

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 |
|--|--|
| Expanded Learning Opportunities Grant Plan | Fowler Unified website at www.fowlerusd.org/Page/4148 |
| 2021-2022 LCAP | Fowler Unified website at www.fowlerusd.org/Page/4151 |

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 |
|---|
| \$5,767,373 |

| Plan Section | Total Planned ESSER III |
|--|--------------------------------|
| Strategies for Continuous and Safe In-Person Learning | \$4,613,898 |
| Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds) | \$1,153,475 |
| Use of Any Remaining Funds | \$0 |

Total ESSER III funds included in this plan

\$5,767,373.00

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.

To address the impact of lost instructional time, the District will be continuing the Expanded Learning Plan actions that were developed with community input during the 2020-21 school year. The following process was used to develop those actions:

The District engaged stakeholders throughout the 2020-21 school year to discuss providing instructional supports and interventions. After school started, the District sought input from the community to inform major portions of the District's instructional plan. Site administrators and school liaisons also reached out to families to encourage participation. Fowler Unified School District held a Parent Advisory Committee (PAC) meeting to review and provide input on topics that included addressing learning loss, providing supports to students, and meeting the needs of struggling learners on September 2, 2020.

On September 3, 2020, the District English Learner Advisory Committee (DELAC) met to review and provide input on topics that included providing supports to students who are English Learners and meeting the needs of those ELs struggling to keep pace in English language acquisition and accessing core subject-matter knowledge and skills. Both meetings were accessible to the public for in-person attendance in limited numbers in order to follow social distancing requirements at the District's Instructional Services building. Meetings were also made

accessible virtually through Zoom so the public could access via electronic device or by phone call. A Spanish translator was available in the event that parents needed to access those services.

Additional formal meetings to gather concerns and present proposed actions were held during the winter and spring months. Stakeholder groups were asked to provide input regarding interventions and supports, including extended learning opportunities. During meetings with stakeholders, participants (migrant, ELD, homeless parents, board members, teachers, classified, and students) were asked to provide: Clarifying questions and/or comments; input/suggestions for assessing and addressing learning loss; supports for students who are struggling or have special needs; supports for social and emotional well-being; and access to technology.

The District's proposed actions to provide supports and accelerate learning for our neediest students was a primary topic at all meetings. Translation was provided orally at DELAC and ELAC meetings.

Students, parents, teachers, and support staff were surveyed again in the winter/spring of 2021. Responses from those surveys were also examined to inform development of the Expanded Learning Opportunities Plan.

The following groups participated in surveys and/or feedback sessions, such as stakeholder input meetings:

District Administration/Principals Meeting – Ongoing through the school year.

Classified Bargaining Unit including all Classified Staff Stakeholder Input Meeting -- April 22, 2021

Certificated Bargaining Unit including teachers Stakeholder Input Meeting -- April 21, 2021

Community Stakeholder Input Meeting – Surveyed Fall, 2020, met April 13, 2021

Student Input Meeting – Surveyed Fall, 2020, Spring 2021.

Parent Advisory Committee (PAC) Input Meeting -- April 15, 2021. The PAC confirmed their support of the idea of Student Support Specialists and LVNs at each school site.

District English Learner Advisory Committee (DELAC) Input Meeting – March 24, 2021. The DELAC joined the PAC in welcoming the planned one-to-one online homework support.

The Public Comment period ran from April 26-30. A draft of the Expanded Learning Opportunities Plan (ELOP) was made available to stakeholders by request at the sites and on the school website. Comments could be provided to school site administrators for consideration.

Additionally, the District engaged in a new community engagement process to gather perspectives and insights of each of the stakeholder groups in identifying the unique needs of our students, especially related to the effects of the COVID-19 pandemic, and to determine the most effective strategies and interventions to address these needs.

Proposed actions were shared with all families, including families that speak languages other than English, through school communications and SSC and ELAC meetings on 9/21 Marshall Elementary, 9/22 Fremont Elementary, 9/23 Sutter Middle School, 9/28 Fowler High School and Fowler Academy, and 9/30 Malaga Elementary. Translation was provided orally at these meetings.

The draft plan was presented and students' perspectives and insights solicited at the FHS ASB meeting on September 14, 2021.

