

California Department of Education  
June 2021

## 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
2021-22 Local Control and Accountability Plan	<a href="https://www.scusd.edu/lcap">https://www.scusd.edu/lcap</a>
2021 Expanded Learning Opportunities Grant	<a href="https://www.scusd.edu/pod/lcap-archives">https://www.scusd.edu/pod/lcap-archives</a>
2021 Learning Continuity and Attendance Plan	<a href="https://www.scusd.edu/pod/learning-continuity-and-attendance-plan">https://www.scusd.edu/pod/learning-continuity-and-attendance-plan</a>

## 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

\$154,422,476

Plan Section	Total Planned ESSER III Expenditures
Strategies for Continuous and Safe In-Person Learning	TBD
Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)	TBD
Use of Any Remaining Funds	TBD

### Total ESSER III funds included in this plan

TBD

## 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.

Consultation with community members has been an important part of the process to develop multiple plans over the past few years. These include the 2021 Learning Continuity and Attendance Plan (LCA Plan in fall 2020), Expanded Learning Opportunities (ELO) Grant Plan (May 2021), and the 2021-22 to 2023-24 Local Control and Accountability Plan (LCAP). Throughout all of these planning processes, the voices of students, families, staff, and community members have informed the development of goals, actions, expenditures, metrics, and target outcomes.

Efforts to meaningfully consult with community members and solicit input to inform development of plans have included activities in collaboration with specific community groups and opportunities for the wider community to provide input.

Specific community groups consulted included the district's African American Advisory Board (AAAB), American Indian Education Program (AIEP) Parent Committee, Community Advisory Committee (CAC), District English Learner Advisory Committee (DELAC), LCAP Parent Advisory Committee (PAC), and Student Advisory Council (SAC). Engagement activities for these groups included presentations/discussions during community group meetings, providing information to groups for comment, and a special board meeting in spring 2021 to engage in dialogue with the board of education. Key priorities for each group were identified and a 'crosswalk' across all groups was created to identify points of alignment.

System wide opportunities included town hall events, a series of listening sessions, posted materials for public comment, multiple board meetings to present draft materials and public hearings, and multiple community surveys. Listening session materials and surveys were provided in multiple languages, with simultaneous translation available during listening sessions in the district's top five languages.

An important aspect of the engagement process over the past two years has been the iterative nature of the multiple planning cycles. Beginning with the initial planning to implement distance learning and moving into the LCA Plan, ELO Grant Plan, and 2021-22 LCAP, each round of community engagement has built upon the last. This has provided the opportunity to reinforce key priorities and deepen conversations about key ideas. The ESSER III Expenditure Plan is further building upon this foundation of recent community input. In engaging with community groups, some found it effective to cite specific recommendations put forth in the recent LCAP outreach process. This allowed those groups to continue shining a light on their key priorities to reemphasize the importance of the work they have done over the previous input cycles while also adding new ideas.

Consultation of community members in this most recent cycle of planning to inform development of the ESSER III Expenditure Plan used a similar strategy, though in a shorter timeline. Staff reached out to the district's range of community groups to provide opportunities for input on the draft plan. This took different forms based on the needs of each group, with some holding special meetings for ESSER III input, some folding input activities into existing meetings, and others providing input asynchronously on shared materials. Community groups that were able to provide specific input during this most recent cycle included \_\_\_\_\_. All community members were able to provide input on the posted draft plan. *(To be expanded/completed following activities)*

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

As described above, the input received during each planning process over the past two years has built upon those that came before. The ESSER III Expenditure Plan has the advantage of this strong foundation of input and has been significantly influenced by the wealth of community input available from the LCA Plan, ELO Grant Plan, and 2021-22 LCAP processes. The preliminary plan shared

with the board on June 24, 2021 focused on elements that closely align with community input. This is evidenced by the inclusion of additional social workers, intervention teachers, counselors, an additional secondary ELD training specialist, tutoring for Foster/Homeless Youth, college/career experiences, and more. Additional actions that emerged in the planning process over time also have strong alignment to key community priorities.

Following is a summary of key input emerging during each of the planning processes over the past eighteen months. Included are highlights of the overarching themes and specific priorities voiced by community groups.

### **Learning Continuity and Attendance Plan** (For full detailing of input, see pages 7-13 of plan)

Some of the overarching ideas that emerged across community groups included:

- The pandemic provides an opportunity to do things differently and disrupt the status quo - to better serve all students
- One size does not fit all – training, instruction, and communication all need to meet the individual and group needs of students, families, and staff.
- We need to focus on our most vulnerable students in our planning and implementation.
- Parents, guardians, and caregivers need much more support to effectively partner in the education of students at home.
- Training and accountability for staff are both critical. We need to reduce the amount of variation in program implementation and the instructional experience of students and families. Specific training for distance learning is needed.
- Relationship building, Social Emotional Learning (SEL), and mental health need to be prioritized along with physical health and safety.

Specific priorities highlighted by community members included:

- More counseling services are needed in all schools in the areas of mental health, academics, and college planning. Students emphasized the fact that this need predates the pandemic but is even more urgent now.
- Tiered supports for students are needed and regular mental health and social emotional check-ins should be conducted to assess needs.
- Universal Design for Learning needs to be implemented so that we can see results.
- Students are diverse and need to continue learning in diverse ways. Multi-tiered support needs to improve.
- All vulnerable students should have similar wraparound services and supports. This should include an individual learning plan and a designated liaison that checks in with them and their family regularly.
- Additional staffing supports are needed to support English Learners and families. This includes additional ELD training specialists, increasing the number of bilingual staff, and expansion of Student Support Centers to all school sites.
- Consider partnerships with other entities to disrupt systemic inequality, address learning loss, mitigate impacts of COVID, and provide online learning.

### **Expanded Learning Opportunities Grant Plan**

Overarching ideas that emerged across community groups included:

- Summer school needs to be fun, engaging, and provide opportunities for social interaction in addition to addressing academic needs.

- Credit recovery is a critical need and should be made available in flexible formats during the summer and throughout the coming year. Students need a variety of options for completing credit recovery.
- Individualized learning plans and support will help to more effectively connect students to services and supports such as tutoring.
- Addressing early literacy is critical. We need to ensure that students are proficient readers as they finish the early grades (3<sup>rd</sup> grade).
- Addressing social-emotional learning needs and trauma is very important and needs to happen first in order for us to fully address academic needs.
- We need to strategically reengage our students who have become disengaged over the last year.

