


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 Name Monica Miller	
School System Leader Signature 	Date 12/10/21 (Resubmitted)

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).

Needs Assessment:

Delta Charter School will use the following information to help identify the disproportionate impact of COVID-19 on student learning.

1. Student demographic data, such as race or ethnicity, FRPL eligibility, or English learner status
 - Student demographic information is included in plan
2. Student outcome data, such as assessments
 - Star Reading and Star Math will be administered to all students in grades K-8 at the beginning of the 2021-2022 school year to determine students' areas of unfinished learning. Unfinished learning will be addressed through Freckle adaptive path assignments as well as small group instruction during subject specific RTI.
 - Encase assessment will be administered to all students in grades 1-9 for Math and grades 1-10 for ELA. Data from this assessment will be used to monitor effectiveness of programs used on student learning.

¹ ARP ESSER Fact Sheet

These assessments will be administered beginning of the school year, mid-year and at the end of the school year.

- An ACT practice test through Mastery Prep will be administered to all students in grades 9-12 at the beginning of the 2021-2022 school year to determine students' areas of unfinished learning. Unfinished learning will be addressed through Mastery Prep adaptive path assignments.
- An Encase assessment will also be administered to students in grade 11 who are enrolled in the ACT prep course. This assessment will be used to determine students' areas of unfinished learning and serve as a predictor of what students will score on the ACT.
- Summary report of student scores for Star Reading and Star Math, Encase and ACT practice test is included in plan
- Example of a Freckle summary report and daily student activity log is included in plan
- Progress monitoring schedule is included in plan

3. Student enrollment and attendance data

- LEA will hire an individual who will serve as an attendance clerk. She will be responsible for contacting parents of students who are absent each day. She will keep up with student attendance records and ensure that the LEA's attendance policy is followed.
- The guidance counselor will assess student enrollment and attempt to obtain documentation from parents of students who withdraw from school.
- An example report of a daily attendance log is included in plan
- An example of a withdrawal form is included in plan
- LEA attendance policy and procedure is included in plan

4. Student chronic absenteeism data

- LEA will hire an individual who will serve as an attendance clerk. She will be responsible for contacting parents of students who are absent each day. She will keep up with student attendance records and ensure that the LEA's attendance policy is followed.
- LEA attendance policy and procedure is included in plan.

Commitment: ATTENDANCE & WELL-BEING ✓ ✓

Key Investment: Attendance	ESSER II	\$0	ESSER III	\$ 99,657
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How will the LEA identify students who need to be re-engaged?

Delta Charter School uses Webpams as their student information system. Webpams captures data about student enrollment, attendance, lunch, and other pertinent information. Administrative staff reviewed attendance data for school years 2019-2020 and 2020-2021 to determine the information that would be beneficial in helping them identify students who need to be re-engaged. Below is a summary of the findings:

- Student enrollment numbers were as follows:
 - August 2019: 469 students

- August 2020: 476 students---approximately 52 students were virtual learners
- August 2021: 456 students---no students were virtual learners
- May 2020: 463
- May 2021: 452

****Please note that our enrollment is controlled by the court and DOJ as the result of pending litigation.****

- Chronic absences (3 or more unexcused) broken down by ethnicity:
 - 2019-2020
 - African American: 99 or 21%
 - Hispanic: 1 or <1%
 - Caucasian: 224 or 48%
 - 2020-2021
 - African American: 130 or 29%
 - Hispanic: 2 or <1%
 - Caucasian: 196 or 43%
 - 2021-2022 (August 2021 through September 30, 2021)
 - African American: 30 or 7%
 - Hispanic 7 or 2%
 - Caucasian: 44 or 10%
- Virtual student attendance broken down by ethnicity:
 - 2020-2021
 - Total: 67 or 14% of our total population
 - African American: 52 or 78%
 - Hispanic: 2 or 3%
 - Caucasian: 13 or 19%
 - 2021-2022
 - No virtual students
- Students with exceptionalities who were virtual in 2020-2021:
 - 14 or 21% of our total number of virtual students
- All students are receiving in-person instruction for the 2021-2022 school year
- Quarantined students, both as the result of a positive test for them or because they were a close contact, are as follows:
 - 2019-2020: No quarantined students

- 2020-2021: Between August 2020 to May 2021, quarantined students were as follows:
 - African American: 63
 - Hispanic: 0
 - Caucasian: 110
- 2021-2022: Between August 2021 to December 2021, quarantined students are as follows:
 - African American: 21
 - Hispanic: 0
 - Caucasian: 64
- Students who missed the most in-person instruction
 - 2019-2020: All enrolled students missed in-person instruction from March 2020-through May 2020
 - 2020-2021: Based on the number of students who were virtual, African American students missed the most in-person instruction as the result of being virtual students, however, Caucasian students missed the most in-person instruction as the result of having to quarantine.
 - 2021-2022: All students attend school in-person, however, we have had some students who have had to quarantine this school year. There have been 21 African American students, 0 Hispanic students and 64 Caucasian students who have had to quarantine, therefore, Caucasian students have missed the most in-person instruction so far this school year.
 - Using this combined data, we will be able to identify the students who need to be re-engaged.
 - Using this combined data, we were able to identify the students who did not or do not consistently participate in remote instruction when offered during school building closures or individual quarantine determinations.

