

## 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
CVUHSD Local Control & Accountability Plan (LCAP)	<a href="https://www.centinela.k12.ca.us/apps/pages/index.jsp?uREC_ID=390871&amp;type=d&amp;pREC_ID=2258391">https://www.centinela.k12.ca.us/apps/pages/index.jsp?uREC_ID=390871&amp;type=d&amp;pREC_ID=2258391</a>
Expanded Learning Opportunities (ELO) Grant Plan	<a href="https://www.centinela.k12.ca.us/apps/pages/index.jsp?uREC_ID=390871&amp;type=d&amp;pREC_ID=2258392">https://www.centinela.k12.ca.us/apps/pages/index.jsp?uREC_ID=390871&amp;type=d&amp;pREC_ID=2258392</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**

\$17,1758,85

Plan Section	Total Planned ESSER III Expenditures
Strategies for Continuous and Safe In-Person Learning	\$3,625,000
Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)	\$5,701,452
Use of Any Remaining Funds	\$7,849,432

**Total ESSER III funds included in this plan**

\$17,1758,85

## 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.

To address the impact of lost instructional time, the District will be continuing the Expanded Learning Opportunities (ELO) Grant Plan actions that were developed with community input during the 2020-21 school year. After the signing of AB 86 by Governor Newsom on March 5, 2021, the District determined that it would garner input for the development of the Expanded Learning Opportunities (ELO) Grant Plan in conjunction with remaining LCAP stakeholder input sessions. The seven supplemental instruction and support strategies identified in EC Section 43522(b) were introduced during LCAP input sessions with certificated staff, classified staff, and parents (via both the District Parent Advisory Council and the District English Learner Advisory Council). As all AB86 ELO Grant fund expenditures are detailed in the District's 2021-2022 LCAP, this approach to gathering input for the ELO Grant Plan allowed the

District to ensure the integration of supplemental instruction and support into the District's overarching strategic plan for supporting students' academic success as well as their social, emotional, and mental well-being.

During the 2020-2021 school year, the District held virtual input sessions with each of the following stakeholder groups for LCAP specific input, each of which afforded the District the opportunity to gather authentic qualitative input from stakeholders:

- \* Classified Open Session (all classified staff welcome) - March 24, 2021
- \* Certificated Open Session (all certificated staff welcome) - March 24, 2021
- \* California School Employees Association (CSEA) - April 6, 2021
- \* District English Learner Advisory Committee (DELAC) - April 21, 2021 and May 21, 2021
- \* District Parent Advisory Committee (DPAC) - April 21, 2021 and May 21, 2021
- \* African American Achievement Task Force (AAATF) - April 21, 2021
- \* Centinela Valley Secondary Teachers Association (CVSTA) - May 3, 2021
- \* SELPA - May 10, 2021

Additionally, the District engaged students, parents, and staff in online surveys. The surveys (including the California Healthy Kids, School Parent, and School Staff Surveys and our locally developed LCAP Student Equity Survey) afforded the District the opportunity to collect aggregate data from these critical stakeholder groups in order to develop priority actions and services for the 2021-2022 LCAP.

Finally, during the second semester of the 2020-21 school year, the District's Equity Team engaged in over 50 hours of student focus group sessions with ethnic/racial subgroups of students; male/female/LGBTQIA+ students; English Learners; Foster and Homeless Youth; Students with Disabilities; male and female athletes, and; student enrolled in each of our academies, AVID, and other special programs. Feedback from these focus groups was used to directly inform the development of the 21-22 through 23-24 LCAP.

A critical aspect of the District's community engagement strategy over the past two years has been the interconnectedness of each planning process. We began with an initial plan for implementing distance learning, transitioned into the Learning Continuity and Attendance Plan, shifted to the Expanded Learning Opportunities (ELO) Grant Plan, and then progressed into planning for the 2021-2022 LCAP. This ESSER III Expenditure plan, as reflected by the community input, is the product of iterative cycles of community engagement whereby consistent themes around what is needed to support students' academic success while also meeting their social, emotional, and mental health needs amidst a global pandemic are being funded through the 2024-25 school year.

