



ESSER III

Use of Funds Plan

LA FERIA INDEPENDENT SCHOOL DISTRICT
Fiscal Years 2021, 2022, 2023, & 2024





La Feria Independent School District

Use of Funds Plan

June 2021

(Live Document)

Revised: September 28, 2021

ESSER III

Introduction:

In response to the COVID-19 pandemic, the United States Department of Education has released ESSER III for local education agencies (LEAs) to apply for through the Texas Education Agency (TEA). This grant is known as ARP Act ESSER III.

Purpose of ESSER III

The purpose of the ESSER in general is to award sub grants to local educational agencies to address the impact that COVID-19 has had, and continues to have, on elementary and secondary schools.

Stakeholder Meetings

May 10: Public Notice Meeting of the Intent to Apply: Regular School Board Meeting

May 10: Noemi Dominguez Elementary ESSER III Teacher/Administrative Team Meeting

May 11: W. B. Green Jr. High ESSER III Teacher/Administrative Team Meeting

May 11: Sam Houston Elementary ESSER III Teacher/Administrative Team Meeting

May 11: David G. Sanchez Elementary ESSER III Teacher/Administrative Team Meeting

May 11: C. E. Vail Elementary ESSER III Teacher/Administrative Team Meeting

May 12: La Feria High School ESSER III Teacher/Administrative Team Meeting

May 12: La Feria Academy ESSER III Teacher/Administrative Team Meeting

May 13: Technology Committee Meeting to Review ESSER III

May 18: Student ESSER III Input Meetings at Sam Houston, LFHS, Academy & Green

May 20: Student ESSER III Input Meetings at Dominguez, Sanchez, & Vail

May 25: Principal/Director ESSER III Meeting

May 26: Long Range Facility Committee Meeting

May 31: Child Nutrition ESSER III Meeting

June 9: Finance Committee Meeting

June 10: Region One ESC ESSER III Meeting w/ Cory Green

June 14: Presentation of Use of Funds Plan for ESSER III to Board of Trustees

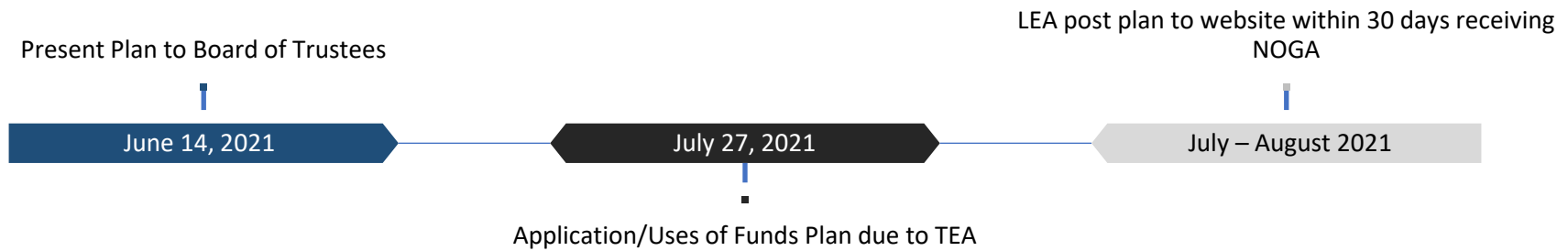
Stakeholder Survey

214 Responses received from survey: Emailed Parents and Staff (May 26-June 2)

85	Parents
18	Support Staff
7	Instructional Aides
87	Teachers
6	Administrators
3	Students
4	Others

Timeline





Total Allocations: **\$11,936,065 (ESSER III)**

20% Minimum (ESSER III) for learning loss type of activities: **\$2,387,213**

Allowable Expenses

- Develop strategies and implement public health protocols (in line with guidance from the CDC to the greatest extent possible) to reopen and operate schools to effectively maintain the health of students and staff;
- Coordinating and response efforts to prevent, prepare for and respond to COVID-19;
- Training and professional development on sanitizing and minimizing the spread of infectious diseases;
- Supplies to sanitize and clean the District’s facilities;
- Improving and/or repairing the District’s facilities to reduce risk of virus transmission and exposure to environmental health hazards;(Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.)
- Improve indoor air quality;
- Addressing the needs of children from low-income families, children that have disabilities, English learners, racial and ethnic minorities, homeless students, and children that are in foster care;

(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.

- Procedures and systems to improve the preparedness and response efforts of the District, including developing and implementing those procedures;
- Planning and/or implementing activities during long-term closures, including providing meals to eligible students and providing technology for online learning;
- Educational technology for students that aid in interaction between students and their classroom instructors, including hardware, software, connectivity, assistive technology, and adaptive equipment;
- Mental health services and supports, including implementation of evidence-based full-service community schools and the hiring of counselors;
- Summer learning and supplemental after-school programs, including planning and the implementation of those programs;
- Activities that address learning loss; and
- Any other activities that are necessary to maintain operation and services provided by the District, including continuing to employ existing staff or hiring new staff.

