# 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 |
|---|---|
| Local Control & Accountability Plan | https://www.scoe.net/divisions/administration/planning/lcap/ |
| Expanded Learning Opportunities Grant Plan | https://www.scoe.net/media/1ffpmlf0/0713.pdf |

## 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**

$11,701,506.00

| Plan Section | Total Planned ESSER III Expenditures |
|---|---|
| Strategies for Continuous and Safe In-Person Learning | $2,060,453.00 |
| Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds) | $7,441,459.00 |
| Use of Any Remaining Funds | $2,199,594.00 |

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

$11,701,506.00

# Community Engagement

A 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.

Sacramento County Office of Education (SCOE) integrated almost two years of community engagement on the LCAP and Expanded Learning Opportunities Grant into the ESSER III Expenditure Plan. SCOE connected with the following groups to gather input on how to prioritize recovery efforts specifically in the areas of safe in-person learning, lost instructional time, and other pandemic impacts to develop the ESSR III Expenditure Plan:

- Students
- Families including guardians and caregivers; and including families that speak languages other than English
- School and district administrators, including special education administrators
- SCOE teachers, principals, school leaders, other educators, school staff, and local bargaining units.
- Non-profit community-based organizations, institutions of higher learning and public agencies

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To build the ESSER III Expenditure Plan, SCOE has considered relevant feedback collected in the LCAP development process, and pursued extensive engagement during fall 2021 that included input from students, families, staff, post-secondary, and community-based partners as well as public agencies that support student wellness, civic engagement, and employment. Our engagement intentionally included adults and groups that support English learners, foster youth, and students experiencing homelessness.

At the start of the 2021-2022 school year, SCOE provided an electronic survey that could be completed on a laptop or phone to all community members. Administrators engaged in direct dialogue with the groups mentioned above.

Students and families were provided opportunities to comment via surveys or in-person after direct outreach from site administrators. Parents and guardians, including School Site Council, and English Learner Advisory Committee (ELAC) members responded via the electronic survey.

The Sacramento County Probation Department provided input, especially Probation staff and leaders working directly with students inside the Youth Detention Facility. School and district administrators, including special education administrators, teachers, and all school staff were provided opportunities to comment via electronic surveys or during weekly staff meetings. SCOE Directors and Coordinators within the English Learner, Foster Youth, Homeless, and Expanded Learning Departments commented via the electronic survey.

Community-based organizations that support SCOE students through mentoring, career exploration, writing, direct foster youth support, transition from incarceration, and STEAM-based activities, responded via the electronic survey and verbally during program planning discussions. Additionally, the ESSER III Expenditure Plan was made available online for public comment prior to adoption by the SCOE Board.

Documentation related to these stakeholder engagement efforts can be found in the 2021-2022 LCAP. SCOE evaluated its stakeholder engagement opportunities and determined that civil rights groups/tribes/advocates are neither present nor served by the LEA.

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

Input from members of SCOE's community was analyzed and arranged into themes that align with the sections of the ESSER III Expenditure Plan:

- Continuous and safe operation of schools for in-person learning
- Strategies to mitigate lost instructional time
- Other strategies that support positive student outcomes

All community members expressed a need for SCOE to keep supporting high-quality safety protocols to minimize COVID-19 exposure to students, staff and families. The procedures that are in place include a vaccine registry for employees and weekly testing for any staff that are not reporting vaccinated status. SCOE has incorporated community input and will continue contact tracing, implementing protocols for tracking vaccination status, and providing COVID-19 testing for students and staff. Additional staff will be hired to ensure high-quality implementation.

All stakeholders confirmed the desire for upgraded technology, both for instruction and engagement. The ESSER III Expenditure Plan includes funding for maintenance of existing technology and also providing devices and connectivity to new students.

