



ESSER III Expenditure Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Salinas Union High School District	Dr. Blanca Baltazar-Sabbah Associate Superintendent	blanca.baltazar@salinasuhd.org 831-796-7000

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
SUHSD Local Control Accountability Plan	SUHSD Local Control Accountability Plan
SUHSD Expanded Learning Opportunity Grant	SUHSD Expanded Learning Opportunity Grant

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

31,774,503

Plan Section	Total Planned ESSER III
Strategies for Continuous and Safe In-Person Learning	25,419,602
Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)	6,354,901
Use of Any Remaining Funds	

Total ESSER III funds included in this plan

31,774,503

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.

Through the development of the Expanded Learning Opportunities Grant (ELOG) and the Local Control Accountability Plan (LCAP), there were numerous opportunities to gather, analyze, and streamline feedback from various stakeholders, such as 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. Documentation related to these stakeholder engagement efforts can be found clicking here [SUHSD Local Control Accountability Plan](#) and [SUHSD Expanded Learning Opportunity Grant](#).

Yet, we provided our stakeholders' additional opportunities to provide input for the ESSER III plan. Our stakeholders had an opportunity to provide feedback via a survey and participate in one of our four stakeholder virtual meetings. The ESSER III Survey was designed to rate and provide feedback on our current strategies and activities and called for additional feedback.

Furthermore, throughout the 2020-21 school year, the district held various consultation forums to obtain feedback for the aforementioned plans. Each of our eleven school sites held a community engagement meeting in February. Our district stakeholder groups also had the opportunity to review the feedback and provide additional recommendations: DELAC, LCAP Parent Advisory, Migrant Parent Advisory Group, District English Learner Team, Educational Services, Salinas Valley Federation of Teachers, Classified labor union members, and site administrators. In addition, the Salinas Union High School District also engaged in meaningful consultations with La Cosecha, a student youth organization, and with Building Health Communities. Both meetings were held virtually.

Overall, we received 2,494 ESSER III survey responses, and 233 parents participated in our two-way-dialogue virtual stakeholder meetings. Therefore, combining our feedback from our LCAP and ELOG, we had a total of 5,800 parent/community member responses, 7,300 from students, and over 800 staff responses. All feedback was analyzed, and each perspective from each stakeholder group was considered to identify the needs of the students in our district, precisely the needs of our English learners, students with disabilities, foster youth, and homeless students.

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

The feedback from all the stakeholders described above was incorporated into developing the specific strategies for addressing the loss of instructional time and providing supplemental instruction and support to identified students. The additional feedback for the ESSER III plan remained consistent with the ELOG and LCAP. Including a commitment to in-person learning, student interventions, enrichment opportunities, and high-quality summer school opportunities. In addition, providing socio-emotional support to all students and staff was a high priority for our stakeholders.

Below are key recommendations to address the learning loss during the distance learning COVID year:

- Additional extended learning opportunities- 0 and 7th-period options
- Credit recovery opportunities for students who had various failing grades during the 2020-21 school year
- Additional instructional support for students (tutors/paraprofessionals), specifically in core content courses
- Homework support- possible a phone line or drop services with a tutor or teacher
- Additional support for students with disabilities and English learners
- Increase enrichment opportunities for students to be involved in extracurricular activities (educational field trips and athletic sports scrimmages)
- Increasing social-emotional support for students, increasing mental health services, social workers, psychologist
- Incorporate meditation before within the school day both for students and teachers

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

25,419,602

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
	HVAC Improvements	This action includes new installation, replacement, and repair of HVAC equipment to provide ventilation in spaces currently lacking ventilation.	\$412,909
	Healthy Air and Efficiency Upgrades	This action includes filter upgrades & replacements, HVAC equipment assessment, air balancing, installation of CO2 sensors, and reporting to align with the CalSHAPE Ventilation (AB841) guidelines.	\$3,560,000
	Repair/Replace HVAC Units (End of Life)	This action includes the replacement of HVAC equipment that is beyond its expected useful life and is not providing adequate ventilation.	\$20,190,000
	Allowance for all Actions	This is an allowance to cover unforeseen circumstances beyond the base Scope of Work which might be identified	\$1,256,693