**Local Control and Accountability Plan** (For full detailing of input, see pages 30-35 of plan)

Overarching ideas that emerged across community groups included:

- Effective Implementation of a Multi-tiered System of Supports (MTSS)
- Individualized Supports Based on Identified Student Needs
- Focus on Early Literacy and Developing a Strong Foundation (Aligned to State Superintendent of Public Instruction (SSPI) Tony Thurmond's new Literacy Campaign to ensure that every California student will learn to read by third grade by the year 2026)
- Increased Mental Health Supports
- Improvement of School and Classroom Culture and Climate
- Coherence and Consistency in Providing an Equitable and Inclusive Educational Program in all Classrooms and Schools
- Equitable Allocation of Resources
- Implementation Accountability
- Disruption of the Status Quo

Specific priorities highlighted by community members included:

- Students need increased access to effective counseling – academic, college advising, and mental health. Counselors need to provide targeted supports to meet the needs of specific student groups and the number of bilingual counselors should be increased.
- Implement regular academic check-ins and progress monitoring to ensure that students stay on-track for graduation and college eligibility
- Develop more metrics that enable progress monitoring of district initiatives/actions (e.g. impact of professional learning, coaching, and other strategic actions)
- Increase professional development and staffing to create more inclusive General Education classrooms in all grades and subjects and decrease the amount of time students with disabilities spend in SDC or 'tracked' classrooms.
- Prioritize mental health and wellness – implement regular mental health checks for students and explore integration of mental health training for staff and curriculum for students
- Individual student progress monitoring and support for students with high needs – examples of recommendations include liaisons/case managers, individualized student success plans, and advisory periods
- Increase the number of secondary ELD specialists and bilingual staff that serve English Learners

- Improve/address transition planning for older students with disabilities
- Increased availability of academic supports to accelerate progress for students with learning gaps
- Increase the number of schools with student support centers that provide wrap-around services including access to a social worker and counselor
- Professional development for staff across a range of areas including SEL, trauma-informed practices, and mental health
- Professional development for staff across a range of areas including culturally responsive teaching, anti-bias/anti-racist instruction, gender issues, and anti-bullying
- Eliminate disproportionate suspension rates and practices
- Implement restorative practices and alternative behavioral intervention programs
- Provide resources and capacity building opportunities for parents/caregivers to support learning at home
- Engage students as primary agents in charge of their own education – implement a gradual release model. Students should receive all communications sent to parents/caregivers and, over time, become the primary recipient.
- Increase and improve translation and interpretation for families and students
- Include parents/caregivers in site and district decision-making processes

Additionally, community input throughout recent engagement processes has reiterated the importance of acknowledging staffing shortages and emphasized awareness of the challenges that may be presented in trying to hire specific positions or multiple individuals for a type of position. This awareness is shared by the district. In developing this plan, proposed actions that involve the hiring of staff are included with the acknowledgment that staffing shortages may result in the need to reassess and reprioritize actions over time.

#### **Input from most recent cycle of engagement**

Overarching ideas that emerged across community groups included:

- *(To be completed following engagement activities)*

Specific priorities highlighted by community members included:

- *(To be completed following engagement activities)*

## 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

TBD			
Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
2021-22 LCAP Goal 3, Action 8	A1 Health Services: Nurses and Health Aides	School Nurses and Health Aides <ul style="list-style-type: none"> <li>• Decrease caseload ratios</li> <li>• Overall health care promotion, education, access and referral coordination</li> <li>• Health screenings and access (oral, vision &amp; hearing health)</li> <li>• Manage infectious diseases (COVID-19, norovirus, flu)</li> <li>• Managing chronic health conditions (asthma, diabetes, etc.) to increase attendance and academic success</li> </ul>	TBD
2021-22 LCAP Goal 3	A2 Health Services: Staff to support 504 process and coordinate education services	Student Support and Health Services Coordinator <ul style="list-style-type: none"> <li>• Provide oversight, training, and support to site 504 coordinators, students, and families</li> <li>• Ensure procedural safeguards and right are implemented and followed</li> <li>• Provide support for pregnant and parenting students, ensuring their rights and needs are met</li> <li>• Provide supervision and support for the Home Hospital Teacher program</li> </ul>	TBD

2021-22 LCAP Goal 8, Action 1	A3 Shade Structures to Expand Social Distance Opportunities	Expand social distance opportunities through the installation of Division of State Architect (DSA) pre-approved shade structures.	TBD
2021-22 LCAP Goal 8, Action 1	A4 Ventilation to provide air exchange at school sites	Ventilation projects to add or enhance ventilation into educational interior spaces by installing new units and controls to optimize indoor air quality.	TBD
Learning Continuity and Attendance Plan	A5 Staffing and supplies to mitigate the spread of COVID-19 and safety operate schools	Personal Protective Equipment (PPE) including masks, gloves, and hand sanitizer. Signage for school sites, testing opportunities, asbestos compliance, and position upgrades to reflect additional work required to address COVID-19 context.	TBD

## 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

TBD

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
2021-22 LCAP Goal 3, Actions 7 and 13	B1 Academic Equity: Academic Intervention Teachers at School Sites	Academic Intervention Teachers <ul style="list-style-type: none"> <li>Supports teachers to allow for small group interventions with students</li> <li>Provides opportunities for accelerated learning for students</li> </ul>	TBD



2021-22 LCAP Goal 2, Action 21	B2 Student Opportunities: Sly Park Trip Fees	<p>Ensure that every 6th grade student has the opportunity to attend Sly Park, an outdoor environmental education program</p> <ul style="list-style-type: none"> <li>• Participate in a week-long outdoor science school that features a climbing wall, astronomy, animal room, and arts and crafts</li> <li>• Engage in lessons embedded with California and local history and geography</li> <li>• Participate in team-building program that includes hiking, shelter construction, and challenge activities</li> </ul>	TBD
2021-22 LCAP Goal 2, Actions 15 and 16	B3 Student Opportunities: Visual and Performing Arts	<ul style="list-style-type: none"> <li>• Increase teacher staffing to ensure music opportunities for all 7th-8th grade students</li> <li>• Address instrument repair needs</li> <li>• Provide needed VAPA supplies</li> </ul>	TBD
2021-22 LCAP Goal 2, Action 15	B4 Healthy HeARTS and Minds Program: Mental Health support through the arts	<p>Sacramento Healthy HeARTs and Minds focuses on using the arts as a strategy to address mental health issues, trauma, absenteeism, and other well-documented effects of the COVID-19 pandemic on already at-risk youth. Within selected school sites, trained artists and community partners will collaborate to be a positive adult presence for students, and as needed, connect students in need of mental health support services through existing referral pathways and service providers. The proposed funding amount would allow for continued implementation at the currently participating schools.</p>	TBD
2021-22 LCAP Goal 3, Actions 1, 2, and 13	B5 Tutoring for Foster and Homeless Youth	<p>Address the disproportionate impact and loss of educational support caused by the pandemic for our most vulnerable students:</p> <ul style="list-style-type: none"> <li>• Tutoring tailored to the unique needs of students and families with specialization in engagement and relationship building</li> <li>• In-home and on-line options with built-in assessment and progress monitoring</li> </ul>	TBD
2021-22 LCAP Goal 4, Action 2	B6 Positive Behavioral Interventions and	<p>Positive Behavioral Interventions and Supports (PBIS) Coaches and Coordinator</p> <ul style="list-style-type: none"> <li>• Expand PBIS to additional school sites</li> <li>• Provide ongoing coaching support with coaches embedded at school sites</li> <li>• Progress monitor implementation</li> </ul>	TBD

