

Plan Section	Total Planned ESSER III Expenditures
Strategies for Continuous and Safe In-Person Learning	[\$ 65,295,397.00]
Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)	

staff who manage these programs were a part of the ARP ESSER III planning process. FUSD families, student grade levels from 3-12, |

District English Learner Advisory Committee (DELAC)

Student Advisory Meetings

Guiding Committee on the Reopening of Schools

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

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,

	<p>safety practices related to COVID-19</p>	<p>duties attributable to transitioning to full-person instruction with virtual instructional options as well as implementing COVID-19 safety practices and procedures.</p> <p>This action expands and/or extends the action LCAP (Goal 5, Action 3) that the action is aligned to, in implementing the prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most CDC guidance on reopening of schools, in order to continuously and safely open and operate schools for in-person learning, to be expanded to include compensation for staff to assist in transition to in-person instruction and implement safety practices to mitigate spread of COVID-19.</p>	
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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

[\$24,824,494.00]

		<p>Tier 1: Simon Calmar Andersen, Louise Beuchert, Helena Skyt Nielsen, Mette Kjærgaard Thomsen, The Effect of Teacher's Aides in the Classroom: Evidence from a Randomized Trial, <i>Journal of the European Economic Association</i>, Volume 18, Issue 1, February 2020, Pages 469–505, https://doi.org/10.1093/jeea/jvy048</p>	
LCAP Goal 1, Actions 12	Elementary Lesson Design and Coaching	<p>Lesson study is professional learning with a focus on developing teacher expertise i.e., teacher’s ability to apply new knowledge in the classroom and to teach in ways that will develop students’ problem-solving, reasoning, and communications skills as called for by the new standards. (Takahashi, McDougall 2016)</p> <p>This action expands and/or extends the action LCAP (Goal 1, Actions 12) that the action is aligned to, in addressing the academic impact of lost instructional time of evidence-based interventions by including elementary lesson design and coaching to help address the loss of learning. This professional learning will provide our Teacher’s on Special Assignment (TOAs) and elementary teachers the opportunity to conduct a deeper dive into the expertise needed to increase student access, agency, ownership, and Identity while increasing their mathematical reasoning.</p> <p>Tier 2: Willems, Iris & Van den Bossche, Piet. (2019). Lesson Study effectiveness for teachers’ professional learning: A best evidence synthesis. <i>International Journal for Lesson and Learning Studies</i>. ahead-of-print. 10.1108/IJLLS-04-2019-0031.</p>	\$150,000

		<p>Students), supplemental instructional and/or SEL material, establishment of wellness center to help address social, emotional, and mental health needs of students, enrichment opportunities and resources, flexible seating to help students engage in learning; after-school tutoring, and extra staff support for social, emotional, and behavior interventions.</p> <p>This action expands and/or extends the action LCAP (Goal 4, Action 3) that the actions is aligned to, in addressing the academic impact of lost instructional time of evidence-based interventions by expanding site services provided under our Multi-tiered System of Supports to address students' social/emotional, behavioral, and mental health needs that have negatively impacted well-being and learning.</p>	
<p>LCAP Goal 3, Action 21</p>	<p>2022-23 Crown Castle Agreement Network Support</p>	<p>Districtwide network services for the 2021-22 school year to support student devices from home to connect to online instructional support programs to help assist with loss of learning. This expenditure also includes access to additional online instructional support programs and to 24/7 access to tutoring to support acceleration of learning.</p> <p>This action expands and/or extends the action LCAP (Goal 3, Action 21) that the action is aligned to, in addressing the academic impact of lost instructional time of evidence-based interventions by including online connections to instructional support programs</p>	

K. Purcell, How Teachers Are Using Technology at Home and in Their Classrooms, Pew Research Center, on the internet at www.pewinternet.org/2013/02/28/how-teachers-are-using-technology-at-home-and-in-their-classrooms/.

C. Blome, Increasing Learning with Technology, Walden University, on the internet at www.WaldenU.edu/connect/newsroom/spotlight/2017/increasing-learning-with-technology.

Effects of Technology on Classrooms and Students, U.S. Department of Education, on the internet at www2.ed.gov/pubs/EdReformStudies/EdTech/effectsstudents.html.

The ABCs of Technology in the Classroom: A Lesson from CompTIA Research, CompTIA, on the internet at www.comptia.org/about-us/newsroom/press-releases/2015/08/31/the-abcs-of-technology-in-the-

		Tier 1: Byers-Heinlein, Krista, and Casey Lew-Williams. "Bilingualism in the Early Years: What the Science Says." <i>LEARNing landscapes</i> vol. 7,1 (2013): 95-112.	
LCAP Goal 1, Action 22	Math Manipulatives	<p>Provide additional math manipulatives for classroom teachers to support conceptual understanding for grades K-5.</p> <p>This action expands and/or extends the action LCAP (Goal 1, Action 22) that the action is aligned to, in addressing the academic impact of lost instructional time of evidence-based interventions by purchasing additional math manipulatives for the K-5 classes to address loss of learning in math concepts.</p> <p>Tier 1: <u>The Importance of Using Manipulatives in Teaching Math Today (nova.edu)</u></p>	\$140,000

