Christa McAuliffe Charter Public (District)

Plans for the Use of ESSER III Funds:

The United States Department of Education (USED) is requiring two plans from all recipients of ESSER III funds:

1) **A plan for the safe return to in-person instruction** and continuity of services
   The requirement for this plan is likely **met by your District Reopening Plan** submitted to DESE in August of 2020, along with any subsequent amendments (see Tab 3 Assurances). It will need to be revisited and revised as necessary every 6 months, including soliciting stakeholder input and considering changes to CDC guidance.
2) **A plan for the Use of ESSER III Funds** , based on broad stakeholder input, and addressing the following:
   • The district's **prevention and mitigation strategies** , including extent district has adopted CDC recommendations **(Step 4.4)**
   • How the district will use its **20% reservation of ESSER III funds to address loss of instructional time with evidence-based interventions (Step 4.2 and Tab 6, Budget)**
   • How the district will spend the remainder of its ESSER III funds for **allowable expenditures (Tab 5) and budget (Tab 6)**
   • How the use of ESSER III funds will respond to the **academic, social, emotional and mental health needs** of all students, especially **those disproportionately impacted by the COVID-19** pandemic **(Tab 4.2, Tab 4.3)** , including:

   - students from low-income families
   - students of color
   - English learners
   - students with disabilities
   - students experiencing homelessness
   - students in foster care
   - migratory students
   - students who are incarcerated
   - other underserved students

   This application, when fully and thoughtfully completed, along with your District Reopening Plans, will constitute the plans required by USED. These plans must be published on your website and must be accessible to families in a language they understand, either translated in writing or orally, as well as in an accessible format for those with disabilities.

   You should expect that DESE will be collecting data and other information from you as a result of implementation of your plans for and use of ESSER funds.

Step 4.1 of 4.4

ESSER III regulations require that the stakeholder groups below be meaningfully consulted as part of the planning process for use of ESSER III funds. Which of the following groups have you consulted with? (check all that apply)	If you have not yet consulted with this group in planning for use of ESSER III funds, when and how do you plan to get their input?
☐ Students	Student Survey is being conduct November 2021
☐ Families	
☐ School and District administrators, including special education administrators	
☐ School leaders	
☐ Teachers	
☐ Other educators	
☐ School staff	
☐ Unions representing educators and school staff	We do not have unions at the school
☐ Tribes*	N/A
☐ Civil rights organizations (including disability rights organizations)*	
☐ Stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children in foster care, migratory students, children who are incarcerated, and other underserved students.*	

TIP: The cells in the right column will be red until you either 1) check the box next to the stakeholder in the left-hand column or 2) write your plan to consult the stakeholder group in the left-hand column.

*To the extent present in or served by the district

Step 4.2 of 4.4

Evidence-Based Strategies, Interventions, and Supports:

Describe how ESSER III funds, including the required 20% reservation, will be used to respond to students' social, emotional, and academic needs through *evidence-based* interventions, how progress will be measured, and how/if chosen interventions address disproportionate impact of COVID-19 on underserved subgroups. Select from the following list of evidence-based interventions and provide a narrative at the bottom of this step for any of your district's evidence-based initiatives that are not listed. *Note: Your district's 20% reservation to address loss of instructional time must be spent on evidence-based interventions.*

Enhanced Core Instruction	Our district is using ESSER III funds for this strategy	This strategy will address pandemic-related learning loss/disproportionate impact	What data will you use to measure progress?	Does this strategy/intervention address the disproportionate impact of COVID-19 on underserved student subgroups (each major racial and ethnic group, students from low-income families, students with disabilities, English learners, gender, migrant students, students experiencing homelessness and students in foster care)? If yes, please explain which group(s) are being served, what impact is being addressed, and how this strategy/intervention will provide support.
Expanding access to full-day, high-quality prekindergarten	Select	Select		
Purchasing and/or expanding use of high-quality, aligned instructional materials (any content area) and associated professional development	Yes	Yes	NWEA, MCAS, and EL implemention review	Subgroups: ELL, Students in both general and special education population will have access to materials that will help support and address loss of learning. Materials will help the school identiy and support all skill levels of each student.

