



# SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Item# 10.4

**Meeting Date:** October 21, 2021

**Subject:** ESSER III Expenditure Plan Adoption

- Information Item Only
- Approval on Consent Agenda
- Conference (for discussion only)
- Conference/First Reading (Action Anticipated: \_\_\_\_\_)
- Conference/Action
- Action
- Public Hearing

**Division:** Deputy Superintendent

**Recommendation:** Adopt ESSER III Expenditure Plan

**Background/Rationale:** Elementary and Secondary School Emergency Relief (ESSER) III funds were provided to school districts as part of the American Rescue Plan Act (ARP Act), signed into law on March 11, 2021. The ESSER III Expenditure Plan is a requirement for districts receiving funding. Districts must explain how they will use 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. The district's ESSER III Expenditure Plan must be adopted by the board of education on or before October 29, 2021 and submitted to the Sacramento County Office of Education (COE) for review and approval. Funds are available for use through September 30, 2024 and can be used for costs dating back to March 13, 2020.

**Financial Considerations:** SCUSD expects to receive \$154,422,476 in ESSER III funding

**LCAP Goals:** College, Career and Life Ready Graduates; Safe, Emotionally Healthy and Engaged Students; Family and Community Empowerment; Operational Excellence

**Documents Attached:**

1. Executive Summary
2. SCUSD ESSER III Expenditure Plan (to be posted on Monday, 10.18.21)

<p><b>Estimated Time of Presentation:</b> 20 minutes <b>Submitted by:</b> Lisa Allen, Deputy Superintendent Steven Fong, LCAP/SPSA Coordinator <b>Approved by:</b> Jorge A. Aguilar, Superintendent</p>
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### I. Overview/History of Department or Program

In response to the 2019 Novel Coronavirus (COVID-19), the U.S. Congress passed American Rescue Plan (ARP) Act, which was signed into law on March 11, 2021. This federal stimulus funding is the third act of federal relief in response to COVID-19, following the Coronavirus Aid, Relief, and Economic Security (CARES) Act signed into law on March 27, 2020, and the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSA Act) signed into law on December 27, 2020.

Elementary and Secondary School Emergency Relief (ESSER) III funds were provided to school districts as part of the ARP. SCUSD's anticipated allocation is \$154,422,476. This funding provides districts with emergency relief to address the impact COVID-19 has had, and continues to have, on elementary and secondary schools across the nation. An ESSER III Expenditure Plan must be adopted by the board of education on or before October 29, 2021 and submitted to the County Office of Education (COE) for review and approval. Funds are available for use through September 30, 2024 and can be used for costs dating back to March 13, 2020.

### II. Driving Governance:

An LEA may use up to 80% of ESSER III funds (Resource Code 3213) for the broad range of activities listed in section 18003(d) of the CARES Act, section 313(d) of the CRRSA Act, and section 2001(e) of the ARP Act, based on guidance that what is allowable under one of the ESSER funds is allowable under all of the ESSER funds. Use of any ESSER funds (ESSER I, ESSER II, or ESSER III) must be in accordance with allowable uses in any of these three federal stimulus acts. Below is a consolidated list of allowable uses. Please note that these allowable uses categories will also be utilized during quarterly reporting on each of the ESSER funds.

1. Any activity authorized by the ESEA, the Individuals with Disabilities Education Act (IDEA), the Adult Education and Family Literacy Act (AEFLA), or the Carl D. Perkins Career and Technical Education Act of 2006 (Perkins) or the McKinney Vento Homeless Education Assistance Act.
2. Coordinating preparedness and response efforts of LEA with state, local, tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses with other agencies to prevent, prepare for, and respond to coronavirus.
3. Providing principals and other school leaders with the resources necessary to address the unique needs of their individual schools.
4. Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.
5. Developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs.
6. LEA staff training and professional development on sanitation and minimizing the spread of infectious diseases.
7. Purchasing supplies to sanitize and clean the facilities of an LEA, including buildings operated by such agency.

