

PPS ESSER III Integrated Planning Tool
October 19, 2021

Outcome #	OUTCOMES <i>Overarching ESSER III outcomes provided by ODE</i>	
O1	<i>ESSER III Overarching Outcome</i>	Address student needs arising from the coronavirus pandemic and/or to emerge stronger post-pandemic , which may include reopening schools safely, sustaining their safe operation, and addressing students' social, emotional, and mental health.
O2	<i>Unfinished Learning Outcome (at least 20%)</i>	Address unfinished learning through the implementation of evidence-based interventions and ensure that those interventions respond to students' social, emotional, and academic needs and address the disproportionate impact of COVID-19 on underrepresented student subgroups (each major racial and ethnic group, children from low-income families, children with disabilities, English learners, gender, migrant students, students experiencing homelessness, and children and youth in foster care).

Outcome #	Themes	Strategy #	PPS Strategic Outcomes	This is part of 20%+	If yes, list associated evidence-based intervention(s)	What is the primary PPS indicator this supports?	If applicable, what is the secondary PPS indicator	How will you measure year 1 progress?
O2	Racial Equity	RE3	Reimagine Relationships and a Sense of Belonging	Yes	Reengage students with chronic absenteeism, strengthen	Increased sense of	Narrowing the	Participation rates, level
O2	Inclusive and Differentiated Learning for Every Child	IDL2	Design Learning Experiences that Promote Self-Directed, Future-ready Learning	Yes	Saturday sessions, high dosage tutoring, summer acceleration, credit recovery	Growth of student on track for Graduate Portrait milestones	More engaged and relevant student learning	Participation rates, level of implementation, progress monitoring discrete skills, credits
O2	Prof Excellence & Support	PE2	Advance Our Organizational Learning Culture and Practice	Yes	Build capacity for high quality teaching and student supports	Evident data-driven, continuous improvement		Professional learning sessions offered,
O1	Embracing Change	EC8	Cultivate and Promote Aligned Community Partnerships	No				
O1	Operations	OPS1	ESSER Strategy: Maintain safe operation of schools during pandemic	No				

Required for October 20, 2021					Optional if available			
Item #	Activities (Planned items to support a strategy, which may include providing/implementing an intervention.)	PPS Strategic Outcome Code	Year 1 Estimated Cost	Identified for Instruction (20%+)	Year 2 Estimated Cost	Identified for Instruction (20%+)	Year 3 Estimated Cost	Identified for Instruction (20%+)
1	Saturday Sessions	IDL2	\$ 566,000.00	Yes				
2	High Dosage Tutoring	IDL2	\$ 1,487,000.00	Yes				
4	Summer Acceleration Planning/Prep through June 2022	IDL2	\$ 1,623,750.00	Yes				
5	Online Learning Academy (OLA)	IDL2	\$ 7,050,750.89	No				
6	Virtual Scholars Expansion	IDL2	\$ 1,428,000.00	No				
7	Capacity building & professional development for educators to advance Learning Acceleration strategies within Tier I	PE2	\$ 714,000.00	Yes				
8	Charter Schools Allocations	EC8	\$ 1,949,052.30	No				
9	Charter Schools 20% Unfinished Learning Minimum Allocation	EC8	\$ 487,263.08	Yes				
10	Community Based Education Agencies (CBOs)	EC8	\$ 1,279,431.20	No				
11	CBOs 20% Unfinished Learning Minimum Allocation	EC8	\$ 319,857.80	Yes				
12	Credit recovery support	IDL2	\$ 3,548,840.00	Yes				
13	Wraparound supports, including student re-engagement and RESJ partnerships	RE3	\$ 2,408,780.00	Yes				
14	Indirect Hold	OPS1	\$ 3,244,241.57	No				
Total			\$ 26,106,966.84		\$ -		\$ -	

Total District Allocation \$73,869,717

	Estimated		toward	toward		20%+
Year 1	\$26,106,967		\$11,155,491			
Year 2	\$0		\$0			
Year 3	\$0		\$0			
	\$26,106,967		\$11,155,491	75.51%		\$14,773,943

PPS Strategic Outcomes (from PPS Strategic Plan, Forward Together)

Note: These strategies are for reference only as we identify specific strategies to prioritize for ESSER III investments.