	Supports: Coaching and Coordination	<ul style="list-style-type: none"> <li>Differentiated support to sites based on need and progress</li> </ul>	
2021-22 LCAP Goal 3, Action 9	B7 Attendance and Engagement: Child Welfare and Attendance Specialists	<p>Child Welfare and Attendance Specialists (CWAS)</p> <ul style="list-style-type: none"> <li>Aligned with Instructional Assistant Superintendent (IAS) regions to support individual sites</li> <li>Monitor and assess attendance and engagement data regularly</li> <li>Engage in cycles of continuous improvement at site and district levels</li> <li>Provide differentiated support to vulnerable student groups</li> <li>Support sites with front line attendance work</li> </ul>	TBD
2021-22 LCAP Goal 3, Action 10	B8 Student Support: Social Workers and Student Support Center Coordinators	<p>Social Workers and Student Support Center (SSC) Coordinators</p> <p>Support to be provided at all schools based on students' needs will include:</p> <ul style="list-style-type: none"> <li>Coordination of services for students</li> <li>Individual, group, and family counseling</li> <li>Crisis intervention, home visits, parent support and education, and advocacy for students, families, and school systems</li> <li>Identifying and addressing unmet physical and mental health needs</li> </ul>	TBD
2021-22 LCAP Goal 3, Action 10	B9 Student Support: Social Workers for LBGQTQ Supports	<p>School Social Workers specific to LGBTQ+</p> <p>Expand the breadth and depth of services provided to students who identify as LGBTQ+ by:</p> <ul style="list-style-type: none"> <li>Providing intensive case management, referrals, short-term mental health supports, groups and assistance with name and gender updates in student information system</li> <li>Gay Straight Alliance (GSA) club development and consultation support</li> <li>Staff professional development, staff consultation, and LGBTQ+ youth conference support</li> </ul>	TBD
2021-22 LCAP Goal 3, Action 2 and 18	B10 Student Support: Homeless Services Support Staff	<p>Homeless Services Support Staff</p> <p>Expand the breadth and depth of services provided to homeless youth:</p> <ul style="list-style-type: none"> <li>Reduce caseload ratio in order to provide intensive supports to students and families</li> <li>Provide intensive case management, follow-up and coordination, including housing support, basic needs,</li> </ul>	TBD

		school supplies, mentoring, mental health counseling, academic tutoring, and more	
2021-22 LCAP Goal 3, Action 1 and 18	B11 Student Support: Foster Youth Services Staff	Foster Youth Services Support staff Expand the breadth and depth of services provided to foster youth: <ul style="list-style-type: none"> <li>• Reduce caseload ratio in order to provide intensive supports to students and families, including weekly check-ins</li> <li>• Provide coordination of services including mentoring, social skills, mental health counseling, academic tutoring, independent living skills, recreation and youth development, etc.</li> </ul>	TBD
2021-22 LCAP Goal 2, Action 3	B12 Increase number of sites with expanded learning (Before and After School) Services	Expanded Learning (Before and After School): Maintain the expansion to additional sites made possible by other COVID-related funding sources. Provide additional slots for sites where demand exceeds capacity and provide before school programming and late start sites. Expand staffing by one additional specialist.	TBD
2021-22 LCAP Goal 3, Action 12	B13 Provide expanded summer school programming in 2024	Provide expanded summer programming in 2024. (2022 and 2023 are addressed by other COVID-related funding sources) This will be a continuation of SummerMatters programming. It will focus on building relationships, physical and mental health, connecting with families, and high dosage tutoring. Programming will be offered at additional schools across the district including elementary, K-8 and middle school sites. Programs will be offered one week after the regular school year ends.	TBD
2021-22 LCAP Goal 5, Action 8	B14 Maintain expansion of Men's and Women's Leadership Academy through 2024	Maintain the expansion of the Men's and Women's Leadership Academy. The MWLA is SCUSD's conscious effort to intentionally combat the school-to-prison-pipeline for underserved, low-income students of color by creating supportive and productive learning environments. Through a framework of Social Justice Youth Development, and with the active collaboration of district administration, school counselors, certified teachers and youth voice, MWLA empowers students through wraparound services that promote Social Emotional	TBD

		Learning, culturally relevant and responsive leadership development, meaningful mentorship, and academic support that engages students through their own means of learning.	
2021-22 LCAP Goal 3, Action 14	B15 Extend support for American Indian Education Program (AIEP) through 2024	Extend support for the American Indian Education Program (AIEP). AIEP addresses the unique cultural, language, and educationally related academic needs of American Indian students. The services provided are tutoring, reading groups and classroom visits, cultural programs and events, college prep programs, scholarship writing, student support and advocacy and milestone celebrations. The AIEP serves students in grades K-12 throughout the District.	TBD
2021-22 LCAP Goal 5	B16 Expand implementation of Student Ambassador program	Youth Development and Support Services oversees a student ambassador program across elementary and middle school programs. Each participating school site is served by two, trained high school ambassadors.	TBD
2021-22 LCAP Goal 4, Action 1	B17 Transformative SEL Support for Schools	Continue to provide high-quality Social Emotional Learning (SEL) programming and professional learning support for our school sites as part of a foundational, universal approach to MTSS School Climate/Culture. Create MTSS Tier 1 calming corners in all SCUSD classrooms.	TBD
2021-22 LCAP Goal 4, Action 1	B18 Transformative SEL Support for Schools - Restorative Justice	Staff each comprehensive high school with a Restorative Justice Specialist to support sites as a Tier 2/3 MTSS approach for supporting Climate and Culture. The Restorative Justice specialists will work alongside Social Emotional Learning (SEL) Training Specialists to provide a comprehensive "Store Up/Restore To" strategy for supporting Climate/Culture. The specialists will also provide support within each high school's feeder pattern at grades 7-8 and elementary schools with high suspension/referral rates.	TBD
2021-22 LCAP Goal 4, Action 4	B19 Antiracist Materials and Curriculum	Provide high quality antiracist and culturally responsive materials and resources to school sites. Examples will include updating classroom libraries to include culturally relevant books that reflect the lived experiences of our students and bringing in	TBD

		living-history speakers that can speak to justice and equity in action.	
2021-22 LCAP Goal 3	B20 Partner with Community Based Organizations to Address the Impact of Lost Instructional Time	Funding will support partnerships with Community Based Organizations (CBOs) to address the academic, social, emotional, and mental health needs of students. In particular, partnerships will focus on addressing gaps for student groups whose outcomes demonstrate the most need, including low income students, English Learners, Foster Youth, Homeless Youth, and Students with Disabilities, African American students, American Indian or Alaska Native students, Native Hawaiian or Pacific Islander students, and Hispanic/Latino students.	TBD

### Use of Any Remaining Funds

A description of how the LEA will use any remaining ESSER III funds, as applicable.

