

## **Purpose of Presentation**

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



# **District Goal Alignment**

- <u>Goal One</u>: Increase **academic achievement** and ensure **equitable access** to enable all students to attain **college and career readiness**.
- <u>Goal Two</u>: Ensure all employees have access to **high quality professional development**.
- <u>Goal Three</u>: 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.
- <u>Goal Four</u>: 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

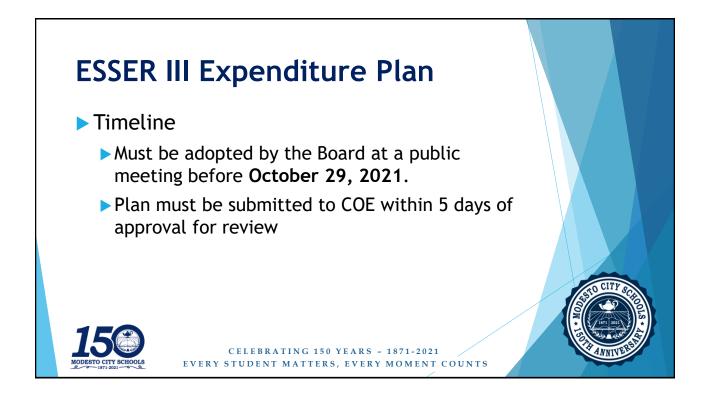


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# Purpose for ESSER III

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





## **Expenditure Plan Sections**

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





## Actions & Expenditures (3)

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



# 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



### Addressing Lost Instructional Time

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- Must use a <u>minimum of 20%</u> 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



## 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.



#### Strategies for Continuous In-Person Instruction

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



#### 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)



#### Addressing Impact of Lost Instructional Time cont.

- Inclusion Coordinator (7-12)
- Language Institute increased staffing (7-12)

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- ALD increased staffing (9-12)
- Remediation/Intervention (TK-12)
- ASES Support (TK-8)
- Increased STEM opportunities (TK-6)



# 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



# 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



