SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

Agenda Item# <u>8.5</u>

<u>Meeting Date</u> : October 7, 2021

<u>Subject</u> : ESSER III Expenditure Plan Update

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

<u>Division</u> : Deputy Superintendent

<u>Recommendation</u> : None

<u>Background/Rationale</u> : 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.

<u>Financial Considerations</u> : SCUSD expects to receive $154,422,476 in ESSER III funding

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

<u>Documents Attached:</u>
1. Draft SCUSD ESSER III Expenditure Plan

Steven Fong, LCAP/SPSA Coordinator
Approved by :   Jorge A. Aguilar, Superintendent

California Department of Education
June 2021

ESSER III Expenditure Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Sacramento City Unified School District	Jorge A. Aguilar, Superintendent	Superintendent@scusd.edu 916.643.7400

School districts, county offices of edoe Fiscal Requirements
rdactionssiatedeleineanotheethe
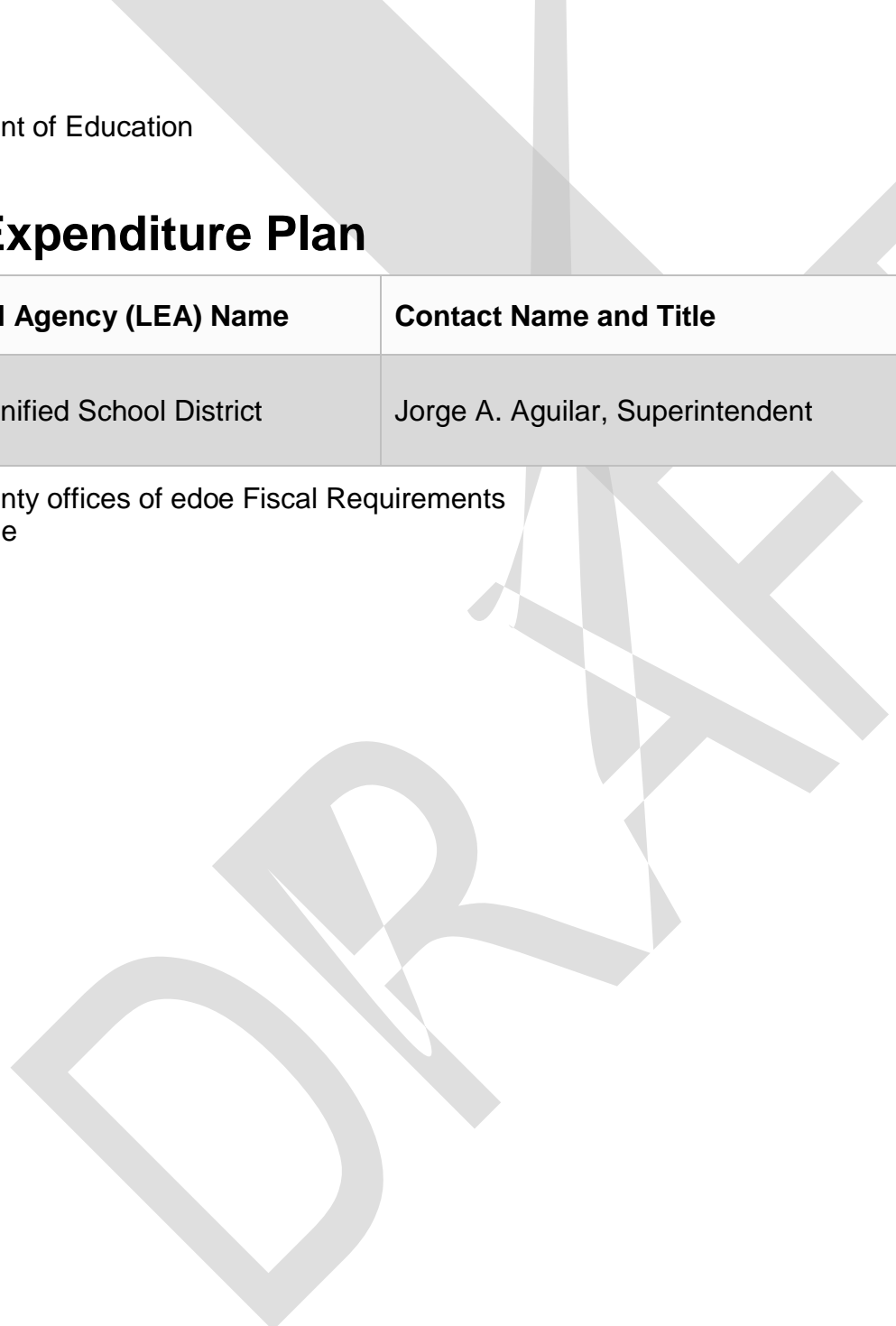
Actions and Expenditures to Address Student Needs

