

Bright Star Schools: Valor Academy Elementary School	May Oey Principal	moey@brightstarschools.org (818) 217-2733

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 behavioral needs.

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.

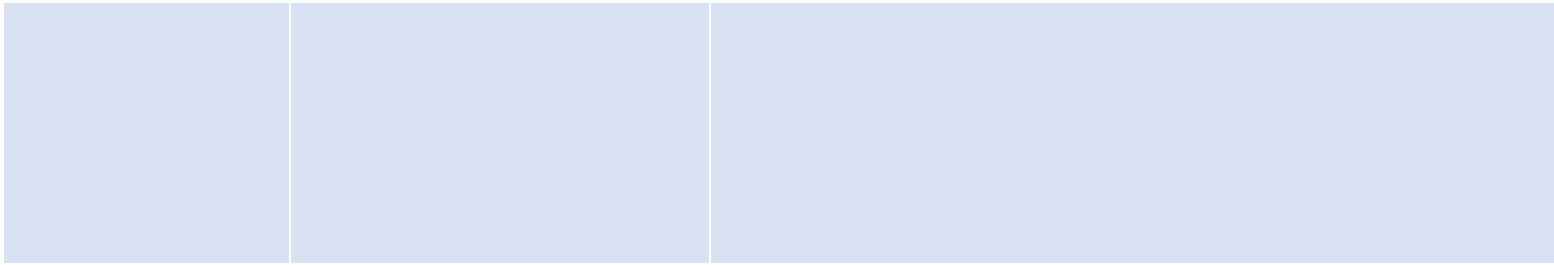
Valor Academy Elementary School (VAES) meaningfully consulted with multiple stakeholders to obtain and consider public input in the development of the ESSER III Plan, primarily focusing on the areas of safe and uninterrupted in-person learning, the loss of instructional time for students and staff, and other considerations impacting the learning community which were tied to the pandemic.

VAES school leadership collaborated with several members of the Bright Star School Support Team - including instructional, special education, student and family services, and financial team members to guide the discussion on effective use of ESSER III funding and areas of priority for its school.

The school leadership then hosted its School Site Council (SSC) meeting and presented to students, parents, teachers, and school staff members on May 7, 2021, with language translation as needed. VAES shared with the SSC the amount of funding, the timeframe for spending, and the eligible uses of the ESSER III funding. In addition, the team provided information on the other federal sources of COVID relief funding. This allowed for the SSC to have a more comprehensive view of VAES's available resources and spending timelines.

The meeting allowed for breakout sessions where community members were able to provide feedback on how to best use this funding to assist in the reopening and continuous operation of the school while addressing the adverse effects of the pandemic on the community of students. The SSC gave feedback on the following: 1) What students and families have struggled with most during the pandemic; 2) What kinds of supports (academic, social-emotional, family) are most needed for the 2021-22 school year and beyond; 3) What specific strategies/interventions VAES should implement for the 2021-22 school year and beyond.

The insights given by the stakeholders helped guide school leadership in determining the programs to implement and services and resources to provide. Ultimately, the collective effort by all stakeholders at every level led to the creation of the ESSER III Expenditure Plan which was reviewed and approved by the governing board in June of 2021.



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.

Operating safe schools for in person instruction	<ol style="list-style-type: none"> 1. Hire additional staff to support Cluster efforts for Health and Safety 2. Execute regular, weekly COVID 19 testing for all staff and students to closely monitor the seven day average daily testing positivity rate of cases as directed by the CDPH. 	<ol style="list-style-type: none"> 1. Testing will occur three times/week
Close learning gaps through enhanced learning supports	<ol style="list-style-type: none"> 1. School will conduct three iReady diagnostic assessments throughout the year. The first diagnostic was given in September to establish a baseline understanding of student skills in Math and Reading. Each diagnostic assessment provides an in-depth assessment of student growth, and proficiency on ELA and Math domains. Each student is provided with an individualized learning goal for Math and ELA. 2. School has drafted a School Action Plan which articulates the actions the school will take to ensure student progress on all learning goals. School presents this plan to the Head of Schools, Deputy Superintendent of Instruction, and the network's Executive Director three times throughout the year. 	<ol style="list-style-type: none"> 1. iReady Diagnostic - 3X throughout the year. September, December, March 2. School Action Plans - 3 X throughout the year. October, February, and April 3. Academic Leadership Meetings - Monthly throughout the year

<p>Integrated supports to address other barriers to learning</p>	<p>3. Network and School leadership meet monthly to review the following measures regarding iReady ELA and Math progress: (1) % of students passing iReady lessons, (2) % of students spending 30-50 minutes weekly doing reading and math skills. Schools make adjustments to current practice based on feedback from network leadership during meetings.</p> <p>4.</p> <p>1. All school staff take a "Pulse Survey" twice during the year. On this survey staff are asked questions such as, "do they have the materials and resources to do their jobs well" and "Does Bright Star Schools value diversity, anti-racism and inclusion".</p> <p>The network and school reviews results of the staff survey and makes adjustments to existing practices to address noted areas of concern. Thus working to address any staff related issues that could negatively impact staff members' ability to effectively facilitate a strong educational program.</p> <p>2. All students take a school climate survey twice a year that asks students to respond to questions related to student and teacher relationships, school safety and school culture. The network and school reviews responses to questions and makes adjustments to existing school processes and practices to improve school climate.</p>	<p>1. Staff Pulse Survey: 2X Fall and Spring Survey Administrations</p> <p>2. Student Climate Survey: 2X Fall and Spring Survey Administrations</p> <p>3. Student Social Emotional Learning Survey: 2X Fall.</p>
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- 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:
 - : the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented randomized control experimental studies.
 - : the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented quasi-experimental studies.
 - : 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).
 - : 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;

In developing the plan, the LEA has flexibility to include community input and/or actions included in other planning documents, such as the Local

School and district administrators, including special education administrators;

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

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.

Complete the table as follows:

Provide the action title(s) of the actions being measured.

Provide a description of how the LEA will monitor progress of the action(s) to ensure that they are addressing the needs of students.

Specify how frequently progress will be monitored (e.g. daily, weekly, monthly, every 6 weeks, etc.).

California Department of Education
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