

SANTA ANNA INDEPENDENT SCHOOL DISTRICT
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ESSER III Use of Funds Plan

American Rescue Plan (ARP) Act

Introduction

The American Rescue Plan (ARP) Act statute requires that LEAs develop and make publicly available their plans for the use of funds after having engaged in meaningful consultation with stakeholders. This plan must be reviewed and revised every six months. A summary of Santa Anna ISD plans for ESSER III funding, aligned to four required components, is below.

Public Comment & Stakeholder Input

This plan was developed in consultation with stakeholders after soliciting public comment via community-wide town hall meeting, focus groups, and small group meetings.

Effective Date & Publication of Plan

The plan was written on *6/21/2012* and posted to the LEA website <https://www.santaannaisd.net/News/664#>. Should revisions to the plan become necessary, the plan will be updated and a revised version posted on the website.

Required Components of Use of Funds Plan

Statute requires that LEAs describe its use of funds according to four components:

1. Prevention and mitigation strategies consistent to the latest CDC guidance on reopening schools in order to continuously and safely open and operate schools for in-person learning. (LEAs are not required to use ESSER III funds for this activity.)
2. How LEA will use funds to address the academic impact of lost instructional time through evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year
3. How LEA will spend its remaining funds to meet the intent and purpose of ESSER III
4. How LEA will ensure the interventions 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 COVID19, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.

Plan for Funding to Address Impact on Learning

Statute requires a minimum of 20% of ESSER III funding to be directed toward activities that address learning loss. This requirement is separated among two components:

- **Component #2:** Evidence-based interventions; and
- **Component #4:** Interventions that ensure the social, emotional, mental health needs of students are met

Initial 2/3 Entitlement: \$ _____ 808,141 _____	20% of Entitlement: \$ _____ 161,628.20 _____ <i>(minimum allowed)</i>
Total (initial + final amts.) Entitlement: \$ _____ 1,212,211 _____	20% of Entitlement: \$ _____ 242,442.20 _____ <i>(minimum allowed)</i>
Amount Directed Toward Learning Loss: \$ _____ 258,600 _____	

Component #2: Evidence-based Interventions

Santa Anna ISD will address learning loss through the following activities:

Santa Anna ISD will enhance our summer learning programming, converting to a full day intervention/enrichment program instead of a half day. We will bolster our comprehensive after school programs to include academic vocabulary, real-world application of math, and intervention/enrichment programming. Stipends and wages will be paid for the additional summer programming and after school programming will add stipends for qualified teachers. Tutorials embedded in the school day will support interventions and enrichment. Academic nights is a new program to extend content into celebratory evening events, engaging students and their parents in content specific academic pursuits. A summer reading program will allow students access to a library and host reading events for the children of the community, supporting younger students with books for summer reading. Throughout the year students of all grade levels will receive books to augment their personal libraries, choosing a total of 9 books per year over the next three years. The district will implement Project Literacy over the three years, with targeted reading support to fill gaps due to COVID-19. The summer and after school programming will continue for the next three years.

The secondary schools will add a TSI camp for students to ensure they are prepared for dual credit courses. The secondary schools will expand the dual credit offerings, creating a pathway to achieve an associate’s degree before graduating high school. The Summer Bridge Program supports students transitioning to the next grade. Secondary students will also participate in summer activities, supporting vocabulary skills needed in the upcoming grade level. Before and after school academic support will extend the day to help reduce gaps in learning due to COVID-19.

Educators will receive high quality professional development over the next three years. Teachers will complete training with Fundamental 5 author Sean Cain. The district will develop teachers through leadership training, building a foundation of collaboration in the district that focuses on student data analysis and quality instruction. Math and science content teachers will benefit from conferences that target identified objectives or TEKS that our students

struggle with. Elementary teachers will partner with ESC 15 services to train in the use of TEKS Resources to create sound lesson plans. All staff members will gain access to Ruby Payne training for better understanding of students in poverty.

