



# ESSER III Expenditure Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Saddleback Valley Unified School District	Liza Zielasko Assistant Superintendent, Educational Services	Liza.Zielasko@svusd.org (949) 580-3241

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.  
 ESSER III Expenditure Plan for Saddleback Valley Unified School District

## Other LEA Plans Referenced in this Plan

Plan Title	Where the Plan May Be Accessed
21-22 Local Control and Accountability Plan (LCAP)	SVUSD Website, <a href="http://www.svUSD.org">www.svUSD.org</a> , About tab, Assessment & Accountability - <a href="https://www.svUSD.org/departments/educational-services/assessment-accountability">https://www.svUSD.org/departments/educational-services/assessment-accountability</a>
Expanded Learning Opportunity Grant Plan (ELOG)	SVUSD Website, <a href="http://www.svUSD.org">www.svUSD.org</a> , About tab, Assessment & Accountability - <a href="https://www.svUSD.org/departments/educational-services/assessment-accountability">https://www.svUSD.org/departments/educational-services/assessment-accountability</a>

## Summary of Planned ESSER III Expenditures

Below is a summary of the ESSER III funds received by the LEA and how the LEA intends to expend these funds in support of students.

### Total ESSER III funds received by the LEA

\$19,450,885

Plan Section	Total Planned ESSER III
Strategies for Continuous and Safe In-Person Learning	3,200,445
Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)	5,320,709
Use of Any Remaining Funds	10,929,731

### Total ESSER III funds included in this plan

19,450,885

## 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.

As part of our annual LCAP process, Saddleback Valley Unified connected with the following educational partner groups to discuss how the district should prioritize recovery efforts specifically in the areas of safe in-person learning, lost instructional time, and other pandemic impacts:

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

Documentation related to these educational partner engagement efforts can be found in the 2021-2022 Local Control Accountability Plan and Annual Update, which can be found on the SVUSD Website, [www.svUSD.org](http://www.svUSD.org), About tab, Assessment & Accountability - <https://www.svUSD.org/departments/educational-services/assessment-accountability>.

As part of the development of the Expanded Learning Opportunities Grant, Saddleback Valley Unified connected with the following educational partner groups to discuss how the district should prioritize recovery efforts specifically in the areas of safe in-person learning, lost instructional time, and other pandemic impacts:

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

Documentation related to these educational partner engagement efforts can be found in the Expanded Learning Opportunity Grant, which can be found on the SVUSD Website, [www.svUSD.org](http://www.svUSD.org), About tab, Assessment & Accountability - <https://www.svUSD.org/departments/educational-services/assessment-accountability>.

Saddleback Valley Unified evaluated its educational partner engagement opportunities and determined that Civil Rights Groups and Tribes are neither present nor served by the District. Saddleback Valley Unified engaged in meaningful consultation with Team of Advocates for Special Kids (TASK) on October 7, 2021 by telephone conference call. The voices of our educational partners were included in the LCAP and ELOG feedback process including the District English Language Advisory Committee, Title I Principal/Parent Meeting, and consultation with the South Orange County SELPA Director.

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

All our educational partner priorities were summarized broadly in these three points:

1. Address the Social-Emotional/Mental Health needs of students
2. Further Implement MTSS (academic – SEL – behavioral)
  - a. Continue focus on struggling readers K-3 with Tier 2 & Tier 3 supports
  - b. Continue focus on math achievement for all students
  - c. Increase Social Emotional Learning, Counseling & Behavioral Supports
  - d. Identify specific actions and services to support struggling student groups
3. Interventions must be provided to address learning gaps

Goals/Actions influenced by specific educational partner groups, educational partner feedback action is noted in parenthesis:

#### PRIORITIES ACROSS ALL GROUPS:

- + Need for counselors at all levels (ELOG Goal 3, Action 3, Strategy 3; Action 4, Strategy A)
- + Need to include life skills (budgeting, etc) as a part of our curriculum (LCAP Goal 2, Action 9, Strategy 9; Action 11, Strategy 5)
- + Overemphasis on college bound students, but all students need life skills (LCAP Goal 2, Action 9, Strategy 9)
- + Mental health is important and the stress for all is intense (LCAP Goal 1, Action 3, Strategies 1, 3, 5)
- + Partnership between families, schools, and students is very important (LCAP Goal 1, Action 9, Strategy 1-10)

#### STUDENTS:

- + Improve bathroom and fountain conditions at all schools (ELOG Goal 3, Action 9, Strategy 9)
- + Improve connections and time with Counselors to support students with college planning, course decision-making, financial aid, and career pathways (LCAP Goal 1, Action 1, Strategy 3; Goal 2, Action 9, Strategy 9)
- + Improve supports for mental health issues (LCAP Goal 1, Action 3, Strategies 1, 3, 5)
- + Increase tutoring and systems of supports for students struggling, especially English Learners (LCAP Goal 2, Action 3, Strategy 1-7; Action 4, Strategy 1-2; Action 7, Strategy 1-6; Action 8, Strategy 1-2; Action 10; Action 12, Strategy 2, 4, 6, 7, 8)
- + Support for life after high school, important life skills they need to be successful adults (LCAP Goal 2, Action 9, Strategy 9)

#### PARENTS:

- + Social Emotional support including counselors (ELOG Goal 3, Action 3, Strategy 3; Action 4, Strategy A)
- + Increasing sports, art, music, and physical education opportunities for students (LCAP Goal 2, Action 9, Strategy 1-8)
- + Life skills training for students (LCAP Goal 2, Action 9, Strategy 9)

#### DISTRICT ENGLISH LANGUAGE ADVISORY COMMITTEE

- + After school centers and programs with tutoring support for students (ELOG, Goal 2, Strategy A; Goal 4, Strategy A & B)
- + Increase social emotional learning supports (LCAP Goal 1, Action 3 & 4)

- + Increase the supports and services that will allow English Learners to make better progress (LCAP Goal 1, Action 2, Strategy 1A-1F; Goal 2, Action 12)
- + Full time bilingual staff at school to support parents and English Learner students (LCAP Goal 2, Action 12, Strategy 8)
- + Provide supports for students to successfully transition and adjust to being back in school (LCAP Goal 1, Action 3 & 4)
- + Newcomer support and programs across the district (LCAP Goal 1, Action 2, Strategy 1C)

