



Action Item

TO: Board of Trustees
PRESENTED BY: Roger Adams, Assistant Superintendent Educational Services
BOARD AGENDA ITEM: Consideration of Approval of the 2021-2022 OUHSD ESSER III Expenditure Plan
BOARD MEETING DATE: October 27, 2021

BACKGROUND

School districts, county offices of education (COEs), or charter schools 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 and strategies for Continuous and Safe In-Person Learning.

ADMINISTRATIVE DISCUSSION

The ESSER III Plan was developed from community partner input generated during the development of the LCAP and the OUHSD Community Survey for ESSER III Funds. The plan must include all ESSER III funds awarded but does not require the LEA to identify the year in which it plans to spend the funds awarded. Funds must be utilized by September 30, 2024. The plan is primarily focused on how, rather than when, ESSER III funds will be used to address the academic impact of lost instructional time as well as respond to the academic, social, emotional, and mental health needs of all students.

FISCAL IMPLICATION

ESSER III funding total is \$24,432,809.

RECOMMENDATION

It is the recommendation of District Administration that the Board of Trustees approve the 2021-2022 OUHSD ESSER III Expenditure Plan, as presented.



Elementary and Secondary School Emergency Relief Plan (ESSER III)

October 27, 2021

ESSER III Defined

The purpose of the American Rescue Plan (ARP) Act Elementary and Secondary School Emergency Relief (ESSER) III Fund is to **help safely reopen and sustain the safe operation of schools** and address the impacts of COVID-19 on the nation's students by addressing students' **academic, social, emotional, and mental health needs.**

Fiscal Requirements

Up to **80%** of the ESSER III Funds (Resource Code 3213) can be used in much the same way as the ESSER I Funds under the CARES Act and ESSER II Funds under the CRRSA Act. Any allowable use of ESSER I and II funds can apply to ESSER III funds as well.

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.

Community Input

Our plan references input received from LCAP and AB86 community input along with results from our OUHSD ESSER III Survey (424 responses).

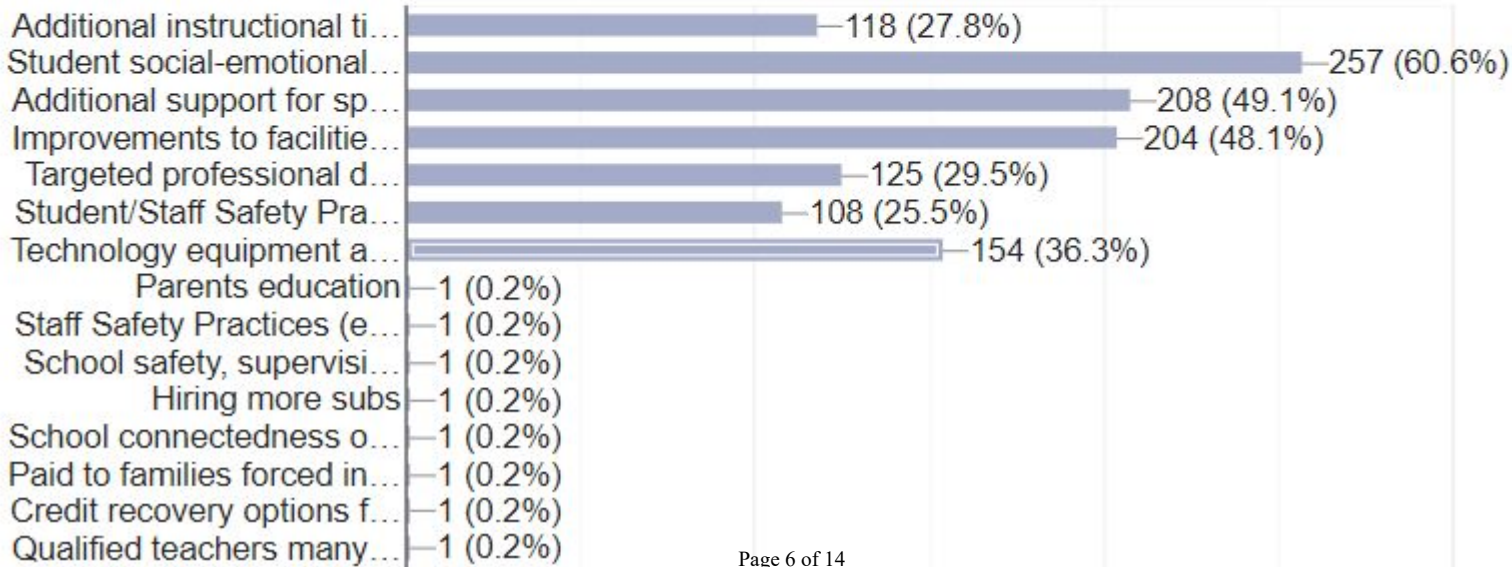
- Select 3 areas below that you believe are the most important priorities as OUHSD responds to the impact of the COVID-19 pandemic.
- A minimum of 20% of ESSER III funding is required to be used to address academic learning loss. Which interventions below do you believe will best address this area?
- Select the facility repairs/improvements you would like to see implemented to prevent/mitigate the effects of COVID-19.
- Select the supports that you would like to see implemented for students with unique circumstances, including students with disabilities, students from low income families, English Learners, students experiencing homelessness, and Foster Youth.



