

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.**



LEA Name RSD – Linwood Public Charter Schools	LEA Code 396-211
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School System Leader Signature	Date Resubmission 12.10.21

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).

¹ [ARP ESSER Fact Sheet](#)

Commitment: ATTENDANCE & WELL-BEING ✓ ✓

Key Investment: **Attendance**

**ESSER
II**

\$ 0

**ESSER
III**

\$ 0

How will the LEA identify students who need to be re-engaged?

Only responses using ESSER II or III dollars are required.

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

- ☐ Re-engagement supports
- ☐ Drop-out early warning systems
- ☐ Other: Click or tap here to enter text.
- ☐ Other: Click or tap here to enter text.

How will the LEA seek to re-engage students with poor attendance?

Only responses using ESSER II or III dollars are required.

Key Investment: **Well-Being**

**ESSER
II**

\$Click or tap here
to enter text.

**ESSER
III**

\$ 112200

How will the LEA identify students who need mental and behavioral supports?

Students will be identified through the following sources: SBLC meetings, RTI tiered leveled supports, Behavioral Screener and Classroom Observations.

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

- ☒ Mental and Behavioral Health
- ☒ Character Building
- ☒ Trauma-informed care
- ☐ Full Service Community Schools
- ☒ Adoption/ integration of SEL curriculum
- ☒ Professional development for staff
- ☐ Other: Click or tap here to enter text.
- ☐ Other: Click or tap here to enter text.

(For Students) Describe the LEAs plan for implementing evidence-based activities.

The activities will be implemented through the following:
Identified students will be screened three times each academic year (fall, winter, and spring) using the Student Risk Screening Scale - Internalizing and Externalizing (SRSS-IE; Drummond, 1994; Lane & Menzies, 2009). It is a universal screening tool used to identify students who may be at risk for challenging, antisocial behavior. Collection of this systems-level data allows school staff to assess how well school systems and practices are meeting all students' social and behavioral needs. These strategies assist in identifying students

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who may need additional support. Once students are identified, additional support such as small behavior groups, behavioral interventions, and other supports are offered to students and their families as needed. Time is regularly dedicated for all students to cultivate, practice, and reflect on social emotional competencies in ways that are developmentally appropriate and culturally responsive.

Additionally the school will implement a schoolwide SEL program via the Second Step curriculum to address character building, trauma informed care and professional development. The curriculum will be implemented at the start of the 2021 SY and implemented by Teachers weekly across classrooms. LPCS began the implementation of evidenced-based activities Summer of 2021 and will continue the implementation throughout the school term. Teachers will implement the SEL program weekly. Teachers received Professional Development during the Summer of 2021 and support will continue as needed.

Mental and Behavioral Health support, Character building and trauma-informed care will continue to be offered to students based on the tiered level of support identified for the students in grades 4-8, as recommended by the SBLC committee. Students may also receive support through referrals from teachers, parents, or staff members. Progress monitoring will occur weekly. Based on the teacher's implementation additional coaching, modeling, Professional Development and support may be offered.

As a result of the implementation, LPCS expects to reduce behavioral infractions by 5% post interventions for those students in grades 3-8 scoring in the high range on the SRSS-IE.

LPCS leadership team (Principal's) is responsible for monitoring the implementation, providing feedback, determining next steps and ensuring the support needed is rendered. The Social Workers along with the counselors will provide the students with mental and behavioral health care, character building support and trauma-informed care.

(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: Employee Assistance Program
☐ Other: Click or tap here to enter text.

ATTENDANCE & WELL-BEING	2021-2022 Total Funding Commitment	\$ 112200
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Commitment: RECOVERY AND ACCELERATION ✓ ✓ ✓

Key Investment: **Targeted Learning Support**

ESSER II

\$ 90200

ESSER III

\$ 539070

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).

Decision Making rubric?

Linwood currently has an enrollment of over 1000 students. The student body is made up of 95.4% Black, 4.1% Hispanic and 0.5% White. Additionally, of that amount, approximately 14% of students in grades Pk-8th receive Special Education Services.