**Total ESSER III funds being used to implement additional actions**

TBD
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Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
2021-22 LCAP Goal 1, Actions 1-3	C1 Guidance and Career Counseling	Additional Counselors (Secondary & Elementary), and Career/Technical Education (CTE) Counselors <ul style="list-style-type: none"> <li>• Provide extended day support in late afternoons and evenings</li> <li>• Support dual enrollment course-taking</li> <li>• Develop career exploration opportunities with a special focus on under-represented students by sector (e.g. women in engineering or trades)</li> <li>• Create a seamless transition from elementary to middle school</li> <li>• Establish college and career centers across sites</li> </ul>	TBD

2021-22 LCAP Goal 1, Actions 2-3	C2 Establish college and career readiness labs at Middle Schools	Develop college and career ready labs at the middle school level Enroll first group of students in grades 7 and 8 by 2022-23 and expand sections/grade levels per site in 2023-24.	TBD
2021-22 LCAP Goal 1	C3 Implement State Seal of Civic Engagement (SSCE) program for students	State Seal of Civic Engagement implementation: Adopt SSCE criteria, establish rubrics and inventory entry points for students, and create opportunities/develop partnerships for engagement in existing K-12 curriculum	TBD
2021-22 LCAP Goal 1, Action 1	C4 Linked Learning pathway opportunities for students	Implementation of Linked Learning programs in high schools. Train all administrators on Linked Learning components and support cohort scheduling for additional linked learning pathways. Additional teacher FTE to support cohort scheduling.	TBD
2021-22 LCAP Goal 2, Action 21	C5 Student Opportunities: College/Career Experiences	Coordinate visits to colleges, universities and opportunities with business industry partners. Targeted focus groups include Homeless Youth, Foster Youth, English Learners, and Students with Disabilities <ul style="list-style-type: none"> <li>• Ensure California College Guidance Initiative (CCGI) lessons are being implemented with fidelity and aligned to enrichment activities</li> <li>• College visits will be inclusive of all segments (Community College, CSU, UC, and Private Universities)</li> <li>• Establish partnerships with business industry partners to provide students and parents with experiential and informational experiences</li> <li>• Implement college and career fairs</li> </ul>	TBD
2021-22 LCAP Goal 3, Action 3	C6 Academic Equity: School Psychologists (Special Education)	School Psychologists <ul style="list-style-type: none"> <li>• Support Student Study Team process</li> <li>• Collaborate with teachers and principals</li> <li>• Provide direct services and supports for students</li> </ul>	TBD
2021-22 LCAP Goal 3, Action 3	C7 Academic Equity: Coordinator of School Psychologists and	Special Education Coordinators <ul style="list-style-type: none"> <li>• Professional expertise to supervise and support special education department teams</li> </ul>	TBD

	Coordinator of Speech Pathologists (Special Education)	<ul style="list-style-type: none"> <li>Support professional development for psychologists and speech pathologists, including onboarding and support</li> <li>Support Student Study Team process</li> </ul>	
2021-22 LCAP Goal 4	C8 Academic Equity: Board Certified Behavior Analysts (Special Education)	<p>Board Certified Behavior Analysts (BCBAs)</p> <ul style="list-style-type: none"> <li>Build foundational teaching and learning expectations related to behavior</li> <li>Follow-up support for individual students needing more assistance</li> <li>Support continuum from general education to special education</li> <li>Capacity building for positive behavior supports</li> </ul>	TBD
2021-22 LCAP Goal 2, Actions 5 and 6	C9 Academic Equity: Secondary ELD Training Specialist	<p>Secondary ELD Training Specialist</p> <ul style="list-style-type: none"> <li>Support English Learner (EL) access to all content areas</li> <li>Teacher training and support</li> <li>Professional Learning</li> <li>Support site leaders and teachers with data analysis and review</li> </ul>	TBD
2021-22 LCAP Goal 2	C10 Academic Equity: Education Technology Training Specialists	<p>Education Technology Training Specialist</p> <ul style="list-style-type: none"> <li>Design and develop models of enhanced instruction for teachers</li> <li>Professional learning on core and intervention materials</li> <li>Classroom support for teachers on technology</li> </ul>	TBD
	C11 Nutrition Services Hiring Bonuses	Nutrition Services will provide hiring bonuses to ensure access to school meals for our students. Currently the Nutrition Services department has multiple vacancies and is unable to keep pace with hiring and resignations/ retirements. The severe lack of staffing impacts student access to meals due to long lines during the meal periods. Studies show hungry students do not do well academically, develop other health related issues, develop classroom behavioral concerns, and regular school attendance declines.	TBD
	C12 Nutrition Services: Temporary Increase in Hours for Staff	This action will increase hours and benefits for employees in Nutrition Services. Extended hours are needed for many of our current food service staff who work 3 hours per day. They are needed in the morning and additionally need to stay later for	TBD

		cleanup. The increased hours also help with the increased food production needed for lunch. The temporary increases in hours and benefits will help stabilize our workforce, reduce staff turnover, address COVID needs like bell schedules and increased meal counts.	
2021-22 LCAP Goal 8, Action 4	C13 Classified Employee Teacher Development Pipeline	This action will create a bachelor degree-credential pathway; the program will allow employees to continue to work while attending evening and online courses. The highlight of the program is providing fiscal resources to help alleviate the financial burdens of pursuing a degree and a teaching credential. We will continue to offer assistance for books, fees and tuition.	TBD
2021-22 LCAP Goal 8	C14 Staff Recruitment and Retention	This action will increase our presence in the community and around the nation to recruit highly qualified individuals and retain valued employees, which will improve student outcomes. Attracting and retaining excellent educators is one of the most important drivers of a well-functioning Human Resources department. It is particularly hard for school districts serving populations of low-income students and students of color, because teacher attrition disproportionately impacts these schools.	TBD
2021-22 LCAP Goal 4	C15 Safety	Staffing and resources to support alternative district safety programs that focus on improving school climate and ensuring that students feel welcomed and safe in district schools. Efforts will be focused on preventing and intervening on issues that lead to crisis and violence.	TBD
2021-22 LCAP Goal 6, Actions 1- 4	C16 Data and Assessment Support - Accountability Coordinator and Assessment Technician	This strategic implementation of assessments plus progress monitoring data will create an accurate view of individual student needs that will afford teachers the opportunity to target instruction specific to individual student needs, therefore addressing the learning loss which occurred due to the pandemic.	TBD
2021-22 LCAP Goal 3	C17 Educational Technology for Students with Disabilities	Provide educational technology (including hardware, software, and connectivity) for special education students and staff that aids in regular and substantive educational interactions between	TBD



		students and their special education service providers and special education department staff and families. In addition, investment in staff training and access to technology which improves the preparedness and response efforts of the district in the pandemic.	
2021-22 LCAP Goal 3	C18 Expanded Special Education Staffing	Additional special education staffing to expand student access to appropriately credentialed/licensed special education providers and district access to special education leadership positions, which support the organization and appropriate supervision of staff.	TBD
2021-22 LCAP Goal 3	C19 Team Engagement specific to the needs of Students with Disabilities	Invest in opportunities to engage diverse teams to monitor improvement, build professional capacity, and build towards long-term restorative change. This includes investments in adult professional learning for staff and community, stakeholder engagement, and regular collaboration work which fosters continuous improvement practices.	TBD
Learning Continuity and Attendance Plan	C20 Virtual and remote work supports	Invest in equipment for staff who are working remotely and/or more frequently in a virtual context.	TBD