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8. Planning for, coordinating, and implementing activities during long-term closures, including how to provide meals, technology for online learning, guidance on IDEA requirements, and ensuring other educational services can continue to be provided consistent with all applicable requirements.
9. Purchasing educational technology (including hardware, software, and connectivity) for students served by the LEA that aids in regular and substantive educational interactions between students and their classroom teachers, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.
10. Providing mental health services and supports, including through the implementation of evidence-based full-service community schools.
11. Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.
12. Addressing learning loss among students, including low-income students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children in foster care, of the local educational agency, including by
  - o Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction.
  - o Implementing evidence-based activities to meet the comprehensive needs of students.
  - o Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment.
  - o Tracking student attendance and improving student engagement in distance education.
13. School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.
14. Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification, and other air cleaning, fans, control systems, and window and door repair and replacement.
15. 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 for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff
16. Other activities that are necessary to maintain operations and continuity of services and continuing to employ existing staff.

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Additionally, Section 2001(e)(1) of the ARP Act requires an LEA to reserve not less than 20 percent of its ESSER III allocation (Resource Code 3214) to address the academic impact of lost instructional time through the implementation of evidence-based interventions. Allowable uses of this portion of funds are:

1. Summer learning or summer enrichment
2. Extended day
3. Comprehensive afterschool programs
4. Extended school year programs
5. Evidence-based high dosage tutoring
6. Full-Service Community Schools
7. Mental health services and supports
8. Adoption or integration of social emotional learning into the core curriculum/school day
9. Other evidence-based interventions

### III. Budget:

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

\$154,422,476

#### Total ESSER III funds included in this plan

\$154,422,476

### IV. Goals, Objectives and Measures:

The ESSER III Expenditure Plan template requires us to outline our proposed actions to address student's academic, social, emotional, and mental health needs within three key areas:

#### Strategies for Continuous and Safe In-person Learning

Operation of schools in a way that reduces or prevents the spread of COVID-19.

#### Addressing the Impact of Lost Instructional Time

(At least 20% of the total funds must be used in this area)

Implementation of evidence-based interventions to address student needs and opportunity gaps that existed before, and were worsened by, the COVID-19 pandemic.

#### Additional Uses

Other actions to address students' academic, social, emotional, and mental health needs and to address opportunity gaps.

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A key part of the ESSER III Expenditure Plan is the detailing of how progress will be monitored for each of the planned actions. The final section of the plan is dedicated to this detail and, for each action, includes a description of how progress will be monitored and a description of how frequently progress will be monitored. In many cases, the progress monitoring methods align to existing measurable outcomes in the Local Control Accountability Plan (LCAP) or other district plans.

## V. Major Initiatives:

### Alignment

The proposed actions within the draft plan align closely with recent district planning processes including:

- 2021-22 Local Control and Accountability Plan (LCAP)
- 2020-2021 Expanded Learning Opportunities Grant Plan
- 2020-21 Learning Continuity and Attendance Plan

The goals, measurable outcomes/progress monitoring, and community input from these three processes have all helped to guide the development of the ESSER III plan.

Where applicable, specific goals and actions within the above plans are called out in the ESSER III Expenditure Plan template.

Within the community engagement section of the plan, the major community priorities emerging from the above processes are summarized to help frame the planning for the ESSER III Expenditure Plan.

### Community Input

A district's decisions about how to use its ESSER III funds will directly impact the students, families, and the local community, and thus the district'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.

As with other processes such as the LCAP, Learning Continuity and Attendance Plan, and Expanded Learning Opportunities Grant Plan, consultation with community members is an important step in developing the expenditure plan. Community input helps to guide prioritization and allocation of funds towards actions that best meet the academic, social, emotional, and mental health needs of students and help maintain safe and continuous operation of schools. In addition to utilizing the wealth of community input from recent planning processes (as noted above), additional opportunities were provided during the recent planning process for this expenditure plan. These included direct engagement with community partners/groups, making the draft available for public review and comment, and including the draft in the board item at the meeting prior to adoption.

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Key themes emerging from the input during the most recent cycle of engagement included:

- Increased mental health staff (social workers and counselors) and supports at each school site
- Increase health staff such as nurses and health aides on campus
- Maintain access to nutrition resources for students/families including free school meals
- Increased access to enrichment and extra/co-curricular opportunities (e.g. gardening, sports, VAPA, field trips)
- Access to High-quality instruction during times of quarantine and for students who are unable to attend in person – use virtual instruction/technology to facilitate this
- Maintain and expand access to before and after school programs
- Provide individual tutoring and intervention supports
- Hire more instructional aides/specialists to provide additional one on one support to students
- Continue/expand routine COVID testing and maintain/expand access to PPE, contact tracing, communication about positive cases
- Increased supports for individual student groups: AIEP program supports, increased staff/services for Students with Disabilities such as psychologists on site, Supports for English Learners including bilingual staff
- Individualized learning plans/supports for students, in particular those students with identified needs
- Increase efforts to recruit, retain, and support staff – including compensation for efforts
- Partner with Community-Based Organizations (CBOs) and other community groups to expand offerings to students that the district cannot provide alone
- Expand Social Emotional Learning (SEL) programs and resources
- Provide instructional supports for teachers including planning time, resources to purchase supplies, access to software programs, and a reimagined vision of instruction that fits our new educational context.

