

ESSER III Expenditure Plan

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

For more information please see the Instructions.

Other LEA Plans Referenced in this Plan

Plan Title	Where the Plan May Be Accessed
AUHSd Local Control Accountability Plan (LCAP)	https://www.auhsd.us/District/Department/14207-ANAHEIM-UHSD/Portal/lcap
Expanded Learning Opportunity Grant Plan	https://www.auhsd.us/District/Department/14207-ANAHEIM-UHSD/Portal/lcap
COVID-19 Safety Plan	https://www.auhsd.us/files/user/1/file/COVID-19%20SAFETY%20PLAN%20-%2003_17_21.pdf

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

\$64,589,670

Plan Section	Total Planned ESSER III Expenditures
Strategies for Continuous and Safe In-Person Learning	\$51,634,690
Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)	\$12,954,980
Use of Any Remaining Funds	\$ 0.00

Total ESSER III funds included in this plan

\$64,589,670

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.

Feedback for this plan was gathered from the extensive LCAP community engagement process. The LCAP community engagement process consisted of five meetings that occurred from February to April 2021. Two of the meetings were conducted in focus groups, and the other three meetings were held at-large and included all community members.

Four focus groups, structured around the eight State Priorities, were created to help guide the work that was completed in the meetings. Focus group members examined and refined LCAP actions through the lens of the State Priority to which they were assigned.

Five steering committee meetings were held to oversee the LCAP process, plan stakeholder engagement meetings, and debrief the findings from the community engagement meetings. The LCAP Steering Committee was comprised of the Assistant Superintendent of Educational Services, the Chief Academic Officer and representatives from the following groups: directors, coordinators, principals, assistant principals, counselors, curriculum specialists, teachers, classified staff, students, parents, community members, and representatives from four local bargaining units.

Twelve draft actions were produced as a result of this process. These were considered by the stakeholders and three of these were identified as the highest priorities. The steering committee reviewed all of these draft actions and indicated whether those needs were already addressed within the LCAP or needed to be added. The draft actions are included below as reference for the feedback provided during the community engagement process.

- 1-Implement one to one (1:1) chrome books, and appropriate infrastructure upgrades, to establish equity and reduce the technology gap across all student groups, specifically English Learners, Students with Disabilities, and Foster Youth. Provide teachers the opportunity to engage students by individualizing instruction and building digital literacy to create a learning environment that is consistent with critical thinking and innovation supporting our District driver that all students develop and demonstrate mastery of the 5C's
- 2-Update our heating, ventilation, and air conditioning (HVAC) systems to create an ideal, climate-controlled atmosphere. This will promote a more conformable and consistent learning environment that will lead to improved student learning, student focus, and participation.
- 3-Build, improve, and maintain more safe and secure outdoor learning spaces including shaded areas and wireless connectivity for students and staff to enable the support of different learning styles and activities. This can lead to deeper and more meaningful learning and greater student success.
- 4-If we have smaller class sizes, it will allow for more one-on-one engagement with the identified groups in our tables, supporting students both in academics and SEL.
- 5-If we increase the VAPA Coordinator position to full time, he will be able to assist in creating more opportunities for students to complete their A-G requirements, causing the District percentages to increase.
- 6-If we add opportunities through AIME, it will cause students to be better prepared for college and career, which will lead them to be more marketable because they have experience.
- 7-The district will provide a community center in all schools in which school coordinators can support FACES and this way coordinate with different agencies and organizations, so that they may offer services and resources to our families of English Learners, McKinney Vento, Foster Youth, and all students and the community.
- 8-Additional School psychologists, counselors, social workers will continue with additional mental health services (linkage, direct services, consult, collaboration) to help students and families from all student groups because it is (necessary / vital) to support all families that have experienced various challenges and continue to struggle due to COVID. Increased / additional support will ensure social emotional well-being which will contribute to increased academic successes.
- 9-Increase personnel resources such as FACES/Community liaisons/coordinators, social workers, etc, in Schools to strengthen ongoing meaningful engagement with families, routinely creating supports with families and communities to address needs.
- 10-The district will lower class size to 25:1 to help assist students with social emotional needs as we return to school, and in the future.
- 11-Additional social workers will increase mental health services, provide mental health training, and provide targeted case management to at risk youth and youth with mental health problems to ensure all youth are able to succeed in school and have mental health and well-being.

12-Additional counselors engage students struggling academically and socially emotionally more effectively by lowering student counselor worker ratios to 250:1

District administrators also met separately with the Superintendent's Parent Advisory Committee, District English Learner Advisory Committee (DELAC), student ambassadors, Family and Community Engagement Specialists (FACES), and the Districts' Opening of School teacher input group. Additionally, the Special Youth Services director consulted with the SELPA administrator to ensure the LCAP addressed any areas of need particular to students with disabilities. This additional input further informed the strategies to be implemented.

Tribes and civil rights organizations are not present and served within the District currently.

