



2021-24 American Rescue Plan
Elementary and Secondary School Emergency Relief Fund
Local Educational Agency ARP ESSER Plan,
Application and Assurances

36 – 4181 LCSD – Oasis High School

Purpose

Florida must subgrant not less than 90 percent of its total ARP ESSER allocation to local educational agencies (LEAs) (including charter schools that are LEAs) to help meet a wide range of needs arising from the coronavirus pandemic, including reopening schools safely, sustaining their safe operation, and addressing students' social, emotional, mental health, and academic needs resulting from the pandemic. The State must allocate these funds to LEAs on the basis of their respective shares of funds received under Title I, Part A of the Elementary and Secondary Education Act of 1965 (ESEA) in fiscal year (FY) 2020.

The purpose of this document is to guide districts to plan for the continued implementation of reopening and recovery through the utilization of the 2021-24 ARP ESSER and to assure federal requirements are met. Florida utilized the 2020-21 District Reopening Plan and the Spring 2021 Education Plan to respond to and mitigate the impact of the emergency and to promote the health, safety, and welfare of persons connected with Florida's educational system.

The Department recognizes that the safe return to in-person instruction must be accompanied by a focus on meeting students' academic, social, emotional, and mental health needs, and by addressing the opportunity gaps that existed before – and were exacerbated by – the pandemic. In this document, districts will describe how they will support the development of high-quality plans for the use of ARP ESSER funds to achieve these objectives for the following student groups: students from low-income families, from each racial or ethnic background, by gender, English Language Learners, students with disabilities, experiencing homelessness, in foster care, migratory students and other student groups.

Part I: Implementation Plan

The LEA will submit an implementation plan, outlining planned activities for each of the following uses of funds under section 2001(e) of the ARP Act. The description must be adequate to ascertain that the proposed use of funds is necessary to prevent, prepare for, or respond to the COVID-19 pandemic, including its impact on the social, emotional, mental health, and academic needs of students. Activities should be numbered consecutively. If the LEA does not plan any activities for one or more authorized uses, please indicate that there are no planned activities. School district LEAs shall include the activities identified for charter schools within the LEA, aggregated at the district/LEA level.

Activity 1: Addressing Learning Loss (at least 20% of total allocation). Of the total amount allocated to an LEA, the LEA must reserve at least 20 percent of funds to address learning loss through the implementation of evidence-based interventions such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs, and ensure that those interventions respond to students' social, emotional, and academic needs and address the disproportionate impact of COVID-19 on underrepresented student subgroups (each major racial and ethnic group, children from low-income families, children with disabilities, English learners, gender, migrant students, students experiencing homelessness, and children and youth in foster care).

- 1) Summer school programs: Oasis High School (OHS) will offer summer school each summer for those students in need of credit recovery (learning loss). Two teachers and a paraprofessional will be employed (hourly rate) to facilitate the summer school program.

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- 2) Credit recovery curriculum: Edmentum licenses and curriculum will be purchased to provide the curriculum for summer school and credit recovery throughout the year. 2 years @ \$6,000 annual subscription.
- 3) Supplies for summer school: To assist with the implementation of summer school / credit recovery programs, supplies such as paper, pencils, folders, printer cartridges, and calculators are needed.
- 4) ACT / SAT training for teachers: Demonstrating proficiency on state assessments is a graduation requirement for OHS students. If students do not demonstrate proficiency on state assessment, a concordant score on the ACT or SAT will meet the graduation requirement. To prepare students for graduation, teachers will attend training to assist students not meeting proficiency with earning a concordant score on the ACT or SAT. Training will be provided by SAT / ACT, the costs of travel, training, and substitutes to cover teachers attending training.
- 5) ACT / SAT after school tutoring: To assist students demonstrating learning loss, or not demonstrating proficiency on state assessments, after school ACT / SAT tutoring program will be offered. Teachers will be compensated at \$35 an hour to hold tutoring sessions after the school day.
- 6) ACT / SAT supplies: To assist with the implementation of ACT / SAT tutoring programs, supplies such as paper, pencils, folders, printer cartridges, and calculators and ACT / SAT review books are needed.
- 7) After school tutoring: To assist students that require remediation in coursework, after school tutoring will be made available. Parents of students that are earning a D/F in any subject area will be notified of failing grades via our parent notification system, and will receive a notification of tutoring hours available after school. Teachers will be compensated at \$35 an hour to hold tutoring sessions after the school day.
- 8) Supplies for after school tutoring: To assist with the implementation of after school tutoring programs, supplies such as paper, pencils, folders, printer cartridges, and calculators are needed.
- 9) Data / Interventionist: A data coach / interventionist (certified teacher) will be hired to analyze data related to learning loss, and meet with small groups of students and provide focused instruction in identified areas of need. The data coach will also provide learning loss, proficiency, and intervention data to the leadership team and staff.
- 10) High-quality assessments: purchase assessments to accurately assess learning loss and students' academic progress: STAR (Renaissance Learning) to assess reading / ELA progress, and remediate students in specific areas
- 11) USATestPrep to assess reading, Algebra, Geometry, Biology, and US History and progress monitor students throughout the year.
- 12) IXL to assess reading and math, and remediate students in specific areas identified as learning loss.
- 13) Paras / support staff: hire additional paras/support staff to assist with supervision, small group tutoring, social distancing, additional duties to support cleaning and sanitation efforts