## 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
(A1) Health Services: Nurses and Health Aides (A2) Health Services: Staff to support 504 process and coordinate educational services	<ul style="list-style-type: none"> <li>a. Staff to student caseload ratios</li> <li>b. Number of health screenings performed</li> <li>c. Number of trainings provided</li> <li>d. Percentage of 504 processes completed within established timeline and adhering to all procedural safeguards</li> </ul>	<ul style="list-style-type: none"> <li>a. Annually</li> <li>b. Quarterly</li> <li>c. Quarterly</li> <li>d. Quarterly</li> </ul>
(A3) Shade Structures to Expand Social Distance Opportunities (A4) Ventilation to provide air exchange at school sites	<ul style="list-style-type: none"> <li>a. Completion of projects at identified sites.</li> <li>b. Percentage of students with access to shade structures</li> </ul>	<ul style="list-style-type: none"> <li>a. Ongoing</li> <li>b. Annually</li> </ul>
(A5) Staffing and supplies to mitigate the spread of COVID-19 and safely operate schools	Number of COVID-19 cases and quarantined students as measured by the district's COVID-19 Dashboard.	Monthly
(B1) Academic Intervention Teachers at School Sites	Performance on District Common Assessments in ELA and Math	2 Interims (fall and spring) and 1 End-of-Year assessment
(B2) Student Opportunities: Sly Park Trip Fees	Number and percentage of 6th grade students who participate in the Sly Park Outdoor Education experience	Annually
(B3) Student Opportunities: Visual and Performing Arts (B4) Healthy HeARTS and Minds Program: Mental Health Support through the Arts	<ul style="list-style-type: none"> <li>a. Weekly check-ins with the teaching artists and mentors by Sacramento County Office of Education (SCOE) staff</li> <li>b. Monthly check-ins with designated school personnel (usually school psychologists or counselors)</li> <li>c. Exit surveys with all participants.</li> </ul>	<ul style="list-style-type: none"> <li>a. Weekly</li> <li>b. Monthly</li> <li>c. Annually (Summative)</li> </ul>

(B5) Tutoring for Foster and Homeless Youth	<ul style="list-style-type: none"> <li>a. Number of students served through tutoring efforts</li> <li>b. District common assessment results for Foster and Homeless Youth</li> </ul>	<ul style="list-style-type: none"> <li>a. Quarterly</li> <li>b. 2 Interims and 1 End-of-Year assessment</li> </ul>
(B6) Positive Behavioral Interventions and Supports: Coaching and Coordination	<ul style="list-style-type: none"> <li>a. Number of sites fully implementing PBIS model</li> <li>b. Reduction in suspension rate and office referrals</li> </ul>	<ul style="list-style-type: none"> <li>a. Annually</li> <li>b. Quarterly</li> </ul>
(B7) Attendance and Engagement: Child Welfare and Attendance Specialists	<ul style="list-style-type: none"> <li>a. Chronic Absenteeism Rate</li> <li>b. Attendance Rate (% of students attending 96% of the time or more)</li> </ul>	<ul style="list-style-type: none"> <li>a. Quarterly</li> <li>b. Quarterly</li> </ul>
(B8) Student Support: Social Workers and Student Support Center Coordinators (B9) Student Support: Social Workers for LGBTQ Supports	<ul style="list-style-type: none"> <li>a. Percentage of students identified by Early Identification and Intervention System (EIS) that receive responsive services from staff</li> <li>b. Number of Professional Learning opportunities provided and number of staff participating</li> </ul>	<ul style="list-style-type: none"> <li>a. Quarterly</li> <li>b. Quarterly</li> </ul>
(B10) Student Support: Homeless Services Support Staff (B11) Student Support: Foster Youth Services Staff	<ul style="list-style-type: none"> <li>a. Percentage of homeless and foster youth identified by Early Identification and Intervention System (EIS) that receive responsive services from staff</li> <li>b. Attendance rate for FY and HY</li> <li>c. Staff to student caseload ratios for FY and HY</li> </ul>	<ul style="list-style-type: none"> <li>a. Quarterly</li> <li>b. Quarterly</li> <li>c. Annually</li> </ul>
(B12) Increase number of sites with expanded learning (Before and After School) Services	<ul style="list-style-type: none"> <li>a. Number of students served</li> <li>b. Attendance rate of participating students</li> <li>c. Suspension rate of participating students</li> <li>d. Chronic absenteeism rate of participating students</li> <li>e. District common assessment performance of participating students</li> </ul>	<ul style="list-style-type: none"> <li>a. Annually</li> <li>b. Semi-annually</li> <li>c. Semi-annually</li> <li>d. Semi-annually</li> <li>e. 2 Interims and 1 End-of-Year assessment</li> </ul>
(B13) Provide expanded summer school programming in 2024	<ul style="list-style-type: none"> <li>a. Teachers will conduct pre and post assessments</li> <li>b. Kelvin Survey designed around Identity, Agency, Belonging and Mental Health and</li> </ul>	<ul style="list-style-type: none"> <li>a. At beginning and end of summer programming</li> <li>b. At beginning and end of summer programming</li> </ul>