STRATEGIC OUTCOMES	Corresponding Strategic Outcomes for Drop-Down	Strategy Code
THEME 1: RACIAL EQUITY AND SOCIAL JUSTICE	RE	RE
Transform Structures for Racial Equity We are gaining the knowledge and demonstrating the practices that model characteristics of an anti-racist organization, one that eliminates disparities in equitable access to opportunities and outcomes for students of color.	Transform Structures for Racial Equity	RE1
Cultivate a Culture of Racial Equity and Affirmation We are cultivating the conditions for an organizational culture of racial equity and affirmation to collectively bring about meaningful change.	Cultivate a Culture of Racial Equity and Affirmation	RE2
Reimagine Relationships and a Sense of Belonging Students develop a strong sense of belonging, and we foster safe, healthy, and positive learning and working environments.	Reimagine Relationships and a Sense of Belonging	RE3
Plan the Center for Black Student Excellence A comprehensive, co-constructed, community plan for the Center for Black Student Excellence.	Plan the Center for Black Student Excellence	RE4
Ensure Equitable Access to Facility Resources We reimagine the use of space to provide more equitable access to facilities and supporting resources, enabling greater options for student success.	Ensure Equitable Access to Facility Resources	RE5
THEME 2: INCLUSIVE & DIFFERENTIATED LEARNING FOR EVERY CHILD	IDL	IDL
Develop an Integrated Instructional Framework Our Integrated Instructional Framework guides teaching and learning and integrates respectful consideration of culture, disability, race, gender, and language. It supports inquiry-based, foundational, and interdisciplinary learning for students to develop and demonstrate mastery of the Graduate Portrait and learning standards.	Develop an Integrated Instructional Framework	IDL1
Design Learning Experiences that Promote Self-Directed, Future-ready Learning Every student has access to flexible, personalized, and differentiated learning experiences throughout their PK-12 journey that are centered on their interests and needs, support self-directed learning, are real-world relevant, and provide multiple pathways to graduation or a certificate of completion.	Design Learning Experiences that Promote Self-Directed, Future-ready Learning	IDL2
Implement Multi Tiered System of Supports Our strongly aligned system of tiered supports provides progressively targeted and individualized supports for students, based on student data, decision criteria, educator collaboration, and using evidenced-based academic, social-emotional, and behavioral interventions that are culturally responsive and eliminate barriers to learning.	Implement Multi Tiered System of Supports	IDL3
Establish Systems and Structures for Inclusion All of our systems and structures support the understanding and implementation of inclusionary practices for students with disabilities.	Establish Systems and Structures for Inclusion	IDL4
Promote an Inclusive Mindset We all share the mindset that students with disabilities are everyone's students.	Promote an Inclusive Mindset	IDL5
Build the Advocacy Power of Students and Families of Students with Disabilities We ensure that all families and students, especially those historically underserved, have the knowledge, information and support they need to fully engage in, and contribute to, the special education process.	Build the Advocacy Power of Students and Families of Students with Disabilities	IDL6
THEME 3: PROFESSIONAL EXCELLENCE AND SUPPORT	PE	PE
Develop a Diverse, High-Quality, and Thriving Workforce We have a diverse, high-quality, and thriving workforce that is supported in personal and professional wellbeing and success.	Develop a Diverse, High-Quality, and Thriving Workforce	PE1
Advance Our Organizational Learning Culture and Practice Our coherent, system-wide, culture of adult learning provides systems and supports that spur growth, innovation, and collaboration.	Advance Our Organizational Learning Culture and Practice	PE2
THEME 4: EMBRACING CHANGE	EC	EC
Socialize Our Vision and Strategic Plan We socialize our vision, PPS reimagined, and our strategic plan by providing ongoing opportunities for educators, students, and community stakeholders to engage, understand, and make meaning together.	Socialize Our Vision and Strategic Plan	EC1
Build A Collective Sense of Trust and Belonging Our educators and community collectively foster an environment of belonging, trust and shared ownership for the success of our students, educators, and school district.	Build A Collective Sense of Trust and Belonging	EC2
Establish a System-wide Project Management Culture and Practice Our project management practice ensures consistent, sustainable, and synchronized implementation and organizational coherence of all strategic plan efforts.	Establish a System-wide Project Management Culture and Practice	EC3
Embed System-wide Data-Driven Continuous Improvement Practices We effectively and consistently use data to drive cycles of continuous improvement that lead to decisions and actions that improve student outcomes.	Embed System-wide Data-Driven Continuous Improvement Practices	EC4
Establish Exceptional Service Culture and Standards We deliver exceptional central services to our schools, students, and families.	Establish Exceptional Service Culture and Standards	EC5
Implement A Proactive, Effective, and Creative Communication Practice	Implement A Proactive, Effective, and Creative Communication Practice	EC6

Our communications practice proactively informs internal and external stakeholders in ways that are respectful, transparent, and inclusive of our linguistically and culturally diverse communities.

Launch an Innovation Practice that Reimagines System Problem Solving

Our system-wide innovation practice addresses challenges in the system by generating creative solutions and moving promising practices to implementation at scale.

Cultivate and Promote Aligned Community Partnerships

Our partnerships equitably support our students to achieve the Graduate Portrait.

Develop a Coherent System-wide Community Engagement Approach

Stakeholder engagement is a core competency through which the perspectives and voice of educators, students, families, and community are authentically integrated.

Launch an Innovation Practice that Reimagines System Problem Solving	EC7
Cultivate and Promote Aligned Community Partnerships	EC8
Develop a Coherent System-wide Community Engagement Approach	EC9