*****Please note: There are specific student list that are in our documentation binder located on campus.*****

Student Failures:

Through our student information system, Webpams, we were able to identify students who failed one or more subjects. This information is as follows:

- 2019-2020
 - Total enrollment as of May 2020: 463
 - African American: 15/463 or 3%
 - Hispanic: 0/463 or 0%
 - Caucasian: 7/463 or 2%
 - All students were distance learners from mid-March 2020 through May 2020. Students completed work virtually or by picking up packets.
 - Summer school was offered to students who failed ELA or Math or a high school elective if they were not already taking two courses. 13/22 or 59% of students who failed were offered summer school.
- 2020-2021
 - Total enrollment as of May 2021: 452

- African American: 40/452 or 9%
- Hispanic: 1/452 or 0%
- Caucasian: 19/452 or 4%
- Students with failures who were virtual students: 34/452 or 8%
 - African American: 24/452 or 5%
 - Hispanic: 1/452 or 0%
 - Caucasian: 9/452 or 2%
- Summer school was offered to students who failed ELA or Math or a high school LEAP 2025 assessment. 19/60 or 32% of students who failed were offered summer school.
- All students in grades K-8 were offered the opportunity to attend our summer learning program.
- 2021-2022
 - Total enrollment as of October 2021: 454
 - African American: 47/454 or 10%
 - Hispanic: 3/454 or 0.7%
 - Caucasian: 26/454 or 6%
 - Students who had an F in ELA and/or Math at the end of the first nine weeks were offered after-school tutoring.
 - All students are attending in-person learning this school year.
 - Supplemental learning based on student needs is also being incorporated into student's schedules and through after-school tutoring.

Needs Assessment Data Sources Breakdown:

Using the data provided from the assessments listed in our needs assessment, we were able to identify those students who need to be re-engaged. Students were identified by their score on Star Early Literacy, Star Reading and Star Math. Those students who scored at the intervention or urgent intervention level are as follows:

Star Early Literacy:

Grade	Non-minority	Minority
K	5/11 or 45%	9/16 or 56%
1	4/14 or 28%	11/20 or 55%
2	5/10 or 50%	9/12 or 75%

Special education students are included in these numbers.

These students attended pull-out intervention 5 days a week.

***Students in grades K-2 receive 30 minutes of RTI instruction daily and 30 minutes of reading foundation support in a small group setting daily.

Star Reading:

Grade	Non-minority	Minority
3	8/20 or 40%	8/21 or 38%

4	10/22 or 45%	5/19 or 26%
5	6/22 or 27%	14/19 or 73%
6	15/22 or 68%	18/21 or 85%
7	9/18 or 50%	8/15 or 53%
8	13/26 or 50%	12/15 or 80%

Special education students are included in these numbers.

Students in grades 3-5 receive 30 minutes of RTI instruction daily.

Students in grades 6-7 receive 1 hour of RTI instruction daily.

Students in grade 8 receive 30 minutes of RTI instruction daily.

Star Math:

Grade	Non-minority	Minority
1	1/14 or 7%	5/19 or 26%
2	4/9 or 44%	6/10 or 60%
3	6/14 or 43%	10/17 or 58%
4	6/16 or 37%	11/16 or 68%
5	4/23 or 17%	11/19 or 57%
6	3/19 or 16%	9/15 or 60%
7	8/19 or 50%	10/19 or 52%

Special education students are included in these numbers.

Students in grades 3-5 receive 30 minutes of RTI instruction daily.

Students in grades 6-7 receive 1 hour of RTI instruction daily.

Students in grade 8 receive 30 minutes of RTI instruction daily.

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: Using WebPams to identify these students----no ESSER funds will be used to pay for this program.
- ☒ Other: Employ an attendance clerk to track student attendance and help identify students with chronic absences.

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

For the 2020-2021 school year our student learning modality was as follows:

- Traditional: 409 or 86%
- Virtual: 67 or 14%

Virtual students were encouraged to participate in live instruction via Google Meet daily. Teachers uploaded work to Google Classroom daily and had designated office hours to meet with students or parents about questions or concerns.

For the 2021-2022 school year our student learning modality is as follows:

- Traditional: 456 or 100%

For the 2021-2022 school year, Delta Charter School has employed an individual who will act as an attendance clerk. Her primary responsibilities will be to contact parents of students who are absent and tardy each day, track student tardies and school attendance, disaggregate the data by ethnicity and special populations to be presented at monthly PBIS meetings, conduct after-school detention and implement restorative practices such as growth mindset and social emotional learning lessons.

Subgroup: After reviewing the data, it was determined that Caucasian students had the highest absentee rate due to chronic absences (3 or more days) as well as days missed due to quarantine. The attendance clerk will monitor the attendance rate of these identified students by running attendance reports on a daily basis and will review the attendance data summary at the end of each nine weeks.

Timeline: The attendance clerk will monitor attendance on a daily basis by running daily attendance summaries using our student information system, WebPams. Parents of those who are absent will be called daily. Formal notices will be sent to parents when students miss 3 days, 5 days, and 10 days. This daily contact with parents concerning those students who are considered at-risk due to chronic absences and/or quarantine will help to improve parental involvement in re-engaging students.

Measurable Outcome: Based on the monitoring procedures by our attendance clerk that we have put into place, the attendance rate of Caucasian students will continually decrease over the course of the first semester.

