DEPARTMENT of **EDUCATION**
louisiana Believes

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 St. Charles	**LEA Code 045**
Planning Contact (name) Erin Granier	
Planning Contact (title) Asst. Superintendent	
Planning Contact (email) egranier@stcharles.k12.la.us	
Planning Contact (phone) 985-785-3198	
Fiscal Contact (name) Ronald White	
Fiscal Contact (title) Chief Financial Officer	
Fiscal Contact (email) rwhite4@stcharles.k12.la.us	
Fiscal Contact (phone) 985-785-3131	
School System Leader Name Dr. Ken Oertling	
School System Leader Signature *Ken Oertling*	**Date 9/29/2021**

NEEDS ASSESSMENTS ✔✔✔

How will the LEA identify the disproportionate impact of COVID-19 on student groups[1], 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).

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[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?

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)*
☐ Re-engagement supports
☐ Drop-out early warning systems
☐ Other: Trust-based Relational Intervention (TBRI) Trauma-based framework ($20806 funded through ESSER I).
☐ Other: Click or tap here to enter text.

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

Key Investment: **Well-Being**	ESSER II	$105000	ESSER III	$ 1052364

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

Conduct universal screening process by administering a behavioral health screening survey to all students in grades 5-12 beginning fall 2021 and following each fall thereafter.

Approximately 10% of students (approximately 7,500 students screened) endorsed tier-3 risk indicators
- **Goal: 50% of tier-3 students will respond favorably to post-screening behavioral interventions & move from tier-3 to tier-2 by the end of each semester**

Post-screening behavioral health supports will be provided weekly by:
- **School Counselors**
- **School-based Mental Health Professionals**

(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.**

Conduct universal screening for behavioral health needs.

Administer behavioral health universal screener to all students in grades 5-12 beginning fall 2021 and following each fall thereafter. Screeners will be administered by the school-based mental health professionals. School counselors and school-based mental health professionals will provide multi-tiered systems of support (MTSS) social-emotional wellness interventions, supports and services to students. School-based Social-emotional Wellness (SEW) Teams will review student data and target SEW supports/interventions according to needs.

Trauma-informed Professional Development (PD) for educators
- **Monthly on-line and/or in-person Trust Based Relational Intervention (TBRI) training for teachers, counselors, mental health professionals & administrators**
- **District summer TBRI PD for teachers, counselors, mental health professionals & administrators**
- **TBRI training for all new teachers**
- **Restorative Practices training for all new high school teachers**

Tiered progress monitoring will be conducted by:
- **Executive Director of Student Services**
- **School-based Mental Health Professionals**
- **School-based Social-emotional Wellness (SEW) Teams (at each school)**

Partnerships with community behavioral health providers to staff each high school with a behavioral health clinician.

Measurable outcome is the implementation of trauma-informed practices in the classroom by 100% of teachers receiving the training as observed by school administration, counselors, and mental health professionals.

(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: Trust-based Relational Intervention (TBRI) Trauma-based framework
☐ Other: Click or tap here to enter text.

ATTENDANCE & WELL-BEING **2021-2022 Total Funding Commitment**	**$ 1157364**

Commitment: **RECOVERY AND ACCELERATION** ✔✔✔				
Key Investment: **Targeted Learning Support**	**ESSER II**	$ 260939	**ESSER III**	$ 883386

How will the LEA identify the disproportionate impact of COVID-19 on student groups[2], 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

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[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).*

The following students in K-8 failed to achieve above benchmark and mastery on state-wide assessments in 2021 due to the COVID 19 pandemic. Historical data (i.e. attendance, LEAP data, and student performance on curriculum-based assessments) for all K-8 students (including SWDN and ELs) participating in in-person and virtual learning. Funds are being used to provide identified students with summer learning (K-8), school day targeted literacy intervention (K-2), school day individual and small group math intervention support (K-12). Summer learning sites were increased from 2 locations to 4 locations and from two grade levels to nine grade levels in order to accommodate increased numbers.   Above student data was used to determine the number of teachers, SWDN teachers, ESL teachers, instructional materials, student materials, and learning priorities.

Priority is given to students in grades 4-8 who have scored below benchmark and below mastery on state assessments are prioritized for intervention, after school tutoring, and summer school.