ESSER-SPECIFIC OUTCOME

Maintain safe operation of schools during pandemic

OPS	OPS
ESSER Strategy: Maintain safe operation of schools during pandemic	OPS1

INDICATORS	Corresponding Indicators for Drop-Down
<p>Student Indicators</p> <p>Black and Native students will narrow opportunity gaps in learning shown by increasing numbers of students prepared for 1st grade as measured by an appropriate set of early learning indicators.</p> <p>Narrowing the opportunity gaps for our Black and Native students:</p> <ul style="list-style-type: none"> > By 3rd Grade, our Black and Native students will narrow opportunity gaps in reading shown by more growth than other subgroups as measured by the NWEA Measures of Academic Progress (MAP) assessments > By 5th Grade, our Black and Native students will narrow opportunity gaps in math by showing more growth than other subgroups as measured by the NWEA Measures of Academic Progress (MAP) assessments > By 8th Grade, our Black and Native students will narrow opportunity gaps in both reading and math shown by increasing numbers of students who meet or exceed proficiency in both English Language Arts and Mathematics as measured by Smarter Balanced Assessment Consortium (SBAC) assessments > By graduation, our Black and Native students will narrow postsecondary opportunity gaps shown by greater increases of students, as compared to other subgroups, who meet at least one of the following postsecondary readiness indicators as stated in the current board goals: <ul style="list-style-type: none"> Successful completion (C or better) of 3 or more Advanced Placement courses, Successful completion (C or better) of 3 or more International Baccalaureate courses, Successful completion (C or better) of 3 or more Dual Credit courses, Successful completion of Career and Technology Pathway (2 or more courses in the same path), Successful achievement of the seal of biliteracy (AP foreign language: 3 or above). <p>Students report increasing sense of belonging as measured by the Successful Schools Survey</p> <p>Students report learning is more engaging and relevant for their future</p> <p>Reduce disproportionate identification of students in Special Education, especially our Black, Native, and English Learner students</p> <p>Reduce disproportionality in exclusionary discipline measures for our Black and Native students</p> <p>Students are able to self-assess growth on the Graduate Portrait, including an adapted Graduate Portrait for students with disabilities, using a developmentally</p> <p>Growth in number of students on track for the Graduate Portrait milestones as expressed by the Graduate Portrait continuum</p> <p>Students report their learning experiences support their understanding and attainment of the Graduate Portrait</p>	<p>Narrowing the opportunity gap for Black and Native students - 1st grade readiness</p> <p>Narrowing the opportunity gap for Black and Native students - 3rd grade reading</p> <p>Narrowing the opportunity gap for Black and Native students - 5th grade math</p> <p>Narrowing the opportunity gap for Black and Native students - 8th grade ELA & math</p> <p>Narrowing the opportunity gap for Black and Native students - Post-secondary readiness</p> <p>Increased sense of student belonging</p> <p>More engaged and relevant student learning</p> <p>Reduced disproportionate identification of students in SPED</p> <p>Reduced disproportionality in exclusionary discipline</p> <p>Students able to self-assess growth on the Graduate Portrait</p> <p>Growth of student on track for Graduate Portrait milestones portrait</p>
<p>Other Indicators</p> <p>Increase in number of educators of color who are hired and retained</p> <p>Increase in educators of color reporting feeling a sense of belonging</p> <p>Educators use the Educator Essentials to self-assess professional growth</p> <p>Data driven, continuous improvement practices evident at grade level, schools, departments, and district as a whole</p> <p>Evidence that educators are aligning their work and professional learning to the Vision</p>	<p>Increase number of educators of color</p> <p>Increase in educators of color who feel sense of belonging</p> <p>Educators use Educator Essentials to self-assess professional growth</p> <p>Evident data-driven, continuous improvement practices</p> <p>Educator work and professional learning aligned to the Vision</p>
<p>ESSER-specific Indicator</p> <p>Schools safely continue operations during pandemic</p>	<p>ESSER Indicator - Schools maintain safe operations during pandemic</p>

From ODE

Strategy Choices for the required 20%+ to address the academic impact of lost instructional time:

- **Empowering, Adaptable Instruction:** For students to experience empowering curriculum that is motivating, appropriately-challenging, and that honors their identity and lived experience, districts and schools need a high-quality, culturally relevant curriculum, time and expertise for teachers to collaborate and check-in on student learning, and support that is differentiated and adjustable to meet students' strengths and needs. (Possible examples: Implementing or deepening authentic, culturally-responsive learning; assessing quality of current instructional materials and Investing in high-quality instructional materials from the adopted materials list or independent adoption that meets state criteria and providing high-quality professional learning for teachers on implementation, investing in formative assessment practices, providing sufficient time for both content-focused collaboration and planning as well as student-focused collaboration, providing instructional coaching and resources, providing career connect learning (CTE).)
- **Time & Attention:** For students to engage in learning that meets their strengths and distinct needs, districts and schools need to explore new ways to expand and vary the time and individualized attention they receive inside and outside of school hours. (Possible examples: Providing focused, high-dosage tutoring, peer tutoring, extended school day, enrichment programs, summer academic and enrichment, planning for post-secondary and career, developing work-based learning programs.)
- **Conditions for Teachers:** For students to experience engaging, high-quality instruction in a supportive environment, districts and schools need to prioritize ways to make teaching jobs and roles more rewarding, collaborative, and sustainable while also tending to teacher mental health and well-being. (Possible examples: providing mentors and/or at least one team member that has an instructional content expert to help with planning, providing stipends and/or release time for selected teacher leadership roles, investing in wellness supports, providing highly effective teachers with opportunities to share their strengths and expand their impact).
- **Relationships & Mental Health Support:** For students to feel safe, welcome and supported in school, districts and schools need to develop structures and enact policies and practices that cultivate positive, supportive relationships, and provide for staff and student mental and emotional health needs. (Possible examples: create time and space in the school day for relationship building, provide opportunities for staff and students to make meaning of their experience through creative outlets [art, music, writing, movement etc.], regularly engage with staff, students and families to assess their relational and emotional support needs, and build robust relationships with linguistically and culturally responsive community health and mental health providers and local systems of care.)
- **Family & Community Partnerships:** To increase academic, health, mental health and emotional support for students, districts and schools need to engage families as partners and leverage the local community and its system of care to provide integrated, wrap-around services and supports. (Possible examples: Implementing or deepening community-based organization's support to provide authentic, culturally-responsive academic enrichment and learning supports, strengthening connections with local systems of care, communicating in home languages, culturally-specific liaisons, business and college partnerships.)
- **Other** prioritized strategies, please describe.