LCAP Goal 2,
Actions 3

Plan Alignment (if applicable)	Action Title	
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Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP Goal 5, Action 8	Transportation	<p>Transportation for students will be provided as needed for additional programs like Saturday School, Summer Programs, Enrichment, etc.</p> <p>This action expands and/or extends the action LCAP (Goal 5, Action 8) that the action is aligned to, in addressing the academic impact of lost instructional time of evidence-based interventions by expanding transportation services to increase student access to additional programs that help address social emotional and academic learning.</p> <p>Tier 2: <u>Student Transportation and Educational Access (urban.org)</u></p>	\$1,891,980

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
Districtwide Summer School TK-12	Multiple measures may include academic measures such as assessments or grades, program participation (e.g., English Learner, Foster Youth, Homeless, Special Education, etc.), credits earned, discipline rates, attendance/absenteeism, surveys, and staff feedback.	<p>Weekly data pull and analysis of grades, attendance & discipline rates</p> <p>Staff feedback every three weeks</p> <p>Student, staff, and family climate survey (yearly)</p>

		<p>Map Reading and Math (3 times a year)</p> <p>Smarter Balance ELA and Math (yearly and use of CDE Growth Model)</p> <p>A-G Completion Rate (yearly)</p> <p>Graduation Rate (yearly)</p>
Literacy and Math Support	Multiple measures may include academic measures such as assessments or grades, program participation (e.g., English Learner, Foster Youth, Homeless, Special Education, etc.), credits earned, discipline rates, attendance/absenteeism, surveys, and staff feedback.	<p>Monthly data pull and analysis of grades, attendance & discipline rates</p> <p>Staff feedback quarterly</p> <p>Student, staff, and family climate survey (yearly)</p> <p>Map Reading and Math (3 times a year)</p> <p>Smarter Balance ELA and Math (yearly and use of CDE Growth Model)</p>
Elementary Lesson Design and Coaching	Multiple measures may include academic measures such as assessments or grades, learning walk observations, program participation (e.g., English Learner, Foster Youth, Homeless, Special Education, etc.), credits earned, discipline	

	attendance/absenteeism, surveys, and staff feedback.	<p>Student, staff, and family climate survey (yearly)</p> <p>Map Reading and Math (3 times a year)</p> <p>Smarter Balance ELA and Math (yearly and use of CDE Growth Model)</p>
Crown Castle Agreement Network Support	Multiple measures may include academic measures such as assessments or grades, program participation (e.g., English Learner, Foster Youth, Homeless, Special Education, etc.), credits earned, discipline rates, attendance/absenteeism, surveys, and staff feedback.	<p>Monthly data pull and analysis of grades, attendance & discipline rates</p> <p>Student, staff, and family climate survey (yearly)</p> <p>Map Reading and Math (3 times a year)</p> <p>Smarter Balance ELA and Math (yearly and use of CDE Growth Model)</p>
Transportation	Multiple measures may include academic measures such as assessments or grades, program participation (e.g., English Learner, Foster Youth, Homeless, Special Education, etc.), credits earned, discipline rates, attendance/absenteeism, etc.	Monthly data pull and analysis of grades, attendance & discipline rates
Bilingual Authorization for Administrators	Multiple measures may include academic measures such as assessments or grades, program participation (e.g., English Learner, Foster Youth, Homeless, Special Education, etc.), credits earned, discipline rates, attendance/absenteeism, surveys, and staff feedback.	<p>Monthly data pull and analysis of grades, attendance & discipline rates</p> <p>Student, staff, and family climate survey (yearly)</p> <p>Map Reading and Math (3 times a year)</p>

<p>Estrellita & Lunita Consumable Kits</p>	<p>Multiple measures may include academic measures such as assessments or grades, program participation (e.g., English Learner, Foster Youth, Homeless, Special Education, etc.), credits earned, discipline rates, attendance/absenteeism, surveys, and staff feedback.</p>	<p>Smarter Balance ELA and Math (yearly and use of CDE Growth Model)</p> <p>ELPAC</p> <p>Monthly data pull and analysis of grades, attenda</p>
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- For purposes of this requirement, “evidence-based interventions” include practices or programs that have evidence to show that they are effective at producing results and improving outcomes when implemented. This kind of evidence has generally been produced through formal studies and research. There are four tiers, or levels, of evidence:

Tier 1 Strong Evidence: the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented randomized control experimental studies.

Tier 2 Moderate Evidence: the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented quasi-experimental studies.

Tier 3 Promising Evidence: the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented correlational studies (with statistical controls for selection bias).

Tier 4 Demonstrates a Rationale: practices that have a well-defined logic model or theory of action, are supported by research, and have some effort underway by a State Educational Agency, LEA, or outside research organization to determine their effectiveness.

