

MATCH Charter Public School (District)

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	We will be consulting with students via student council and
Families	
School and District administrators, including special education	
School leaders	
Teachers	
Other educators	
School staff	
Unions representing educators and school staff	N/A
Tribes*	N/A
Civil rights organizations (including disability rights organizations)	
Stakeholders representing the interests of children with disabilities, children experiencing homelessness, children in foster care, children who are incarcerated, and other underserved students.*	

*To the extent present in or served by the district

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	Student academic performance in classes and on assessments, feedback of teachers using these materials, observations of administrators	All Match students will benefit from these activities, but considering 94.9% of Match students are African American or Hispanic and 83.6% are High Needs, the impact of these funds to address the disproportionate impact of COVID-19 on these underserved groups will be considerable.
Professional development for teachers and administrators re: culturally responsive teaching	Yes	Yes	Feedback from teachers and administrators participating in this PD, feedback from other stakeholders including students and parents	All Match students will benefit from these activities, but considering 94.9% of Match students are African American or Hispanic and 83.6% are High Needs, the impact of these funds to address the disproportionate impact of COVID-19 on these underserved groups will be considerable.
Screening assessments and associated professional development (e.g., early literacy screening)	Select	Select		
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.	Select	Select		
Developing or strengthening data cycles to facilitate and inform student learning and associated professional development and support personnel	Yes	Yes	Data analysis and execution of special projects to ensure students are receiving the supports needed	All Match students will benefit from these activities, but considering 94.9% of Match students are African American or Hispanic and 83.6% are High Needs, the impact of these funds to address the disproportionate impact of COVID-19 on these underserved groups will be considerable.
Early college programs, particularly those focused on students underrepresented in higher education	Yes	Yes	Student participation and performance in these programs	All Match students will benefit from these activities, but considering 94.9% of Match students are African American or Hispanic and 83.6% are High Needs, the impact of these funds to address the disproportionate impact of COVID-19 on these underserved groups will be considerable.
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	Select	Select		

Acceleration academies (during school year vacations) and summer learning opportunities for individualized instruction and enrichment	Yes	Yes	Student academic performance, participation in and satisfaction with summer learning opportunities	All Match students will benefit from these activities, but considering 94.9% of Match students are African American or Hispanic and 83.6% are High Needs, the impact of these funds to address the disproportionate impact of COVID-19 on these underserved groups will be considerable.
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	Student academic performance in classes and on assessments	All Match students will benefit from these activities, but considering 94.9% of Match students are African American or Hispanic and 83.6% are High Needs, the impact of these funds to address the disproportionate impact of COVID-19 on these underserved groups will be considerable.
Diversifying the educator workforce through recruitment and retention strategies	Yes	Select	Overall diversity of our staff, student and family satisfaction	
Strategies to staff hard-to-staff schools and positions with high-performing educators	Yes	Yes	Ability to fill all positions with strong applicants, maintaining coverage for before and after school time, student academic performance in classes and on assessments	All Match students will benefit from these activities, but considering 94.9% of Match students are African American or Hispanic and 83.6% are High Needs, the impact of these funds to address the disproportionate impact of COVID-19 on these underserved groups will be considerable.
Increasing staff and opportunities for arts, enrichment, world languages, athletics, and elective courses	Yes	Yes	Student performance in these classes	All Match students will benefit from these activities, but considering 94.9% of Match students are African American or Hispanic and 83.6% are High Needs, the impact of these funds to address the disproportionate impact of COVID-19 on these underserved groups will be considerable.
Increasing high-quality common planning time for teachers and academic support staff	Select	Select		
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	Yes	Yes	Improvements in student mental health, behavior in classes, academic performance in classes and on assessments, student and family satisfaction, teacher feedback	All Match students will benefit from these activities, but considering 94.9% of Match students are African American or Hispanic and 83.6% are High Needs, the impact of these funds to address the disproportionate impact of COVID-19 on these underserved groups will be considerable.
Building/strengthening partnerships with community-based organizations to increase student/family access to services for mental/physical health and well-being	Yes	Yes	Participation in offerings, improvements in student mental health, behavior in classes, academic performance in classes and on assessments, student and family satisfaction, teacher feedback	All Match students will benefit from these activities, but considering 94.9% of Match students are African American or Hispanic and 83.6% are High Needs, the impact of these funds to address the disproportionate impact of COVID-19 on these underserved groups will be considerable.
Working with community-based organizations that provide enrichment during the school day and/or out of school time	Yes	Yes	Participation in offerings, improvements in student mental health, behavior in classes, academic performance in classes and on assessments, student and family satisfaction, teacher feedback	All Match students will benefit from these activities, but considering 94.9% of Match students are African American or Hispanic and 83.6% are High Needs, the impact of these funds to address the disproportionate impact of COVID-19 on these underserved groups will be considerable.
Arranging for wraparound services to be provided at schools	Yes	Yes	Participation in offerings, improvements in student mental health, behavior in classes, academic performance in classes and on assessments, student and family satisfaction, teacher feedback	All Match students will benefit from these activities, but considering 94.9% of Match students are African American or Hispanic and 83.6% are High Needs, the impact of these funds to address the disproportionate impact of COVID-19 on these underserved groups will be considerable.
Engaging community partners to build capacity among educators and support personnel to implement equitable and culturally responsive learning environments	Yes	Select	Teacher and staff feedback and observations	

Create transitional programs, partnering with community based organizations, for students with mental health or behavioral-related absences returning to school	Yes	Yes	Participation in offerings, improvements in student mental health, behavior in classes, academic performance in classes and on assessments, student and family satisfaction, teacher feedback	All Match students will benefit from these activities, but considering 94.9% of Match students are African American or Hispanic and 83.6% are High Needs, the impact of these funds to address the disproportionate impact of COVID-19 on these underserved groups will be considerable.
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	Select	Improvements in indoor air quality and HVAC functioning, safe use of outdoor space	
Other Interventions/Strategies/Supports <i>Use this section to describe evidence-based strategies your district will fund with ESSER III that are not listed above</i>		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.
Purchase of chromebooks/tablets to provide 1:1 devices for all students, maintenance of devices and other technology supplies including hotspot devices and fees to ensure all students have access to all curriculum at all times		Yes	Maintenance of 1:1 ratio for devices for students	All Match students will benefit from these activities, but considering 94.9% of Match students are African American or Hispanic and 83.6% are High Needs, the impact of these funds to address the disproportionate impact of COVID-19 on these underserved groups will be considerable.
		Select		
		Select		
		Select		
		Select		
		Select		

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.

Our plan for the use of ESSER III funds takes into account the highest priority needs of our students. We are allocating funds to those activities which will have the highest impact on student social, emotional and academic needs, both during the school year and school vacations. The strategies we are employing will ensure all students will have access to excellent teachers and support staff, mental health supports and instructional materials, and will be able to learn and play in safe spaces.

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		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	
2	Modifying facilities to allow for physical distancing (e.g., use of cohorts/podding)	Select One	
3	Handwashing and respiratory etiquette	Yes	
4	Cleaning and maintaining healthy facilities, including improving ventilation	Yes	
5	Contact tracing, isolation, quarantine in collaboration with health departments	Yes	
6	Diagnostic and screening testing	No	This has been added since our original plan was developed
7	Efforts to provide vaccination to school communities	No	This has been added since our original plan was developed
8	Appropriate accommodations for children with disabilities with respect to health and safety policies	No	
9	Coordination with state and local health officials	No	