	Wellness	
(B14) Maintain expansion of Men's and Women's Leadership Academy through 2024	<ul style="list-style-type: none"> <li>a. Graduation Rate of participants</li> <li>b. Students will be able to develop a college/career path plan.</li> </ul>	<ul style="list-style-type: none"> <li>a. Annually and ongoing (through on-track graduation status and development of C/C path plans)</li> <li>b. Annually</li> </ul>
(B15) Extend support for American Indian Education Program (AIEP) through 2024	<ul style="list-style-type: none"> <li>a. Number of students who are accessing AIEP services</li> <li>b. Grades (% receiving D/F grades)</li> <li>c. Attendance rate</li> <li>d. Performance on district common assessments</li> </ul>	<ul style="list-style-type: none"> <li>a. Annually</li> <li>b. Semi-annually</li> <li>c. Quarterly</li> <li>d. 2 Interims and 1 End-of-Year assessment</li> </ul>
(B16) Expand implementation of Student Ambassador program	<ul style="list-style-type: none"> <li>a. Number of students serving as ambassadors</li> <li>b. Number of students served by ambassadors.</li> </ul>	<ul style="list-style-type: none"> <li>a. Annually</li> <li>b. Annually</li> </ul>
(B17) Transformative SEL Support for Schools (B18) Transformative SEL Support for Schools - Restorative Justice (B19) Anti-Racist Materials and Curriculum	<ul style="list-style-type: none"> <li>c. School Climate Survey</li> <li>d. Kelvin Pulse surveys</li> <li>e. Suspension and referral trends - expected decrease, especially for disproportionately suspended student groups</li> <li>f. Site-walk-through observations</li> <li>g. Empathy interviews and focus groups</li> </ul>	<ul style="list-style-type: none"> <li>a. Two times per year (fall, spring)</li> <li>b. Ongoing</li> <li>c. Quarterly</li> <li>d. Ongoing</li> <li>e. Ongoing</li> </ul>
(C1) Guidance and Career Counseling	<ul style="list-style-type: none"> <li>a. Percentage of K-6 students participating in a college or career awareness experiences</li> <li>b. Percentage of grade 9-12 grade students participating in dual enrollment</li> <li>c. Percentage of grade 9-12 students participating in a college or career awareness event</li> </ul>	<ul style="list-style-type: none"> <li>a. Annually</li> <li>b. Annually</li> <li>c. Annually</li> </ul>
(C2) Establish college and career readiness labs at Middle Schools (C5) Student Opportunities: College/Career Experiences	<ul style="list-style-type: none"> <li>a. Total enrollment and attendance rate in the college and career ready labs</li> <li>b. Number of students enrolling in a high school Career and Technical Education (CTE) pathway</li> <li>c. Number of students completing a specialty HS application.</li> </ul>	<ul style="list-style-type: none"> <li>a. Annually</li> <li>b. Annually</li> <li>c. Annually</li> <li>d. Annually</li> <li>e. Annually</li> <li>f. Annually</li> </ul>

	<ul style="list-style-type: none"> <li>d. Number of students participating in college/career experiences</li> <li>e. Percentage of students completing the FAFSA</li> <li>f. Percentage of students applying to at least 1 Institution of Higher Education (IHE)</li> </ul>	
(C3) Implement State Seal of Civic Engagement (SSCE) program for students	<ul style="list-style-type: none"> <li>a. Total number of students who earn the SSCE</li> <li>b. Number of students completing a service-learning project.</li> </ul>	<ul style="list-style-type: none"> <li>a. Annually</li> <li>b. Quarterly</li> </ul>
(C4) Linked Learning pathway opportunities for students	<ul style="list-style-type: none"> <li>a. Total number of students who are enrolled, persist, and ultimately earn 'completer' status</li> <li>b. Number of pathway participants who graduate and complete the A-G course pattern</li> <li>c. Percentage of students receiving 1 or more D/F grades</li> <li>d. Percentage of students earning college credit earning/participating in dual enrollment.</li> </ul>	<ul style="list-style-type: none"> <li>a. Annually</li> <li>b. Annually</li> <li>c. Annually</li> <li>d. Annually</li> </ul>
(C6) Academic Equity: School Psychologists (Special Education) (C7) Academic Equity: Lead School Psychologist and Speech Pathologist (Special Education)	<ul style="list-style-type: none"> <li>a. Number of students served</li> <li>b. Percentage of Student Support Team (SST) meetings that include a school psychologist and/or Speech Pathologist</li> <li>c. Number of professional learning experiences provided</li> </ul>	<ul style="list-style-type: none"> <li>a. Annually</li> <li>b. Annually</li> <li>c. Annually</li> </ul>
(C8) Academic Equity: Board Certified Behavior Analysts (Special Education)	<ul style="list-style-type: none"> <li>a. Number of students served</li> <li>b. Suspension rate for students served</li> </ul>	<ul style="list-style-type: none"> <li>a. Annually</li> <li>b. Annually</li> </ul>
(C9) Academic Equity: Secondary ELD Training Specialist	<ul style="list-style-type: none"> <li>a. Attendance at ELD/ELA team meetings and one-on-one meetings</li> <li>b. Staff evaluation process</li> <li>c. Principal exit interviews</li> <li>d. Needs assessments</li> <li>e. Teacher surveys</li> </ul>	<ul style="list-style-type: none"> <li>a. Weekly/monthly</li> <li>b. Initial, mid-year, and end-of-year</li> <li>c. End of Year for exit interviews</li> <li>d. Ongoing</li> <li>e. Ongoing</li> </ul>

(C10) Academic Equity: Education Technology Training Specialists	<ul style="list-style-type: none"> <li>a. Number of professional learning opportunities provided</li> <li>b. Number of teachers/staff participating</li> <li>c. Completion and availability of enhanced instruction models for teachers</li> </ul>	<ul style="list-style-type: none"> <li>a. Semi-annually</li> <li>b. Semi-annually</li> <li>c. Annually</li> </ul>
(C11) Nutrition Services Hiring Bonuses (C12) Nutrition Services: Temporary Increase in Hours for Staff	<ul style="list-style-type: none"> <li>a. Number of applicants</li> <li>b. Number of remaining vacancies in Nutrition Services</li> <li>c. Staff turnover rates and total counts of meals served.</li> </ul>	<ul style="list-style-type: none"> <li>a. Semi-annually</li> <li>b. Semi-annually</li> <li>c. Semi-annually</li> </ul>
(C13) Classified Employee Teacher Development Pipeline	Monitoring of diversity among teaching staff	Annually
(C14) Staff Recruitment and Retention	Number of classroom teacher vacancies	Annually
(C15) Safety	Number of police contacts with students	Quarterly
(C16) Data and Assessment Support - Accountability Coordinator and Assessment Technician	<ul style="list-style-type: none"> <li>a. Completion of program effectiveness evaluations</li> <li>b. Administration of MTSS-related assessment programs</li> <li>c. Provision of professional learning to improve data literacy</li> </ul>	<ul style="list-style-type: none"> <li>a. Annually</li> <li>b. Annually</li> <li>c. Annually</li> </ul>
(C17) Educational Technology for Students with Disabilities	<ul style="list-style-type: none"> <li>a. Student and staff access to technology equipment</li> <li>b. Number of reports from families about not being able to contact service providers,</li> <li>c. California Healthy Kids Survey data</li> <li>d. Compliance data regarding special education assessments</li> </ul>	<ul style="list-style-type: none"> <li>a. Annually</li> <li>b. Annually</li> <li>c. Annually</li> <li>d. Annually</li> </ul>
(C18) Expanded Special Education Staffing	<ul style="list-style-type: none"> <li>a. Number of vacant special education positions</li> <li>b. Student to service provider ratios</li> <li>c. Special education staff participation on MTSS and SST site teams.</li> </ul>	<ul style="list-style-type: none"> <li>a. Annually</li> <li>b. Annually</li> <li>c. Annually</li> </ul>