Consultation with stakeholders in this most recent cycle of engagement to inform the development of the ESSER III Expenditure Plan included an online survey of students, families, and staff; a virtual community input session, and; staff outreach to advocates and organizations representing the interests of children with disabilities, English Learners, homeless students, foster youth, and other underserved students (detailed in the below section, accompanied by their input). The mode of outreach varied from additional

surveys, to inclusion of ESSER III input activities into existing meetings, as well as the provision of input asynchronously on shared documents designed to gather a variety of feedback.

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

As mentioned in the response above, the ESSER III Expenditure Plan benefits from the aggregate of nearly 18 months of community input, as the actions and expenditures outlined below also reflect alignment with both the District's Expanded Learning Opportunities (ELO) Grant Plan and the 2021-24 Local Control & Accountability Plan (LCAP). Following is a summary of key input resulting in overarching themes and priorities from across multiple community input sessions and surveys of students, families, and staff that have significantly influenced the development of the CVUHSD ESSER III Expenditure Plan:

1. The call for improved ventilation systems was consistent across community groups and input methods. 89.9% of ESSER III Expenditure Plan Survey respondents (which included parents, students, community members, teachers, administrators, and other school staff members) indicated that they support the District's use of ESSER III funds to perform upgrades to HVAC (Heating, Ventilation, Air Conditioning) systems. The call for replacement, enhancement, or addition of ventilation systems was echoed in our listening session with both the Centinela Valley Secondary Teachers Association (CVSTA) and the California School Employees Association. This input resulted in Action A1: HVAC Replacement & Enhancement.
2. 77.5% of ESSER III Expenditure Plan Survey respondents indicated that the provision of social, emotional, and mental health supports for students is critical to addressing opportunity gaps that existed before, and were worsened by, the COVID-19 pandemic. All 10 advocates/organizations representing the interests of students with disabilities with whom the District consulted also indicated the provision of social, emotional, and mental health supports should be a priority within this plan. Additionally, according to our California Healthy Kids Survey data, 31.4% of students indicated experiencing significant social emotional distress during the 2020-21 school year, and 52.6% indicated experiencing chronic sadness over the course of the school year. This - coupled with the fact that according to the District's internal Student Equity Survey, less than 50% of District students indicated they were familiar with their school site's Wellness Center and associated resources, and only 48% knew how to contact the Wellness Center staff to receive support - led the District to ensure increased social, emotional, and mental health supports were provided through the LCAP. The necessity to ensure continuity and expansion of these supports has resulted in the inclusion in the ESSER III Expenditure Plan of Action C2: Additional Social Work Program Support.
3. Responses from certificated staff to a survey conducted by the Centinela Valley Secondary Teachers Association (CVSTA) regarding the use of ESSER funds called for the continued provision of Air Tutors. Similarly, 78.3% of respondents to the District's ESSER III Expenditure Plan Survey indicated that they believe students need expanded academic supports to recover learning loss. Overwhelmingly positive student feedback regarding their experiences with Air Tutors since December 2020 further supported the call for academic supports outside of the school day. Ultimately, this combined input resulted in Action B1: High-Dosage Tutoring & Academic Support.
4. 59.7% of ESSER III Expenditure Plan Survey respondents indicated that supplemental materials, equipment, and supports to improve access to educational opportunities for Students With Disabilities (SWDs) should be a priority within this plan. Additionally,

during our listening session with CSEA, they specifically called for increased supports for SWDs. Consultation with advocates/organizations representing the interests of SWDs also reiterated this need, and highlighted that support needs to include Adult Transition students. SELPA consultation also emphasized the need for our District to plan for continuing actions initiated this year utilizing Special Education Learning Recovery Support funds. Ultimately, this input resulted in Action B6: Expanded Academic Support for Students with Disabilities and Action C8: Increased Learning Supports for Students with Disabilities.

5. 50.4% of ESSER III Expenditure Plan Survey respondents indicated that equipment and machinery to support expansion of Career Technical Education (CTE) pathways should be a priority in addressing opportunity gaps for underserved students that existed before, and were worsened by, the COVID-19 pandemic. Similarly, during our listening session with CVSTA, they indicated that increased opportunities to earn industry certifications would benefit our students. Action C4: Expanded Career Counseling & Work-Based Learning Supports within this plan is the District's response to this input, endeavoring to provide additional support directly to students through increased staffing and resources within our College & Career Centers.