Plan for Students with Chronic Absences or on Quarantine:

When a student is absent or on quarantine, they are able to access their classwork through their Google classroom. Accessing this information will allow them to stay on track with their classmates. If a student is unable to connect to his/her Google classroom while absent or on quarantine or chooses not to complete their assignments during that time, they will be given the opportunity to complete it once they return to school. Teachers work with students to help them get caught with any missing assignments. If a student is chronically absent or on an extended quarantine and are not completing his/her work, the teacher uses our schoolwide communication system (DOJO) to notify parents. Teachers also communicate with students via email or Google meet sessions if needed.

Key Investment: Well-Being	ESSER II	\$0	ESSER III	\$ 7890
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How will the LEA identify students who need mental and behavioral supports?

Delta Charter School will administer the Student Risk Screening Scale---Internalizing and Externalizing (SRSS-IE) to all students in grades K-12 (approximately 456 students) within the first semester of school. The school wellness committee will disaggregate the data by student groups (ethnicity, socio-economic status, exceptionalities, grade-level) to identify at-risk students. (Copy of screening scale is included in plan.) Based on information obtained by reviewing

chronic absences, learning modality and success rate of students, we estimate that the approximate number of students who may need mental and behavioral support is 17%.

(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.

Delta Charter School extended our school wellness committee to include not only physical health but mental health as well. We hired a licensed social worker who will act as not only our attendance clerk, but as our behavior interventionist as well. Faculty and staff participated in a PBIS professional development presented by the schoolwide PBIS team at the beginning of the school year. (matrix is included in plan) Delta Charter School purchased Second Step (see description in plan) to strengthen students' social and emotional learning skills. Students in grades K-11 will complete one SEL lesson weekly. At the end of the first semester, the school wellness committee will meet to review students' progress based on documentation provided by the student work exemplars collected throughout Second Step activities. The PBIS will meet monthly and review discipline data and the number of counselor referrals. (Description of SEL program and examples of student activities are included in plan). Once the SRSS-IE screener is administered, the data will be reviewed to determine which students need mental and behavioral supports. This support and/or these services will be provided to these identified students by the behavior interventionist who is also a licensed social worker.

The SRSS-IE screener will be administered twice a year (once each semester). As stated above, students will complete weekly SEL lessons through using the Second Step program. These lessons are administered through the use of a computer and during elective classes. Students are monitored by teachers while they complete the lesson each week. Our measurable goal is to decrease the number of students who are identified as needing mental and/or behavioral support and/or services by May 2022. This goal will be monitored through progress monitoring.

Subgroup Data:

- Chronic absences (3 or more unexcused) broken down by ethnicity:
 - 2019-2020
 - African American: 99 or 21%
 - Hispanic: 1 or <1%
 - Caucasian: 224 or 48%
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- Using this combined data, we will be able to identify the students who need to be re-engaged.
- Using this combined data, we were able to identify the students who did not or do not consistently participate in remote instruction when offered during school building closures or individual quarantine determinations.

*****Please note: There are specific student list that are in our documentation binder located on campus.*****

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4	6/16 or 37%	11/16 or 68%
5	4/23 or 17%	11/19 or 57%
6	3/19 or 16%	9/15 or 60%
7	8/19 or 50%	10/19 or 52%

*****Special education students are included in these numbers.*****

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*****Students in grade 8 receive 30 minutes of RTI instruction daily.*****

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Virtual students were encouraged to participate in live instruction via Google Meet daily. Teachers uploaded work to Google Classroom daily and had designated office hours to meet with students or parents about questions or concerns.

For the 2021-2022 school year our student learning modality is as follows:

- Traditional: 456 or 100%

For the 2021-2022 school year, Delta Charter School has employed an individual who will act as an attendance clerk. Her primary responsibilities will be to contact parents of students who are absent and tardy each day, track student tardies and school attendance, disaggregate the data by ethnicity and special populations to be presented at monthly PBIS meetings, conduct after-school detention and implement restorative practices such as growth mindset and social emotional learning lessons.

Timeline:

Social worker/behavior interventionist/attendance clerk hired: August 2021

PBIS professional development: August 2021

Attendance monitored: Daily by attendance clerk
Each nine weeks by attendance clerk

SRSS-IE set up and administered: By December 2021
By March 2022

School wellness committee meetings: Held every other month during the 2021-2022 school year

Second Step program purchased: September 2021

Second Step implementation: Students in grades K-12 complete a lesson weekly in elective classes.

Teachers of those classes monitor students as they complete the lessons. Data is reviewed by teacher and data obtained from the administration of the SRSS-IE.

Tier 1, Tier 2 and Tier 3 students: Regular education elective teachers will provide support to students identified as needing mental or behavioral supports (Tier 1, Tier 2 and Tier 3) on a weekly basis through the implementation of the Second Step program.

Tier 3 students: The behavior interventionist will provide support to those students identified as being Tier 3 for mental and behavioral supports. This support will be given to students every other week.

Progress monitoring: The behavior interventionist will progress monitor students on Tier 3 supports at progress report and report card time. Tier 1 and Tier 2 students will be progress monitored at midterm. Progress monitoring will be done using the SRSS-IE.

Measurable outcome:

After completing the implementation of the Second Step program, progress monitoring and other supports, 50% of our Tier 3 students will move to Tier 1 or Tier 2 by May 2022.

