEL surveys to determine	Weekly during MTSS meetings
Counseling support	Based on weekly student SEL surveys, students will be assigned to counseling support (individual or group)	Weekly during MTSS meetings
Small Group Instructor (SGI) support K-3	Based on interrupted learning results during Distance Learning, SGIs have been hired and assigned full day to classrooms to support	Daily collaboration with classroom teacher, weekly coaching with ISC
Additional Paraprofessional support	Based on interrupted learning results during Distance Learning, additional Paraprofessionals have been hired and assigned to support students with special needs (IEP, 504, SEL, Tier 3)	Daily collaboration with classroom teacher and coach, weekly coaching with coach

ESSER III Expenditure Plan Instructions

Introduction

School districts, county offices of education (COEs), or charter schools, collectively known as local educational agencies (LEAs), that receive Elementary and Secondary School Emergency Relief (ESSER) funds under the American Rescue Plan (ARP) Act, referred to as ESSER III funds, are required to develop a plan for how they will use ESSER III funds to, at a minimum, address students' academic, social, emotional, and mental health needs, as well as the opportunity gaps that existed before, and were exacerbated by, the COVID-19 pandemic.

The plan must be adopted by the local governing board or body of the LEA at a public meeting on or before October 29, 2021 and must be submitted for review and approval within five days of adoption. A school district must submit its ESSER III Expenditure Plan to its COE for review and approval; a COE must submit its plan to the California Department of Education for review and approval. A charter school must submit its plan to its chartering authority for review and to the COE of the county in which the charter school operates for review and approval.

In addition, consistent with the requirements of the ARP, Volume 86, *Federal Register*, page 21201, April 22, 2021, the ESSER III Expenditure Plan must be:

- Written in an understandable and uniform format;
- Written in a language that parents can understand, to the extent practicable;
 - If it is not practicable to provide written translations to a parent with limited English proficiency, the plan must be orally translated for parents
- Provided in an alternative format to a parent who is an individual with a disability as defined by the Americans with Disabilities Act, upon request; and
- Be made publicly available on the LEA's website.

For additional information regarding ESSER III funding please see the ARP Act Funding web page at <https://www.cde.ca.gov/fg/cr/arpact.asp>.

For technical assistance related to the ESSER III Expenditure Plan template and instructions, please contact LCFF@cde.ca.gov. For all other questions related to ESSER III, please contact EDReliefFunds@cde.ca.gov.

Fiscal Requirements

- The LEA must use at least 20 percent (20%) of its ESSER III apportionment for expenditures related to addressing the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs.

- For purposes of this requirement, “evidence-based interventions” include practices or programs that have evidence to show that they are effective at producing results and improving outcomes when implemented. This kind of evidence has generally been produced through formal studies and research. There are four tiers, or levels, of evidence:
 - **Tier 1 – Strong Evidence:** the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented randomized control experimental studies.
 - **Tier 2 – Moderate Evidence:** the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented quasi-experimental studies.
 - **Tier 3 – Promising Evidence:** the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented correlational studies (with statistical controls for selection bias).
 - **Tier 4 – Demonstrates a Rationale:** practices that have a well-defined logic model or theory of action, are supported by research, and have some effort underway by a State Educational Agency, LEA, or outside research organization to determine their effectiveness.
- For additional information please see the Evidence-Based Interventions Under the ESSA web page at <https://www.cde.ca.gov/re/es/evidence.asp>.
- The LEA must use the remaining ESSER III funds consistent with section 2001(e)(2) of the ARP Act, including for:
 - Any activity authorized by the Elementary and Secondary Education Act (ESEA) of 1965;
 - Any activity authorized by the Individuals with Disabilities Education Act (IDEA);
 - Any activity authorized by the Adult Education and Family Literacy Act;
 - Any activity authorized by the Carl D. Perkins Career and Technical Education Act of 2006;
 - Coordination of preparedness and response efforts of LEAs with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to COVID-19;
 - Activities to address the unique needs of low-income students, students with disabilities, English learners, racial and ethnic minorities, homeless students, and foster youth, including how outreach and service delivery will meet the needs of each population;
 - Developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs;
 - Training and professional development for staff of the LEA on sanitation and minimizing the spread of infectious diseases;
 - Purchasing supplies to sanitize and clean the facilities of an LEA, including buildings operated by such agency;

- Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under IDEA, and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements;
- Purchasing education technology (including hardware, software, and connectivity) for students who are served by the LEA that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment;
- Providing mental health services and supports, including through the implementation of evidence-based full-service community schools;
- Planning and implementing activities related to summer learning and supplemental after school programs, including providing classroom instruction or online learning during the summer months and addressing the needs of underserved students;
- Addressing learning loss among students, including underserved students, by:
 - Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiated instruction,
 - Implementing evidence-based activities to meet the comprehensive needs of students,
 - Providing information and assistance to parents and families of how they can effectively support students, including in a distance learning environment, and
 - Tracking student attendance and improving student engagement in distance education;

Note: A definition of “underserved students” is provided in the Community Engagement section of the instructions.

- School facility repairs and improvements to enable operation of schools to reduce risks of virus transmission and exposure to environmental health hazards, and to support student health needs;
- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and nonmechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door replacement;
- Developing strategies and implementing public health protocols including, to the greatest extent practicable, policies in line with guidance from the Centers for Disease Control and Prevention (CDC) for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff;
- Other activities that are necessary to maintain the operation of and continuity of services in LEAs and continuing to employ existing staff of the LEA.

Other LEA Plans Referenced in this Plan

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) and/or the Expanded Learning Opportunities (ELO) Grant Plan, provided that the input and/or actions address the requirements of the ESSER III Expenditure Plan.

An LEA that chooses to utilize community input and/or actions from other planning documents must provide the name of the plan(s) referenced by the LEA and a description of where the plan(s) may be accessed by the public (such as a link to a web page or the street address of where the plan(s) are available) in the table. The LEA may add or delete rows from the table as necessary.

An LEA that chooses not to utilize community input and/or actions from other planning documents may provide a response of “Not Applicable” in the table.

Summary of Expenditures

The Summary of Expenditures table provides an overview of the ESSER III funding received by the LEA and how the LEA plans to use its ESSER III funds to support the strategies and interventions being implemented by the LEA.

Instructions

For the ‘Total ESSER III funds received by the LEA,’ provide the total amount of ESSER III funds received by the LEA.

In the Total Planned ESSER III Expenditures column of the table, provide the amount of ESSER III funds being used to implement the actions identified in the applicable plan sections.

For the ‘Total ESSER III funds included in this plan,’ provide the total amount of ESSER III funds being used to implement actions in the plan.

Community Engagement

Purpose and Requirements

An LEA’s decisions about how to use its ESSER III funds will directly impact the students, families, and the local community, and thus the LEA’s plan must be tailored to the specific needs faced by students and schools. These community members will have significant insight into what prevention and mitigation strategies should be pursued to keep students and staff safe, as well as how the various COVID–19 prevention and mitigation strategies impact teaching, learning, and day-to-day school experiences.

