

ESSER III Expenditure Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Orange Unified School District (OUSD)	Dr. Gunn Marie Hansen, Superintendent	ghansen@orangeusd.org (714) 628-4533

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
OUSD Local Control and Accountability Plan (2021-2024)	OUSD Local Control and Accountability Plan (2021-2024)
OUSD Learning Continuity & Attendance Plan (2020-2021)	OUSD Learning Continuity & Attendance Plan (2020-2021)
OUSD Expanded Learning Opportunities Grant Plan (2021-2023)	OUSD Expanded Learning Opportunities Grant Plan (2021-2023)
OUSD EDGE Strategic Plan (2019-2025)	OUSD EDGE Strategic Plan (2019-2025)
OUSD Facilities Master Plan 2021	https://www.orangeusd.org/departments/facilities-planning/facilitiesmasterplan

Plan Title	Where the Plan May Be Accessed
OUSD 2021-2022 Safety & Health Driven Plan	OUSD 2021-2022 Safety & Health Driven Plan

Summary of Planned ESSER III Expenditure.

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

\$28,095,152

Plan Section	Total Planned ESSER III Expenditures
Strategies for Continuous and Safe In-Person Learning	\$10,501,139
Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)	\$17,594,013
Use of Any Remaining Funds	N/A

Total ESSER III funds included in this plan

\$28,095,152

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 2019, Orange Unified School District (OUSD), in collaboration with a multitude of stakeholder groups, created the Orange Unified EDGE, the district strategic plan for 2019-2025. This plan compressed the seven goals of the 2017-2020 Local Control Accountability Plan (LCAP) into four focus areas grounded in the *District Core Values of Integrity, Equity, Respect and Excellence*. Aligning the LCAP to the strategic plan was a major transition, but necessary, if OUSD was to remain consistent with the new vision and transparent to all stakeholder groups. All plans moving forward, including the Elementary and Secondary School Emergency Relief (ESSER) III Expenditure Plan mirror and build upon our Board of Education's vision, mission, and strategic initiatives identified within the four focus areas of *Excellence in Academics & Leadership, Dedicated & Engaged Communication, Genuine Wellness & Safety and Efficient Utilization of Fiscal Capital*.

Consistent outreach for stakeholder input has been an area of focus for OUSD. Because of the cohesive alignment we are forming with our strategic plan, Local Control and Accountability Plan (LCAP), Single Plan for Student Achievement (SPSA), Facilities Master Plan, Learning Continuity Plan (LCP), and Expanded Learning Opportunities ((ELO) Grant Plan input from our stakeholders has been prodigious. OUSD Leadership consults with stakeholder groups that include students, teachers, principals, other school personnel, local bargaining units, parents, community members and other advisory groups such as the *District Advisory Committee (DAC)*, the *District English Learner Advisory Committee (DELAC)*, the *Superintendent's Forum*, *District Curriculum Council*, *Educational Technology Advisory Council (ETAC)*, *Foster Connections*, and *GATE Community Advisory Committee*. Each group brings varied perspective and richness to the conversation and contributes to the development of a meaningful plan that represents the services and programs for all our students. Orange Unified School District engaged in meaningful consultation and collaboration with all stakeholders and advisory groups. Information on the ESSER III Plan was disseminated at the following recent advisory/community meetings, in addition to questions being answered and input gleaned:

*District Curriculum Council- September 28, 2021

*District Advisory Council (DAC)- September 29, 2021

*District English Language Advisory Committee (DELAC)- September 9, 2021

*Superintendent's Forum- September 1, 2021

*Special Education Community Advisory Committee- September 27, 2021

*Orange City Schools Committee- September 20, 2021

*Monthly Superintendent & Educational Services Leadership meetings with Orange Unified Education Association (OUEA) meetings