Students confirmed the need for:

- Engagement with caring staff
- Opportunities to learn about employment and other post-secondary options
- Positive and safe school climate

Parents and guardians influenced made recommendations in the following areas of the ESSER III Expenditure Plan:

- Strong teachers who care for the whole child
- Intensive intervention
- Focus on school climate and safety
- Career technical education and assistance with employment
- Parent-friendly campuses

Staff (including administrators, principals, and teachers) identified these key actions of the ESSER III Expenditure Plan:

- Continued support for students in both social and emotional growth as well as academic growth
- Continued intervention services and expansion of English language development support
- Professional development to implement effective digital learning integration, direct instruction, trauma-informed approaches, and career technical education/work-based learning

Community-based organizations advocated for the following student supports:

- Extended school day for activities such as: tutoring, study skills coaching, enrichment, project-based learning
- Enhanced student engagement through mentoring
- Incentives for students who participate in career pathway preparation or project-based learning

# 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**

$2,060,453.00

| Plan Alignment (if applicable) | Action Title | Action Description | Planned ESSER III Funded Expenditures |
|---|---|---|---|
| N/A | Health and Wellness Support | Provide COVID-19 testing by licensed vocational nurses and external providers, contact tracing by expanded staff. Include supervision and coordination of health screenings | $1,966,253.00 |

| Plan Alignment (if applicable) | Action Title | Action Description | Planned ESSER III Funded Expenditures |
|---|---|---|---|
| | | and connection to resources. Coordinate with community agencies. | |
| N/A | School Cleanliness and Safety | Improve airflow and filtration in all classrooms, labs, school offices, and meeting rooms. | $94,200.00 |

## 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**

$7,441,459.00

| Plan Alignment (if applicable) | Action Title | Action Description | Planned ESSER III Funded Expenditures |
|---|---|---|---|
| N/A | English Language Development (ELD) Instruction and ELD Support Services | Expand ELD curriculum and access to instructional support through direct ELD services to students aligned to students ELPAC levels, and professional development for staff to support integrated and designated EL services. | $465,002.00 |
| N/A | Family and Community Engagement (FACE) | Provide professional development, coaching, and feedback for SCOE staff. Provide direct services for families to support family and community engagement as part of a comprehensive FACE plan. Staff support for Family and Student Engagement at El Centro Jr./Sr. High School will build relationships and increase two-way communication for families and non-profit partners supporting the Youth Detention Facility. Staff will design programs to increase student engagement and develop student voice and civic engagement opportunities. | $527,963.00 |

| Plan Alignment (if applicable) | Action Title | Action Description | Planned ESSER III Funded Expenditures |
|---|---|---|---|
| LCAP Goal 2, Action 4 | Accessibility and Expanded Language Support for Families | Provide accessibility support and translation and interpretation services designed to increase equity of access to English learners and their families, remove language barriers, and increase access to curriculum and programs by adding staff with multiple language capabilities (or who speak languages other than English). Ensure staff receive training on cultural competency and effective communication. | $120,000.00 |
| N/A | Digital Learning Integration | Increase support for effective integration of technology into instruction and student learning activities such as Makers Space, E-Sports, and Computer Science Curriculum. | $533,369.00 |
| N/A | Academic Intervention and Supports | Provide intensive, high-quality tutoring services to accelerate student learning, credit recovery, and access to programs for students in Court and Community Programs. | $200,000.00 |
| N/A | Expand Learning Opportunities | Provide experiences and supports for students in Court and Community and Special Education programs by integrating curriculum, increasing student engagement, developing student connection, and understanding of workforce, and building student capacity to transition to workforce and career during the school day, expanded learning time, and summer school. | $3,745,125.00 |
| N/A | Social Emotional Learning | Develop and implement a comprehensive social emotional learning (SEL) plan for SCOE staff, students, and community that integrates mental wellness and trauma-informed practices. | $420,000.00 |
| LCAP Goal 2.9 and ELOG Page 9 | Mentoring Services Expansion for All Students | Provide mentoring opportunities for SCOE's highest need students upon completion of the mentoring program design. Increase student mental wellness and support SEL as part of whole child approach. Students will be supported by a mentor while in SCOE programs. To ensure long-term | $1,430,000.00 |

| Plan Alignment (if applicable) | Action Title | Action Description | Planned ESSER III Funded Expenditures |
|---|---|---|---|
| | | success, services will continue as part of an effective transition. | |