Activity 2 (A) Any activity authorized by the Elementary and Secondary Education Act of 1965.

- 1) Purchase math textbooks and materials: Grades 9-12, to include digital content and remediation tools and software to remediate learning loss, and provide digital curriculum in the event of schools shutting down, requiring the switch to a digital curriculum. We will be choosing math text and materials from state adopted list of math materials.
- 2) Purchase science textbooks and materials: Grades 9-12, to include digital content and remediation tools and software to remediate learning loss, and provide digital curriculum in the event of schools shutting down, requiring the switch to a digital curriculum. We will be choosing from the state provided adopted list of materials.

Activity 2 (B) Any activity authorized by the Individuals with Disabilities Education Act.

Activity 2 (C) Any activity authorized by the Adult Education and Family Literacy Act.

N/A

Activity 2 (D) Any activity authorized by the Carl D. Perkins Career and Technical Education Act of 2006.

- 1) Computers for CTE Programs: purchase computers to provide increased access for all students to updated CTE certifications to prepare for the workforce. (CPU, monitor, keyboard, mouse) to support computer-based curriculum and tools for students. (35 computers @ \$1,200, 35 monitors @ \$350, 35 mice/keyboard combo @ \$165.)
- 2) CTE Curriculum: purchase CTE digital curriculum and testing licenses for students to earn CTE certifications. Curriculum works on school-based computers and will also be accessible on Chromebooks in the event of a shutdown and switch to virtual learning. (Microsoft OS Specialist 120 curriculum and testing licenses @ \$15,000; Adobe Dreamweaver / Photoshop @ \$15,000 for 2/3 portion, \$15,000 for Adobe Dreamweaver / Photoshop for 1/3 portion)
- 3) CTE Computer Lab Infrastructure: purchase cables, switches, and necessary electrical support for efficient layout and connections of CTE computers and supplies.

Activity 2 (E) Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.

- 1) ParentSquare: purchase ParentSquare notification system to communicate with parents and staff for quick, efficient, and coordinated response to coronavirus, especially in the event of a school shutdown.

Activity 2 (F) 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.

Activity 2 (G) Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.

Activity 2 (H) Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.

Activity 2 (I) Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.

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- 1) Cleaning Supplies: purchase cleaning supplies (wipes, disinfectant sprays, paper towels) to sanitize and clean the school building.

Activity 2 (J) Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the Individuals with Disabilities Education Act and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.

Activity 2(K) Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.

- 1) Student chromebooks: Purchase 1:1 technology (chromebooks) for students to assist with educational interaction between students and teachers, and the school, and to be prepared in the event of a quarantine or school-wide shutdown. (425 chromebooks, licenses @ \$350 for 2/3 portion, 240 chromebooks, licenses @ \$350 for 1/3 portion).
- 2) Promethean boards: Purchase instructional technology, promethean boards, to aid in increased student engagement and substantive educational interaction between teachers and students. (20 Promethean boards @ \$4,000 for 2/3 portion, 14 Promethean boards @ \$4,000 for 1/3 portion.)
- 3) Technology infrastructure: Purchase and install necessary infrastructure to support installation of promethean boards.
- 4) Printers: Purchase printers to replace and/or upgrade aging printers. Print materials assist with student engagement in the classroom, and will assist with providing print resources to meet the needs of students that may be quarantined. (17 printers @ \$220 and 17 ink cartridges @ \$80 for 2/3 portion, 17 printers @ \$220 and 17 ink cartridges @ \$80 for 1/3 portion)
- 5) Create additional classroom space: add projector and audio system to gym to facilitate use as a classroom to provide additional space for social distancing as needed. (\$7,000 for projector, and \$5,000 for audio system)

Activity 2(L) Providing mental health services and supports, including through the implementation of evidence-based full-service community schools.

