

ESSER III Spending Plan

Updated: March 2022



Requirements of the plan:

- Describe the process for determining student and staff academic, social, emotional and mental health needs
- Describe how the **20% (approx \$2M)** will be used to address the academic impact of lost instructional time through the implementation of evidence-based interventions;
- Describe how the remaining **80% (approx \$8m)** will be spent;
- Describe how STRIVE Prep will ensure that interventions will address the academic, social, emotional and mental health needs of students, particularly students from historically underserved populations.

The following question must be addressed:

How will STRIVE Prep **ensure that the interventions it implements**, including but not limited to the interventions under section 2001(e)(1) of the ARP Act to **address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students**, and particularly those students disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children and youth in foster care, and migratory students?

Stakeholder Engagement

Describe the process for determining student and staff academic, social, emotional and mental health needs:

- Family Council- Family Council is a way for families to give their direct voice and feedback about their student's experience in our schools and build a sense of community within the school.
- Board meetings - public meetings to discuss proposed funding
- One on One conversations with Families
- STRIVE in the Know - monthly network-wide family meetings to assess needs and provide resources
- Surveys - to reach teachers, families to identify needs and solutions

Stakeholder Engagement

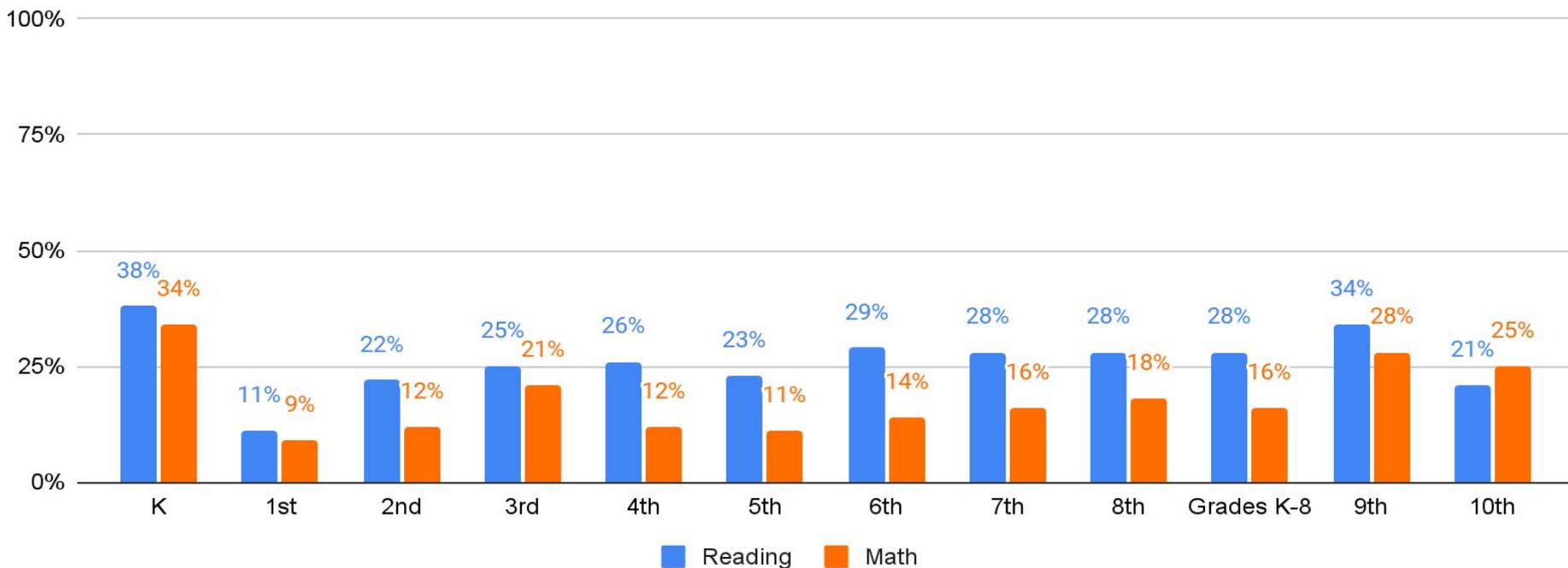
Family Engagement Team attended Family Council meetings and presented ESSER to parents and asked for feedback.