Based on a review of state assessment scores (LEAP) from 2018- present, we have identified continued gaps in learning. Specifically, a review of ELA and Math LEAP data indicates that students in grades 3-8th have struggled to meet mastery in ELA and Math and were further impacted due to CoVid-19 pandemic. Approximately (573 or 56%) have been most impacted by the Covid-19 pandemic.

ELA	2018						2019						2021					
	U	A	B	M	A	Average Scale Score	U	A	B	M	A	Average Scale Score	U	A	B	M	A	Average Scale Score
3rd	31	35	21	13	0	715	38	28	22	12	0	709	36	30	22	12	0	712
4th	22	29	41	8	0	720	27	37	28	7	0	713	38	31	20	9	2	712
5th							15	38	29	18	0	724	27	41	25	6	1	713
6th	12	40	34	13	1	725	12	45	29	14	0	722	27	47	16	10	0	713
7th	20	50	21	7	2	717	18	33	38	9	2	724	25	35	25	13	3	718
8th	17	33	38	12	0	725	30	31	27	12	0	716	16	33	30	20	1	726

² ARP ESSER Fact Sheet

Math	2018						2019						2021					
	U	A	B	M	A	Average Scale Score	U	A	B	M	A	Average Scale Score	U	A	B	M	A	Average Scale Score
3rd	42	33	17	8	0	706	57	20	19	4	0	701	57	25	15	3	0	697
4th	17	46	27	10	0	718	61	28	8	4	0	699	41	33	18	8	0	708
5th							25	46	16	13	0	717	61	31	8	0	0	697
6th	18	55	23	3	0	712	16	41	36	7	0	720	63	26	11	0	0	696
7th	21	63	15	2	0	711	8	47	41	4	0	722	23	58	17	3	0	712
8th	40	42	14	4	0	705	41	42	13	3	0	705	42	37	17	4	0	705

Therefore, this LEA believes that implementation of tutoring (additional instruction), literacy interventions (school-wide reading initiative) and using high quality assessments (diagnostic and benchmark assessment) will help improve student outcomes. With quarterly monitoring of 4th - 8th student progress, the LEA will monitor students who did not score mastery on any statewide assessment during the 2020-2019 and 2021-2022 school years.

The LEA will provide targeted learning support for all students in grades 4-8 to move students towards mastery; especially those who failed to achieve mastery on the state assessment in the 2020-2021 SY.

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?

LPCS reviewed student state assessment data (LEAP); overall scaled scores and growth to mastery points of students in grades 4-8 to determine who to prioritize for the implementation of the evidence-based activities. Academic support will be provided through intervention support in ELA and Math three - five days per week, giving students up to an additional 150 minutes of learning during the week. This includes the Literacy Interventions and Extensions. Teachers will receive support through Professional Development and Learning, coaching, modeling, and learning walks. Students will receive support until they reach mastery from August 2021 until June, 2022.

Linwood's Director of Literacy will be responsible for supporting, facilitating and monitoring schoolwide literacy intervention and training teachers in all content areas around the science of reading. Literacy interventions will be implemented by using the American Reading Company's ARC/Core and IRLA programs.

Seating priority was given to students in grades 4th - 8th. To further support students enrolled in grades 4-8, high quality quarterly assessments will be administered, to progress monitor the students who failed to achieve mastery during the 2020-2021 and 2021-2022 school years. The assessments will be used to monitor student performance and aid Teachers with determining how to continue to differentiate the instruction and who will provide the additional instructional support (i.e. - interventionists). Linwood will utilize the following assessment(s):

- Weekly Assessments
- ANET (Achievement Network) for Benchmark Assessment (Administered every 9 weeks)
- NWEA MAP – Growth Assessment Data (Beginning of the Year, Mid-Year and End of Year)

