

ESSER III Expenditure Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
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School districts, county offices of education, or charter schools, collectively known as LEAs, that receive Elementary and Secondary School Emergency Relief (ESSER) funds under the American Rescue Plan Act, referred to as ESSER III funds, are required to develop a plan for how they will use their ESSER III funds. In the plan, an LEA must explain how it intends to use its ESSER III funds to address students' academic, social, emotional, and mental health needs, as well as any opportunity gaps that existed before, and were worsened by, the COVID-19 pandemic. An LEA may also use its ESSER III funds in other ways, as detailed in the Fiscal Requirements section of the Instructions. In developing the plan, the LEA has flexibility to include community input and/or actions included in other planning documents, such as the Local Control and Accountability Plan (LCAP), provided that the input and actions are relevant to the LEA's Plan to support students.

For more information please see the Instructions.

Other LEA Plans Referenced in this Plan

Plan Title	Where the Plan May Be Accessed
2021-2024 Local Control Accountability Plan (LCAP)	https://helus.org/announcements
2021-2022 Expanded Learning and Opportunity Grant Plan	https://helus.org/announcements

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

\$289,033

Plan Section	Total Planned ESSER III Expenditures
Strategies for Continuous and Safe In-Person Learning	\$135,000
Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)	\$128,877
Use of Any Remaining Funds	\$25,156

Total ESSER III funds included in this plan

\$289,033

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 meetings have been held which include meetings with administration, Board of Trustees, School Site Council, teachers, classified staff, parents of the School Pandemic Climate Committee (formerly Students Return to Campus Committee). These stakeholders contributed to the preparation and review of the ESSER III Expenditure Plan through virtual and in-person meetings where possible.

The Board of Trustees met on May 11, 2021 to review prior year goals and direction for In-Person Learning and Independent Study for the Expanded Learning Opportunities. As well, the Board met on September 18 and October 2, 2021 to discuss with

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Administration the current and future needs related to the continuing Coronavirus pandemic. The areas covered and directions addressed were for monitoring the reporting of the ESSER funds, maintaining the safety standards and protocols for COVID-19 as implemented by the County and State health departments, improve the District networking with necessary changes for on-line access, phone systems, and distance or virtual accessibility, and facility safety and health improvements to comply with County and State recommendations for the COVID-19 pandemic. In addition, the Board discussed the utilization of benchmarks for ELA and Math quarterly to address the probably learning loss from the 2020-21 school year, utilize student study team process especially with students that will be on Long Term Independent Study for this school year 2021-22, have the teachers and aides address the needs for students, especially those with identified learning loss, Special Ed students, English learners, low-income students, foster students, homeless and other students at risk both educationally and social-emotionally.

The School Pandemic Climate Committee which is made up of two members each from the certificated staff, classified staff, parents, board members and administration, meet monthly to discuss needs in the classroom and around the district regarding student and staff health safety, current health guidelines and recommendations to implement, orientation of new families, student and staff meeting groups for lunch and outside activities on the playground. The committee meets every third Tuesday of the month and more often prior to the opening of the school campus with meetings on June 10, August 4, 9 and 17, September 21 and on October 19 when they were able to provide additional input on the ESSER III Expenditure Plan for areas of prevention and mitigation strategies for safe school needs as well as learning loss intervention programs.

The School Site Council meets monthly with the District Superintendent/Principal with the October 18, 2021 and October 20, 2021 meetings planned to review the ESSER III Expenditure Plan, focusing on intervention programs for learning loss for all students, but especially for Special Education, English Learners, foster care, and other students with disabilities.

The Administration meets with the above committees as well as individually with individuals and groups, such as with the SELPA staff and Dr. Frank Rodriguez of RISE Educational Services to expand the newly implements After School Program for tutoring and engage small group activities to develop on-going social- emotional social skills that were hindered by the Coronavirus pandemic or the currently new protocols and behavior needs on campus.

