

# **Elementary and Secondary School Emergency Relief (ESSER) III Funds**

October 5, 2021

# Purpose

- Review ESSER III funds balance and purpose
- Review stakeholder engagement
- Share preliminary feedback
- Describe next steps

# Funds Balance and Purpose

\$12,323,124 ESSER III funds are available to CVUSD and must be spent by September 30, 2024.

Districts that receive ESSER III funds are required to develop a plan to address the following:

- Implement prevention and mitigation strategies that are consistent with the most recent guidance on reopening schools, in order to continuously and safely open and operate schools for in-person learning.
- Use the minimum of 20% of funds for learning loss 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 after school programs, or extended school year programs.
- Ensure that the interventions respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately 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 migrant students.
- Spend its remaining ESSER III funds consistent with the allowable uses.

# Additional Allowable Uses

1. Any activity authorized by the ESEA, the Individuals with Disabilities Education Act (IDEA), the Adult Education and Family Literacy Act (AEFLA), or the Carl D. Perkins Career and Technical Education Act of 2006 (Perkins) or the McKinney Vento Homeless Education Assistance Act.
2. Coordinating efforts to improve responses with other agencies to prevent, prepare for, and respond to coronavirus.
3. Providing principals/school leaders with the resources to address the unique needs of their individual schools.
4. 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
5. Developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs.
6. Training and professional development on sanitation and minimizing the spread of infectious diseases.
7. Purchasing supplies to sanitize and clean the facilities of an LEA, including buildings operated by such agency.
8. Planning for, coordinating, and implementing activities during long-term closures, including how to provide meals, technology for online learning, guidance on IDEA requirements, and ensuring other educational services can continue to be provided consistent with all applicable requirements.

# Additional Allowable Uses (continued)

9. Purchasing educational technology (including hardware, software, and connectivity)
10. Providing mental health services and supports, including the implementation of full-service community schools.
11. Planning and implementing activities related to summer learning and supplemental afterschool programs, addressing the needs of low-income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.
12. Addressing learning loss among students using assessments, evidence-based activities, parent/family outreach, and student attendance tracking.
13. School facility repairs and improvements to reduce risk of virus transmission and exposure to environmental health hazards.
14. Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities.
15. Developing strategies and implementing public health protocols
16. Other activities that are necessary to maintain operations and continuity of services and continuing to employ existing staff.

# Stakeholder Engagement

In developing their plan, districts must engage in meaningful consultation with specified stakeholders, including: students; families; school and district administrators; and teachers, principals, school leaders, other educators, school staff, and their unions. In addition, LEAs must also engage in meaningful consultation, to the extent they are present or served by the LEA, with: Tribes; civil rights organizations (including disability rights organizations); and stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children in foster care, migratory students, children who are incarcerated, and other underserved students. Finally, LEAs must provide the opportunity to provide public input and take such input into account.

- September 27 - All CVUSD students, families, and staff received information [ESSER III Funds Stakeholder Survey](#)
- September 29 - Representatives from all labor partners met via Zoom to provide additional input
- September 30 - Representatives from all district advisory councils met via Zoom to provide additional input

# Preliminary Feedback

Family, Students, and Staff Survey	Labor Partners	District Advisory Councils
<p>Families: SEL &amp; mental health, COVID safety measures, learning loss, tutoring, class size</p> <p>Certificated staff: Reduced class sizes, SEL supports, learning loss, academic intervention, technology</p> <p>Classified staff: Safe/clean school facilities, SEL and mental health, increasing classroom support staff</p> <p>Students: Learning loss, SEL &amp; mental health, classroom supplies</p>	<p>Additional staffing/hours: bilingual paraeducators, campus safety assistants, librarians, counselors, psychologists, speech/language pathologists, academic specialists</p> <p>Co-teaching classes</p> <p>Incentives for paraeducators, substitutes, and hard to fill positions</p> <p>HVAC cleaning, inspection, repair</p> <p>Instructional materials - textbooks, technology programs</p>	<p>Mental health, including arts and PE</p> <p>SEL actions that are targeted, measured, and communicated to families</p> <p>Maintain lower class sizes, reduce elementary combo classes</p> <p>Focus on literacy</p> <p>Continued teacher training</p> <p>Options for additional interventions through family choice</p>

# Next Steps

- Continue to gather stakeholder input and create required ESSER III Expenditure Plan
- ESSER III Expenditure Plan brought forth to Board of Education on October 19 for approval.
- Plan must be adopted by October 29, 2021.
- ESSER III Expenditure Plan is submitted to Ventura County Office of Education for final approval no later than December 17, 2021.
- This final approved ESSER III Expenditure Plan will be made available online
- Ongoing monitoring and adjustments to ESSER III and prior stimulus funds



# Questions?