#### CERTIFICATED STAFF

- + Mental Health supports for teachers (ELOG Goal 1, Action 3, Strategies 1, 3, 5)
- + Intervention supports for struggling students (LCAP Goal 2, Action 3, Strategy 1-7; Action 4, Strategy 1-2; Action 7, Strategy 1-6; Action 8, Strategy 1-2; Action 10; Action 12, Strategy 2, 4, 6, 7, 8)
- + Relationship building supports for students and families (LCAP Goal 1, Action 9, Strategy 1-10)
- + Social emotional learning skills for students (ELOG Goal 3, Action 3, Strategy 3; Action 4, Strategy A)
- + Improved supports for disadvantaged students (LCAP Goal 2, Action 3, Strategy 1-7; Action 4, Strategy 1-2; Action 7, Strategy 1-6; Action 8, Strategy 1-2; Action 10; Action 12, Strategy 2, 4, 6, 7, 8)

#### CLASSIFIED STAFF

- + Reaching struggling students (LCAP Goal 2, Action 3, Strategy 1, 3, 5, 7; Action 7, Strategy 1, 3, 6)
- + Mental Health supports including counselors for students (LCAP Goal 1, Action 3, Strategies 1, 3, 5)
- + Life Skills instruction for students (LCAP Goal 2, Action 9, Strategy 9)
- + Additional language support services at school sites to support positive family relationships (LCAP Goal 1, Action 9, Strategy 7; Action 10, Strategy 1-4)
- + Extended learning time for students (ELOG, Goal 2, Strategy A; Goal 4, Strategy A & B)

#### PRINCIPALS:

- + Instructional Coaches (LCAP Goal 2, Action 1; Action 2, Strategy 1; Action 4, Strategy 1; Action 5, Strategy 1; Action 6, Strategy 1; Action 8, Strategy 1)
- + Focus on early literacy and foundational math skills (LCAP Goal 2, Action 1, Strategy 1; Action 5)
- + Expansion of MTSS work including systemic interventions (LCAP Goal 2, Action 3; Action 4; Action 6; Action 7; Action 8)
- + Enhancing English Language Development (designated & integrated) programs to support English Learners (LCAP Goal 2, Action 12)
- + Advance Culturally Responsive Teaching practices and professional development (LCAP Goal 2, Action 4, Strategy 2)
- + Increase counseling services at the elementary level (LCAP Goal 1, Action 3, Strategies 1, 3, 5)

## 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

3,200,445

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
	Safety Supplies and Measures	<p>Additional supplies and services related to maintaining sanitizing efforts, contract tracing, COVID testing, and other strategies to maintain continuous and safe in-person learning in response to the pandemic.</p> <p>ESSER III funds for this action are being used as part of the multiple 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.</p>	1,513,945
	HVAC Upgrades	<p>Continue to upgrade HVAC systems across the district to increase and improve ventilation.</p> <p>ESSER III funds for this action are being used as part of the multiple 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.</p>	1,686,500

## 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

5,320,709

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
ELOG, Goal 1, Extended Instructional Time, A1 & LCAP Goal 2, Action 7, 2.7.3	Elementary Summer School	<p>A1. Elementary Summer school to focus on Foundational Reading Skills, Fluency, Vocabulary Development; Math - Number Sense; Social Emotional Learning. For English Learners, there will be an added component of Oral Language Development.</p> <p>This action is included in the ESSER III Expenditure Plan to allow sustained priorities and actions over multiple years instead of initiatives disappearing when the original funding goes away or otherwise depleted. ESSER III funds will allow the continued focus activities beyond the sunset of the original funding source.</p>	226,000
ELOG, Goal 1, Extended Instructional Time, A2	Secondary Summer School - Continued Engagement	<p>A2. We are offering two programs for secondary students to access during Summer to prepare them to return to traditional learning structures in August. The first is the Learning Recovery Support in-person Summer School courses. The Learning Recovery Support courses will cover an essential grade level unit in English and Math that will help students continue to be successful during the 2021-22 school year and beyond. Students will also be enrolled in an AVID strategies section. This program is by invitation only and targets students who struggled with learning during the 2020-21 school year. The second secondary Summer program is the Continued Engagement program. This</p>	210,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		<p>program is open to all secondary students and will offer asynchronous units developed by teachers in the content areas of English, math, science, and social studies. The content of the Continued Engagement program will cover skills and concepts that will help students be successful in next grade level courses.</p> <p>This action is included in the ESSER III Expenditure Plan to allow sustained priorities and actions over multiple years instead of initiatives disappearing when the original funding goes away or otherwise depleted. ESSER III funds will allow the continued focus activities beyond the sunset of the original funding source.</p>	
ELOG, Goal 1, Extended Instructional Time, B	Secondary Jump Start/Orientation	<p>All 7th-10th grade students will be invited to Summer Jumpstart for Students. Number of days of attendance will vary by site. Additional staffing is needed to facilitate an orientation program focused on schoolwide engagement, student learning, and developing social emotional connections.</p> <p>This action is included in the ESSER III Expenditure Plan to allow sustained priorities and actions over multiple years instead of initiatives disappearing when the original funding goes away or otherwise depleted. ESSER III funds will allow the continued focus activities beyond the sunset of the original funding source.</p>	100,000
ELOG, Goal 1, Extended Instructional Time,C	Intermediate School Intervention Teacher and Off-Ratio Sections	Currently, all Intermediate schools have a 0.49 FTE Intervention teacher. In anticipation of 2021-22 and the needs of students, each Intermediate Intervention Teacher FTE allocation would be increased by 0.51 FTE, which would result in a full time Intervention Teacher at each of the four intermediate schools. Also, 2 additional off-ratio sections will be added to each Intermediate school.	376,915



Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		<p>This action is included in the ESSER III Expenditure Plan to allow sustained priorities and actions over multiple years instead of initiatives disappearing when the original funding goes away or otherwise depleted. ESSER III funds will allow the continued focus activities beyond the sunset of the original funding source.</p>	
<p>ELOG, Goal 2, Accelerating Progress to Close Learning Gaps through the implementation, expansion, or enhancement of learning supports, 2A</p>	<p>Elementary After School Intervention and Learning Hubs</p>	<p>Fund additional hours for teachers to provide intervention for identified students. Teachers will use approved curriculum and materials.</p> <p>This action is included in the ESSER III Expenditure Plan to allow sustained priorities and actions over multiple years instead of initiatives disappearing when the original funding goes away or otherwise depleted. ESSER III funds will allow the continued focus activities beyond the sunset of the original funding source.</p>	<p>279,000</p>
<p>ELOG, Goal 2, Accelerating Progress to Close Learning Gaps through the implementation, expansion, or enhancement of learning supports, 2B</p>	<p>Intervention Academic Support Materials</p>	<p>Design and/or purchase materials and curriculum for academic and social-emotional supports and intervention. This includes the purchase of additional iReady Tier II license for students who are not at grade level to be used as part of Tier II intervention.</p> <p>This action is included in the ESSER III Expenditure Plan to allow sustained priorities and actions over multiple years instead of initiatives disappearing when the original funding goes away or otherwise depleted. ESSER III funds will allow the continued focus activities beyond the sunset of the original funding source.</p>	<p>215,000</p>
<p>ELOG, Goal 4, Community Learning Hubs, 4A</p>	<p>Intermediate School Learning Hubs</p>	<p>Learning centers established at each intermediate school to provide a space for students to receive additional academic and social emotional support, as well as complete school work. Staffed by certificated teachers, counselors, and</p>	<p>250,000</p>

