



Elementary and Secondary School Emergency Relief (ESSER III)

Use of Funds Plan

Program Plan

Raul Yzaguirre Schools for Success has selected the following allowable activities in which to expend ESSER funds.

1. LEA discretion for any activity authorized under:
 - a. Elementary and Secondary Education Act (ESEA)
 - b. Individuals with Disabilities Education Act (IDEA) c. Carl D. Perkins Career and Technical Education Act of 2006
2. Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness and foster care youth, including how outreach and service delivery will meet the needs of each population;
3. Developing and implementing procedures and systems to improve the preparedness and response efforts of LEA;
4. Purchasing supplies to sanitize and clean the facilities of the LEA, including buildings operated by the LEA;
5. Planning for, coordinating, and implementing activities during long-term closures including providing technology for online learning to all students;
6. Purchasing educational technology (hardware, software, and connectivity) for students that aids in regular/substantive educational interaction between students and instructors, including low-income students and students with disabilities (SWD), which may include assistive technology or adaptive equipment;
7. Providing mental health services and supports, including through implementation of evidence based full-service community schools;
8. Planning and implementing activities related to:
 - a. Summer learning --providing classroom instruction or online learning during summer months and addressing the needs of low-income students, SWD, English learners, migrant students, students experiencing homelessness, and children in foster care;
 - b. Supplemental afterschool programs --providing classroom instruction or online learning ... addressing the needs of low-income students, SWD, English learners, migrant students, students experiencing homelessness, and children in foster care



9. Addressing learning loss among LEA students, including low-income students, SWD, English learners, racial and ethnic minorities, students experiencing homelessness, and children in foster care:

- a. Administering and using high-quality assessments
- b. Implementing evidence-based activities to meet the comprehensive needs of students
- c. Providing information and assistance to parents and families on effectively supporting students
- d. Tracking student attendance and improving student engagement in distance education

10. Developing strategies and implementing public health protocols including, to the greatest extent practicable, policies in line with guidance from CDC for the reopening and operation of school facilities;

11. Other activities that are necessary to:

- a. Maintain the operation of and continuity of services in the LEA
- b. Continuing to employ existing staff of the LEA

Prevention and Mitigation Strategies Consistent with Center for Disease Control and Prevention (CDC)

The Raul Yzaguirre Schools for Success Safe Return to In-Person Instruction Plan outlines all prevention and mitigation strategies implemented by the district. Specifically, ESSER funds will be used to increase the frequency of the professional cleaning of band instruments. Additional instruments will be purchased to reduce the need for sharing instruments, particularly wind instruments. Additional, registered nurses will provide medical support to campuses and assist with the implementation of prevention and mitigation strategies established. The district may also purchase supplies to sanitize and clean the facilities.

Activities to Address Learning Loss

Planning and implementing activities related to summer learning: Raul Yzaguirre Schools for Success will continue to offer summer school programs for both original credit and credit recovery. Additionally, specialized programs such as music camps, campus-based programs, and summer programs for immigrant students will be held. Programs for students with disabilities that show regression will also be offered.

Planning and implementing activities related to supplemental afterschool programs: In an effort to address learning loss, Raul Yzaguirre Schools for Success will offer a variety of programs and events outside the school day. These programs include before and after school tutorials, fine arts masterclasses, family academic nights, weekend programs and after-school credit recovery labs.

Administering and using high-quality assessments: Raul Yzaguirre Schools for Success intends to purchase reading and math assessment software and screeners in an effort to identify areas of



individual student need so that interventions can be planned and implemented in a timely manner. Additional high-quality assessment materials, personnel and extra-duty pay will be available to assess students and identify learning deficits.

Implementing evidence-based activities to meet the comprehensive needs of students: Academic support teachers will be employed to provide small group intervention to identified students. Instructional technology software, supplies and materials will be provided to address the needs of all learners and all content areas. Program facilitators and lead teachers will provide data informed professional development sessions to campuses who will use this training to target specific deficit areas and close achievement gaps exacerbated by the pandemic. Content area and leadership institutes on evidenced-based best practices will be held to provide supports to teachers and campus leadership. Identified staff will be paid stipends to complete specialized training and certifications in an effort to more effectively serve the needs of students. High school campuses will be provided a College & Career Facilitator to assist with student post-secondary planning. In addition, students will be provided assistance in submitting a FAFSA application, have access to career planning supporting course selection and endorsement planning and support during the college, technical school or military application process. The availability of dual-credit courses will be increased through activities geared toward increasing the number of available teachers.

Addressing learning loss among LEA students providing information and assistance to parents & families on effectively supporting students: Raul Yzaguirre Schools for Success will host literacy academies to assist parents and families on effectively supporting students. Campuses will also continue to host individual academic nights to support families and students. Program staff will assist the families of English learners and students with disabilities by providing training on ways to address the specific needs of students ensuring continued academic growth.

Addressing learning loss among LEA students by tracking student attendance and improving student engagement in distance education: Due to the importance of ensuring students are not "lost" due to COVID-19, dropout prevention and recovery facilitators will ensure all students grades K-12 have an approved state leaver code and students withdrawn from the district are accounted for. In addition, facilitators support the implementation of software that will ensure student attendance is closely monitored. Facilitators will align with district social workers to support campus counselors with student needs to ensure academic success is achieved.

Interventions to Address Academic, Social and Emotional Needs

Activities to address the unique needs of low-income students, students with disabilities (SWD), English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population: Instructional software and resources have been identified to address the specific needs of various subpopulations of students, such as those with disabilities, English learners, and low-income students. Junior high and high school newcomer centers and 1st – 5th grade summer programs are available for recent immigrants. Additionally, professional development sessions will be held for campus to address the specific needs of



English learners, students with disabilities, and students at-risk of dropping out of school. For example, secondary special education teachers will have the opportunity to attend training that targets the skills necessary to help with the social emotional impact of postsecondary employment and independent living.

Providing mental health services and supports, including through implementation of evidence based full-service community schools: Raul Yzaguirre Schools for Success will employ additional social workers to assist campuses that are in need of licensed personnel to support crisis intervention, mental health supports and coordinating non-district community resources. Additionally, social emotional learning resources and opportunities for professional development regarding tiered behavioral intervention will be provided to staff. Elementary behavioral interventionists will provide assistance to campuses to reinforce strategies learned.

Remaining Funds:

Purchase of educational technology (hardware, software, and connectivity) for students that aids in regular/substantive educational interaction between students and instructors include:

- Technology devices and hot spots
- Software and hosting services to enhance the online learning experience

Other activities that are necessary to maintain the operation of and continuity of services in the LEA, as well as, continuing to employ existing staff include:

- Employing personnel to effectively manage grant operations and student data needs
- Admission, Review, Dismissal (ARD) facilitators
- 160 campus units to support campus-based initiatives
- 58 district units to support district initiatives
- Stipends for select ESSER activities, such as professional development and certifications
- Extra-duty pay for additional workload outside the school day