(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 \$ 107,547

Commitment: RECOVERY AND ACCELERATION ✓ ✓ ✓

Key Investment: Targeted Learning Support

ESSER II

\$ 0

ESSER III

\$ 83,516

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

² [ARP ESSER Fact Sheet](#)

- ☐ 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).*

Delta Charter School will use the summary reports provided by the Star Reading and Star Math (grades K-8), Encase benchmarks (grades 1-10 for ELA and 1-9 for Math) and ACT Mastery Prep practice assessment (grades 9-12) to identify students (by student groups) who were most impacted by the Covid-19 pandemic. Delta Charter School will review LEAP 2025 scores as well as reports provided by the LDOE to identify students in grades four through eight who failed to achieve mastery on any statewide assessment during the 2020-2021 school year.

We chose to review and use LEAP 2025 scores because that is the instrument that the LDOE uses to assess student mastery. We chose to use Star Reading and Star Math because there is a high correlation between students scoring at benchmark on these assessments and mastery performance on LEAP 2025. We chose Star Early Literacy because it helps ensure that students in grades K-2 have the foundational skills they need to be successful on the Star Reading and Star Math assessments.

Subgroup: Based on LEAP 2025 and Star Reading and Star Math assessment data, minority students were most impacted by the Covid pandemic.

Timeline:

Renaissance assessments (Star Reading and Star Math) have been administered at Delta Charter since 2017

Pre-test: See schedule below

Accelerated learning committee: Meetings once a month

2021-2022 Assessment Schedule

Date	Assessment	Grades
August 23- September 10/Pre-test	SEL	K-2
	STAR Reading	3-8
	STAR Math	3-8
October 4 - 15/Fall	SEL	K-2
	STAR Reading	3-8
	STAR Math	3-8

December 1 - 17/Winter	SEL	K-2
	STAR Reading	3-8
	STAR Math	3-8
February 7 - 18/Spring	SEL	K-2
	STAR Reading	3-8
	STAR Math	3-8
March 28 - April 8/Post-test	SEL	K-2
	STAR Reading	3-8
	STAR Math	3-8

Measurable Outcome: Based on the implementation of Star Reading, Star Math, Freckle and Accelerate all students will move toward performing at benchmark.

LEAP 2025 breakdowns:

3rd ELA	Non-Minority	Minority
Basic	18%	15%
Approaching Basic	9%	15%
Unsatisfactory	0%	15%

4th ELA	Non-Minority	Minority
Basic	31%	8%
Approaching Basic	2%	8%
Unsatisfactory	2%	8%

5th ELA	Non-Minority	Minority
Basic	25%	2%
Approaching Basic	15%	22%

Unsatisfactory	10%	15%
6th ELA	Non-Minority	Minority
Basic	15%	10%
Approaching Basic	22%	10%
Unsatisfactory	7%	10%
7th ELA	Non-Minority	Minority
Basic	20%	20%
Approaching Basic	14%	0%
Unsatisfactory	2%	8%
8th ELA	Non-Minority	Minority
Basic	21%	0%
Approaching Basic	6%	15%
Unsatisfactory	4%	13%
3rd MATH	Non-Minority	Minority
Basic	25%	25%
Approaching Basic	0%	12%
Unsatisfactory	0%	12%
4th MATH	Non-Minority	Minority
Basic	17%	5%

Approaching Basic	17%	5%
Unsatisfactory	8%	17%

5th MATH	Non-Minority	Minority
Basic	27%	12%
Approaching Basic	15%	7%
Unsatisfactory	5%	17%

6th MATH	Non-Minority	Minority
Basic	22%	7%
Approaching Basic	17%	25%
Unsatisfactory	15%	7%

7th MATH	Non-Minority	Minority
Basic	28%	10%
Approaching Basic	21%	7%
Unsatisfactory	13%	15%

8th MATH	Non-Minority	Minority
Basic	0%	0%
Approaching Basic	36%	4%
Unsatisfactory	12%	44%

Measurable Outcome: Based on the implementation of Star Reading, Star Math, Freckle and Accelerate all students will move toward performing at benchmark, students will make yearly progress toward performing at Mastery by their 8th grade year.

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: Professional Development for teachers to disaggregate data and on Freckle
- ☒ Other: Phonics curriculum through CDL for students in grades K-3

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

After taking Star Reading and Star Math assessments, students are placed on an adaptive learning path that is designed to support them in areas of unfinished learning. Teachers will attend professional development to disaggregate LEAP 2025 data and identify student areas of need in order to help students achieve mastery. Based on student specific unfinished learning deficits, teachers can assign work on Freckle directed paths to frontload unfinished learning before new lessons are taught in the classroom. A progress monitoring schedule (included in plan) has been developed to ensure student progress toward the goal is being made. Weekly Freckle reports show student time on task and standard or skill covered on both adaptive and targeted paths.

Student Failures:

Through our student information system, Webpams, we were able to identify students who failed one or more subjects. This information is as follows:

- 2019-2020
 - Total enrollment as of May 2020: 463
 - African American: 15/463 or 3%
 - Hispanic: 0/463 or 0%
 - Caucasian: 7/463 or 2%
 - All students were distance learners from mid-March 2020 through May 2020. Students completed work virtually or by picking up packets.
 - Summer school was offered to students who failed ELA or Math or a high school elective if they were not already taking two courses. 13/22 or 59% of students who failed were offered summer school.
- 2020-2021
 - Total enrollment as of May 2021: 452
 - African American: 40/452 or 9%
 - Hispanic: 1/452 or 0%
 - Caucasian: 19/452 or 4%
 - Students with failures who were virtual students: 34/452 or 8%
 - African American: 24/452 or 5%
 - Hispanic: 1/452 or 0%
 - Caucasian: 9/452 or 2%

- Summer school was offered to students who failed ELA or Math or a high school LEAP 2025 assessment. 19/60 or 32% of students who failed were offered summer school.
- All students in grades K-8 were offered the opportunity to attend our summer learning program.
- 2021-2022
 - Total enrollment as of October 2021: 454
 - African American: 47/454 or 10%
 - Hispanic: 3/454 or 0.7%
 - Caucasian: 26/454 or 6%
 - Students who had an F in ELA and/or Math at the end of the first nine weeks were offered after-school tutoring.
 - All students are attending in-person learning this school year.
 - Supplemental learning based on student needs is also being incorporated into student's schedules and through after-school tutoring.

