Welcome! This communication deck can be used to share your investment plans with community members and facilitate feedback discussions.

When do I use this tool?

- We recommend using this tool as you create a plan for your 2022-2023 budget and seek feedback on your general strategies.
- You should not be so far along that stakeholder feedback is no longer relevant.

Places where you need to insert local own data or information are noted in gold.
2022–2023 Budget Planning and Request for Input

[Name of LEA’s] Strategic Investment of One-Time Funds

*Add your LEA/COE/Charter logo
Overview of One-Time State and Federal Funds
Update on 2021–2022 Strategic Priorities and Investments
2022–2023 Budget Proposal
Request for Input from Education Partners
An Unparalleled Investment in Education and Child Care

Total COVID-related funding: $348 billion
ARP K-12 education funding: $130 billion

Source: WestEd, 2021
By When Do You Need to Spend the Money?

- **CARES** (Coronavirus Aid, Relief and Economic Security Act)
  - March 2020
  - September 2021
  - Funding is obligated to be spent by this date
  - September 2022

- **CRRSA** (Coronavirus Response & Relief Supplemental Appropriations aid package)
  - December 2020
  - September 2022
  - Under the Tydings Amendment, you can apply for a one-year extension
  - September 2023

- **ARP** (American Rescue Plan)
  - March 2021
  - September 2023
  - September 2024

School Year
- 2020–2021
- 2021–2022
- 2022–2023
- 2023–2024
- 2024–2025

Source: WestEd, 2021
What is the Purpose of ESSER Funds?

**Open and Safe**
Keep classrooms open and safe for students and teachers during this global pandemic.

**Recover**
Expand access to existing services and bring an “all-hands-on-deck” approach to recover from disrupted learning and kick-start accelerated learning.*

**Redesign**
Lay the groundwork for long-term redesign of instruction and underlying cost structures to address heightened student need.*

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*The extent of our progress on priority #s 2 & 3 is fully dependent on the course of the pandemic in our community and the resulting costs incurred under priority #1.

Slide content courtesy of Education Resource Strategies
www.erstrategies.org
California’s One-Time Funding in 2021–2022

**ECE/PreK**
- Special Education Early Intervention Preschool Grant
- Pre-Kindergarten Planning and Implementation Grant
  - $800M

**Educator Workforce**
- Educator Effectiveness Block Grant
- Teacher Residency Grant Program
- Classified School Employees Teacher Credentialing Program
  - $1.9B

**Learning Recovery**
- Learning Loss Mitigation Fund
- In-Person Instruction
- Expanded Learning Opportunities
  - $5.04B

**Student Mental Health**
- MHSSA
- Increased Access to Student Behavioral Health Services
- Evidence-Based Behavioral Health
- Behavioral Health Workforce Capacity
  - $2.3B

**Other**
- Scaling Up MTSS
- Community Schools Partnership Program
  - $2.91B
### Segmenting Fund Use into Three Types of Investments for 2021–2022 and Beyond

<table>
<thead>
<tr>
<th>One Time</th>
<th>Short Term</th>
<th>System Innovation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Truly one-time investments in infrastructure</strong></td>
<td><strong>Short-term intensive investments to address students’ immediate needs</strong></td>
<td><strong>Investments in system innovation for sustainable improvement in practice</strong></td>
</tr>
<tr>
<td>• Customize examples for your LEA/COE/Charter</td>
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</tr>
<tr>
<td>• Hardware and software (3-year to 4-year lifecycle)</td>
<td>• Extended learning and/or summer learning for targeted student populations</td>
<td>• Core staff capacity building to increase instructional quality and advance equity</td>
</tr>
<tr>
<td>• Wi-Fi/broadband</td>
<td>• High-dosage intensive tutoring</td>
<td>• Improved coordination of services for students with multiple types of needs (e.g., English learners who also receive special education)</td>
</tr>
<tr>
<td>• Building upgrades and maintenance (10-year to 15-year lifecycle)</td>
<td>• Additional staffing to assess and address social-emotional well-being for students, staff, and families</td>
<td>• Universal screening and intervention data systems</td>
</tr>
<tr>
<td>• Curriculum adoption</td>
<td></td>
<td>• Talent pipelines (teachers and classified staff)</td>
</tr>
</tbody>
</table>

Source: WestEd, 2021
• Add details about current student achievement in your district, highlighting where students need additional support.

• Highlight where one-time funds have already been invested to address student needs.