Teachers and their bargaining unit membership were invited to meet and provide suggestions on September 15, 2021.

Classified staff and their bargaining membership were invited to meet and provide suggestions on September 14, 2021.

School and district administrators, including the special education administrator, offered input during the Superintendent's cabinet meetings.

A community input meeting was held on September 28, 2021 and individuals representing the interests of low-income students, students with exceptional needs, English learners, homeless students, Foster Youth, migratory students, children who are incarcerated, and other underserved students were explicitly invited to attend and provide comments on the proposed actions.

The Parent Advisory Committee (PAC) was presented a draft plan and input was solicited on September 23, 2021.

The District English Learner Advisory Committee (DELAC) met on September 27, 2021 where a draft of ESSER III was shared and input was solicited. Translation was provided orally.

A new public comment period was held from September 7-30, 2021. A draft of the plan was placed on the District website, along with a link to a Google Form to collect comments from the public.

A link to the draft plan was shared with the Fresno ACLU Chapter and the Education and Leadership Foundation, who were offered an opportunity to provide feedback. Very few students associated with tribes are served by the District; the percentage of students who identify as American Indian or Alaskan Native served by the District is 0.2%

The plan was presented to and approved by the Fowler Unified School District Governing Board on October 13, 2021. It was submitted to the Fresno County Superintendent of Schools on October 14, 2021.

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

The revised ESSER III Expenditure Plan actions are the result of a collaboration between several groups, including the communities of Fowler and Malaga, and the District to build a plan that best supports all students in the response to a global pandemic. Keeping school sites open and safe for in-person learning, along with thoughtfully addressing losses in instruction, were at the forefront of all discussions and decisions.

The following outlines input gathered from various groups that impacted this ESSER III Plan:

- Student members of the Associated Study Body at Fowler High School expressed interest in having school facilities that are properly maintained in order to make them feel safe and comfortable. They supported the idea of outdoor learning pavilions where classes could be held outdoors under a shaded structure, as well as updating all school site facilities across the district to have safe learning environments.
- Teachers, classified school staff, administrators, DELAC members, PAC members, and the community members who responded to a survey all expressed support of the continuance of social emotional supports of students. They felt that the District should continue with maintaining a Student Support Specialist assigned to each school throughout the district to assist students in navigating the impacts COVID-19 has had on their mental health. Since the number of Student Support Specialists have been expanded across the district due to funding from the Expanded Learning Opportunities Grant, members of these input groups have noticed this to be a valuable resource to struggling students.
- There was strong support for the construction of outdoor learning pavilions, so that educators and school staff can utilize them with students to further learning experiences. This was supported by all community input groups.
- Members of the DELAC and PAC committees support the continuance of 1-to-1 tutoring available to their children in grades 6-12, which is provided at no cost to families. When their children struggle with completing assignments at home, they are able to get support from a tutor trained in specific content areas immediately, 24 hours a day, 7 days a week. This not only helps students

academically, but also mentally as students get immediate help and are able to avoid frustration. This program will be carried over from the Expanded Learning Opportunities Grant Plan.

- The continuation of a more robust summer session from the Expanded Learning Opportunities Plan was another area members of the DELAC committee supported.

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

\$4,613,898

| Plan Alignment (if applicable) | Action Title | Action Description | Planned ESSER III Funded Expenditures |
|--------------------------------|--------------|--|---------------------------------------|
| LCAP, Goal 2, Action 7 | Facilities | <p>The ESSER III funds will be used to expand on the routine maintenance being provided by the LCAP. The LCAP funds routine maintenance to maintain clean and safe facilities and school sites to enhance the educational experience for students.</p> <p>Fowler USD will use ESSER III funds to build upon this action by increasing improvements to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs. This will be done</p> | \$4,113,898 |