An LEA must engage in meaningful consultation with the following community members, as applicable to the LEA:

- Students;
- Families, including families that speak languages other than English;
- School and district administrators, including special education administrators;

- Teachers, principals, school leaders, other educators, school staff, and local bargaining units, as applicable.

“Meaningful consultation” with the community includes considering the perspectives and insights of each of the required community members in identifying the unique needs of the LEA, especially related to the effects of the COVID-19 pandemic. Comprehensive strategic planning will utilize these perspectives and insights to determine the most effective strategies and interventions to address these needs through the programs and services the LEA implements with its ESSER III funds.

Additionally, an LEA must engage in meaningful consultation with the following groups to the extent that they are present or served in the LEA:

- Tribes;
- Civil rights organizations, including disability rights organizations (e.g. the American Association of People with Disabilities, the American Civil Liberties Union, National Association for the Advancement of Colored People, etc.); and
- Individuals or advocates representing the interests of children with disabilities, English learners, homeless students, foster youth, migratory students, children who are incarcerated, and other underserved students.
 - For purposes of this requirement “underserved students” include:
 - Students who are low-income;
 - Students who are English learners;
 - Students of color;
 - Students who are foster youth;
 - Homeless students;
 - Students with disabilities; and
 - Migratory students.

LEAs are also encouraged to engage with community partners, expanded learning providers, and other community organizations in developing the plan.

Information and resources that support effective community engagement may be found under *Resources* on the following web page of the CDE’s website: <https://www.cde.ca.gov/re/lc>.

Instructions

In responding to the following prompts, the LEA may reference or include input provided by community members during the development of existing plans, including the LCAP and/or the ELO Grant Plan, to the extent that the input is applicable to the requirements of the ESSER III Expenditure Plan. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broad understanding among the LEA's local community.

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.

A sufficient response to this prompt will describe how the LEA sought to meaningfully consult with its required community members in the development of the plan, how the LEA promoted the opportunities for community engagement, and the opportunities that the LEA provided for input from the public at large into the development of the plan.

As noted above, a description of "meaningful consultation" with the community will include an explanation of how the LEA has considered the perspectives and insights of each of the required community members in identifying the unique needs of the LEA, especially related to the effects of the COVID-19 pandemic.

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

A sufficient response to this prompt will provide clear, specific information about how input from community members and the public at large was considered in the development of the LEA's plan for its use of ESSER III funds. This response must describe aspects of the ESSER III Expenditure Plan that were influenced by or developed in response to input from community members.

- For the purposes of this prompt, "aspects" may include:
 - Prevention and mitigation strategies to continuously and safely operate schools for in-person learning;
 - Strategies to address the academic impact of lost instructional time through implementation of evidence-based interventions (e.g. summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs);
 - Any other strategies or activities implemented with the LEA's ESSER III fund apportionment consistent with section 2001(e)(2) of the ARP Act; and
 - Progress monitoring to ensure interventions address the academic, social, emotional, and mental health needs for all students, especially those students disproportionately impacted by COVID-19

For additional information and guidance, please see the U.S. Department of Education's Roadmap to Reopening Safely and Meeting All Students' Needs Document, available here: <https://www2.ed.gov/documents/coronavirus/reopening-2.pdf>.

Planned Actions and Expenditures

Purpose and Requirements

As noted in the Introduction, an LEA receiving ESSER III funds is required to develop a plan to use its ESSER III funds to, at a minimum, address students' academic, social, emotional, and mental health needs, as well as the opportunity gaps that existed before, and were exacerbated by, the COVID-19 pandemic.

Instructions

An LEA has the flexibility to include actions described in existing plans, including the LCAP and/or ELO Grant Plan, to the extent that the action(s) address the requirements of the ESSER III Expenditure Plan. When including action(s) from other plans, the LEA must describe how the action(s) included in the ESSER III Expenditure Plan supplement the work described in the plan being referenced. The LEA must specify the amount of ESSER III funds that it intends to use to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA. Descriptions of actions provided should include sufficient detail yet be sufficiently succinct to promote a broad understanding among the LEA's local community.

Strategies for Continuous and Safe In-Person Learning

Provide the total amount of funds being used to implement actions related to Continuous and Safe In-Person Learning, then complete the table as follows:

- If the action(s) are included in another plan, identify the plan and provide the applicable goal and/or action number from the plan. If the action(s) are not included in another plan, write "N/A".
- Provide a short title for the action(s).
- Provide a description of the action(s) the LEA will implement using ESSER III funds for prevention and mitigation strategies that are, to the greatest extent practicable, in line with the most recent CDC guidance, in order to continuously and safely operate schools for in-person learning.
- Specify the amount of ESSER III funds the LEA plans to expend to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA.

Addressing the Impact of Lost Instructional Time

As a reminder, the LEA must use not less than 20 percent of its ESSER III funds to address the academic impact of lost instructional time. Provide the total amount of funds being used to implement actions related to addressing the impact of lost instructional time, then complete the table as follows:

- If the action(s) are included in another plan, identify the plan and provide the applicable goal and/or action number from the plan. If the action(s) are not included in another plan, write "N/A".

- Provide a short title for the action(s).
- Provide a description of the action(s) the LEA will implement using ESSER III funds to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs.
- Specify the amount of ESSER III funds the LEA plans to expend to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA.

Use of Any Remaining Funds

After completing the Strategies for Continuous and Safe In-Person Learning and the Addressing the Impact of Lost Instructional Time portions of the plan, the LEA may use any remaining ESSER III funds to implement additional actions to address students' academic, social, emotional, and mental health needs, as well as to address opportunity gaps, consistent with the allowable uses identified above in the Fiscal Requirements section of the Instructions. LEAs choosing to use ESSER III funds in this manner must provide the total amount of funds being used to implement actions with any remaining ESSER III funds, then complete the table as follows:

- If the action(s) are included in another plan, identify the plan and provide the applicable goal and/or action number from the plan. If the action(s) are not included in another plan, write "N/A".
- Provide a short title for the action(s).
- Provide a description of any additional action(s) the LEA will implement to address students' academic, social, emotional, and mental health needs, as well as to address opportunity gaps, consistent with the allowable uses identified above in the Fiscal Requirements section of the Instructions. If an LEA has allocated its entire apportionment of ESSER III funds to strategies for continuous and safe in-person learning and/or to addressing the impact of lost instructional time, the LEA may indicate that it is not implementing additional actions.
- Specify the amount of ESSER III funds the LEA plans to expend to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA. If the LEA it is not implementing additional actions the LEA must indicate "\$0".

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, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.

The LEA may group actions together based on how the LEA plans to monitor the actions' progress. For example, if an LEA plans to monitor the progress of two actions in the same way and with the same frequency, the LEA may list both actions within the same row of the table. Each action included in the ESSER III Expenditure Plan must be addressed within the table, either individually or as part of a group of actions.