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

The Orange Unified EDGE sets the foundation for all the work that is done at all our school campuses and district office. The LCAP is deeply rooted in the OUSD EDGE and all plans, including the ESSER III, are an extension of the goals set forth in the LCAP. Annual input gathered from LCAP survey results and focus group discussions, provides invaluable insight into programs and practices. Since Spring of 2021, parents and students were also afforded an additional opportunity to provide input in the use of Expanded Learning Opportunities (ELO) and other Assembly Bill 86 COVID-19 funding such as ESSER I and ESSER II, through the *OUSD Instructional Model Commitment Form* that all parents were asked to fill out to determine program placement for the 2021-2022 school year. This survey enabled families to provide input on current services/programs as well as what other actions/programs/initiatives needed to be explored and considered to meet district focus areas, LCAP goals, and components of the ELO Plan. Educational Services Leadership felt it was critical to continue gathering stakeholder input on how we could continue collaboratively to provide a safe return to in-person instruction, continuity of services, and effective actions to address students' academic, social, emotional, and mental health needs thus, a Stakeholder Input Survey was created and has been available for input since July 2021. This survey with a QR code has been highly publicized in the OUSD 2021-2022 Safety & Health-Driven Plan and disseminated through weekly Superintendents Messages, School Messenger, OUSD social media, and all parent/advisory meetings. Ed Services Leadership Staff have continued to tabulate survey results along with input gathered from Advisory Committees, and emails/phone calls received from parents/community members. Since December 2020, Educational Services staff has collected 48, 683 actual surveys. The data from these surveys alongside with information gathered from emails, phone calls, and all focus group discussions aided in a qualitative analysis where common themes were extracted. The following infographic depicts those major themes

Student, Parent, Staff and Community Input



- Additional Teachers
- Shade Structure
- Hepa Filters
- Enrichment Programs
- Athletic Facilities
- Bottle Filling Stations
- Additional Instructional Aides
- Summer School
- Additional Counselors/Behavioral Support
- Tutoring

