



## 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 ESSER III Expenditure Plan for Washington Unified School District

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
2021-2022 LCAP	www.washingtonunified.org

## 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

\$14,722,895

Plan Section	Total Planned ESSER III
Strategies for Continuous and Safe In-Person Learning	\$8,153,332
Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)	\$4,069,563
Use of Any Remaining Funds	\$2,500,000

### Total ESSER III funds included in this plan

\$14,722,895

## 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.

WUSD believes that stakeholder input is a critical in order to develop any comprehensive plan. The District consulted parents, pupils, school personnel including administrators, principals and teachers, local bargaining units, and the community over the course of the year conducting numerous meetings and administering surveys to all employees, all students in grade 3 and above, and all parents. The district also consulted with the District Parent Advisory Committee and the District English Learner Parent Advisory Committee as the LCAP and ESSER III plans were developed.

The following meetings listed below were hosted by WUSD and stakeholder feedback was collected. Due to state and local restrictions, parent, community, and student meetings were held virtually utilizing Google Meet. Stakeholders could participate either by phone or by logging into the platform. Staff meetings were held both virtually and in-person as permitted by applicable health and safety guidelines.

District Parent Advisory Committee (DAC) Meetings: February 18th and April 29th

LCAP Community Meetings (Included administrators and classified staff): March 9th and March 16th

Certificated Bargaining Unit: April 29th

Classified Bargaining Unit: May 6th

District English Learner Advisory Committee (DELAC): February 18th, April 29th, and October 7th

Site Staff Meetings including Certificated and Classified personnel: February 17th (Alt. Ed and WU), March 1st (WFES), March 16th (WFMS), March 15 (AU) and March 1st (WFES)

Student Council Meetings: February 21st (Alt. Ed Student Forum), February 24th (WFE), March 17th (AU), April 28th (WU)

District Director/Cabinet/Principal Meetings: January 26th and February 2nd. These meetings all included district special education administrators to ensure WUSD supported our special education student population. Additionally needs assessment data was analyzed on a monthly basis from January through May

District Administration Meeting including Directors, Principals, and Learning Directors: February 16th. Additionally needs assessment data was analyzed on a monthly basis from January through May

WUSD Board Meetings: 2nd Wednesday of each month beginning in January

The Washington Unified School District evaluated its stakeholder engagement opportunities and determined that (Civil Rights Groups/Tribes/Advocates) are neither present nor served by the LEA.

Translation services were provided at each meeting as needed. The district made a solid effort to assure voices were heard from stakeholders throughout these meetings that represented English Learner students, socioeconomically disadvantaged students, and homeless students.

At these meetings, the following information was shared by the district: Available dashboard data, local data, previous LCAP goals, progress made toward meeting LCAP goals/metrics, and the budget for each LCAP goal. Stakeholders were then given the opportunity to respond to each LCAP goal and give us input responding to the following four prompts for each goal: 1) Of what are you most proud? 2) What areas should we consider for improvement? 3) What are we doing well for English Learners, Foster Youth, and Low-Income Students? 4) How can we improve services for English Learners, Foster Youth, and Low-Income Students?

Once all the stakeholder feedback was collected, the district administration team analyzed the feedback and used it to draft the LCAP and ESSER III expenditure plans. The data were coded according to the topic. The most common topics of successes and needs were collected throughout the feedback process, and then given priority in the writing of the LCAP and ESSER III. Upon the completion of all community meetings, WUSD had an accessible ESSER III expenditure report for feedback from all stakeholders. Report was available October 1 through October 12, 2021 via WUSD website for public comment and feedback. Final WUSD Board approval was conducted on October 13, 2021.

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

The four goals of the LCAP were originally created with stakeholder input. This year, stakeholder input continues to demonstrate that our efforts are focused in the right direction. The following will continue to remain the focus of this plan: 1) Providing High-Quality Teachers and Resources for Students, 2) Increasing Parent and Community Communication and Participation, 3) Improving Student Achievement for All Students, and 4) Maintaining a Safe and Positive School Climate. Both fiscal and human resources will be dedicated to meeting the District's goals in these critical areas.