## Use of Any Remaining Funds

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

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

$2,199,594.00

| Plan Alignment (if applicable) | Action Title | Action Description | Planned ESSER III Funded Expenditures |
|---|---|---|---|
| N/A | Staff Recruitment, Onboarding, and Retention | Support recruitment, onboarding, retention of additional School-based Mental Health Coordinators (SBMHC), SCOE school staff, additional ETEs and contracts generated by ESSER, and other grants that support SCOE schools. | $215,317.00 |
| N/A | Transition Services Expansion | Increase workability program opportunities for students in the River Delta and Galt areas. | $188,941.00 |
| N/A | Technological Supports to Ensure High-Quality Instructional Delivery and Practices | Technology for digital learning. Provide cybersecurity defenses and training to protect teachers, students and staff. Upgrade technology at the David P Meaney Education Center and Conference Center to support classroom instruction, online learning, and learning loss mitigation by providing professional development and support to district and SCOE teachers and staff. Professional learning focused on technology infrastructure and integration. Improve audio-visual equipment in classrooms. | $1,002,000.00 |

| Plan Alignment (if applicable) | Action Title | Action Description | Planned ESSER III Funded Expenditures |
|---|---|---|---|
| N/A | Digital Learning Platform for SCOE Schools | Utilize data from this platform to inform systems-level progress based on metrics and planned outcomes. | $52,000.00 |
| N/A | Financial and Budgeting Support | Perform duties related to budgeting, contract processing, payments, compliance, and financial reporting of ESSER III and other COVID relief funding. | $214,947.00 |
| N/A | Progress Monitoring and Program Evaluation of Student Programs | Perform contract monitoring and evaluation duties for actions and strategies funded by ESSER III. Duties include coordinating student programs, refine metrics, supporting the development measurable of outcomes, systematizing data collection, monitoring and evaluating contractor performance, monitoring, and evaluating program outcomes. | $443,369.00 |
| N/A | Student Access to Extra Curricular Credit-Bearing Activities | Increase student access to courses by transporting students by van to locations that directly involve Career Technical Education (CTE) courses as well as documented community-based instruction goals on their Individualized Education Program. | $83,000.00 |

# 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 |
|---|---|---|
| Health and Wellness Support | • Number of COVID cases and COVID testing requirements<br>• Number of collaborative agency meetings that are focused on student mental health and wellness<br>• Number of students who are provided with resources or referrals | • Monthly<br>• Quarterly<br>• Quarterly |
| School Cleanliness and Safety | • Preventative maintenance visits by HVAC vendor | • Quarterly |
| English Language Development (ELD) Instruction and ELD Support Services | • Time and duration of Student Contact<br>• Number of EL students engaged in ELD instruction or support<br>• EL Student Progress Data on ELPAC<br>• Number and hours of Professional Learning sessions and review of session feedback<br>• Documentation of ELD programs and resources that students have access to | • Annually<br>• Quarterly<br><br>• Annually<br><br>• Quarterly<br><br>• Annually |
| Family and Community Engagement | • Number of parents served<br>• Teacher survey data<br>• Number of students and families served<br>• Transition survey data<br>• FACE plan and data<br>• Non-profit feedback | • Annually<br>• Annually<br>• Annually<br>• Annually<br>• Annually<br>• Annually |

| | | |
|---|---|---|
| | • Makers Space plan<br>• Student participation data | • Annually<br>• Annually |
| Accessibility and Expanded Language Support for Families | • Executed contract<br>• Program usage data | • Annually<br>• Annually |
| Digital Learning Integration | • Ed Tech Plan is executed<br>• Makers Space Plan is executed<br>• Number of Student participation in CS courses<br>• E-Sports Plan executed<br>• Documentation of materials purchased | • Annually<br>• Annually<br>• Annually<br>• Annually<br>• Annually |
| Academic Intervention and Supports | • Number of students served<br>• Hours of student service<br>• Types of supports and Interventions provided<br>• Data from Student Success Plan | • Annually<br>• Annually<br>• Annually<br>• Annually |
| Expand Learning Opportunities | • Student Food Truck participation data<br>• Student Coffee Cart participation data<br>• Makers Space Plan is executed<br>• Number of students connected to workforce opportunities<br>• Number of students receiving certifications<br>• Number of students participating in expanded learning experiences<br>• Student and teacher survey data<br>• Increased student attendance<br>• Increased English language arts (ELA) and Math assessment progress | • Annually<br><br>• Annually<br>• Annually<br>• Annually<br>• Annually<br>• Quarterly<br>• Quarterly<br>• Quarterly<br>• Quarterly |
| Social Emotional Learning | • Increased student program participation<br>• Increased student attendance<br>• Universal Screener data | • Annually<br>• Annually<br>• Annually |
| Mentoring Services Expansion for All Students | • Regional Plan is executed<br>• Number of mentors | • Annually<br>• Annually<br>• Annually |

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| | • Number of students participating in mentoring | |
|---|---|---|