California Department of Education
July 2021

ESSER III Expenditure Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Hollister Prep School	Ami Ortiz, Director of Business & Finance	ami.ortiz@navigatorschools.org 831-217-4881

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	On the organization website www.navigatorschools.org and navigate to Hollister Prep School

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

\$653,916

Plan Section	Total Planned ESSER III Expenditures
Strategies for Continuous and Safe In-Person Learning	65,000
Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)	588,916
Use of Any Remaining Funds	0

Total ESSER III funds included in this plan

653,916

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.

Stakeholder engagement has been a primary focus throughout the pandemic period with town halls for both families and staff (via Zoom), multiple surveys, ParentSquare messages, home visits, and website pages. The family meetings were down in both English and Spanish and conducted during evening hours to ensure most families were able to participate. Additionally, stakeholders were given information on the learning loss activities in place plus those which would be implemented throughout the summer and fall. As well as families and staff, plans were shared with our authorizers via email and during monthly phone calls with CDE liaison. Families who were unable to attend meetings or whose students were not attending school (via hybrid or Zoom) were provided with social distanced home visits to talk about ways to reach their children and/or provide additional services as needed.

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

As our families expressed sincere interest in coming back to campus, Navigator worked on schedules and plans which would both meet their needs while also providing a safe environment for staff, students, and families. Navigator opted for half days daily for

students with morning and afternoon sessions while also still providing a distance learning option. Navigator also increased summer school hours to address the learning loss being experienced by students. In working with the various host districts, Navigator also instituted testing opportunities for 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

\$65,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
N/A	Covid Designee Staff	Hire a full time covid designee at site to support staff with all covid related issues, such as testing of staff and students, training all new and updated mandates for schools, reporting of cases and close contacts, training staff on procedures and protocols, etc	65,000

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

588,916

Student learning loss will be addressed using academic instructional strategies that promote rigorous learning. These strategies include ensuring all students have access to grade level content and standards presented by highly effective, well-prepared teachers. Data-informed instruction guided by the use of frequent common assessments will allow teachers to individualize interventions and support for students. Additional instructional time, a very effective strategy to address learning loss, is allocated in the weekly schedule to allow for teachers (and additional staff) to meet with very small groups of students to target specific skill or content gaps using research-based programs and strategies in the areas of English language arts, English language development and mathematics.

Assessments used to determine learning status include NWEA MAP, CBM fluency, BPST, math facts fluency, and weekly, formative standards based quizzes. To assess English learner language levels, the ELPAC will be used in conjunction with the assessments previously listed.

In order to provide lower student to instructor ratios, Navigator prioritized the hiring of additional small group instructors for all Kindergarten through third grade classrooms. This allows a 15 to 1 student to teacher ratio throughout the day. Additionally, Navigator hired learning loss para-professionals, which will allow for an even lower student to instructor ratio, thus providing more targeted support for our most struggling learners. The additional staff hired will also support students in the extended day program.

Navigator purchased additional blended learning software programs for language arts and mathematics. These software programs are adaptive and will be used as supplemental learning supports to target skill gaps in language arts and mathematics.

A description of the LEA's plan to provide supplemental instruction and support.

In addition to the learning loss mitigation strategies being implemented to meet the needs of all students, Navigator will continue to provide additional support for our most vulnerable students including foster youth, English learners and low-income students. These services include:

Strategy 1:

- Expanded summer options will be offered
- After school programs will be provided next school year at least four days a week

Strategy 2:

- purchase of supplemental software and reading materials
- ten days of professional development for instructional staff
- increased live coaching in classrooms by leadership team

Strategy 3:

- hiring additional student services paraprofessionals
- hiring an additional counselor
- hiring Tier 3 staff to provide small personalized instruction during class time as well as additional intervention activities

Strategy 4

- ensuring access to 1:1 technology at school and at home including personal hotspots for families

- visits to student homes will be continued for students experiencing engagement challenges
- parents will be provided comprehensive information about community resources available to help them through the Navigator website, phone calls and text messages.
- weekly student surveys have been used to help the staff identify those students who are most at risk and in need of immediate assistance

Strategy 5:

- expanded summer options will be offered
- afterschool programs will be provided next school year at least four days a week

Strategy 6

- use of new progress monitoring software that assesses, reading, math and SEL
- use of new diagnostic tools to measure reading fluency and gaps in mathematics

Strategy 7

- staff will receive regular trauma informed trainings
- staff will implement SEL curriculum daily

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP, Goal 4, Action 3	Additional instruction	<p>Additional instructional time, a very effective strategy to address learning loss, is allocated in the weekly schedule to allow for teachers (and additional staff) to meet with very small groups of students to target specific skill or content gaps using research-based programs and strategies in the areas of English language arts, English language development and mathematics. Additionally:</p> <ul style="list-style-type: none"> • Expanded summer options will be offered • After school programs will be provided next school year at least four days a week 	65,000
LCAP, Goal 4, Action 6 and Goal 2, Action 8	Additional staffing and coaching	<p>In order to provide lower student to instructor ratios, Navigator prioritized the hiring of additional small group instructors for all Kindergarten through third grade classrooms. This allows a 15 to 1 student to teacher ratio throughout the day. Additionally, Navigator hired learning loss para-professionals, which will</p>	523,916

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		<p>allow for an even lower student to instructor ratio, thus providing more targeted support for our most struggling learners. The additional staff hired will also support students in the extended day program.</p> <p>Additionally</p> <ul style="list-style-type: none"> • hiring additional student services paraprofessionals • hiring an additional counselor • hiring Tier 3 staff to provide small personalized instruction during class time as well as additional intervention activities • purchase of supplemental software and reading materials • ten days of professional development for instructional staff <p>increased live coaching in classrooms by leadership team</p>	
N/A	Additional Assessment	<p>Assessments used to determine learning status include NWEA MAP, CBM fluency, BPST, math facts fluency, and weekly, formative standards based quizzes. To assess English learner language levels, the ELPAC will be used in conjunction with the assessments previously listed.</p>	0
N/A	Additional Curriculum Options	<p>Navigator purchased additional blended learning software programs for language arts and mathematics. These software programs are adaptive and will be used as supplemental learning supports to target skill gaps in language arts and mathematics.</p> <p>Additionally:</p> <ul style="list-style-type: none"> • use of new progress monitoring software that assesses, reading, math and SEL • use of new diagnostic tools to measure reading fluency and gaps in mathematics 	0

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

N/A

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
Learning Loss Paraprofessional (LLP) intervention support	Vice Principal of Academics (VPA) and Instructional Support Coordinator (ISC) will collaborate to assign LLPs to individual and small group intervention (in Reading and Math) based on current student academic performance	Weekly: VPA and ISC will review quizzes and other data and inform the next week’s intervention
After School Intervention	Teachers will assign students to after school intervention based on current student academic performance in ELA and Math	Weekly: Teachers and VPA will review in class student work and weekly quizzes
SEL Survey	Site MTSS teams will review weekly student SEL surveys to determine	Weekly during MTSS meetings