ESSER III Grant Formula and Minimum Allocations for K-12 School Districts

County	District ID	District Name	Title 1-A Formula ESSER	Title 1-A Minimum ESSER	Sponsored Charter School	Total ESSER III Grant
Lake	2063	Adel SD 21	\$ -	\$90,000.00	\$ -	\$90,000.00
Malheur	2113	Adrian SD 61	\$455,525.05	\$ -	\$ -	\$455,525.05
Benton	1899	Alsea SD 7J	\$205,784.81	\$ -	\$ -	\$205,784.81
Yamhill	2252	Amity SD 4J	\$901,761.03	\$ -	\$ -	\$901,761.03
Malheur	2111	Annex SD 29	\$276,597.56	\$ -	\$ -	\$276,597.56
Gilliam	2005	Arlington SD 3	\$317,157.67	\$ -	\$ -	\$317,157.67
Malheur	2115	Arock SD 81	\$188,830.78	\$ -	\$ -	\$188,830.78
Jackson	2041	Ashland SD 5	\$6,460,019.15	\$ -	\$ -	\$6,460,019.15
Jefferson	2051	Ashwood SD 8	\$ -	\$90,000.00	\$ -	\$90,000.00
Clatsop	1933	Astoria SD 1	\$2,671,388.27	\$ -	\$ -	\$2,671,388.27
Umatilla	2208	Athena-Weston SD 2	\$802,353.67	\$ -	\$ -	\$802,353.67
Baker	1894	Baker SD 5J	\$4,810,773.83	\$ -	\$ -	\$4,810,773.83
Coos	1969	Bandon SD 54	\$1,775,027.61	\$ -	\$ -	\$1,775,027.61
Washington	2240	Banks SD 13	\$598,441.41	\$ -	\$ -	\$598,441.41
Washington	2243	Beaverton SD 48J	\$46,425,044.01	\$ -	\$ -	\$46,425,044.01
Deschutes	1976	Bend-LaPine Admini	\$18,862,980.57	\$ -	\$ -	\$18,862,980.57
Lane	2088	Bethel SD 52	\$13,451,695.61	\$ -	\$ -	\$13,451,695.61
Lane	2095	Blachly SD 90	\$345,278.31	\$ -	\$ -	\$345,278.31
Jefferson	2052	Black Butte SD 41	\$ -	\$90,000.00	\$ -	\$90,000.00
Curry	1974	Brookings-Harbor SD	\$3,503,568.37	\$ -	\$ -	\$3,503,568.37
Baker	1896	Burnt River SD 30J	\$ -	\$90,000.00	\$ -	\$90,000.00
Jackson	2046	Butte Falls SD 91	\$514,724.30	\$ -	\$ -	\$514,724.30
Douglas	1995	Camas Valley SD 21J	\$413,840.46	\$ -	\$ -	\$413,840.46
Clackamas	1929	Canby SD 86	\$5,120,440.74	\$ -	\$ -	\$5,120,440.74
Marion	2139	Cascade SD 5	\$4,699,689.49	\$ -	\$ -	\$4,699,689.49
Multnomah	2185	Centennial SD 28J	\$17,207,228.26	\$ -	\$ -	\$17,207,228.26
Curry	1972	Central Curry SD 1	\$664,892.00	\$ -	\$ -	\$664,892.00
Linn	2105	Central Linn SD 552	\$1,688,283.29	\$ -	\$ -	\$1,688,283.29
Jackson	2042	Central Point SD 6	\$6,615,920.83	\$ -	\$ -	\$6,615,920.83
Polk	2191	Central SD 13J	\$5,979,899.26	\$ -	\$ -	\$5,979,899.26

Columbia	1945	Clatskanie SD 6J	\$1,144,957.03	\$ -	\$ -	\$1,144,957.03
Clackamas	1927	Colton SD 53	\$532,513.31	\$ -	\$ -	\$532,513.31
Gilliam	2006	Condon SD 25J	\$98,094.56	\$ -	\$ -	\$98,094.56
Coos	1965	Coos Bay SD 9	\$10,158,693.58	\$ -	\$ -	\$10,158,693.58
Coos	1964	Coquille SD 8	\$2,000,217.31	\$ -	\$ -	\$2,000,217.31
Multnomah	2186	Corbett SD 39	\$577,780.30	\$ -	\$ -	\$577,780.30
Benton	1901	Corvallis SD 509J	\$6,954,820.46	\$ -	\$ -	\$6,954,820.46
Union	2216	Cove SD 15	\$377,100.07	\$ -	\$ -	\$377,100.07
Lane	2086	Creswell SD 40	\$2,639,936.98	\$ -	\$ -	\$2,639,936.98
Crook	1970	Crook County SD	\$5,742,873.55	\$ -	\$ -	\$5,742,873.55
Lane	2089	Crow-Applegate-Lor	\$593,489.63	\$ -	\$ -	\$593,489.63
Jefferson	2050	Culver SD 4	\$1,506,550.15	\$ -	\$ -	\$1,506,550.15
Polk	2190	Dallas SD 2	\$5,156,206.15	\$ -	\$ -	\$5,156,206.15
Multnomah	2187	David Douglas SD 40	\$29,058,151.45	\$ -	\$ -	\$29,058,151.45
Yamhill	2253	Dayton SD 8	\$1,008,783.78	\$ -	\$ -	\$1,008,783.78
Grant	2011	Dayville SD 16J	\$16,530.48	\$90,000.00	\$ -	\$106,530.48
Harney	2017	Diamond SD 7	\$ -	\$90,000.00	\$ -	\$90,000.00
Harney	2021	Double O SD 28	\$ -	\$90,000.00	\$ -	\$90,000.00
Douglas	1993	Douglas County SD 1	\$394,174.72	\$ -	\$ -	\$394,174.72
Douglas	1991	Douglas County SD 4	\$12,592,399.25	\$ -	\$ -	\$12,592,399.25
Harney	2019	Drewsey SD 13	\$ -	\$90,000.00	\$ -	\$90,000.00
Wasco	2229	Dufur SD 29	\$542,495.81	\$ -	\$ -	\$542,495.81
Jackson	2043	Eagle Point SD 9	\$9,160,310.14	\$ -	\$ -	\$9,160,310.14
Umatilla	2203	Echo SD 5	\$526,228.39	\$ -	\$ -	\$526,228.39
Union	2217	Elgin SD 23	\$546,173.76	\$ -	\$ -	\$546,173.76
Douglas	1998	Elkton SD 34	\$311,570.77	\$ -	\$ -	\$311,570.77
Wallowa	2221	Enterprise SD 21	\$676,041.57	\$ -	\$ -	\$676,041.57
Clackamas	1930	Estacada SD 108	\$2,024,079.24	\$ -	\$ -	\$2,024,079.24
Lane	2082	Eugene SD 4J	\$36,891,859.16	\$ -	\$ -	\$36,891,859.16
Polk	2193	Falls City SD 57	\$924,332.52	\$ -	\$ -	\$924,332.52
Lane	2084	Fern Ridge SD 28J	\$3,742,811.33	\$ -	\$ -	\$3,742,811.33
Washington	2241	Forest Grove SD 15	\$8,641,221.14	\$ -	\$ -	\$8,641,221.14