Q1: Please select 3 areas below that you believe are the most important priorities as OUHSD responds to the impact of the COVID-19 pandemic. (Please select up to 3 options). /

Seleccione 3 áreas a continuación que crea que son las prioridades más importantes a medida que OUHSD responde al impacto de la pandemia COVID-19. (Seleccione hasta 3 opciones).

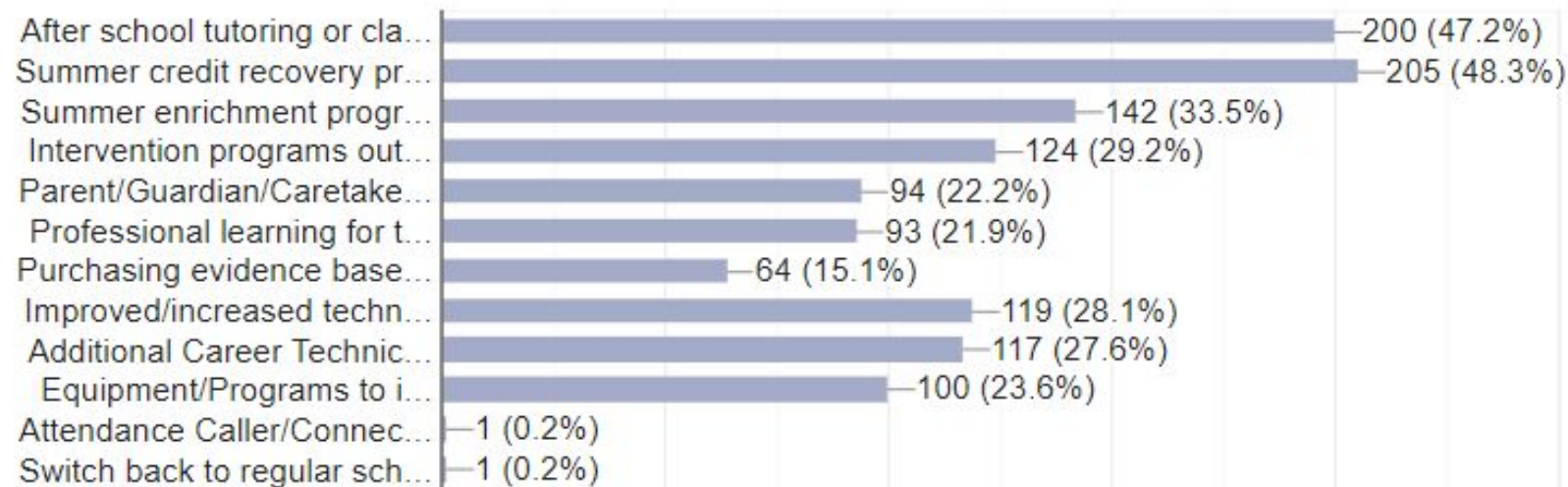
424 responses





