

American Rescue Plan Act Elementary and Secondary School Relief Fund (ESSER III) Safe Return to In-Person Instruction Local Educational Agency Plan Template

Background on ESSER

The American Rescue Plan Act (ARP) signed into law on March 11, 2021, provided nearly \$122 billion for the Elementary and Secondary School Relief Fund (ESSER). ARP ESSER, also known as ESSER III, funds are provided to State educational agencies in the same proportion as each State received under Title I-A of the Elementary and Secondary Education Act (ESEA) in fiscal year (FY) 2020. The U.S. Department of Education (ED) published Interim Final Requirements (IFR) on April 22, 2021 requiring Local Educational Agencies (LEAs) receiving ESSER III funds to submit an LEA Plan for the Safe Return to In-Person Instruction and Continuity of Services. If an LEA had already developed a plan for safe return to in-person instruction and continuity of services prior to the enactment of ARP that meets the statutory requirements of section 2001(i) but did not address all of the requirements in the IFR, the LEA must revise and post its plan no later than six months after receiving its ESSER III funds. This applies even if an LEA has been operating full-time in-person instruction but does not apply to fully virtual schools and LEAs.

The IFR and ARP statute, along with other helpful resources, are located here:

- April 2021 IFR: <https://www.govinfo.gov/content/pkg/FR-2021-04-22/pdf/2021-08359.pdf>
- ARP Act text: <https://www.congress.gov/117/bills/hr1319/BILLS-117hr1319enr.pdf>
- Centers for Disease Control and Prevention (CDC) COVID-19 School Operation Guidance: https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/operation-strategy.html#anchor_1616080023247
- ED COVID-19 Handbook Volume I: <https://www2.ed.gov/documents/coronavirus/reopening.pdf>
- ED COVID-19 Handbook Volume II: <https://www2.ed.gov/documents/coronavirus/reopening-2.pdf>
- ESEA Evidence-Based Guidance: <https://oese.ed.gov/files/2020/07/guidanceeusesinvestment.pdf>
- ED FAQs for ESSER and Governor's Emergency Education Relief (GEER): https://oese.ed.gov/files/2021/05/ESSER.GEER_FAQs_5.26.21_745AM_FINALb0cd6833f6f46e03ba2d97d30aff953260028045f9ef3b18ea602db4b32b1d99.pdf

Purpose of the Template

The IFR issued by ED outlines several requirements for all LEAs that receive ESSER III funds, including that LEAs have in place a plan for ensuring safety during in-person instruction (either in-progress or planned) as well as ensuring continuity of services should the LEA or one or more of its schools be required to close temporarily for COVID-19-related public health reasons in the future. LEAs who had a plan in place by March 11, 2021, which incorporated opportunity for public comment and was posted publicly have six months from the date their ESSER III Assurances were completed to update and revise the plans to meet those requirements. Examples of previous plans that may be allowable would be a completed Cal/OSHA or Assembly Bill 86 plan, as long as it meets the requirements previously stated. LEAs which did not have a statutorily compliant plan in place as of March 11, 2021, must create and post this plan within 30 days of completing their ESSER III Assurances.

If you have questions as to which category applies to your LEA, please contact EmergencyServices@cde.ca.gov. Plans are required for all LEAs, regardless of operating status, unless an LEA is fully virtual with no physical location. All plans must be reviewed, and, as appropriate, revised, at least every six months to incorporate new or revised CDC guidance and other changed factors.

This template has been created to assist LEAs in the creation of these plans and to ensure all required elements are met. The following requirements and assurances pertain to both the statutory requirements and the IFR published by ED. LEAs may provide any additional information they believe are helpful in assessing their plan. If you have any questions, please contact EmergencyServices@cde.ca.gov.

LEA Plan for Safe Return to In-Person Instruction and Continuity of Services

LEA Name:

Oxnard Union High School District

Option for ensuring safe in-person instruction and continuity of services:
has developed a plan

1. Please choose one:

- The LEA had a plan, as of March 11, 2021, that is already compliant with the ARP statute and will review and, as appropriate, revise it every six months to take into consideration the additional requirements of the IFR; or

NOTE: If your LEA already has a compliant plan as of March 11, 2021, and has assured such by checking the box above, then you may skip questions 2-4 and complete the Assurance and Contact sections.

- The LEA has amended/created a plan compliant with the IFR using this template and has posted/will post it within 30 days of completing the ESSER III Assurances.

NOTE: If checking the box above that you are using this template to meet the 30 day plan requirements, you must respond to each question in the template.

Please note whether the LEA has a compliant plan and include a link to the plan, or acknowledge that the LEA is submitting a new plan and will post it within 30 days of receiving funds.