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		during final engineering (for example structural modifications, electrical upgrades, or seismic upgrades)	

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

6,354,901

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
	Indirect Cost	Indirect cost	\$283,533
ELOG #6 Additional academic services for students	Increased classroom support	Additional paraprofessionals to support our English learners and student with disabilities.	\$1,289,539
ELOG #3 Integrated student supports to address other barriers to learning	Increased Psychologist supports	2 Additional Psychologists to support an increase in the number of assessments and provide additional socio-emotional support. The addition reduces psychologist: student ratio.	\$490,282
ELOG #3 Integrated student supports to address other barriers to learning	Increased therapy services	Increased number of MCBH therapists at school sites based on student needs.	\$380,457
LCAP Goal 1.3	Augmented math intervention supports	This is an adaptive program that helps students accelerate their math skills. It is connected to the STAR scores to provide the best adaptive experience and support the most growth for students.	\$128,000
LCAP Goal 1.6	Additional science lab opportunities for students	Students will have the opportunity to participate in more hands-on labs and activities that make science learning joyful, spark students' imagination, help students make	\$432,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		sense of natural phenomena, and boost literacy as students dialogue. Students need more hands-on experiences this year than ever before to address learning loss from a lack of hands-on experiences during distance learning last year.	
N/A	Increased access to tutoring	Live 1:1 Online tutoring that provides students with personalized, engaging instruction any time, any place. The tutors work closely with the district to ensure that STAR assessment data is utilized for monitoring progress and creating individualized support.	\$771,412
LCAP Goal 1.7	Building listening comprehension and fluency for all levels of English learners	This application supports oral comprehension for our emergent bilingual students. This will help accelerate English language fluency and comprehension.	\$90,000
LCAP Goals 1.2 and 3.2	Hour counseling and social-emotional supports	School counselors and Social Workers may be available after school to provide social-emotional support for students and staff.	\$525,829
LCAP Goal 1.3	Increased interactive math lessons	Interactive, hands-on manipulatives will foster students' understanding of abstract math concepts, such as combining like terms, solving equations, and factoring quadratics. This will also help bridge the learning gaps.	\$140,987
LCAP Goal 1.6	Increase diversity of science books reflective of our community	To accelerate learning in science, students need to be inspired by the questions asked and societal issues addressed by people like them. There are many women and people of color who do science today, however, students often don't see these examples. All role models need to be accessible to students so that they can envision themselves as scientists and engineers.	\$217,000
LCAP Goal 1.3	Increase credit recovery classes	Provide additional opportunities for students to recover credits to meet graduation and university course requirements.	\$122,940
LCAP Goal 3.2	Adding social worker to alternative education	Students at Carr Lake, El Puente, and Mt. Toro will have a full-time social worker to provide additional social-emotional support.	\$245,141
LCAP Goal 1.7	Increase independent reading libraries in ELA and	This will support learning loss by giving all students access to multiple grade-level texts that meet students at their	\$150,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
	ELD classes that are both aligned to adopted unit themes but also representing diversity authors and subject matter	literacy levels to provide targeted reading practice. Because many students are demonstrating below grade-level literacy, having access to a wide range of diverse texts is crucial to developing a love of reading. In addition, this reading practice will accelerate learning by expanding students' background knowledge with their current unit of instruction, help to increase their reading stamina, and provide access to multiple texts across a wide diversity of authors, protagonists, and storylines.	
LCAP Goal 1.7	Increase the number of hard copy novels that are adopted and aligned to ELA curriculum	This will support learning loss by giving students all access to hard copy core grade-level texts. Currently, we have access to hard copy class sets with additional book copies available online. This tactile novel experience will support students' literacy practice and instruction in their core ELA class. This purchase will assist in the acceleration of student learning by ensuring that all students in Professional Learning Communities simultaneously have access to their course core text. This will support PLCs with the planning and development of their Common Formative Assessments.	\$65,000
N/A	Increase access to Spanish and French online materials	This will support students access to global language materials online to accelerate learning.	\$135,412
N/A	Instructional Support for students in quarantine	Teachers will provide academic support for students who are in quarantine.	\$794,136
LCAP Goal 1.5	Instructional Supplies for Students with Disabilities	Interactive hands-on manipulative will support student learning in all content areas.	\$50,000
LCAP Goal 1.3	Intensive Reading Intervention	Students are assessed and provided with an individual reading intervention program to increase their literacy skills.	\$25,740
LCAP Goal 1.7	Student Feedback	ELD students will be provided with detailed feedback about how to improve their writing based on their written work.	\$17,490.94

