

## 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
Local Control Accountability Plan (LCAP)	New Hope Charter School website: <a href="https://newhope.robla.k12.ca.us/">https://newhope.robla.k12.ca.us/</a>
Safe Return to In-Person Instruction Plan	New Hope Charter School website: <a href="https://newhope.robla.k12.ca.us/">https://newhope.robla.k12.ca.us/</a>

## 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

\$528,038

Plan Section	Total Planned ESSER III
Strategies for Continuous and Safe In-Person Learning	\$0
Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)	\$528,038
Use of Any Remaining Funds	\$0

### Total ESSER III funds included in this plan

\$528,038

## 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.

Even prior to the start of our first year of operation, New Hope Charter School has worked very hard to keep clear and frequent communication with all school stakeholders regarding the impact of COVID-19 on school operations, student/staff safety and academic learning. To begin the development of NHCS's response to the impacts of COVID-19 and planning for the 2021-22 school year, we began with community meetings with parents, students at each of Robla's five elementary schools. The first survey was for potential staff and the second was distributed to all Robla families who were meaningfully interested in enrolling their students at NHCS. The questions put forth to stakeholders ranged from perceived program needs; potential program offerings; program timing; availability to participate; willingness to participate. The survey was provided in English and Spanish. NHCS leaders held weekly virtual parent and community meetings from March through May of 2021 to seek input and inform parents. District bilingual personnel were present to provide primary language support in Spanish, Hmong, and Russian languages. Parent communications continue to be distributed through text-messaging services, school-wide social media sites, school website, parent letters and voicemail messages to provide families with information and to keep them up to date on latest developments especially pertaining to CDC and state guidance as it pertains to education systems.

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

New Hope Charter School leaders met regularly throughout the summer to discuss the results of the surveys and to begin to address the information brought forth by stakeholders. NHCS sought support from Robla School District and Sacramento County Office of Education to identify our needs and to develop a comprehensive strategic plan related to the effects of the COVID-9 pandemic. NHCS leaders met regularly with a team of Robla employees including the Superintendent, Director of Special Services, English Learner Coordinator, site administrators and site teaching staff met regularly with these partners to develop a comprehensive approach for utilizing supplemental funding to address student and staff social emotional health, supplemental academic supports, our core academic program, as well as NHCS daily operations and protocols to insure staff and student safety.

## **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**

\$0

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
N/A			

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures

## 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**

\$528,038

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
Action #1	Instructional Coaching	Add 2 Instructional Coaches to provide training and ongoing coaching for teachers and Intervention Assistants staff on strategies to engage students and meet academic needs.	\$260,937.41
Action #2	Intervention Assistants (IAs)	Add 5 IAs to work with teachers to accelerate student learning by providing 1-to-1 and small group instruction.	\$119,025
Action #3	Team and System for Positive Behavioral Interventions & Support (PBIS) and Mental Health	Add Counselor and Social Worker, who will complete PBIS Tier 1 training with Placer COE and train and support NHCS school staff on strategies for PBIS and mental health supports.	\$148,075.20

## Use of Any Remaining Funds

A description of how the LEA will use any remaining ESSER III funds, as applicable.

### Total ESSER III funds being used to implement additional actions

\$0

<b>Plan Alignment (if applicable)</b>	<b>Action Title</b>	<b>Action Description</b>	<b>Planned ESSER III Funded Expenditures</b>

## 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.

<b>Action Title(s)</b>	<b>How Progress will be Monitored</b>	<b>Frequency of Progress Monitoring</b>
Instructional Coach Collaboration	Instructional Coach will provide coaching to teachers to ensure a multi-tiered process is being utilized to address students' academic, social, emotional and mental health needs.	Instructional Coach and Executive Director meet weekly.
Mental Health (Counselor and Social Worker) and Instructional Coach Collaboration	The Mental Health team and Instructional Coach will provide coaching to teachers/staff in use of social emotional curriculum (Second Step & Zones) to support student needs.	The Mental Health Team, Instructional Coach and Executive Director meet weekly.
Mental Health Team Collaboration	Mental Health Team to provide teacher/staff training in social emotional self-regulation/mental wellness.	The Mental Health Team and Executive Director meet weekly.