Needs Assessment Data Sources Breakdown:

Using the data provided from the assessments listed in our needs assessment, we were able to identify those students who need to be re-engaged. Students were identified by their score on Star Early Literacy, Star Reading and Star Math. Those students who scored at the intervention or urgent intervention level are as follows:

Star Early Literacy:

Grade	Non-minority	Minority
K	5/11 or 45%	9/16 or 56%
1	4/14 or 28%	11/20 or 55%
2	5/10 or 50%	9/12 or 75%

*****Special education students are included in these numbers.*****

*****These students attended pull-out intervention 5 days a week.*****

*****Students in grades K-2 receive 30 minutes of RTI instruction daily and 30 minutes of reading foundation support in a small group setting daily.**

Star Reading:

Grade	Non-minority	Minority
3	8/20 or 40%	8/21 or 38%
4	10/22 or 45%	5/19 or 26%
5	6/22 or 27%	14/19 or 73%
6	15/22 or 68%	18/21 or 85%
7	9/18 or 50%	8/15 or 53%

8	13/26 or 50%	12/15 or 80%
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Special education students are included in these numbers.

Students in grades 3-5 receive 30 minutes of RTI instruction daily.

Students in grades 6-7 receive 1 hour of RTI instruction daily.

Students in grade 8 receive 30 minutes of RTI instruction daily.

Star Math:

Grade	Non-minority	Minority
1	1/14 or 7%	5/19 or 26%
2	4/9 or 44%	6/10 or 60%
3	6/14 or 43%	10/17 or 58%
4	6/16 or 37%	11/16 or 68%
5	4/23 or 17%	11/19 or 57%
6	3/19 or 16%	9/15 or 60%
7	8/19 or 50%	10/19 or 52%

Special education students are included in these numbers.

Students in grades 3-5 receive 30 minutes of RTI instruction daily.

Students in grades 6-7 receive 1 hour of RTI instruction daily.

Students in grade 8 receive 30 minutes of RTI instruction daily.

LEAP 2025 breakdowns:

3rd ELA	Non-Minority	Minority
Basic	18%	15%
Approaching Basic	9%	15%
Unsatisfactory	0%	15%

4th ELA	Non-Minority	Minority
Basic	31%	8%
Approaching Basic	2%	8%
Unsatisfactory	2%	8%

5th ELA	Non-Minority	Minority
Basic	25%	2%
Approaching Basic	15%	22%
Unsatisfactory	10%	15%

6th ELA	Non-Minority	Minority
Basic	15%	10%
Approaching Basic	22%	10%
Unsatisfactory	7%	10%

7th ELA	Non-Minority	Minority
Basic	20%	20%
Approaching Basic	14%	0%
Unsatisfactory	2%	8%

8th ELA	Non-Minority	Minority
Basic	21%	0%
Approaching Basic	6%	15%
Unsatisfactory	4%	13%

3rd MATH	Non-Minority	Minority
Basic	25%	25%
Approaching Basic	0%	12%
Unsatisfactory	0%	12%

4th MATH	Non-Minority	Minority
Basic	17%	5%
Approaching Basic	17%	5%
Unsatisfactory	8%	17%

5th MATH	Non-Minority	Minority
Basic	27%	12%
Approaching Basic	15%	7%
Unsatisfactory	5%	17%

6th MATH	Non-Minority	Minority
Basic	22%	7%
Approaching Basic	17%	25%
Unsatisfactory	15%	7%

7th MATH	Non-Minority	Minority
Basic	28%	10%
Approaching Basic	21%	7%
Unsatisfactory	13%	15%

8th MATH	Non-Minority	Minority
Basic	0%	0%
Approaching Basic	36%	4%
Unsatisfactory	12%	44%

Support for Fourth through Eighth Grade:

Spring 2021 LEAP 2025 test scores were reviewed and used to identify students who failed to achieve mastery. Supports that were/will be provided to these students include:

- Placement in a classroom with a certified teacher for core subjects
- Access to a Tier 1 curriculum in core subjects
- Summer learning taught by a certified teacher in core subjects
- After-school tutoring
- Daily accelerate lessons determined by regularly administered formative assessments
- Daily individualized lessons based on student needs provided by Freckle adaptive path

Classroom teachers will provide support to students in grades four through eight who failed to achieve mastery on the statewide assessments.

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)

In addition to the information listed above, Delta Charter School will establish an accelerated learning committee to meet with parents of students not achieving mastery on the ELA and Math Spring 2021 LEAP 2025 assessment. During this meeting, the committee will identify supports that will be offered to the student in order to help them with their goal of achieving mastery on the state assessments. Supports offered will be as follows:

- Placement in a classroom with a certified teacher for core subjects
- Access to a Tier 1 curriculum in core subjects
- Summer learning taught by a certified teacher in core subjects
- After-school tutoring
- Daily accelerate lessons determined by regularly administered formative assessments
- Daily individualized lessons based on student needs provided by Freckle adaptive path

Key Investment: Before and After School Programs	ESSER II	\$ 0	ESSER III	\$ 75,990
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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?

