



AMERICAN RECOVERY PLAN ACT - ELEMENTARY AND SECONDARY SCHOOL EMERGENCY RELIEF (ESSER III)

Elk Grove Unified School District
Meeting of the Board of Education



July 20, 2021

Mark Cerutti, Deputy Superintendent of Education Services & Schools
Shannon Hayes, Chief Financial Officer
Rob Pierce, Deputy Superintendent of Business Services & Facilities



EGUSD Strategic Goals

High-Quality Classroom Instruction & Curriculum

All students will receive high quality classroom instruction and curriculum to promote college and career readiness and close the achievement gap.

Student Assessment and Program Evaluation

All students will benefit from instruction guided by assessment results (formative, interim and summative) and continuous programmatic evaluation.

Wellness

All students will have an equitable opportunity to learn in a culturally responsive, physically, and emotionally healthy and safe environment.

Family & Community Engagement

All students will benefit from programs and services designed to inform and involve family and community partners.

OVERVIEW

- Background Information
- Plan Requirements
- Authorized Uses
- Timeline
- Board Feedback – Priorities and Themes
- Next Steps

BACKGROUND INFORMATION

- The District is scheduled to receive approximately \$308 million in COVID-19 Relief Funding
- COVID-19 Relief Funding originates from both the Federal and State levels
- To access the funds, the District must develop a plan that addresses 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.

BACKGROUND INFORMATION

- The Board of Education has approved the following plans:
 - September 28, 2020 – Local Control and Attendance Plan (LCP) \$57 million
 - June 1, 2021 – Expanded Learning and Opportunities Plan (ELO) \$40 million
- Beginning in the fall of 2020, the District has solicited stakeholder input from students, families, staff, bargaining unit leaders and the Board of Education generating a list of more than 500 actions and services to be considered

PLAN REQUIREMENTS

- The ESSER III plan must include the following:
 - Meaningful Consultation with the following groups:
 - 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;
 - Individuals or advocates representing the interests of children with disabilities, English learners, homeless students, foster youth, migratory students, children who are incarcerated, other underserved students, and civil rights organizations.

PLAN REQUIREMENTS

- The ESSER III plan must respond to the following prompts:
 - A description of the efforts made by the District to meaningfully consult with its required community members and the opportunities provided by the District for public input in the development of the plan.
 - A description of the how the development of the plan was influenced by community input.

PLAN REQUIREMENTS

- The ESSER III planned action and services must supplement the actions and services already included in the District's plan(s) in the following three areas:
 - #1. Strategies for Continuous and Safe In-Person Learning:
“...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.”

PLAN REQUIREMENTS

- #2. Addressing the Impact of Lost Instructional Time:
“...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.”

PLAN REQUIREMENTS

- #3. Use of Any Remaining 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.”

AUTHORIZED USES

- The District must use at least 20% of its ESSER III funding 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.
- Any activity authorized by the Elementary and Secondary Education Act (ESEA) of 1965; Individuals with Disabilities Education Act (IDEA); Adult Education and Family Literacy Act; Carl D. Perkins Career and Technical Education Act of 2006;
- Coordination of preparedness and response efforts of the District with State, local, public health departments, to improve coordinated responses;
- 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;

AUTHORIZED USES

- Developing and implementing procedures and systems to improve the preparedness and response efforts of District;
- Training and professional development for staff of the District on sanitation and minimizing the spread of infectious diseases;
- Purchasing supplies to sanitize and clean the facilities;
- 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;

AUTHORIZED USES

- Purchasing education technology (including hardware, software, and connectivity) for students who are served by the District 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;

AUTHORIZED USES

- 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.

PLAN DEVELOPMENT TIMELINE

<u>Date</u>	<u>Action</u>
6/25/2021	Submit Assurances to CDE
7/20/2021	Regular Scheduled Board Meeting (timeline, process and initial/continued Board input)
7/21/2021 & 7/28/2021	Stakeholder consultation planning
7/23/2021	Post Safe Return to In Person Instruction Plan
8/2/2021 through 8/13/2021	Stakeholder consultation window
8/10/2021	Regular scheduled Board Meeting
8/16/2021	Data synthesis by Research and Evaluation

PLAN DEVELOPMENT TIMELINE

<u>Date</u>	<u>Action</u>
8/18/2021	Board Workshop
8/23/2021	Draft Plan in alignment with stakeholder input
8/27/2021	Board Communication update of progress including Draft Plan
8/30/2021 through 9/3/2021	Public comment window for Draft Plan posted on District website
9/7/2021	Regular Scheduled Board meeting
9/21/2021	Regular Scheduled Board meeting
9/29/2021	Special Board meeting to adopt plan - TBD if necessary
9/30/2021	Submission to SCOE

INITIAL BOARD FEEDBACK - PRIORITIES AND THEMES

- ASB Budget Augmentation
- Expansion of Equity & Restorative Practices
- Expanded Learning – Afterschool Programs and Tutoring
- Expansion of Services Provided by Family & Community Engagement Office
- Mental Health Supports
- Social Emotional Learning Supports
- Professional Development
- Expansion of Visual and Performing Arts
- Virtual Academies

NEXT STEPS

- Review the Board's input priorities and themes
- Use the existing 500+ list of actions/services gathered through stakeholder engagement
- Alignment of initial stakeholder feedback based on criteria and requirements of the funding sources
- Develop draft plan for the Board and the Public to provide input

The background is a dark teal gradient. In the corners, there are white line-art illustrations of circuit boards or neural networks, with lines and small circles representing components.

QUESTIONS?

FEEDBACK