

Arlington Classics Academy

**Public Hearing: Coordinated Federal Efforts
including ESSER II and III**

“

You do not
rise to the
level of
your goals.
You fall to
the level of
your
systems.

JAMES CLEAR

Tiny Changes,
Remarkable Results

Atomic Habits

An Easy and Proven Way
to Build Good Habits
and Break Bad Ones

James Clear

“An immensely practical and powerful book!”
Mark Twain, author of The Sultan and of Our Living Age

Stakeholder Input

ACA administration sought stakeholder input in many forms from:

- ACA families
- Campus teachers
- Campus administration
- Special Education staff
- Other school leaders
- Other educators
- District administrators
- Other school staff including those representing disadvantaged students

Stakeholder input was requested in multiple ways via:

- District Advisory Committee Meeting: Review and Input
- Parent Survey
- Staff Survey
- Public Hearing (advertised in Star Telegram)

Key Takeaways

- Top issues facing the students/school when considering COVID
 - 26% of responses addressed health/safety issues (including vaccines)
 - 26% of responses addressed academics (gaps created or following through with accelerated academics)
 - 10% of responses addressed a concern over general disruption to lives and media misinformation
 - Other comments addressed:
 - Too much tech
 - Too much work
 - PPE (not enough and too much)
 - Connectivity (to internet)

Key Takeaways

- Highest priority needs (when considering COVID)
 - 46% of responses referred to social and emotional support
 - 38% of responses referred to academic needs
 - 9% of responses wanted ACA “back to normal”
 - 5% of responses referred to safety
 - The remaining 2 % included:
 - GT Program
 - Parental Involvement
 - Classroom management
 - Remote learning

Key Takeaways

- Methods ACA should consider to accelerate learning:
 - 37% of responses included tutoring
 - 27% of responses included after school learning
 - 17% of responses included summer learning opportunities
 - 12% of responses included blended learning
 - 3% of responses included requests for sports, band, or clubs
 - The remaining isolated responses included but not limited to:
 - Gifted program
 - parent/home support
 - Small groups
 - ACA instruction is accelerated enough, etc

Expectations based on student performance reviews:

- 1) Higher numbers in intervention systems = need for short term FTE's addressing intervention**
 - a) Student performance data is still being processed and will be presented in the July board meeting**
- 2) Early learning intervention vital**
- 3) Staff development in real time with real time data (facilitated coaching)**
- 4) SEL supports and Behavioral adjustments - need for intervention and campus wide system review due to COVID**

Key Goals

- 1) Ensure ACA's high academic standards are evident (systems awareness is high and functioning, address any drift) so EVERY child can learn.**
- 2) Ensure system adjustments to address COVID slide through academic support of ALL students**
- 3) Support student SEL (social and emotional learning) and mental health**
- 4) Review ventilation system for improvements in air quality to address COVID and other potential indoor illness**
- 5) Supplement ACA's revenue to address unknowns**

KEY RESOURCES

- General Education Funds (local and state)
- State Compensatory Education Funds
- State and Federal (IDEA) Special Education Funds
- ESSA Title 1 Funds (grant amount reduced)
- State ESL Program Funds and ESSA Title III Funds
- ESSER II
- ESSER III

ESSA (Every Student Succeeds Act) – Title 1

- All allowable entitlements are consolidated (transferred) to support the targeted assisted Title 1 programs at the Primary and Intermediate campus
- **Amount: \$76,665 (reduction of approx \$22,000)**
- Allowable use of funds: These federal dollars, in coordination with other state sources like State Compensatory Education, LEP, and Early Literacy dollars help ACA serve the students demonstrating the most need in math and reading instruction. Through Title 1 funds, ACA primarily provides for math intervention instruction and resources for students identified in need at the Primary and Intermediate campuses. Our Middle School campus receives similar funds for intervention through the State Compensatory Education program.
- This grant funds **1.25 FTE** staff members at K-5.
- Note: ACA will utilize ESSER II and III dollars to help supplement the Title 1 program efforts due to the reduction of available funds in ESSA and the expected increased demand.
- Planned use is always subject to change based on need.