One of the supports that will be offered to students in grades four through eight who have not achieved mastery on their ELA and Math statewide assessments and who had a grade of F in these subjects at the end of the first nine-week grading period will be after-school tutoring. These students were identified using the failure data from our needs assessment, which was obtained through our student information system, WebPams. High quality and research-based curriculum will be used by teachers during the after-school tutoring sessions. After-school tutoring will be offered one

day per week (one for ELA and one for Math) for an hour each session for approximately twenty-two weeks. Teachers will provide instruction to students in after-school tutoring programs. Through our partnership with the Masons, we are able to offer after-school reading instruction for students who show characteristics of dyslexia. (letter and application is included in plan)

Subgroup:

Student Failures:

Through our student information system, Webpams, we were able to identify students who failed one or more subjects. This information is as follows:

- 2019-2020
 - Total enrollment as of May 2020: 463
 - African American: 15/463 or 3%
 - Hispanic: 0/463 or 0%
 - Caucasian: 7/463 or 2%
 - All students were distance learners from mid-March 2020 through May 2020. Students completed work virtually or by picking up packets.
 - Summer school was offered to students who failed ELA or Math or a high school elective if they were not already taking two courses. 13/22 or 59% of students who failed were offered summer school.
- 2020-2021
 - Total enrollment as of May 2021: 452
 - African American: 40/452 or 9%
 - Hispanic: 1/452 or 0%
 - Caucasian: 19/452 or 4%
 - Students with failures who were virtual students: 34/452 or 8%
 - African American: 24/452 or 5%
 - Hispanic: 1/452 or 0%
 - Caucasian: 9/452 or 2%
 - Summer school was offered to students who failed ELA or Math or a high school LEAP 2025 assessment. 19/60 or 32% of students who failed were offered summer school.
 - All students in grades K-8 were offered the opportunity to attend our summer learning program.
- 2021-2022
 - Total enrollment as of October 2021: 454
 - African American: 47/454 or 10%
 - Hispanic: 3/454 or 0.7%
 - Caucasian: 26/454 or 6%
 - Students who had an F in ELA and/or Math at the end of the first nine weeks were offered after-school tutoring.
 - All students are attending in-person learning this school year.

- Supplemental learning based on student needs is also being incorporated into student's schedules and through after-school tutoring.

Timeline:

1st report card: October 2021

Progress monitoring: Each 4.5 week period progress report from November 2021 through May 2022
Each 9 week period report card from November 2021 through May 2022

After-school tutoring: One day per week (one for ELA and one for Math) for an hour each session for approximately 22 weeks.

Measurable outcome:

Due to the implementation of after-school tutoring and progress monitoring, 75% of students participating in after-school tutoring will achieve passing scores in the subjects that they were failing at the end of the first-nine week grading period.

Prioritization was given to students in grade four through eight who met the criteria for after-school tutoring. These students were guaranteed a seat in the after-school tutoring program.

Key Investment: Summer Learning Programs

ESSER II

\$ 0

ESSER III

\$ 77,649

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: Guests will come in to help with and provide activities for students during the summer learning program
- ☐ 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?

Another support that will be offered to students in grades four through eight who have not achieved mastery on their ELA and Math statewide assessments will be the opportunity to participate in a summer learning program. This program will use high quality and research-based curriculum to help students with their goal of achieving mastery on the LEAP 2025 assessment. The summer learning program will include not only activities to meet students' academic needs, but also their social and emotional needs as well. Students will also be provided with an opportunity to participate in field trips and activities that will address the humanities, arts and career exploration.

Subgroup:

LEAP 2025 breakdowns:

3rd ELA	Non-Minority	Minority
Basic	18%	15%
Approaching Basic	9%	15%
Unsatisfactory	0%	15%

4th ELA	Non-Minority	Minority
Basic	31%	8%
Approaching Basic	2%	8%
Unsatisfactory	2%	8%

5th ELA	Non-Minority	Minority
Basic	25%	2%
Approaching Basic	15%	22%
Unsatisfactory	10%	15%

6th ELA	Non-Minority	Minority
Basic	15%	10%
Approaching Basic	22%	10%
Unsatisfactory	7%	10%

7th ELA	Non-Minority	Minority
Basic	20%	20%
Approaching Basic	14%	0%
Unsatisfactory	2%	8%

8th ELA	Non-Minority	Minority
Basic	21%	0%
Approaching Basic	6%	15%
Unsatisfactory	4%	13%

3rd MATH	Non-Minority	Minority
Basic	25%	25%
Approaching Basic	0%	12%
Unsatisfactory	0%	12%

4th MATH	Non-Minority	Minority
Basic	17%	5%
Approaching Basic	17%	5%
Unsatisfactory	8%	17%

5th MATH	Non-Minority	Minority
Basic	27%	12%
Approaching Basic	15%	7%
Unsatisfactory	5%	17%

6th MATH	Non-Minority	Minority
Basic	22%	7%
Approaching Basic	17%	25%
Unsatisfactory	15%	7%

7th MATH	Non-Minority	Minority
Basic	28%	10%
Approaching Basic	21%	7%
Unsatisfactory	13%	15%

8th MATH	Non-Minority	Minority
Basic	0%	0%
Approaching Basic	36%	4%
Unsatisfactory	12%	44%

Timeline:

LEAP scores: Spring 2021 scores will be used

Progress monitoring: Star assessments will be administered during the summer
Pre-test and post-test assessments

Summer learning program: 4 days a week for 4 hours each day for 4 weeks (June 6-30, 2022)

Measurable outcome:

Due to the implementation of our summer learning program and progress monitoring, all students will progress toward scoring benchmark for Star Reading and Star Math as well toward scoring Mastery on the LEAP 2025 assessment by the end of their eighth-grade year.