#### Continued Aspects of the LCAP Influenced by Specific Stakeholder Input:

1. Providing High-Quality Teachers and Resources for Students: Stakeholder input in this area indicates that stakeholders are proud of the efforts made to train and support teachers and stakeholders want these efforts to continue. This continued effort is reflected in Goal 1 Actions 2, 5, and 6. Stakeholders would like to see continued improvements in the safety and security of facilities. This continued effort is reflected in Goal 4, Action 8. Stakeholders would also like to see an effort made toward maintaining district technology in good repair and increasing district technology for teachers and students. This continued effort is reflected in Goal 1, Action 7.

2. Continuing strong Parent and Community Communication and Participation: Stakeholders are very proud of the efforts made in this goal; specifically the use of Aeries as a method of communication with parents. WUSD will continue our focused efforts in this area. Stakeholders would like to see increased parent education options, such as classes, workshops or seminars. Goal 2 Actions 2 and 3 will continue to address this as WUSD is actively seeking new opportunities for parent education courses on the various comprehensive sites.

3. Improving Student Achievement for All Students: Stakeholders, especially parents, are proud of the variety of interventions offered in WUSD. After School Program supports, Reading Intervention, and Counseling/Intervention Specialists were all mentioned as areas of strength. WUSD will continue to focus on these areas through Goal 3 Actions 1, 2, 13, and 15 and will also address other modes of academic intervention services through intervention curriculum (Action 3 Goal 3), Online Supplemental Curriculum (Goal 3 Action 7) and Summer School (Goal 3 Action 14).

4. Maintaining a Safe and Positive School Climate: Stakeholders appreciate the increased effort made over the past year towards the health and safety of their students. Stakeholders expressed a desire to see increased mental health and social-emotional supports for students. WUSD will continue to focus on this area (Goal 3, Action 13 and Goal 4, Actions 5 and 6).

New Aspects of the LCAP and ESSER III Influenced by Specific Stakeholder Input directly related to the effects of the COVID-19 Pandemic:

1. Increased and Improved Technology including Training and Support: Goal 1 Actions 4, 5, and 7 will address the needs for more devices, technology support, and professional development that includes training in new technology and online platforms to support students in both hybrid and distance learning models.

2. WUSD will continue to follow all state and local guidelines for school re-opening during the on-going COVID-19 pandemic. Utilizing CARES act funding, WUSD will continue to provide supplies, services, and other necessary expenditures to prevent the spread of COVID-19 and other infections, including, but not limited to purchase of Personal Protective Equipment (PPE) and facilities sanitation equipment. Staff will also continue to be trained in health and safety procedures to identify and prevent the spread of infection such as 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

\$8,153,332

<b>Plan Alignment (if applicable)</b>	<b>Action Title</b>	<b>Action Description</b>	<b>Planned ESSER III Funded Expenditures</b>
N/A	Cleaning Supplies to prevent the spread of COVID-19	Purchase of gloves, disinfectants, liquid cleaners, foaming cleaners, sanitizers, mops, towels, trash bags, sponges, brushes, empty spray bottles, soap, towel & soap dispensers, floor stripper, floor wax, etc	\$68,255
N/A	Large scale spraying of campus/large spaces to prevent the spread of COVID-19	Purchase equipment that allows our staff to do large scale spraying of campus and large space to prevent the spread of COVID-19	\$183,817
N/A	Hire Nurse to prevent the spread of COVID-19	Nursing Assistant increase contracted hours, new positions and/or additional employee hours to oversee testing and health of the students	\$108,500
N/A	Purchase Air Purifiers	Air Purifiers for most rooms within the district for additional cleaning of the air to prevent the spread of COVID-19	\$138,000
N/A	Purchase Room Foggers	Purchase room foggers for additional cleaning of the air to prevent the spread of COVID-19	\$48,000
N/A	Purchase HVAC units	Purchase HVAC units and related air purification resources to ensure that the air is constantly being cleaned to prevent the spread of COVID-19	\$347,200
N/A	Purchase MERV-14 Air Filters	Purchase MERV-14 Air Filters for the new HVAC units and replace them 4 times per year for 4 years to provide additional cleaning of the air to prevent the spread of COVID-19	\$61,760
N/A	Provide additional classrooms	Provide several additional classrooms to reduce the number of students per classroom and also provide facilities for separating students as needed due to COVID-19	\$4,500,000
N/A	Personal Protective Equipment & COVID-19 testing	Personal Protective Equipment & COVID-19 testing to prevent the spread of COVID-19	\$71,200
N/A	Staffing Increases, additional hours and substitutes for Custodial/Maintenance	Hire additional staff, increase hours and/or hire substitutes to work against the spread of COVID-19	\$277,600
N/A	Staff training	Staff training in health, cleaning and general prevention of the spread of COVID-19	\$82,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
N/A	Water and Food	Replace and add additional water fountains, bottle fillers, in-class water and bottled water to provide water to all cafeterias, playgrounds, by all classrooms and provide food for students in difficult/crisis situations due to COVID-19	\$245,000
N/A	One-to-One internet devices	Purchase and provide an internet device for every student to ensure that every student has access to school at all times.	\$727,000
N/A	Outdoor Learning Spaces	Awnings, structures, electrical, lights, tables, benches and similar type items to allow teaching outdoors where the spread of COVID-19 is greatly reduced	\$1,295,000