Based on the implementation of this evidence-based activity, the LEA expects the students who failed to achieve mastery on any statewide assessment during the 2020-2021 and 2021-2022 school year and are receiving the intervention support to achieve the following increased outcomes:

3rd Grade	Math - No less than 38% of students to achieve Basic, Mastery or Advanced on Statewide Assessment	ELA - No less than 52% of students to achieve Basic, Mastery or Advanced on Statewide Assessment
4th Grade	Math - No less than 38% of students to achieve Basic, Mastery or Advanced on Statewide Assessment	ELA - 52% of students to achieve Basic, Mastery or Advanced on Statewide Assessment
5th Grade	Math - No less than 38% of students to achieve Basic, Mastery or Advanced on Statewide Assessment	ELA - 54% of students to achieve Basic, Mastery or Advanced on Statewide Assessment
6th Grade	Math - No less than 32% of students to achieve Basic, Mastery or Advanced on Statewide Assessment	ELA - 58% of students to achieve Basic, Mastery or Advanced on Statewide Assessment
7th Grade	Math - No less than 32% of students to achieve Basic, Mastery or Advanced on Statewide Assessment	ELA - 58% of students to achieve Basic, Mastery or Advanced on Statewide Assessment
8th Grade	Math - No less than 32% of students to achieve Basic, Mastery or Advanced on Statewide Assessment	ELA - 58% of students to achieve Basic, Mastery or Advanced on Statewide Assessment

Additionally, each 8th grade student will have an IGP Plans prepared.

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)*

Based on the needs assessment, (describe here), the LEA will utilize a high quality (Tier 1) curriculum to support learning. Individualized Academic Improvement plans will be developed through the SBLC and RTI

Committees to support students in grades 4th - 8th who did not score mastery or above on the statewide assessments during the 2020-2021 and 2021-2022 school years. Students will receive support from teachers using high quality (Tier 1) curriculum on a daily basis to support learning. Based on the implementation of using a high quality (Tier 1) curriculum, the LEA expects the students to obtain basic, mastery or advanced as measured on the statewide LEAP Assessment. Although teachers will implement the curriculum with fidelity, the instructional leadership team will provide daily monitoring, feedback, and next steps for teachers. This can include additional coaching, learning walks, and modeling.

Key Investment: **Before and After School Programs**

ESSER II

\$ 0

ESSER III

\$ 0

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?

Only responses using ESSER II or III dollars are required.

Key Investment: **Summer Learning Programs**

ESSER II

\$ 157100

ESSER III

\$ 434112

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?

LPCS reviewed all student assessment data (Diagnostic/Growth-MAP and State assessments) to determine which students would benefit from summer learning. Linwood will utilize a co-teaching model in ELA and Math classes to support student mastery. The number of teachers and staff hired to support summer learning would be directly proportional to the number of students. Teachers would be paid at a rate of \$50 per hour (Special Education Teachers, ELL Teachers and Regular Education Teachers) and para support will be paid at a rate of \$30 per hour. At the end of the summer session, students would take the MAP assessment. This data would be compared to their end of year MAP assessment results to determine growth. Partnership with

(organization) will support student enrichment. The 4th - 8th grade students who failed to achieve mastery on any statewide assessment during the 2020-2021 and 2021-2022 school years will receive priority seating in the Summer Learning Program. The program will begin at the end of the school term and last approximately 5 weeks into the summer. Based on the implementation, the LEA expects a minimum of up to 38% improvement in Math and a minimum of up to 58% improvement in ELA as measured by the statewide assessment (LEAP). Highly qualified teachers and paras will be selected first to provide support to students. In the event additional teachers are needed, they will be hired based on their Pathways Evaluation results and/or COMPASS results. Teachers will provide support to the students and school leaders and the instructions leadership team will review student and teacher data, provide support and intervention referrals as needed.

Additionally, Linwood will partner with organizations and leverage relationships to support enrichment learning, (i.e.- Cyber.org, SciPort).