ESSA Title III Funds

- **Amount: \$10,499**
- Allowable use of funds: This entitlement has not previously been provided due to not reaching the \$10,000 threshold for a local program. This grant allows for supplemental services to be provided to students identified as Limited English Proficient. The goal of this grant is to provide additional services to students in order for them to be able to meet the rigorous standards of the state assessment
- This grant will work in coordination with state ESL funds to provide the additional support LEP students need including instructional resources and programs designed to support LEP students, additional academic and language acquisition support, tutoring and summer learning.
- ESL students will also have access to support provided by ESSA, State Comp Ed, ESSER II and III
- Planned use is always subject to change based on need.

IDEA-B (Individual with Disabilities Education Act)

- **Amount: \$201,782**
- Allowable use of funds: These federal funds are provided to address the specific needs of students served through special education. ACA uses these dollars in coordination with state special education funds to provide special education teachers, classroom aides, instructional resources, instructional programs, diagnostic services, speech services, and occupational therapy services or other related services on all three campuses.
- The federal allotment contributes **2 FTE** teaching positions, approximately **4 FTE** classroom aides, instructional supplies, and multiple services like diagnostics.
- Special Education students will also have access to support provided by ESSA, State Comp Ed, ESSER II and III according to their IEP.
- Planned use is always subject to change based on need.

USE OF FUNDS PLAN (ESSER II & III)

- Amount: ESSER II - \$382,586
ESSER III \$859,234 (only 75% available in this application)
- Allowable use of funds selected by ACA according to stakeholder input and need:
 - a. Any activity authorized under Elementary and Secondary Education Act (ESEA)
 - b. Planning and implementing activities related to summer learning - providing classroom instruction or online learning during summer months and addressing the needs of low-income students, SWD, English learners, migrant students, students experiencing homelessness, & children in foster care
 - c. Addressing learning loss among LEA students, including low-income students, SWD, English learners, racial and ethnic minorities, students experiencing homelessness, & children in foster care - Implementing evidence-based activities to meet the comprehensive needs of students
 - d. Other activities that are necessary to maintain the operation of and continuity of services in the LEA
 - e. Other activities that are necessary to ... continuing to employ existing staff of the LEA.

Activity	Amount Dedicated 21-22	Amount Dedicated 22-23	Amount Dedicated 23-24	Total for Activity
Employ 1.75 FTE math intervention (a, c)	\$123,000	\$126,000	\$129,780	\$378,780
Employ 9 FTE campus supports (c, d)	\$242,000	\$249,260	\$256,738	\$747,998
Provide summer academy and tutoring (a, b c)	\$45,042	\$35,000	\$35,000	\$115,042
Contingency budget for unknown (d, e)	contingency	contingency	contingency	contingency
TOTALS	\$410,042	\$410,260	\$421,518	\$1,241,820

USE OF FUNDS PLAN (ESSER II & III)

IMPORTANT NOTE: The board is advised that ACA assures, as part of the required assurances of the grants, that although funds may be used for one-time or ongoing purposes, ACA understands the use of the funds for ongoing purposes could result in funding deficits in future years after the funding expires on September 30, 2024. ACA makes no assumption that the state will provide replacement state funds in future years and that this fact will be raised and explicitly discussed in a meeting of its governing board.

ACA COVID Response - Academic

- While the previous information illustrates our plan for the use of funds (ESSER federal funds) as required by the grant, it does not summarize ACA's complete academic response to the impact of COVID.
- Other strategies to overcome the impact of COVID funded outside of ESSER:
 - Increase the amount of time and/or repurposing time dedicated to personalized learning, intervention and enrichment/extension in the regular learning day
 - Provide tutoring plans for students identified
 - Provide additional academic supports for designated students
 - Employ multi-campus dyslexia teacher
 - Employ additional interventionists (math and reading)
 - Provide additional progress monitoring tools to track growth
 - Provide additional support for developing student mental health and resilience, executive function and academic discipline
 - Hire additional counselor so each campus has a dedicated counselor
 - Adopt schoolwide program at MS: SOAR
 - Provide staff development for both mental health supports and academic acceleration in real-time (facilitated coaching)

ACA COVID Response - Academic

- Other strategies to overcome the impact of COVID funded outside of ESSER (cont):
 - Supporting parents as they support their children's learning and encouraging parental involvement
 - Providing resources to continue the learning at home
 - Providing Parent Universities that assist parents in supporting their children
 - Communicating student progress
 - Providing parent resources for strategies that strengthen student executive function and academic discipline.

Research from the National Coalition for Parent Involvement in Education shares that “no matter their income or background, students with involved parents are more likely to have higher grades and test scores, attend school regularly, have better social skills, show improved behavior and adapt well to school.”

The National PTA reports that “the most accurate predictors of student achievement in school are not family income or social status, but the extent to which the family . . . becomes involved in the child's education at school.” It's undeniable that parents who are active supporters of their children's learning are giving their kids the best opportunity for educational success.

RETURN TO IN-PERSON LEARNING PLAN

ACA has reviewed guidance from the CDC, TEA, and local authorities. It should be noted that updated guidance for 21-22 from all of these agencies is still pending. ACA will continue to review guidance and make decisions best for the whole ACA community.

ACA's goal is to provide a healthy and safe environment in which to thrive and learn that aligns with ACA's commitment to high academic and behavioral standards. Thus, ACA will adopt protocols according to action taken by the Board of Directors that directs ACA administration to provide the minimum amount of protocols necessary to support a healthy learning environment while enabling the instructional practices ACA is known for.

Based on data related to COVID's lack of spread at ACA and other schools across Texas and in line with rules ordered by the Governor of Texas and the Texas Education Agency, ACA administration will adopt the following operation guidelines for the 21-22 school year:

RETURN TO IN-PERSON LEARNING PLAN

- ACA will include an exception to the dress code that allows students and teachers to wear school appropriate masks if the person desires to wear one
 - Shaming and/or bullying for the wearing or not wearing a mask will not be tolerated and is subject to consequences of said violations in the student handbook and code of conduct.
 - If a mask is worn, it must be worn appropriately. All masks (and anything used to secure a mask or face shield) must be school appropriate (masks cannot display profane, obscene or otherwise inappropriate language and/or symbols like drug or alcohol references, sexual references, etc. Gang-type symbols, even if just perceived, or patently offensive symbols or otherwise any design that distracts or interrupts the educational environment, are prohibited.) While masks will not be required to match approved uniform colors, ACA highly recommends simple, solid color or patterned materials.
 - ACA teachers or staff will not be responsible for student masks. Staff will not monitor masks, even at parent request, so that the teachers can dedicate their time and energy for caring for, designing instruction for, and teaching ACA students. This includes requests by parents for students to be seated close to or away from students with or without masks.

RETURN TO IN-PERSON LEARNING PLAN

- ACA will review CDC guidance as updated, research and implement improvements to air quality in facilities through improvements to HVAC and ventilation systems at ACA. (funded locally)
- ACA will encourage parents to check students for symptoms of illness before coming to school and isolate anyone with a fever (as per the student handbook and TEA guidance). Students cannot return to school until they are fever free for 24 hours and meet the health guidelines within the student handbook.
- ACA will continue healthy habits as recommended by CDC:
 - frequent handwashing for at least 20 seconds
 - providing hand sanitizer for use throughout the school buildings
 - covering your cough or sneeze with a tissue or sleeve
 - staying home when ill
- ACA remains committed to routine cleaning and disinfecting of school buildings and will continue to provide additional support in this area
- Students who fall ill will be isolated while on campus and sent home until recovered.

RETURN TO IN-PERSON LEARNING PLAN

- Students who are absent due to illness will follow the procedures in the student handbook, including procedures related to absences and make-up work.

*While ACA plans to operate with these protocols for the 21-22 school year, this plan is subject to change by authorities that govern ACA.

FAQ

Is ACA providing a remote learning option for 21-22 school year?

No. ACA cannot provide a remote learning option for the 21-22 school year. The ability to offer a remote learning option was left to the decision of the legislature. The bill did not pass. We are dedicating resources to COVID recovery and providing a healthy learning environment.

Can my child take class online if they are sick at home?

No. ACA will not be able to provide remote learning options for students who are absent.

Can I volunteer at my child's school?

Yes. ACA campuses will be open for volunteers and visitation as allowed prior to COVID.

There were several other protocols in 20-21 that are not listed in this presentation. Will ACA continue other protocols?

All items are subject to change, but in general, all protocols are listed here. ACA will not be practicing any additional protocols due to COVID other than those in this presentation and found in regular student manuals, employee manuals, handbooks and policies.



Griffin

Tribe

Love your tribe.