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

The Board of Trustees have discussed their goals for the district which include addressing the Districts needs for student and staff safety, social-emotional needs of all student groups and the instructional changes that have occurred over the last eighteen months that require new curriculum resources and better connectivity and technology equipment.

As noted that HELUS has used the Expanded Learning Opportunity (ELO) plan and the Local Control Accountability Plan (LCAP), HELUS is aligning the ESSER III Expenditure Plan with the ELO Grant plan and the LCAP to ensure efforts are working towards the same collective goals and to be able to supplement the additional educational student needs as required and as outlined in the ELO Grant funding extended instructional learning time, learning recovery, integrated student supports to address other barriers to

learning, supports for credit-deficient students, additional academic services, and professional development these expanded opportunities are aligned with and will complement our LCAP goals. Also, increased staff, student and visitor safety and protocol requirements will be enhanced along with the District's facility upgrades for 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.

The parent groups are please that benchmark testing will be back to metrics that are aligned the current classroom curriculum and instruction and will be used to assess current and on-going progress of the students. In addition, they are happy that the various groups of stakeholders that are able to have input and have ideas to develop this plan. They have no specific comments or considerations relating to the expenditure plan.

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

\$135,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
ELO Plan	Access to Technology Equipment and Supplies	Ability to provide necessary hotspots for students as needed, for repair and replacement of Chromebooks and I-Pads	\$45,000
LCAP Goal 2, Action 5	Facilities Upgrade and Improvements	Upgrade and replace school portable buildings with new windows and screens, upgrade air filtration system to meet recommendations by health department. Upgrade	\$65,000

		phone system, internet and network system for all sources of learning	
LCAP Goal 2, Action 5	District Facility Utility upgrades	Upgrade improvements of the heating and water systems which include the propane heating system and the wells and tanks for clean water accessibility for all students, staff, parents and community members	\$25,000

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

\$128,877

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
ELO LCAP Goal 2, Action 4	Additional academic services for students	Increase the After School Program resources for a full class roster being developed by the RISE Educational Services for tutoring and student group awareness.	\$30,877
	After-School tutoring – Certificated staff	On-line tutoring daily with a certificated teacher for one-hour after-school, especially for Math and English language.	\$30,000
LCAP Goal 1, Action 2	Instructional Aides – Additional Support	Additional support staff and instructional aides for in-class help for students	\$25,000
LCAP Goal 3, Action 2	Instructional Materials	Provide additional materials and supplies for classroom needs and activities necessary with new learning methods	\$10,000
LCAP	Additional Enrichment Time	Provide additional funding to support student field trip reimbursements.	\$10,000

ELO	Extended instructional learning time	Provide a short intercession or summer school for students that would	\$23,000
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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

\$25,156

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
	PPE Supplies	Provide necessary personal protective equipment, cleaning supplies, signage, and other materials necessary to keep the classrooms sanitized and the campus safe for students, staff and visitors	\$15,000
	Bi-lingual support	Provide support staff or services to students for bi-lingual student needs	\$10,156

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
RISE Educational Services	Receive feedback from RISE on students’ educational needs and growth in the program.	Student engagement will also be measured by student attendance in their progress.
After School Tutoring	Administer assessments for participating students in grades K-8	Pre and post assessment review.

Benchmark testing	Quarterly benchmark tests with Renaissance 360 to track student needs and increased improvement.	The academic and social-emotional needs of students will be assessed through an initial assessment or initial screening and will be done during each tri-semester.
Social Emotional Learning Support	Use Second Step Performance tasks as administered by teacher to monitor progress to SEL goals.	At the end of each unit or as determined by class teacher.
Safe and Health Facilities Cleaning and Maintenance Safe School Supplies	Identify utility/communication upgrades Have cleaning & maintenance schedules Maintain PPE supplies for staff, students & visitors	Replacement upgrades per CDC guidance Daily, weekly, monthly schedules per LACDH & CDC guidance On-going

