

ESSER LEA Reporting 2023

(untitled)

1. Contact Information:

(For the individual filling out this form if any corrections or clarifications are needed.)

Name (First, Last)

Work Email

Work Phone
Number

Position
Title

2. Local education agency (LEA) name *

ESSER II Reporting - (07/01/2022-06/30/2023)

3. Indicate which categories the LEA used ESSER II Funds.

(Mark True or False) *

	True	False
Addressing Physical Health and Safety	<input type="checkbox"/>	<input type="checkbox"/>
Meeting Students Academic, Social, emotional and other needs (excluding mental health)	<input type="checkbox"/>	<input type="checkbox"/>
Mental health supports for students and staff	<input type="checkbox"/>	<input type="checkbox"/>
Operational continuity and other uses	<input type="checkbox"/>	<input type="checkbox"/>

VALIDATION Must be percentage

4. Indicate the LEA's planned expenditures of remaining ESSER II mandatory sub grant funds? (Provide the percentage of remaining funds planned for the below expenditure categories. *(All categories must sum to 100% of remaining ESSER II mandatory sub grant funds. If there are no remaining ESSER II funds for the LEA please put in 0 for all sections.)* *) *

% Remaining Funds Planned for Addressing Physical Health and Safety	<input type="text"/>
% Remaining Funds Planned for Meeting Students' Academic, Social, Emotional, and Other Needs (Excluding Mental Health Supports)	<input type="text"/>
% Remaining Funds Planned for Mental Health Supports for Students and Staff	<input type="text"/>
% Remaining Funds Planned for Operational Continuity and Other Uses	<input type="text"/>
% Remaining Funds Not Yet Planned for Specific Use	<input type="text"/>

VALIDATION Must be numeric

5. Utilizing the LEA Fiscal Supporting Reporting Data excel sheet provided by OSPI, break down the total AWARDED amount for the LEA from ESSER III for the following categories. The total amount must match the total award listed in the excel sheet. *

Learning Loss Activities Set-Aside

Summer Enrichment Set-Aside

Afterschool Programs Set-Aside

Other

Total : 0

VALIDATION Must be numeric

6. Indicate the total amount reserved by the LEA to address the impact of learning loss? (This value must be at least 20% of the total awarded to the LEA for ESSER III (ARP).) *

VALIDATION Must be numeric

7. Using the LEA Fiscal Supporting Reporting Data excel sheet provided by OSPI, break down the total EXPENDED amount for the LEA from ESSER III for the following categories. The total amount must match the total expended amount listed in the excel sheet. *

Learning Loss Activities Set-Aside

Summer Enrichment Set-Aside

Afterschool Programs Set-Aside

Other

Total : 0

8. From the amounts listed in question 6 in the "other" category did the LEA use ESSER III Funds for any of the below options?

*(Mark True or False) **

	True	False
Addressing Physical Health and Safety	<input type="checkbox"/>	<input type="checkbox"/>
Meeting Students Academic, Social, emotional and other needs (excluding mental health)	<input type="checkbox"/>	<input type="checkbox"/>
Mental health supports for students and staff	<input type="checkbox"/>	<input type="checkbox"/>
Operational continuity and other uses	<input type="checkbox"/>	<input type="checkbox"/>

VALIDATION Must be percentage

9. What are the LEA's planned uses for the remaining ESSER III subgrant funds? (Provide the percentage of remaining funds planned for the below expenditure categories. *(All categories must sum to 100% of remaining ESSER III mandatory subgrant funds. If there are no remaining ESSER III funds for the LEA please put in 0 for all sections.)* *)

% Remaining Funds Planned for Addressing Physical Health and Safety

% Remaining Funds Planned for Meeting Students' Academic, Social, Emotional, and Other Needs (Excluding Mental Health Supports)

% Remaining Funds Planned for Mental Health Supports for Students and Staff

% Remaining Funds Planned for Operational Continuity and Other Uses

% Remaining Funds Not Yet Planned for Specific Use

Use of Funds Analysis - ESSER I, II, and III

Page description:

This section will break down ESSER I, II, and III funding by activity for the LEA. The total amount for each award for the LEA can be found in the excel sheet attachment provided by OSPI. The break down total must match the number provided.

VALIDATION Accepts 1 file. **Allowed types:** png, gif, jpg, jpeg, doc, xls, docx, xlsx, pdf, txt, mov, mp3, mp4. Max file size: 500 KB

10. Using the template provided break down expenditure for ESSER I, II, and III by the listed activities. The total amount cannot exceed the total awarded or total expended amount for each bucket of funding given to the LEA. Once complete upload the file here.

