

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
COVID-19 Safety Plan	https://www.gusd.us/covid-19-updates-and-information
Local Control Accountability Plan	https://www.gusd.us/about/local-control-accountability-plan

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

\$2,655,398

Plan Section	Total Planned ESSER III Expenditures
Strategies for Continuous and Safe In-Person Learning	\$ 2,124,318
Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)	\$ 531,080
Use of Any Remaining Funds	\$ 0.00

Total ESSER III funds included in this plan

\$2,655,398

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.

Items included in this plan are also discussed in the community engagement process of LCAP development. The ESSER III plan specifically, has been presented to the GUSD District Advisory Committee at its meeting on September 16, 2021, with the opportunity for community committee members to provide any final input before GUSD Board of Trustee approval at the September 22, 2021, public meeting. Goleta Union School District is proud of the stakeholder input process used to guide the development of the District's Local Control and Accountability Plan (LCAP) and subsequently, this ESSER III Plan. Parents, leadership, union leadership, teachers, staff, students, and the Board of Trustees all have opportunities to provide input to the LCAP development

through committee meetings, consultation meetings, site meetings, Board meetings, and surveys. Consultation also occurred with the Santa Barbara County Special Education Local Plan Area (SELPA). GUSD's District Advisory Committee (DAC) and District English Language Advisory Committee (DELAC) each participated in two LCAP update and input meetings. Additionally, the Gifted Education Support (GES) Committees, the English language development (ELD) committee, the Intervention Specialists, the Pupil Services staff including school psychologists, community liaisons, and social worker all participated in LCAP update and input meetings. Principals sought input from their staff at staff meetings and from parents through site English Language Advisory Committee (ELAC) meetings. The Cabinet and Leadership discussed the LCAP for updates and input several times, and the Board of Trustees was provided several opportunities to hear updates on the LCAP development, ask questions, and provide input. Parents were invited to share additional input through an LCAP survey. Second and sixth grade students were also surveyed. The draft of this LCAP plan was shared at a meeting of the Board of Trustees on June 9, 2021, along with a public hearing for any additional public input. GUSD included items for the development of the ESSER III plan as a part community input for the District's Local Control and Accountability Plan (LCAP). Items included as actions in this plan were also discussed at the LCAP community engagement sessions as moving GUSD in the right direction in its intervention, learning loss, and COVID safe and effective classrooms. The ESSER III plan specifically, has been presented to the GUSD District Advisory Committee at its meeting on September 16, 2021 with the opportunity for community committee members to provide any final input before GUSD Board of Trustee approval at the September 22, 2021 public meeting.

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

Input received made it clear that the best ways for GUSD to spend COVID relief funds would be on smaller class sizes to enhance spacing, a robust and effective Summer Learning program that will focus on intervention support, and investment in safety measures, such as air purifiers for enhanced air circulation, desks, cleaning enhancement and PPE such as masks for staff and students. The funding available in this plan will provide for the first two. Although all stakeholder groups expressed general satisfaction with the learning progress for students in Goleta Union School District, stakeholders recognize that support will continue to be needed for the actions GUSD currently has in place to maintain the ongoing upward trend of overall student success. A common theme across all stakeholder groups was a general concern about the social-emotional needs and mental wellness of students, along with a need for parent education in this area. The District Advisory Committee (DAC) and the District English Learner Advisory Committee (DELAC) indicated concern for the general learning loss due to COVID and expressed interest in the district's Multi-Tiered System of Supports (MTSS) and Professional Learning Communities (PLCs) to provide additional intervention as needed. This committee specifically was concerned with the social-emotional needs of students after being out of school so long, including areas of anxiety and need for learning explicit strategies around social-emotional and behavioral skills. The GES parent committee also was interested in the MTSS and PLC processes to support learning, as well as alternative options for discipline. Parents also requested additional support for after-school care and tutoring and summer learning opportunities. Staff stakeholder groups expressed input through staff meetings, committee meetings, and surveys. Through the LCAP update process, it became evident that metrics with data commonly accessible to teachers and leadership will be essential to the successful implementation of LCAP actions. For this reason, all metrics identified in this LCAP utilize data easily accessible to teachers, leadership, and staff through our data management systems so teams can monitor progress on the goals in a timely manner. In general, our ability to

now disaggregate data by student groups has permitted us to more specifically create goals and actions that will directly impact students from low-income households and students learning English as an additional language. The actions selected are a direct result of both a data review of identified successes and needs, as well as input from various stakeholder groups. English language development (ELD) is the focus of the first LCAP goal in order to highlight the overall need identified through this stakeholder process since students learning English as an additional language in GUSD are not yet making expected progress.

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

\$ 2,124,318			
Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
N/A	Reduce class sizes	ESSER III will support the hiring of 44 additional general education teachers to help bring down class size to an average of 17/18:1 to support safety through social-distancing and smaller classroom cohorts. The reduction in class size also supports our students who are English learners, from low-income households, foster youth, and experiencing homelessness to have greater opportunities for direct support, differentiation, and intervention from their classroom teacher. The ESSER III funding will help pay for almost half of these additional teaching positions.	\$2,124,318

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

\$ 531,080

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
N/A	Summer Learning Program	Develop and provide a robust summer learning program to get GUSD students in classrooms over the summer to help mitigate the impacts of learning loss. GUSD students to be invited to attend the Summer Learning Program included foster, homeless, socioeconomically disadvantaged students, English Learners, and any student in need of extra intervention services.	\$ 531,080

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
N/A	N/A	N/A	\$ 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
Reducing Class Sizes & Summer Learning Program	All students participate in STAR 360 assessments throughout the year. Results from these assessments are used to measure progress and the impact intervention is having on students. Results from assessments will be used to determine eligibility for the Summer Learning Program as well as measure the effectiveness and success of the program on individual students.	Students who require intervention do the STAR 360 assessments monthly while all other students are assessed 4 times a year.