- 1) Mental health program: purchase mental health curriculum for students to be implemented throughout the school year. We will purchase the student licenses for the mental health curriculum, as well as additional intervention access for students through Suite 360 (part of Navigate 360). Licensing is \$12,000 per year for the combined services.

Activity 2(M) Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.

Activity 2(N) Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by—

- (i) administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction;**
- (ii) implementing evidence-based activities to meet the comprehensive needs of students;**
- (iii) providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment; and**
- (iv) tracking student attendance and improving student engagement in distance education.**

Activity 2(O) School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.

- 1) Improve school clinic: Add additional entry way to clinic to improve access to clinic to support student health needs, and to provide privacy. Add / move electrical outlets to improve space and accessibility in the clinic. Add additional wall and door to create closet and secure area for storage of supplies.
- 2) Purchase additional locking storage: Purchase additional storage cabinets and filing cabinets to meet requirements for storage of student medications and equipment.
- 3) Equipment and cots: purchase necessary cots, chairs to provide additional capacity in the clinic.
- 4) Purchase vision screener to be shared with 4 school to support student health needs.

Activity 2(P) Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and nonmechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.

- 1) HVAC filters: purchase additional high-quality HVAC filters to improve air quality in the school facility and aid in preventing the spread of viruses. (45 filters @ \$40 each)
- 2) Doors: purchase doors to replace aging doors that do not work efficiently or correctly to aid in proper temperature control and air quality of control of the school environment. (10 exterior doors @ \$2,500 per door)

Activity 2(Q) Developing strategies and implementing public health protocols including, to the greatest extent possible and not inconsistent with state law, policies in line with guidance from the Centers for Disease Control and Prevention for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff.

Activity 2(R) Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

- 1) Premium pay: provide \$1000 to all staff to compensate them for additional hours and stress brought on by the COVID-19 pandemic. This is a one-time stipend, no benefits to be paid.
- 2) Additional sick time: provide up to 5 days of paid leave for employees that test positive for COVID-19.
- 3) Grants administrator / bookkeeper: hire grants administrator /bookkeeper to assist with purchasing, inventorying, submitting reimbursements to the district: The Grants administrator / bookkeeping position will be shared / support all four schools in our charter system.

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- 4) Nursing Assistant: hire a certified nursing assistant to provide medical assistance to students and maintain the clinic.
- 5) E-hall pass: purchase electronic hallpass to monitor student travel and maintain safe numbers / social distancing in specific areas on campus.
- 6) Clinic software: purchase software to monitor clinic traffic, health records, and track pandemic numbers.
- 7) Professional development: provide professional development to teachers in areas such as data analysis, identifying critical content, standards based planning, engaging instruction. This will assist teachers in identifying students affected by the pandemic and provide strategies to remediate learning loss.

Activity 2 (S) Administration. LEAs may take reasonable and necessary administrative costs, to include direct and indirect costs. Indirect costs may be taken up to the negotiated, unrestricted indirect cost rate. However, to ensure that the total administrative costs are reasonable, the total direct and indirect costs may not exceed five percent (5%) of the LEA's total award.

Part II: Ensuring Effectiveness of Interventions

Please describe how the LEA will ensure that the interventions it implements, including but not limited to the interventions under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time, will 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 and youth in foster care, and migratory students. In your response, please include a description of interventions and strategies that are aligned to the LEA's data (disaggregated by subgroup), and describe how the LEA will measure the effectiveness of the selected interventions.

Impact of lost instructional time:

Oasis High School was able to recoup any lost instructional time in the 2020-2021 school year by livestreaming all instruction. Students that were sick, quarantined, or chose virtual instruction had access to all instruction. However, if students weren't present, or were not successful in the virtual environment, we must continue to address their learning loss, academic, and social, emotional, and mental health needs of all students. Oasis High School addresses these areas using the following interventions:

- After school tutoring allowing students additional access to certified staff to assist in needed areas.
- Summer school allowing students to recoup credits lost due to lack of attendance or academic performance.
- Purchasing and providing access to adequate curriculum for credit recovery so that students can recoup credits and graduate on time.
- Administering and monitoring student progress through high-quality assessments, diagnostics, and progress monitoring such as STAR (Renaissance Learning), USATestPrep, and IXL.
- Providing ACT/SAT tutoring and materials to students so that they are prepared to take these national assessments to meet graduation requirements.
- Hire an interventionist and additional support staff to assist with small group intervention and supervision.