USE OF FUNDS LEA BREAK DOWN TEMPLATE *

Browse...

VALIDATION Accepts 1 file. **Allowed types:** png, gif, jpg, jpeg, doc, xls, docx, xlsx, pdf, txt, mov, mp3, mp4. Max file size: 500 KB

11. Using the template provided break down expenditure for ESSER I, II, and III by the listed activities. The total amount cannot exceed the total award amount for each bucket of funding given to the LEA. Once complete upload the file here.

LEA EXPENDITURES BY ACTIVITY TEMPLATE *

Browse...

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12. Did the LEA expend ESSER funds on any of the items below in the current reporting period (note, ESSER refers to ESSER I, ESSER II, and ARP ESSER funds and includes both mandatory subgrants and SEA Reserve subgrants). Mark true or false. *

	True	False
Promoting vaccination	<input type="checkbox"/>	<input type="checkbox"/>
Consistent and correct mask use	<input type="checkbox"/>	<input type="checkbox"/>
Physical distancing	<input type="checkbox"/>	<input type="checkbox"/>
Screening testing to promptly identify cases, clusters, and outbreaks	<input type="checkbox"/>	<input type="checkbox"/>
Ventilation	<input type="checkbox"/>	<input type="checkbox"/>
Handwashing and respiratory etiquette	<input type="checkbox"/>	<input type="checkbox"/>
Staying home when sick and getting tested	<input type="checkbox"/>	<input type="checkbox"/>
Contact tracing	<input type="checkbox"/>	<input type="checkbox"/>
Cleaning and disinfection	<input type="checkbox"/>	<input type="checkbox"/>

LOGIC Show/hide trigger exists.

13. Did this LEA use ESSER to provide home Internet access for any students in the current reporting period? (ESSER refers to ESSER I, ESSER II and ARP ESSER awards and includes both mandatory subgrants and SEA Reserve subgrants) (True/False)

- True
- False

LOGIC Hidden unless: #13 Question "Did this LEA use ESSER to provide home Internet access for any students in the current reporting period? (ESSER refers to ESSER I, ESSER II and ARP ESSER awards and includes both mandatory subgrants and SEA Reserve subgrants) (True/False) " is one of the following answers ("True")

14. If true, indicate the types of home Internet services that were provided by the district using ESSER funds? Internet Service type: *

- Mobile hotspots with paid data plans
- Internet connected devices with paid data plans
- District pays for the cost of home Internet subscription for student
- District provides home Internet access through a district-managed wireless network
- Other - Write In (Required)

*

LOGIC Show/hide trigger exists.

15. Did the LEA seek to reengage students with poor attendance or participation? (True/False) *

- True
- False

LOGIC Hidden unless: #15 Question "Did the LEA seek to reengage students with poor attendance or participation? (True/False) " is one of the following answers ("True")

16. How did the LEA seek to reengage students with poor attendance or participation? Please answer regardless of whether ESSER funds were used for this purpose. (True/False) *

	True	False
Direct outreach to families	<input type="checkbox"/>	<input type="checkbox"/>
Engaging the school district homeless liaison	<input type="checkbox"/>	<input type="checkbox"/>
Partnering with community-based organizations	<input type="checkbox"/>	<input type="checkbox"/>
Offering home internet service and/or devices	<input type="checkbox"/>	<input type="checkbox"/>
Implementing new curricular strategies to improve student engagement	<input type="checkbox"/>	<input type="checkbox"/>
Offering credit recovery and/or acceleration strategies	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>

LOGIC Hidden unless: Question "Other" is one of the following answers ("True")

17. Describe what other methods the LEA used to reengage students with poor attendance.

VALIDATION Must be numeric

18. Indicate the total number of these specific positions supported with any of the ESSER funds for the following positions for the reporting period **(07/01/2022-06/30/2023)**. Support indicates salaries and/or benefits were partially or fully paid with ESSER funds. (Note, ESSER refers to ESSER I, ESSER II, and ARP ESSER funds and includes both mandatory sub-awards and SEA Reserve awards) *

Total Amount Expended for All FTE listed for this question	<input type="text"/>
FTE of Special educators and related service personnel	<input type="text"/>
FTE of Paraprofessionals	<input type="text"/>
FTE of Bilingual or English as a second language educators	<input type="text"/>
FTE of School counselors, school psychologists and/or social workers	<input type="text"/>
FTE of Nurses	<input type="text"/>
FTE of Short term contractors	<input type="text"/>
FTE of Classroom educators, not covered by previous categories	<input type="text"/>
FTE of Support personnel, not covered by previous categories	<input type="text"/>
FTE of Administrative staff, not covered by previous categories	<input type="text"/>