## 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

\$4,069,563

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP, Goal # 3, Action #15	After School Program	The After School Program will ensure that all students receive academic support, including tutoring and assistance completing homework. ESSER III funds will be used to expand the after-school program to all sites within the district as well as increase access to existing after-school programs based on identified student needs. This action will support the lost instructional time and additional academic needs exacerbated by the COVID 19 pandemic.	\$870,000
LCAP, Goal # 3, Action #14	Summer School	Our Low Income, Foster Youth, English learners, Students with Disabilities, African American, and Homeless youth have the most opportunity for continued academic growth according to the most current state and local assessments.	\$435,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		<p>Summer School courses will ensure that unduplicated students are given the opportunity to complete A-G college requirements and to provide academic support. The LEA will continue to provide Summer School courses for unduplicated students, including African American students, Students with Disabilities, and Homeless students. Since its inception, this action has resulted in increased academic achievement, A-G completion, graduation rates, and enhanced learning of unduplicated students. ESSER III funds will be used to expand summer school throughout the district to ensure learning recovery is addressed and credit recovery is an option for all high school students that are in need.</p>	
LCAP, Goal # 1, Action #4	Technology	<p>A need exacerbated by the pandemic and reflected in our prior and most recent Needs Assessment data, highlights the need for increased access to technology to augment and support learning, especially for our Low Income, Foster Youth, and English Learner students. Access to technology improves academic performance and is a key 21st Century skill. To address this need, the district will continue to purchase technology. By providing technology, students will have increased access to high-quality resources, learning and enrichment opportunities, 24 hours a day which will support extended learning or learning recovery opportunities. As students have more access to resources, the district anticipates an increase in academic achievement and progress measures, such as letter grades. Since the inception of this action, stakeholder feedback has improved in the area of providing technology to students and student achievement has increased. ESSER III funds will be utilized to expand, replace, and furnish additional devices to ensure all students have access to technology. This action will support the lost instructional time and additional academic needs exacerbated by the COVID 19 pandemic.</p>	\$490,984
LCAP, Goal # 3, Action # 18	Supplemental Instructional Materials and Supplies	<p>Our Low Income, Foster Youth, and English Learner students have the most opportunity for continued academic</p>	\$210,000



Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		<p>growth according to the most current state and local assessments. Supplemental Instructional supplies will ensure that unduplicated students are given the opportunity to complete all courses and to provide academic support. The LEA will continue to provide supplemental instructional supplies for unduplicated students. As students interact with additional learning materials that offer a variety of access points through manipulatives, videos, audio options, extended reading, they will strengthen skills, knowledge and application. Since its inception, this action has resulted in increased academic achievement, coursework completion, and enhanced learning of unduplicated students. ESSER III funds will be utilized to expand credit recovery opportunities with supplemental instructional materials based on student needs. This action will support the lost instructional time and additional academic needs exacerbated by the COVID 19 pandemic.</p>	
LCAP, Goal # 3, Action # 17	CTE Courses and Electives	<p>Our Low Income, Foster Youth, and English Learner students have the most opportunity for continued academic growth according to the most current state and local assessments. Expanding CTE Pathways will help expand the various ways students may meet A-G requirements and preparation for post-secondary success. As students engage in experiential and practical learning, they will practice critical thinking, explore areas of post-secondary interest and develop marketable skills and knowledge. The LEA will continue to provide for expanded CTE Pathways for unduplicated students. Since its inception, this action has resulted in the increased academic achievement, A-G completion, and enhanced learning of unduplicated students. ESSER III funds will be utilized for expanding CTE courses temporarily to allow students on any CTE pathway to be able to make up CTE classes that were missed due to the Pandemic and earn their respective certificate by graduation.</p>	\$424,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP, Goal #3, Action # 5	Instructional Aides	<p>Our Low Income, Foster Youth, and English Learner students have the most opportunity for continued academic growth according to the most current state and local assessments. Supplemental academic support that monitors learning levels, missed learning, and learning strengths is important to augment academic learning and spark curiosity. Instructional Aides are needed to support and monitor the academic achievement and learning progress of unduplicated students. Through additional proactive and intentional monitoring and support, students needs can be identified early and often allowing the system to be more responsive so that purposeful learning supports may be extended. The LEA will continue to provide Instructional Assistants to be able to support students, including unduplicated students. Since its inception, this action has resulted in increased academic achievement and the enhanced learning of unduplicated students. ESSER III funds will be utilized to expand the use of instructional aides throughout the district based on student need. This action will support the lost instructional time and additional academic needs exacerbated by the COVID 19 pandemic.</p>	\$364,579
LCAP, Goal #3, Action # 13	Counselors	<p>Our Low Income, Foster Youth, English learners, Students with Disabilities, African American, and Homeless youth have the most opportunity for continued academic growth according to the most current state and local assessments. Counselors will continue to provide academic guidance and support for unduplicated students, including African American students, Students with Disabilities, and Homeless students, to meet A-G requirements to ensure College and Career readiness and to support and monitor the academic achievement and learning progress of the LEA's unduplicated students. Since its inception, this action has resulted in the increased academic achievement, A-G completion, graduation rates, and enhanced learning of unduplicated students. ESSER III funds will be utilized to expand our academic counseling services throughout the district to ensure the needs are met in the area of SEL.</p>	\$1,275,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		This action will support the lost instructional time and additional academic needs exacerbated by the COVID 19 pandemic.	

## 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

\$2,500,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
N/A	Facility Enhancements and Upgrades	Campus improvements to prevent the spread of COVID-19 by facilitating social distancing, quarantine spaces and health services.	\$2,500,000

## 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
<ul style="list-style-type: none"> <li>Cleaning Supplies to prevent the</li> </ul>	Washington Unified Director of Maintenance & Operations created a comprehensive inventory	<ol style="list-style-type: none"> <li>On-going</li> <li>Inventory will be reviewed and supplies ordered on a routine basis.</li> </ol>

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
<p>spread of COVID 19</p> <ul style="list-style-type: none"> <li>• Large scale spraying devices for use on campus/large spaces to prevent the spread of COVID 10</li> <li>• Purchase of small-scale classroom fogging devices to prevent the spread of COVID 19</li> </ul>	<p>list of all supplies necessary to continue to prevent the spread of COVID 19.</p>	<p>3. Schedule for maintenance personnel to ensure fogging is a routine part of daily operations.</p>
<ul style="list-style-type: none"> <li>• Purchase of air purifiers</li> <li>• Purchase of HVAC units</li> <li>• Purchase of MERV-14 air filters</li> </ul>	<p>Washington Unified Director of Maintenance &amp; Operations created a comprehensive inventory list of all classrooms and office spaces for the installation and monitoring of all air purifier devices. Washington Unified Superintendent and Chief Business Official are developing a plan for the purchase and installation of new HVAC units throughout the district. Once installed, the Director of Maintenance &amp; Operations will build a schedule to ensure filters are changed out according to manufacture specifications.</p>	<ol style="list-style-type: none"> <li>1. On-going</li> <li>2. Action plan created for the purchase and installation of HVAC systems throughout the district.</li> <li>3. Replacement of air filters per manufacture instructions</li> </ol>
<p>Hire additional nurse to prevent the spread of COVID 19</p>	<p>Washington Unified Director of Student Services will monitor the implementation of services throughout the district by meeting with site administrators and health care practitioners.</p>	<ol style="list-style-type: none"> <li>1. Bi-monthly meetings with site principals and all health care practitioners.</li> </ol>
<ul style="list-style-type: none"> <li>• Provide additional classrooms</li> <li>• Outdoor Learning Spaces</li> </ul>	<p>Washington Unified School District followed all health and safety guidelines throughout the COVID-19 pandemic and will continue to do so. Maintaining social distancing and providing safe spaces for learning is being monitored with all health guidance. This is a fluid process at times</p>	<ol style="list-style-type: none"> <li>1. Facilities will be inspected and updated once per school year.</li> </ol>