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

Actions regarding outdoor learning spaces, upgraded HVAC systems, and additional support staff at school sites are all included in this plan and come directly from community member feedback generated during the LCAP engagement process.

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

\$51,634,690

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP, Goal 3, Action 4	Indoor air quality	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,	\$36,000,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		purification and other air cleaning, fans, control systems, and window and door replacement	
LCAP, Goal 3, Action 4	Outdoor learning areas	School site upgrades and additions to outdoor learning areas	\$10,000,000
COVID-10 Safety Plan	Safe and healthy learning environment	Developing strategies and protocols to ensure operation of school facilities to maintain the health and safety of students, educators, and other staff as well as purchasing supplies to sanitize and clean facilities	\$5,634,690

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

\$12,908,672

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP, Goal 2, Action 2	Family and community engagement	Additional FACES and community liaisons to support community engagement and linkage to resources	\$750,000
LCAP, Goal 3, Action 2	Mental and physical health	Additional social workers and nursing staff to support the mental and physical health needs of students	\$1,600,000
LCAP, Goal 3, Action 3	Counseling support	Additional counseling staff to support academic counseling and mental health needs	\$1,600,000
LCAP, Goal 1, Action 1	Professional learning	Professional learning to support improved instruction, project based learning, civic engagement	\$558,672

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP, Goal 1, Action 6	Educational technology	Purchasing education technology, (including hardware, software, and connectivity) for students, including low-income students and children with disabilities	\$2,000,000
LCAP, Goal 1, Action 6	English learners	Activities and programs to improve placement, instructional practices, and monitoring of multilingual scholars	\$700,000
LCAP, Goal 1, Action 7	Instructional options	Implementation of various instructional options including summer programs, credit recovery, after-school programs and hybrid/virtual options to address student needs	\$2,000,000
LCAP, Goal 1, Action 8	Students with disabilities	Additional psychologist and speech language staff to support needs of students with disabilities	\$3,200,000
LCAP, Goal 1, Action 9	Post-secondary readiness	Additional staff and programming to ensure students are prepared and supported in transitioning to post-secondary	\$546,308

Use of Any Remaining Funds

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

Total ESSER III funds being used to implement additional actions

[\$ 0.00]

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
[Plan, Goal #, Action #]	[Short title of the action]	[A description of the action]	[\$ 0.00]

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
[Plan, Goal #, Action #]	[Short title of the action]	[A description of the action]	[\$ 0.00]
[Plan, Goal #, Action #]	[Short title of the action]	[A description of the action]	[\$ 0.00]

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
Indoor air quality	District maintenance and facilities staff will supervise the maintenance, repair, replacement, and upgrade projects implemented by contractors. District maintenance and facilities will ensure timely repair and upkeep of air filtration systems by reviewing work orders	Progress of these projects and repairs will be reported annually
Outdoor learning areas	District facilities staff will supervise school site upgrades and additions to outdoor learning areas	Progress of these projects and repairs will be reported annually
Safe and healthy learning environment	District staff will review and update strategies and protocols. District staff will maintain adequate cleaning and sanitizing supplies	Reviewed every six months in alignment with COVID-19 Safety plan
Family and community engagement	Review of community engagement attendance and logs. Review of LCAP survey results. Collection of data from OMS system	Progress reported during monthly Family and Community Engagement Specialists (FACES) meetings

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
Mental and physical health	Review of mental health referrals. Review of services provided by nurses and other health staff. Review of LCAP survey results	Reviewed by District leads on a quarterly basis
Counseling support	Review of counseling visits and activities. Review of LCAP survey results. EL, SWD, and Foster Youth task forces review progress during bi-annual site visits. Data related to Implementation teams- Thrively lessons, Interest/Strengths profile, College & Career Fair participation	Quarterly Counseling Reports- Data re: visitations, number of students served, classroom guidance instruction. Reviewed after each event
Professional learning	Feedback from professional learning sessions. Review of LCAP survey results	Reviewed by Curriculum Specialists during weekly meetings and by 5C coaches during monthly meetings
Educational technology	Review of check-out and usage data by Educational Instructional Technology staff	Reviewed monthly
English learners	Review of data during English Learner taskforce meetings at each school	Each site visited one time per semester
Instructional options	Review of enrollment, completion, and grade data by District staff	Reviewed at end of each semester and/or end of course
Students with disabilities	Review of data during English Learner taskforce meetings at each school	Each site visited one time per semester
Post-secondary readiness	Review of Key Performance Indicators related to CPSF	Bi-yearly for all school/district population Bi-yearly task force team reviews for targeted student groups

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
	<p>Data related to Implementation teams- Thrively lessons, Interest/Strengths profile, College & Career Fair participation</p> <p>Review of number of students enrolled & completion of Dual enrollment</p> <p>Google Certificates</p>	<p>Collected after each event/series</p> <p>Collected at end of each semester</p> <p>Monthly progress monitoring through use of Coursera portal. Monthly PLC groups with teachers to assess progress and troubleshoot issues.</p>