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		<p>Instructional Assistants Monday through Thursday for a three hour block.</p> <p>This action is included in the ESSER III Expenditure Plan to allow sustained priorities and actions over multiple years instead of initiatives disappearing when the original funding goes away or otherwise depleted. ESSER III funds will allow the continued focus activities beyond the sunset of the original funding source.</p>	
ELOG, Goal 4, Community Learning Hubs, 4B	High School Learning Hubs	<p>Learning centers established at each high school to provide a space for students to receive additional academic and social emotional support, and tutoring in specific subject areas. Staffed by certificated teachers, counselors, and Instructional Assistants Monday through Thursday for a three hour block.</p> <p>This action is included in the ESSER III Expenditure Plan to allow sustained priorities and actions over multiple years instead of initiatives disappearing when the original funding goes away or otherwise depleted. ESSER III funds will allow the continued focus activities beyond the sunset of the original funding source.</p>	72,500
ELOG, Goal 5, Supports for Credit Deficient Students, 5A	Expand Staffing Allocation at Silverado High School	<p>Increase 2-3 FTE for credit recovery. There is a greater need for credit recovery at Silverado allowing more students to attend who need it.</p> <p>This action is included in the ESSER III Expenditure Plan to allow sustained priorities and actions over multiple years instead of initiatives disappearing when the original funding goes away or otherwise depleted. ESSER III funds will allow the continued focus activities beyond the sunset of the original funding source.</p>	298,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
ELOG, Goal 5, Supports for Credit Deficient Students, 5B	Increase Intervention Teacher at each High School	<p>Increase by 2 FTE Intervention Teachers (or 10 off-ratio sections) at each of the Comprehensive High Schools for a total of 8 FTE (or 40 off-ratio sections) to provide credit recovery opportunities and additional academic support within the school day as well as intervention system support to guide systemic efforts.</p> <p>This action is included in the ESSER III Expenditure Plan to allow sustained priorities and actions over multiple years instead of initiatives disappearing when the original funding goes away or otherwise depleted. ESSER III funds will allow the continued focus activities beyond the sunset of the original funding source.</p>	260,000
LCAP Goal 1, Action 2, 1.2.3	Expansion of Newcomer Sections at each High School	<p>At the secondary level, expand Newcomer Center program through intensive but short-term support in ELA/ELD as well as other content areas such as math, science, social science with two off-ratio sections for all secondary sites.</p> <p>This action is included in the ESSER III Expenditure Plan to allow sustained priorities and actions over multiple years instead of initiatives disappearing when the original funding goes away or otherwise depleted. ESSER III funds will allow the continued focus activities beyond the sunset of the original funding source.</p>	311,301
LCAP Goal 2, Action 5, 2.5.2	Implementation of ST MATH	<p>Continued use of ST MATH to support conceptual understanding by teaching the foundational concepts visually, then connecting the ideas to the symbols, language, and robust discourse.</p> <p>This action is included in the ESSER III Expenditure Plan to allow sustained priorities and actions over multiple years instead of initiatives disappearing when the original funding goes away or otherwise depleted. ESSER III funds will</p>	110,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		allow the continued focus activities beyond the sunset of the original funding source.	
LCAP Goal 2, Action 12, 2.12.4	Additional Support of Long Term English Learners	<p>Expand language support specifically for Long Term English Learners (LTELs) through English Language Development (ELD) intervention courses at secondary schools including course materials and off-ratio sections.</p> <p>This action is included in the ESSER III Expenditure Plan to allow sustained priorities and actions over multiple years instead of initiatives disappearing when the original funding goes away or otherwise depleted. ESSER III funds will allow the continued focus activities beyond the sunset of the original funding source.</p>	60,000
LCAP Goal 2, Action 12, 2.12.7	ELD Summer School Program	<p>Elementary Summer school to focus on Foundational Reading Skills, Fluency, Vocabulary Development; Math - Number Sense; Social Emotional Learning. For English Learners, there will be an added component of Oral Language Development.</p> <p>This action is included in the ESSER III Expenditure Plan to allow sustained priorities and actions over multiple years instead of initiatives disappearing when the original funding goes away or otherwise depleted. ESSER III funds will allow the continued focus activities beyond the sunset of the original funding source.</p>	42,000
ELOG, Goal 7, Addressing student' social-emotional health needs and academic needs, 7A	Additional K-6 Part-Time Teachers	<p>K-6 class size reduction teachers (40% or 0.4 FTE at each elementary school) to support areas of greatest need to address significant loss of learning.</p> <p>This action is included in the ESSER III Expenditure Plan to allow sustained priorities and actions over multiple years instead of initiatives disappearing when the original funding goes away or otherwise depleted. ESSER III funds will</p>	1,108,348

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		allow the continued focus activities beyond the sunset of the original funding source.	
ELOG, Goal 7, Addressing student' social-emotional health needs and academic needs, 7B	K-6 Music Enrichment and Elem Teacher Release Time	<p>Music and PE enrichment for K-6 students to provide release time for teachers. Weekly music enrichment activities for K-6 and twice weekly PE for 4th-6th grade students. This will provide grade level teams time to meet to plan first best instruction and small group instruction, data and common formative assessments in both ELA and Math, analyze student writing, and address social-emotional needs. Supported by MTSS TOSA's, instructional coaches, and elementary guidance counselors.</p> <p>This action is included in the ESSER III Expenditure Plan to allow sustained priorities and actions over multiple years instead of initiatives disappearing when the original funding goes away or otherwise depleted. ESSER III funds will allow the continued focus activities beyond the sunset of the original funding source.</p>	1,401,645

**Use of Any Remaining Funds**

A description of the how the LEA will use any remaining ESSER III funds, as applicable.