Strategy	Our district is using ESSER III funds for:	This strategy will address pandemic-related learning loss/disproportionate impact	What data will you use to measure progress?	Does this strategy/intervention address the disproportionate impact of COVID-19 on underserved student subgroups...
Professional development for teachers and administrators re: culturally responsive teaching	Yes	Yes	Student and family suverys	Supporting all student subgroups Efforts will help bridge gaps between student and family cultures, languages and experiences through learning through curriculum. This will help support social and emotional programing and academic skil support.
Screening assessments and associated professional development (e.g., early literacy screening)	Yes	Yes	WIDA, W-APT, NWEA, and Team plus/ RTI data	Support all students who are struggling to maintain in general education program. Providing access to additional reading and math support.
Expanding access to career-technical education (including "After Dark" district/vocational partnerships), innovation pathways, and advanced placement courses (including fee subsidies and teacher training)	Select	Select		
Extending the school day/year and prioritizing student access to additional time by student need	Select	Select		
Tutoring programs and support, including early literacy tutoring (including training paraprofessionals) and peer tutoring programs.	Yes	Yes	Student survey, family survey, progress reports, district report	Supporting all student subgroups. Tutoring programs will provide additonal support to address loss of learning and additional needs to address skill development.
Developing or strengthening data cycles to facilitate and inform student learning and associated professional development and support personnel	Select	Select	Student survey, family survey, progress reports, district report	Support all student groups. As part of the school annual workplan, the school will use the date to strengthen curriculum and taget academic supports and needs.
Early college programs, particularly those focused on students underrepresented in higher education	Select	Select		
Targeted Student Supports	Our district is using ESSER III funds for:	This strategy will address pandemic-related learning loss/disproportionate impact	What data will you use to measure progress?	Does this strategy/intervention address the disproportionate impact of COVID-19 on underserved student subgroups (each major racial and ethnic group, students from low-income families, students with disabilities, English learners, gender, migrant students, students experiencing homelessness and students in foster care)? If yes, please explain which group(s) are being served, what impact is being addressed, and how this strategy/intervention will provide support.
Developing or expanding high quality co-teaching and inclusion models for students with disabilities and associated professional development	Yes	Yes	Learning Walks, NWEA, and MCAS data	The school current uses co-teaching and inclusion model. School will continuew to invest in hiring and professional develop
Acceleration academies (during school year vacations) and summer learning opportunities for individualized instruction and enrichment	Yes	Yes	Student survey, family survey, NWEA, MCAS, progress reports and district reports.	The school will use received data to identify any student that needs tarted instruction and support through the use of sum
Language support programs, including dual language and heritage language programs (students learning in-home/native language) and associated professional development	Select	Select		
Community-based afterschool programs for parents, including citizenship and ESL classes	Select	Select		
Dropout prevention and recovery programs	Select	Select		
Talent Development and Staffing	Our district is using ESSER III funds for:	This strategy will address pandemic-related learning loss/disproportionate impact	What data will you use to measure progress?	Does this strategy/intervention address the disproportionate impact of COVID-19 on underserved student subgroups (each major racial and ethnic group, students from low-income families, students with disabilities, English learners, gender, migrant students, students experiencing homelessness and students in foster care) ? If yes, please explain which group(s) are being served, what impact is being addressed, and how this strategy/intervention will provide support.
Academic support staff, including academic coaches, interventionists, student teaching residency programs, paraprofessionals	Yes	Yes	faculty survey and sistrict reports	The school for School year FY22 hired new special education instruction coach and placed an inclusion assistant into reside
Diversifying the educator workforce through recruitment and retention strategies	Yes	Yes	DEI consultant review	The school engaging in continous work with DEI consulant to reviews current hiring plans and address gaps in process to er
Strategies to staff hard-to-staff schools and positions with high-performing educators	Select	Select		
Increasing staff and opportunities for arts, enrichment, world languages, athletics, and elective courses	Select	Select		
Increasing high-quality common planning time for teachers and academic support staff	Yes	Yes	Faculty survey and learning walks	The school 'swork plan has included increased co planning time for faculty. The co-planning time is designed to help focus
Developing leadership pipeline programs for schools	Select	Select		
Labor-management partnerships to improve student performance	Select	Select		
Conditions for Student Success - Social/Emotional and Mental Health Supports	Our district is using ESSER III funds for:	This strategy will address pandemic-related learning loss/disproportionate impact	What data will you use to measure progress?	Does this strategy/intervention address the disproportionate impact of COVID-19 on underserved student subgroups (each major racial and ethnic group, students from low-income families, students with disabilities, English learners, gender, migrant students, students experiencing homelessness and students in foster care)? If yes, please explain which group(s) are being served, what impact is being addressed, and how this strategy/intervention will provide support.
Increasing personnel and services to support holistic student needs, including school guidance and adjustment counselors, nurses, psychologists, and/or social workers	Select	Select		
Building/strengthening partnerships with community-based organizations to increase student/family access to services for mental/physical health and well-being	Yes	Yes	Family survey and program evaluation	This effort will br provided to all students. The use of programs such as GRACE and additional counselor support, the school will address social, emotional, and behaviornal needs to students. Building a stronger relationship with families to ensure students have access to an adult for support and needs.