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 Decrease caseload ratios Overall health care promotion, education, access and referral coordination Health screenings and access (oral, vision & hearing health) Manage infectious diseases (COVID-19, norovirus, flu) Managing chronic health conditions (asthma, diabetes, etc.) to increase attendance and academic success	

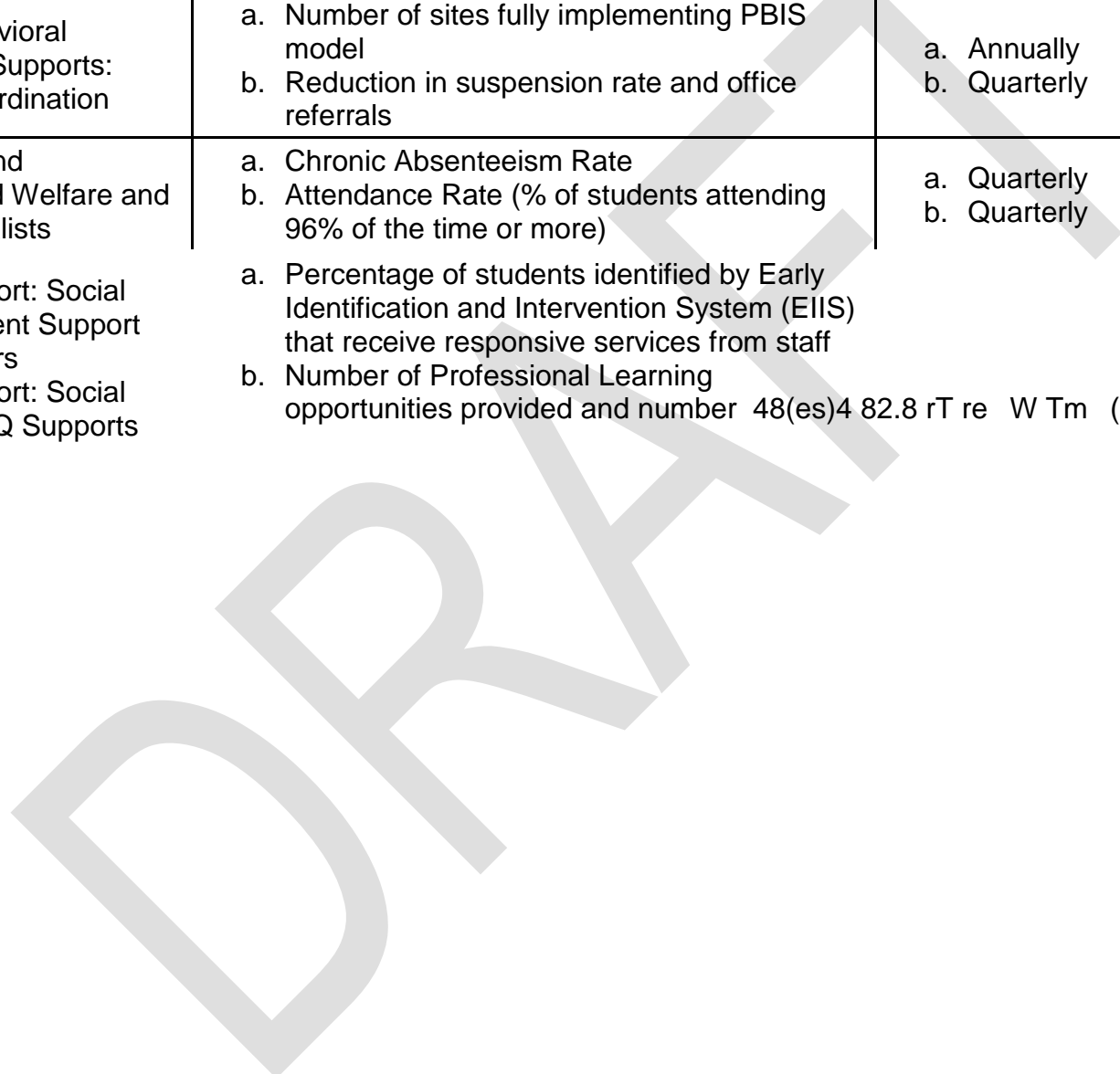2021-22 LCAP

2021-22 LCAP
Goal 2, Action 21

B2

		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:
		    Reduce caseload ratio in order to provide intensive supports to students and families, including weekly check-ins
		    Provide coordination of services including mentoring, social skills, mental health counseling, academic tutoring, independent living skills, recreation and youth development, etc.
			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.	

(B5) Tutoring for Foster and Homeless Youth	a. Number of students served through tutoring efforts b. District common assessment results for Foster and Homeless Youth	a. Quarterly b. 2 Interims and 1 End-of-Year assessment
(B6) Positive Behavioral Interventions and Supports: Coaching and Coordination	a. Number of sites fully implementing PBIS model b. Reduction in suspension rate and office referrals	a. Annually b. Quarterly
(B7) Attendance and Engagement: Child Welfare and Attendance Specialists	a. Chronic Absenteeism Rate b. Attendance Rate (% of students attending 96% of the time or more)	a. Quarterly b. Quarterly

(B8) Student Support: Social Workers and Student Support Center Coordinators
(B9) Student Support: Social Workers for LBGTQ Supports

a. Percentage of students identified by Early Identification and Intervention System (EIIS) that receive responsive services from staff
b. Number of Professional Learning opportunities provided and number 48(es)4 82.8 rT re   W Tm   (a.)Tj   0 Tc 156.

