

ESSER III Expenditure Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Hacienda La Puente USD	Earl Carrasco – Director of Fiscal Services	Ecarrasco@hlpusd.k12.ca.us 626-933-3832

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

For more information please see the Instructions.

Other LEA Plans Referenced in this Plan

Plan Title	Where the Plan May Be Accessed
LCAP	https://www.hlpusd.k12.ca.us/instruction

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

\$35,953,130

Plan Section	Total Planned ESSER III Expenditures
Strategies for Continuous and Safe In-Person Learning	\$15,000,000
Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)	\$10,500,000
Use of Any Remaining Funds	\$10,453,130

Total ESSER III funds included in this plan

\$35,953,130

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.

Hacienda La Puente USD utilized the input received from community members during the 2021-24 LCAP development, as it is relevant to the development of HLPUSD’s ESSER III Expenditure Plan. The district engaged stakeholders and meaningfully consulted with community members in the following ways:

LCAP presentations, updates, and engagement of District Advisory Committee (DAC) and District English Learner Advisory Committee (DELAC) as part of each meeting agenda (August 20 & 25, September 3 & 8, October 1 & 13, November 5 & 17, 2020; January 14 & 26, March 4 & 16, April 15 & 27, 2021). DAC and DELAC parent groups included representation from the unduplicated student groups: low income, English Learners, and foster youth. Topics included but were not limited to linking the Dashboard to the LCAP, alignment of LCAP with federal requirements, developing a deeper understanding of the LCAP, stakeholder engagement process, eight state priorities, Consolidated Application, SPSA timeline, LCAP implementation, LCAP Survey Update, Stakeholder Questions Activity to gather DAC and DELAC input for LCAP. DAC Meeting (4/15/21) and DELAC Meeting (4/26/21): Members

previewed the draft in progress LCAP and provided comments for written response. The Superintendent's written response to the required parent advisory groups' comments are posted on HLPUSD's webpage at www.hlpschools.org/instruction.

LCAP Campaign at TK-12 School Sites: The Stakeholder Engagement Process for HLPUSD was provided to all sites to use with staff, students in grades 7-12, and parent groups during the month of February and March 2021. All school sites will provide stakeholders with equitable access to information and opportunities for meaningful engagement in the districtwide LCAP development process.

Student Advisory Committee (SAC) in grades 7-12 from all HLPUSD High School, Middle Schools, and K-8 sites met twice to learn more about LCFF and LCAP and give their input for LCAP priorities; Student Representatives presented their priorities for LCAP at the March 8, 2021, District Leadership Team meeting.

The District Leadership Team (DLT) Meeting, which consists of principals and site and district administrators, was held on March 8, 2021. The Student Advisory Council (SAC) reported on SAC leadership role, input process, and priorities for LCAP that reflect student voice. Report on LCAP stakeholder engagement process, incorporating stakeholder input in continuing and expanding LCAP priorities, and Stakeholder Questions activity for DLT for input on LCAP priorities.

The HLPUSD LCAP Advisory Committee is comprised of management, Hacienda La Puente USD Teachers' Association (HLPTA), California School Employee Association (CSEA), Service Employees International Union (SEIU), DAC and DELAC parent representatives, teachers, counselors, and classified staff. The committee met four times: September 3, 2020, February 11, March 18, and April 15, 2021. The committee worked in collaboration to provide feedback, identify continuing, expanding, and new LCAP priorities, and to develop proposals based on a Needs Assessment, LCAP survey results, and LCAP requirements. The LCAP Advisory Committee generated proposals on April 15, 2021, for continuing, expanding, and/or new priorities for LCAP Year 1 for consideration.

HLPUSD has consulted with the Special Education Local Plan Area (SELPA) Administrator and with HLPUSD Special Education Administrators to align LCAP actions and services to be consistent with the local support plan assurances. Topics included the description of the Special Education Local Plan process and key elements for LCAP alignment, alignment of the Performance Indicator Review (PIR) data to LCAP metrics, development of a crosswalk to align the local plan contents and PIR with LCAP actions/services, the 8 state priorities, and the CA Dashboard Indicators. Specific consultation planning meeting occurred on April 21, 2021.

HLPUSD contracted with Hanover Research year 6 to provide a perception survey of HLPUSD stakeholders in the LCAP areas of Engagement, Parental Involvement, Course Access, School and District Climate, and Student Outcomes. The 2020-21 survey was made available via multiple web-based platforms for all district staff, parents, and students in grades 7-12. The LCAP Survey was conducted in December 2020 through January 2021. A total of 5,748 survey respondents included 2,478 students, 2,322 parents/guardians, and 948 staff members. LCAP Survey results were compiled and described in a summary analysis report provided by Hanover Research, reported to the community, and considered in the LCAP development process.