| Plan Alignment (if applicable) | Action Title | Action Description | Planned ESSER III Funded Expenditures |
|--------------------------------|----------------------------|---|---------------------------------------|
| | | through inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification, and other air cleaning, fans, control systems, and window and door repair and replacement. | |
| N/A | Outdoor Learning Pavilions | <p>We are requiring our sites to maintain socially distanced learning for the safety of our staff and students. Structures will allow for social distancing to reduce risks of virus transmission and exposure to environmental health hazards, and to support student health needs through safe practices. These outdoor learning centers will provide a sheltered place for our students to have fresh air throughout the day. The structures will also provide areas in which instructional staff may conduct small group instruction to focus on high needs students.</p> <p>"Having classes meet outdoors if possible would allow students to remain comfortably apart in less-confined spaces that are not as conducive to transmitting germs. Aside from significantly reducing the health risks associated with the pandemic, outdoor learning might bring several other benefits as well: Research suggests that outdoor classrooms can improve students' emotional well-being and even their academic achievement, as just getting outside lifts peoples' spirits and helps clear their minds," according to https://blog.schoolspecialty.com/how-outdoor-learning-might-help-with-covid-19/.</p> | \$500,000 |

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

\$1,153,475

| Plan Alignment (if applicable) | Action Title | Action Description | Planned ESSER III Funded Expenditures |
|--|---|---|---------------------------------------|
| Expanded Learning Opportunities Grant Plan | Summer Session Elementary Students (K-5 Grades) | <p>The ESSER III funds will be used to extend actions from the Expanded Learning Opportunities Grant Plan beyond 2022 and through 2024, and will connect with the LCAP, to continue a more robust summer session program. The amount of summer session days will be increased, as well as an increase in the number of classes offered, and this will add instructional time to address the academic impact of the pandemic. Fowler USD will use ESSER III funds to build upon the summer session action to both accelerate and recover learning.</p> <p>Summer Learning Recovery and Acceleration, Elementary Students (K-5 Grades)</p> <ul style="list-style-type: none"> • Administrator • Teachers • Instructional Aides • English Language Arts Curriculum • Math Curriculum • English Learner Curriculum and Supports • Social Emotional Supports • Supplies and materials for summer classrooms <p>To address the impact of lost instructional time due to COVID-19, the District will provide extended summer sessions to students in grades K-5 which will focus on learning recovery and the acceleration of learning. California Common Core State Standards will be taught, with a focus on essential standards, through purchased curriculum by Fowler USD teachers, with emphasis placed on mathematics, English language arts, English learner development, and STEM. Instruction will be supported by</p> | 100,000 |

| Plan Alignment (if applicable) | Action Title | Action Description | Planned ESSER III Funded Expenditures |
|--|--|--|---------------------------------------|
| | | instructional aides in each classroom and social emotional learning will be embedded in the summer program. | |
| Expanded Learning Opportunities Grant Plan | Summer Session Middle School Students (6-8 Grades) | <p>The ESSER III funds will be used to extend actions from the Expanded Learning Opportunities Grant Plan beyond 2022 and through 2024, and will connect with the LCAP, to continue a more robust summer session program. The amount of summer session days will be increased, as well as an increase in the number of classes offered, and this will add instructional time to address the academic impact of the pandemic Fowler USD will use ESSER III funds to build upon the summer session action to both accelerate and recover learning.</p> <p>Summer Learning Recovery and Acceleration, Middle School Students (6-8 Grades)</p> <ul style="list-style-type: none"> • Administrator (shared with 9-12 grades) • Teachers • Instructional Aides • English Language Arts Curriculum • Math Curriculum • STEM Curriculum • English Learner Academy • Social Emotional Supports • Supplies and materials for summer classrooms <p>To address the impact of lost instructional time due to COVID-19, the District will provide extended summer sessions to students in grades 6-8 which will focus on learning recovery and the acceleration of learning. California Common Core State Standards will be taught, with a focus on essential standards, through purchased curriculum by Fowler USD teachers, with emphasis placed on mathematics, English language arts, English learner development, and STEM. Instruction will be supported by instructional aides and social emotional learning will be</p> | 50,000 |

