**CALL TO ACTION! School Board Resolution to Ensure Equity in School Funding**

The U.S. Department of Education data on total ESSER funding received by each state and district, how those funds were spent, and how much funding remains can be found [here](https://covid-relief-data.ed.gov/). State plans for the funding can be found [here](https://oese.ed.gov/offices/education-stabilization-fund/elementary-secondary-school-emergency-relief-fund/stateplans/). Data on state allocations of ESSER funding allocated specifically to students experiencing homelessness may be found [here](https://oese.ed.gov/offices/american-rescue-plan/american-rescue-plan-elementary-secondary-school-emergency-relief-homeless-children-youth-arp-hcy/).

* Whereas, the COVID-19 pandemic has had a profound and long-term impact on student achievement and mental health, among other impacts, such as:
* Students in rural, urban, and suburban high-poverty schools operating fully remotely in 2020-2021 lost more than 22 weeks of academic instruction.
* According to the most recent [NAEP](https://www.nationsreportcard.gov/profiles/stateprofile?chort=1&sub=MAT&sj=&sfj=NP&st=MN&year=2022R3) (National Assessment of Educational Progress) report, math performance fell for the first time in history and reading scores saw the biggest drop in 30 years.
* There are strong indications from both testing and non-testing data that the nation’s
5 million English learners have been among the most [disproportionately affected](https://www.migrationpolicy.org/news/covid-19-inequities-english-learner-students) groups of students.
* There was a [14% decrease i](https://schoolhouseconnection.org/fy24-ehcy-fact-sheet/)n the enrollment of students experiencing homelessness in SY 2020-2021, a rate four times higher than the 3% decrease in enrollment seen among all students.
* There was a [51% increase](https://www.ncbi.nlm.nih.gov/pmc/articles/PMC8441786/) over one year in suspected suicide attempts among girls
12-17 years old.

* Whereas, parents, teachers, and school administrators are seeing many of these challenges among the students in \_\_\_\_\_\_\_\_\_\_\_ school district.
* Whereas, to help address many of these issues, the federal government provided $190 billion through the ESSER (Elementary and Secondary School Emergency Relief) Act to states and school districts, of which must be spent by September 30, 2024.
* Whereas, as a result of a focus on underserved students and communities, most [ESSER funds were designed](https://oese.ed.gov/files/2021/06/21-0099-MOEq-FAQs.-FINAL.pdf) to help ensure that schools and school districts serving these students — including students of color, students from low-income families, English learners, students with disabilities, and students experiencing homelessness — receive an equitable share of funding.
* Whereas, the average district has relied on ESSER funding to support roughly [8% of its budget](https://coloradosun.com/2023/09/26/colorado-schools-fiscal-cliff-esser-funding/#:~:text=The%20average%20district%20has%20relied,for%20labor%20expenses%2C%20Roza%20said.) in recent years.
* Whereas, the loss of these funds will be hardest on the poorest school districts since school districts in more affluent areas received just over $1,000 per student, while high-poverty districts [received over $6,000 per student](https://www.brookings.edu/articles/the-esser-fiscal-cliff-will-have-serious-implications-for-student-equity/?utm_campaign=Brown%20Center%20Newsletter&utm_medium=email&utm_content=273973450&utm_source=hs_emai).
* Whereas, in many urban, rural, and suburban high-need school districts, ESSER funding was used to meet immediate needs such as hiring additional teachers and support staff.
* Whereas, ESSER funds have also been used to support evidence-based approaches to academic recovery such as high-dosage tutoring programs, student support services, and after- school and summer school programs.
* Whereas, as ESSER funding has not been extended by Congress, without additional state investments, district budgets could be [slashed](https://www.latimes.com/california/story/2023-02-22/rural-california-schools-money-superintendents-washington) by an [average of $1,200 per student](https://kappanonline.org/roza-russo-messy-times-ahead-for-school-spending/).
* Whereas, \_\_\_\_\_\_\_\_\_\_\_ school district will likely see a reduction in funding as a result of the end of ESSER funding.

**Therefore, be it resolved that:**

The \_\_\_\_\_\_\_\_\_\_\_ School Board calls on the state legislature to provide funding to address the losses that districts will be facing from the end of these federal funds while impacts from the COVID 19 pandemic persist; and further.

The \_\_\_\_\_\_\_\_\_\_\_ School Board will help ensure all federal ESSER finding — prior to the expiration of funding in September 2024 — is spent on evidence-based approaches to addressing the impacts of the COVID-19 pandemic, and make data-driven budgetary decisions to help transition schools to continue addressing the impacts of the pandemic with a focus on the students who were most impacted by the pandemic.

Accordingly, ahead of the deadline for ESSER funding, the \_\_\_\_\_\_\_\_\_\_\_ School District will use these funds effectively to continue to address our most urgent needs, and have a plan in place to sustain and prioritize the programs and services that are being provided for these students, including students of color, students from low-income backgrounds, students with disabilities, English learners and students experiencing homelessness.

[\*Version with footnotes](https://docs.google.com/document/d/1vCB50e5zlPDdlBxNvs0Hb0ccJ9aKoZx0FJkwl2zDzLQ/edit)