## 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

\$3,625,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
N/A	(A1) HVAC Replacement & Enhancement	The District will replace, enhance, or add ventilation systems to optimize indoor air quality, reduce risk of virus transmission and exposure to environmental health hazards, and to support student and staff health needs.	\$3,000,000

N/A	(A2) Expanded Educational Facilities for the Centinela Valley Independent Study School (CVISS)	To continue to meet the academic, social, emotional, and mental health needs of those students whose health would be put at risk by attending in-person instruction, the District will expand educational offerings through CVISS. This will require expanded facilities to accommodate the offering of A-G courses (pending WASC accreditation in the Spring of 2021).	\$225,000
N/A	(A3) Special Education Transportation	Due to COVID-related labor shortages, the District has had to source new means of transportation for our Students with Disabilities (SWDs). This is an essential service in order to ensure that SWDs continue to be provided with a free and appropriate public education through in-person, on-campus instruction. With the closure of Durham transportation in Southern California, the District will continue to pursue additional contracts with transportation providers such as Zum, HopSkipDrive, Sol, and ButterFli.	\$400,000

## 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

\$5,701,452

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
ELO Grant Plan (2.d) LCAP Action 1005	(B1) High-Dosage Tutoring & Academic Support	Action 1005 in the District's LCAP provides for increased access to academic supports, particularly for students struggling with coursework or deemed not on track for meeting graduation requirements. Provisions within this action include, but are not limited to, after school tutoring provided by certificated teachers and trained college tutors from CSUDH. The ELO Grant Plan earmarks	\$2,059,200

		<p>funding for additional academic support for targeted students, specifically those failing courses necessary to meet graduation and/or UC eligibility requirements provided by Air Tutors. ESSER III funds will be utilized to supplement these high-dosage tutoring and academic support opportunities, especially for students engaged in our independent study program compliant with SB/AB 130 legislation.</p>	
<p>ELO Grant Plan (3.c) LCAP Action 1013</p>	<p>(B2) Expanded Summer Programming for Credit Recovery &amp; Enrichment</p>	<p>To address the impact of lost instructional time due to COVID-19, the District will provide expanded Summer Bridge opportunities for incoming 9th graders, which will focus on learning recovery and the acceleration of learning. The District's LCAP provides for ELA and Mathematics Summer Bridge; however, ESSER III funds will be utilized to expand Summer Bridge to include Science. Instruction will be supported by trained college tutors in classrooms, and social-emotional supports will also be available to students.</p> <p>ESSER III funds will also be utilized to extend the provision of Pop-Up Workshops beyond the Summer of 2022. Facilitated by certificated staff, the Pop-Ups will provide safe spaces with caring adults and learning opportunities grounded in student interests intended to re-spark their engagement, foster their recovery, and engage them in on-campus, in-person learning.</p>	<p>\$150,000</p>
<p>ELO Grant Plan (2.b)</p>	<p>(B3) Coordination &amp; Implementation of Expanded Learning Opportunities</p>	<p>The ELO Grant provides two years of funding for the coordination and implementation of expanded learning opportunities. These ESSER III funds will provide for continued supports of these efforts through the 2024-25 school year. This includes maintaining a District Strategic Student Supports (SSS) Coordinator to continue coordination and implementation of actions included in the District's Expanded Learning Opportunities (ELO) Grant Plan as well as related services for the provision of supplemental instruction and support to students,</p>	<p>\$401,940</p>



		<p>including those identified as needing academic, social, emotional, mental health, and other supports.</p> <p>ESSER III funds will ensure the continued implementation of a learning recovery program for at least the students included in one or more of the following groups: low-income students; English Learners; foster youth; homeless students; students with disabilities; students at risk of abuse, neglect, or exploitation; disengaged students, credit deficient students, and; students at risk of not graduating.</p>	
<p>ELO Grant Plan (5.a, 5.b)</p> <p>LCAP Action 1001</p>	<p>(B4) After School &amp; Summer College Readiness Support</p>	<p>The District's LCAP provides for increased academic advising, college and career planning tools and support, guidance when navigating the college and financial aid process, and equitable access to college preparatory courses to increase their competitiveness when applying to college. The ELO Grant Plan expands upon these services by providing supplementary funding for on-campus College Access Program Partners (CARS, Upward Bound, TRIO, ETS, GEAR UP, etc.) operating both after-school and summer programs. ESSER III funds will be used to continue support for our College Access Program Partners through the 2024-25 school year.</p> <p>This includes the continuation of the District's contract with the National College Resource Foundation (NCRF) to provide comprehensive intervention, mentoring, academic support, college readiness, and college and career planning support for targeted students.</p>	<p>\$804,500</p>
<p>N/A</p>	<p>(B5) Improved Independent Study Option</p>	<p>Though the requirement to offer an A-G approved independent study program option for families who believe their student's health would be put at risk by attending in-person instruction is only in place for the 2021-22 school year as legislated by SB/AB 130, the District anticipates a continued need for a more robust independent study option in subsequent years. The Centinela Valley Independent Study School (CVISS) is</p>	<p>\$1,008,406</p>