Part III LEA Plan for Safe Return of In-Person Instruction

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Each LEA developed and made publicly available on the LEA’s website a plan for the safe return of in-person learning in the Fall of 2020. This was before the enactment of the ARP Act. This plan must be updated to address the requirements of the U.S. Department of Education’s Interim Final Rule, 88 FR 21195. The Interim Final Rule “does not mandate that an LEA adopt the CDC guidance, but only requires that the LEA describe in its plan the extent to which it has adopted the key prevention and mitigation strategies identified in the guidance.” 88 FR at 21200. Any updated LEA plan must be consistent with state law, including any applicable executive order, any agency emergency order, or any agency regulation or rule. Note specifically that LEA policies must comply with section 381.00316, Florida Statutes, and that any policies implemented after August 9, 2021 must comply with Florida Department of Health Rule 64DER21 -12, F.A.C., and any policies implemented after September 22, 2021 must comply with Florida Department of Health Rule 64DER21-15, F.A.C.

Each LEA must seek public comment on the plan and take such comments into account prior to submission of the final plan to the Department within 60 days of the award. Upon the Department’s approval, the LEA shall post this updated plan on the LEA’s website within 90 days of the award.

By checking this box, the LEA acknowledges the requirement that each LEA shall update its Plan for Safe Return of In-Person Instruction to reflect the requirements stated above, shall seek public comment on the updated plan and take such comments into account prior to the submission of the final plan to the Department within 60 days of the award. Upon the Department’s approval, the LEA shall post this updated plan on the LEA’s website within 90 days of the award.

Part IV: Assurances

The district must agree to ALL of the assurances by checking the corresponding boxes.

- Assurance 1: LEA Periodic Plan Update with Public Comment.** As required in the U.S. Department of Education’s Interim Final Rule, 88 FR 21195, the LEA must regularly, but no less frequently than every six months, review and as appropriate, revise its plan for the safe return to in-person instruction and continuity of services. In determining whether revisions are necessary, and in making any revisions, the LEA must seek public input and take such input into account. If at the time the LEA revises its plan the CDC has updated its guidance on reopening schools, the revised plan must address the extent to which the LEA has adopted policies, and describe any policies, for each of the updated safety recommendations. Significantly, the Interim Final Rule “does not mandate that an LEA adopt the CDC guidance, but only requires that the LEA describe in its plan the extent to which it has adopted the key prevention and mitigation strategies identified in the guidance.” 88 FR at 21200. Any updated LEA plan must be consistent with state law, including any applicable executive order, any agency emergency order, or any agency regulation or rule. Specifically, LEA policies must comply with section 381.00316, Florida Statutes, and any policies implemented after August 9, 2021 must comply with Florida Department of Health Rule 64DER21 -12, F.A.C., and any policies implemented after September 22, 2021 must comply with Florida Department of Health Rule 64DER21-15, F.A.C.
- Assurance 2: Continue progress monitoring and interventions.** The district agrees to provide robust progress monitoring and requisite interventions must be extended to all students with tiered support for students who are performing below grade level and are not making adequate progress. Students who are receiving instruction through innovative teaching methods must transition to another teaching method if they fail to make adequate progress. The district agrees to provide monthly progress monitoring reports to parent/guardians for students identified as performing below grade level and/or demonstrating decline on the district’s progress monitoring system.
- Assurance 3: Allowable Uses of Funds.** The LEA will use funds for activities allowable under section 2001(e) of the CRRSA Act.
- Assurance 4: Maintenance of Equity.** The LEA will comply with all requirements relating to Maintenance of Equity, in accordance with section 2004(c) of the ARP Act.
- Assurance 5: Reporting.** The LEA will comply with all reporting requirements, and submit required reports to the Florida Department of Education at such time and in such manner and containing such information as the department may subsequently require.
- Assurance 6: Audits, Inspections or Examinations.** The LEA will cooperate with any examination of records with respect to such funds by making records available for inspection, production, and examination, and authorized individuals available for interview and examination, upon the request of (i) the Florida Department of Education, the Florida Auditor General; (ii) the Department and/or its Inspector General; or (iii) any other federal or state agency, commission, or department in the lawful exercise of its jurisdiction and authority.