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

\$10,501,139			
Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
<ul style="list-style-type: none"> ○ ELO Plan, Additional Academic Services for Students Goal (p.8) ○ 2021-2022 Safety & Health Driven Plan, Instructional Models (p.11) ○ EDGE Strategic Plan, Strategic Initiative 4.3 	Alternative Learning Environments	A minimum of nine teachers will continue to facilitate comprehensive, robust learning opportunities to those families who desire to keep their student(s) learning remotely due to the pandemic. These teachers will support the OUSD EDGE Virtual Academy and the OUSD Homeschool Program.	<ul style="list-style-type: none"> ○ Additional teachers-\$2,025,352 (22/23 & 23/24 school years)
<ul style="list-style-type: none"> ○ LCP, In-Person Instructional Offerings Goal, Action 4 (p.11) ○ EDGE Strategic Plan, Strategic Initiative 3.5 	Staff Support	Extra earnings will be provided to current school staff in order for them to provide supervision before school, during recess, lunch and after school as there are numerous staggered school start times and lunches due to ensuring and maintaining COVID-19 safety protocols.	<ul style="list-style-type: none"> ○ Staff extra earnings-\$600,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
<ul style="list-style-type: none"> ○ EDGE Strategic Plan, Strategic Initiative 4.3 	Shade Shelters & Amphitheaters	Shade shelters will be provided across 30 elementary and secondary school campuses. Shelters will be 30' x 40' and will allow for additional student seating during recess/lunch as well as provide a flexible outdoor learning space for classrooms to utilize. Amphitheaters at 3 high schools will also be provided for additional outside seating for performances, as well as for outdoor learning space and to use for additional lunch space as needed to meet COVID-19 safety protocols.	<ul style="list-style-type: none"> ○ Portion of costs for shade shelters- \$1,200,000
<ul style="list-style-type: none"> ○ EDGE Strategic Plan, Strategic Initiative 4.4 ○ 2021-2022 Safety & Health Driven Plan, Clean Ventilation (p.8) ○ Facilities Master Plan, Outdoor Spaces (p.34) 	HVAC Upgrades	Necessary HVAC upgrades will be facilitated to improve the indoor air quality in classrooms.	<ul style="list-style-type: none"> ○ Portion of costs for upgrades- \$2,374,037
<ul style="list-style-type: none"> ○ EDGE Strategic Plan, Strategic Initiative 4.4 ○ Facilities Master Plan, Restrooms (p.35) 	Restroom Renovations	Necessary renovations will be facilitated to improve overall student health needs and reduce the overall risk of virus transmission and exposure to environmental health hazards by providing safe, clean facilities. Restrooms will be furnished with durable finishes that are easy to clean and maintain	<ul style="list-style-type: none"> ○ Portion of costs for renovations- \$2,000,000
<ul style="list-style-type: none"> ○ EDGE Strategic Plan, Strategic Initiative 4.3 ○ 2021-2022 Safety & Health Driven Plan, Nutrition & Food Safety (p.8) 	Student Eating Space Renovations	Universal free meal waivers have increased meal participation significantly. Nutrition Services is serving approximately 2,000 additional breakfasts and 4,000 lunches per day across the district. The increase in meal participation has created the need to update and expand student eating spaces. Outdoor furniture seating will also be added to address needed social distancing space while students are eating.	<ul style="list-style-type: none"> ○ Portion of costs for renovations- \$645,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
<ul style="list-style-type: none"> EDGE Strategic Plan, Strategic Initiative 4.4 Facilities Master Plan, Media Center Furniture (p.96) 	Secondary Library Renovations	Fabric and/or vinyl seating will be replaced with new hard surface seating and tables that promote a healthier, easier to clean learning environment for students.	<ul style="list-style-type: none"> Portion of costs for renovations- \$500,000
<ul style="list-style-type: none"> EDGE Strategic Plan, Strategic Initiative 4.4 Facilities Master Plan, Gymnasium (p.100) 	High School Gymnasiums Renovations	Gymnasiums will be updated with proper ventilation to meet Center for Disease Control (CDC) recommendations as well as new bleachers and flooring to meet standards for new ADA codes.	<ul style="list-style-type: none"> Cost for renovations- \$1,156,750