VALIDATION Accepts 1 file. **Allowed types:** png, gif, jpg, jpeg, doc, xls, docx, xlsx, pdf, txt, mov, mp3, mp4. Max file size: 500 KB

19. Please provide the count of FTE staff assigned to serve each school in this LEA, regardless of funding source, as of June 30, 2021. For example, if one full-time nurse is shared equally by five schools within an LEA, allocate 0.2 FTE to each school served. These data will be merged with school membership data to calculate staff-to-student ratios for the 2021-22 school year. Count FTE by Staff Type (to the nearest tenth).

*FTE Funded by School Template**

Browse...

LOGIC Show/hide trigger exists.

20. Did this LEA allocate some portion of ESSER funds to schools in this reporting period? Note, ESSER refers to ESSER I, ESSER II, and ARP ESSER funds and includes both mandatory subawards and SEA Reserve awards. *

- True
- False

LOGIC Hidden unless: #20 Question "Did this LEA allocate some portion of ESSER funds to schools in this reporting period? Note, ESSER refers to ESSER I, ESSER II, and ARP ESSER funds and includes both mandatory subawards and SEA Reserve awards." is one of the following answers ("True")

21. How did this LEA allocate ESSER funds? Mark true or false to indicate whether the below criteria were used to allocate ESSER funds to schools *

	True	False
Flat amount per school or per pupil	<input type="checkbox"/>	<input type="checkbox"/>
Number or proportion of students at the school with specific curricular needs, such as students with disabilities or English language learners	<input type="checkbox"/>	<input type="checkbox"/>
Number or proportion of students at the school who are eligible for Free or Reduced-Price Lunch and/or other indicators of low-income background	<input type="checkbox"/>	<input type="checkbox"/>
Measure(s) of lost instructional time ("learning loss")	<input type="checkbox"/>	<input type="checkbox"/>
Stakeholder or community input	<input type="checkbox"/>	<input type="checkbox"/>
Title I status	<input type="checkbox"/>	<input type="checkbox"/>
Other data	<input type="checkbox"/>	<input type="checkbox"/>

LOGIC Hidden unless: Question "Other data" is one of the following answers ("True")

22. If "other" was chosen in how the LEA allocated ESSER funds to schools please specify here.

23. Which activities or interventions did the LEA implement to satisfy the LEA's mandatory set-aside requirements of ARP ESSER funds, which respond to students' academic, social, and emotional needs and address the disproportionate impact of COVID-19 on underserved student groups, including each major racial and ethnic group, children from low-income families, children with disabilities, English learners, migratory students, students experiencing homelessness, youth in foster care, and other groups disproportionately impacted by the pandemic that have been identified by the SEA (e.g., youth involved in the criminal justice system, students who have missed the most in-person instruction during the 2019-2020 and 2020-2021 school years, students who did not consistently participate in remote instruction when offered during school building closures, and LGBTQ+ students. (True/False) *

	True	False
Summer learning or summer enrichment	<input type="checkbox"/>	<input type="checkbox"/>
Afterschool programs	<input type="checkbox"/>	<input type="checkbox"/>
Extended instructional time (school day, school week, or school year)	<input type="checkbox"/>	<input type="checkbox"/>
Tutoring	<input type="checkbox"/>	<input type="checkbox"/>
Additional classroom teachers	<input type="checkbox"/>	<input type="checkbox"/>
Other additional staffing and/or activities to assess and support social-emotional well-being (excluding mental health supports), for students, educators and/or families	<input type="checkbox"/>	<input type="checkbox"/>
Other additional staffing and/or activities to assess and support mental health needs, for students, educators and/or families	<input type="checkbox"/>	<input type="checkbox"/>
Other additional staffing and/or activities to identify and/or respond to unique student needs and/or provide targeted support for vulnerable students		

(including low-income children or students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care)

Universal screening, academic assessments, and intervention data systems, such as early warning systems and/or opportunity to learn data systems

Improved coordination of services for students with multiple types of needs, such as full-service community schools or improved coordination with partner agencies, such as foster care services

Early childhood programs

Curriculum adoption and learning materials

Core staff capacity building / training to increase instructional quality and advance investments in talent pipelines for teachers and/or classified staff

Other

LOGIC Hidden unless: Question "Other" is one of the following answers ("True")

24. If other was chosen for activities or interventions that the LEA implemented please specify here.

VALIDATION Max character count = 3000

25. Please describe how the selected activities or interventions address the disproportionate impact of COVID-19 on each listed underserved student groups, including each major racial and ethnic group, children from low-income families, children with disabilities, English learners, migratory students, students experiencing homelessness, youth in foster care, and other groups disproportionately impacted by the pandemic that have been identified by the SEA. (3,000 character limit) *

LEA Intervention by Population

Page description:

Through this pages questions and the corresponding data inserted in the LEA intervention and Population template the below question will be answered:

How did this LEA use ESSER (ESSER I, ESSER II and/or ARP ESSER) funds to support learning recovery or acceleration for student groups who were disproportionately impacted by the COVID19 pandemic? (Note, ESSER refers to ESSER I, ESSER II, and ARP ESSER funds and includes both mandatory subawards and SEA Reserve awards. If this LEA provided an activity or support to all students and additional or supplemental services/activities targeted specific student groups, please answer yes to the activity “for all students” and select the student group for whom additional support/access was provided.)

VALIDATION Accepts 1 file. **Allowed types:** png, gif, jpg, jpeg, doc, xls, docx, xlsx, pdf, txt, mov, mp3, mp4. Max file size: 500 KB

26.

LEA INTERVENTION AND POPULATION TEMPLATE *

Browse...

LOGIC Show/hide trigger exists.

27. Is Evidence-based summer learning or summer enrichment programs available to all students? *

- yes
- no

VALIDATION Must be numeric

LOGIC Hidden unless: #27 Question "Is Evidence-based summer learning or summer enrichment programs available to all students?" is one of the following answers ("no")

28. If no, indicate the number of students this program serves at full capacity. *

VALIDATION Must be numeric

29. What is the total **unique** headcount of students that participated in evidence-based summer learning or summer enrichment programs? *

LOGIC Show/hide trigger exists.

30. Is evidence-based afterschool programs available to all students? *

- yes
- no

VALIDATION Must be numeric

LOGIC Hidden unless: #30 Question "Is evidence-based afterschool programs available to all students?" is one of the following answers ("no")

31. If no, indicate the number of students this program serves at full capacity. *

32. What is the total **unique** headcount of students that participated in evidence-based afterschool programs? *

LOGIC Show/hide trigger exists.

33. Is extended instruction time (including extended school day or school week or school year) in place at all schools within the LEA? *

- yes
- no

VALIDATION Must be numeric

LOGIC Hidden unless: #33 Question "Is extended instruction time (including extended school day or school week or school year) in place at all schools within the LEA?" is one of the following answers ("no")

34. If no, indicate the unique headcount of students enrolled in schools within the LEA with mandatory extended instructional time *

LOGIC Show/hide trigger exists.

35. Is evidence-based high dosage tutoring available to all students?*

yes

no

VALIDATION Must be numeric

LOGIC Hidden unless: #35 Question "Is evidence-based high dosage tutoring available to all students?" is one of the following answers ("no")

36. If no, indicate the number of students this program serves at full capacity. *

VALIDATION Must be numeric

37. What is the total **unique** headcount of students that participated in evidence-based high dosage tutoring? *

38. Did this LEA expand or enhance its early childhood program?*

	yes	no
Expand	<input type="checkbox"/>	<input type="checkbox"/>
Enhance	<input type="checkbox"/>	<input type="checkbox"/>

VALIDATION Must be numeric

LOGIC Hidden unless: Question "Expand" is one of the following answers ("yes")

39. If the early childhood program was expanded how many additional students or slots were funded with ESSER I, ESSER II or ARP ESSER in the most recent school year? Please include students or slots that were fully and partially funded with ESSER I, ESSER II, or ARP ESSER funds.

VALIDATION Must be numeric

40. Indicate the total **unique** headcount of students enrolled in an early childhood education program within the LEA? *

VALIDATION Must be numeric

41. How many new or additional full-service community schools were launched using these funds in this LEA? *

VALIDATION Must be numeric

42. How many current full-service community schools received additional services and/or support using these funds? *

VALIDATION Must be numeric

43. What is the total enrollment in full-service community schools supported with ESSER funds within this LEA? *

LOGIC Show/hide trigger exists.

44. Was education technology purchased for all students? *

- yes
- no

VALIDATION Must be numeric

LOGIC Hidden unless: #44 Question "Was education technology purchased for all students?" is one of the following answers ("no")

45. If no, indicate the number of students for whom educational technology was purchased.

Thank You!

Thank you for taking our survey. Your response is very important to us. If you have any questions regarding your submission or would like a copy of your response please contact Robin Howe, ESSER Project Manager.