The district and staff took the following steps in determining the Use of Funds Plan for ESSER III.

1. Understand the purpose of ESSER III
2. Review Goals of the District
 - Goal 1: Academics
 - Goal 2: Technology
 - Goal 3: College, Career, & Post-Secondary Readiness
 - Goal 4: Safety/Health
 - Goal 5: Facilities
3. Conduct a Needs Assessment
4. Determining Use of Funds for ESSER III
 - a. Each expense must align to a goal
 - b. Each expense must be based upon a need
 - c. Each expense must be an allowable expense under the ESSER III guidelines.
 - d. Each expense must be monitored and evaluated for the effectiveness of reaching the goal.
5. Use of Funds Plan Presented to Board of Trustees
6. Application submitted to the Texas Education Agency

Program Description

The ARP ESSER III Federal Grant will be used for any activity outlined to meet the goals of the District for the school year 2020-2021, including summer 2021; 2021-2022, including summer 2022; 2022-2023, including summer 2023, and 2023-2024, including summer 2024 (carryover period).

The La Feria Independent School District took the following steps in determining the Use of Funds Plan for ESSER III. The first step was to conduct a needs assessment based on the goals of Academics, Technology, College, Career & Post-Secondary Readiness, Safety/Health, Facilities, and Staffing, Data was reviewed as well as meetings were held with Stakeholders to gather input on needs to address learning loss from COVID-19 and needs of district in safety, staffing, facilities, and health of students and staff.

Stakeholder meetings were held with district and campus level administration. The next step was district administration met with campus leadership and department heads to discuss needs of the campus, purpose of ESSER III, and activities and initiatives that could be addressed with ESSER III. Stakeholder meetings were with students led by the campus administration, Technology Committee, Long-range Facility Committee, Finance Committee, and District Departments (transportation, maintenance, special education, bilingual;/ESL, and child nutrition). Surveys were also obtained from parents, staff, and students. In determining the Use of Funds for the grant, each expenditure had to meet the following criteria.

1. Each expense must be assigned to a goal.
2. Each expense must be based on a need.
3. Each expense must be an allowable expense under the ESSER III guidelines.
4. The campus or department administrator must ensure that each expense is monitored and evaluated for the effectiveness of reaching the goal. The grant initiatives will be evaluated bi-annually in December and July for the duration of the grant. A report will be presented to the Board of Trustees.

District level administration also attended a meeting with Cory Green, Associate Commissioner and Chief Grants Officer with the Texas Education Agency to receive guidance for the funds.

Learning Loss

The first need identified was to address the learning loss students have experienced due to COVID-19. The pandemic has forced school closures, shifted many of our students into virtual classrooms, and significantly changed in-person instruction. Research conducted by TEA on benchmark data from fall 2020 across the state shows learning loss for many students. ESSER III focuses on school districts reopening and operating safely, as well as, addressing the impact of the coronavirus pandemic on students. After- school planning for teachers was built into the plan as well as ongoing professional development in responding to the specific interventions needed for each child. Because students have not had the opportunity to work together, campuses responded by focusing on reading centers, manipulatives, and classroom furniture that would make small groups and centers easily accessible in student learning. During the pandemic, science labs have been mainly demonstrative. Funding has been allocated at campuses to provide additional equipment for students to experience hands-on opportunities in science labs. Staffing in the area of an instructional interventionist will be added to each campus for the next 3 years to address the learning loss and ensure that each child is supported with a plan that meets his/her unique educational needs. Furthermore, each campus will have a Parental Involvement Person at their

school to assist the administration and teachers in planning for trainings for parents for “make and take” activities for parents and training on hands-on manipulatives that can reinforce learning at home. La Feria ISD understands the importance of parental involvement to address the Covid slide that has occurred with many of our students. Literacy will also be a focus as well as after-school and summer enrichment programs to assist with the learning loss from COVID-19. Technology will be purchased and updated access points will be installed to provide the support and enrichment with software programs for our students. All purchases will be based on a specific campus-based need and will be evaluated for effectiveness to meet the goals as outlined in the District Improvement Plan, the Superintendent Performance Goals, HB 3, and the strategic plan.

Facilities/Air Quality Control

Funding from the ESSER III grant will also be used to ensure facilities are ready for 100% in-person learning. HVAC systems that are 20+ years old will be replaced as well as air purification systems will be installed at all campuses and on all buses. When reviewing the needs of facilities, the health and safety of staff was also taken into account for initiatives as well as needs of our Child Nutrition Department. Cleaning supplies for the district and campuses and well as the purchase of 2 additional buses is also a part of the plan.