Key Investment: Extended Instructional Time	ESSER II	\$ Click or tap here to enter text.	ESSER III	\$ 60000
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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?

LPCS will utilize an extended school week, implementing Saturday academic support. The program will begin in the winter (January 2022) and go through the remainder of the 2021-2022 SY to address learning gaps. The LEA will utilize Tier 1 curriculum and aligned supplemental resources to address student needs. Based on the implementation, the LEA expects a minimum of up to 38% improvement in Math and a minimum of up to 58% improvement in ELA performance of students as measured by the statewide assessment (LEAP). Highly qualified teachers and paras will be selected first to provide support to students. In the event additional teachers are needed, they will be hired based on their Pathways Evaluation results and/or COMPASS results. Teachers will provide support to the students and school leaders and the instructions leadership team will review student and teacher data, provide support and intervention referrals as needed.

Key Investment: Individual Student Plans for Success	ESSER II	\$ 734330	ESSER III	\$ 215709
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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?

Individual Graduation Plans (IGPs) are designed to guide students toward their education, career, and employment goals for all 8th grade students. The Middle School Counselor will work with the Middle School Principal to set up meetings with 8th grade students to discuss general graduation requirements, coursework, and opportunities related to future goals. The counselor will work with each 8th grade student to align their high school courses with college entrance requirements.

RECOVERY AND ACCELERATION	2021-2022 Total Funding Commitment	\$ 2230521
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Commitment: PROFESSIONAL LEARNING & DEVELOPMENT   

Key Investment: School Improvement Best Practices	ESSER II	\$ Click or tap here to enter text.	ESSE R III	\$ 360000
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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?

Based on statewide assessment results (LEAP) during the 2020-2021, those students who failed to obtain mastery in grades 4-8 data was reviewed to determine the need for professional learning and development. This learning and development will occur throughout the 21-22 SY through PLC's, Cluster Meetings and ILT team meetings. Teachers will receive job-embedded professional development at least 3 times per month and common planning time weekly.

The professional development will be led by a skilled facilitator; (Principal, Instructional Coach or Tier 1 Curriculum vendor trainer -i.e. SchoolKit, ANET, NWEA MAP). Teachers will have time to discuss the implementation of tier 1 curriculum, review teacher data and student work samples, and develop instructional plans on how to best meet the needs of students during core instruction, intervention time or tutoring.

Key Investment: Literacy Professional Development	ESSER II	\$ <small>Click or tap here to enter text.</small>	ESSER III	\$ 60000
Which evidence-based activities will the LEA invest in using ESSER II & III funds? (check all that apply) <input checked="" type="checkbox"/> Literacy Content Leaders <input type="checkbox"/> Literacy Coaches <input checked="" type="checkbox"/> Other: Director of Literacy <input checked="" type="checkbox"/> Other: Science of Reading Course				
Describe the LEAs plan for implementing evidence-based activities. How will the selected evidence-based activities address those disproportionate impacts? <p>LPCS will develop a Science of Reading course for the 21-22 SY to equip Teachers with the necessary skills to support students with improving their individual reading levels. As a result, Teachers will be able to support students who are not yet reading on grade level more effectively.</p> <p>LPCS will create a Literacy Content Leaders (Director of Literacy) position. This person will work collaboratively with our assigned Regional Literacy Specialist from the Center for Literacy and Learning to implement statewide literacy initiatives. Additionally, the Director of Literacy will create an Essentials of Reading course to provide schoolwide professional development to all Teachers and staff in all content areas in grades K-8. The Director of Literacy will also support Teachers in grades K-8 through observation, feedback and professional development of the schoolwide reading program (ARC/IRLA).</p> <p>The LEA will ensure the teachers who provide instruction to the students in grades 4th - 8th that did not achieve mastery on a statewide assessment during the 2020-2021 and 2021-2022 school years will attend the Professional Development and Learning offered, implement the strategies designed to assist with increasing student learning, and track student progress and performance. Although all teachers will attend, the LEA expects the teachers who provide instruction of the students in grades 4th - 8th that did not score mastery during the 2020-2021 and 2021-2022 school years, will obtain mastery as a result of participating in the Science of Reading course. Literacy Content Leaders will be assigned to these priority teachers and the Director of Literacy will assist with goal setting progress monitoring, modeling, coaching, and ensuring teachers are following the guidance with fidelity.</p>				
PROFESSIONAL LEARNING & DEVELOPMENT 2021-2022 Total Funding Commitment				\$ 60000