| Plan Alignment (if applicable) | Action Title | Action Description | Planned ESSER III Funded Expenditures |
|--|---|---|---------------------------------------|
| | | embedded in the summer program. | |
| Expanded Learning Opportunities Grant Plan | Summer Session High School Students (9-12 Grades) | <p>The ESSER III funds will be used to extend actions from the Expanded Learning Opportunities Grant Plan beyond 2022 and through 2024, and will connect with the LCAP, to continue a more robust summer session program. The amount of summer session courses offered will be increased and class size numbers will be reduced, giving students more opportunities to receive academic supports and accelerations to address the academic impact of lost instructional time due to the pandemic. Fowler USD will use ESSER III funds to build upon the summer session action to both accelerate and recover learning.</p> <p>Summer Learning Recovery and Acceleration, High School Students (9-12 Grades)</p> <ul style="list-style-type: none"> • Administrator (shared with 6-8 grades) • Teachers • Instructional Aides • Curriculum for various content areas • Courses offered for both credit recovery and original credit • English Learner Academy • Social emotional supports • Supplies and materials for summer classrooms <p>To address the impact of lost instructional time due to COVID-19, the District will provide summer sessions to students in grades 9-12 which will focus on learning recovery and the acceleration of learning. California Common Core State Standards will be taught through purchased curriculum by Fowler USD teachers, with emphasis placed on mathematics, English language arts, English learner development, and social sciences. Instruction will be supported by instructional aides in classrooms. Social emotional supports will be available.</p> | 50,000 |

| Plan Alignment (if applicable) | Action Title | Action Description | Planned ESSER III Funded Expenditures |
|--|--|---|---------------------------------------|
| Expanded Learning Opportunities Grant Plan | Accelerating Progress to Close Learning Gaps | <p>The ESSER III funds will be used to expand additional supports for students by extending the actions in the Expanded Learning Opportunities Grant Plan through 2024 and also provided for by the LCAP. LCAP funds are used to support best first instruction for our most at-promise youth. ESSER III dollars will be used to build upon the intervention and supports in the LCAP by increasing services to students, professional development training for teachers and all expanded learning staff in the areas of equity and social emotional learning in order to provide increased strategic supports based on the needs of students caused by the loss of instructional time.</p> <p>School Year Learning Recovery and Acceleration: Accelerating Progress to Close Learning Gaps</p> <ul style="list-style-type: none"> • 1-to-1 Tutoring offered to all students grades 6-12 (24 hours per day, 7 days a week) • Certificated Tutors to support tiered intervention • Teacher lesson planning days outside of contracted time <p>Early qualitative data on the recent implementation of a 1-to-1 tutoring support for 6-12 grade students shows successful support of student learning outside of normal school hours, especially in the are of mathematics. The District would like to continue this 24/7 academic support. Certificated tutors will be placed at sites to support tiered intervention in both mathematics and English language arts. Supplemental instruction and support will be provided in a tiered framework that bases universal, targeted, and intensive supports on students’ needs for academic student supports. Using the “intervention pyramid” as a reference point, academic supports will be part of instruction for all students, increasing as individual students are identified for more</p> | 377,775 |

| Plan Alignment (if applicable) | Action Title | Action Description | Planned ESSER III Funded Expenditures |
|--|---|--|---------------------------------------|
| | | intensive supports. In order to best address learning gaps, teachers will receive support and compensation for lesson design and assessment building concentrated on closing gaps in learning outside of contracted time. | |
| Expanded Learning Opportunities Grant Plan | Integrated Student Supports to Address Other Barriers | <p>The ESSER III funds will be used to expand upon additional student supports to address barriers, extending actions in the Expanded Learning Opportunities Grant Plan through 2024. ESSER III dollars will continue supporting students by increasing internet access, before school programs, and in the areas of equity and social emotional learning in order to provide increased strategic supports based on the needs of students caused by the loss of instructional time.</p> <p>School Year Learning Recovery and Acceleration: Integrated Student Supports to Address Other Barriers</p> <ul style="list-style-type: none"> • Before School Programs at elementary sites • Additional Student Support Specialists to support social emotional learning and mental health • MiFi Internet for families who do not have access <p>The District will work in partnership with Teaching Fellows to provide Before School Programs at Marshall Elementary and Fremont Elementary, allowing students access to additional academic supports. Student Support Specialists will be placed at each site across the District to support mental health needs and for social emotional learning. Students throughout the District who lack the ability to obtain internet access will be provided with a MiFi hotspot to ensure access to online resources and lessons.</p> | 230,000 |
| Expanded Learning Opportunities Grant Plan | Supports for Credit Deficient Students | The ESSER III funds will be used to expand upon additional student supports to address barriers, extending actions in the Expanded Learning Opportunities Grant Plan through 2024. With a deeper focus on recovering credits related to | 60,000 |

