

ESSER III Expenditure Plan

Report to the Board of Education

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CELEBRATING 150 YEARS - 1871-2021
EVERY STUDENT MATTERS, EVERY MOMENT COUNTS



Purpose of Presentation

- ▶ Overview/Background
- ▶ Educational Partners Input Process
- ▶ Plan Summary
- ▶ Next Steps



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District Goal Alignment

- Goal One: Increase **academic achievement** and ensure **equitable access** to enable all students to attain **college and career readiness**.
- Goal Two: Ensure all employees have access to **high quality professional development**.
- Goal Three: Provide a safe, welcoming, and respectful learning environment for every member of the school community while ensuring **effective district-wide communication** for students, staff, families, and community partners.
- Goal Four: Ensure the District is **fiscally and operationally sound**.
- Goal Five: **Recruit, hire, train**, and retain high quality staff.



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The American Rescue Plan Act

- ▶ In response to the 2019 Novel Coronavirus (COVID-19), the U.S. Congress passed the **American Rescue Plan (ARP) Act**, which was signed into law on March 11, 2021.
- ▶ **Third federal stimulus funding act**
 - ▶ CARES
 - ▶ CRRSA



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ESSER III Plans

- ▶ The ARP Act **requires** local districts that receive ESSER III funds to complete:
 - ▶ Federal Assurances
 - ▶ Safe Return to In-Person Instruction & Continuity of Services Plan
 - ▶ ESSER III Expenditure Plan



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Purpose for ESSER III

- ▶ The funds MUST be used to address students' academic, social, emotional, and mental health needs, as well as the opportunity gaps that exist before, and were increased by the COVID-19 pandemic
- ▶ Must be spent within three years - 2024



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ESSER III Expenditure Plan

► Timeline

- Must be adopted by the Board at a public meeting before **October 29, 2021**.
- Plan must be submitted to COE within 5 days of approval for review



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Expenditure Plan Sections

1. Summary of Planned ESSER III Expenditures
2. Community Engagement
3. Actions & Expenditures to Address Student Needs
 - 3 separate sections
4. Ensuring Interventions are Addressing Student Needs



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Community Engagement (2)

► Must have “meaningful consultation” with the community

- Cabinet/Extended Cabinet
- Students
- Parent Surveys
- Teaching & Learning Meetings
- DELAC
- Inter-High Council
- MTA/CSEA
- Key Communicators
- West Modesto Collaborative
- South Modesto Partnership
- NAACP
- CASA - Foster Youth
- Special Education Committee



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Actions & Expenditures (3)

- ▶ Three Sections
 - ▶ Strategies for Continuous & Safe In-Person Learning
 - ▶ Addressing the Impact of Lost Instructional Time
 - ▶ Use of Any Remaining Funds



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Strategies for Continuous & Safe In-Person Learning

- ▶ Consistent with the most current CDC and CDPH guidance for **in-person instruction**
- ▶ May reference other plans, but must **supplement** what is in the other plans



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Addressing Lost Instructional Time

- ▶ Must use a minimum of 20% of allocation to address the academic impact of lost instructional time.
- ▶ Actions must be **evidence-based** interventions
 - ▶ Examples: summer learning or enrichment, extended day, extended year, or comprehensive afterschool programs



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Use of Remaining Funds

► Must be consistent with the ARP Act guidance.

- ESEA Activities
- IDEA Activities
- Adult Ed. / Family Literacy Act
- Perkins CTE
- **COVID-19 Responses/Activities**
- **Needs of SED, EL Minorities, Homeless, Foster, and Migrant**
- Training on sanitation/minimizing spread
- **COVID-19 related supplies**
- Planning for closure and needed supports
- **Educational technology**
- **Mental health supports**
- Summer learning
- **After school learning**
- Assessments to address academic progress of underserved students
- **Safety related facility repairs/projects**
- Continued employment of existing staff



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Ensuring Interventions are Addressing Student Needs

- ▶ Each action included in the ESSER III Expenditure Plan must be **monitored for effectiveness.**



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Strategies for Continuous In-Person Instruction

- ▶ MVA - additional support for increased interest (TK-12)
- ▶ COVID-19 Testing/Monitoring (TK-12)
- ▶ Supervision Support (TK-6)
- ▶ Before/After School Care (TK-6)



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Addressing Impact of Lost Instructional Time

- ▶ Decrease Counseling Ratios (7-12)
- ▶ Instructional Coaches (TK-12)
- ▶ **MTSS Expansion (TK-6)**
- ▶ Summer School Programs (TK-12)
- ▶ **Student Assistance Specialists (TK-12)**
- ▶ Inclusion Specialist (TK-6)



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Addressing Impact of Lost Instructional Time cont.

- ▶ Inclusion Coordinator (7-12)
- ▶ Language Institute increased staffing (7-12)
- ▶ ALD increased staffing (9-12)
- ▶ Remediation/Intervention (TK-12)
- ▶ ASES Support (TK-8)
- ▶ Increased STEM opportunities (TK-6)



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Use of Remaining Funds

- ▶ COVID-19 Oversight
- ▶ Equity/Intervention
- ▶ Parent Ambassador Program
- ▶ **Technology Support/Improvement**
- ▶ **Facilities Improvements**
- ▶ Nutrition Services Support
- ▶ Human Resources Support Staff
- ▶ Fiscal Support



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Summary of Expenditures

Section	Elementary District	High School District
Strategies for Continuous In-Person Learning	9,505,000	4,935,000
Addressing Lost Instructional Time	21,657,666	10,009,000
Use of Remaining Funds	16,498,015	18,326,460
Total Allocation	\$ 47,660,681	\$ 33,270,460



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Next Steps

- ▶ Gather additional input
- ▶ October 18, 2021 - Recommend to MCS Board for approval
- ▶ Submit approved plan to SCOE for review and submission to CDE by October 29 deadline
- ▶ Implement/monitor the programs



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Input/Feedback



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