[https://sk309-wpengine.netdna-ssl.com/wp-content/uploads/2021/03/ CPP-July-2021.pdf](https://sk309-wpengine.netdna-ssl.com/wp-content/uploads/2021/03/_CPP-July-2021.pdf)

2. The LEA will maintain the health and safety of students, educators, and other school and LEA staff, and the extent to which it has adopted policies, and a description of any such policies, on each of the CDC's safety recommendations, including: universal and correct wearing of masks; modifying facilities to allow for physical distancing; handwashing and respiratory etiquette; cleaning and maintaining healthy facilities, including improving ventilation; contact tracing in combination with isolation and quarantine, in collaboration with the State, local, territorial, or Tribal health departments; diagnostic and screening testing; efforts to provide vaccinations to school communities; appropriate accommodations for children with disabilities with respect to health and safety policies; and coordination with State and local health officials.

Describe how the LEA will maintain, or continue to maintain, health and safety policies and procedures. Include a description of any adopted policies and procedures regarding the CDC's safety recommendations (or available LEA website links to such policies). Include descriptions of appropriate accommodations adopted and coordination efforts conducted with outside State and local health officials. Please include or describe current public health conditions, applicable State and local rules and restrictions, and other contemporaneous information that informs your decision-making process.

Oxnard Union High School District will maintain the highest safety standards to protect the health and well-being of our students, staff, and families. Key Practices and Knowledge to Reduce Spread of COVID-19 in Schools
As our knowledge of COVID-19 has grown over time, we know that:

- (1) Personal protective equipment (PPE), social distancing, and regular hand washing/sanitizing are the most important ways we can prevent transmission.
- (2) Preventing person-to-person transmission, via respiratory droplets, is more important than frequent cleaning and disinfection. COVID-19 mainly spreads from person to person via respiratory droplets.
- (3) Exposure risk is a gradient, rather than an all-or-nothing condition. A rule of thumb is that a person must spend at least 15 minutes within six feet of someone with COVID-19 to be at risk of infection.

(4) Universal face coverings decrease risk. Being outside is a lower risk than being inside. Other risk factors include whether the infected person was sneezing or coughing, or doing an activity that produced more respiratory droplets.

PUBLIC HEALTH GUIDANCE

Oxnard Union will continue to update our COVID-19 Safety Plan on the health and safety guidelines for K-12 schools issued by the California Department of Public Health (CDPH) with additional guidance from Ventura County Public Health (VCPH). As a public agency the District depends upon this guidance to provide current guidelines for the safe operation of our schools during the COVID-19 pandemic.

SAFETY PROTOCOLS ON ALL CAMPUSES

In accordance with the District's COVID-19 Safety Plan, health and safety protocols will be consistently implemented on all school sites per Public Health guidance. This includes standardized cleaning procedures during the school day and overnight, the use of personal protective equipment (such as face masks when indoors), hand hygiene, illness procedures (protocols for handling sick persons), and quarantine procedures.

EFFECTIVE AIR FILTRATION SYSTEMS AND VENTILATION

District HVAC systems are outfitted with recommended MERV-13 filters, these filters will be checked and replaced frequently. For centrally controlled systems, HVAC units are time set to come on prior to the start of school and turn off at least two hours after dismissal. Windows and doors will remain open as practical to maximize fresh air entry. Each classroom and office space in the District will also have a dual filtered Air Scrubber with MERV 8 and/or MERV 13 filters that will exchange the air six times per hour

HAND HYGIENE

Hand sanitizer stations and handwashing stations will continue to be in place throughout all school sites. Students will be encouraged daily to participate in healthy hand hygiene habits.

FACE MASKS

At a minimum, face coverings (masks) are required to be worn by everyone. All face coverings (masks) must meet the Center for Disease Control(CDC) guidelines. OUHSD encourages staff, students, and others on campuses or at District facilities to supply their own face covering (mask). In the event that staff, students, or others on campuses or at District facilities do not have a face covering (mask), the District will supply one for them.

Indoors: Masks are required for students & adults (regardless of vaccination status)

Outdoors: Masks are strongly recommended for unvaccinated persons;

Buses: Masks are required for students & adults (regardless of vaccination status)

PHYSICAL DISTANCING

In current VCPH guidelines, physical distancing is not required.

Physical distance will be maximized to the extent possible during indoor group dining.

To the extent possible, Eating will be conducted outdoors. The physical distance between student to student and student to driver on a school bus will be maximized.

SCREENING AND SYMPTOM CHECKING

Before coming to school each day Staff, students, and parents should self-screen for symptoms of COVID-19 (fever, chills, cough, shortness of breath, fatigue, loss of taste/smell, nausea) and should not come to school/work if they have symptoms.