The Santa Anna technology department will enhance our infrastructure to access wireless internet services throughout our campuses. Currently, not all areas are supported with access for staff and students. We are adding iPads for student in grades Pre-K through 2nd grade, expanding our one to one initiative through all students in the district. In the case of a quarantine, all students will have the ability to continue learning with the technology to access instruction.

The LEA has budgeted to implement these activities during the following years:

- 2020-2021 school year
- 2021-2022 school year
- 2022-2023 school year
- 2023-2024 school year (as carryover)

Some allowable uses of funds aligned to this component include –

- Activities aligned with ESEA
- Activities aligned with IDEA
- Activities aligned with Adult Education & Family Literacy Act (AEFLA)
- Activities aligned with Perkins CTE
- Purchase educational technology to aid educational interaction (students/teachers)
- Plan/implement summer learning & after-school programs
- Address learning loss (assessments; comprehensive needs of students; PFE support; tracking remote attendance/engagement)

Component #4: Interventions Addressing Academic, Social, Emotional Needs of Students

Santa Anna ISD will provide interventions responding academic, social, emotional, and mental health needs of all students, in particular underserved groups*, through the following activities:

Santa Anna ISD will create programming with guest speakers and focused support in bullying, suicide, and drug abuse. We will also add a counselor for our summer programming to support social, emotional, and mental health needs of all students. We will provide targeted counseling for at risk students through Shaw and Thompson counseling services. SAISD will also develop attendance incentives for in-person instruction, bolstering the face-to-face opportunities for learning by increasing the consistency of student and adult presence in the classrooms.

**Underserved groups: low-income students; students of color; English learners; students with disabilities; students experiencing homelessness; children in foster care; migratory students*

The LEA has budgeted to implement these activities during the following years:

- 2021-2022 school year
- 2022-2023 school year
- 2023-2024 school year (as carryover)

Some allowable uses of funds aligned to this component include –

- Address student needs: low-income, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth
- Purchase educational technology to aid educational interaction (students/teachers)
- Provide mental health services and supports (incl. implementation of evidence-based full-service community schools & hiring counselors)
- Address learning loss (assessments; comprehensive needs of students; PFE support; tracking remote attendance/engagement)

Plan for Other Needs

Statute requires that the remaining funds be ($\leq 80\%$ of ESSER III entitlement) be spent on other needs aligned with the intent and purpose of ESSER III. This requirement is separated among two components:

- **Component #1:** Prevention and Mitigation Strategies (optional use of ESSER III); and
- **Component #3:** Remaining use of ESSER funds aligned to safely reopening and sustaining the safe operation of schools and addressing the impact of the coronavirus pandemic on students

Initial 2/3 Entitlement: \$ <u>808,141</u>	80% of Entitlement: \$ <u>646,512.80</u> <i>(maximum allowed)</i>
Total (initial + final amts.) Entitlement: \$ <u>1,212,211</u>	80% of Entitlement: \$ <u>969,768.80</u> <i>(maximum allowed)</i>
Amount Directed Toward Learning Loss: \$ <u>258,600 : 953,611</u>	

Component #1: Prevention and Mitigation Strategies

Santa Anna ISD will provide prevention and mitigation strategies consistent with CDC guidance (to the greatest extent possible) on reopening schools, in order to continuously and safely open and operate schools for in-person learning.

Santa Anna ISD is supporting these strategies through ESSER III funding and will include the following:

Santa Anna ISD will hire an additional staff member to assist in the custodial and maintenance needs surrounding additional workloads due to COVID-19 mitigation strategies. The extra cleaning duties to prevent spread of germs and viruses require an additional person to ensure completion on a weekly basis. SAISD is still fully stocked on PPE and supplies to sanitize schools. We are adding a storage cabinet to store all of our PPE inventory.