<p>(C19) Team Engagement specific to the needs of Students with Disabilities</p>	<ul style="list-style-type: none"> <li>a. Number of offers for adult professional learning opportunities</li> <li>b. Participation rates in trainings and collaboration</li> <li>c. Review of requests for feedback regarding learning opportunities</li> </ul>	<ul style="list-style-type: none"> <li>a. Annually</li> <li>b. Annually</li> <li>c. Ongoing</li> </ul>
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# ESSER III Expenditure Plan Instructions

## Introduction

School districts, county offices of education (COEs), or charter schools, collectively known as local educational agencies (LEAs), that receive Elementary and Secondary School Emergency Relief (ESSER) funds under the American Rescue Plan (ARP) Act, referred to as ESSER III funds, are required to develop a plan for how they will use ESSER III funds to, at a minimum, address students' academic, social, emotional, and mental health needs, as well as the opportunity gaps that existed before, and were exacerbated by, the COVID-19 pandemic.

The plan must be adopted by the local governing board or body of the LEA at a public meeting on or before September 30, 2021 and must be submitted for review and approval within five days of adoption. A school district must submit its ESSER III Expenditure Plan to its COE for review and approval; a COE must submit its plan to the California Department of Education for review and approval. A charter school must submit its plan to its chartering authority for review and to the COE of the county in which the charter school operates for review and approval.

In addition, consistent with the requirements of the ARP, Volume 86, *Federal Register*, page 21201, April 22, 2021, the ESSER III Expenditure Plan must be:

- Written in an understandable and uniform format;
- Written in a language that parents can understand, to the extent practicable;
  - If it is not practicable to provide written translations to a parent with limited English proficiency, the plan must be orally translated for parents
- Provided in an alternative format to a parent who is an individual with a disability as defined by the Americans with Disabilities Act, upon request; and
- Be made publicly available on the LEA's website.

For additional information regarding ESSER III funding please see the ARP Act Funding web page at <https://www.cde.ca.gov/fq/cr/arpact.asp>.

For technical assistance related to the completion of the ESSER III Expenditure Plan, please contact [EDReliefFunds@cde.ca.gov](mailto:EDReliefFunds@cde.ca.gov).

## Fiscal Requirements

- The LEA must use at least 20 percent (20%) of its ESSER III apportionment for expenditures related to addressing the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs.



- For purposes of this requirement, “evidence-based interventions” include practices or programs that have evidence to show that they are effective at producing results and improving outcomes when implemented. This kind of evidence has generally been produced through formal studies and research. There are four tiers, or levels, of evidence:
  - **Tier 1 – Strong Evidence:** the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented randomized control experimental studies.
  - **Tier 2 – Moderate Evidence:** the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented quasi-experimental studies.
  - **Tier 3 – Promising Evidence:** the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented correlational studies (with statistical controls for selection bias).
  - **Tier 4 – Demonstrates a Rationale:** practices that have a well-defined logic model or theory of action, are supported by research, and have some effort underway by a State Educational Agency, LEA, or outside research organization to determine their effectiveness.
- For additional information please see the Evidence-Based Interventions Under the ESSA web page at <https://www.cde.ca.gov/re/es/evidence.asp>.
- The LEA must use the remaining ESSER III funds consistent with section 2001(e)(2) of the ARP Act, including for:
  - Any activity authorized by the Elementary and Secondary Education Act (ESEA) of 1965;
  - Any activity authorized by the Individuals with Disabilities Education Act (IDEA);
  - Any activity authorized by the Adult Education and Family Literacy Act;
  - Any activity authorized by the Carl D. Perkins Career and Technical Education Act of 2006;
  - Coordination of preparedness and response efforts of LEAs with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to COVID-19;
  - Activities to address the unique needs of low-income students, students with disabilities, English learners, racial and ethnic minorities, homeless students, and foster youth, including how outreach and service delivery will meet the needs of each population;
  - Developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs;
  - Training and professional development for staff of the LEA on sanitation and minimizing the spread of infectious diseases;
  - Purchasing supplies to sanitize and clean the facilities of an LEA, including buildings operated by such agency;
  - Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under

IDEA, and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements;

- Purchasing education technology (including hardware, software, and connectivity) for students who are served by the LEA that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment;
- Providing mental health services and supports, including through the implementation of evidence-based full-service community schools;
- Planning and implementing activities related to summer learning and supplemental after school programs, including providing classroom instruction or online learning during the summer months and addressing the needs of underserved students;
- Addressing learning loss among students, including underserved students, by:
  - Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiated instruction,
  - Implementing evidence-based activities to meet the comprehensive needs of students,
  - Providing information and assistance to parents and families of how they can effectively support students, including in a distance learning environment, and
  - Tracking student attendance and improving student engagement in distance education;

**Note:** A definition of “underserved students” is provided in the Community Engagement section of the instructions.

- School facility repairs and improvements to enable operation of schools to reduce risks of virus transmission and exposure to environmental health hazards, and to support student health needs;
- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and nonmechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door replacement;
- 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 (CDC) for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff;
- Other activities that are necessary to maintain the operation of and continuity of services in LEAs and continuing to employ existing staff of the LEA.

## Other LEA Plans Referenced in this Plan

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) and/or the Expanded Learning Opportunities (ELO) Grant Plan, provided that the input and/or actions address the requirements of the ESSER III Expenditure Plan.

An LEA that chooses to utilize community input and/or actions from other planning documents must provide the name of the plan(s) referenced by the LEA and a description of where the plan(s) may be accessed by the public (such as a link to a web page or the street address of where the plan(s) are available) in the table. The LEA may add or delete rows from the table as necessary.

An LEA that chooses not to utilize community input and/or actions from other planning documents may provide a response of “Not Applicable” in the table.

## Summary of Expenditures

The Summary of Expenditures table provides an overview of the ESSER III funding received by the LEA and how the LEA plans to use its ESSER III funds to support the strategies and interventions being implemented by the LEA.

### Instructions

For the ‘Total ESSER III funds received by the LEA,’ provide the total amount of ESSER III funds received by the LEA.

In the Total Planned ESSER III Expenditures column of the table, provide the amount of ESSER III funds being used to implement the actions identified in the applicable plan sections.

For the ‘Total ESSER III funds included in this plan,’ provide the total amount of ESSER III funds being used to implement actions in the plan.

## Community Engagement

### Purpose and Requirements

An LEA’s decisions about how to use its ESSER III funds will directly impact the students, families, and the local community, and thus the LEA’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.

An LEA must engage in meaningful consultation with the following community members, as applicable to the LEA:

- Students;
- Families, including families that speak languages other than English;
- School and district administrators, including special education administrators;

- Teachers, principals, school leaders, other educators, school staff, and local bargaining units, as applicable.