		currently pursuing WASC accreditation, which is anticipated to be earned in the Spring of 2021. This will enable CUISS to offer A-G approved courses with appropriately credentialed teachers, and ESSER III funds will be utilized to provide for anticipated staffing needs through the 2024-25 school year.	
N/A	(B6) Expanded Academic Support for Students with Disabilities	The District will utilize ESSER III funds to continue implementation of actions provided in the 2021-22 school year by Special Education Learning Recovery Support funds. Such actions include: expanded learning opportunities for our Adult Transition students, including the Miracle Project's "Improv for Interaction;" expanded academic support provided by Behavior Management Aides; the provision of an ESY program during winter break, and; the provision of Saturday School for students with disabilities.	\$1,277,406

## 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

\$7,849,432

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
N/A	(C1) Community Schools Initiative	The District will utilize ESSER III funds to engage in the LACOE Community Schools Initiative. Community schools strive to build partnerships between the school and other local entities—higher education institutions, government health and social service agencies, community-based nonprofits, and faith-based organizations. Through these partnerships, systems, structures, strategies and relationships are created to help provide the learning conditions and	\$450,000

		<p>opportunities—both in school and out—that students, families and communities need to succeed.</p> <p>Engaging in this initiative will include partnering with community-based organizations to address the impact of lost instructional time on students’ academic progress.</p>	
<p>ELO Grant Plan (3.a)</p> <p>LCAP Action 2001</p>	<p>(C2) Additional Social Work Program Support</p>	<p>The District’s LCAP ensures that social and emotional competencies are directly connected to schoolwide expectations and that mental health supports are integrated services accessible through on-campus Wellness Centers. The District’s ELO Plan builds upon this support by funding two years of additional social, emotional, and mental health counseling supports at each school site through Richstone Family Center. ESSER III funds will be used to maintain the District’s partnership with the Richstone Family Center to ensure that we are able to meet the increasing demand from students for mental health supports through the 2024-25 school year.</p>	<p>\$582,200</p>
<p>ELO Grant Plan (2.e)</p> <p>LCAP Action 1001</p>	<p>(C3) Increased Academic Counseling</p>	<p>The District’s ELO Grant Plan provided for the hiring of four additional academic Counselors, lowering caseloads to below 350 at Hawthorne HS, Lawndale HS, and Leuzinger HS.</p> <p>ESSER III funds will be utilized to continue this action through the 2024-25 school year. The need for increased academic counseling is supported by responses to the District’s Student Equity Survey. 33.5% of students either disagreed or strongly disagreed with the following statement: My school has helped me put my college and career goals and experiences in a plan which I update every year; and 29% disagreed or strongly disagreed with the following statement: My school has helped me learn about colleges, how to apply to them, and how to get financial aid if I need it.</p>	<p>\$1,128,680</p>

ELO Grant Plan (5.e)	(C4) Expanded Career Counseling & Work-Based Learning Supports	<p>The District's ELO Grant Plan provided for the hiring of three new College and Career Counselors (one each at Hawthorne HS, Lawndale HS, and Leuzinger HS) to provide college and career guidance to students and serve as a resource for college and career readiness information for students, families, and staff. C&amp;C Counselors plan, develop, and implement appropriate activities and services within the College and Career Center; build and celebrate a schoolwide college-going and career-ready culture, and; provide support to students and families through all phases of the post-secondary planning process from research, to application, to enrollment or hiring. ESSER III funds will be utilized to continue this action through the 2024-25 school year.</p> <p>ESSER III funds will also provide for daily on-site support in the College &amp; Career Centers from South Bay Workforce Investment Board (SBWIB) personnel. SBWIB personnel will provide workforce coaching; employer engagement and guest speakers; blueprint work readiness training and career workshops; internships &amp; pre-apprenticeships; occupational skills training. Additionally, the District will use ESSER III funds to continue use of Virtual Job Shadow (an interactive, video-based career planning platform that supports students in developing career paths), and engage in a partnership with the Ace Mentor Program (to support students in pursuing careers in architecture, engineering, and construction through mentoring and continued support for their advancement into these industries).</p>	\$1,838,131
ELO Grant Plan (4.a) LCAP Action 3001	(C5) Support Continued Implementation of the Digital Learning Initiative (DLI)	The District's LCAP ensures classrooms are equipped with continually upgraded technology and educational applications in order to support the further integration of technology into the classroom for the purpose of fostering an increase in 21st century teaching and learning through	\$848,543