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
Counseling support	Based on weekly student SEL surveys, students will be assigned to counseling support (individual or group)	Weekly during MTSS meetings
Small Group Instructor (SGI) support K-3	Based on interrupted learning results during Distance Learning, SGIs have been hired and assigned full day to classrooms to support	Daily collaboration with classroom teacher, weekly coaching with ISC
Additional Paraprofessional support	Based on interrupted learning results during Distance Learning, additional Paraprofessionals have been hired and assigned to support students with special needs (IEP, 504, SEL, Tier 3)	Daily collaboration with classroom teacher and coach, weekly coaching with coach

ESSER III Expenditure Plan Instructions

Introduction

School districts, county offices of education (COEs), or charter schools, collectively known as local educational agencies (LEAs), that receive Elementary and Secondary School Emergency Relief (ESSER) funds under the American Rescue Plan (ARP) Act, referred to as ESSER III funds, are required to develop a plan for how they will use ESSER III funds to, at a minimum, address students' academic, social, emotional, and mental health needs, as well as the opportunity gaps that existed before, and were exacerbated by, the COVID-19 pandemic.

The plan must be adopted by the local governing board or body of the LEA at a public meeting on or before October 29, 2021 and must be submitted for review and approval within five days of adoption. A school district must submit its ESSER III Expenditure Plan to its COE for review and approval; a COE must submit its plan to the California Department of Education for review and approval. A charter school must submit its plan to its chartering authority for review and to the COE of the county in which the charter school operates for review and approval.

In addition, consistent with the requirements of the ARP, Volume 86, *Federal Register*, page 21201, April 22, 2021, the ESSER III Expenditure Plan must be:

- Written in an understandable and uniform format;
- Written in a language that parents can understand, to the extent practicable;
 - If it is not practicable to provide written translations to a parent with limited English proficiency, the plan must be orally translated for parents
- Provided in an alternative format to a parent who is an individual with a disability as defined by the Americans with Disabilities Act, upon request; and
- Be made publicly available on the LEA's website.

For additional information regarding ESSER III funding please see the ARP Act Funding web page at <https://www.cde.ca.gov/fg/cr/arpact.asp>.

For technical assistance related to the ESSER III Expenditure Plan template and instructions, please contact LCFF@cde.ca.gov. For all other questions related to ESSER III, please contact EDReliefFunds@cde.ca.gov.

Fiscal Requirements

- The LEA must use at least 20 percent (20%) of its ESSER III apportionment for expenditures related to addressing the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs.

- For purposes of this requirement, “evidence-based interventions” include practices or programs that have evidence to show that they are effective at producing results and improving outcomes when implemented. This kind of evidence has generally been produced through formal studies and research. There are four tiers, or levels, of evidence:
 - **Tier 1 – Strong Evidence:** the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented randomized control experimental studies.
 - **Tier 2 – Moderate Evidence:** the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented quasi-experimental studies.
 - **Tier 3 – Promising Evidence:** the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented correlational studies (with statistical controls for selection bias).
 - **Tier 4 – Demonstrates a Rationale:** practices that have a well-defined logic model or theory of action, are supported by research, and have some effort underway by a State Educational Agency, LEA, or outside research organization to determine their effectiveness.
- For additional information please see the Evidence-Based Interventions Under the ESSA web page at <https://www.cde.ca.gov/re/es/evidence.asp>.
- The LEA must use the remaining ESSER III funds consistent with section 2001(e)(2) of the ARP Act, including for:
 - Any activity authorized by the Elementary and Secondary Education Act (ESEA) of 1965;
 - Any activity authorized by the Individuals with Disabilities Education Act (IDEA);
 - Any activity authorized by the Adult Education and Family Literacy Act;
 - Any activity authorized by the Carl D. Perkins Career and Technical Education Act of 2006;
 - Coordination of preparedness and response efforts of LEAs with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to COVID-19;
 - Activities to address the unique needs of low-income students, students with disabilities, English learners, racial and ethnic minorities, homeless students, and foster youth, including how outreach and service delivery will meet the needs of each population;
 - Developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs;
 - Training and professional development for staff of the LEA on sanitation and minimizing the spread of infectious diseases;
 - Purchasing supplies to sanitize and clean the facilities of an LEA, including buildings operated by such agency;

- Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under IDEA, and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements;
- Purchasing education technology (including hardware, software, and connectivity) for students who are served by the LEA that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment;
- Providing mental health services and supports, including through the implementation of evidence-based full-service community schools;
- Planning and implementing activities related to summer learning and supplemental after school programs, including providing classroom instruction or online learning during the summer months and addressing the needs of underserved students;
- Addressing learning loss among students, including underserved students, by:
 - Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiated instruction,
 - Implementing evidence-based activities to meet the comprehensive needs of students,
 - Providing information and assistance to parents and families of how they can effectively support students, including in a distance learning environment, and
 - Tracking student attendance and improving student engagement in distance education;

Note: A definition of “underserved students” is provided in the Community Engagement section of the instructions.

- School facility repairs and improvements to enable operation of schools to reduce risks of virus transmission and exposure to environmental health hazards, and to support student health needs;
- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and nonmechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door replacement;
- Developing strategies and implementing public health protocols including, to the greatest extent practicable, policies in line with guidance from the Centers for Disease Control and Prevention (CDC) for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff;
- Other activities that are necessary to maintain the operation of and continuity of services in LEAs and continuing to employ existing staff of the LEA.

Other LEA Plans Referenced in this Plan

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) and/or the Expanded Learning Opportunities (ELO) Grant Plan, provided that the input and/or actions address the requirements of the ESSER III Expenditure Plan.

An LEA that chooses to utilize community input and/or actions from other planning documents must provide the name of the plan(s) referenced by the LEA and a description of where the plan(s) may be accessed by the public (such as a link to a web page or the street address of where the plan(s) are available) in the table. The LEA may add or delete rows from the table as necessary.

An LEA that chooses not to utilize community input and/or actions from other planning documents may provide a response of “Not Applicable” in the table.

Summary of Expenditures

The Summary of Expenditures table provides an overview of the ESSER III funding received by the LEA and how the LEA plans to use its ESSER III funds to support the strategies and interventions being implemented by the LEA.

Instructions

For the ‘Total ESSER III funds received by the LEA,’ provide the total amount of ESSER III funds received by the LEA.

In the Total Planned ESSER III Expenditures column of the table, provide the amount of ESSER III funds being used to implement the actions identified in the applicable plan sections.

For the ‘Total ESSER III funds included in this plan,’ provide the total amount of ESSER III funds being used to implement actions in the plan.

Community Engagement

Purpose and Requirements

An LEA’s decisions about how to use its ESSER III funds will directly impact the students, families, and the local community, and thus the LEA’s plan must be tailored to the specific needs faced by students and schools. These community members will have significant insight into what prevention and mitigation strategies should be pursued to keep students and staff safe, as well as how the various COVID–19 prevention and mitigation strategies impact teaching, learning, and day-to-day school experiences.