“Meaningful consultation” with the community includes considering the perspectives and insights of each of the required community members in identifying the unique needs of the LEA, especially related to the effects of the COVID-19 pandemic. Comprehensive strategic planning will utilize these perspectives and insights to determine the most effective strategies and interventions to address these needs through the programs and services the LEA implements with its ESSER III funds.

Additionally, an LEA must engage in meaningful consultation with the following groups to the extent that they are present or served in the LEA:

- Tribes;
- Civil rights organizations, including disability rights organizations (e.g. the American Association of People with Disabilities, the American Civil Liberties Union, National Association for the Advancement of Colored People, etc.); and
- Individuals or advocates representing the interests of children with disabilities, English learners, homeless students, foster youth, migratory students, children who are incarcerated, and other underserved students.
  - For purposes of this requirement “underserved students” include:
    - Students who are low-income;
    - Students who are English learners;
    - Students of color;
    - Students who are foster youth;
    - Homeless students;
    - Students with disabilities; and
    - Migratory students.

LEAs are also encouraged to engage with community partners, expanded learning providers, and other community organizations in developing the plan.

Information and resources that support effective community engagement may be found under *Resources* on the following web page of the CDE’s website: <https://www.cde.ca.gov/re/lc>.

## Instructions

In responding to the following prompts, the LEA may reference or include input provided by community members during the development of existing plans, including the LCAP and/or the ELO Grant Plan, to the extent that the input is applicable to the requirements of the ESSER III Expenditure Plan. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broad understanding among the LEA's local community.

### **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.**

A sufficient response to this prompt will describe how the LEA sought to meaningfully consult with its required community members in the development of the plan, how the LEA promoted the opportunities for community engagement, and the opportunities that the LEA provided for input from the public at large into the development of the plan.

As noted above, a description of "meaningful consultation" with the community will include an explanation of how the LEA has considered the perspectives and insights of each of the required community members in identifying the unique needs of the LEA, especially related to the effects of the COVID-19 pandemic.

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

A sufficient response to this prompt will provide clear, specific information about how input from community members and the public at large was considered in the development of the LEA's plan for its use of ESSER III funds. This response must describe aspects of the ESSER III Expenditure Plan that were influenced by or developed in response to input from community members.

- For the purposes of this prompt, "aspects" may include:
  - Prevention and mitigation strategies to continuously and safely operate schools for in-person learning;
  - Strategies to address the academic impact of lost instructional time through implementation of evidence-based interventions (e.g. summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs);
  - Any other strategies or activities implemented with the LEA's ESSER III fund apportionment consistent with section 2001(e)(2) of the ARP Act; and
  - Progress monitoring to ensure interventions address the academic, social, emotional, and mental health needs for all students, especially those students disproportionately impacted by COVID-19

For additional information and guidance, please see the U.S. Department of Education's Roadmap to Reopening Safely and Meeting All Students' Needs Document, available here: <https://www2.ed.gov/documents/coronavirus/reopening-2.pdf>.

# Planned Actions and Expenditures

## Purpose and Requirements

As noted in the Introduction, an LEA receiving ESSER III funds is required to develop a plan to use its ESSER III funds to, at a minimum, address students' academic, social, emotional, and mental health needs, as well as the opportunity gaps that existed before, and were exacerbated by, the COVID-19 pandemic.

## Instructions

An LEA has the flexibility to include actions described in existing plans, including the LCAP and/or ELO Grant Plan, to the extent that the action(s) address the requirements of the ESSER III Expenditure Plan. When including action(s) from other plans, the LEA must describe how the action(s) included in the ESSER III Expenditure Plan supplement the work described in the plan being referenced. The LEA must specify the amount of ESSER III funds that it intends to use to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA. Descriptions of actions provided should include sufficient detail yet be sufficiently succinct to promote a broad understanding among the LEA's local community.

## Strategies for Continuous and Safe In-Person Learning

Provide the total amount of funds being used to implement actions related to Continuous and Safe In-Person Learning, then complete the table as follows:

- If the action(s) are included in another plan, identify the plan and provide the applicable goal and/or action number from the plan. If the action(s) are not included in another plan, write "N/A".
- Provide a short title for the action(s).
- Provide a description of the action(s) the LEA will implement using ESSER III funds for prevention and mitigation strategies that are, to the greatest extent practicable, in line with the most recent CDC guidance, in order to continuously and safely operate schools for in-person learning.
- Specify the amount of ESSER III funds the LEA plans to expend to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA.

## Addressing the Impact of Lost Instructional Time

As a reminder, the LEA must use not less than 20 percent of its ESSER III funds to address the academic impact of lost instructional time. Provide the total amount of funds being used to implement actions related to addressing the impact of lost instructional time, then complete the table as follows:

- If the action(s) are included in another plan, identify the plan and provide the applicable goal and/or action number from the plan. If the action(s) are not included in another plan, write "N/A".
- Provide a short title for the action(s).

- Provide a description of the action(s) the LEA will implement using ESSER III funds to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs.
- Specify the amount of ESSER III funds the LEA plans to expend to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA.

### **Use of Any Remaining Funds**

After completing the Strategies for Continuous and Safe In-Person Learning and the Addressing the Impact of Lost Instructional Time portions of the plan, the LEA may use any remaining ESSER III funds to implement additional actions to address students' academic, social, emotional, and mental health needs, as well as to address opportunity gaps, consistent with the allowable uses identified above in the Fiscal Requirements section of the Instructions. LEAs choosing to use ESSER III funds in this manner must provide the total amount of funds being used to implement actions with any remaining ESSER III funds, then complete the table as follows:

- If the action(s) are included in another plan, identify the plan and provide the applicable goal and/or action number from the plan. If the action(s) are not included in another plan, write "N/A".
- Provide a short title for the action(s).
- Provide a description of any additional action(s) the LEA will implement to address students' academic, social, emotional, and mental health needs, as well as to address opportunity gaps, consistent with the allowable uses identified above in the Fiscal Requirements section of the Instructions. If an LEA has allocated its entire apportionment of ESSER III funds to strategies for continuous and safe in-person learning and/or to addressing the impact of lost instructional time, the LEA may indicate that it is not implementing additional actions.
- Specify the amount of ESSER III funds the LEA plans to expend to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA. If the LEA it is not implementing additional actions the LEA must indicate "\$0".

### **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, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.

The LEA may group actions together based on how the LEA plans to monitor the actions' progress. For example, if an LEA plans to monitor the progress of two actions in the same way and with the same frequency, the LEA may list both actions within the same row of the table. Each action included in the ESSER III Expenditure Plan must be addressed within the table, either individually or as part of a group of actions.

Complete the table as follows:

- Provide the action title(s) of the actions being measured.
- Provide a description of how the LEA will monitor progress of the action(s) to ensure that they are addressing the needs of students.
- Specify how frequently progress will be monitored (e.g. daily, weekly, monthly, every 6 weeks, etc.).

California Department of Education  
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