**Total ESSER III funds being used to implement additional actions**

10,929,731

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
ELOG, Goal 3, Integrated Student Supports, 3A1	Elementary Counselors	<p>Elementary counselors would be expanded to 8 FTE which would be allocated to schools based on student enrollment.</p> <p>This action is included in the ESSER III Expenditure Plan to allow sustained priorities and actions over multiple years instead of initiatives disappearing when the original funding goes away or otherwise depleted. ESSER III funds will allow the continued focus activities beyond the sunset of the original funding source.</p>	1,074,000
ELOG, Goal 3, Integrated Student Supports, 3A2	Intermediate Counselors	<p>Intermediate counselors would be expanded by 2.0 FTE. Resulting in Los Alisos and La Paz with 1.5 counselors each and RSM and Serrano with 2.0 counselors each.</p> <p>This action is included in the ESSER III Expenditure Plan to allow sustained priorities and actions over multiple years instead of initiatives disappearing when the original funding goes away or otherwise depleted. ESSER III funds will allow the continued focus activities beyond the sunset of the original funding source.</p>	245,000
ELOG, Goal 3, Integrated Student Supports, 3A3	High School - Mental Wellness Counselors	<p>Add 4 Mental Wellness Counselors to provide mental health counseling services to secondary 9th - 12th grade students. The intent would also include hiring at least one bilingual in Spanish to better support the language needs of our secondary families.</p> <p>This action is included in the ESSER III Expenditure Plan to allow sustained priorities and actions over multiple years instead of initiatives disappearing when the original funding goes away or otherwise depleted. ESSER III funds will allow the continued focus activities beyond the sunset of the original funding source.</p>	443,400

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
ELOG, Goal 3, Integrated Student Supports, 3A4	Virtual Academy Counselor Staffing	<p>VA is allotted a 0.6 FTE counselor. With the additional funds from this plan, that allocation would increase by 0.4 FTE allowing SVA to have a full-time dedicated counselor to support the K-12 program. Counselor to assist with keeping students engaged who are primarily learning exclusively online.</p> <p>This action is included in the ESSER III Expenditure Plan to allow sustained priorities and actions over multiple years instead of initiatives disappearing when the original funding goes away or otherwise depleted. ESSER III funds will allow the continued focus activities beyond the sunset of the original funding source.</p>	47,000
ELOG, Goal 3, Integrated Student Supports, 3A5	Special Education - Mental Health Counselors	<p>Add an additional Mental Health ERMHS counselor to support educationally related mental health services and support for students with disabilities as required in their IEPs.</p> <p>This action is included in the ESSER III Expenditure Plan to allow sustained priorities and actions over multiple years instead of initiatives disappearing when the original funding goes away or otherwise depleted. ESSER III funds will allow the continued focus activities beyond the sunset of the original funding source.</p>	136,000
ELOG, Goal 3, Integrated Student Supports, 3B	PBIS and Social Emotional Learning Implementation	<p>MTSS PBIS TOSA - Existing position to continue further implementation of MTSS district-wide. Responsible for all PBIS organization, training and working with Coordinator of Counseling for Social Emotional Learning support. Counseling Teams will support social emotional learning curriculum.</p> <p>This action is included in the ESSER III Expenditure Plan to allow sustained priorities and actions over multiple years instead of initiatives disappearing when the original funding</p>	146,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		goes away or otherwise depleted. ESSER III funds will allow the continued focus activities beyond the sunset of the original funding source.	
ELOG, Goal 3, Integrate Student Supports, 3D	OC Grip Waymakers & McKinney-Vento Training/Supports	<p>Partnership with the OC District Attorney's Office, OC Grip Waymakers, and SVUSD for Gang Reduction and Intervention Partnership. McKinney-Vento training and guidance.</p> <p>This action is included in the ESSER III Expenditure Plan to allow sustained priorities and actions over multiple years instead of initiatives disappearing when the original funding goes away or otherwise depleted. ESSER III funds will allow the continued focus activities beyond the sunset of the original funding source.</p>	24,000
ELOG, Goal 6, Additional Academic Services for students, such as Diagnostic, Progress Monitoring, and Benchmark Assessments of Student Learning, 6A	eduCLIMBER	<p>Purchase and implement eduCLIMBER which is an interactive system that supports the whole child by combining assessment, social-emotional behavior, and attendance data into a single student profile view. From individual insights to district-level patterns, eduCLIMBER makes equitable support for every student a reality.</p> <p>This action is included in the ESSER III Expenditure Plan to allow sustained priorities and actions over multiple years instead of initiatives disappearing when the original funding goes away or otherwise depleted. ESSER III funds will allow the continued focus activities beyond the sunset of the original funding source.</p>	150,000
LCAP Goal 1, Action 1, 1.3.2	Common Sense Media Lesson Development	<p>Develop instructional supports for Common Sense Media digital citizenship lessons as part of the SVUSD Digital Culture program.</p> <p>This action is included in the ESSER III Expenditure Plan to allow sustained priorities and actions over multiple years</p>	8,500



Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		instead of initiatives disappearing when the original funding goes away or otherwise depleted. ESSER III funds will allow the continued focus activities beyond the sunset of the original funding source.	
LCAP Goal 1, Action 3, 1.3.7	Second Step - Social Emotional Curriculum	<p>Continued implementation of the social emotional curriculum -Second Step.</p> <p>This action is included in the ESSER III Expenditure Plan to allow sustained priorities and actions over multiple years instead of initiatives disappearing when the original funding goes away or otherwise depleted. ESSER III funds will allow the continued focus activities beyond the sunset of the original funding source.</p>	10,000
LCAP Goal 1, Action 3, 1.3.8	Panorama Survey	<p>Panorama Survey as Social Emotional Learning measurement tool.</p> <p>This action is included in the ESSER III Expenditure Plan to allow sustained priorities and actions over multiple years instead of initiatives disappearing when the original funding goes away or otherwise depleted. ESSER III funds will allow the continued focus activities beyond the sunset of the original funding source.</p>	50,000
LCAP Goal 1, Action 3, 1.3.9	Professional Development for Social Emotional Learning	<p>Additional Teacher Professional Development in Social Emotional Learning.</p> <p>This action is included in the ESSER III Expenditure Plan to allow sustained priorities and actions over multiple years instead of initiatives disappearing when the original funding goes away or otherwise depleted. ESSER III funds will allow the continued focus activities beyond the sunset of the original funding source.</p>	16,275