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

\$17,594,013

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
<ul style="list-style-type: none"> ELO, Integrated Student Supports Goal (p.7) LCAP, Goal 6, Action 6.10 (p.46) LCP, Mental Health & SEL Goal, Actions 1, 3 & 4 (p.27) 	Multi-Tiered System of Support (MTSS)	OUSD recognizes the need to support all nine dimensions of a student's overall wellness. Parent, staff, as well as input from our students has yielded the need for additional counseling services on all campuses. Classroom teachers will continue to utilize Nearpod SEL modules within their classrooms and/or integrate them within their lesson delivery. Tier II and Tier III needs will continue to be met through our continued successful collaboration with our community partner Care Solace.	<ul style="list-style-type: none"> Counselors- \$4,171,312 (22/23 & 23/24 school years) Nearpod Curriculum- \$132,000 Care Solace- \$69,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
<ul style="list-style-type: none"> ○ EDGE Strategic Plan, Strategic Initiatives 1.1,3.2, 3.3 & 3.6 		<p>The physical dimension of wellness for our elementary students will continue to be addressed through the facilitation of a robust Physical Education program that is layered with the CASEL Core Competencies.</p>	<ul style="list-style-type: none"> ○ Sports for Learning- \$1,636,000
<ul style="list-style-type: none"> ○ ELO Plan, Extending Instructional Learning Time Goal (p.6) ○ LCAP, Goal 4, Action 4.1a & b (p.28) ○ LCAP, Goal 7, Action 7.1 (p.51) ○ EDGE Strategic Plan, Strategic Initiatives 1.1 & 1.4 	<p>Extending Instructional Learning Time</p>	<p>Intervention, acceleration, and enrichment opportunities will continue to be provided at the elementary, middle, and high school levels during summer, spring, and winter breaks. Comprehensive, robust <i>Intensive Instructional Support Learning Clinics</i> that focus on credit recovery in all core content areas, reading strategies and mathematics will also be facilitated.</p> <p>All students will also have the opportunity to access intervention, acceleration, and enrichment activities through various community collaborations such as Santiago Canyon College, <i>College for Kids & Teen Program</i>, which offers a wide array of in person and virtual courses.</p>	<ul style="list-style-type: none"> ○ Summer, Winter, Spring Personnel/Materials Cost- \$1,200,000 (22/23 & 23/24 school years) ○ \$1,000,000 (22/23 & 23/24 school years)
<ul style="list-style-type: none"> ○ ELO Plan, Support for credit deficient students Goal (p. 7) & Additional academic services for students Goal (p.8) ○ LCAP, Goal 3, Action 3.2a, 3.2b, 3.5, 3.6 (p.21) ○ LCAP, Goal 4, Actions 4.1a, c & d (p.28) ○ EDGE Strategic Plan, Strategic Initiative 1.6 	<p>Supports for Intervention, Acceleration, and Credit Deficiency</p>	<p>The overarching goal of the OUSD EDGE Strategic Plan is to prepare students for college and career opportunities upon graduation. In order to accomplish this goal, it is essential that identified learning gaps and/or barriers are identified. Needed support for intervention and acceleration will be targeted through the facilitation of additional teachers at identified elementary campuses to minimize combination classes and the potential loss of staffing due to ratios.</p> <p>Secondary campuses will be supported through the facilitation of additional sections with an emphasis on co-teaching opportunities for English Learners and Students with Disabilities. Sections will also be provided to campuses for AVID, Intervention, and Pre-Advanced Placement, which encompass high-</p>	<ul style="list-style-type: none"> ○ Additional Elementary Teachers- \$1,829,044 (22/23 & 23/24 school years) ○ Additional Secondary Sections- \$1,500,000 (22/23 & 23/24 school years)

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		quality instructional strategies that address gaps in learning.	
<ul style="list-style-type: none"> ○ ELO Plan, Accelerating Progress to Close Learning Gaps (p.6) ○ LCAP, Goal 2, Action 2.6a (p.15) ○ LCAP, Goal 3, Action 3.5 (p.21) ○ LCAP, Goal 4, Action 4.1a (p. 28) ○ LCAP, Goal 6, Action 6.2 (p.43) ○ LCAP, Goal 7, Action 7.5d (p.52) ○ LCP, Pupil Learning Loss Goal, Actions 3, 4 & 6 (p.22) ○ EDGE Strategic Plan, Strategic Initiatives 1.1, 1.3 & 1.4 	Accelerating Progress to Close Learning Gaps	<p>The continuity of a high-quality instructional program and delivery model is critically important to all OUSD stakeholders. In keeping with the practices put in place with the implementation of our adopted curriculum and Multi-tiered System of Support (MTSS), the district will continue providing the highest quality instruction and supports for all students, with emphasis on our At Promise students, English learners, Low Income, Foster Youth, homeless and students with disabilities. The continued implementation of tutoring for all students, which includes 24/7 services via an outside vendor, functional skills tutoring for students with moderate to severe disabilities, as well as targeted individual and/or small groups facilitated at the school campuses. Identified gaps will also be targeted through the deployment of supplemental learning recovery programs such as IZL, Read Naturally, Brainpop, Nearpod, and Happy Numbers, as well as credit recovery availability for secondary students through APEX Learning.</p> <p>In order to accelerate progress to close learning gaps, teachers will continue to need additional support by Instructional Assistants and Behavior Support Assistants. IAs and BAs will work with individual and small groups on identified skills in all core subjects, as well as address skills needed by students to facilitate classroom routines, protocols, and work collaboratively with peers.</p>	<ul style="list-style-type: none"> ○ Supplemental Programs- \$264,000 ○ Tutoring Costs- \$450,000 ○ Instructional Assistants- \$2,207,273 (22/23 & 23/24) ○ Behavior Assistants- \$827,262 (22/23 & 23/24)