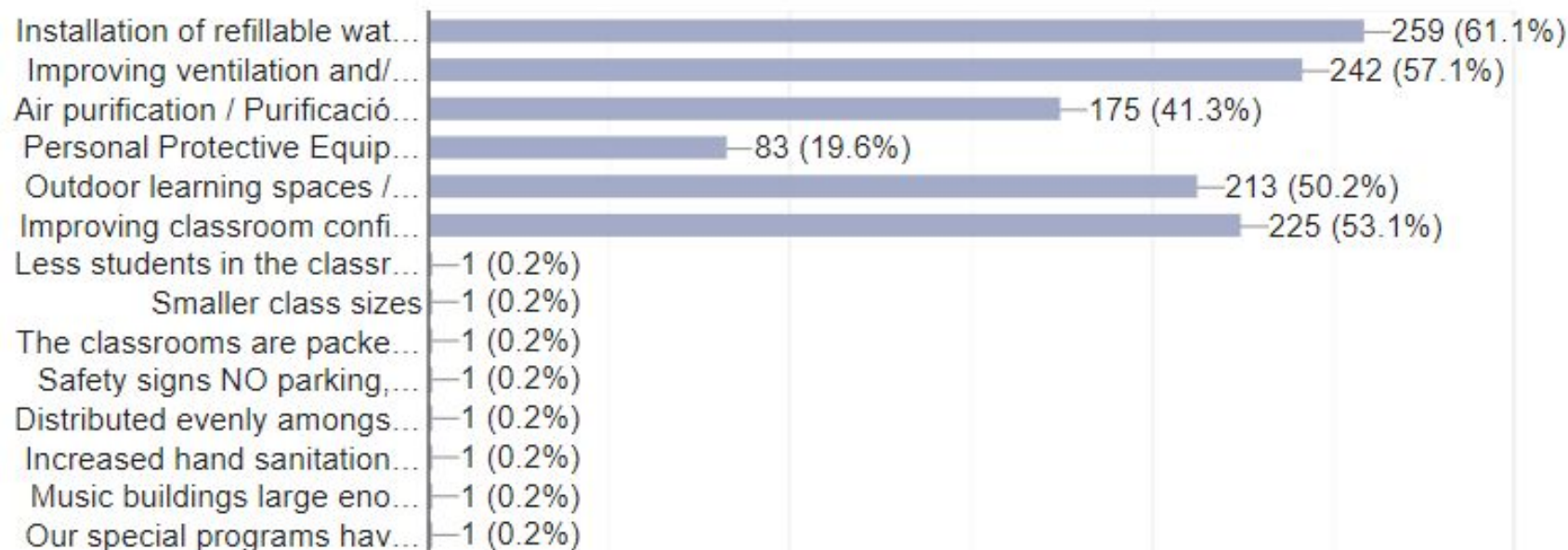
Q2: A minimum of 20% of ESSER III funding is required to be used to address academic learning loss. Which interventions below do you believe will best address this area? (Please select up to 3 options). / Se requiere un mínimo del 20% de los fondos de ESSER III para abordar la pérdida de aprendizaje académico. ¿Qué intervenciones a continuación cree que abordarán mejor esta área? (Seleccione hasta 3 opciones).