An LEA must engage in meaningful consultation with the following community members, as applicable to the LEA:

- Students;
- Families, including families that speak languages other than English;
- School and district administrators, including special education administrators;

- Teachers, principals, school leaders, other educators, school staff, and local bargaining units, as applicable.

“Meaningful consultation” with the community includes considering the perspectives and insights of each of the required community members in identifying the unique needs of the LEA, especially related to the effects of the COVID-19 pandemic. Comprehensive strategic planning will utilize these perspectives and insights to determine the most effective strategies and interventions to address these needs through the programs and services the LEA implements with its ESSER III funds.

Additionally, an LEA must engage in meaningful consultation with the following groups to the extent that they are present or served in the LEA:

- Tribes;
- Civil rights organizations, including disability rights organizations (e.g. the American Association of People with Disabilities, the American Civil Liberties Union, National Association for the Advancement of Colored People, etc.); and
- Individuals or advocates representing the interests of children with disabilities, English learners, homeless students, foster youth, migratory students, children who are incarcerated, and other underserved students.
 - For purposes of this requirement “underserved students” include:
 - Students who are low-income;
 - Students who are English learners;
 - Students of color;
 - Students who are foster youth;
 - Homeless students;
 - Students with disabilities; and
 - Migratory students.

LEAs are also encouraged to engage with community partners, expanded learning providers, and other community organizations in developing the plan.

Information and resources that support effective community engagement may be found under *Resources* on the following web page of the CDE’s website: <https://www.cde.ca.gov/re/lc>.

Instructions

In responding to the following prompts, the LEA may reference or include input provided by community members during the development of existing plans, including the LCAP and/or the ELO Grant Plan, to the extent that the input is applicable to the requirements of the ESSER III Expenditure Plan. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broad understanding among the LEA's local community.

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.

A sufficient response to this prompt will describe how the LEA sought to meaningfully consult with its required community members in the development of the plan, how the LEA promoted the opportunities for community engagement, and the opportunities that the LEA provided for input from the public at large into the development of the plan.

As noted above, a description of "meaningful consultation" with the community will include an explanation of how the LEA has considered the perspectives and insights of each of the required community members in identifying the unique needs of the LEA, especially related to the effects of the COVID-19 pandemic.

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

A sufficient response to this prompt will provide clear, specific information about how input from community members and the public at large was considered in the development of the LEA's plan for its use of ESSER III funds. This response must describe aspects of the ESSER III Expenditure Plan that were influenced by or developed in response to input from community members.

- For the purposes of this prompt, "aspects" may include:
 - Prevention and mitigation strategies to continuously and safely operate schools for in-person learning;
 - Strategies to address the academic impact of lost instructional time through implementation of evidence-based interventions (e.g. summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs);
 - Any other strategies or activities implemented with the LEA's ESSER III fund apportionment consistent with section 2001(e)(2) of the ARP Act; and
 - Progress monitoring to ensure interventions address the academic, social, emotional, and mental health needs for all students, especially those students disproportionately impacted by COVID-19

For additional information and guidance, please see the U.S. Department of Education's Roadmap to Reopening Safely and Meeting All Students' Needs Document, available here: <https://www2.ed.gov/documents/coronavirus/reopening-2.pdf>.

Planned Actions and Expenditures

Purpose and Requirements

As noted in the Introduction, an LEA receiving ESSER III funds is required to develop a plan to use its ESSER III funds to, at a minimum, address students' academic, social, emotional, and mental health needs, as well as the opportunity gaps that existed before, and were exacerbated by, the COVID-19 pandemic.

Instructions

An LEA has the flexibility to include actions described in existing plans, including the LCAP and/or ELO Grant Plan, to the extent that the action(s) address the requirements of the ESSER III Expenditure Plan. When including action(s) from other plans, the LEA must describe how the action(s) included in the ESSER III Expenditure Plan supplement the work described in the plan being referenced. The LEA must specify the amount of ESSER III funds that it intends to use to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA. Descriptions of actions provided should include sufficient detail yet be sufficiently succinct to promote a broad understanding among the LEA's local community.

Strategies for Continuous and Safe In-Person Learning

Provide the total amount of funds being used to implement actions related to Continuous and Safe In-Person Learning, then complete the table as follows:

- If the action(s) are included in another plan, identify the plan and provide the applicable goal and/or action number from the plan. If the action(s) are not included in another plan, write "N/A".
- Provide a short title for the action(s).
- Provide a description of the action(s) the LEA will implement using ESSER III funds for prevention and mitigation strategies that are, to the greatest extent practicable, in line with the most recent CDC guidance, in order to continuously and safely operate schools for in-person learning.
- Specify the amount of ESSER III funds the LEA plans to expend to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA.

Addressing the Impact of Lost Instructional Time

As a reminder, the LEA must use not less than 20 percent of its ESSER III funds to address the academic impact of lost instructional time. Provide the total amount of funds being used to implement actions related to addressing the impact of lost instructional time, then complete the table as follows:

- If the action(s) are included in another plan, identify the plan and provide the applicable goal and/or action number from the plan. If the action(s) are not included in another plan, write "N/A".

- Provide a short title for the action(s).
- Provide a description of the action(s) the LEA will implement using ESSER III funds to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs.
- Specify the amount of ESSER III funds the LEA plans to expend to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA.

Use of Any Remaining Funds

After completing the Strategies for Continuous and Safe In-Person Learning and the Addressing the Impact of Lost Instructional Time portions of the plan, the LEA may use any remaining ESSER III funds to implement additional actions to address students' academic, social, emotional, and mental health needs, as well as to address opportunity gaps, consistent with the allowable uses identified above in the Fiscal Requirements section of the Instructions. LEAs choosing to use ESSER III funds in this manner must provide the total amount of funds being used to implement actions with any remaining ESSER III funds, then complete the table as follows:

- If the action(s) are included in another plan, identify the plan and provide the applicable goal and/or action number from the plan. If the action(s) are not included in another plan, write "N/A".
- Provide a short title for the action(s).
- Provide a description of any additional action(s) the LEA will implement to address students' academic, social, emotional, and mental health needs, as well as to address opportunity gaps, consistent with the allowable uses identified above in the Fiscal Requirements section of the Instructions. If an LEA has allocated its entire apportionment of ESSER III funds to strategies for continuous and safe in-person learning and/or to addressing the impact of lost instructional time, the LEA may indicate that it is not implementing additional actions.
- Specify the amount of ESSER III funds the LEA plans to expend to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA. If the LEA it is not implementing additional actions the LEA must indicate "\$0".

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, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.

The LEA may group actions together based on how the LEA plans to monitor the actions' progress. For example, if an LEA plans to monitor the progress of two actions in the same way and with the same frequency, the LEA may list both actions within the same row of the table. Each action included in the ESSER III Expenditure Plan must be addressed within the table, either individually or as part of a group of actions.

