

# HAPPY VALLEY



Est. 1954

# UNION ELEMENTARY SCHOOL DISTRICT

## ESSER III Expenditure Plan

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

For more information please see the Instructions.

## Other LEA Plans Referenced in this Plan

Plan Title	Where the Plan May Be Accessed
Local Control Accountability Plan 2021-2024	The plan can be accessed on our school district website: <a href="https://www.hvUSD.net/">https://www.hvUSD.net/</a>
Expanded Learning Opportunity Plan	The plan can be accessed on our school district website: <a href="https://www.hvUSD.net/">https://www.hvUSD.net/</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

1,374,876
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Plan Section	Total Planned ESSER III
Strategies for Continuous and Safe In-Person Learning	934,720
Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)	357,656
Use of Any Remaining Funds	82,500

### Total ESSER III funds included in this plan

1,374,876
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## 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.

In order to solicit feedback to identify actions/services for the ESSER III Expenditure Plan, we engaged our local school community stakeholders using the following strategies: student, staff, and family surveys, in-person and virtual meetings, staff meetings, and the Local Control and Accountability Plan (LCAP) and/or the Expanded Learning Opportunities (ELO) Grant Plan feedback meetings. We believe that our community engagement provided us with significant insight in supporting our students and staff in order to keep them thriving and learning. The suggestions provided us with various COVID 19 prevention and mitigation strategies that impacted teaching, learning, and day-to-day school experiences. This plan culminates the ideas brought forward by our various stakeholder groups.

The following community members were consulted in the development of the plans:

- \* Students were given a survey
- \* Underserved student populations (foster youth, English learners, students with disabilities, homeless youth, low-income)
- \* Families, including families that speak languages other than English;
- \* School and district administrators, including the SELPA Director and JPA Special Ed Director;
- \* Teachers, principals, support staff, other educators, and local bargaining units.
- \* Community partners

NOTE: The Local Control and Accountability Plan (LCAP) and/or the Expanded Learning Opportunities (ELO) Grant Plan can be found at <https://www.hvUSD.net/>

Stakeholders identified and prioritized the specific needs faced by students, staff members, and the district during the pandemic and beyond. The actions and services identified within the ESSER III Plan will directly impact students, families, and our local community. The plan will provide the much-needed additional support to all of our students but especially our underserved student populations.

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

Community input was vital to the development of the plan as it provided us with different perspectives and identified the needs of our students and staff to safely and effectively return to in-person instruction. We also drew from our experience from the 2020-2021 school year as we provided in-person instruction for a majority of the school year. This allowed us the opportunity to figure out what worked and what did not work for cohort teaching, parent communication, technology, attendance flexibility, staff, and student accommodations, grading policies, interventions, Special Education support, social-emotional support, social distancing, and masking protocols, district policies and procedures, staff assignments/flexibility, health and wellness checks, learning models, meal flexibility, cleaning protocols, furniture/facilities needs, and allowed us to look closely at our different school systems in place. Finally, we were able to identify areas of staffing needed for the upcoming school year.

The following actions/services were influenced by community input:

- \* 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 and enrichment, tutoring, flexible groupings, interventions, comprehensive after school program, engagement strategies, professional development for support staff and teachers)
- \* Staff needs and extra support staff
- \* Social-emotional supports-(e.g. yoga, counseling, recess, screeners, extra-curricular activities, and engagement activities)
- \* After school extra-curricular activities
- \* Progress monitoring to ensure interventions address the academic, social, emotional, and mental health needs of all students, especially those students disproportionately impacted by COVID-19.

## 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

934,720

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP, G2:A2	PD	Lee Jenkins, various curriculum, Capturing Kids Hearts, Add'l days before calendar, Grading for Equity, ProACT	104,350
LCAP, G2:A2; ELO	Additional Counselor	Add an addition 1.0 FTE Counselor through 2023-24	245,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP, G2:A6	Community Liaison		30,900
LCAP G2:A2	Social Emotional Learning	Trauma Informed Practices, Anti-Bullying Curriculum, Alternative Seating, Field Trips	97,000
LCAP, G1:A2; ELO	Additional Teachers / Supports	AG Teacher, Spanish Teacher, Add'l 1.0 FTE, Roving Subs for supports, Intervention Teacher, Curriculum/Novel sets, Music Opportunities, Paraprofessional add'l time	416,710
	Technology in the Classrooms	Chromebooks, Printers, Electives (Robotics), Google Certification, Chromebook cases	40,760

### 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

357,656
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Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP G1:A2	Independent Study	IPL (Independent Study Teacher) + 5% TOSA	139,056
ELO Grant	Tutoring	Extending instructional learning time to before and/or after school for students	45,000
LCAP G2:A3	Assessments	iReady; Data Story Teams to disseminate data	173,600

### 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**

82,500			
Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
	Facilities	Generators for in-person instruction continuity, Outdoor eating areas, Extra support for Summer cleaning	82,500

**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
Academic Interventions	<p>Students will be provided with in-school interventions, tutoring, small group support, flexible groupings, and summer school.</p> <p>Using local assessments and teacher/support staff observations, students will be monitored at our regular scheduled Student Focus Team meetings. Students will be identified and targeted for additional support based on the results of the observations, assessment data, and parent feedback.</p>	<p>Regularly scheduled professional learning community meetings.</p> <p>Student Focus Team Meetings weekly</p> <p>Data Story Meetings weekly</p> <p>Summative assessments quarterly and yearly</p> <p>Formative assessments weekly</p>
Social Emotional Interventions	Using teacher/counseling/support staff observations, students will be monitored at our regular scheduled professional learning	<p>Regularly scheduled professional learning community meetings</p> <p>Counselors will work weekly with the targeted students</p>

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
	community meetings. Students will be identified and targeted for additional support based on the results of the observations, attendance data, behavior data and parent feedback.	Student Focus Team Meetings weekly Data Story Meetings weekly The behavior Coach will support student needs Family Liaison will provide support and communicate with families
Special Education Support	Using local academic assessments and teacher/counseling/support staff observations, students will be monitored at our regular scheduled professional learning community meetings. Students will be identified and targeted for additional support based on the results of the observations, academic data, IEP goals, attendance data, behavior data and parent feedback.	Regularly scheduled professional learning meetings, Student Success Team (SST), 504 meetings, and IEP meetings take place throughout the year. The Student Focus Team will meet weekly to identify current challenges, in addition to the SPED team's support of student needs.
Chronic Absenteeism	Using attendance data, we will focus our efforts on connecting with the families of our chronically absent students to ensure they have the resources and eliminate the barriers that are keeping their student(s) from attending school. Coordinator will set goals with identified students and complete weekly check-ins with the student and their family.	Monitored weekly by our Chronic Absenteeism Coordinator in coordination with the attendance clerk, counselor and school administrator. Attendance and Social Emotional Learning Data Story Teams will examine data and work with the attendance support staff to remove barriers to positive attendance and communicate with students and families regularly to prevent negative attendance.
Independent Study and/or Quarantine Plan	Using local health data and identified outbreaks, we will plan for, coordinate, and implement 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.	Daily check-ins by identified school staff. Weekly calls to support students. Work completion support will occur on a daily basis, during elective periods until work is completed Saturday learning opportunities will be offered/required for those who haven't completed the work within 15 days after return Staff will support online and via phone communication.

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
	We will provide an Independent Study program for parents that are uncomfortable sending their children to school during the pandemic.	