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP Goal 1, Action 7, 1.7.1	Implementation of MTSS Behavior	<p>Continued district-wide implementation of MTSS Behavior through Positive Behavior Intervention Systems (PBIS) with staff training including use of the LEA Self-Assessment (LEASA) and the Tiered Fidelity Inventory (TFI).</p> <p>This action is included in the ESSER III Expenditure Plan to allow sustained priorities and actions over multiple years instead of initiatives disappearing when the original funding goes away or otherwise depleted. ESSER III funds will allow the continued focus activities beyond the sunset of the original funding source.</p>	97,500
LCAP Goal 1, Action 7, 1.7.2	PBIS Data Collection System	<p>PBIS Data Collection systems including PBIS Rewards for secondary and SWIS for elementary.</p> <p>This action is included in the ESSER III Expenditure Plan to allow sustained priorities and actions over multiple years instead of initiatives disappearing when the original funding goes away or otherwise depleted. ESSER III funds will allow the continued focus activities beyond the sunset of the original funding source.</p>	17,000
LCAP Goal 1, Action 7,1.7.5	Restorative Practices Training	<p>Administrators trained in Restorative Practices for the implementing of Restorative Practices as part of the district behavior management systems and tiers.</p> <p>This action is included in the ESSER III Expenditure Plan to allow sustained priorities and actions over multiple years instead of initiatives disappearing when the original funding goes away or otherwise depleted. ESSER III funds will allow the continued focus activities beyond the sunset of the original funding source.</p>	3,310
LCAP Goal 2, Action 1, 2.1	SV Reads Initiative	ELEMENTARY - SV READS INITIATIVE - Instructional Coaches will support the implementation of the SV Reads Initiative with grade level PLC teams to refine early literacy	115,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		<p>practices, enhance foundational literacy skills, reading intervention, and continue to build teacher capacity for effective small group instruction. This will include site based professional development, district level professional development, and new teacher curriculum orientation.</p> <p>This action is included in the ESSER III Expenditure Plan to allow sustained priorities and actions over multiple years instead of initiatives disappearing when the original funding goes away or otherwise depleted. ESSER III funds will allow the continued focus activities beyond the sunset of the original funding source.</p>	
LCAP Goal 2, Action 2, 2.2.3	UCI Writing Project Conference	<p>Send Teams to the annual UCI Writing Project Conference.</p> <p>This action is included in the ESSER III Expenditure Plan to allow sustained priorities and actions over multiple years instead of initiatives disappearing when the original funding goes away or otherwise depleted. ESSER III funds will allow the continued focus activities beyond the sunset of the original funding source.</p>	22,500
LCAP Goal 2, Action 3, 2.3.5 & LCAP Goal 2, Action 7, 2.7.4	Special Education Instructional Coach	<p>Special Education Instructional Coach will assist in increasing of least restrictive environment K-12 practices and support first best instruction for students with disabilities. (Actions contribute to Special Education Plan 19/20 - Element 5A and 5B).</p> <p>This action is included in the ESSER III Expenditure Plan to allow sustained priorities and actions over multiple years instead of initiatives disappearing when the original funding goes away or otherwise depleted. ESSER III funds will allow the continued focus activities beyond the sunset of the original funding source.</p>	130,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP Goal 2, Action 5, 2.5.1	SV Counts Initiative	<p>ELEMENTARY - SV COUNTS INITIATIVE - Instructional Coaches will support the implementation of the SV Counts Initiative with grade level PLC teams to refine foundational math skills, conceptual understanding, productive discourse (math talks) for dealing with problem solving, math intervention, and continue to build teacher capacity for effective small group instruction. This will include Site based professional development, district level professional development, and new teacher curriculum orientation.</p> <p>This action is included in the ESSER III Expenditure Plan to allow sustained priorities and actions over multiple years instead of initiatives disappearing when the original funding goes away or otherwise depleted. ESSER III funds will allow the continued focus activities beyond the sunset of the original funding source.</p>	115,000
LCAP Goal 2, Action 6, 2.6.3	Irvine Math Project	<p>Irvine Math Project (IMP) training to support conceptual development in math with Grade 7 through Algebra 2 teachers. This will allow the integration of IMP practices and strategies into lessons/curriculum.</p> <p>This action is included in the ESSER III Expenditure Plan to allow sustained priorities and actions over multiple years instead of initiatives disappearing when the original funding goes away or otherwise depleted. ESSER III funds will allow the continued focus activities beyond the sunset of the original funding source.</p>	113,500
LCAP Goal 2, Action 9, 2.9.3	Dual-Language Immersion Program Articulation	<p>Support K-12 Dual-Language Immersion Program Articulation.</p> <p>This action is included in the ESSER III Expenditure Plan to allow sustained priorities and actions over multiple years instead of initiatives disappearing when the original funding goes away or otherwise depleted. ESSER III funds will</p>	4,674

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		allow the continued focus activities beyond the sunset of the original funding source.	
LCAP Goal 2, Action 9, 2.9.4	Support K-12 Magnet Schools and programs	<p>Additional support Gates Dual Immersion Magnet, Linda Vista Magnet, Santiago STEAM Magnet, Serrano STEAM, and El Toro High School STEAM pathway.</p> <p>This action is included in the ESSER III Expenditure Plan to allow sustained priorities and actions over multiple years instead of initiatives disappearing when the original funding goes away or otherwise depleted. ESSER III funds will allow the continued focus activities beyond the sunset of the original funding source.</p>	99,500
LCAP Goal 2, Action 9, 2.9.7	K-12 Visual and Performing Arts Program	<p>Support K-12 Visual and Performing Arts Program including Elementary Release Time Music; TK-12 Visual and Performing Arts (VAPA) Teacher on Special Assignment; Intermediate Summer Music Camp; Visual Arts, Music, and Theatre/Dance Framework training.</p> <p>This action is included in the ESSER III Expenditure Plan to allow sustained priorities and actions over multiple years instead of initiatives disappearing when the original funding goes away or otherwise depleted. ESSER III funds will allow the continued focus activities beyond the sunset of the original funding source.</p>	182,665
LCAP Goal 3, Action 5, 3.5	Special Education Professional Learning Communities	<p>In order to support the unique programmatic needs of Special Education teachers, Special Education Specific PLC groups will be established and implemented to ensure coordination of services and high quality instruction to student with disabilities across the district.</p> <p>This action is included in the ESSER III Expenditure Plan to allow sustained priorities and actions over multiple years instead of initiatives disappearing when the original funding</p>	84,300

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		goes away or otherwise depleted. ESSER III funds will allow the continued focus activities beyond the sunset of the original funding source.	
LCAP Goal 3, Action 6, 3.6	Secondary Professional Development	<p>In order to support high quality instruction that supports the implementation of state standards for all secondary students, will do the following activities: Cycle of Inquiry for PLCs; Secondary Chair Retreats; PLC and Cycle of Inquiry PD for Coaches and Ed Services; and additional time for teachers to engage in professional development and curriculum development.</p> <p>This action is included in the ESSER III Expenditure Plan to allow sustained priorities and actions over multiple years instead of initiatives disappearing when the original funding goes away or otherwise depleted. ESSER III funds will allow the continued focus activities beyond the sunset of the original funding source.</p>	298,000
LCAP Goal 3, Action 7, 3.7	NGSS Implementation	<p>In order to support the implementation and instructional design for Next Generation Science Standards, we will provide K-12 professional development.</p> <p>This action is included in the ESSER III Expenditure Plan to allow sustained priorities and actions over multiple years instead of initiatives disappearing when the original funding goes away or otherwise depleted. ESSER III funds will allow the continued focus activities beyond the sunset of the original funding source.</p>	115,000
ELOG, Goal 4, Community Learning Hubs, 4D	Classroom Audio/Video Upgrades and Student Chromebooks	<p>Continue classroom audio/video upgrades and the purchase of student chromebooks.</p> <p>This action is included in the ESSER III Expenditure Plan to allow sustained priorities and actions over multiple years instead of initiatives disappearing when the original funding</p>	7,181,607

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		goes away or otherwise depleted. ESSER III funds will allow the continued focus activities beyond the sunset of the original funding source.	