		<p>the District's Digital Learning Initiative (DLI). Through the LCAP, the District will regularly assess technological capacity to meet the needs of a high fidelity implementation of state academic content standards and participation in the California Assessment of Student Performance and Progress.</p> <p>The District's ELO Grant Plan funded the procurement of additional instructional technology to support students and staff, including interactive whiteboards for Lloyd HS and our Adult Transition program at Larch Village.</p> <p>ESSER III funds will be used to purchase additional educational technology supplies to help teachers support student use of technology/Chromebooks in the classroom. With these funds, the District will provide each teacher with their own Chromebook, and supply each classroom with extra charging cables for every type of student Chromebook. ESSER III funds will also support the purchase of one cart of 20 Chromebooks per site for both classified and certificated staff to check out for DLI-related trainings.</p>	
LCAP Action 3011 Action 3013	(C6) Ongoing Systemic Assessment of Learning Gaps & Unfinished Learning	<p>To monitor the academic progress of students, the District adopted Achieve 3000's LevelSet assessment suite in ELA and Mathematics. LevelSet can be administered as a standalone academic screener to benchmark individual student ELA lexile measures and Math performance aligned to the Quantile Framework. During the 2020-21 school year, 5,230 students assessed with the ELA LevelSet demonstrated growth throughout the year of distance learning, gaining an average of 71 lexile points from pre-test to post-test. Students enrolled in Integrated Math I, II, and III also demonstrated growth, gaining an average of 43 quantile points from pre-test to post-test.</p> <p>ESSER III funds will be used to continue provision of Achieve 3000's LevelSet assessment suite in ELA and Mathematics as well as licenses for the accompanying</p>	\$450,000

		<p>ELA and Mathematics intervention curriculum to ensure a comprehensive and research-based response to students needing additional ELA and Math support.</p> <p>Additionally, ESSER III funds will be used to engage Envision Learning to support the District's efforts to establish a system of performance assessments that allow students the opportunity to demonstrate the competencies articulated in the District's Graduate Profile (college and career ready individuals; effective communicators; ethical leaders; independent and collaborative critical thinkers and problem solvers, and; socially aware and responsive community members). The District's Graduate Profile is meant to complement academics and test scores as measures of preparedness. While it does not replace a focus on academic achievement, it shows the District community's commitment to investing in educational experiences that educate the whole child.</p>	
LCAP Action 3008	(C7) Focused Professional Learning to Improve Student Outcomes	<p>In order to provide teachers with the skills and knowledge necessary to engage students in best first instruction, the District will utilize ESSER III funds to build upon professional learning provided through the LCAP. Knowing students may have gaps in learning due to lost instructional time, this professional learning will focus on honing teachers' content knowledge and pedagogical skills. The District will engage in partnership with the UCLA Math/History/Science/Computer Science Equity Projects and the LA STARS World Language Project in order to provide research-based, expert-led professional learning.</p> <p>Additionally, the District will build upon the LCAP's Summer Professional Learning Week by utilizing ESSER III funds to provide an additional Summer PL Week for Course Leads to refine curriculum in order to provide</p>	\$1,013,162