HLPUSD notified members of the public of the opportunity to submit written comments regarding specific actions and expenditures in the LCAP through the District web page at <https://www.hipschools.org/> on June 4, 2021, and at the public hearing for the LCAP on June 10, 2021. The LCAP was presented to the Board of Education on June 24, 2021, for board approval.

In addition, in order to meet the growing needs of our Homeless Education Program and McKinney-Vento students, the Department of Equity and Access conducted a needs assessment. The needs assessment was a combination of quantitative and qualitative surveys. The survey questions were based on the Every Student Succeeds Act (ESSA) homeless education requirements. The surveys were disseminated through emails, in person access, and student LCAP virtual meetings.

Tribes and civil rights organizations, including disability organizations, are not present or served by Hacienda La Puente USD to the best of our knowledge.

Hacienda La Puente USD has meaningfully consulted and considered the perspectives and insights of community members in identifying the unique needs of the LEA that are included in both the LCAP and ESSER III Expenditure Plan, especially related to the effects of the COVID-19 pandemic.

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

As a result of the LCAP development input received through the stakeholder engagement process, including written comments prior to adoption, the following key local priorities are addressed in the ESSER III Expenditure Plan:

The District Advisory Committee (DAC) and LCAP Advisory Committee provided feedback regarding the importance of digital equity, therefore, the District will maintain 1:1 technology to student ratio program and continue to provide and enhance technology access and technology infrastructure.

District English Learner Advisory Committee (DELAC) feedback included providing summer school opportunities for students especially English Learners and to hire entry-level staff to focus solely on Parent & Student Engagement. In addition, data gathered from Student Local Control and Accountability Plan (LCAP) and McKinney-Vento Parent Survey indicate that tutoring and summer school opportunities are areas of need. Based on this input, the District is 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. The District will also hire Parent Family Specialists to work with school sites to support parent engagement activities.

In regards to teacher quality and professional development, the LCAP Advisory Committee would like the District to continue to provide support as needed to ensure highly qualified teachers and effective instruction districtwide. In addition to continue “push-in” PD to differentiate support to school sites’ needs and provide professional development to strengthen the dual immersion program. Accordingly, the District will expand dual immersion and literacy instructional support including professional development and push-in services to aid instructors with meeting the diverse needs of all learners.

Input from school sites, including teachers and staff, communicated the need to keep schools in good condition and improve the indoor air quality in school facilities therefore the District will continue to maintain, improve, and modernize school facilities. The District will repair/ replace and upgrade projects to improve the indoor air quality in school facilities.

All stakeholders expressed the need to support the social emotional needs of all of our students as they return to in-person instruction, as a result, the District will continue to support and enhance MTSS to address students' academic, behavioral, social, & emotional development (including additional counseling services/ Counselors on Special Assignment focusing on the needs of underserved students), continue to differentiate professional development for implementation of California Standards and MTSS, and continue and refine academic support for all students and targeted student groups.

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

\$15,000,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP, Goal 1, Action 3	HVAC upgrades	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. This action supplements the work described in the LCAP by installing new and upgraded ventilation systems at all HLPUSD sites providing safer and improved indoor air quality.	\$15,000,000

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

\$10,500,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP, Goal 2, Action 4	Elementary Summer School 2021, 2023 & 2024 and Supplemental afterschool programs	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. This action supplements the work described in the LCAP by expanding the summer school offerings and supplies to include all students.	\$10,500,000

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

\$10, 453,130

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP, Goal 1, Action 5	Purchasing Educational Technology	Purchase devices, hardware, and software to aid in regular and substantive educational interaction between students and classroom instructors. This action supplements the work described in the LCAP by increasing the accessibility to technology providing laptop device access both at school and at home.	\$5,064,693

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP, Goal 2, Action 5	Teachers on Special Assignment	Expand dual immersion and literacy instructional support including professional development and push-in services to aid instructors with meeting the diverse needs of all learners. This action supplements the work described in the LCAP by increasing and enhancing professional development offerings focused on literacy instruction.	\$722,437
LCAP, Goal 3, Action 3	Family Services Specialists	Additional classified staff to support parent education and act as Liaison. This action supplements the work described in the LCAP by creating four new classified positions to support school sites in providing additional parent workshop opportunities based on parent interest.	\$400,000
LCAP, Goal 3, Action 20	Student Support COSAs	Student Support Counselors on Special Assignment (COSA's) to implement a districtwide system of tiered support services to effectively address unduplicated targeted students' social-emotional/behavioral and academic needs. SS COSAs will be assigned to elementary schools. This action supplements the work described in the LCAP by increasing the number of counselors and therefore reducing the counselor to student ratio.	\$3,366,000
N/A	Indirect Costs	Includes the indirect costs for actions in the Addressing the Impact of Lost Instructional Time section and Use of Any Remaining Funds section.	\$900,000

