



## ESSER III School Site Plan

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**School Name:** San Rafael

**ESSER III Allocation:** \$43,616.00

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## Stakeholder Input, Needs, and Priorities

### How did you collect stakeholder feedback and input in the formulation of your plan?

This should include parents, teachers, school staff, and to the greatest extent possible, students.

Principal presented the plan to hire an Intervention Teacher for the 2022-2023 school year at a variety of PTA, SSC, AAPC, Staff, and ELAC meetings.

### What are the specific stakeholder needs, priorities, or feedback at your school that this plan addresses?

Staff and parents wholeheartedly agreed that after the COVID-19 school closures, many of our students fell further behind due to the lack of in-person instruction and academic support. Many of our students suffered with not having access to instruction for months as they did not have internet services or parents support available to them as many working-poor parents did not have the privilege of working remotely. Our ELAC made a very specific request in writing that San Rafael hire an Intervention Teacher for the 2022-2023 school year to specifically support our English Learner students and students furthest away from grade-level standards.

### What specific considerations does your plan include for Foster Youth, English Learners, Low Income, Homeless, and/or Special Education students?

Our Intervention Teacher will be charged with specifically supporting our English Learner students, Low Income students, and students furthest from grade-level standard.



## ESSER III School Site Plan

### Plan Expenditures

Provide a description of the services and activities funded through ESSER III. Activities should also align broadly with the identified district stakeholder priorities to the greatest extent possible.

Item Number	Service/Strategy Description	Anticipated School Year(s)	Proposed Expenditure Amount	District Priority/Theme
1	Hire an Intervention Teacher for the 2022-2023 school year	2022-2023	\$110,000.00	(3) Delivery interventions and supports for students with highest need such as small group instruction



## Ensuring Interventions are Addressing Student Needs

The district is required to ensure 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 school site plan for ensuring that the actions and expenditures in this 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.

Item Number	What will you use to monitor the progress of this action to know it is addressing students' SEL, Academic, or Mental Health Needs?	How do you plan to monitor if the action is addressing students' SEL, Academic, or Mental Health Needs?	How frequently will the progress monitoring occur?
1	Check-ins will be held every six to eight weeks (progress monitoring) with the Teacher and Student (depending on need) to review progress towards academic goals by using report card grades, DRA results, EDL II results, pre and post writing samples, reading diagnostics, etc.	Intervention Teacher will collaborate with Classroom Teacher every six to eight weeks during their PE planning time (100 minutes every week) to evaluate student progress towards meeting instructional goals/targets and to make adjustments to intervention support if the student is not performing as expected.	Every six to eight weeks



## Review and Comments

This plan has been reviewed for allowability and has the following status.

Reviewed by

DR

Review status

Approved

Review comment(s):

Plan Item 1 (Intervention Teacher) reviewed

Review Entry Date:

(Mon) 2022-Jun-06