Wheeler	2248	Fossil SD 21J	\$375,526.49	\$ -	\$ -	\$375,526.49
Harney	2020	Frenchglen SD 16	\$ -	\$90,000.00	\$ -	\$90,000.00
Washington	2245	Gaston SD 511J	\$531,312.99	\$ -	\$ -	\$531,312.99
Marion	2137	Gervais SD 1	\$1,988,145.20	\$ -	\$ -	\$1,988,145.20
Clackamas	1931	Gladstone SD 115	\$2,807,354.66	\$ -	\$ -	\$2,807,354.66
Douglas	2000	Glendale SD 77	\$876,628.18	\$ -	\$ -	\$876,628.18
Douglas	1992	Glide SD 12	\$1,797,566.56	\$ -	\$ -	\$1,797,566.56
Josephine	2054	Grants Pass SD 7	\$14,617,803.50	\$ -	\$ -	\$14,617,803.50
Linn	2100	Greater Albany Publ	\$15,734,628.01	\$ -	\$ -	\$15,734,628.01
Multnomah	2183	Gresham-Barlow SD	\$19,662,616.74	\$ -	\$ -	\$19,662,616.74
Harney	2014	Harney County SD 3	\$1,991,027.90	\$ -	\$ -	\$1,991,027.90
Harney	2015	Harney County SD 4	\$214,647.38	\$ -	\$ -	\$214,647.38
Harney	2023	Harney County Unio	\$159,350.85	\$ -	\$ -	\$159,350.85
Malheur	2114	Harper SD 66	\$252,011.40	\$ -	\$ -	\$252,011.40
Linn	2099	Harrisburg SD 7J	\$1,659,441.63	\$ -	\$ -	\$1,659,441.63
Umatilla	2201	Helix SD 1	\$119,133.07	\$ -	\$ -	\$119,133.07
Umatilla	2206	Hermiston SD 8	\$10,847,808.07	\$ -	\$ -	\$10,847,808.07
Washington	2239	Hillsboro SD 1J	\$24,917,555.36	\$ -	\$ -	\$24,917,555.36
Hood River	2024	Hood River County S	\$4,979,092.67	\$ -	\$ -	\$4,979,092.67
Baker	1895	Huntington SD 16J	\$188,193.08	\$ -	\$ -	\$188,193.08
Union	2215	Imbler SD 11	\$204,945.69	\$ -	\$ -	\$204,945.69
Morrow	3997	Ione SD R2	\$90,176.10	\$ -	\$ -	\$90,176.10
Jefferson	2053	Jefferson County SD	\$8,359,079.63	\$ -	\$ -	\$8,359,079.63
Marion	2140	Jefferson SD 14J	\$1,436,433.46	\$ -	\$ -	\$1,436,433.46
Clatsop	1934	Jewell SD 8	\$709,359.18	\$ -	\$ -	\$709,359.18
Grant	2008	John Day SD 3	\$1,194,312.52	\$ -	\$ -	\$1,194,312.52
Malheur	2107	Jordan Valley SD 3	\$158,992.45	\$ -	\$ -	\$158,992.45
Wallowa	2219	Joseph SD 6	\$475,354.37	\$ -	\$ -	\$475,354.37
Lane	2091	Junction City SD 69	\$2,962,046.26	\$ -	\$ -	\$2,962,046.26
Malheur	2109	Juntura SD 12	\$ -	\$90,000.00	\$ -	\$90,000.00
Klamath	2057	Klamath County SD	\$16,156,162.50	\$ -	\$ -	\$16,156,162.50
Klamath	2056	Klamath Falls City Sc	\$12,813,687.97	\$ -	\$ -	\$12,813,687.97