		teachers with the tools necessary to deliver best first instruction to all students.	
N/A	(C8) Increased Learning Supports for Students with Disabilities	The District will utilize ESSER III funds to continue implementation of actions provided in the 2021-22 school year by Special Education Learning Recovery Support funds. Such actions include: the provision of enhanced training for our Behavior Management Aides (BMAs); training for teachers on how to effectively utilize BMAs to support student learning; increased training for general education teachers regarding how to effectively and efficiently provide accommodations and additional supports for students with disabilities; Aimsweb screener for student progress monitoring in both ELA and Math, and; contracted services for a Board Certified Behavior Analyst.	\$1,437,216
ELO Grant Plan (3.b)	(C9) Home Visits	The District's ELO Grant Plan provides for extra duty pay for staff to conduct home visits through the 2021-22 school year. In pairs, staff visit the homes of students identified for Tier 2 intervention due to lack of attendance, engagement, and/or academic progress. They determine the need for additional resources to support student success, and provide families with information regarding District and community resources. ESSER III funds will be used to continue the practice of home visits as a critical component of Tier II intervention through the 2024-25 school year.	\$101,500

## 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
(A1) HVAC Replacement & Enhancement	1. Identified HVAC repair/replacement/installment schedule/timeline	1. On-going
(A2) Expanded Educational Facilities for the Centinela Valley Independent Study School (CVISS)	1. Completion of project tasks according to schedule/timeline	1. On-going
(A3) Special Education Transportation	1. Track frequency of transportation issues for SWDs, by provider 2. Survey parents regarding satisfaction with transportation services	1. On-going 2. Quarterly
(B1) High-Dosage Tutoring & Academic Support	1. Review frequency of student interactions with Air Tutors 2. Disaggregate Air Tutor usage data by site, grade level, ethnicity, gender, Independent Study Program 3. Review qualitative feedback gathered by Air Tutors from students and families 4. Analyze grades for students who engaged with Air Tutors (are students passing courses with a grade of C or better?)	1. Monthly 2. Quarterly 3. Quarterly 4. At the End of Each Semester (including Summer)
(B2) Expanded Summer Programming for Credit Recovery & Enrichment	1. Summer Bridge (ELA, Math, Science) course completion rate 2. Pop-Up Workshop participation rate (disaggregated by site, grade level, ethnicity, gender)	1. At the end of Summer School session 2. At the end of Each Semester (including Summer) 3. At the end of each Pop-Up Workshop



	3. Student survey to measure student perception of their participation in Pop-Up Workshops in relation to workshop outcomes	
(B3) Coordination & Implementation of Expanded Learning Opportunities	1. Completion of program effectiveness evaluations (Air Tutors, National College Resource Foundation, Pop-Up Workshops, College Access Program Partners, Independent Study Program, etc.)	1. Annually
(B4) After School & Summer College Readiness Support	<ol style="list-style-type: none"> <li>1. Disaggregate each College Access Program's enrollment data by site, grade level, ethnicity, gender</li> <li>2. Analyze student grades (are students passing courses with a grade of C or better?)</li> <li>3. % of students graduating A-G ready</li> <li>4. % of students accepted to college</li> </ol>	<ol style="list-style-type: none"> <li>1. At the Beginning of Each Semester (including Summer)</li> <li>2. Quarterly</li> <li>3. Annually</li> <li>4. Annually</li> </ol>
(B5) Improved Independent Study Option	<ol style="list-style-type: none"> <li>1. # of A-G courses offered at CVISS and student enrollment in each</li> <li>2. LACOE Assignment Monitoring</li> <li>3. Analyze student grades (are students passing courses with a grade of C or better?)</li> <li>4. Review success of student tiered re-engagement plans</li> </ol>	<ol style="list-style-type: none"> <li>1. Quarterly</li> <li>2. Annually</li> <li>3. Every 5-Week Progress Report</li> <li>4. Ongoing</li> </ol>
(B6) Expanded Academic Support for Students with Disabilities	1. Track SWDs participating in expanded learning options and review their grades (are students passing courses with a grade of C or better?)	1. Quarterly
(C1) Community Schools Initiative	<ol style="list-style-type: none"> <li>1. Complete the Community Schools Self-Assessment</li> <li>2. Draft the CVUHSD Community Schools Plan (with LACOE support)</li> <li>3. Engage in the Pre-Implementation Phase</li> </ol>	<ol style="list-style-type: none"> <li>1. By January 31, 2022</li> <li>2. By April 30, 2022</li> <li>3. Late Spring &amp; Summer 2022</li> </ol>
(C2) Additional Social Work Program Support	<ol style="list-style-type: none"> <li>1. Assess Wellness Center usage (disaggregated by site, grade level, ethnicity, gender)</li> <li>2. California Healthy Kids Survey (specifically items measuring the % of students who experience significant emotional distress and chronic sadness)</li> </ol>	<ol style="list-style-type: none"> <li>1. Quarterly</li> <li>2. Annually</li> <li>3. Annually</li> </ol>