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
<ul style="list-style-type: none"> ○ LCP, Support for Pupils with Unique Needs Goal, Actions 1 & 6 (p.18) ○ LCAP, Goal 1, Action 1.4 (p.8) ○ LCAP, Goal 2, Action 2.4 (p.14) ○ EDGE Strategic Plan, Strategic Initiative 1.10 ○ Facilities Master Plan, Typical Classroom Equipment (p.74) 	Classroom Technology	Additional technology will also need to be purchased to ensure that all campuses are equipped with LCD monitors, carts, and FrontRow Juno Voicelift Speakers. The LCD monitors allow all students to clearly view instructional content from all distances and angles of view within the classroom. The LCDs are significantly brighter, have higher contrast, and provide much better viewing angles regardless of seating arrangements within the classroom. The Juno systems help to alleviate the challenges of Personal Protection Equipment (PPE) such as masks that are a mandatory requirement within the classroom. These systems allow teachers to project their voice and presentations clearly through wireless lapel microphones, handheld microphones, and Bluetooth connectivity to computers.	<ul style="list-style-type: none"> ○ Purchase of monitors, carts & speakers- \$2,308,122

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

N/A

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
Alternative Learning Environments	<ol style="list-style-type: none"> 1. iReady Diagnostic & Standards Mastery assessments will be administered to students in English Language Arts and Math. 2. Acadience Reading Benchmark assessments will be administered to students. 3. Curriculum embedded assessments will be administered to students. 	<ol style="list-style-type: none"> 1. iReady Diagnostics are administered three times a year, while the Standards Mastery are ongoing as they align with specific standard delivery. 2. Acadience Benchmarks are administered three times a year with ongoing progress monitoring every two weeks for identified students below benchmark. 3. Curriculum embedded assessments are administered after every unit of instruction, which is typically every four to six weeks.
Staff Support	<ol style="list-style-type: none"> 1. Ongoing parent/student surveys and conversations with advisory groups will be facilitated to measure adherence to California Department of Public Health (CDPH) and Orange County Health Care Agency recommendations/protocols, as well as stakeholder satisfaction with meeting actions identified in the OUSD 2021-2022 Safety Health-Driven Plan. 	<ol style="list-style-type: none"> 1. Surveys/advisory group discussions will be administered once a trimester.
Shade Shelters & Amphitheaters	<ol style="list-style-type: none"> 1. Ongoing parent/student surveys and conversations with advisory groups will be facilitated to measure adherence to California Department of Public Health (CDPH) and Orange County Health Care Agency recommendations/protocols, as well as stakeholder satisfaction with meeting actions identified in the OUSD 2021-2022 Safety Health-Driven Plan. 	<ol style="list-style-type: none"> 1. Surveys/advisory group discussions will be administered once a trimester.
HVAC Upgrades	<ol style="list-style-type: none"> 1. Utilization of Dude Solutions Asset Essentials software to monitor units. 	<ol style="list-style-type: none"> 1. Data is monitored quarterly.