Anyone exhibiting or reporting symptoms of COVID-19 will be excluded from entering the campus and should immediately contact their health care provider. Staff should also contact their supervisor.

VISITORS AND VOLUNTEERS

Visitors are allowed on campus to conduct essential school-related business. Visitors must comply with all rules related to self-screening and mask-wearing if they are to enter school buildings. Visitors must register their entry via the Raptor Visitor Management System to support both campus security and contact tracing if required.

Volunteers are required to follow all prevention protocols and must be formally registered with the school and District.

Assemblies and Pep Rallies with parents and other guests will be conducted outside whenever possible. If conducted indoors all attendees must wear an appropriate face-covering regardless of vaccination status.

VACCINATIONS

The district has partnered with Ventura County Public Health Department and other community resources to provide vaccination opportunities for all staff members. The district has hosted on-site vaccination events for both staff and students who are 12 years and older and continues to provide education and information around the benefits and safety of vaccinations and to provide information about additional local vaccination events.

3. The LEA will ensure continuity of services, including but not limited to services to address students' academic needs and students' and staff social, emotional, mental health and other needs, which may include student health and foodservices.

Describe how the LEA will ensure continuity of services in case isolation, quarantine, or future school closures are required, including how the LEA will meet the needs of students with disabilities and English learners.

We are grateful to our students, parents, families, faculty, and staff who have worked hard to adjust and adapt to the conditions presented by the Global Pandemic over the last two years. As we returned to our campuses full time, we closely follow California Department of Public Health and Ventura County Public Health guidelines and we will remain attentive and focused on the safety of our students, parents, families, and staff.

OUHSD is committed to providing continuity of instruction to students during the school year, whether via an in-person, distance, or blended learning environment. Input from teachers, students, families, staff, and community partners has informed the development of a comprehensive plan which addresses the necessary components of ensuring students, families, and staff have tools and resources in place to implement high-quality teaching and learning. In addition, social-emotional supports have been put in place to address student mental health and wellness needs in the wake of the pandemic. The following academic and social-emotional supports have been provided to ALL students including English Learners and Students with Disabilities:

ACADEMIC SUPPORTS

- Oxnard Online Credit Recovery Program which provides extended learning opportunities for credit recovery taught by district teachers
- Implementation of Inquiry-Based Teaching and Learning practices. As well as Equity-Based Grading practices.
- One-to-one Chromebooks for every student along with internet hotspots as needed.
- Academic intervention and tutorials in collaboration with CSUCI Resident Student Teachers.
- Saturday Enrichment and Tutorial Academies.
- Increase in counseling services in collaboration with Oxnard College with a focus on college and career readiness.
- Increase in Career Education course offerings.

- Opening of OUHSD Welcome Centers for Newcomer English Learner students at Hueneme and Oxnard High Schools.
- Parent education workshops.
- UCSB Early Academic Opportunity Program & UCSB College Advising Corps on campus to provide support for A-G readiness, College Applications, and Financial Aid Information.
- AVID Program to increase college readiness skills

SOCIAL EMOTIONAL WELLNESS SUPPORTS

- Universal free meals where all students receive FREE breakfast and lunch meals for the entire 2021-2022 school year. Free meals are available for students at every district school during regular meal serving hours.
- Student Preview Week and Orientation Days at each school site.
- Opening of School Wellness Centers on each school site to support the Social-Emotional Health of students.
- Increase in Student Wellness Specialists providing direct services to students with a focus on social-emotional intervention.
- Implementation of Restorative Justice practices paired with existing Positive Behavior Intervention and Supports programs.
- Increased opportunities for visual and performing arts, student clubs, athletics, and extra-curricular activities.
- Partnerships with community-based organizations such as City Impact and Ventura County Behavioral Health.

During our school closures, we provided robust distance learning that included a combination of synchronous and asynchronous learning that was structured yet flexible to accommodate the diverse needs of students and families. We have continued to support the implementation of learning management systems (CANVAS and Google Classroom) to serve as a conduit for teaching, learning, and support. These LMS systems provide:

- Assignments, resources, materials, assessments, and student work in one location with a single login.
- Built-in video conferencing and communication tools.
- Asynchronous teaching tools such as video-sharing platforms for students to access during asynchronous instructional periods.
- Collaboration tools for teacher and peer feedback.
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Attendance monitoring tools for families to monitor student engagement.

EQUITABLE GRADING PRACTICES

Equitable grading should employ each of the following characteristics:

- Accuracy - Grading practices that are mathematically accurate
- Bias Resistance - Grading practices that evaluate knowledge, rather than the environment/home or behavior.
- Motivation - Grading practices that motivate students to achieve academic success, support a growth mindset, and give students opportunities for redemption.
- Transparency - Grading practices that “lift the veil”, revealing the path to success.
- Build capacity for self-regulation - Grading practices that build “soft skills” and motivate students without grading them as they learn and make mistakes.

In the event that we were to isolate, quarantine, or close schools in the future, the structures that have been established will allow for continuity of services as that every student has been issued a Chromebook and hotspots as needed in order to access the curriculum. In addition, we have employed the following measures to support the following subgroups:

STUDENTS WITH DISABILITIES

Through Distance Learning, special education teachers will create a contingency plan for each individual student to align SAI service minutes and related services as close as possible to match the student's IEP. Paraeducators have received staff Chromebooks and training on supporting students during distance learning. Special education teachers will create an Emergency Conditions Provision for all students on IEPs as required by SB 98 and in accordance with Public Health guidelines, in-person student assessments may take place.

ENGLISH LEARNERS

Teachers are encouraged to:

- Know your students- Look at Student Information System icons (ELD, LTEL, RFEP), language indicators, and assessment scores for ELPAC & CAASPP. And provide Social and Emotional Learning to promote the building of relationships.
- Start with the goal in mind. What do we want students to know and be able to do at the end of each lesson?
- Slow speech down when speaking and recording your asynchronous lessons or live synchronous sessions. Minimize the amount of tech tools introduced to students- Less is More.
- Model, model, model, and check for understanding throughout the lesson. Provide culturally relevant instruction.
- Break large tasks down by chunking
- Visuals: use graphic organizers, visuals representations of new concepts and vocabulary.
- Sentence Frames to provide language models or exemplary.
- Listening, Speaking, Reading, and Writing must be embedded in every lesson.
- Feedback: explicit and meaningful feedback helps students improve their work.

FOSTER YOUTH AND MCKINNEY-VENTO

Our staff connects with all families identified and confirms enrollment in the MV and Foster Youth program. For those students or families that need counseling and mental health services, they are connected with resources immediately. Mental health counselors are available for teletherapy and phone sessions throughout school closure. Students and families can access CareSolace. CareSolace is a confidential online concierge service that allows students, families, and staff to access local mental health programs and counseling services that have been vetted by Care Solace to ensure accreditation, safety, and accessibility. Care Solace has a live 24/7 concierge line to assist families in finding local mental health-related programs and services, and access to the service will continue throughout this school year. Our Student Wellness Specialists and Wellness are also available to ensure continuity of services and support for students and families

4. The LEA sought public comments in the development of its plan and took those comments into account in the development of its plan.

Describe the LEA's policy or practice that provided the public with an opportunity to provide comments and feedback and the collection process. Describe how any feedback was incorporated into the development of the plan.

Students, staff, parents, and community members had many opportunities to comment on district preparations for a return to in-person instruction and to provide feedback. Community engagement forums included:

- Regular Board Meetings had Distance Learning and COVID-19 reports for updates regarding district plans and re-opening preparation
- Staff: Distance Learning Subcommittee Meetings Winter 2019 and School Year 2020-2021 (Quarterly)
- Staff : Distance Learning and COVID-19 survey
- Community: Return to School Town Halls (YouTube Live) Fall and Spring 2020-2021 to discuss distance learning and re-opening plans

In addition, the LEA provides the following assurances:

X The LEA has made (in the case of statutorily compliant plans) or will make (in the case of new plans) its plan publicly available no later than 30 days after receiving its ARP ESSER allocation.

o Please insert link to the plan:

<https://sk309-wpengine.netdna-ssl.com/wp-content/uploads/2021/03/PPP-July-2021.pdf>

X The LEA sought public comment in the development of its plan and took those public comments into account in the development of its plan.

X The LEA will periodically review and, as appropriate revise its plan, at least every six months.

X The LEA will seek public comment in determining whether to revise its plan and, if it determines revisions are necessary, on the revisions it makes to the plan.

X If the LEA revises its plan, it will ensure its revised plan addresses each of the aspects of safety currently recommended by the Centers for Disease Control(CDC), or if the CDC has revised its guidance, the updated safety recommendations at the time the LEA is revising its plan.

X The LEA has created its plan in an understandable and uniform format.

X The LEA's plan is, to the extent practicable, written in a language that parent can understand, or if not practicable, orally translated.

X The LEA will, upon request by a parent who is an individual with a disability, provide the plan in an alternative format accessible to that parent.

The following person or persons is/are the appropriate contact person for any questions or concerns about the aforementioned plan.

Please list name(s), title(s), address, county, and contact information for the person or persons responsible for developing, submitting, and amending the LEA plan.

Roger Adams, Assistant Superintendent Educational Services, Oxnard Union High School District, 1800 Solar Drive, Oxnard, CA, 93030; roger.adams@oxnardunion.org, 805-278-5551