



ESSER III Expenditure Plan Update

Board of Education Meeting
October 7, 2021
Agenda Item No. 8.5

Presented By: Lisa Allen, Deputy Superintendent
Steven Fong, LCAP/SPSA Coordinator

- Provide a brief overview of the context, purpose, and overall timeline of the ESSER III Expenditure Plan
- Summarize the steps taken in the development process to date, alignment of efforts to recent planning processes, and outline next steps
- Introduce the key components of the plan template, discuss the range of actions being proposed, and highlight the draft's location and opportunity to provide input

SCUSD CORE VALUE

We recognize that our system is inequitable by design and we vigilantly work to confront and interrupt inequities that exist to level the playing field and provide opportunities for everyone to learn, grow and reach their greatness.

SCUSD GUIDING PRINCIPLE

All students are given
an equal opportunity to graduate
with the greatest number of postsecondary choices
from the widest array of options

*“Every system is perfectly designed to get the results
that it gets.”*

– Dr. Paul Batalden/Dr. W. Edwards Deming

- 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. 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.

The plan 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.

Approval Timeline

Date	Step
7.1.21	Plan Template released by CDE
7.15.21	CDE extends deadline from 9.30.21 to 10.29.21
10.21.21	Anticipated adoption of plan at Board
10.29.21	Deadline to adopt approved plan at Board
Within 5 days of adoption	Submit adopted plan to SCOE
By Feb 28, 2022	Implementation update as part of supplement to LCAP Annual Update (to be approved)
Ongoing	Implementation and Progress Monitoring
9.30.24	Deadline for expenditures using ESSER III funding

Date	Step
July-August	Convened initial working group and developed Funding Proposal process
8.25.21	Funding Request Timeline provided to staff
9.13.21	Deadline to submit Requests for Funding
9.15 – 9.24.21	Review of requests and additional needs by Executive Cabinet
9.24.21	Cabinet approval of draft for community input
Ongoing	Community Engagement to inform planning
10.7.21	Present update to Board
10.8 - 10.15.21	Prioritization and proposed allocations
10.21.21	Present final ESSER III Expenditure Plan to Board

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.

- Consultation with community members is an important step in developing the expenditure plan.
- Community input will help 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.
- Additional input opportunities include:
 - Engagement with community partners/groups during meetings and through provision of the draft plan
 - Posting of the draft plan for public review and comment

- Increased mental health staff (social workers and counselors) and supports at each school site
- 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

In addition to the required summary of community engagement and input, the plan template includes two primary ways of describing the planned actions and expenditures. The first is a description of the action and the planned expenditure:

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]

The second is a description of how progress will be monitored:

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
[Short title(s) of the action(s)]	[A description of how progress will be monitored]	[A description of how frequently progress will be monitored]

The draft plan is available on the district's website for review and comment. It can be found at:

<https://www.scusd.edu/post/draft-esser-iii-expenditure-plan>

Input can be provided in multiple ways:

- Using the google form at the above link
- Sending comment directly to lcap@scusd.edu
- Sending comment via standard mail to:

LCAP Office

Attn: ESSER III Input

5735 47th Avenue

Sacramento, CA 95824

The voices of our community and partners DO matter and their input helps to guide the district's planning.

Examples of proposed actions for Continuous and Safe In-Person Learning:

- Health Services: Nurses and Health Aides
- Staffing and Supplies to mitigate the spread of COVID-19 (e.g. masks, gloves, hand sanitizer, testing opportunities)
- Shade structures to expand social distancing opportunities
- Ventilation projects to improve indoor air exchange and overall air quality

Examples of proposed actions to Address the Impact of Lost Instructional Time:

- Additional teaching staff for academic intervention
- Student Opportunities: Sly Park, VAPA programs, Tutoring and additional supports for Foster and Homeless Youth
- Social Workers and Student Support Center staff
- Expansion of before/after school programming, and other expanded learning programs
- Expanded Social Emotional Learning (SEL) programs, Restorative Justice specialists, Antiracist materials and curriculum

Examples of proposed additional actions:

- Additional guidance and counseling staff (including secondary, elementary, and CTE)
- College and career readiness experiences
- Linked learning pathways
- Additional school psychologists, board certified behavior analysts
- Secondary ELD training specialist
- Educational Technology training specialists
- Increased hours/rates for nutrition services staff
- Staff recruitment, retention, and pipeline development
- Special Education staffing, educational technology, and expanded professional development/team engagement

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

The ESSER III Expenditure plan is considered a ‘living document’ and can be revised locally, ongoing, and as needed. It does not need to be resubmitted.

2. As detailed in their current LCAP Template development process, CDE is no longer using the term ‘stakeholders’
 - a. Feedback from Native American communities indicating that they find use of the term ‘stakeholder’ offensive, as it connotes the practice of “staking a claim” to land.
 - b. The term ‘stakeholder(s)’ is being replaced by ‘educational partner(s)’ until an appropriate term is identified and recommended to the State Board of Education for adoption.
 - c. Identification of an appropriate term will be informed by input from statewide educational partners from Tribes and the Superintendent’ American Indian Education Oversight Committee.

- Continued engagement with community groups and partners to receive input
- Prioritization of actions and determination of final allocations
- Finalize draft of plan to present to board for adoption
- Present plan for adoption
- Submit adopted plan to SCOE
- Ongoing: Monitor progress and, as needed, update the ESSER III plan (it is a living document!)

Questions & Input

Thank you!