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

0

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

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
Ventilation Improvements – New HVAC Installations and Ventilation Improvements – End of Life HVAC Replacements	Weekly project check-ins with Engie (general contractor) through project completion. Thereafter scheduled maintenance, filter replacements, and maintenance or repairs in response to comfort complaints will be performed as usual.	Weekly Scheduled maintenance as appropriate, MERV-13 filter replacements every 4 months
Healthy Air and Efficiency Upgrades	Weekly project check-ins with Engie (general contractor) through project completion. Thereafter scheduled maintenance, filter replacements, and maintenance or repairs in response to comfort complaints will be performed as usual.	Weekly Scheduled maintenance as appropriate, MERV-13 filter replacements every 4 months

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
Increased classroom support	Progress on student achievement (IEP goals, grades)	Report Card
Increased Psychologist supports	Number of students served (assessment/direct services)	Quarterly
Increased therapy services	Student caseload, # of sessions provided to students, and student academic progress	Quarterly
Augmented middle school math intervention supports	Math STAR assessments Freckle reports	3 times a year Monthly
Additional science lab opportunities for students	Progress Reports, Semester Grades	Quarterly and monthly
Increased access to tutoring	Progress report grades, quarter and semester grades STAR Reading and Math data	End of grading each period About every 6 weeks 3 times a year (Beginning, Middle, and End of year)
Building listening comprehension and fluency for all levels of English learners	Academic Language Development (ALD)/Academic Language and Literacy (ALL) unit assessments English Language Proficiency Assessments for California- listening sub-category	Quarterly Yearly
After hour counseling and social-emotional supports	A log will be kept of students receiving services and documents in the SIS system. Data protocols to support student progress (academic and behavioral).	Quarterly
Increased interactive math lessons	Math STAR assessments Math final Professional Learning Community Common Formative Assessments	3 times a year 2 times a year Monthly
Increase diversity of science books reflective of our community	Reading STAR assessment Science course grades	3 times a year Quarterly/Semester

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
Increase credit recovery classes	Students are given a report of credits completed and progress towards completion	Monthly
Adding a social worker to alternative education	Number of students served	Quarterly
Increase independent reading libraries in ELA and ELD classes that are both aligned to adopted unit themes but also representing diversity authors and subject matter	Reading STAR assessments and Accelerated Reader MYON usage reports	STAR assessment 3 times a year, AR ongoing in between STAR assessment Quarterly
Increase the number of hard copy novels that are adopted and aligned to ELA curriculum	Reading STAR assessments and Accelerated Reader (AR)	STAR assessment 3 times a year, AR ongoing in between STAR assessment
Increase access to Spanish and French online materials	Spanish and French grades	Twice a year
Instructional Support for students in quarantine	Students' assignments will be reviewed and graded.	During the quarantine period, progress report time, and quarter grades.
Instructional Supplies for Students with Disabilities	Student access to curriculum, Progress on student achievement (IEP goals, grades)	Quarterly
Intensive Reading Intervention	Students are assessed weekly using the DIBELS assessment to monitor fluency. They are also assessed in spelling and grammar based on individual student needs.	Weekly
Student Feedback	District assessments- ELA/ELD	Twice a year