## 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
Elementary Students	All elementary students are administered i-Ready Reading and Math assessments three times a year - Beginning, Middle, and End of the Year. In addition, reading fluency via Acadience is done at least once a year. This student data is used to determine individual instructional needs, development of small group instruction, and the need for Tier II interventions.	I-Ready Reading and Math (3 times a year - Beginning/Middle/End of the Year); Acadience at least once a year.
Secondary Students	All secondary students are administered the IXL diagnostic in Language Arts and Math. There are also district wide assessments that are common in English Language Arts, Math, Science, and Social Science. Students receive progress reports at mid-point of the trimester or quarter. Grades are assigned at the quarter, semester, and trimester. Achievement, Grade, and Attendance data is reviewed and analyzed with Secondary Principals and Assistant	IXL is administer two times a year. District wide assessments have one assessment per subject/course. Progress Reports and Grades four times in high school, three times in intermediate. Data analysis on-going as new data or marking periods occur.

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
	Principals. Site administrators review this data with site leadership teams.	
Alternative Program - Silverado High School	The students in Alternative Education programs at Silverado High school meet with the guidance counselor a minimum of three times each year. The entire SHS staff, certificated and classified, received SEL training to identify and assist students who may be dealing with SEL issues. Silverado is a PBIS school and employs the PBIS Rewards data and monitoring system. Part of this systems is a check in check out protocol. This allows students to self-identify their SEL condition. Students who identify as anger or depressed are flagged and administration is alerted. During trimesters II and III certificated staff are assigned students to academically mentor.	Guidance Counselor meeting with students - 3 times a year. Certificated Staff - Academic mentoring in Trimester 2 and 3.
Students with Disabilities	Students with disabilities receive IEP Progress Reports that indicate specific progress towards student goals. Additionally, progress is measured at the annual/triennial IEP. Students on an alternative curriculum are administered the ULS Benchmark.	Progress reports are aligned to grade reporting periods. High School: Four times per year; Intermediate & Elementary: Three times per year. IEPs are held at least one time annually. ULS Benchmark - Elementary - three times per year; Secondary - two times per year.
English Learners	All English Learners are administered the Summative ELPAC Summative in early spring. In addition, Services for English Learners collects progress monitoring feedback from teachers.	Summative ELPAC - Once a year; Progress Monitoring via Ellevation - Once a year.
Title I Schools	All Title I Elementary Schools have been trained by the California Reading Literacy Project. As part of that training and implementation, teachers will gather work samples and collaboratively work together to analyze the student work to determine instructional needs. The Title I Coach will support school site with this work in addition to staff from the California Reading Literacy Project.	Student Work Analysis - 3 times per year.



Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
Social Emotional Learning	<p>The Panorama Social Emotional Learning (SEL) survey was first administered to provide our district with insights on our students' ability to manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.</p> <p>The fall's administration will provide us with insights into the students' social emotional skills as they relate to their academics and give us an opportunity to learn about the effectiveness of various social emotional learning strategies that we have implemented. In addition, teachers and staff can refer students in need to counselors for follow up.</p>	Panorama Social Emotional Learning - Twice a Year (Fall & Spring); Counseling Referral as needed.
Safety Supplies and Measures; HVAC Upgrades	Additional supplies and services related to maintaining sanitizing efforts, contract tracing, COVID testing, and other strategies to maintain continuous and safe in-person learning in response to the pandemic. This is part of the multiple 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. Monitoring on an on-going basis and immediately upon any health and safety regulatory changes.	On-going basis and immediately upon any health safety regulatory changes.
<p>ELOG, Goal 1, Extended Instructional Time, A1 &amp; LCAP Goal 2, Action 7, 2.7.3</p> <p>Elementary Summer School</p>	The district will analyze iReady data from spring 2021 and fall 2021 to determine effectiveness of summer school program and to make recommendations on which practices to continue and instructional strategies to add.	Biannually.

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
<p>ELOG, Goal 1, Extended Instructional Time, A2</p> <p>Secondary Summer School - Continued Engagement</p>	<p>Teachers developed priority standards and units of study to deliver in-person learning during the summer, Student progress was monitored and evaluated by the assigned teacher during the summer sessions and results were shared with site administrators. Administrators and counselors will review attendance and grade data to monitor student progress and identify future referrals.</p>	<p>At the conclusion of Summer Session (annually).</p>
<p>"ELOG, Goal 1, Extended Instructional Time, B"</p> <p>Secondary Jump Start/Orientation</p>	<p>Sites reported the number of student who took advantage of Summer Jumpstart program to district admin. This data will be used to plan future implementation and staffing of Jumpstar programs. In addition, twice a year site administrators will collaborate on reflection and planning of Jumpstart program at principals meetings.</p>	<p>At the conclusion of Summer Jump Start/Orientation activities (annually).</p>
<p>"ELOG, Goal 1, Extended Instructional Time,C"</p> <p>Intermediate School Intervention Teacher and Off-Ratio Sections</p>	<p>District administrators will identify how the Intervention teacher is being utilized, which classes and students they are assigned. Attendance and achievement data will be monitored by the school counselors and shared with the site leadership team to reevaluate and revise.</p>	<p>Annually in the Spring.</p>
<p>ELOG, Goal 2, Accelerating Progress to Close Learning Gaps through the implementation, expansion, or enhancement of learning supports, 2A</p> <p>Elementary After School Intervention and Learning Hubs</p>	<p>Students receiving Intervention will be monitored via program progress in the iReady Personalized Instruction lesson time on task and lessons passed on a quarterly basis. In addition, student placement will be review after Middle of the Year and End of the Year i-Ready Diagnostic assessments in Reading and Math.</p>	<p>Quarterly.</p>
<p>ELOG, Goal 2, Accelerating Progress to Close Learning</p>	<p>iReady additional licenses use will be monitored quarterly via the iReady Personalized</p>	<p>Quarterly.</p>