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
	and will be adjusted as necessary to maintain all precautions. WUSD Director of Maintenance & Operations along with the Chief Business Official will monitor the facilities.	
Ensure Personal Protective Equipment (PPE) is available for all personnel and COVID-19 testing	Washington Unified Director of Maintenance & Operations along with site health practitioners throughout the district will monitor the inventory and order as necessary. WUSD will also follow all health and safety guidelines of the local, state, & CDC.	<ol style="list-style-type: none"> <li>1. On-going</li> <li>2. Weekly inventory of all PPE</li> </ol>
<ul style="list-style-type: none"> <li>• Counselors</li> <li>• Social Emotional Learning</li> </ul>	Washington Unified School District will continue to support social and emotional learning for all students. WUSD has hired additional certificated counselors to ensure the academic, social, and emotional needs of our students can be served. In addition, WUSD has contracted with the following agencies: All for Youth, Comprehensive Youth Services, and On-site counseling services. All agencies will monitor caseloads of students and report services to ensure we can serve the needs of all students.	1. Caseload analysis will be conducted twice per semester and adjusted based on the referral process and the needs of students in WUSD.
Staffing increases and additional hours for substitutes for custodial/maintenance personnel	Washington Unified Director of Maintenance & Operations will conduct an analysis of staffing to ensure WUSD can maintain safe and secure campuses and prevent the spread of COVID-19.	1. Meeting are conducted bi-monthly with the district office
Staff Training	On-going training to ensure WUSD has a safe and healthy environment.	<ol style="list-style-type: none"> <li>1. On-going</li> <li>2. Hiring of new personnel</li> </ol>
Water and food	Washington Unified School District will routinely inspect all water facilities throughout the district to ensure health and safety measures are in place and replenish as needed. Furthermore, WUSD will continue to provide nourishment throughout the district.	<ol style="list-style-type: none"> <li>1. On-going</li> <li>2. Monitor all health and safety guidelines and update WUSD COVID-19 Handbook</li> </ol>

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
<ul style="list-style-type: none"> <li>• Technology</li> <li>• One-to-one Internet Devices</li> </ul>	<p>Washington Unified School District has implemented one-to-one devices throughout the district. District technicians will work with site administrators to implement a technology contract between the district and families. Devices are issued at the beginning of each school year. Furthermore, Directors of Curriculum &amp; Instruction will work along side PLC Facilitators and site administration to determine best practices and uses of technology in the classroom. This action will also support students out for quarantine due to the COVID 19 pandemic.</p>	<ol style="list-style-type: none"> <li>1. On-going</li> <li>2. Replace as necessary</li> <li>3. Devices are tracked and assigned to students in WUSD student information system</li> </ol>
<p>Supplemental Instructional Materials and Supplies</p>	<p>Washington Unified School District Curriculum Director works with each site administration team and teacher leads to review instructional materials and supply requests. Curriculum Director maintains a spread sheet of all supplemental instructional materials.</p>	<ol style="list-style-type: none"> <li>1. Orders reviewed and submitted twice per school year</li> </ol>
<p>After School Program</p>	<p>Each school site within WUSD has an After School Program Lead who monitor the program. Attendance, intervention, and grade monitoring is embedded into the program.</p>	<ol style="list-style-type: none"> <li>1. Two School Site Council Meetings per semester</li> <li>2. Data analysis meetings conducted monthly with coordinators and site administration</li> </ol>
<p>Summer School</p>	<p>Washington Unified School District has multiple Intervention Specialist personnel at each school site. Student grades and local assessments are analyzed. Based on the analysis, counselors meet with students and parents to review progress and make recommendations for our summer school program.</p>	<ol style="list-style-type: none"> <li>1. Each six-week grading period and at semester</li> <li>2. On-going meetings with student and families to review progress</li> </ol>
<p>CTE Courses &amp; Electives</p>	<p>Washington Union High School will monitor all CTE pathways to ensure all students have an opportunity to re-take any failed courses. Transcript analysis will be conducted, student and parent meetings held, and opportunities for students will be allowed.</p>	<ol style="list-style-type: none"> <li>1. Analysis will be conducted at the end of each semester</li> <li>2. Parent and students meeting will follow each semester analysis</li> </ol>

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
Instructional Aides	Washington Unified School District is committed to providing instructional aides to support teachers and students. WUSD will work with site administrators to review best practices when placing instructional aides into classrooms. Data will be analyzed in all special education classrooms and TK-2 classrooms.	1. Staffing meeting once per semester

# 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 completion of the ESSER III Expenditure Plan, please contact [EDReliefFunds@cde.ca.gov](mailto:EDReliefFunds@cde.ca.gov).*

## Fiscal Requirements

- The LEA must use at least 20 percent (20%) of its ESSER III apportionment for expenditures related to addressing the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs.
  - For purposes of this requirement, "evidence-based interventions" include practices or programs that have **evidence** to show that they are effective at producing results and improving outcomes when implemented. This kind of evidence has generally been produced through formal studies and research. There are four tiers, or levels, of evidence:



- **Tier 1 – Strong Evidence:** the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented randomized control experimental studies.
  - **Tier 2 – Moderate Evidence:** the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented quasi-experimental studies.
  - **Tier 3 – Promising Evidence:** the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented correlational studies (with statistical controls for selection bias).
  - **Tier 4 – Demonstrates a Rationale:** practices that have a well-defined logic model or theory of action, are supported by research, and have some effort underway by a State Educational Agency, LEA, or outside research organization to determine their effectiveness.
- **For additional information please see the Evidence-Based Interventions Under the ESSA web page at <https://www.cde.ca.gov/re/es/evidence.asp>.**
- The LEA must use the remaining ESSER III funds consistent with section 2001(e)(2) of the ARP Act, including for:
  - Any activity authorized by the Elementary and Secondary Education Act (ESEA) of 1965;
  - Any activity authorized by the Individuals with Disabilities Education Act (IDEA);
  - Any activity authorized by the Adult Education and Family Literacy Act;
  - Any activity authorized by the Carl D. Perkins Career and Technical Education Act of 2006;
  - Coordination of preparedness and response efforts of LEAs with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to COVID-19;
  - Activities to address the unique needs of low-income students, students with disabilities, English learners, racial and ethnic minorities, homeless students, and foster youth, including how outreach and service delivery will meet the needs of each population;
  - Developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs;
  - Training and professional development for staff of the LEA on sanitation and minimizing the spread of infectious diseases;
  - Purchasing supplies to sanitize and clean the facilities of an LEA, including buildings operated by such agency;
  - Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under IDEA, and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements;
  - Purchasing education technology (including hardware, software, and connectivity) for students who are served by the LEA that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment;
  - Providing mental health services and supports, including through the implementation of evidence-based full-service community schools;
  - Planning and implementing activities related to summer learning and supplemental after school programs, including providing classroom instruction or online learning during the summer months and addressing the needs of underserved students;

- Addressing learning loss among students, including underserved students, by:
  - Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiated instruction,
  - Implementing evidence-based activities to meet the comprehensive needs of students,
  - Providing information and assistance to parents and families of how they can effectively support students, including in a distance learning environment, and
  - Tracking student attendance and improving student engagement in distance education;

**Note:** A definition of “underserved students” is provided in the Community Engagement section of the instructions.

- School facility repairs and improvements to enable operation of schools to reduce risks of virus transmission and exposure to environmental health hazards, and to support student health needs;
- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and nonmechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door replacement;
- Developing strategies and implementing public health protocols including, to the greatest extent practicable, policies in line with guidance from the Centers for Disease Control and Prevention (CDC) for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff;
- Other activities that are necessary to maintain the operation of and continuity of services in LEAs and continuing to employ existing staff of the LEA.

### **Other LEA Plans Referenced in this Plan**

In developing the plan, the LEA has flexibility to include community input and/or actions included in other planning documents, such as the Local Control and Accountability Plan (LCAP) and/or the Expanded Learning Opportunities (ELO) Grant Plan, provided that the input and/or actions address the requirements of the ESSER III Expenditure Plan.

An LEA that chooses to utilize community input and/or actions from other planning documents must provide the name of the plan(s) referenced by the LEA and a description of where the plan(s) may be accessed by the public (such as a link to a web page or the street address of where the plan(s) are available) in the table. The LEA may add or delete rows from the table as necessary.