| Plan Alignment (if applicable) | Action Title | Action Description | Planned ESSER III Funded Expenditures |
|--|---|--|---------------------------------------|
| | | <p>lost instructional time from the pandemic, the District will expand the number of credit recovery courses offered in summer sessions. Additionally, class size numbers will be reduced in these courses to provide increased instructional supports for students.</p> <p>Supports for Credit Deficient Students to Complete Graduation or Grade Promotion Requirements</p> <ul style="list-style-type: none"> • Summer Session courses for credit recovery <p>The District will provide summer sessions to students in grades 9-12 who are credit deficient or who need to recover credits to meet grade promotion requirements. Courses based in the California Common Core State Standards will be taught by credentialed Fowler USD teachers. Instruction will be supported by instructional aides in classrooms. Social emotional supports will be available.</p> | |
| Expanded Learning Opportunities Grant Plan | Additional Academic Services for Students | <p>The ESSER III funds will be used to expand upon student support time by extending actions in the Expanded Learning Opportunities Grant Plan through 2024. The funds are used to support best first instruction for our most at-promise youth. ESSER III dollars will be used to build upon special education supports in the ELOP by increasing staff in the areas of equity and social emotional learning in order to provide increased strategic supports based on the needs of students caused by the loss of instructional time.</p> <p>Additional Academic Services for Students</p> <ul style="list-style-type: none"> • Increase Special Education Aide time <p>The District will increase the amount of time special education instructional aides work with students who are on an Individualized Education Program (IEP) to better support student learning and growth. These services are above and beyond services outlined in students' IEPs.</p> | 85,700 |

| Plan Alignment (if applicable) | Action Title | Action Description | Planned ESSER III Funded Expenditures |
|---|---------------------------|---|---------------------------------------|
| Expanded Learning Opportunities Grant Plan; Local Control and Accountability Plan | Training for School Staff | <p>The ESSER III funds will be used to expand upon the professional development being provided by the LCAP and to extend actions in the Expanded Learning Opportunities Grant Plan through 2024. LCAP funds are used to support best first instruction for our most at-promise youth. ESSER III dollars will be used to build upon the professional development in the LCAP by increasing training for teachers and administrators, as well as all expanded learning staff in the areas of equity and social emotional learning in order to provide increased strategic supports based on the needs of students caused by the loss of instructional time.</p> <ul style="list-style-type: none"> • Training for School Staff on Strategies to Engage Students and Families • Coaching for site administrators provided by Fresno County Superintendent of Schools • Coaching for Fowler Unified teachers provided by consultants and/or county offices of education <p>Visible Learning, a book written by John Hattie, outlines research that highlights the idea that educators who work collaboratively positively impact students' learning. Collective teacher efficacy has a mean effect size of 1.57, which makes it the top action schools can take to improve student achievement. Fowler USD will build educator efficacy by continuing coaching supports and services provided to both teachers and administrators. Their work together will focus on actions to accelerate learning while simultaneously scaffolding students who need extra supports.</p> | 200,000 |

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

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

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 |
|--|--|---|
| Strategies for Continuous and Safe In-Person Learning: Facilities - Outdoor Learning Pavilions | <p>Progress will be monitored using the Fowler USD ESSER III Expenditure Plan Monitoring Instrument (Appendix 1).</p> <p>At the end of each monitoring period, implementation progress will be described and evaluated in order to determine if any adjustments are needed to ensure the planned actions are addressing the needs of our students.</p> | Progress will be monitored three times each year: Beginning of year, mid-year, and end-of-year. |