Prioritization was given to students in grades four through eight who failed to achieve mastery on the LEAP 2025 assessments. These students were guaranteed a seat in the summer learning program and transportation will be provided to these students.

Key Investment: Extended Instructional Time	ESSER II	\$ 0	ESSER III	\$ 0
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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: Please see description below
- ☐ 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?

Delta Charter School has always had extended school hours (7:30 a.m. to 3:30 p.m.) to ensure that students are able to receive as many instructional minutes as possible. Only responses using ESSER II and ESSER III funds are required.

Key Investment: Individual Student Plans for Success

ESSER II

\$ 0

ESSER III

\$ 17,850

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: ACT Prep through Mastery Prep
☒ Other: DE and CTE courses

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

Students in grades 9-12 will be administered a practice ACT assessment offered through Mastery Prep (a program purchased by Delta Charter School) in order to help teachers identify students' area of need. This program will allow students to complete adaptive practice based on their area of need. Juniors will be scheduled into an ACT/Workkeys prep class which will help them prepare for those assessments. Teachers will incorporate material provided through the Mastery Prep program into their classroom instruction for students in grades 9-12. Dual enrollment courses are offered through LSUA, ULM and CLTCC for students who meet the required qualifications. Delta Charter School will offer CTE courses such as EMR, customer service, agriscience I and II and IBCA as well as other courses that qualify as one of the nine required courses for students who are pursuing a Jumpstart pathway. 8th grade LEAP 2025 scores were also used to identify and give priority to those 9th grade students who failed to achieve mastery in ELA and Math.

Subgroup:

Score	Non-minority	Minority
20 and above	12 or 9%	0 or 0%
19 and below	66 or 54%	44 or 36%

Timeline:

Purchase Mastery Prep: October 2021

ACT pre-assessment given: October 2021

ACT workshop/bootcamp provided by Mastery Prep: November 2021

ACT directed path assignments: Completed three days a week for an hour each day

ACT mid-year assessment given: January/February 2022

ACT end-of-year assessment given: April/May 2022

ACT national exam: Students can take these exams by signing up for nationally scheduled testing dates

Measurable Outcome:

Based on the implementation of the Mastery Prep program, 50% of students' scores on the ACT will increase by at least 2 points by May 2022. Also, based on high school Spring 2022 LEAP 2021 assessments (English I and Algebra I or Geometry), 50% of 9th grade students will improve their score on their way to achieving mastery on the state assessment.

RECOVERY AND ACCELERATION	2021-2022 Total Funding Commitment	\$ 255,005
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Commitment: PROFESSIONAL LEARNING & DEVELOPMENT ✓ ✓ ✓

Key Investment: **School Improvement Best Practices**

ESSER II

\$ 0

ESSER
III

\$ 5,700

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: Professional development
- ☐ 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?

Delta Charter School will offer professional development opportunities to its teachers and staff throughout the 2021-2022 school year. After disaggregating the Spring 2021 LEAP 2021, end-of-year benchmark and beginning of year benchmark assessment data, areas of need were identified. Professional development will be provided by the following vendors on the following topics:

- CDL: phonics curriculum, scheduling reading blocks (August 2021)
- Instructure: Mastery Connect test banks (August 2021)
- Renaissance: Freckle and Star Reading/Star Math as needed (August 2021)
- Mastery Prep: online ACT practice test and program (October 2021)
- Edu 20/20: ELA Guidebook training (August 2021)
- Agile Minds: Middle school math training (Summer 2021)
- SafeSchools: online training on bullying, harassment, dating violence, child abuse, etc. (September 2021)
- Schoolwide PD on PBIS (August 2021)
- Disaggregating test data (August 2021 and ongoing)
- Other PD as needed (As needed)
- APEL: literacy foundations training (October 2021 and ongoing)
- Amplify: grades 3-5 science curriculum training (July 2021)

Administrators will monitor the implementation of techniques/topics learned at professional development meetings by conducting teacher observations (both walk-through and formal). Teachers will monitor student's growth toward

mastery through progress monitoring data, benchmark assessment data and nine-week grades. Priority will be given to students falling below benchmark or those who have a final grade of F in ELA or Math on any of their report cards during the 2021-2022 school year.

Literacy Professional Development:

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?

Delta Charter School has developed a literacy team consisting of grade K-12 ELA teachers, an administrator, a special education teacher, reading interventionist and a community representative. This team will meet monthly to review data and plan according to the areas of needs identified. Professional development will be provided through:

- APEL: literacy foundations training (Science of Reading) (October 2021 and ongoing)
- CDL: phonics curriculum, scheduling reading blocks (August 2021)
- Plain Talk: Science of Reading and promoting literature (February 2022)

Administrators will monitor the implementation of techniques/topics learned at professional development meetings by conducting teacher observations (both walk-through and formal). Teachers will monitor student's growth toward mastery through progress monitoring data, benchmark assessment data and nine-week grades. Priority will be given to students falling below benchmark or those who have a final grade of F in ELA or Math on any of their report cards during the 2021-2022 school year.