The feedback we received focused on students and their needs in the classrooms or afterschool resources.

- After school tutoring
- Stipends
- Summer school camp
- After school program
- Additional tutoring
- New computers/chromebooks
- Improve internet access
- Teacher salaries
- Air conditioning
- Tech Updates
- Mental health
- Meal service
- Books/ Reading Interventionists

Impact of Learning Disruption during COVID

Percent of Students at Grade Level in Fall 2021



Addressing the Academic Impacts of Learning Disruption during COVID

Describe how the 20% (approx \$2M) will be used to address the academic impact of lost instructional time through the implementation of evidence-based interventions:

The Academic team is using a multi-pronged approach to support our learners:

- Interventions to support both reading and math that provide both remediation and acceleration as well as opportunities for students demonstrate their understanding via multiple modalities. (\$500k)
- Investments in our special education professionals restructuring their time and energy to serve our most vulnerable populations in our schools. (\$1 million)
- Examining and rewriting current curricular offerings to be culturally relevant, standards aligned to represent a different more promising approach to helping students succeed. (\$300k)
- Considerable funds will be spent on extracurricular activities to provide learning opportunities off campus. (\$200k)

Spending the Remaining Funds

Describe how the remaining **80% (approx \$8m)** will be spent:

School Year(s)	Relation to COVID	Type of Expense	Estimated Amount
2021-22	Supplies / Mitigate Learning Loss	Classroom technology - interactive displays and interactive screens that expand student perspectives in the classroom.	\$1.0M
2022-23, 2023-24	Supplies / Mitigate Learning Loss	Student Chromebooks	\$1.0M
2022-23, 2023-24	Social Emotional Support / Mental Health	School Social Workers / Social & Emotional Specialists	\$1.5M
2022-23, 2023-24	Professional Services and Consulting / Social emotional and mental health	3rd party services to support students	\$250K
2022-23, 2023-24	FTE / Enrollment loss / Instruction	Teachers retained despite drop in Enrollment.	\$2.5M
2022-23, 2023-24	Supplemental After School Program / Students	Summer school / Summer Camp / After School activities	\$800K
2022-23, 2023-24	Supplies / Mitigate Learning Loss / Student	Curriculum	\$500K

Interventions at Work

Expanding Social Emotional Learning

Four of our schools in various stages of Valor Compass programming, and our other schools using specific programming, including Second Step, to fit the needs of their community. We have also expanded our mental health and social emotional support for our students by expanding the SEL specialist role across six of our campuses. We have also obtained some new tier 2 curricula, including BrainWise, Coping Cat, and EverFi.



Expanding our MTSS Program

We are using the Behavior and Emotional Screening System (BESS) to collect data on the mental health and social emotional needs of our students. The BESS is implemented during three benchmark windows through the school year, and we use this data to inform school wide SEL instruction, tier 2 small group instruction, and individual interventions. These interventions are overseen through our MTSS process and led by SEL specialists, mental health providers, and culture administrators.



Culture Day Visit

On this day, members of our Central Network team from the culture, mental health, student services, and academic departments collaborate to observe each of our schools. This day-long process involves interviews of students, staff, families and observations of classrooms and school-wide processes and systems in order to assess outcomes and fidelity of implementation of programming and systems. As a result of the visit, school teams are given comprehensive feedback and tools to use in order to respond to the feedback given to them.

Re-evaluating Discipline Policies

In tandem, we have re-evaluated our discipline policies and practices to shift from punitive to restorative practices. This is important in supporting the academic, social, emotional, and mental health needs of our students because it ensures that our students are not excluded from schools and focuses on accountability and support for students who are exhibiting challenging behaviors. In order to support and ensure our schools are meeting these shifts, we have added the Senior Director of Culture role to our network. This role is responsible for professional development of our discipline and culture admin and serves as consultant for discipline decisions.