	3. Student Equity Survey (% of District students indicating they are familiar with their school site's Wellness Center and associated resources; % of District students who indicate they know how to contact the Wellness Center staff to receive support)	
(C3) Increased Academic Counseling	1. Analyze responses to Student Equity Survey: responses to the District's Student Equity Survey: % of students who disagreed or strongly disagreed with the following statement: My school has helped me put my college and career goals and experiences in a plan which I update every year; and % of students who disagreed or strongly disagreed with the following statement: My school has helped me learn about colleges, how to apply to them, and how to get financial aid if I need it.	1. Annually
(C4) Expanded College & Career Counseling Program	<ol style="list-style-type: none"> <li>1. Track student engagement with College &amp; Career Center staff (College &amp; Career Counselor, College/Career Guidance Specialist, on-site SBWIB personnel)</li> <li>2. Compare % of students deemed college and career ready who engaged with the College &amp; Career Center to those who did not engage with the College &amp; Career Center</li> <li>3. Assess the number of internships and pre-apprenticeships earned by students through engagement with the College &amp; Career Center staff</li> </ol>	<ol style="list-style-type: none"> <li>1. Ongoing</li> <li>2. Annually</li> <li>3. Quarterly</li> </ol>
(C5) Support Continued Implementation of the Digital Learning Initiative (DLI)	<ol style="list-style-type: none"> <li>1. Teacher survey to determine how teacher Chromebooks are being utilized to support instruction</li> <li>2. Inventory of Chromebook charging cords</li> </ol>	<ol style="list-style-type: none"> <li>1. At the End of Each Semester</li> <li>2. Annually</li> </ol>

(C6) Ongoing Systemic Assessment of Learning Gaps & Unfinished Learning	<ol style="list-style-type: none"> <li>1. Analyze Achieve3000 Level Set Assessment Results in ELA and Math</li> <li>2. Utilize metrics/tools developed through participation in the Scaling Student Success statewide collaborative Communities of Practice to assess progress toward implementation of performance assessments utilized by students to demonstrate proficiency in the District Graduate Profile competencies</li> </ol>	<ol style="list-style-type: none"> <li>1. Baseline; End of Quarter 2; End of Quarter 4; Summer School Baseline; End of Summer School</li> <li>2. Annually</li> </ol>
(C7) Focused Professional Learning to Improve Student Outcomes	<ol style="list-style-type: none"> <li>1. Survey teachers to determine impact of Subject Matter Project trainings on their pedagogical knowledge and classroom instruction</li> <li>2. Review Curriculum Maps to ensure all required components have been successfully integrated by Course Leads during their additional Professional Learning Week</li> </ol>	<ol style="list-style-type: none"> <li>1. At the conclusion of each training cycle</li> <li>2. Annually, at the end of July</li> </ol>
(C8) Increased Learning Supports for Students with Disabilities	<ol style="list-style-type: none"> <li>1. Survey both BMAs and their teachers regarding impact of training on BMAs abilities to support student learning</li> <li>2. Track # of students served by Board Certified Behavior Analyst</li> <li>3. Survey general education teachers regarding impact of training on their ability to provide accommodations and additional supports for SWDs</li> </ol>	<ol style="list-style-type: none"> <li>1. Two weeks after each training</li> <li>2. Ongoing</li> <li>3. Two weeks after each training</li> </ol>
(C9) Home Visits	<ol style="list-style-type: none"> <li>1. Track # of students visited (disaggregated by site, grade level, ethnicity, gender)</li> <li>2. Document impact of home visit in PowerSchool (improved attendance, academics, etc?)</li> </ol>	<ol style="list-style-type: none"> <li>1. Ongoing; provide a quarterly report</li> <li>2. Reflect and document two weeks following each home visit</li> </ol>

# 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/fq/cr/arpact.asp>.

*For technical assistance related to the ESSER III Expenditure Plan template and instructions, please contact [LCFF@cde.ca.gov](mailto:LCFF@cde.ca.gov). For all other questions related to ESSER III, please contact [EDReliefFunds@cde.ca.gov](mailto: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.

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.).