Key Investment: Literacy Professional Development

ESSER II

\$ 0

**ESSER
III**

\$ 9,069

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

- ☐ Literacy Content Leaders
- ☐ Literacy Coaches
- ☒ Other: Reading interventionist who will also act as the literacy coach when needed
- ☒ Other: Literacy schoolwide team

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

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?

Delta Charter School has developed a literacy team consisting of grade K-12 ELA teachers, an administrator, a special education teacher, reading interventionist and a community representative. This team will meet monthly to review data and plan according to the areas of needs identified. Professional development will be provided through:

- APEL: literacy foundations training (Science of Reading) (October 2021 and ongoing)
- CDL: phonics curriculum, scheduling reading blocks (August 2021)
- Plain Talk: Science of Reading and promoting literature (February 2022)

Administrators will monitor the implementation of techniques/topics learned at professional development meetings by conducting teacher observations (both walk-through and formal). Teachers will monitor student's growth toward mastery through progress monitoring data, benchmark assessment data and nine-week grades. Priority will be given to

students falling below benchmark or those who have a final grade of F in ELA or Math on any of their report cards during the 2021-2022 school year.

PROFESSIONAL LEARNING & DEVELOPMENT 2021-2022 Total Funding Commitment	\$ 14,769
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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: Please see description below
- ☐ 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?

Delta Charter School does not currently have a Headstart or Pre-K program. Only responses using ESSER II and ESSER III funds 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: Please see description below
- ☐ Other: Click or tap here to enter text.

Delta Charter School does not currently have a Headstart or Pre-K program. Only responses using ESSER II and ESSER III funds are required.

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

Delta Charter School does not currently have a Headstart or Pre-K program. Only responses using ESSER II and ESSER III funds are required.

EARLY CHILDHOOD EDUCATION 2021-2022 Total Funding Commitment	\$ 0
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SCHOOL SAFETY & OPERATIONS ✓

Safe School Reopening	ESSER II	\$ 348,767	ESSER III	\$ 492,408
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Provide the URL to the following LEA documents:

School Reopening Plan for In-Person Learning <https://www.deltacs.org/Page/1062>

COVID-19 Vaccination policies for staff and students <https://www.deltacs.org/Page/1062>

Mask wearing policies for staff and students <https://www.deltacs.org/Page/1062>

Physical distancing, cohorts, or learning pods <https://www.deltacs.org/Page/1062>

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

Delta Charter School will provide a safe learning environment for students and employees to return to in-person learning during the 2021-2022 school year. Hand sanitizing stations to be placed in all classrooms and common areas were purchased during the summer, masks are available, bottled water is provided, signs are posted encouraging hand-washing and social distancing. While the mask mandate issued by the governor is in place, students and employees must wear masks at all times while they are inside the classroom or school building. The PBIS team developed matrixes for each area of the school (classroom, hallway, cafeteria, bathroom) with location specific best practices. The following information can be found on our website at www.deltacs.org:

- School reopening plan for in-person learning
- Covid-19 vaccination policies for staff and students
- Mask wearing policies for staff and students
- Physical distancing, cohorts, or learning pods

Delta Charter School also used ESSER II funds to purchase new exterior doors and windows to ensure that good quality air is coming in to the school.

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	\$ 0	ESSER III	\$ 0
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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: Hotspots and computers were purchased with last year's ESSER funds
- ☐ Other: Delta Charter School provides Chromebooks to all students in grades K-12. Mobile hotspots are available to students who need access to the internet in order to complete their assignments if virtual learning is mandated. Teachers and students will use Google Classroom to assign and submit work. Professional development on how to use Google Classroom was provided last year and is available to any teacher who may need additional training. Online programs such as Freckle, Star Reading/Star Math, Star Early Literacy and Mastery Prep have been purchased to help students identify areas of need and accelerate their learning.

SCHOOL SAFETY & OPERATIONS 2021-2022 Total Funding Commitment \$ 841,175

DATA INFRASTRUCTURE ✓

Data Infrastructure	ESSER II	\$ 2,574	ESSER III	\$ 16,800
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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: Delta Charter School used ESSER I Formula funds to purchase a Cisco Meraki Firewall to ensure that our network remains safe as students are taking their school issued Chromebooks off campus to their homes and bringing them back on campus. Cisco Amp was also purchased to provide remote security to school issued devices when they are not on our network. ESSER II funds will be used to purchase Aristotle K12 which is a program that allows teachers to monitor student activity on their assigned Chromebook.
- ☐ Other: Click or tap here to enter text.

Describe the LEAs plan for implementing evidence-based activities.

Click or tap here to enter text. Delta Charter School used ESSER I Formula funds to purchase a Cisco Meraki Firewall to ensure that our network remains safe as students are taking their school issued Chromebooks off campus to their homes and bringing them back on campus. Cisco Amp was also purchased to provide remote security to school issued devices when they are not on our network. ESSER II funds will be used to purchase Aristotle K12 which is a program that allows teachers to monitor student activity on their assigned Chromebook.

DATA INFRASTRUCTURE 2021-2022 Total Funding Commitment \$ 19,374