An LEA that chooses not to utilize community input and/or actions from other planning documents may provide a response of “Not Applicable” in the table.

### **Summary of Expenditures**

The Summary of Expenditures table provides an overview of the ESSER III funding received by the LEA and how the LEA plans to use its ESSER III funds to support the strategies and interventions being implemented by the LEA.

### **Instructions**

For the ‘Total ESSER III funds received by the LEA,’ provide the total amount of ESSER III funds received by the LEA.

In the Total Planned ESSER III Expenditures column of the table, provide the amount of ESSER III funds being used to implement the actions identified in the applicable plan sections.

For the ‘Total ESSER III funds included in this plan,’ provide the total amount of ESSER III funds being used to implement actions in the plan.

## **Community Engagement**

### **Purpose and Requirements**

An LEA’s decisions about how to use its ESSER III funds will directly impact the students, families, and the local community, and thus the LEA’s plan must be tailored to the specific needs faced by students and schools. These community members will have significant insight into what prevention and mitigation strategies should be pursued to keep students and staff safe, as well as how the various COVID–19 prevention and mitigation strategies impact teaching, learning, and day-to-day school experiences.

An LEA must engage in meaningful consultation with the following community members, as applicable to the LEA:

- Students;
- Families, including families that speak languages other than English;
- School and district administrators, including special education administrators;
- Teachers, principals, school leaders, other educators, school staff, and local bargaining units, as applicable.

“Meaningful consultation” with the community includes considering the perspectives and insights of each of the required community members in identifying the unique needs of the LEA, especially related to the effects of the COVID-19 pandemic. Comprehensive strategic planning will utilize these perspectives and insights to determine the most effective strategies and interventions to address these needs through the programs and services the LEA implements with its ESSER III funds.

Additionally, an LEA must engage in meaningful consultation with the following groups to the extent that they are present or served in the LEA:

- Tribes;
- Civil rights organizations, including disability rights organizations (e.g. the American Association of People with Disabilities, the American Civil Liberties Union, National Association for the Advancement of Colored People, etc.); and
- Individuals or advocates representing the interests of children with disabilities, English learners, homeless students, foster youth, migratory students, children who are incarcerated, and other underserved students.
  - For purposes of this requirement “underserved students” include:
    - Students who are low-income;

- Students who are English learners;
- Students of color;
- Students who are foster youth;
- Homeless students;
- Students with disabilities; and
- Migratory students.

LEAs are also encouraged to engage with community partners, expanded learning providers, and other community organizations in developing the plan.

Information and resources that support effective community engagement may be found under *Resources* on the following web page of the CDE’s website: <https://www.cde.ca.gov/re/lc>.

### **Instructions**

In responding to the following prompts, the LEA may reference or include input provided by community members during the development of existing plans, including the LCAP and/or the ELO Grant Plan, to the extent that the input is applicable to the requirements of the ESSER III Expenditure Plan. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broad understanding among the LEA’s local community.

#### **A description of the efforts made by the LEA to meaningfully consult with its required community members and the opportunities provided by the LEA for public input in the development of the plan.**

A sufficient response to this prompt will describe how the LEA sought to meaningfully consult with its required community members in the development of the plan, how the LEA promoted the opportunities for community engagement, and the opportunities that the LEA provided for input from the public at large into the development of the plan.

As noted above, a description of “meaningful consultation” with the community will include an explanation of how the LEA has considered the perspectives and insights of each of the required community members in identifying the unique needs of the LEA, especially related to the effects of the COVID-19 pandemic.

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

A sufficient response to this prompt will provide clear, specific information about how input from community members and the public at large was considered in the development of the LEA’s plan for its use of ESSER III funds. This response must describe aspects of the ESSER III Expenditure Plan that were influenced by or developed in response to input from community members.

- For the purposes of this prompt, “aspects” may include:
  - Prevention and mitigation strategies to continuously and safely operate schools for in-person learning;

- Strategies to address the academic impact of lost instructional time through implementation of evidence-based interventions (e.g. summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs);
- Any other strategies or activities implemented with the LEA’s ESSER III fund apportionment consistent with section 2001(e)(2) of the ARP Act; and
- Progress monitoring to ensure interventions address the academic, social, emotional, and mental health needs for all students, especially those students disproportionately impacted by COVID-19

For additional information and guidance, please see the U.S. Department of Education’s Roadmap to Reopening Safely and Meeting All Students’ Needs Document, available here: <https://www2.ed.gov/documents/coronavirus/reopening-2.pdf>.