| Action Title(s) | How Progress will be Monitored | Frequency of Progress Monitoring |
|---|--|--|
| | <p>Fowler USD will monitor student health and safety through ongoing assessment of each campus and classroom in order to ensure new ventilation systems operate properly and provide acceptable air quality for the current occupancy level for each space. This monitoring will provide Fowler USD with the information needed to address critical building-related environmental health issues, thus allowing students and staff to learn and work in a safe environment.</p> <p>The Fowler USD ESSER III Monitoring Instrument will be a Google Sheet that contains both qualitative and quantitative data, with each specific action outlined on a row on the tool. There will be three columns for each action per year, where data will be entered and kept. This will capture the progress being made on each action over the course of time. Items related to facilities will contain qualitative data with updates on where projects are in the process at each of three intervals of progress monitoring over the course of each year.</p> | |
| <p>Addressing the Impact of Lost Instructional Time:</p> <ul style="list-style-type: none"> • Summer Session Elementary Students (K-5th Grade) • Summer Session Middle School Students (6-8 Grades) | <p>Progress will be monitored using the Fowler USD ESSER III Expenditure Plan Monitoring Instrument (Appendix 1).</p> <p>At the end of each monitoring period, implementation progress will be described and evaluated in order to determine if any adjustments are needed to ensure the planned actions are addressing the needs of our students.</p> | <p>Progress will be monitored three times each year: Beginning of year (pre-assessment), mid-year (on-going assessment), and end-of-year (post-assessment)</p> |

| Action Title(s) | How Progress will be Monitored | Frequency of Progress Monitoring |
|--|--|----------------------------------|
| <ul style="list-style-type: none"> • Summer Session High School Students (9-12 Grades) • Accelerating Progress to Close Learning Gaps • Integrated Student Supports to Address Other Barriers • Supports for Credit Deficient Students • Additional Academic Services for Students • Training for School Staff | <p>Fowler USD will monitor student academic achievement and progress in an ongoing manner through various assessment tools, including iReady and Smarter Balanced assessments, and will provide necessary instructional supports and scaffolds based on data. This monitoring will provide Fowler USD with the information needed to address individual student learning needs throughout course of the regular school year and summer sessions. Documentation related to numbers of students recovering credits will also be kept to determine progress.</p> <p>The Fowler USD ESSER III Monitoring Instrument will be a Google Sheet that contains both qualitative and quantitative data, with each specific action outlined on a row on the tool. There will be three columns for each action per year, where data will be entered and kept. This will capture the progress being made on each action over the course of time. Items related to academic progress in mathematics and ELA will contain quantitative data with percentages of students who are on or above grade level. Other items such as training for school staff will contain qualitative data with updates on progress of each action being documented three times per year.</p> | |

ESSER III Expenditure Plan Instructions

Introduction

School districts, county offices of education (COEs), or charter schools, collectively known as local educational agencies (LEAs), that receive Elementary and Secondary School Emergency Relief (ESSER) funds under the American Rescue Plan (ARP) Act, referred to as ESSER III funds, are required to develop a plan for how they will use ESSER III funds to, at a minimum, address students' academic, social, emotional, and mental health needs, as well as the opportunity gaps that existed before, and were exacerbated by, the COVID-19 pandemic.

The plan must be adopted by the local governing board or body of the LEA at a public meeting on or before October 29, 2021 and must be submitted for review and approval within five days of adoption. A school district must submit its ESSER III Expenditure Plan to its COE for review and approval; a COE must submit its plan to the California Department of Education for review and approval. A charter school must submit its plan to its chartering authority for review and to the COE of the county in which the charter school operates for review and approval.

In addition, consistent with the requirements of the ARP, Volume 86, *Federal Register*, page 21201, April 22, 2021, the ESSER III Expenditure Plan must be:

- Written in an understandable and uniform format;
- Written in a language that parents can understand, to the extent practicable;
 - If it is not practicable to provide written translations to a parent with limited English proficiency, the plan must be orally translated for parents
- Provided in an alternative format to a parent who is an individual with a disability as defined by the Americans with Disabilities Act, upon request; and
- Be made publicly available on the LEA's website.

For additional information regarding ESSER III funding please see the ARP Act Funding web page at

<https://www.cde.ca.gov/fg/cr/arpact.asp>.

For technical assistance related to the completion of the ESSER III Expenditure Plan, please contact EDReliefFunds@cde.ca.gov.

Fiscal Requirements

- The LEA must use at least 20 percent (20%) of its ESSER III apportionment for expenditures related to addressing 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.
 - 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-income students and children with disabilities, which may include assistive technology or adaptive equipment;
 - Providing mental health services and supports, including through the implementation of evidence-based full-service community schools;
 - Planning and implementing activities related to summer learning and supplemental after school programs, including providing classroom instruction or online learning during the summer months and addressing the needs of underserved students;

- Addressing learning loss among students, including underserved students, by:
 - Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiated instruction,
 - Implementing evidence-based activities to meet the comprehensive needs of students,
 - Providing information and assistance to parents and families of how they can effectively support students, including in a distance learning environment, and
 - Tracking student attendance and improving student engagement in distance education;

Note: A definition of “underserved students” is provided in the Community Engagement section of the instructions.