EARLY CHILDHOOD EDUCATION ✓

Early Childhood Program Expansion

ESSER
II

\$ 0

ESSER
III

\$ 0

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?

Only responses using ESSER II or III dollars are required.

Early Childhood Program Enhancement

ESSER
II

\$ 0

ESSER
III

\$ 0

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

Only responses using ESSER II or III dollars are required.


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

Only responses using ESSER II or III dollars are required.

EARLY CHILDHOOD EDUCATION

**2021-2022 Total Funding
Commitment**

\$ Click or tap here to enter text.

SCHOOL SAFETY & OPERATIONS 				
Safe School Reopening	ESSER II	\$ 951358	ESSER III	\$ 1936292
Provide the URL to the following LEA documents:				
School Reopening Plan for In-Person Learning	https://lpcsb.org/Ready_to_Achieve_9-29-21.pdf			
COVID-19 Vaccination policies for staff and students	https://lpcsb.org/Ready_to_Achieve_9-29-21.pdf			
Mask wearing policies for staff and students	https://lpcsb.org/Ready_to_Achieve_9-29-21.pdf			
Physical distancing, cohorts, or learning pods	https://lpcsb.org/Ready_to_Achieve_9-29-21.pdf			
<i>If all information is in the main School Reopening Plan, please enter the same URL for each.</i>				
Which evidence-based activities will the LEA invest in using ESSER II & III funds? (check all that apply) <input type="checkbox"/> Provide vaccinations to educators, other staff, and students, if eligible <input checked="" type="checkbox"/> Support universal and correct wearing of masks <input checked="" type="checkbox"/> Physical distancing (e.g., including use of cohorts/learning pods) <input checked="" type="checkbox"/> Handwashing and respiratory etiquette <input checked="" type="checkbox"/> Cleaning and maintenance of healthy facilities, including improving ventilation or HVAC systems <input checked="" type="checkbox"/> Contact tracing in combination with isolation and quarantine, in collaboration with the state, local, territorial, or tribal health departments <input checked="" type="checkbox"/> Diagnostic and screening testing <input type="checkbox"/> Other: Click or tap here to enter text. <input type="checkbox"/> Other: Click or tap here to enter text.				
Continuity of Teaching & Learning	ESSER II	\$ 0	ESSER III	\$ 0
Which evidence-based activities will the LEA invest in using ESSER II & III funds? (check all that apply) <input type="checkbox"/> Staff Training/Professional Development to support remote learning or safe reopening <input type="checkbox"/> Educational technology (computers/ laptops) <input type="checkbox"/> Educational technology (software/ programs) <input type="checkbox"/> Mobile hotspots with paid data plans <input type="checkbox"/> Internet connected devices with paid data plans <input type="checkbox"/> Cost of home internet subscription <input type="checkbox"/> Cost of home internet through LEA-managed wireless network <input type="checkbox"/> Other: Click or tap here to enter text. <input type="checkbox"/> Other: Click or tap here to enter text.				
SCHOOL SAFETY & OPERATIONS		2021-2022 Total Funding Commitment		\$ 3326189

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DATA INFRASTRUCTURE ✓

Data Infrastructure

**ESSER
II**

\$ 0

**ESSER
III**

\$ 0

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

Describe the LEAs plan for implementing evidence-based activities.

Only responses using ESSER II or III dollars are required.

DATA INFRASTRUCTURE 2021-2022 Total Funding Commitment \$ 0