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
	2. Utilization of energy management systems.	2. Systems are monitored daily.
Restroom Renovations	1. Ongoing parent/student surveys and conversations with advisory groups will be facilitated to measure adherence to California Department of Public Health (CDPH) and Orange County Health Care Agency recommendations/protocols, as well as stakeholder satisfaction with meeting actions identified in the OUSD 2021-2022 Safety Health-Driven Plan.	1. Surveys/advisory group discussions will be facilitated once a trimester.
Cafeterias/Kitchens Renovations	1. Student participation in meal program and parent/student feedback will be gathered per surveys administered by Nutrition Services.	1. Surveys will be facilitated once a semester.
Multi-Tiered System of Support (MTSS)	<ol style="list-style-type: none"> 1. Tracking the total number of risk assessments, as well as Care Solace referrals with a goal of seeing a 3% decrease in Tier 3 interventions. 2. Increase in # of students receiving suicide prevention instruction facilitated by counselors. 3. Increase of 10% across all grade levels facilitating Nearpod SEL lessons. 4. Facilitation of <i>Each Mind Matters School Climate Student Survey</i>. 	<ol style="list-style-type: none"> 1. Progress monitoring facilitated by Coordinator, Student & Community Services on a monthly basis and discussed with Educational Services Team. 2. Yearly 3. Nearpod reports are analyzed on a monthly basis. 4. Administered annually
Extending Instructional Learning Time	<ol style="list-style-type: none"> 1. iReady Diagnostic & Standards Mastery assessments will be administered to measure growth in English Language Arts and Math on specified standards for students in 2nd-6th grade. 2. Correct Letter Sounds (CLS) assessment will be administered to students in kindergarten, while Whole Words Read (WWR) will be administered to 1st grade students. 3. Completion of course credits for secondary students. 	<ol style="list-style-type: none"> 1. Pre/Post assessments will be administered at start and end of the extended learning offerings, while Standard Mastery assessments are ongoing as they align with specific standard delivery. 2. Pre/Post assessments will be administered at start and end of the extended learning offerings. 3. Progress of module completion in APEX Learning system is monitored weekly by teacher. Reports are given to summer

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
		school counselor/administrator for additional follow-up.
Supports for Intervention, Acceleration, and Credit Deficiency	<ol style="list-style-type: none"> 1. iReady Diagnostic & Standards Mastery assessments will be administered to students in English Language Arts and Math. 2. Acadience Reading Benchmark assessments will be administered to students. 3. Curriculum embedded assessments will be administered to students. 4. Decrease of 20% of D-F rates for secondary students. 5. Increase of 15% in A-G completion for secondary students. 	<ol style="list-style-type: none"> 1. iReady Diagnostics are administered three times a year, while the Standards Mastery are ongoing as they align with specific standard delivery. 2. Acadience Benchmarks are administered three times a year with ongoing progress monitoring every two weeks for identified students below benchmark. 3. Curriculum embedded assessments are administered after every unit of instruction, which is typically every four to six weeks. 4. Monitored bi-weekly by counselors, site administration and district office. 5. Monitored quarterly by counselors, site administrators and district office.
Accelerating Progress to Close Learning Gaps	<ol style="list-style-type: none"> 1. iReady Diagnostic & Standards Mastery assessments will be administered to students in English Language Arts and Math. 2. Acadience Reading Benchmark assessments will be administered to students. 3. Curriculum embedded assessments will be administered to students. 4. Paper Education Dashboard provides student activity data, which includes # of logins, subjects covered and testing sessions. 	<ol style="list-style-type: none"> 1. iReady Diagnostics are administered three times a year, while the Standards Mastery are ongoing as they align with specific standard delivery. 2. Acadience Benchmarks are administered three times a year with ongoing progress monitoring every two weeks for identified students below benchmark. 3. Curriculum embedded assessments are administered after every unit of instruction, which is typically every four to six weeks. 4. Reports are generated and analyzed monthly.
Classroom Technology	<ol style="list-style-type: none"> 1. Facilitation of <i>Each Mind Matters School Climate Survey</i>. 2. Facilitation of LCAP Survey 	<ol style="list-style-type: none"> 1. Administered yearly 2. Administered yearly

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/fg/cr/arpact.asp>.

For technical assistance related to the ESSER III Expenditure Plan template and instructions, please contact LCFF@cde.ca.gov. For all other questions related to ESSER III, please contact 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.).

California Department of Education
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