- School facility repairs and improvements to enable operation of schools to reduce risks of virus transmission and exposure to environmental health hazards, and to support student health needs;
- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and nonmechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door replacement;
- Developing strategies and implementing public health protocols including, to the greatest extent practicable, policies in line with guidance from the Centers for Disease Control and Prevention (CDC) for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff;
- Other activities that are necessary to maintain the operation of and continuity of services in LEAs and continuing to employ existing staff of the LEA.

Other LEA Plans Referenced in this Plan

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) and/or the Expanded Learning Opportunities (ELO) Grant Plan, provided that the input and/or actions address the requirements of the ESSER III Expenditure Plan.

An LEA that chooses to utilize community input and/or actions from other planning documents must provide the name of the plan(s) referenced by the LEA and a description of where the plan(s) may be accessed by the public (such as a link to a web page or the street address of where the plan(s) are available) in the table. The LEA may add or delete rows from the table as necessary.

An LEA that chooses not to utilize community input and/or actions from other planning documents may provide a response of “Not Applicable” in the table.

Summary of Expenditures

The Summary of Expenditures table provides an overview of the ESSER III funding received by the LEA and how the LEA plans to use its ESSER III funds to support the strategies and interventions being implemented by the LEA.

Instructions

For the ‘Total ESSER III funds received by the LEA,’ provide the total amount of ESSER III funds received by the LEA.

In the Total Planned ESSER III Expenditures column of the table, provide the amount of ESSER III funds being used to implement the actions identified in the applicable plan sections.

For the ‘Total ESSER III funds included in this plan,’ provide the total amount of ESSER III funds being used to implement actions in the plan.

Community Engagement

Purpose and Requirements

An LEA’s decisions about how to use its ESSER III funds will directly impact the students, families, and the local community, and thus the LEA’s plan must be tailored to the specific needs faced by students and schools. These community members will have significant insight into what prevention and mitigation strategies should be pursued to keep students and staff safe, as well as how the various COVID–19 prevention and mitigation strategies impact teaching, learning, and day-to-day school experiences.

An LEA must engage in meaningful consultation with the following community members, as applicable to the LEA:

- Students;
- Families, including families that speak languages other than English;
- School and district administrators, including special education administrators;
- Teachers, principals, school leaders, other educators, school staff, and local bargaining units, as applicable.

“Meaningful consultation” with the community includes considering 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. Comprehensive strategic planning will utilize these perspectives and insights to determine the most effective strategies and interventions to address these needs through the programs and services the LEA implements with its ESSER III funds.

Additionally, an LEA must engage in meaningful consultation with the following groups to the extent that they are present or served in the LEA:

- Tribes;
- Civil rights organizations, including disability rights organizations (e.g. the American Association of People with Disabilities, the American Civil Liberties Union, National Association for the Advancement of Colored People, etc.); and
- Individuals or advocates representing the interests of children with disabilities, English learners, homeless students, foster youth, migratory students, children who are incarcerated, and other underserved students.
 - For purposes of this requirement “underserved students” include:
 - Students who are low-income;

- Students who are English learners;
- Students of color;
- Students who are foster youth;
- Homeless students;
- Students with disabilities; and
- Migratory students.

LEAs are also encouraged to engage with community partners, expanded learning providers, and other community organizations in developing the plan.

Information and resources that support effective community engagement may be found under *Resources* on the following web page of the CDE’s website: <https://www.cde.ca.gov/re/lc>.

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>.

Planned Actions and Expenditures

Purpose and Requirements

As noted in the Introduction, an LEA receiving ESSER III funds is required to develop a plan to use its ESSER III funds to, at a minimum, address students’ academic, social, emotional, and mental health needs, as well as the opportunity gaps that existed before, and were exacerbated by, the COVID-19 pandemic.