Safety/Health

Much attention has been paid to the academic learning loss that is projected to have occurred as a result of COVID-19 school closures. As we plan our fall reopening, we know social and emotional learning (SEL) should be a priority. Christina Cipriano, who holds a doctorate in educational psychology and is director of research at the Yale Center for Emotional Intelligence, is among those pushing for more SEL. She recently stated, “It is next to impossible to expect teaching and learning to occur in a crisis without attending to our emotions.”

As La Feria ISD plans for all campuses to be in 100% attendance in the fall, initiatives have been established with ESSER III funding. Social/Emotional Curriculum & Training will be purchased. For the next 3 years to focus on the students social/emotional needs of our students, an additional LSSP will be on staff as well as a counselor at specified campuses where the need has been established. Parental training in social/emotional learning will also be addressed. Electric gates for security and additional updated security cameras will be purchased. Due to the pandemic, health services has seen a need for our students to participate in physical activity due to many students not being as active. Purchases for playground equipment and outdoor running trails have been incorporated in the plan.

**LA FERIA ISD
ESSER III USE OF FUNDS PLAN
LAST UPDATED 9/20/2021**

This is a live document that will be updated in accordance with the needs of the district

ESSER III Award	\$ 11,936,065
Unrestricted Indirect Costs (11.44%)	\$ 1,365,486
Amount to budget	\$ 10,570,579

Award	\$ 11,936,065	
20%	\$ 2,387,213	Minimum to be used for learning loss
		District will exceed the minimum

Position	# of Employees	Program Description	Pre-Award 2019-2020	2020-2021	Estimated Cost	Estimated Cost	Estimated Cost
					2021-2022	2022-2023	Carry-Over 2023-2024
Cafeteria Worker	1	A10	NA		14,762.00	14,762.00	14,762.00
Counselor	1	B1	NA		63,928.00	63,928.00	63,928.00
Instructional Coach	7	B2	NA		400,700.00	407,700.00	414,700.00
Instructional Technology Coach	1	B	NA		57,980.00	58,980.00	59,980.00
Kinder Teacher	1	B2	NA		46,000.00	47,000.00	48,000.00
LSSP	1	A2	NA		74,566.00	74,566.00	74,566.00
LVN	1	B9	NA		30,210.00	30,210.00	30,210.00
Math Coordinator	1	B2	NA		76,125.00	76,125.00	76,125.00
Parental Liason	6	A3/B3	NA		139,248.00	139,248.00	139,248.00
Reading Coordinator	1	A3/B2	NA		88,440.00	88,440.00	88,440.00
STEM Lab Paraprofessional	6	B2	NA		105,684.00	105,684.00	105,684.00
Turancy Officer	1	B4	NA		28,869.00	28,869.00	28,869.00
Retention Stipends	1/Year	B11	NA	483,003.00	750,000.00	750,000.00	750,000.00
Other General Fund Salaries	25	B10	NA		2,431,041.00	1,000,000.00	1,000,000.00

TOTAL 483,003.00 4,307,553.00 2,885,512.00 2,894,512.00

Total Budgeted **10,570,580**

**LA FERIA ISD
ESSER III USE OF FUNDS PLAN
LAST UPDATED 9/20/2021**

This is a live document that will be updated in accordance with the needs of the district

ESSER III funds will be used in the following manner:

*3 year personnel that will help address learning loss

*Supplant some general fund personnel expenses to free up funds in the general fund

*Funds freed up in the general fund will be used to address additional COVID related expenses

**Program
Description Use of Funds - LEA Allowable Activities**

A2	Any activity authorized under Individuals with Disabilities Education Act (IDEA)
A3	Any activity authorized under the Adult Education and Family Literacy Act
A10	Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students
B1	Addressing learning loss among LEA students, including low-income students, SWD, English learners, racial & ethnic minorities, students experiencing homelessness, & children in foster care -- Administering and using high-quality assessments
B2	Addressing learning loss among LEA students, including low-income students, SWD, English learners, racial & ethnic minorities, students experiencing homelessness, & children in foster care -- Implementing evidence-based activities to meet the comprehensive needs of students
B3	Addressing learning loss among LEA students, including low-income students, SWD, English learners, racial & ethnic minorities, students experiencing homelessness, & children in foster care -- Providing information and assistance to parents & families on effectively supporting students
B2	Addressing learning loss among LEA students, including low-income students, SWD, English learners, racial & ethnic minorities, students experiencing homelessness, & children in foster care -- Implementing evidence-based activities to meet the comprehensive needs of students
B4	Addressing learning loss among LEA students, including low-income students, SWD, English learners, racial & ethnic minorities, students experiencing homelessness, & children in foster care -- Tracking student attendance and improving student engagement in distance education
B9	Addressing learning loss among LEA students, including low-income students, SWD, English learners, racial & ethnic minorities, students experiencing homelessness, & children in foster care -- Providing information and assistance to parents & families on effectively supporting students
B10	Other activities that are necessary to maintain the operation of and continuity of services in the LEA
B11	Other activities that are necessary to ... continuing to employ existing staff of the LEA