Clatsop	2262	Knappa SD 4	\$647,527.14	\$ -	\$ -	\$647,527.14
Union	2212	La Grande SD 1	\$4,858,090.84	\$ -	\$ -	\$4,858,090.84
Lake	2059	Lake County SD 7	\$1,656,548.58	\$ -	\$ -	\$1,656,548.58
Clackamas	1923	Lake Oswego SD 7J	\$1,509,432.69	\$ -	\$ -	\$1,509,432.69
Linn	2101	Lebanon Community	\$8,364,104.20	\$ -	\$ -	\$8,364,104.20
Lincoln	2097	Lincoln County SD	\$12,990,415.32	\$ -	\$ -	\$12,990,415.32
Grant	2012	Long Creek SD 17	\$361,564.97	\$ -	\$ -	\$361,564.97
Lane	2092	Lowell SD 71	\$490,781.26	\$ -	\$ -	\$490,781.26
Malheur	2112	Malheur County SD 5	\$ -	\$90,000.00	\$ -	\$90,000.00
Lane	2085	Mapleton SD 32	\$506,068.47	\$ -	\$ -	\$506,068.47
Lane	2094	Marcola SD 79J	\$309,515.19	\$ -	\$ -	\$309,515.19
Lane	2090	McKenzie SD 68	\$715,398.52	\$ -	\$ -	\$715,398.52
Yamhill	2256	McMinnville SD 40	\$9,424,318.70	\$ -	\$ -	\$9,424,318.70
Jackson	2048	Medford SD 549C	\$33,008,496.86	\$ -	\$ -	\$33,008,496.86
Umatilla	2205	Milton-Freewater Ur	\$6,395,373.18	\$ -	\$ -	\$6,395,373.18
Wheeler	2249	Mitchell SD 55	\$129,982.32	\$ -	\$ -	\$129,982.32
Clackamas	1925	Molalla River SD 35	\$3,147,965.79	\$ -	\$ -	\$3,147,965.79
Benton	1898	Monroe SD 1J	\$1,021,120.88	\$ -	\$ -	\$1,021,120.88
Grant	2010	Monument SD 8	\$107,851.07	\$ -	\$ -	\$107,851.07
Morrow	2147	Morrow SD 1	\$4,367,777.58	\$ -	\$ -	\$4,367,777.58
Marion	2145	Mt Angel SD 91	\$729,563.92	\$ -	\$ -	\$729,563.92
Coos	1968	Myrtle Point SD 41	\$2,188,072.59	\$ -	\$ -	\$2,188,072.59
Tillamook	2198	Neah-Kah-Nie SD 56	\$1,558,764.37	\$ -	\$ -	\$1,558,764.37
Tillamook	2199	Nestucca Valley SD 1	\$981,840.73	\$ -	\$ -	\$981,840.73
Yamhill	2254	Newberg SD 29J	\$5,319,022.02	\$ -	\$ -	\$5,319,022.02
Coos	1966	North Bend SD 13	\$4,321,040.59	\$ -	\$ -	\$4,321,040.59
Clackamas	1924	North Clackamas SD	\$17,097,617.76	\$ -	\$ -	\$17,097,617.76
Douglas	1996	North Douglas SD 22	\$680,028.87	\$ -	\$ -	\$680,028.87
Lake	2061	North Lake SD 14	\$629,876.93	\$ -	\$ -	\$629,876.93
Marion	2141	North Marion SD 15	\$2,399,430.64	\$ -	\$ -	\$2,399,430.64
Union	2214	North Powder SD 8J	\$603,497.13	\$ -	\$ -	\$603,497.13
Marion	2143	North Santiam SD 29	\$3,112,599.75	\$ -	\$ -	\$3,112,599.75

Wasco	4131	North Wasco County	\$6,715,472.34	\$ -	\$ -	\$6,715,472.34
Malheur	2110	Nyssa SD 26	\$3,630,707.70	\$ -	\$ -	\$3,630,707.70
Douglas	1990	Oakland SD 1	\$1,401,248.54	\$ -	\$ -	\$1,401,248.54
Lane	2093	Oakridge SD 76	\$6,161,472.37	\$ -	\$ -	\$6,161,472.37
Malheur	2108	Ontario SD 8C	\$11,677,903.29	\$ -	\$1,461,253.76	\$13,139,157.05
Clackamas	1928	Oregon City SD 62	\$6,713,824.54	\$ -	\$ -	\$6,713,824.54
Clackamas	1926	Oregon Trail SD 46	\$3,524,397.30	\$ -	\$ -	\$3,524,397.30
Lake	2060	Paisley SD 11	\$163,646.13	\$ -	\$ -	\$163,646.13
Multnomah	2181	Parkrose SD 3	\$6,926,434.65	\$ -	\$ -	\$6,926,434.65
Umatilla	2207	Pendleton SD 16	\$6,976,728.61	\$ -	\$ -	\$6,976,728.61
Polk	2192	Perrydale SD 21	\$169,108.22	\$ -	\$ -	\$169,108.22
Benton	1900	Philomath SD 17J	\$1,212,694.61	\$ -	\$ -	\$1,212,694.61
Jackson	2039	Phoenix-Talent SD 4	\$8,937,705.00	\$ -	\$ -	\$8,937,705.00
Umatilla	2202	Pilot Rock SD 2	\$455,294.49	\$ -	\$ -	\$455,294.49
Harney	2016	Pine Creek SD 5	\$ -	\$90,000.00	\$ -	\$90,000.00
Baker	1897	Pine Eagle SD 61	\$390,664.61	\$ -	\$ -	\$390,664.61
Jackson	2047	Pinehurst SD 94	\$ -	\$90,000.00	\$ -	\$90,000.00
Lane	2081	Pleasant Hill SD 1	\$1,724,205.81	\$ -	\$ -	\$1,724,205.81
Lake	2062	Plush SD 18	\$ -	\$90,000.00	\$ -	\$90,000.00
Curry	1973	Port Orford-Langlois	\$2,749,651.05	\$ -	\$ -	\$2,749,651.05
Multnomah	2180	Portland SD 1J	\$73,150,124.46	\$ -	\$719,592.34	\$73,869,716.80
Coos	1967	Powers SD 31	\$540,295.02	\$ -	\$ -	\$540,295.02
Grant	2009	Prairie City SD 4	\$538,231.74	\$ -	\$ -	\$538,231.74
Jackson	2045	Prospect SD 59	\$308,706.78	\$ -	\$ -	\$308,706.78
Columbia	1946	Rainier SD 13	\$1,803,617.06	\$ -	\$ -	\$1,803,617.06
Deschutes	1977	Redmond SD 2J	\$11,362,931.73	\$ -	\$ -	\$11,362,931.73
Douglas	2001	Reedsport SD 105	\$1,729,422.52	\$ -	\$ -	\$1,729,422.52
Multnomah	2182	Reynolds SD 7	\$31,042,759.72	\$ -	\$ -	\$31,042,759.72
Douglas	1999	Riddle SD 70	\$1,198,555.00	\$ -	\$ -	\$1,198,555.00
Multnomah	2188	Riverdale SD 51J	\$108,176.08	\$ -	\$ -	\$108,176.08
Jackson	2044	Rogue River SD 35	\$2,946,233.16	\$ -	\$ -	\$2,946,233.16
Marion	2142	Salem-Keizer SD 24J	\$97,545,633.26	\$ -	\$280,027.01	\$97,825,660.27