- For additional information please see the Evidence-Based Interventions Under the ESSA web page at <https://www.cde.ca.gov/re/es/evidence.asp>.
- The LEA must use the remaining ESSER III funds consistent with section 2001(e)(2) of the ARP Act, including for:
 - Any activity authorized by the Elementary and Secondary Education Act (ESEA) of 1965;
 - Any activity authorized by the Individuals with Disabilities Education Act (IDEA);
 - Any activity authorized by the Adult Education and Family Literacy Act;
 - Any activity authorized by the Carl D. Perkins Career and Technical Education Act of 2006;
 - Coordination of preparedness and response efforts of LEAs with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to COVID-19;
 - Activities to address the unique needs of low-income students, students with disabilities, English learners, racial and ethnic minorities, homeless students, and foster youth, including how outreach and service delivery will meet the needs of each population;
 - Developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs;
 - Training and professional development for staff of the LEA on sanitation and minimizing the spread of infectious diseases;
 - Purchasing supplies to sanitize and clean the facilities of an LEA, including buildings operated by such agency;
 - Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under

IDEA, and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements;

- Purchasing education technology (including hardware, software, and connectivity) for students who are served by the LEA that aids in regular and substantive educational interaction between students and their classroom instructors, including low-

Other LEA Plans Referenced in this Plan

- Teachers, principals, school leaders, other educators, school staff, and local bargaining units, as applicable.

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Instructions

In responding to the following prompts, the LEA may reference or include input provided by community members during the development of existing plans, including the LCAP and/or the ELO Grant Plan, to the extent that the input is applicable to the requirements of the ESSER III Expenditure Plan. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broad understanding among the LEA's local community.

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.

A sufficient response to this prompt will describe how the LEA sought to meaningfully consult with its required community members in the development of the plan, how the LEA promoted the opportunities for community engagement, and the opportunities that the LEA provided for input from the public at large into the development of the plan.

As noted above, a description of "meaningful consultation" with the community will include an explanation of how the LEA has considered the perspectives and insights of each of the required community members in identifying the unique needs of the LEA, especially related to the effects of the COVID-19 pandemic.

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

A sufficient response to this prompt will provide clear, specific information about how input from community members and the public at large was considered in the development of the LEA's plan for its use of ESSER III funds. This response must describe aspects of the ESSER III Expenditure Plan that were influenced by or developed in response to input from community members.

For the purposes of this prompt, "aspects" may include:

- Prevention and mitigation strategies to continuously and safely operate schools for in-person learning.

- Strategies to address the academic impact of lost instructional time through implementation of evidence-based interventions (e.g. summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs);

- Any other strategies or activities implemented with the LEA's ESSER III fund apportionment consistent with section 2001(e)(2) of the ARP Act; and

- Progress monitoring to ensure interventions address the academic, social, emotional, and mental health needs for all students, especially those students disproportionately impacted by COVID-19

For additional information and guidance, please see the U.S. Department of Education's Roadmap to Reopening Safely and Meeting All Students' Needs Document, available here: <https://www2.ed.gov/documents/coronavirus/reopening-2.pdf>.

- Provide a short title for the action(s).
- Provide a description of the action(s) the LEA will implement using ESSER III funds to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs.
- Specify the amount of ESSER III funds the LEA plans to expend to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA.

Use of Any Remaining Funds

After completing the Strategies for Continuous and Safe In-Person Learning and the Addressing the Impact of Lost Instructional Time portions of the plan, the LEA may use any remaining ESSER III funds to implement additional actions to address students' academic, social, emotional, and mental health needs, as well as to address opportunity gaps, consistent with the allowable uses identified above in the Fiscal Requirements section of the Instructions. LEAs choosing to use ESSER III funds in this manner must provide the total amount of funds being used to implement actions with any remaining ESSER III funds, then complete the table as follows:

- If the action(s) are included in another plan, identify the plan, and provide the applicable goal and/or action number from the plan. If the action(s) are not included in another plan, write "N/A".
- Provide a short title for the action(s).
- Provide a description of any additional action(s) the LEA will implement to address students' academic, social, emotional, and mental health needs, as well as to address opportunity gaps, consistent with the allowable uses identified above in the Fiscal Requirements section of the Instructions. If an LEA has allocated its entire apportionment of ESSER III funds to strategies for continuous and safe in-person learning and/or to addressing the impact of lost instructional time, the LEA may indicate that it is not implementing additional actions.
- Specify the amount of ESSER III funds the LEA plans to expend to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA. If the LEA it is not implementing additional actions the LEA must indicate "\$0".

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, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.

The LEA may group actions together based on how the LEA plans to monitor the actions' progress. For example, if an LEA plans to monitor the progress of two actions in the same way and with the same frequency, the LEA may list both actions within the same row of the table. Each action included in the ESSER III Expenditure Plan must be addressed within the table, either individually or as part of a group of actions.

Complete the table as follows:

- Provide the action title(s) of the actions being measured.
- Provide a description of how the LEA will monitor progress of the action(s) to ensure that they are addressing the needs of students.
- Specify how frequently progress will be monitored (e.g. daily, weekly, monthly, every 6 weeks, etc.).

California Department of Education
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