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
LCAP	On the organization website www.navigatorschools.org and navigate to Watsonville Prep School

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

\$492,038

Plan Section	Total Planned ESSER III Expenditures
Strategies for Continuous and Safe In-Person Learning	65,000
Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)	427,038
Use of Any Remaining Funds	0

Total ESSER III funds included in this plan

492,038

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.

Stakeholder engagement has been a primary focus throughout the pandemic period with town halls for both families and staff (via Zoom), multiple surveys, ParentSquare messages, home visits, and website pages. The family meetings were down in both English and Spanish and conducted during evening hours to ensure most families were able to participate. Additionally, stakeholders were given information on the learning loss activities in place plus those which would be implemented throughout the summer and fall. As well as families and staff, plans were shared with our authorizers via email and during monthly phone calls with CDE liaison. Families who were unable to attend meetings or whose students were not attending school (via hybrid or Zoom) were provided with social distanced home visits to talk about ways to reach their children and/or provide additional services as needed.

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

As our families expressed sincere interest in coming back to campus, Navigator worked on schedules and plans which would both meet their needs while also providing a safe environment for staff, students, and families. Navigator opted for half days daily for

students with morning and afternoon sessions while also still providing a distance learning option. Navigator also increased summer school hours to address the learning loss being experienced by students. In working with the various host districts, Navigator also instituted testing opportunities for 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

\$65,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
N/A	Covid Designee Staff	Assign a current staff member to a full time covid designee at site to support staff with all covid related issues, such as testing of staff and students, training all new and updated mandates for schools, reporting of cases and close contacts, training staff on procedures and protocols, etc	65,000

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

427,038

Student learning loss will be addressed using academic instructional strategies that promote rigorous learning. These strategies include ensuring all students have access to grade level content and standards presented by highly effective, well-prepared teachers. Data-informed instruction guided by the use of frequent common assessments will allow teachers to individualize interventions and support for students. Additional instructional time, a very effective strategy to address learning loss, is allocated in the weekly schedule to allow for teachers (and additional staff) to meet with very small groups of students to target specific skill or content gaps using research-based programs and strategies in the areas of English language arts, English language development and mathematics.

Assessments used to determine learning status include NWEA MAP, CBM fluency, BPST, math facts fluency, and weekly, formative standards based quizzes. To assess English learner language levels, the ELPAC will be used in conjunction with the assessments previously listed.

In order to provide lower student to instructor ratios, Navigator prioritized the hiring of additional small group instructors for all Kindergarten through third grade classrooms. This allows a 15 to 1 student to teacher ratio throughout the day. Additionally, Navigator hired learning loss para-professionals, which will allow for an even lower student to instructor ratio, thus providing more targeted support for our most struggling learners. The additional staff hired will also support students in the extended day program.

Navigator purchased additional blended learning software programs for language arts and mathematics. These software programs are adaptive and will be used as supplemental learning supports to target skill gaps in language arts and mathematics.

A description of the LEA's plan to provide supplemental instruction and support.

In addition to the learning loss mitigation strategies being implemented to meet the needs of all students, Navigator will continue to provide additional support for our most vulnerable students including foster youth, English learners and low-income students. These services include:

Strategy 1:

- Expanded summer options will be offered
- After school programs will be provided next school year at least four days a week

Strategy 2:

- purchase of supplemental software and reading materials
- ten days of professional development for instructional staff
- increased live coaching in classrooms by leadership team

Strategy 3:

- hiring additional student services paraprofessionals
- hiring an additional counselor
- hiring Tier 3 staff to provide small personalized instruction during class time as well as additional intervention activities

Strategy 4

- ensuring access to 1:1 technology at school and at home including personal hotspots for families

- visits to student homes will be continued for students experiencing engagement challenges
- parents will be provided comprehensive information about community resources available to help them through the Navigator website, phone calls and text messages.
- weekly student surveys have been used to help the staff identify those students who are most at risk and in need of immediate assistance

Strategy 5:

- expanded summer options will be offered
- afterschool programs will be provided next school year at least four days a week

Strategy 6

- use of new progress monitoring software that assesses, reading, math and SEL
- use of new diagnostic tools to measure reading fluency and gaps in mathematics

Strategy 7

- staff will receive regular trauma informed trainings
- staff will implement SEL curriculum daily

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP, Goal 4, Action 3	Additional instruction	<p>Additional instructional time, a very effective strategy to address learning loss, is allocated in the weekly schedule to allow for teachers (and additional staff) to meet with very small groups of students to target specific skill or content gaps using research-based programs and strategies in the areas of English language arts, English language development and mathematics. Additionally:</p> <ul style="list-style-type: none"> • Expanded summer options will be offered • After school programs will be provided next school year at least four days a week 	40,000
LCAP, Goal 4, Action 6 and Goal 2, Action 8	Additional staffing and coaching	<p>In order to provide lower student to instructor ratios, Navigator prioritized the hiring of additional small group instructors for all Kindergarten through third grade classrooms. This allows a 15 to 1 student to teacher ratio throughout the day. Additionally, Navigator hired learning loss para-professionals, which will</p>	387,038

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		<p>allow for an even lower student to instructor ratio, thus providing more targeted support for our most struggling learners. The additional staff hired will also support students in the extended day program.</p> <p>Additionally</p> <ul style="list-style-type: none"> • hiring additional student services paraprofessionals • hiring an additional counselor • hiring Tier 3 staff to provide small personalized instruction during class time as well as additional intervention activities • purchase of supplemental software and reading materials • ten days of professional development for instructional staff <p>increased live coaching in classrooms by leadership team</p>	
N/A	Additional Assessment	<p>Assessments used to determine learning status include NWEA MAP, CBM fluency, BPST, math facts fluency, and weekly, formative standards based quizzes. To assess English learner language levels, the ELPAC will be used in conjunction with the assessments previously listed.</p>	0
N/A	Additional Curriculum Options	<p>Navigator purchased additional blended learning software programs for language arts and mathematics. These software programs are adaptive and will be used as supplemental learning supports to target skill gaps in language arts and mathematics.</p> <p>Additionally:</p> <ul style="list-style-type: none"> • use of new progress monitoring software that assesses, reading, math and SEL • use of new diagnostic tools to measure reading fluency and gaps in mathematics 	0

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

N/A

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
Learning Loss Paraprofessional (LLP) intervention support	Vice Principal of Academics (VPA) and Instructional Support Coordinator (ISC) will collaborate to assign LLPs to individual and small group intervention (in Reading and Math) based on current student academic performance	Weekly: VPA and ISC will review quizzes and other data and inform the next week’s intervention
After School Intervention	Teachers will assign students to after school intervention based on current student academic performance in ELA and Math	Weekly: Teachers and VPA will review in class student work and weekly quizzes
SEL Survey	Site MTSS teams will review weekly student SEL surveys to determine	Weekly during MTSS meetings