424 responses



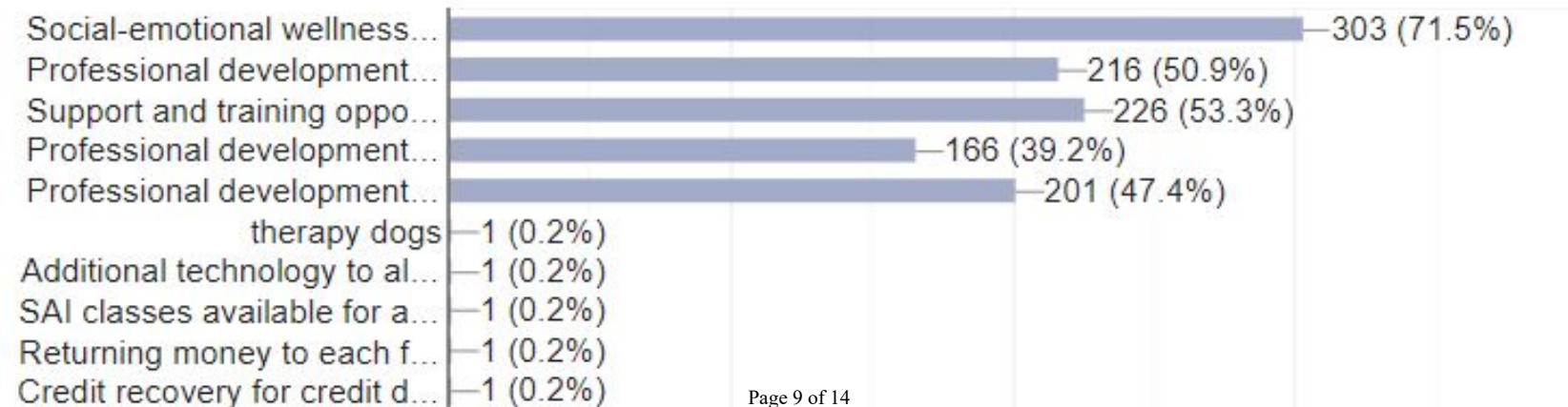
Q3: Please select the facility repairs/improvements you would like to see implemented to prevent/mitigate the effects of COVID-19 (Please select up to 3 options). / Seleccione las reparaciones / mejoras de las instalaciones que le gustaría ver implementadas para prevenir / mitigar los efectos de COVID-19 (seleccione hasta 3 opciones).

424 responses



Q4: Please select the supports that you would like to see implemented for students with unique circumstances, including students with disabilities, students from low income families, English Learners, students experiencing homelessness, and Foster Youth (check all that apply) / Seleccione los apoyos que le gustaría ver implementados para estudiantes con circunstancias únicas, incluidos estudiantes con discapacidades, estudiantes de familias de bajos ingresos, estudiantes de inglés, estudiantes sin hogar y jóvenes de crianza (marque todo lo que corresponda)

424 responses



Priorities Based on Community Input

To help safely reopen and sustain the safe operation of schools:

1. Refillable Water Stations
2. Improve Ventilation and Air Conditioning
3. Improve Class Configurations for Increased Air Flow

To addressing students' academic, social, emotional, and mental health needs:

1. Student Social Emotional Health
2. Credit Recovery and Academic Support
3. Focus on Special Populations

ESSER III Actions and Expenditures to Address Student Needs

	Expenditures	Description
COVID-19 and Improvement of Air Quality for Students	\$19,546,247	Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including ventilation and air conditioning systems, filtering, purification, and other air cleaning, fans, control systems, and window and door repair and replacement (Allowable Use 12).

ESSER III Actions and Expenditures to Address the Impact of Lost Instructional Time

	Total Expenditures	Description
<p>Supplemental Instruction and Support to close learning gaps through the implementation, expansion, or enhancement of learning supports.</p>	<p>\$4,050,000</p>	<ol style="list-style-type: none"> 1. Credit Recovery Intervention Programs (\$1,900,000) 2. Oxnard Online Additional ELD Course Development (\$1,050,000) 3. CSUCI Residential Partnership (\$1,100,000)
<p>Targeted training and interventions to close learning gaps to address the unique needs of low-income students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth.</p>	<p>\$220,000</p>	<ol style="list-style-type: none"> 1. Professional Development hours and workshops to design and educate staff regarding identification, resources, services, and interventions for our students identified as McKinney-Vento, Foster Youth, EL, students with disabilities, and racial and ethnic minorities. (\$120,000) 2. Activities to support student attendance, behavior, and course performance for students who are McKinney-Vento, EL, SLIFE, Foster Youth, students with disabilities, racial and ethnic minorities including parent meeting nights/workshops, after school tutoring, mentorships, and home visit hours (\$100,000)

ESSER III Actions and Expenditures to Address the Impact of Lost Instructional Time

	Total Expenditures	Description
Professional Development and Mentoring	\$500,000	Professional development and mentoring through flexible, online professional development utilizing Alludo. The trainings have been developed for staff in the area of evidence-based practices to increase academic achievement in order to address learning disruption and support students' ongoing needs.
Supplemental Mental Health Services and Supports	\$116,562	Professional development for staff in the area of social-emotional learning including mental health services and supports (Allowable Use 14-7). This action will address the social emotional impact of lost instructional time through the implementation of evidence-based interventions.

