



Community Engagement: Elementary and Secondary School Emergency Relief (ESSER) III Expenditure Plan

**Group/Event
Date**

- 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 expects to receive ~\$154,000,000.
- This funding provides districts with emergency relief funding 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.

Date	Step
SEP 2021	Plan Development and Community Engagement
OCT 2021	Plan Development and Community Engagement
Oct 21, 2021	Anticipated adoption by the Board of Education
Within 5 days of adoption	Submit adopted plan to Sacramento County Office of Education (SCOE)
By Feb 28, 2022	Implementation Update, including successes and challenges, in the LCAP Annual Update supplement
Ongoing	Implementation and Progress Monitoring
Sep 30, 2024	Deadline for expenditures using ESSER III funding

- Consultation with community members is an important step in developing the expenditure plan.
- Community input will help to determine 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 district.
- This input will build upon the recommendations and input received during development of other plans, such as the Local Control and Accountability Plan (LCAP) and Expanded Learning Opportunities (ELO) Grant Plan.

The Expenditure Plan must outline the actions and expenditures the district will implement to address student needs in the following areas:

- Strategies for Continuous and Safe In-person Learning**
How funds will be used to operate schools in a way that reduces or prevents the spread of COVID-19.
- Addressing the Impact of Lost Instructional Time** (at least 20% of funds)
To include implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, afterschool programs, or extended school year programs.
- Additional Uses**
Other actions to address students’ academic, social, emotional, and mental health needs ad to address opportunity gaps.

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 Expenditure Plan must also describe how progress will be monitored to ensure that the planned actions/interventions are addressing the identified needs of students, and particularly those students most impacted by the COVID-19 pandemic:

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]

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.

Equity, Access, and Social Justice Guiding Principle

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

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

- 2021-22 Local Control and Accountability Plan (LCAP)
- 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.

Examples of proposed actions:

- 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:

- 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 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

Progress Monitoring Examples

Action(s)	How Progress will be Monitored	Frequency of Monitoring
(B12) Increase number of sites with expanded learning (Before and After School) Services	<ol style="list-style-type: none"> 1. Number of students served 2. Attendance rate of participating students 3. Suspension rate of participating students 4. Chronic absenteeism rate of participating students 5. District common assessment performance of participating students 	<ol style="list-style-type: none"> 1. Annually 2. Semi-annually 3. Semi-annually 4. Semi-annually 5. 2 Interims and 1 End-of-Year assessment
(C4) Linked Learning pathway opportunities for students	<ol style="list-style-type: none"> 1. Total number of students who are enrolled, persist, and ultimately earn 'completer' status 2. Number of pathway participants who graduate and complete the A-G course pattern 3. Percentage of students receiving 1 or more D/F grades 4. Percentage of students earning college credit earning/participating in dual enrollment. 	<ol style="list-style-type: none"> 1. Annually 2. Annually 3. Annually 4. Annually

Overarching Question:

How do we best support our students with the highest needs?

Guiding Questions

- What programs and practices have been working and should be continued/expanded?
- What is missing – what should the district focus on in the coming years?
- What additional supports are especially important for addressing the impacts of COVID-19?

Questions & Input

Contact Information:

Name

Email

Thank you!

Resources

- [Input Tool \(Template\)](#)
- [ELO Presentation](#)
- [June Budget Presentation](#)
- [LCAP Stakeholder Input Summary Presentation](#)
- [Adopted LCAP](#)