Examples of additional priorities that emerged from district committees/groups included:

- Create/expand outdoor learning spaces
- Provide effective transportation options so students can attend school
- Increased outreach and resources/space for the American Indian Education Program
- Revisit the criteria for determining independent study placement for Students with Disabilities
- Specific resources at the individual student level – tutors for targeted student groups, liaisons, case managers, one-on-one counseling sessions with struggling students, accessible office hours with one-on-one help with teachers
- Continue using credit recovery to maximize graduation rates
- Emphasize VAPA supports in partnership with mental health efforts – addressing trauma through the arts
- Ensure that classrooms are staffed with certificated teachers and qualified substitutes are available when needed
- Expand collaboration between general education and special education staff
- Provide a resource hub for addressing learning needs at home

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- Provide social activities to develop a fun-oriented campus culture
- Seek out additional funding with partners to increase available resources
- Update learning materials such as bilingual textbooks/materials, world languages, and ELD curriculum
- Dedicated class periods/instruction about the FAFSA, UC/CSU applications, and other college/career readiness topics
- Increase the number of school psychologists to support SEL and address anxiety/depression
- Provide students increased access to overviews of class material and lessons plans online
- Encourage student action/engagement through surveys and other input opportunities
- Focus support efforts on students/families who have been directly impacted by COVID-19 and are dealing with the repercussions of illness/deaths in their families

Additionally, community members emphasized the following for consideration in the planning process:

- We should be funding/supporting actions that might ordinarily present obstacles to fully funding but can now be supported because we have these one-time funds. Example: elementary sports expansion
- Invest in actions that build long-term capacity beyond the life of the funds (e.g. develop in-house trainers to maintain/expand specific professional learning)
- Provide seed money/invest in Community Based Organizations (CBOs) that can implement actions more effectively than we can. (E.g. A \$100,000 dollar investment into a CBO could yield far greater impact than a single employee for a single year)
- Provide funding that allows student/families to access community resources that may not be available in-district or cannot be provided due to lack of staffing (e.g. YM/WCA activities, CSUS opportunities)
- Use the existing priorities voiced by the community as a guide for planning

## VI. Results:

Following adoption, the ESSER III Expenditure Plan will be submitted to the Sacramento County Office of Education (SCOE) for approval. For the remainder of the plan's lifespan (through September 2024), the plan is considered to be a 'living document' and can be revised locally, ongoing, and as needed to address the evolving context of the district. It does not need to be resubmitted and should remain in alignment with other district planning processes such as the LCAP.

CDE has introduced required reporting on implementation status to the LCAP Annual Update as part of a supplement to the standard Annual Update materials. This will provide the board and public the opportunity to receive a high-level status update on the planned actions and any available progress monitoring data to-date. The Annual Update, including the new supplement, must be completed by February 28, 2022.

NOTE: The ESSER III Expenditure Plan is distinct from the ESSER III Safe Return to In-Person Instruction and Continuity of Services Plan. This separate plan requires us to share our plan for safe operation and responding to COVID-19-related public health impacts. This separate plan must be updated every six months to incorporate new or revised guidance and other changed factors.

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### VII. Lessons Learned/Next Steps:

Remaining Checkpoints in the ESSER III Expenditure Plan process include:

- October 26, 2021: Deadline to Submit LCAP to Sacramento County Office of Education (SCOE)
- Ongoing: Implementation and Progress Monitoring – revision as needed
- February 28, 2022: Deadline to complete supplement component of LCAP Annual Update
- September 30, 2024: Deadline for all expenditures using ESSER III funding

### Sources:

Background and Driving Governance Information were taken from the California Department of Education's American Rescue Plan (ARP) Act Funding page at <https://www.cde.ca.gov/fg/cr/arpact.asp>