Instructions

An LEA has the flexibility to include actions described in existing plans, including the LCAP and/or ELO Grant Plan, to the extent that the action(s) address the requirements of the ESSER III Expenditure Plan. When including action(s) from other plans, the LEA must describe how the action(s) included in the ESSER III Expenditure Plan supplement the work described in the plan being referenced. The LEA must specify the amount of ESSER III funds that it intends to use 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. Descriptions of actions provided should include sufficient detail yet be sufficiently succinct to promote a broad understanding among the LEA’s local community.

Strategies for Continuous and Safe In-Person Learning

Provide the total amount of funds being used to implement actions related to Continuous and Safe In-Person Learning, 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 the action(s) the LEA will implement using ESSER III funds for prevention and mitigation strategies that are, to the greatest extent practicable, in line with the most recent CDC guidance, in order to continuously and safely operate schools for in-person learning.

- 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.

Addressing the Impact of Lost Instructional Time

As a reminder, the LEA must use not less than 20 percent of its ESSER III funds to address the academic impact of lost instructional time. Provide the total amount of funds being used to implement actions related to addressing the impact of lost instructional time, 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 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
June 2021

The District 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. Below is the District’s instruments for monitoring implementation to ensure 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:

| Fowler USD ESSER III Expenditures Monitoring Instrument | | | | | | |
|---|----------------------------|---|---|---|---------------------|--|
| Addressing Students’ Needs | Action Title | Period 1 Description of Implementation Progress | Period 2 Description of Implementation Progress | Period 3 Description of Implementation Progress | Actual Expenditures | Associated Metrics |
| Strategies for Continuous and Safe In-Person Learning | Facilities | | | | | Air Quality Monitoring Inspection Reports Student Attendance Chronic Absenteeism Student Surveys – Feelings of School Safety and Connectedness |
| | Outdoor Learning Pavilions | | | | | Inspection Reports Student Attendance Chronic Absenteeism Student |

| | | | | | | |
|--|--|---|---|---|---------------------|---|
| | | | | | | Surveys – Feelings of School Safety and Connectedness |
| | Action Title | Period 1 Description of Implementation Progress | Period 2 Description of Implementation Progress | Period 3 Description of Implementation Progress | Actual Expenditures | Associated Metrics |
| Addressing the Impact of Lost Instructional Time | Summer Learning Recovery and Acceleration, Elementary Students (K-5th Grade) | | | | | iReady Assessments SBAC % Credit Recovery Grad rate % CCI Ready ELPI Reclass Rate |
| | Summer Learning Recovery and Acceleration, Middle School Students (6-8 Grades) | | | | | iReady Assessments SBAC % Credit Recovery Grad rate % CCI Ready ELPI Reclass Rate |
| | Summer Learning Recovery and Acceleration, High School Students (9-12 Grades) | | | | | iReady Assessments SBAC |

| | | | | | | |
|--|---|--|--|--|--|---|
| | | | | | | % Credit Recovery Grad rate % CCI Ready ELPI Reclass Rate |
| | School Year Learning Recovery and Acceleration: Accelerating Progress to Close Learning Gaps | | | | | iReady Assessments SBAC % Credit Recovery Grad rate % CCI Ready ELPI Reclass Rate |
| | School Year Learning Recovery and Acceleration: Integrated Student Supports to Address Other Barriers | | | | | iReady Assessments SBAC % Credit Recovery Grad rate % CCI Ready ELPI Reclass Rate |
| | Supports for Credit Deficient Students to Complete Graduation or Grade Promotion Requirements | | | | | % Credit Recovery Grad rate % CCI Ready |

| | | | | | | |
|--|---|--|--|--|--|---|
| | Additional Academic Services for Students | | | | | iReady Assessments SBAC % Credit Recovery Grad rate % CCI Ready ELPI Reclass Rate |
| | Training for School Staff | | | | | Parent Survey Data Students' Attendance Rates Chronic Absenteeism Student Surveys – Feelings of School Safety and Connectedness iReady Assessments SBAC % Credit Recovery Grad rate % CCI Ready |

| | | | | | | ELPI Reclass Rate |
|----------------------------------|-----|-----|-----|-----|-----|----------------------|
| Use of Any Remaining Funds | N/A | N/A | N/A | N/A | N/A | N/A |