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
Gaps through the implementation, expansion, or enhancement of learning supports, 2B  Intervention Academic Support Materials	Instruction lesson time on task and lesson passed.	
"ELOG, Goal 4, Community Learning Hubs, 4A"  Intermediate School Learning Hubs	Sites will track student attendance to learning hubs. Trimester grades data will be evaluated for students who are attending learning hubs.	At the end of the trimester (3 times per year).
"ELOG, Goal 4, Community Learning Hubs, 4B"  High School Learning Hubs	Sites will track student attendance to learning hubs. Semester grades data will be evaluated for students who are attending learning hubs.	At the end of the semester (2 times per year).
"ELOG, Goal 5, Supports for Credit Deficient Students, 5A"  Expand Staffing Allocation at Silverado High School	The students in Alternative Education programs at Silverado High school meet with the guidance counselor a minimum of three times each year. The entire SHS staff, certificated and classified, received SEL training to identify and assist students who may be dealing with SEL issues. Silverado is a PBIS school and employs the PBIS Rewards data and monitoring system. Part of this systems is a check in check out protocol. This allows students to self-identify their SEL condition. Students who identify as anger or depressed are flagged and administration is alerted. During trimesters II and III certificated staff are assigned students to academically mentor.	Guidance Counselor meeting with students - 3 times a year. Certificated Staff - Academic mentoring in Trimester 2 and 3.
"ELOG, Goal 5, Supports for Credit Deficient Students, 5B"	District administrators will identify how the Intervention teachers are being utilized, which classes and students they are assigned. At the	At the end of each semester (2 times per year).

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
Increase Intervention Teacher at each High School	end of each semester data on student credit recovery will be analyzed and shared with site administration. Attendance and achievement data will be monitored by the school counselors and shared with the site leadership team to reevaluate and revise.	
"LCAP Goal 1, Action 2, 1.2.3"  Expansion of Newcomer Sections at each High School	Language Acquisition staff and site administrators will identify courses and teachers for the sections as well as identify target students. Progress will be monitored through LAS Links (ELA/ELD), IXL (Math), and teacher created and normed science assessment. Progress will be monitored on a quarterly basis.	Quarterly.
"LCAP Goal 2, Action 5, 2.5.2"  Implementation of ST MATH	Elementary Education Department will review ST Math usage data on a quarterly basis.	Quarterly.
LCAP Goal 2, Action 12, 2.12.4  Additional Support of Long Term English Learners	The textbook adoption process for Intensive Language Arts will include: 1. LA-led sessions to examine and revise the current course outline; 2. the review and evaluation of potential materials and resources; 3. the development of a plan for training and implementation once materials are adopted; and 4. follow-up coaching by Language Acquisition staff.	Annually.
LCAP Goal 2, Action 12, 2.12.7  ELD Summer School Program	Daily walk-throughs will be conducted by site administration, using rubrics/observation protocols focused on student engagement and oral production, with attention to students' production of appropriate forms and functions. Site administration will provide feedback to teachers from these walk-throughs on a weekly basis.	During the course of the program, daily.
"ELOG, Goal 7, Addressing student' social-emotional	Students being supported by 40% teachers analyze iReady data from fall, winter, spring, for	At the conclusion of each trimester (three times a year).

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
health needs and academic needs, 7A"  Additional K-6 Part-Time Teachers	growth in proficiency and to make recommendations on next steps.	
ELOG, Goal 7, Addressing student' social-emotional health needs and academic needs, 7B  K-6 Music Enrichment and Elem Teacher Release Time	The Elementary PLC program will be reviewed four times a year during debrief Principal Coach PLC sessions that will include progress monitoring and next steps for PLCs at each school. This will be lead by the Elementary Education Team in concert with site administrators and elementary instructional coaches.	Quarterly.
"ELOG, Goal 3, Integrated Student Supports, 3A1"  Expansion of Elementary Counseling Program	Expansion of the elementary counseling program is monitored by the number of counseling referrals entered at each site, the reason for referral, student demographic and assigned intervention. Counselors track the types of interventions and supports that they are delivering in Tier 1, 2 and 3 and how much time is spent at each tier. They also monitor the progress of their student interventions through pre and post survey data.	Quarterly.
"ELOG, Goal 3, Integrated Student Supports, 3A2"  Intermediate Counselors	Expansion of the intermediate counseling program is monitored by the number of counseling referrals entered at each site, the reason for referral, student demographic and assigned intervention. Counselors track the types of interventions and supports that they are delivering in Tier 1, 2 and 3 and how much time is spent at each tier. They also monitor the progress of their student interventions through pre and post survey data.	Quarterly.
"ELOG, Goal 3, Integrated Student Supports, 3A3"	Expansion of the mental wellness counseling program is monitored by a district based referral	Quarterly.

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
High School - Mental Wellness Counselors	process. The number of counseling referrals across school sites, grade levels, mental health need and student demographic are tracked. Wellness counselors also track the types of interventions and supports that they are delivering in Tier 2 and 3 and how much time is spent providing services at each tier. They also monitor the progress of their student mental health and wellness interventions through pre and post student survey data.	
"ELOG, Goal 3, Integrated Student Supports, 3A4"  Virtual Academy Counselor Staffing	Expansion of the Virtual Academy counselor is monitored by the number of counseling referrals, the reason for referral, student demographic and assigned intervention. Counselors track the types of interventions and supports that he/she is delivering in Tier 1, 2 and 3 and how much time is spent at each tier. He/she also monitors the progress of their student interventions through pre and post survey data.	Quarterly
"ELOG, Goal 3, Integrated Student Supports, 3A5"  Special Education - Mental Health Counselors	Expansion of the mental health counselor is monitored by a district based referral process. The number of counseling referrals across school sites, grade levels, mental health need and student demographic are tracked. Wellness counselors also track the types of interventions and supports that they are delivering in Tier 2 and 3 and how much time is spent providing services at each tier. They also monitor the progress of their student mental health and wellness interventions through pre and post student survey data.	Quarterly
"ELOG, Goal 3, Integrated Student Supports, 3B"  PBIS and Social Emotional Learning Implementation	The LEA will oversee the administration of fall and spring TFI assessments, review and support action items submitted during monthly PBIS team meeting minutes on fidelity of	Biannually.