Intervention	This strategy will address pandemic-related learning loss/disproportionate impact		What data will you use to measure progress?	Does this strategy/intervention address the disproportionate impact of COVID-19 on underserved student subgroups (each major racial and ethnic group, students from low-income families, students with disabilities, English learners, gender, migrant students, students experiencing homelessness and students in foster care)? If yes, please explain which group(s) are being served, what impact is being addressed, and how this strategy/intervention will provide support.
Working with community-based organizations that provide enrichment during the school day and/or out of school time	Yes	Yes	Student and Family Survey	The school has worked very closely with community partners to provide a well rounded enrichment program that all students can access. The enrichment program supports both physical health and soci/emotional needs to students.
Arranging for wraparound services to be provided at schools	Select	Select		
Engaging community partners to build capacity among educators and support personnel to implement equitable and culturally responsive learning environments	Yes	Yes	Faculty and family surveys	The school has engaged in professional development efforts with sending districts related to DEI work, content learning, and curriculum development. Theses efforts support both faculty and students needs. Creating a bridge across school and districts that support transitions for students and address learning gaps.
Create transitional programs, partnering with community based organizations, for students with mental health or behavioral-related absences returning to school	Select	Select		
Parent-teacher home visiting programs to build positive relationships between home and school	Select	Select		
Facilities improvements to create healthy and safe school environments	Yes	Yes	Air quality checks and family survey	This will support all student and faculty saftey. Ensuring quality and safey of school space will allow for all students to return in-person. Returning in-person address cognitative, social, and emotional health for faculty and students.
Other Interventions/Strategies/Supports *Use this section to describe evidence-based strategies your district will fund with ESSER III that are not listed above*		This strategy will address pandemic-related learning loss/disproportionate impact	What data will you use to measure progress?	Does this strategy/intervention address the disproportionate impact of COVID-19 on underserved student subgroups (each major racial and ethnic group, students from low-income families, students with disabilities, English learners, gender, migrant students, students experiencing homelessness and students in foster care)? If yes, please explain which group(s) are being served, what impact is being addressed, and how this strategy/intervention will provide support.
		Select		
		Select		
		Select		
		Select		
		Select		
		Select		

Step 4.3 *of* 4.4	**Equitable Use of ESSER III Funds**

How is your district taking educational equity into account when planning for expending your ESSER III funds?
For example,
1) allocating funds both to schools and districtwide activities based on student needs, and
2) implementing an equitable and inclusive return to in-person learning by, for example, avoiding over-use of exclusionary discipline and creating a positive and supportive learning environment for all students.

Allocating funds to the school programing to meet student needs and progress both in general education and students with learning needs and support. The school will continue to provide target assistance to students at risk of failing to meet state standards. We continue to attend to the core assumption that a culture of Crew is one in which scholars derive meaning and purpose by bringing their authentic selves into relationship with their peers, their teachers and their school work. Crew culture fosters equitable opportunity for growth. This core assumption is rooted within EL Education's structure of Crew.

#2 enhancing our restorative and progressive approach to responses to unexpected behaviors so that we can maintain our proportionality of response to subgroups even in the midst of a higher level of unexpected behavior due to pandemic-related trauma.

Step 4.4 *of* 4.4	**CDC School Safety Recommendations** *This information will come from your District Reopening Plan as well as any supplemental/revised reopening policies for your district.*

	CDC Recommendation	Does your district have a policy or policies on this topic?	If "Yes," is it described in your District Reopening Plan?	If you have a policy but it is not described in your District Reopening Plan, please briefly describe here.
1	Universal and correct wearing of masks	Yes	Yes	
2	Modifying facilities to allow for physical distancing (e.g., use of cohorts/podding)	Yes	Yes	
3	Handwashing and respiratory etiquette	Yes	Yes	

4	Cleaning and maintaining healthy facilities, including improving ventilation	Yes	Yes	
5	Contact tracing, isolation, quarantine in collaboration with health departments	Yes	Yes	
6	Diagnostic and screening testing	Yes	No	The school conducts weekly pool testing for faculty and scholars. Faculty and families must consent to weekly testing.
7	Efforts to provide vaccination to school communities	Yes	No	Provided faculty with time off to receive vaccination. Additional time off for any next day issues after doses. Provide support to find vaccination locations. Faculty are encouraged to get vaccinated. School larger
8	Appropriate accommodations for children with disabilities with respect to health and safety policies	Yes	Yes	
9	Coordination with state and local health officials	Yes	Yes	