Linn	2104	Santiam Canyon SD	\$1,056,086.61	\$ -	\$ -	\$1,056,086.61
Columbia	1944	Scappoose SD 1J	\$1,766,725.59	\$ -	\$ -	\$1,766,725.59
Linn	2103	Scio SD 95	\$1,059,542.86	\$ -	\$ -	\$1,059,542.86
Clatsop	1935	Seaside SD 10	\$2,796,684.06	\$ -	\$ -	\$2,796,684.06
Yamhill	2257	Sheridan SD 48J	\$1,586,880.80	\$ -	\$ -	\$1,586,880.80
Sherman	2195	Sherman County SD	\$363,181.30	\$ -	\$ -	\$363,181.30
Washington	2244	Sherwood SD 88J	\$1,125,319.55	\$ -	\$ -	\$1,125,319.55
Marion	2138	Silver Falls SD 4J	\$3,204,979.65	\$ -	\$ -	\$3,204,979.65
Deschutes	1978	Sisters SD 6	\$810,005.97	\$ -	\$ -	\$810,005.97
Lane	2096	Siuslaw SD 97J	\$7,890,204.25	\$ -	\$ -	\$7,890,204.25
Harney	2022	South Harney SD 33	\$ -	\$90,000.00	\$ -	\$90,000.00
Lane	2087	South Lane SD 45J3	\$6,531,001.91	\$ -	\$ -	\$6,531,001.91
Douglas	1994	South Umpqua SD 19	\$5,113,563.94	\$ -	\$ -	\$5,113,563.94
Wasco	2225	South Wasco County	\$464,751.15	\$ -	\$ -	\$464,751.15
Wheeler	2247	Spray SD 1	\$245,777.38	\$ -	\$ -	\$245,777.38
Lane	2083	Springfield SD 19	\$29,315,229.22	\$ -	\$ -	\$29,315,229.22
Columbia	1948	St Helens SD 502	\$4,487,398.03	\$ -	\$ -	\$4,487,398.03
Marion	2144	St Paul SD 45	\$294,283.67	\$ -	\$ -	\$294,283.67
Umatilla	2209	Stanfield SD 61	\$565,650.10	\$ -	\$ -	\$565,650.10
Harney	2018	Suntex SD 10	\$ -	\$90,000.00	\$ -	\$90,000.00
Douglas	2003	Sutherlin SD 130	\$2,731,195.33	\$ -	\$ -	\$2,731,195.33
Linn	2102	Sweet Home SD 55	\$4,169,565.43	\$ -	\$ -	\$4,169,565.43
Josephine	2055	Three Rivers/Joseph	\$17,616,519.64	\$ -	\$ -	\$17,616,519.64
Washington	2242	Tigard-Tualatin SD 2	\$12,901,333.98	\$ -	\$ -	\$12,901,333.98
Tillamook	2197	Tillamook SD 9	\$3,854,997.30	\$ -	\$ -	\$3,854,997.30
Wallowa	2222	Troy SD 54	\$ -	\$90,000.00	\$ -	\$90,000.00
Umatilla	2210	Ukiah SD 80R	\$8,700.25	\$90,000.00	\$ -	\$98,700.25
Umatilla	2204	Umatilla SD 6R	\$3,361,167.21	\$ -	\$ -	\$3,361,167.21
Union	2213	Union SD 5	\$504,614.36	\$ -	\$ -	\$504,614.36
Malheur	2116	Vale SD 84	\$2,829,273.41	\$ -	\$ -	\$2,829,273.41
Columbia	1947	Vernonia SD 47J	\$1,037,751.36	\$ -	\$ -	\$1,037,751.36
Wallowa	2220	Wallowa SD 12	\$709,323.35	\$ -	\$ -	\$709,323.35

Clatsop	1936	Warrenton-Hammor	\$1,454,984.73	\$ -	\$ -	\$1,454,984.73
Clackamas	1922	West Linn-Wilsonvill	\$3,984,175.96	\$ -	\$ -	\$3,984,175.96
Yamhill	2255	Willamina SD 30J	\$1,501,582.27	\$ -	\$ -	\$1,501,582.27
Douglas	2002	Winston-Dillard SD 1	\$3,809,187.78	\$ -	\$ -	\$3,809,187.78
Marion	2146	Woodburn SD 103	\$19,465,852.17	\$ -	\$ -	\$19,465,852.17
Yamhill	2251	Yamhill Carlton SD 1	\$795,189.28	\$ -	\$ -	\$795,189.28
Douglas	1997	Yoncalla SD 32	\$1,003,334.72	\$ -	\$ -	\$1,003,334.72

Total	\$1,009,633,486.02	\$1,620,000.00	\$2,460,873.11	\$1,013,714,359.13
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Integrated Planning Tool

This tool is designed to help align strategies and desired outcomes to concrete activities and their associated expenditures.

It includes outcomes and sections for the essential information, and at their discretion, districts can add sections, columns, or layer-in information relevant to their district and community.

