

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
NA	NA
NA	NA

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

\$9,207,663

Plan Section	Total Planned ESSER III Expenditures
Strategies for Continuous and Safe In-Person Learning	\$6,487,631
Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)	\$1,841,532
Use of Any Remaining Funds	\$ 878,500

Total ESSER III funds included in this plan

\$9,207,663

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.

The LEA consulted with all identified stakeholders and community members to identify needs and strategies. All SCOE Educational Options Division school staff, teachers, counselors and site administrators were provided ESSR guidelines and a google template to solicit input on suggestions for meeting identified needs in the areas of safe learning environments and how best to address learning loss. Students, parents and guardians in the SCOE community and charter schools, including English Learners, students of color, Foster Youth, Homeless, students with special needs and low income students were surveyed through Robo calls, emails with Google forms and in person (as able) for their input on the plan to expend ESSR funding. The survey design solicited input and suggestions addressing identified needs of the programs offered by Educational Options. All stakeholder input was reviewed and

vetted by SCOE administration and Business services, and actions were created. The actions and monies were budgeted appropriately. Currently no tribes, civil rights organizations and advocates were consulted as they are not served in the program.

The SCOE Instructional Support Service (ISS) division serves as a support provider to local districts and the COE schools, this division consulted with county school district representatives to solicit feedback on how they could best support districts in their capacity to meet the needs of teachers and students in impacting student learning loss. Monthly Zoom meetings allowed for both the identification of the specific district needs and suggestions for how SCOE could support district staff and students in meeting those needs.

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

Educational Options responded to community input through creating actions to address enhanced safe learning environments and additional mental health supports for all, including English Learners, students of color, Foster Youth, Homeless, students with special needs and low-income students. SCOE community school sites are the hub of support for all students and families enrolled in these programs, ensuring that students are in a safe and healthy environment, physical and emotionally is critical to ensuring academic success.

The ISS division responded to the needs identified by the county districts by providing research based Professional development opportunities for teachers. These include summer and extended day enrichment training in strategies to close the learning gap in core content areas, Independent Study Promising practices video series to support those who work with students on distance learning, and MathCon, a collaborative conference sharing best math practices across the county.

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

\$6,487,631

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
NA	Safe Learning/Work environments	This action provides for a safe learning and working environment for all staff and students. It provides for the purchase of masks, distancing supplies, cleaning supplies, weekly testing for staff and students, contact tracing, vaccination education, and training of staff and students on effective methods for a safe in-person work/learning environment.	\$6,487,631

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

\$1,841,532

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
NA	Extended learning time	The SCOE is providing additional staffing, trainings and days to address learning loss amongst our clientele.	\$841,532
NA	Mental Health	Software licensing for daily well being/mental health assessments of students that are immediately available to teachers and trained personnel. This integrates social/emotional learning as well into the school day.	\$300,000
NA	Summer Learning Curriculum	Summer and extended days learning Program trainings. This is a training program for all districts to address learning gaps in core academic content for all students in the county. In addition to addressing how to provide in-person accelerated progress to close learning gaps, the curriculum addresses the social-emotional learning of students. This is evidence-based intervention of Tier 4	\$350,000
NA	Prof Dev: Promising practices	While in person learning is the ideal, some parents have chosen to maintain a distance learning environment. In addition, in the event of quarantine, it is imperative that teaching continue in the form of short term IS to avoid further learning loss. This training for all districts in the county benefits all students to some degree. This training provides instruction on practices, skills and techniques that demonstrate how educators can provide quality instruction for distance learning and asynchronous	\$50,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		student learning. This is evidence-based intervention of Tier 2	
NA	Prof Dev: Math Professional development	This goal consists of a training SCOE is providing to all districts to benefit all county students. The training provides a method for short formative assessments and addresses the foundational learning necessary to enter grade level math content. In addition, a MathCon conference will be held to bring cutting edge research based practices to the local level. This is evidence-based intervention of Tier 3	\$300,000

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

\$878,500

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
NA	Mental health/Safe Campus	This is a contract to develop and implement procedures and systems to improve the preparedness, safety, and response efforts of school districts in Stanislaus County for active threat scenarios. In this heightened arena of stress, outlets for this stress manifest in dangerous arenas. The need to ensure a safe environment so that students and families feel safe coming to school and while at school is of paramount importance to the mental health of the students and staff on campus.	\$823,500
NA	Virtual Field Trips	These field trips are specifically designed to allow the students to explore a topic virtually, while maintaining in class instruction in a safe environment. This is designed in particular to meet the needs of low-income students.	\$55,000

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
Mental Health	Assessments and dashboards will be monitored	Daily
Mental health/Safe Campus	Plans will be developed and implemented	At end of contract
Virtual Field Trips	Reviews and assessments post trip	After each field trip/4 times per year
Professional development trainings	Bi weekly PD participation/attendance reports, conference/training attendance documentation will be maintained	Bi Weekly and Monthly
Learning Loss Mitigation	Summer and extended hours/days assessments at end learning	On-going
Safe Work/Learning environments	Usage of materials provided, increased vaccination rate, testing cadences	On-going