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
	implementation and outcome data by sites implementing PBIS.	
"ELOG, Goal 3, Integrate Student Supports, 3D"  OC Grip Waymakers & McKinney-Vento Training/Supports	Progress of McKinney-Vento students and those referred to OC GRIP Waymakers will be monitored monthly through the attendance, discipline and transcript records by the Coordinator of Student Services.	Monthly.
"ELOG, Goal 6, Additional Academic Services for students, such as Diagnostic, Progress Monitoring, and Benchmark Assessments of Student Learning, 6A"  eduCLIMBER	The implementation of eduCLIMBER will be monitored by the eduClimber Implementation Plan developed in consultant with Illuminate Team. This plan year long step-by-step process for successful product implementation. It will be monitored monthly.	Monthly.
"LCAP Goal 1, Action 1, 1.3.2"  Common Sense Media Lesson Development	Progress monitored monthly by the Instructional Design and Technology Coordinator or designee. Products are posted publicly on Instructional Design website.	Monthly.
"LCAP Goal 1, Action 3, 1.3.7"  Second Step - Social Emotional Curriculum	Use of annual district-wide school year SEL alignment curriculum calendar, monthly monitoring of scope and sequence and weekly classroom walk-throughs by principals. Measurement of student SEL skill growth as a result of Second Step will be assessed bi-annually through the use of the fall and spring Panorama SEL student survey.	Biannually.
"LCAP Goal 1, Action 3, 1.3.9"	The progress of PD implementation will be monitored through tracking of teacher sign-up	Quarterly.

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
Professional Development for Social Emotional Learning	and completion of sessions over the course of the school year.	
"LCAP Goal 1, Action 7, 1.7.1" Implementation of MTSS Behavior	The LEA will oversee the administration of fall and spring TFI assessments, review and support action items submitted during monthly PBIS team meeting minutes on fidelity of implementation and outcome data by sites implementing PBIS.	Biannually.
"LCAP Goal 1, Action 7, 1.7.2" PBIS Data Collection System	The LEA will monitor PBIS outcome data via PBIS Rewards and SWIS digital platforms at the end of academic quarters following initial implementation at sites with 70% Tier 1 TFI fidelity data.	Quarterly.
LCAP Goal 1, Action 7,1.7.5 Restorative Practices Training	The progress of RP training will be monitored through tracking of administrator and teacher sign-up and completion of sign-in for each training offered over the course of the school year.	Quarterly.
"LCAP Goal 2, Action 1, 2.1" SV Reads Initiative	Progress on the SV Reads Initiative will be monitored by i-Ready Reading assessment results (Beginning Year, Middle of the Year, and End of the Year).	Three times a year.
"LCAP Goal 2, Action 2, 2.2.3" UCI Writing Project Conference	Identify teachers who participate and ensure teacher participation. Utilize the leaning of UCI Writing Project to revisit and revise Novel Articulation and Performance Task to be administered in the future.	Annually.
"LCAP Goal 2, Action 3, 2.3.5 & LCAP Goal 2, Action 7, 2.7.4"	We are reviewing this action on a quarterly basis with special education cabinet to review teacher and classroom supports provided and reviewing monitoring of ULS curriculum and	Quarterly.



Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
Special Education Instructional Coach	data to show increase in positive outcomes for students accessing our modified curriculum.	
"LCAP Goal 2, Action 5, 2.5.1"  SV Counts Initiative	Progress on the SV Counts Initiative will be monitored by i-Ready Math assessment results (Beginning Year, Middle of the Year, and End of the Year).	Three Times a year.
"LCAP Goal 2, Action 6, 2.6.3"  Irvine Math Project	Identify teacher participation and ensure attendance. Progress will be monitored through IXL diagnostic data captured at least twice a year for all grades, SBAC data captured one time each year for grades 7-8 and 11, and Interim Assessment Block data captured at least one time per year. Additionally, grade data will be analyzed at each quarter or trimester to identify number of students earning D or F grades.	Biannually.
"LCAP Goal 2, Action 9, 2.9.3"  Dual-Language Immersion Program Articulation	Includes articulation opportunities for 6-7th grade and 8-9th grade staff to share and align expectations (including specific standards) for students as they move from one school to the next. Opportunities will also be provided for staff within the secondary schools to review the strengths and areas of need in their language instruction (including in content area courses), as evidenced by student performance.	Annually.
"LCAP Goal 2, Action 9, 2.9.4"  Support K-12 Magnet Schools and programs	Education Services Division will review program data and needs annually to make programmatic adjustments to improve K-12 Magnet Schools.	Annually.
"LCAP Goal 2, Action 9, 2.9.7"	"Identify resource needs for elementary release time and hire highly qualified staff to support implementation. Using feedback from	Quarterly.

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
K-12 Visual and Performing Arts Program	<p>secondary partners, plan, purchase, and coordinate instrumental instruction in pathway. Vision and execute pathway offerings through music team instruction with multiple music specialists amongst grade level strands. Progress will be monitored through ongoing curriculum/instruction assessments and surveys, team analysis of assessment data, and formal/informal programmatic feedback, in conjunction with daily support of the TK-12 VAPA ToSA, Elementary Coordinator, and Elementary Director.</p> <p>Identify and recruit highly qualified candidate for TK-12 VAPA ToSA to execute the vision of the SVUSD arts education plan, 2018-2023. Prioritize and implement a three year rollout of key components of the arts education plan to guide the work of the VAPA ToSA. Progress will be monitored through weekly collaboration with Elementary and Secondary Coordinators, in addition to yearly evaluative monitoring/assessment of ToSA.</p> <p>Plan and implement specialized trainings for target VAPA groups. Track teacher attendance in trainings. Progress will be monitored through feedback/assessment data post training and formative tasks/assignments for scaffolded trainings, three total through year."</p>	
"LCAP Goal 3, Action 5, 3.5"  Special Education Professional Learning Communities	Special Education Department will monitor the implementation of the Special Education Professional Learning Communities after each PLC session to make adjustments and strategic planning.	Monthly.

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
<p>"LCAP Goal 3, Action 6, 3.6"</p> <p>Secondary Professional Development</p>	<p>Track teacher participation in PLC Planning Days. Progress will be monitored through performance task/benchmark data captured at least once each year for all 7th-12th grade students in math, science, English and social studies. SBAC data will be gathered one time for ELA and math for grades 7-8 and 11. Additionally, grade data will be analyzed at each quarter or trimester to identify number of students earning D or F grades in 7th-12th grade.</p>	<p>At least three times a year.</p>
<p>"LCAP Goal 3, Action 7, 3.7"</p> <p>NGSS Implementation</p>	<p>The implementation of NGSS standards will be monitored with science student writing performance tasks that are administered annually.</p>	<p>Annually.</p>
<p>"ELOG, Goal 4, Community Learning Hubs, 4D"</p> <p>Classroom Audio/Video Upgrades and Student Chromebooks</p>	<p>Access to classrooms will be monitored by the number of classrooms with the audio/video upgrades. Student chromebooks will be monitored by the number of students with upgraded devices.</p>	<p>Quarterly</p>

# 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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