



ESSER III Expenditure Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
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School districts, county offices of education, or charter schools, collectively known as LEAs, that receive Elementary and Secondary School Emergency Relief (ESSER) funds under the American Rescue Plan Act, referred to as ESSER III funds, are required to develop a plan for how they will use their ESSER III funds. In the plan, an LEA must explain how it intends to use its ESSER III funds to address students' academic, social, emotional, and mental health needs, as well as any opportunity gaps that existed before, and were worsened by, the COVID-19 pandemic. An LEA may also use its ESSER III funds in other ways, as detailed in the Fiscal Requirements section of the Instructions. In developing the plan, the LEA has flexibility to include community input and/or actions included in other planning documents, such as the Local Control and Accountability Plan (LCAP), provided that the input and actions are relevant to the LEA's Plan to support students.

For more information please see the Instructions.

Other LEA Plans Referenced in this Plan

Plan Title	Where the Plan May Be Accessed
Extended Learning Opportunity (ELO)	https://www.mvschools.org/cms/lib/CA01001212/Centricity/Domain/877/C_2_2021ExpandedLearningOpportunitiesGrantPlan_0.pdf
Local Control Accountability Plan (LCAP)	https://www.mvschools.org/cms/lib/CA01001212/Centricity/Domain/577/2021_Local_Control_and_Accountability_Plan_Mill_Valley_Elementary_School_District_20210802.pdf

Summary of Planned ESSER III Expenditures

Below is a summary of the ESSER III funds received by the LEA and how the LEA intends to expend these funds in support of students.

Total ESSER III funds received by the LEA

\$682,970

Plan Section	Total Planned ESSER III
Strategies for Continuous and Safe In-Person Learning	\$546,376
Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)	\$136,594
Use of Any Remaining Funds	[\$ 0.00]

Total ESSER III funds included in this plan

\$682,970

Community Engagement

An LEA's decisions about how to use its ESSER III funds will directly impact the students, families, and the local community. The following is a description of how the LEA meaningfully consulted with its community members in determining the prevention and mitigation strategies, strategies to address the academic impact of lost instructional time, and any other strategies or activities to be implemented by the LEA. In developing the plan, the LEA has flexibility to include input received from community members during the development of other LEA Plans, such as the LCAP, provided that the input is relevant to the development of the LEA's ESSER III Expenditure Plan.

For specific requirements, including a list of the community members that an LEA is required to consult with, please see the Community Engagement section of the Instructions.

A description of the efforts made by the LEA to meaningfully consult with its required community members and the opportunities provided by the LEA for public input in the development of the plan.

Families, teachers, and school staff have had multiple opportunities to participate in our planning meetings including, but not limited to, the LCAP, ICAE (Instruction, Curriculum, Assessment, and Equity) committees, staff meeting updates, and newsletter seeking feedback and through surveys. 111 families responded to the survey. 109 staff members responded to the survey. An additional 13 community members responded. Students were also provided a survey. The survey was posted for all middle school students, and we received 850 responses.

The survey was provided to all elementary teachers. 132 elementary students (90 fifth graders, 41 fourth graders, and 1 third grader) responded individually

A description of how the development of the plan was influenced by community input.

Three consistent areas were discussed in our meetings. The district determined the following three areas for focus this year:

High Levels of Learning for All Students

Assessments designed to ensure students meet or exceed standards

Data analyzed to effectively support learning

Targeted Academic Support for All Learners

Social Emotional Learning and Wellness

Full time counselor at each site.

Commitment to Diversity, Equity and Inclusion

All staff will participate in training with Facing History and Ourselves and begin implementation of equitable school-wide practices.

Better understand the root causes of present-day educational inequities.

Gain the necessary tools to address historical legacies in our school context.

Develop mindsets and tools for engaging in equity-based work, and increase our confidence and capacity.

Actions and Expenditures to Address Student Needs

The following is the LEA's plan for using its ESSER III funds to meet students' academic, social, emotional, and mental health needs, as well as how the LEA will address the opportunity gaps that existed before, and were exacerbated by, the COVID-19 pandemic. In developing the plan, the LEA has the flexibility to include actions described in existing plans, including the LCAP and/or Expanded Learning Opportunity (ELO) Grant Plan, to the extent that the action(s) address the requirements of the ESSER III Expenditure Plan.

For specific requirements, please refer to the Actions and Expenditures to Address Student Needs section of the Instructions.

Strategies for Continuous and Safe In-Person Learning

A description of how the LEA will use funds to continuously and safely operate schools for in-person learning in a way that reduces or prevents the spread of the COVID-19 virus.

Total ESSER III funds being used to implement strategies for continuous and safe in-person learning

\$546,376

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
	Technology Infrastructure	Increased stability in network services will allow for consistent and dependable use of technology in the classroom.	\$383,684. Technology Infrastructure
	Technology Devices	Increased and updated devices will allow students to perform multiple measures of assessment and instructional practice throughout the school year.	\$ 162,692. 5th grade iPads

Addressing the Impact of Lost Instructional Time

A description of how the LEA will use funds to address the academic impact of lost instructional time.

Total ESSER III funds being used to address the academic impact of lost instructional time

\$101,109.00

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP Goal 1, Action 2	Social Emotional Wellness (Executive Function, Emotional Regulation, etc.)	All staff will incorporate social emotional lessons, tools and strategies into the weekly curriculum. An additional elementary counselor will be hired to provide full time, individual site designated support for evidence-based interventions (Wayfinder, grades 6-8 and Toolbox grades K-5 programs).	\$136,594.

Use of Any Remaining Funds

A description of the how the LEA will use any remaining ESSER III funds, as applicable.

Total ESSER III funds being used to implement additional actions

[\$ 0.00]

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures

Ensuring Interventions are Addressing Student Needs

The LEA is required to ensure its interventions will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students most impacted by the COVID–19 pandemic. The following is the LEA’s plan for ensuring that the actions and expenditures in the plan are addressing the identified academic, social, emotional, and mental health needs of its students, and particularly those students most impacted by the COVID–19 pandemic.

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
Social Emotional Wellness (Executive Function, Emotional Regulation, etc.)	Progress will be monitored through: Submission of scope and sequence of evidence-based interventions	Bi-weekly counselor and administration meetings and submission of scope and sequence.
Technology Infrastructure	Progress will be monitored through: Network Stability Metrics	Annually based on progress of implementation.
Technology Devices	Progress will be monitored through: Device Allocation spreadsheet	Monthly until fulfilled.

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring