

LEAs will use this planning template to describe their plan for addressing the academic and well-being needs of all students, including how they will meet [federal](#) and [state](#) requirements to address the disproportionate impact of COVID-19 on certain subgroups of students through key investments in evidence-based activities and [Louisiana Comeback Commitments](#). LEAs must submit their plans by **September 30, 2021** in the *Achieve!* eGMS application.



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School System Leader Signature	Date Click or tap here to enter text.

NEEDS ASSESSMENTS ✓ ✓ ✓

How will the LEA identify the disproportionate impact of COVID-19 on student groups¹, which include underrepresented student groups, including each major racial and ethnic group, children from low-income families, children with disabilities, English learners, gender, migrant students, students experiencing homelessness and youth in foster care? (check all that apply)

- ☒ Student demographic data, such as race or ethnicity, FRPL eligibility, or English learner status
- ☒ Student outcome data, such as assessments
- ☐ State administrative data, such as unemployment claims
- ☒ Health data, such as local Covid-19 infection rates or hospitalizations due to Covid-19
- ☒ Conversations with community (stakeholder input)
- ☒ Student enrollment and attendance data
- ☒ Student chronic absenteeism data
- ☐ Student instructional mode (virtual, hybrid, in-person)
- ☒ Student course enrollment data
- ☐ Other: Click or tap here to enter text.
- ☐ Other: Click or tap here to enter text.

Criteria Checklist

- ☒ The LEA reviews and analyzes progress and gaps in all data sets to identify the disproportionate impact of COVID-19 on student groups.
- ☒ Across all data sets, the LEA establishes the greatest needs and identifies the reasons the needs exist.
- ☒ The LEA sets system-level improvement goals for the areas of greatest needs across all data sets, and interim goals that indicate progress.
- ☐ The LEA partners with school leaders to set school-level improvement goals that are aligned to the LEA goals (if applicable).

Commitment: **ATTENDANCE & WELL-BEING** ✓ ✓

¹ [ARP ESSER Fact Sheet](#)

Key Investment: Attendance	ESSER II	\$Click or tap here to enter text.	ESSER III	\$ 40,470
How will the LEA identify students who need to be re-engaged?				
<p>AABE LEA collects student attendance in PowerSchool, a student information system. From Powerschool, the LEA can produce reports that displays student data by indicators such as demographic (race and ethnicity), socio-economic status, disability classification, among others. Approximately 40 students with disabilities needed to be reengaged. A review of our data revealed that students with disabilities need more support than their non-disabled peers. All students who were chronically absent have been re-engaged and will be monitored through their SAT, IAP, or IEP teams.</p> <p>Generally, attendance reports are run daily and subsequently notifications to parents of absent students. The school runs excessive absences reports in PowerSchool monthly to identify students with chronic absences. Teachers are also trained to make referrals regarding students with chronic absences from their classes. Lusher Charter School currently does not offer remote instruction, however students who are quarantined or experience building closure will participate in google classroom instruction. The students who do not participate are monitored and supported by the teacher and/or social worker to make sure work is submitted. The LEA has reviewed the attendance data from the 19, 20, and 21 school years. From this data, a combination of 45 students have plans in place enabling them to reach attendance and academic improvement.</p>				
<p>Which evidence-based activities will the LEA invest in using ESSER II & III funds? (check all that apply)</p> <p><input checked="" type="checkbox"/> Re-engagement supports</p> <p><input checked="" type="checkbox"/> Drop-out early warning systems</p> <p><input type="checkbox"/> Other: Click or tap here to enter text.</p> <p><input type="checkbox"/> Other: Click or tap here to enter text.</p>				
How will the LEA seek to re-engage students with poor attendance?				
<p>Teachers initiate contact with students and parents regarding missed instructional time and collaborate to re-engage student in learning in an effort to maintain academic success upon the student's second absence. LEA leaders follow up by reviewing the reports of these students on a quarterly basis. Teachers offer tutoring opportunities (office hours) to engage students in learning and build relationships with students. Support staff (social workers, deans, counselors, etc.) build relationships with students and parents by regular check-ins regarding absences, identifying barriers to attendance, and offering referrals to outside agencies for support as indicated. Students are offered opportunities to make up the missed instructional time to improve academic performance while encouraging improved attendance. The objective and measurable outcome would be to have less than 10% of students as chronic absentees.</p> <p>Additionally, the RTI or MTSS team at each school meets routinely to discuss student academic, social emotional and attendance needs. The team analyzes data, determines interventions, and progress monitors the implementation of those interventions. The team meets routinely and shares information from those meetings with teachers and staff. The Attendance Team monitors student attendance by closely tracking homeroom attendance and comparing and verifying it throughout the day. The attendance team communicates with teachers and families to keep them accurate and up to date as well as tracking medical excuses and/or parent contact.</p>				
Key Investment: Well-Being	ESSER II	\$Click or tap here to enter	ESSER III	\$ 652,754

		text.		
How will the LEA identify students who need mental and behavioral supports?				
<p>The LEA has established partnerships with LSU and Tulane University School Psychology programs to design needs assessments, screenings, and schoolwide and targeted social/emotional and mental health needs. The LEA will administer needs assessments and screenings in mid-October 2021 that capture information related to school climate, school engagement, subjective wellbeing, internalizing behaviors, externalizing behaviors, and help-seeking behaviors, as appropriate by student and grade level. For students who screen in the at-risk range on one or more measures, the LEA will engage in additional screening and interviews to determine the appropriate skill-areas for interventions and services.</p> <p>The LEA has also previously developed needs assessments that investigate whether the events surrounding COVID-19 have negatively impacted: finances, physical health, mental health, housing, job status, routine, parenting practices, children's physical health, children's mental health, children's grades and whether tips and strategies to decrease my or my family's stress and worry; organizational skills for my child/ren's work and assignments; tips for structuring my family's day so we can be more productive; ideas for fun activities to do while "sheltering-in-place"; educational support for my child/ren's classes; a list of aid and resources being provided by the school, community, and government would be beneficial for the LEA to provide. The LEA uses a multiple gating screening method to identify students who need mental and behavioral supports. In fall and spring, teachers of students in grades K-5 complete Student Externalizing Behavior Screeners (SEBS) and Student Internalizing Behavior Screeners (SIBS) and also nominate students for supports. There are approximately 40 students in K-5 who receive either individual or small-group interventions. In grades 6-12, teachers complete SEBS/SIBS (6-7) and nominate students using an operational definition of at-risk (6-12). Students also complete the Youth Internalizing Problems Screener (YIPS), Youth Externalizing Problems Screener (YEPS), and Student Subjective Wellbeing Questionnaire (SSWQ). Following initial screening, students who are at-risk meet with school-based mental health team members or LSU/Tulane Psychology externs for additional screening using a clinical interview and additional rating scales as needed and are triaged into levels of service (biweekly check-in, individual services, skills groups, etc). Approximately 75 student per year receive additional screening and approximately 40 students receive individual services or groups.</p>				
<p>(For Students) Which evidence-based activities will the LEA invest in using ESSER II & III funds? (check all that apply)</p> <p><input checked="" type="checkbox"/> Mental and Behavioral Health</p> <p><input checked="" type="checkbox"/> Character Building</p> <p><input checked="" type="checkbox"/> Trauma-informed care</p> <p><input type="checkbox"/> Full Service Community Schools</p> <p><input checked="" type="checkbox"/> Adoption/ integration of SEL curriculum</p> <p><input checked="" type="checkbox"/> Professional development for staff</p> <p><input type="checkbox"/> Other: Click or tap here to enter text.</p> <p><input type="checkbox"/> Other: Click or tap here to enter text.</p>				
(For Students) Describe the LEAs plan for implementing evidence-based activities.				
<p>The LEA has created school site-based teams that include school social workers, school psychologist, administrators, and graduate students/advisors to review data and create schoolwide, small group, and individual supports as indicated by responses to screenings. The teams will design supports using existing programs and protocols (Conscious Discipline, PBIS, Cognitive-Behavioral Interventions) and implement other evidence-based supports as necessary. The LEA uses a multi-tiered system of support to identify evidence-based interventions to implement at each tier of need. The school will use existing structures to deliver services such as whole-group social-emotional time (caring counts, morning meeting), advisory, and digital media for whole-group support; advisories and</p>				

scheduled social-work or therapy sessions with graduate students as needed. The Mental and Behavioral health, Character Building, Trauma-informed care, adoption/integration of SEL began in October of 2021.

Professional development started September of 2021 and support will continue throughout the school year. Implementation and monitoring will occur regularly. All teachers will be given feedback in the fall and spring. Additional feedback will be provided as needed.

Monitoring attendance data and implementation of student support and student engagement strategies will result in a 5% improvement in attendance.

(For Educators) Which evidence-based activities will the LEA invest in using ESSER II & III funds? (check all that apply)

- ☒ Mental and Behavioral Health (virtual health coaches)
☐ Other: Click or tap here to enter text.
☐ Other: Click or tap here to enter text.

ATTENDANCE & WELL-BEING	2021-2022 Total Funding Commitment	\$ 693,224
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Commitment: **RECOVERY AND ACCELERATION** ✓ ✓ ✓

Key Investment: Targeted Learning Support	ESSER II	\$ 486,095	ESSER III	\$ 471,061
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How will the LEA identify the disproportionate impact of COVID-19 on student groups², which include underrepresented student groups, including each major racial and ethnic group, children from low-income families, children with disabilities, English learners, gender, migrant students, students experiencing homelessness and youth in foster care? (check all that apply)

- ☒ Student demographic data, such as race or ethnicity, FRPL eligibility, or English learner status
☒ Student outcome data, such as assessments
☐ State administrative data, such as unemployment claims
☐ Health data, such as local Covid-19 infection rates or hospitalizations due to Covid-19
☒ Conversations with community (stakeholder input)
☒ Student enrollment and attendance data
☒ Student instructional mode (virtual, hybrid, in-person)
☒ Student course enrollment data
☐ Other: Click or tap here to enter text.
☐ Other: Click or tap here to enter text.

How will the LEA allocate funds to students most impacted by the Covid-19 pandemic? (Please describe the formula or decision-making rubric to allocate funds across schools).

The Elementary Student Selection Process assigns numerical values to multiple criteria from data sources based on the grade level. This criteria includes IRLA (Independent Reading level Assessment), Achieve 3000 (Lexile Level), DIBELS, iReady, Accadience, LEAP, and teacher recommendations. Students are ranked and those with the greatest need are placed in intervention. Economically disadvantaged, Limited English, Families in Transition, and Special Education students are prioritized. The Covid-19 pandemic has impacted every student in the school. There is a disparity in the impact between math and reading. Approximately 15%-20% of students in each grade level were

² [ARP ESSER Fact Sheet](#)

affected to a greater extent in reading, but 30%-40% of the students were affected in math. The results of LEAP show that more than half of the students not meeting Mastery in math and reading were economically disadvantaged, students of color, or students with disabilities under IDEA or Section 504. All students in 4th through 8th grade not achieving Mastery in math and/or reading on statewide assessment during the 2021 and 2022 school year will receive additional intervention during the school day as well as after school.

The Middle School has seen a decrease in math scores along with a staff new to Lusher. Ready Classroom and supplemental instructional materials are being used to address learning loss. (iReady is used for grade 7.) LEAP scores also had an overall decrease. Accelerated learning will be provided throughout the day, after school and in the summer. Paper will be purchased for use in every content area. This will be beneficial to students who are quarantined and/or a member of the vulnerable population.

The High School had a decrease in Math and English LEAP 2025 after the 2020-21 school year with hyflex and virtual learning. Two academic 9th grade support classes were developed into the master schedule for both English and Math. iReady was selected as a software program in the 8th grade Math classes. High School classes are on a flex schedule and classes meet every other day, but the 8th grade Math and English classes are double blocked, so teachers and students meet every day.

Which evidence-based activities will the LEA invest in using ESSER II & III funds? (check all that apply)

- ☒ High-dosage Tutoring (ELA and Math) *(if tutoring takes place during summer school or before or after school programs please use those categories)*
- ☒ Literacy Interventions and Extensions
- ☐ Individual Graduation Plans (IGP)
- ☒ 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.
- ☐ Other: Click or tap here to enter text.
- ☐ Other: Click or tap here to enter text.

Describe the LEAs plan for implementing evidence-based activities. How will the selected evidence-based interventions address those disproportionate impacts?

Elementary- A committee composed of parents, teachers, and administrators will develop a plan for accelerated learning. Accelerated learning will include the use of high quality assessments such as Achieve 3000, iReady, Acadience Reading, IRLA, and additional screeners (Acadience, Rocket Math, etc.) instruction on grade level standards by highly effective or effective proficient teachers, small groups not exceeding 12 students, differentiated lessons, and progress monitoring that includes student recording of progress. All students in 4th through 8th grade not achieving Mastery in math and/or reading on statewide assessment during the 2021 and 2022 school year will receive additional intervention during the school day as well as after school.

The measurable outcome for students that participate in this targeted support will exceed the state projected growth targets on LEAP 2022. Weekly progress monitoring (including student recording of their progress) will be measured by formative and summative assessments and diagnostic reports from online programs.

Middle- Students answer a questionnaire where they identify their interests and a plan is devised to best meet their needs. Students meet individually with staff members to discuss the questionnaire. Students attend sessions with a HS teacher and student groups to discuss interest and ask questions.

Staff members schedule meetings with 8th grade students and their parents to make a five year plan (8th-12th grade) Students are exposed to all of the programmatic offerings for our HS school so that they can best make their

choices. We also hold meetings with approximately 35 % of the 7th grade families and all of the new 8th grade students and parents to schedule their 8th grade courses. Staff members review high school level courses offered in 8th grade.

Staff use Ready Classroom, iReady, LEAP 360, Achieve 3000, IXL, Study Island etc. to assess student performance. Teachers meet monthly in individual MTSS meetings to progress monitor and plan interventions.

High School will address the impact of hyflex and virtual instruction last school year, and deficiencies on the state curriculum standards with the following:

1. Student will receive Tier 1 and Tier 2 interventions and support with their English and Math teachers to design a program for support and interventions. (DL and JP)
2. 8th grade Math and English classes are double blocked. (EC and ML)
3. iReady for 8th grade math students (MR)
4. The Paper Academic Support Program will be used to tutor students in intervention study halls. This will be monitored by support staff.

All of these supports and interventions will address the impacts of hyflex and virtual instruction last school year on student achievement as it correlates to standardized test scores and content/standards knowledge and mastery for students. The disproportionate impacts of the COVID- 19 pandemic has increased the number of students with deficiencies in the mastery of content which directly impacts student achievement and state standardized test scores.

HS - Students' deficiencies in achievement and state curriculum standards will be addressed with the interventions and support.

How will the LEA provide expanded support for students who did not score mastery or above on the state-wide assessment? *(all areas outlined in [Act 294](#) should be addressed)*

A plan that prioritizes increasing student achievement for any 4th-8th grade student falling short of Mastery in the 2021-2022 school year will begin in October 2021 and continue through May 2022. The plan is outlined for each grade span below and students who participate will increase their level of mastery by 25%.

Elementary

Five math sections, two reading sections, and intervention classes that are being taught by Highly qualified or Effective Proficient teachers. They will deliver instruction using high-quality materials aligned with state standards. Each student will have the opportunity to attend 40 minutes of intervention weekly for each subject below Mastery. This is equivalent to 18 hours each. After school sessions will be one time per week for 60 minutes in each subject below Mastery and is equivalent to 24 hours. The school will offer 42 hours of additional instruction per subject area for eligible students. This exceeds the 30 hours mandated in Act 294. Sessions will begin in October 2021 and run through May 2022.

Middle

LEA will provide intervention classes for students who qualify for title 1 services and/or students who did not score mastery or above on both math and ELA.

High School will expand support in the following ways:

Tier 1 support in Math and English classes in double block sessions

Paper Academic Support system

Support the identified students during Study Hall Classes

iReady software for 8th grade Math

Summer Enrichment Program
Afterschool program

Key Investment: Before and After School Programs	ESSER II	\$ 600	ESSER III	\$ 38,881
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Which evidence-based activities will the LEA invest in using ESSER II & III funds? (check all that apply)

- ☐ Partner with organizations to provide before and/or after school programs
☒ Partner with vendors to specifically provide tutoring before and/or after school
☒ Develop and implement an LEA direct-run before/ after school program, staffed by LEA educators
☐ Other: Click or tap here to enter text.
☐ Other: Click or tap here to enter text.

Describe the LEAs plan for implementing evidence-based activities. How will the selected evidence-based activities address disproportionate impacts?

Prioritizing any student in grades 4-8 who did not receive Mastery level in the 2021-2022 school year will follow below. Beginning in October and November the strategy below will be implemented. Students who participate will increase their level of Mastery by 25%.

The Elementary school will address disproportionate impacts through explicit instruction, focused time, small groups, regular progress monitoring, practice and automaticity, student investment in their own progress and development of needed skills in a supportive environment. 7 staff members @ \$25/hour for 24 weeks and 1 coordinator @\$35/hr for 24 weeks will offer instruction after school hours.

**Middle school Staff will also provide after school programming with teachers who are using high quality instructional materials. 7 staff member are needed for 1.25 hours after school each week at \$35/hour of planning a \$25/hour. Teachers progress monitor student progress through the use of the following instructional materials :
ELA: Achieve 3000, IXL or study island, iReady, LEAP 360 (interims and practice tests), Eagle
Math: iReady, LEAP 360 (interims and practice tests), IXL or study island, Eagle**

The High school will offer an after-school program option staffed by highly quality teaching staff using the Paper Academic Program (5-6 teachers @ \$35 per hour)

Key Investment: Summer Learning Programs	ESSER II	\$ Click or tap here to enter text.	ESSER III	\$ 38,275
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Which evidence-based activities will the LEA invest in using ESSER II & III funds? (check all that apply)

- ☐ Vendor-provided summer learning programs
☐ Partner with organizations to provide summer learning programs
☐ Partner with vendors to specifically provide tutoring during summer programming
☒ Develop LEA direct-run summer learning program, staffed by LEA educators
☐ Other: Click or tap here to enter text.
☐ Other: Click or tap here to enter text.

Describe the LEAs plan for implementing evidence-based activities. How will the selected evidence-based activities address disproportionate impacts?

Prioritizing any student in grades 4-8 who did not receive Mastery level in the 2021-2022 school year will follow below. Beginning in October and November the strategy below will be implemented. Students who participate will increase their level of Mastery by 25%.

The LEA will offer 'summer enrichment' staffed by LEA educators for students in grades 4-8 who meet criteria on different evidence-based benchmark/screening assessments, such as Achieve 3000 (lexile) and iReady (math). School staff also review previous statewide assessment scores, current course grades, and recommendations from teachers to determine eligibility. Summer enrichment takes place from 8am-12pm on Mondays through Thursdays for four weeks in May and June, after the conclusion of the regular school year. The student-teacher ratio is approximately 15:1. Teachers will implement a combination of the following instructional materials- ELA: Achieve 3000, IXL or study island, iReady, LEAP 360 (interims and practice tests), Eagle and Math: iReady, LEAP 360 (interims and practice tests), IXL or study island, Eagle. Students receive interventions using these evidence-based programs, and students also receive direct instruction in core content areas to assist with completing summer assignments that are directly aligned with state standards in the student's classes. Progress is monitored routinely through both the intervention programs and through assignments and exit tickets.

Key Investment: **Extended Instructional Time**

ESSER II

\$ Click or tap here to enter text.

ESSER III

\$ Click or tap here to enter text.

Which evidence-based activities will the LEA invest in using ESSER II & III funds? (check all that apply)

- ☐ Extended school day (if implementing before/ after school programs separate from the school day, please use that category)
- ☐ Extended school week
- ☐ Extended school year
- ☐ Other: Click or tap here to enter text.
- ☐ Other: Click or tap here to enter text.

Describe the LEAs plan for implementing evidence-based activities. How will the selected evidence-based activities address those disproportionate impacts?

Key Investment: **Individual Student Plans for Success**

ESSER II

\$ Click or tap here to enter text.

ESSER III

\$ 89,910

Which evidence-based activities will the LEA invest in using ESSER II & III funds? (check all that apply)

- ☒ Individual Graduation Plan (IGP)
- ☐ IGP Planning Partner
- ☐ Other: Click or tap here to enter text.
- ☐ Other: Click or tap here to enter text.

Describe the LEAs plan for implementing evidence-based activities. How will the selected evidence-based activities address disproportionate impacts?

Prioritizing any student in grades 4-8 who did not receive Mastery level in the 2021-2022 school year will be addressed. Students who participate will increase their level of Mastery by 25%. Beginning in November and throughout the school year students who have been impacted or are at-risk of learning loss due to COVID or

Hurricane Ida, with or without IEPs or IAPs, will have Student Assistance Team meetings with a Guidance Counselor as part of that team. The role of the guidance counselor is to offer evidence-based academic and socio-emotional behavior supports as well as individualized scheduling options to set up the student for success and to ensure the student meets all graduation requirements.

RECOVERY AND ACCELERATION 2021-2022 Total Funding Commitment \$ 1,124,822

Commitment: PROFESSIONAL LEARNING & DEVELOPMENT ✓ ✓ ✓

Key Investment: School Improvement Best Practices	ESSER II	\$ 11,768	ESSER III	\$ 6,000
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Which evidence-based activities will the LEA invest in using ESSER II & III funds? (check all that apply)

- ☒ Instructional Leadership Teams (ILT)
- ☒ Teacher Collaboration (Common Planning/PLC/ Cluster)
- ☐ Other: Click or tap here to enter text.
- ☐ Other: Click or tap here to enter text.

Describe the LEAs plan for implementing evidence-based activities. How will the selected evidence-based activities address the disproportionate impact of COVID-19 on subgroups of students?

Deep learning requires students to build complex understanding and meaning rather than superficial knowledge, and it provides advanced skills to prepare students as independent learners. It requires high student engagement in the learning process (collaborative learning, independent learning and student agency), high cognitive challenge (analysis, constructing applications, and complex solutions), and applications in authentic situations. This requires teachers to have a deep learning mindset to go beyond basic understanding. Teacher leaders will support the development of this mindset in teachers through leadership of professional development activities and mentorship.

These activities will impact subgroups of students who were impacted by COVID-19 by ensuring active, high student engagement. Deep learning promotes retention and transfer of learning, which will be needed to close gaps in learning. It provides purpose to learning, which allows students to actively construct meaning. Deep learning reflects the proven strategies that accelerate learning for students with gaps.

During the ILT and PLC weekly meetings the teachers will track the progress of the students prioritizing those in grades 4-8 who did not receive Mastery level in the 2020-2021 school year will be addressed during the 2021-2022 school year. Developing deep learning opportunities for these students will increase student attendance. The number of chronically absent students will decrease by 5%. Students attendance will be impacted with a positive result due to the deep learning development.

Key Investment: Literacy Professional Development	ESSER II	\$ Click or tap here to enter text.	ESSER III	\$ 80,732
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Which evidence-based activities will the LEA invest in using ESSER II & III funds? (check all that apply)

- ☒ Literacy Content Leaders
- ☐ Literacy Coaches
- ☐ Other: Click or tap here to enter text.

☐ Other: Click or tap here to enter text.

Describe the LEAs plan for implementing evidence-based activities. How will the selected evidence-based activities address those disproportionate impacts?

The LEA has chosen learning professional developments which address teaching methods to help the students most in need of evidenced based activities. These professional developments include Literacy Foundations K-3, Reading PD ARC K-2, and School Pace Connect. The interventionist for grades 4 and 5 will be engaged in the above professional development. The interventionist in grades 6-8 will be attending professional development which focuses on the writing aspect. The students who have not met mastery levels in reading and writing will be prioritized, and coaching/feedback will take place on a monthly basis. Student literacy of reading on grade level will increase by 5%.

PROFESSIONAL LEARNING & DEVELOPMENT 2021-2022 Total Funding Commitment	\$ 98,500
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EARLY CHILDHOOD EDUCATION

Early Childhood Program Expansion

ESSER II

\$ Click or tap here to enter text.

ESSER III

\$ Click or tap here to enter text.

Which evidence-based activities will the LEA invest in using ESSER II & III funds? (check all that apply)

- ☐ Ready Start Networks
- ☐ Fund Pre-K seats
- ☐ Other: Click or tap here to enter text.
- ☐ Other: Click or tap here to enter text.

Describe the LEAs plan for implementing evidence-based activities. How will the selected evidence-based activities address those disproportionate impacts?

Click or tap here to enter text.

Early Childhood Program Enhancement

ESSER II

\$ Click or tap here to enter text.

ESSER III

\$ Click or tap here to enter text.

Which evidence-based activities will the LEA invest in using ESSER II & III funds? (check all that apply)

- ☐ CLASS Certification
- ☐ Professional Development from High-Quality Instructional Materials Vendor Guide
- ☐ Other: Click or tap here to enter text.
- ☐ Other: Click or tap here to enter text.

Click or tap here to enter text.

Describe the LEAs plan for implementing evidence-based activities. How will the selected evidence-based activities address those disproportionate impacts?

Click or tap here to enter text.

EARLY CHILDHOOD EDUCATION	2021-2022 Total Funding Commitment	\$ Click or tap here to enter text.
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SCHOOL SAFETY & OPERATIONS ✓

Safe School Reopening	ESSER II	\$ 71,528	ESSER III	\$ 204,205
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Provide the URL to the following LEA documents:

School Reopening Plan for In-Person Learning	https://drive.google.com/file/d/1m0ROymDDatZobApJBiOohVCNowqi84tZ/view
COVID-19 Vaccination policies for staff and students	https://drive.google.com/file/d/1m0ROymDDatZobApJBiOohVCNowqi84tZ/view
Mask wearing policies for staff and students	https://drive.google.com/file/d/1m0ROymDDatZobApJBiOohVCNowqi84tZ/view
Physical distancing, cohorts, or learning pods	https://drive.google.com/file/d/1m0ROymDDatZobApJBiOohVCNowqi84tZ/view

If all information is in the main School Reopening Plan, please enter the same URL for each.

Which evidence-based activities will the LEA invest in using ESSER II & III funds? (check all that apply)

☒ Provide vaccinations to educators, other staff, and students, if eligible
☒ Support universal and correct wearing of masks
☒ Physical distancing (e.g., including use of cohorts/learning pods)
☒ Handwashing and respiratory etiquette
☒ Cleaning and maintenance of healthy facilities, including improving ventilation or hvac systems
☒ Contact tracing in combination with isolation and quarantine, in collaboration with the state, local, territorial, or tribal health departments
☒ Diagnostic and screening testing
☐ Other: Click or tap here to enter text.
☐ Other: Click or tap here to enter text.

Continuity of Teaching & Learning	ESSER II	\$ 90,000	ESSER III	\$ Click or tap here to enter text.
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Which evidence-based activities will the LEA invest in using ESSER II & III funds? (check all that apply)

☒ Staff Training/Professional Development to support remote learning or safe reopening
☒ Educational technology (computers/ laptops)
☒ Educational technology (software/ programs)
☒ Mobile hotspots with paid data plans
☒ Internet connected devices with paid data plans
☐ Cost of home internet subscription
☐ Cost of home internet through LEA-managed wireless network

- ☐ Other: Click or tap here to enter text.
☐ Other: Click or tap here to enter text.

SCHOOL SAFETY & OPERATIONS **2021-2022 Total Funding Commitment** \$ 365,733

DATA INFRASTRUCTURE ✓

Data Infrastructure	ESSER II	\$ 39,755	ESSER III	\$ Click or tap here to enter text.
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Which activities will the LEA invest in using ESSER II & III funds? (check all that apply)

- ☐ Early warning system to track student progression
☒ Data security/cybersecurity
☐ Data storage
☐ Staff upskilling in data literacy/science/analysis
☐ Statistical programs or analytics software
☐ Enterprise data warehouse
☐ Data dashboards or other activities to improve public transparency
☒ Other: Upgrade of Connectivity between campuses
☐ Other: Click or tap here to enter text.

Describe the LEAs plan for implementing evidence-based activities.

Click or tap here to enter text.

DATA INFRASTRUCTURE **2021-2022 Total Funding Commitment** \$ 39,755