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
Counseling support	Based on weekly student SEL surveys, students will be assigned to counseling support (individual or group)	Weekly during MTSS meetings
Small Group Instructor (SGI) support K-3	Based on interrupted learning results during Distance Learning, SGIs have been hired and assigned full day to classrooms to support	Daily collaboration with classroom teacher, weekly coaching with ISC
Additional Paraprofessional support	Based on interrupted learning results during Distance Learning, additional Paraprofessionals have been hired and assigned to support students with special needs (IEP, 504, SEL, Tier 3)	Daily collaboration with classroom teacher and coach, weekly coaching with coach

ESSER III Expenditure Plan Instructions

Introduction

School districts, county offices of education (COEs), or charter schools, collectively known as local educational agencies (LEAs), that receive Elementary and Secondary School Emergency Relief (ESSER) funds under the American Rescue Plan (ARP) Act, referred to as ESSER III funds, are required to develop a plan for how they will use ESSER III funds to, at a minimum, address students' academic, social, emotional, and mental health needs, as well as the opportunity gaps that existed before, and were exacerbated by, the COVID-19 pandemic.

The plan must be adopted by the local governing board or body of the LEA at a public meeting on or before October 29, 2021 and must be submitted for review and approval within five days of adoption. A school district must submit its ESSER III Expenditure Plan to its COE for review and approval; a COE must submit its plan to the California Department of Education for review and approval. A charter school must submit its plan to its chartering authority for review and to the COE of the county in which the charter school operates for review and approval.

In addition, consistent with the requirements of the ARP, Volume 86, *Federal Register*, page 21201, April 22, 2021, the ESSER III Expenditure Plan must be:

- Written in an understandable and uniform format;
- Written in a language that parents can understand, to the extent practicable;
 - If it is not practicable to provide written translations to a parent with limited English proficiency, the plan must be orally translated for parents
- Provided in an alternative format to a parent who is an individual with a disability as defined by the Americans with Disabilities Act, upon request; and
- Be made publicly available on the LEA's website.

For additional information regarding ESSER III funding please see the ARP Act Funding web page at <https://www.cde.ca.gov/fg/cr/arpact.asp>.

For technical assistance related to the ESSER III Expenditure Plan template and instructions, please contact LCFF@cde.ca.gov. For all other questions related to ESSER III, please contact EDReliefFunds@cde.ca.gov.

Fiscal Requirements

- The LEA must use at least 20 percent (20%) of its ESSER III apportionment for expenditures related to addressing the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs.

- For purposes of this requirement, “evidence-based interventions” include practices or programs that have evidence to show that they are effective at producing results and improving outcomes when implemented. This kind of evidence has generally been produced through formal studies and research. There are four tiers, or levels, of evidence:
 - **Tier 1 – Strong Evidence:** the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented randomized control experimental studies.
 - **Tier 2 – Moderate Evidence:** the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented quasi-experimental studies.
 - **Tier 3 – Promising Evidence:** the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented correlational studies (with statistical controls for selection bias).
 - **Tier 4 – Demonstrates a Rationale:** practices that have a well-defined logic model or theory of action, are supported by research, and have some effort underway by a State Educational Agency, LEA, or outside research organization to determine their effectiveness.
- For additional information please see the Evidence-Based Interventions Under the ESSA web page at <https://www.cde.ca.gov/re/es/evidence.asp>.
- The LEA must use the remaining ESSER III funds consistent with section 2001(e)(2) of the ARP Act, including for:
 - Any activity authorized by the Elementary and Secondary Education Act (ESEA) of 1965;
 - Any activity authorized by the Individuals with Disabilities Education Act (IDEA);
 - Any activity authorized by the Adult Education and Family Literacy Act;
 - Any activity authorized by the Carl D. Perkins Career and Technical Education Act of 2006;
 - Coordination of preparedness and response efforts of LEAs with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to COVID-19;
 - Activities to address the unique needs of low-income students, students with disabilities, English learners, racial and ethnic minorities, homeless students, and foster youth, including how outreach and service delivery will meet the needs of each population;
 - Developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs;
 - Training and professional development for staff of the LEA on sanitation and minimizing the spread of infectious diseases;
 - Purchasing supplies to sanitize and clean the facilities of an LEA, including buildings operated by such agency;

- Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under IDEA, and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements;
- Purchasing education technology (including hardware, software, and connectivity) for students who are served by the LEA that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment;
- Providing mental health services and supports, including through the implementation of evidence-based full-service community schools;
- Planning and implementing activities related to summer learning and supplemental after school programs, including providing classroom instruction or online learning during the summer months and addressing the needs of underserved students;
- Addressing learning loss among students, including underserved students, by:
 - Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiated instruction,
 - Implementing evidence-based activities to meet the comprehensive needs of students,
 - Providing information and assistance to parents and families of how they can effectively support students, including in a distance learning environment, and
 - Tracking student attendance and improving student engagement in distance education;

Note: A definition of “underserved students” is provided in the Community Engagement section of the instructions.

- School facility repairs and improvements to enable operation of schools to reduce risks of virus transmission and exposure to environmental health hazards, and to support student health needs;
- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and nonmechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door replacement;
- Developing strategies and implementing public health protocols including, to the greatest extent practicable, policies in line with guidance from the Centers for Disease Control and Prevention (CDC) for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff;
- Other activities that are necessary to maintain the operation of and continuity of services in LEAs and continuing to employ existing staff of the LEA.

Other LEA Plans Referenced in this Plan

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) and/or the Expanded Learning Opportunities (ELO) Grant Plan, provided that the input and/or actions address the requirements of the ESSER III Expenditure Plan.

An LEA that chooses to utilize community input and/or actions from other planning documents must provide the name of the plan(s) referenced by the LEA and a description of where the plan(s) may be accessed by the public (such as a link to a web page or the street address of where the plan(s) are available) in the table. The LEA may add or delete rows from the table as necessary.

An LEA that chooses not to utilize community input and/or actions from other planning documents may provide a response of “Not Applicable” in the table.

Summary of Expenditures

The Summary of Expenditures table provides an overview of the ESSER III funding received by the LEA and how the LEA plans to use its ESSER III funds to support the strategies and interventions being implemented by the LEA.

Instructions

For the ‘Total ESSER III funds received by the LEA,’ provide the total amount of ESSER III funds received by the LEA.

In the Total Planned ESSER III Expenditures column of the table, provide the amount of ESSER III funds being used to implement the actions identified in the applicable plan sections.

For the ‘Total ESSER III funds included in this plan,’ provide the total amount of ESSER III funds being used to implement actions in the plan.

Community Engagement

Purpose and Requirements

An LEA’s decisions about how to use its ESSER III funds will directly impact the students, families, and the local community, and thus the LEA’s plan must be tailored to the specific needs faced by students and schools. These community members will have significant insight into what prevention and mitigation strategies should be pursued to keep students and staff safe, as well as how the various COVID–19 prevention and mitigation strategies impact teaching, learning, and day-to-day school experiences.