Outcomes

Outcomes can be described as the changes you are trying to cause. They might be changes in student achievement and growth; changes in policy and practice; changes in student participation and access to programs and courses; changes in adult behavior, practices or beliefs; etc.

The ARP Act identifies overarching outcomes for ESSER III, which are prepopulated for you. Your district may also choose to add outcomes to reflect more focused changes you hope will happen over the next three years by executing your ESSER III District Plan.

Are you having the impact you were hoping for on the people or groups you are engaged or partnering with? What are you seeing and learning? What would you like to see happening?

Strategies

Your ESSER III District Plan may focus on one or multiple (more than one) strategies over a 1-3 year period.

Strategies are the plans designed to achieve and reach the intended outcome(s).

Activities

The activities are items that support the strategies, which may include providing/implementing an intervention. There are multiple lines to enter planned activities and a dropdown box to connect the activity to the most tightly linked strategy.

Year one activities, strategies, and budgeted or estimated costs are required in this form. If year two and three are known, districts may also complete those years.

The date ranges help track the anticipated number of years the activity will span and provides space to project both first year costs as well as consecutive year projected costs. These amounts are totaled and set in line with the strategies above.

The final table indicates the requirement of the 20%+ designation for activities around unfinished learning. As the activity table and budget summary table are completed, the 20%+ requirement and progress toward that requirement will be auto-filled.

OUTCOMES	
ESSER III Overarching Outcome	Address student needs arising from the COVID-19 pandemic and/or to emerge stronger post-pandemic, which may include reopening schools safely, sustaining their safe operation, and addressing students' academic, social, emotional, and mental health.
Unfinished Learning Outcome (at least 20%)	Address unfinished learning through the implementation of evidence-based interventions and ensure that those interventions respond to students' social, emotional, and academic needs and address the disproportionate impact of COVID-19 on underrepresented student subgroups (each major racial and ethnic group, children from low-income families, children with disabilities, English learners, gender, migrant students, students experiencing homelessness, and children and youth in foster care).

All strategies must be in support of this overarching outcome.

The strategies for this outcome (20%+) must be focused on addressing unfinished learning using evidence-based interventions.

Please add more rows if needed

STRATEGIES (At least one required)	
Strategy #1	Example Time & Attention: Provide opportunities for additional, targeted learning to close learning gaps and accelerate literacy growth for K-3 students not meeting proficiency in grade level reading.
Strategy #2	Example Health and Safety: Implement measures that effectively ensure the health, safety, and well-being of students and staff while providing onsite education.
Strategy #3	Strategy 3

Note: The district plan must include all schools within the district boundaries including district-sponsored charter schools. If the district is providing funding to a public charter school to deploy separate strategies from that of the district, then they need to identify those strategies separately in the ESSER III IPT.

Information for years 2 and 3 can be added here if district has made those budget decisions.

Please add more rows if needed

#	Activities (Planned items to support a strategy, which may include providing/implementing an intervention.)	Aligned Primary Strategy	Required		Optional if available			
			Year 1 Estimated Cost	Identified for Instruction (20%+)	Year 2 Estimated Cost	Identified for Instruction (20%+)	Year 3 Estimated Cost	Identified for Instruction (20%+)
1	Example: FTE and extended hours to implement high dosage tutoring	S1	\$ 140,000.00	Yes	\$ 110,000.00	Yes	\$ 120,000.00	Yes
2	Example: Resources and materials to implement high dosage tutoring	S1	\$ 40,000.00	Yes	\$ 25,000.00	Yes	\$ 25,000.00	Yes
3	Example: Extended hours to provide extended day learning	S1	\$ 25,000.00	Yes				
4	Example: Transportation, students snacks, and facilities to provide extended day learning	S1	\$ 40,000.00	Yes				
5	Example: Upgrade air ventilation systems to provide efficient airflow throughout the school	S2	\$ 100,000.00	No				
6	Example: Implement modifications or improvements to school building that enable more	S2	\$ 80,000.00	No				
7	Example: Acquisition of PPE that improve over health and safety of students and staff.	S2	\$ 50,000.00	No				
8								
9								
10								
11								
12								
13	It is not required that all activities qualify for the 20%, this is only for example purposes. However, it would not be unusual for a district to greatly exceed the required 20% minimum for learning loss.							
14								
15								
16			\$ 1.00					
17								
18								
19								
20								
21								
22								
23								
24								
25								
26								
27								
28								
29								
Total			\$ 475,001.00		\$ 135,000.00		\$ 145,000.00	

Note that all of the cells in this chart have formulas that are pulling from the numbers and check boxes in the Activities chart above. If you manually delete numbers in this chart, you will remove the automatic calculations.

Funding does not have to be equally distributed in each of the three years.

Note: If the total budget (cell D55 here) exceeds the Allocation amount (cell G49 here), cell D55 will update format to visually cue the discrepancy in totals. (hint, see an example \$1 mistake in cell E30 here).

Total District Allocation		\$755,000.00	
Budgeted or Estimated	Progress toward meeting min 20%+ on learning loss (dollar amount)	Progress toward meeting min 20%+ on learning loss (%)	Minimum 20%+ Requirement
Year 1	\$475,001.00	\$245,000.00	
Year 2	\$135,000.00	\$135,000.00	
Year 3	\$145,000.00	\$145,000.00	
Total	\$755,001.00	\$525,000.00	347.68%

The 20%+ requirement can be met over the life of the grant, it does not need to be met each year.

Total dollar amount that is 20%+ of the required total allocation based amount entered into cell G49 here.

Auto calculated to see if you are meeting the min 20% investment learning loss requirement. Note that while the cells calculate the percentage per year, only the overall percentage is critical. It will not be unusual for a district to greatly exceed the 20% requirement in year one and overall.