• What have you learned from your investments in 2021–2022?
## 2021–2022 Investments

<table>
<thead>
<tr>
<th>Longer Term (what we’re building toward)</th>
<th>One-Time and Short-Term Investments (what we’re doing now to advance our longer-term goals)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LCAP Goal</strong></td>
<td><strong>Amount of Investment of One-Time Funds</strong></td>
</tr>
<tr>
<td>Goal 1:</td>
<td>$</td>
</tr>
<tr>
<td>Goal 2:</td>
<td>$</td>
</tr>
<tr>
<td>Goal 3:</td>
<td>$</td>
</tr>
<tr>
<td>Goal 4:</td>
<td>$</td>
</tr>
</tbody>
</table>

*Type of Investment of One-Time Funds: e.g., high-dosage tutoring*
Strategies Selected and Designed to Improve District Over Time

<table>
<thead>
<tr>
<th><strong>Short-Term Investments to Address Immediate Needs</strong> (what we’re doing now)</th>
<th><strong>Longer-Term Investments in System Innovation</strong> (what we’re building toward)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Our students, like school-age children across the country, have experienced learning loss due to the COVID-19 pandemic.</td>
<td>Strong tier 1 instruction, supplemented by opportunities for small group instruction during the school day, that meets students’ real-time learning needs</td>
</tr>
<tr>
<td>Students will meet with tutors in a <strong>1:4 in-person setting for 30 minutes per day/three days per week</strong>. (Tutors will be present for a minimum of 1 hour per day.)</td>
<td>Strong student-adult relationships that are built and evolve over time</td>
</tr>
<tr>
<td>Tutors will be paid. (Retired teachers will receive their most recent hourly wage; non-teachers will tentatively receive $15 per hour.)</td>
<td></td>
</tr>
<tr>
<td>Training and curriculum will be provided by XX</td>
<td></td>
</tr>
</tbody>
</table>

We are currently allocating **$ XM** to hire X tutors and a program coordinator for 3 years and will invest in outreach to families.

Slide content courtesy of Educational Resource Strategies www.erstrategies.org
Our Priorities Are Reflected Across District Plans

- Facility Master Plan
- Deferred Maintenance
- Technology Plan
- Restricted Maintenance Plan
- UPK Plan
- LCAP
- Strategic Plan
- Single Plan for Student Achievement
- And so on . . .

Our Priorities Are Reflected Across District Plans
Use of Federal Relief Aid 2021–2022
EXAMPLE – ADD YOUR DATA BELOW

California ESSER Expenditures Through December 31, 2021

<table>
<thead>
<tr>
<th>ESSER I</th>
<th>ESSER II</th>
<th>ESSER III</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dollars Spent</td>
<td>Dollars Remaining</td>
<td></td>
</tr>
<tr>
<td>$1.3</td>
<td>$0.2</td>
<td>$0.5</td>
</tr>
<tr>
<td>$3.6</td>
<td>$2.5</td>
<td>$13.1</td>
</tr>
</tbody>
</table>

Source: CDE Quarterly Expenditure Reports
Group Discussion: Did 2021-22 go as planned?

WHAT CONDITIONS WERE IN PLACE?

WHAT MADE US SPEND MORE OR LESS?
### Segmenting Fund Use into Three Types of Investments for 2022–2023 and Beyond

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<td>• Add examples here</td>
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<td>• Add examples here</td>
</tr>
</tbody>
</table>

Source: WestEd, 2021
Overview of Stakeholder Engagement Efforts

ADD DATA ON LEA OUTREACH AND ENGAGEMENT BELOW

- **Students**
  - **xx** student survey responses across grades
  - **xx** meetings with student groups

- **Teachers**
  - **xx** teacher survey responses
  - **xx** teacher focus groups
  - **xx** teachers union meetings

- **Community**
  - **xx** community survey responses
  - **xx** community forums
  - **xx** ELAC
  - **xx** Special Ed
  - **xx** LCAP Advisory

- **Principals**
  - **xx** principal survey responses
  - **xx** principal focus groups

- **Staff**
  - **xx** staff survey responses
  - **xx** staff focus groups
Proposed Investment Priorities for 2022–2023

1. Investment Priority #1
2. Investment Priority #2
3. Investment Priority #3
## 2022–2023 Proposed Investments

<table>
<thead>
<tr>
<th>LCAP Goal</th>
<th>Amount of Investment of One-Time Funds</th>
<th>What we are investing in</th>
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<td>Goal 1:</td>
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<td>e.g., high-dosage tutoring</td>
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</table>
## Outline Assumptions and Potential Reasons for Budget Adjustments

<table>
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<tr>
<th>As of Spring 2022</th>
<th>Short-Term Investments (what we’re doing now)</th>
<th>Longer-Term Investments in System Innovation (what we’re building toward)</th>
</tr>
</thead>
</table>
| **What could make us spend more?** | • Further waves of the pandemic  
• Return to remote learning  
• Sustained enrollment loss reducing state funding  
• Rising costs of services due to inflation  | • Strategic planning with experts to identify opportunities for redesigning schools  
• High interest, from students, families, and staff, in programs |
| **What could make us spend less?** | • Retention of existing staff  
• Supply chain issues  
• Additional federal funding for infrastructure costs, releasing ESSER funds from those planned investments  | • Need to allocate additional funds to keep schools open and safe and/or recover  
• Alternative sources of funding provided to sustain programs |

Adapted from Educational Resource Strategies  
www.erstrategies.org
Request for Input on Proposed 2022–2023 Budget

• What investments from 2021–2022 were successful?

• Based on student needs, are there any strategic priorities that you are not seeing addressed?

• What metrics are important to you to show that 2022–2023 investments made a difference for students?

• Other questions and suggestions?
Thank You!

- Include details on any additional ways that education partners can provide input
- Provide contact information for questions or feedback
- Provide a link to materials