An LEA must engage in meaningful consultation with the following community members, as applicable to the LEA:

- Students;
- Families, including families that speak languages other than English;
- School and district administrators, including special education administrators;

- Teachers, principals, school leaders, other educators, school staff, and local bargaining units, as applicable.

“Meaningful consultation” with the community includes considering the perspectives and insights of each of the required community members in identifying the unique needs of the LEA, especially related to the effects of the COVID-19 pandemic. Comprehensive strategic planning will utilize these perspectives and insights to determine the most effective strategies and interventions to address these needs through the programs and services the LEA implements with its ESSER III funds.

Additionally, an LEA must engage in meaningful consultation with the following groups to the extent that they are present or served in the LEA:

- Tribes;
- Civil rights organizations, including disability rights organizations (e.g. the American Association of People with Disabilities, the American Civil Liberties Union, National Association for the Advancement of Colored People, etc.); and
- Individuals or advocates representing the interests of children with disabilities, English learners, homeless students, foster youth, migratory students, children who are incarcerated, and other underserved students.
 - For purposes of this requirement “underserved students” include:
 - Students who are low-income;
 - Students who are English learners;
 - Students of color;
 - Students who are foster youth;
 - Homeless students;
 - Students with disabilities; and
 - Migratory students.

LEAs are also encouraged to engage with community partners, expanded learning providers, and other community organizations in developing the plan.

Information and resources that support effective community engagement may be found under *Resources* on the following web page of the CDE’s website: <https://www.cde.ca.gov/re/lc>.

Instructions

In responding to the following prompts, the LEA may reference or include input provided by community members during the development of existing plans, including the LCAP and/or the ELO Grant Plan, to the extent that the input is applicable to the requirements of the ESSER III Expenditure Plan. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broad understanding among the LEA's local community.

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.

A sufficient response to this prompt will describe how the LEA sought to meaningfully consult with its required community members in the development of the plan, how the LEA promoted the opportunities for community engagement, and the opportunities that the LEA provided for input from the public at large into the development of the plan.

As noted above, a description of "meaningful consultation" with the community will include an explanation of how the LEA has considered the perspectives and insights of each of the required community members in identifying the unique needs of the LEA, especially related to the effects of the COVID-19 pandemic.

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

A sufficient response to this prompt will provide clear, specific information about how input from community members and the public at large was considered in the development of the LEA's plan for its use of ESSER III funds. This response must describe aspects of the ESSER III Expenditure Plan that were influenced by or developed in response to input from community members.

- For the purposes of this prompt, "aspects" may include:
 - Prevention and mitigation strategies to continuously and safely operate schools for in-person learning;
 - Strategies to address the academic impact of lost instructional time through implementation of evidence-based interventions (e.g. summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs);
 - Any other strategies or activities implemented with the LEA's ESSER III fund apportionment consistent with section 2001(e)(2) of the ARP Act; and
 - Progress monitoring to ensure interventions address the academic, social, emotional, and mental health needs for all students, especially those students disproportionately impacted by COVID-19

For additional information and guidance, please see the U.S. Department of Education's Roadmap to Reopening Safely and Meeting All Students' Needs Document, available here: <https://www2.ed.gov/documents/coronavirus/reopening-2.pdf>.

Planned Actions and Expenditures

Purpose and Requirements

As noted in the Introduction, an LEA receiving ESSER III funds is required to develop a plan to use its ESSER III funds to, at a minimum, address students' academic, social, emotional, and mental health needs, as well as the opportunity gaps that existed before, and were exacerbated by, the COVID-19 pandemic.

Instructions

An LEA has the flexibility to include actions described in existing plans, including the LCAP and/or ELO Grant Plan, to the extent that the action(s) address the requirements of the ESSER III Expenditure Plan. When including action(s) from other plans, the LEA must describe how the action(s) included in the ESSER III Expenditure Plan supplement the work described in the plan being referenced. The LEA must specify the amount of ESSER III funds that it intends to use to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA. Descriptions of actions provided should include sufficient detail yet be sufficiently succinct to promote a broad understanding among the LEA's local community.

Strategies for Continuous and Safe In-Person Learning

Provide the total amount of funds being used to implement actions related to Continuous and Safe In-Person Learning, then complete the table as follows:

- If the action(s) are included in another plan, identify the plan and provide the applicable goal and/or action number from the plan. If the action(s) are not included in another plan, write "N/A".
- Provide a short title for the action(s).
- Provide a description of the action(s) the LEA will implement using ESSER III funds for prevention and mitigation strategies that are, to the greatest extent practicable, in line with the most recent CDC guidance, in order to continuously and safely operate schools for in-person learning.
- Specify the amount of ESSER III funds the LEA plans to expend to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA.

Addressing the Impact of Lost Instructional Time

As a reminder, the LEA must use not less than 20 percent of its ESSER III funds to address the academic impact of lost instructional time. Provide the total amount of funds being used to implement actions related to addressing the impact of lost instructional time, then complete the table as follows:

- If the action(s) are included in another plan, identify the plan and provide the applicable goal and/or action number from the plan. If the action(s) are not included in another plan, write "N/A".

- Provide a short title for the action(s).
- Provide a description of the action(s) the LEA will implement using ESSER III funds to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs.
- Specify the amount of ESSER III funds the LEA plans to expend to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA.

Use of Any Remaining Funds

After completing the Strategies for Continuous and Safe In-Person Learning and the Addressing the Impact of Lost Instructional Time portions of the plan, the LEA may use any remaining ESSER III funds to implement additional actions to address students' academic, social, emotional, and mental health needs, as well as to address opportunity gaps, consistent with the allowable uses identified above in the Fiscal Requirements section of the Instructions. LEAs choosing to use ESSER III funds in this manner must provide the total amount of funds being used to implement actions with any remaining ESSER III funds, then complete the table as follows:

- If the action(s) are included in another plan, identify the plan and provide the applicable goal and/or action number from the plan. If the action(s) are not included in another plan, write "N/A".
- Provide a short title for the action(s).
- Provide a description of any additional action(s) the LEA will implement to address students' academic, social, emotional, and mental health needs, as well as to address opportunity gaps, consistent with the allowable uses identified above in the Fiscal Requirements section of the Instructions. If an LEA has allocated its entire apportionment of ESSER III funds to strategies for continuous and safe in-person learning and/or to addressing the impact of lost instructional time, the LEA may indicate that it is not implementing additional actions.
- Specify the amount of ESSER III funds the LEA plans to expend to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA. If the LEA it is not implementing additional actions the LEA must indicate "\$0".

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, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.

The LEA may group actions together based on how the LEA plans to monitor the actions' progress. For example, if an LEA plans to monitor the progress of two actions in the same way and with the same frequency, the LEA may list both actions within the same row of the table. Each action included in the ESSER III Expenditure Plan must be addressed within the table, either individually or as part of a group of actions.