**Planned Actions and Expenditures**

**Purpose and Requirements**

As noted in the Introduction, an LEA receiving ESSER III funds is required to develop a plan to use its ESSER III funds to, at a minimum, address students’ academic, social, emotional, and mental health needs, as well as the opportunity gaps that existed before, and were exacerbated by, the COVID-19 pandemic.

**Instructions**

An LEA has the flexibility to include actions described in existing plans, including the LCAP and/or ELO Grant Plan, to the extent that the action(s) address the requirements of the ESSER III Expenditure Plan. When including action(s) from other plans, the LEA must describe how the action(s) included in the ESSER III Expenditure Plan supplement the work described in the plan being referenced. The LEA must specify the amount of ESSER III funds that it intends to use to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA. Descriptions of actions provided should include sufficient detail yet be sufficiently succinct to promote a broad understanding among the LEA’s local community.

**Strategies for Continuous and Safe In-Person Learning**

Provide the total amount of funds being used to implement actions related to Continuous and Safe In-Person Learning, then complete the table as follows:

- If the action(s) are included in another plan, identify the plan and provide the applicable goal and/or action number from the plan. If the action(s) are not included in another plan, write “N/A”.
- Provide a short title for the action(s).
- Provide a description of the action(s) the LEA will implement using ESSER III funds for prevention and mitigation strategies that are, to the greatest extent practicable, in line with the most recent CDC guidance, in order to continuously and safely operate schools for in-person learning.

- Specify the amount of ESSER III funds the LEA plans to expend to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA.

### **Addressing the Impact of Lost Instructional Time**

As a reminder, the LEA must use not less than 20 percent of its ESSER III funds to address the academic impact of lost instructional time. Provide the total amount of funds being used to implement actions related to addressing the impact of lost instructional time, then complete the table as follows:

- If the action(s) are included in another plan, identify the plan and provide the applicable goal and/or action number from the plan. If the action(s) are not included in another plan, write “N/A”.
- Provide a short title for the action(s).
- Provide a description of the action(s) the LEA will implement using ESSER III funds to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs.
- Specify the amount of ESSER III funds the LEA plans to expend to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA.

### **Use of Any Remaining Funds**

After completing the Strategies for Continuous and Safe In-Person Learning and the Addressing the Impact of Lost Instructional Time portions of the plan, the LEA may use any remaining ESSER III funds to implement additional actions to address students’ academic, social, emotional, and mental health needs, as well as to address opportunity gaps, consistent with the allowable uses identified above in the Fiscal Requirements section of the Instructions. LEAs choosing to use ESSER III funds in this manner must provide the total amount of funds being used to implement actions with any remaining ESSER III funds, then complete the table as follows:

- If the action(s) are included in another plan, identify the plan and provide the applicable goal and/or action number from the plan. If the action(s) are not included in another plan, write “N/A”.
- Provide a short title for the action(s).
- Provide a description of any additional action(s) the LEA will implement to address students’ academic, social, emotional, and mental health needs, as well as to address opportunity gaps, consistent with the allowable uses identified above in the Fiscal Requirements section of the Instructions. If an LEA has allocated its entire apportionment of ESSER III funds to strategies for continuous and safe in-person learning and/or to addressing the impact of lost instructional time, the LEA may indicate that it is not implementing additional actions.
- Specify the amount of ESSER III funds the LEA plans to expend to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA. If the LEA it is not implementing additional actions the LEA must indicate “\$0”.

### **Ensuring Interventions are Addressing Student Needs**

The LEA is required to ensure its interventions will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students most impacted by the COVID–19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.

The LEA may group actions together based on how the LEA plans to monitor the actions' progress. For example, if an LEA plans to monitor the progress of two actions in the same way and with the same frequency, the LEA may list both actions within the same row of the table. Each action included in the ESSER III Expenditure Plan must be addressed within the table, either individually or as part of a group of actions.

Complete the table as follows:

- Provide the action title(s) of the actions being measured.
- Provide a description of how the LEA will monitor progress of the action(s) to ensure that they are addressing the needs of students.
- Specify how frequently progress will be monitored (e.g. daily, weekly, monthly, every 6 weeks, etc.).

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