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
HVAC- improving indoor air quality	<ol style="list-style-type: none"> 1. HVAC replacement schedule/timeline based on districtwide needs assessment 2. Ongoing maintenance and monitoring schedule 	<ol style="list-style-type: none"> 1. Progress monitoring will be on-going. 2. Routine inspections and replacements will be scheduled and conducted according to county guidelines.
Elementary Summer School/ supplemental after school programs	K-6 District Interim Assessments (DIA) for ELA and Math	<ol style="list-style-type: none"> 1. DIA will be administered twice per year for grades 3rd-6th 2. DIA will be administered three times per year for grades K-2nd
Purchasing Educational Technology	<ol style="list-style-type: none"> 1. Conduct audit of current hardware, software, apps, and any established practices to inform tech refresh strategy/schedule 2. Assign devices based on identified teaching and learning needs 3. Utilize an endpoint management system, to ensure devices are up to date, properly used, and are functioning correctly. 4. Create Repair Schedule 	<ol style="list-style-type: none"> 1. On-going. 2. As needed. 3. As needed per manufacturer’s guidelines. 4. Daily
Teachers on Special Assignment	<ol style="list-style-type: none"> 1. Professional Development Calendar 2. Logs documenting implementation of evidence-based instructional strategies 3. Surveys- assisting school staff in: <ol style="list-style-type: none"> a. Assessing instructional needs based on data analysis. b. Utilizing appropriate instructional strategies and materials. 	<ol style="list-style-type: none"> 1. PD Calendar will be turned in monthly 2. Logs will be submitted at the end of each unit 3. Surveys will be administered quarterly

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
	<ul style="list-style-type: none"> c. Training certificated and classified instructional personnel, including demonstration lessons when appropriate. d. Planning parent education and involvement programs and activities. 	
Family Services Specialists	<p>Family Engagement Specialists will be monitored by the following:</p> <ul style="list-style-type: none"> 1. Attending Family Engagement meetings 2. Submitting a Family Engagement Services Report 3. Reporting the number and method of outreach efforts to families 4. Number of visits to school sites to support families 5. Number of parent education workshops 6. Keeping track of supplies provided to students and families 7. Retrieve number of student, parent, staff service entries from AERIES reports 	<p>Family Engagement Specialist will be monitored frequently by the following:</p> <ul style="list-style-type: none"> 1. Monthly Family Engagement meetings 2. Monthly submission of the Family Engagement Services Report 3. Monthly submission of the number of outreach efforts to families 4. Monthly submission of school site visits 5. Monthly submission of parent education workshops conducted 6. Monthly submission of supplies provided to students and families 7. At the district office download report on services entered on AERIES
Student Support COSAs	<p>Student Support Counselors on Special Assignment at the Elementary school sites will be monitored by following:</p> <ul style="list-style-type: none"> 1. Student case conference monthly meetings 2. Monthly Counseling services reports 3. Submit Intervention Report quarterly to assess number and type of interventions (attendance, behavior, support to foster and homeless students) provided to students (individual, group, whole school) 4. Number of referrals submitted to the Student Attendance Review Board 	<p>Student Support Counselors on Special Assignment will be monitored frequently by the following:</p> <ul style="list-style-type: none"> 1. Monthly participation in the Student case conference meetings to discuss student caseload and outcomes of interventions 2. Monthly submission of the Counseling services reports 3. End of the semester submission of Intervention Reports 4. Quarterly submission of the number of referrals submitted to the Student Attendance Review Board

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
	<ol style="list-style-type: none"> 5. Number of Student Attendance Review contracted conducted 6. Number of students on caseload based on the Universal Screener and referrals from site administrator, support staff or teachers 7. Submit End of the Year report Retrieve number of students, parent, staff counseling entries from AERIES reports 	<ol style="list-style-type: none"> 5. Quarterly submission of the number of Student Attendance Review Team meetings contacted 6. Monthly number of students on caseload based on the Universal Screener and referrals from site administrator, support staff or teachers 7. End of the Year report submission on total services provided at the school site 8. Monthly data report on the number of student, parent, staff counseling service entries from AERIES
Indirect Costs	Accuracy and allowability will be monitored through the state's financial reporting software, SACS, as it ensures allowability by program and expenditure type.	Three times a year when reporting to the state.