

2022-2023 ESSER III PROJECT SUMMARY

General Information	
ESSER III Plan Project Name: Assessments	
ESSER III Plan Category/Location: Assessments	
ESSER III Allowability: <ul style="list-style-type: none"> Addressing learning loss among students, including low-income students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children in foster care, of the LEA, including by: 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. Purchasing educational technology (including hardware, software, and connectivity) for students served by the LEA that aids in regular and substantive educational interactions between students and their classroom teachers, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment. Addressing learning loss among students, including low-income students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children in foster care, of the LEA, including by: Other evidence-based interventions Comprehensive afterschool programs;Other evidence-based interventions. 	
Responsible (Day-to-Day & Progress Reporting): Youlin Aissa	
ESSER III Plan Category Total Funding Amount: \$6,250,000.00	
Org Key Project Title: ESSERIII-20% AssessmentsC	
ESSER III Project Funding Allocated: 80% - 20% - Other - \$3,000,000.00	Fund Account Code (Org Key):

District Mission	
Our Mission is to graduate every student college, career, and community ready. In doing so we lift all youth out of circumstances of poverty and scarcity. https://www.stocktonusd.net/site/Default.aspx?PageID=356:	
<ul style="list-style-type: none"> Yes 	

Superintendent's Goals:	
Superintendent's Goals:	
<ul style="list-style-type: none"> 10% increase in school connectedness 10% decrease in student/staff chronic absenteeism;Total suspension reduction by 1,000;10% increase in school connectedness 	

Instructional Goals:	
Instructional Goals: https://www.stocktonusd.net/site/Default.aspx?PageID=356:	
<ul style="list-style-type: none"> Every child by the end of the 9th grade will demonstrate mastery of Algebra concepts and application. Every child by the end of the 12th grade will graduate and be college or career ready. 	

Alignment to Other Plans:

Alignment to Other Plans:

Project Description

Describe your project for the 2022-2023 School Year (SY) Implementation. (Brief, yet specific that includes the actions, implementation, purchases, etc.):

The Discovery content will allow our TK, Pre-K, early childhood and elementary education students to expand on their existing themes and to use the content on the large learning boards that are compatible with Discovery Education. It also provides a multitude of SEL lessons and components for our preschool and above students. Discovery Education will aid in the push towards informational text for younger learners giving context to learning about animals, plants, space, and many others with videos. Additionally, this will give teachers the confidence to use the provided content knowing that it is curated and vetted for content and never incorporates any commercials. The Sesame Street content available for our early childhood learners will continue in their long tradition of providing inclusive content that gets students active and engaged at the same time. SUSD has been using Discovery in high school science classrooms. Discovery had some new components specifically designed to target the pre-k/TK student and they presented this new content to our ECE and curriculum team over a few professional development sessions. Additionally, SUSD Curriculum Team has delved deeper into the offerings they have for all subject areas across all contents.

Discover has a page dedicated to family resources with easy to understand guidelines on how to access and use Discovery even deeper at home. Additionally, Discovery has a packaged component to help schools run family nights, with designated math, science, social studies and STEM activities. The strategies for these materials are centered around engagement and accessibility, designed to provide equitable learning opportunities with virtual fieldtrips and labs students are able to access content and experiences we would otherwise be unable to provide to our students. Discovery is used in over 140 countries by 45 million students worldwide. They utilize evidence based instructional practices to design their lessons and delivery. Independent university-led research studies found that use of Discovery led to higher achievement for all students, and particularly for students in historically lower achieving subgroups.

Discovery has content curriculum that is PK-12 in all subject areas, including STEM and Coding, two areas for which we don't have designated curriculum. Additionally, the content they provide is designed to enhance existing curriculum we already use and to engage students. PK-K will be able to access their Sesame Street content which is highly engaging. Their virtual science labs are a great addition, particularly at the K-8 level where we don't have science facilities and materials.

These are all wonderful opportunities for students to re-engage with schools and with learning through the exploration of highly engaging topics presented in ways that meet the tech needs of students today.

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The mobile STEM labs will allow the STEM trained teachers to work with sites who lack enough single subject science credentialed teachers to provide the highest quality STEM education for students and teachers by exposing them to cutting edge technology and to experience student centered inquiry investigations. Each grade will receive unique grade level curriculum that is NGSS aligned and includes the engineering domains that students are also assessed on. Math will also be embedded and lessons will also be CCSSM (Common Core State Standards for Math) aligned. The focus will be on learning loss and exposing students and teachers to the benefits of inquiry based learning in science, technology, engineering and mathematics.

Project Collaborative Partners

Identify the Collaborative Partners (Departments, Community Organizations, Businesses, Governmental Agencies, etc.):

None.

Project Target Group(s)

Identify the Target Group(s) to be Served by Project (i.e. English Learners, 3rd grade, Pacific Islander):

Low-socioeconomic students

Performance/Outcome Measures

Identify the Outcome(s) of the Project/Activity (Example: Decrease the number of students sharing devices.):

Increase student connectedness.

Metrics/Performance Measures:

Decreased truancy rates, increased connectedness

Data Collection Method(s)/Tool(s):

Absence reports, survey results

Absence reports will be cohort tracked to see if the cohorts attendance improves after the mobile STEM labs visits
CAST data will be collected for students who attend to see how their cohort performs after the labs have visited their sites
School data on advanced science numbers will be followed by their cohort.

Project Timeline

Identify the Timeline of Project Implementation (Monthly or Quarterly or other Frequency of Milestones):

monthly for attendance Monthly for attendance

Annually for CAST

3-5 years for impact on advanced science courses

Project Implementation Location

Identify the Location(s) of Project Implementation:

various sites all SUSD schools

Budget Allocation		
	\$ Allocated	Description of Expense
1000 Series Certificated Salaries	\$	
2000 Series Classified Salaries	\$	
3000 Series Certificated and Classified Fringe Benefits	\$	
4000 Series Books and Supplies	\$	
5000 Series Services and Other Operating Expenditures, Travel (excluding 5100 and 5800)	\$	Discovery Education--568,000
5100 Series Subagreements for Services	\$	
5800 Series Professional/Consulting Services and Operating Expenses	\$	
6000 Series Capital Outlay	\$	3 busses estimated 3,500.000
Reserved for Allocation:	\$	