	d. Number of students participating in college/career experiences e. Percentage of students completing the FAFSA f. Percentage of students applying to at least 1 Institution of Higher Education (IHE)	
(C3) Implement State Seal of Civic Engagement (SSCE) program for students	a. Total number of students who earn the SSCE b. Number of students completing a service-learning project.	a. Annually b. Quarterly
(C4) Linked Learning pathway opportunities for students	a. Total number of students who are enrolled, persist, and ultimately earn 'completer' status b. Number of pathway participants who graduate and complete the A-G course pattern c. Percentage of students receiving 1 or more D/F grades d. Percentage of students earning college credit earning/participating in dual enrollment.	a. Annually b. Annually c. Annually d. Annually
(C6) Academic Equity: School Psychologists (Special Education) (C7) Academic Equity: Lead School Psychologist and Speech Pathologist (Special Education)	a. Number of students served b. Percentage of Student Support Team (SST) meetings that include a school psychologist and/or Speech Pathologist c. Number of professional learning experiences provided	a. Annually b. Annually c. Annually
(C8) Academic Equity: Board Certified Behavior Analysts (Special Education)	a. Number of students served b. Suspension rate for students served	a. Annually b. Annually
(C9) Academic Equity: Secondary ELD Training Specialist	a. Attendance at ELD/ELA team meetings and one-on-one meetings b. Staff evaluation process c. Principal exit interviews d. Needs assessments e. Teacher surveys	a. Weekly/monthly b. Initial, mid-year, and end-of-year c. End of Year for exit interviews d. Ongoing e. Ongoing

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);

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 include4(l)6(udb-fnc)4(l)16(ude)101(')6(sj   Ep6un)10(t)2edC   /(t)2(c)6((l)16(ude(f)-I)2.9(f) bt)12(acTc d   [J   0 Tc

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