The LEA has budgeted to implement these activities during the following years:

- 2021-2022 school year
- 2022-2023 school year
- 2023-2024 school year (as carryover)

Some allowable uses of funds aligned to this component include –

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| <ul style="list-style-type: none"> • Strategies/Protocols aligned to CDC guidance (reopening/operating) • Coordinating to prevent, prepare for, respond to COVID19 • PD: sanitizing and minimizing the spread of infectious diseases | <ul style="list-style-type: none"> • Purchasing supplies to sanitize and clean • Develop & implement procedures and systems to improve preparedness & response efforts of LEAs |
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Component #3: Remaining Use of Funds

Santa Anna ISD will use the remaining funds to help safely reopen and sustain the safe operation of schools and address the impact of the coronavirus pandemic on students. The following activities are planned:

Santa Anna ISD will address the issue of zero ventilation in our Ag building, installing adequate equipment to address air quality. Simultaneously we will create more space for the Ag shop, as we are unable to safely social distance. Our agricultural courses serve a large portion of our secondary students, so the impact at SAISD is high. We plan to enhance air quality at the secondary campus with updated units at the high school. We currently do not have enough playground equipment to ensure any type of distancing. We have differentiated recess times to spread out the number of students on the playground at once, but with COVID-19, we just don't have enough equipment for students to spread out. We are changing our flooring in the lower grade classrooms, as they are challenging to clean in the COVID-19 era and students spend a large portion of the class time on the floors working on projects and in centers. Our auditorium floor is near impossible to clean, so we are installing a portable floor covering that is easier to maintain cleanliness. This floor is important because we also host UIL events with students from other schools, making quick cleaning a priority. Our junior high interior walls are not designed for proper cleaning, and need a different surface that does not collect germs and is easier to maintain a cleanly environment. The district has planned out these corrections in our 5-year strategic plan to help address the changes our district faces in the COVID-19 era.

In Santa Anna, we are a high poverty community, so our band students all share instruments. Our plan includes adding enough instruments to limit the sharing of equipment from student to student. During the 2020-21 school year we added a bus because we needed an additional route to socially distance to and from school. We realized we also needed a larger bus in 2021-22 and beyond to transport more students to locations instead of taking two buses. Normally, they would fit on our mid-sized bus, but with social distancing, that is no longer an option. We are adding stipends to staff members that have and utilize their CDL licenses to help bring in bus drivers for our expanded routes. In order to feed our students for summer school, we need a new freezer for our kitchen. Our current setup doesn't work during summer months and feeding our students during a full day of summer instruction is critical. Our communication with parents is crucial, keeping our parents up to date on specific events for student activities or health updates. We have added a newsletter for communication, but need upgrades to our capability to provide quality and timely information.

Our students have been lacking real world experiences during COVID-19. We plan to visit local areas via field trips and establish positive relationships within our community for all elementary students. We plan to engage secondary students in science and math real world activities that have been denied due to COVID-19. We plan to support our gifted and talented students through an enhanced UIL academic programs to reignite their passion for learning at a high level. We are adding a robotics program at the secondary level to challenge our students in problem solving. To encourage creativity that has been lacking with COVID-19 quarantines, we are bringing in art teachers to support enrichment with specific content ties to curriculum. We are also developing an annual career fair to help students understand the impact of COVID-19 on specific jobs and careers.

To address the mental stress COVID-19 placed on our overworked staff, we will be offering a COVID-19 stipend for staff members that were with us the entire year as a retention bonus. In smaller schools we did not have the ability to

differentiate teachers, where one teacher worked with face-to-face instruction and the second teacher managed all of the distance learning. All of our teachers did both, live and online instruction, and deserve a retention stipend for successfully navigating a challenging year.

The LEA has budgeted to implement these activities during the following years:

- 2020-2021 school year
- 2021-2022 school year
- 2022-2023 school year
- 2023-2024 school year (as carryover)

Some allowable uses of funds aligned to this component include –

- Repairing & improving school facilities to reduce risk of virus/exposure to health hazards
- Improving indoor air quality
- Develop & implement procedures and systems to improve preparedness & response efforts of LEAs
- Plan/implement activities during long-term closures, (meals to eligible students; provide technology for online learning; guidance for IDEA requirements; ensure other ed. services continue per federal, state, local requirements)
- Other activities that are necessary to maintain operation of and continuity of services, including continuing to employ existing or hiring new LEA and school staff