Percentage of K Students Performing Below Level on District Literacy Screener							
	All	**Asian**	**Black**	**Hispanic**	**White**	**ED**	**EL**	**SWD**
2020	57	60	65	82	50	64	90	61

In addition to the K students above, in 2020 57% of first grade students, 36% of second grade students, and 57% of third grade students scored below benchmark on the district literacy screener.   These students are identified for targeted K-3 literacy intervention. ESSER funds are being used to provide students Tier I curriculum aligned intervention (mCLASS intervention) daily, and are progress monitored every 8 days. Funds are also being used to provide Acadience Reading as the universal screener for beginning, middle, and end of the year benchmark screener assessments in order to identify students progressing and struggling.

3-8 LEAP data was used to identify the percent of students scoring below mastery on the 2021 LEAP25. This data is used to identify students struggling with in the content areas and target interventions for them. ESSER funds are being used to support K-12 students and teachers with math intervention support using Great Minds Equip, Insync, and Affirm. Students identified for additional support are based on below mastery performance.

Grade	Subject	All	Asian	Black	Hispanic	White	ED	EL	SWD
3	ELA	53	17	68	49	44	59	83	83
	Math	59	33	78	66	45	70	89	78
	Science	76	33	92	81	55	84	100	85
	Social Studies	70	33	83	72	51	77	88	85
4	ELA	45	55	64	50	34	56	93	77
	Math	54	9	73	65	39	66	93	75
	Science	40	64	78	70	48	71	100	83

Grade	Subject								
	Social Studies	66	55	84	80	52	69	100	85
5	ELA	61	49	77	60	52	71	92	85
	Math	64	12	83	71	53	77	100	90
	Science	57	24	84	62	40	71	100	82
	Social Studies	68	24	82	74	60	78	92	86
6	ELA	53	37	71	54	40	62	100	84
	Math	61	27	80	64	48	74	80	90
	Science	56	46	75	64	43	66	80	78
	Social Studies	63	46	85	63	51	75	80	84
7	ELA	46	33	54	51	41	54	87	92
	Math	66	60	85	74	53	81	100	91
	Science	57	40	75	62	46	71	100	94
	Social Studies	56	40	73	57	47	69	100	92
8	ELA	48	0	50	45	31	49	100	82
	Math	59	17	70	69	45	74	100	88
	Science	52	17	74	59	41	66	100	84
	Social Studies	48	25	64	47	39	60	100	81

EL student data from the ELPT assessment was used to identify students not meeting targets in making progress in learning English across the district in grades K-12. Students demonstrating emerging and progressing 1 proficiency receive targeted ELD instruction.

School Year	TOTAL ELPT Testers	Proficient	Progressing	Emerging	Students Not Meeting Targets
2020	158	29 (19%)	103 (65%)	26 (16%)	37 (36%)
2021	165	24 (15%)	106 (64%)	35 (21%)	Not available

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: Implementation of LDOE identified curriculum resource for supporting newcomer and beginner English Learners.
☒ Other: Great Minds Equip diagnostic assessments, Insync instructional materials and Affirm assessment suite for Eureka math Tier I curriculum

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

The district is implementing mCLASS Intervention (an evidence-based intervention) in grades K-3 for students scoring well below on Acadience Reading assessments at the beginning and middle of the year. Intervention groups are determined based on accumulated data and then based on similar student needs. Groups meet daily for 30 minutes, progress monitor every 8-10 days, and intervention teachers use the program generated lessons that are aligned to the students' identified need. Students scoring below basic in grades 4-5 are provided with literacy

interventions based on the previous year's LEAP performance and additional Acadience screening. Lessons and groups are conducted and formed similarly to groups in K-3. Reading Intervention teachers are trained in using mCLASS and assessing early reading skills using Acadience and provide the additional interventions. LEA uses flowcharts to identify and select students in need of intervention.

Measurable outcomes include the Acadience reading benchmark norms (benchmark and above) for grade-level performance for each student.

Great Minds Equip diagnostic assessments, Insync instructional materials and Affirm assessment suite for Eureka math Tier I curriculum in order to identify gaps in foundational knowledge for students who scored below mastery in math on the statewide 2021 and 2022 LEAP assessment in grades 4-8. Teachers and interventionists use the Insync and Equip resources to provide just in time supports to accelerate their learning with grade level instruction within the both the regular classroom and intervention classroom.

Individual measurable outcomes are set for each student's progress towards mastery. Based on the implementation of the evidence based activities, 25% or more of students attain mastery or better on LEAP 2025. Progress monitoring will occur at the district, and school level (administration and teachers). High quality common formative assessments are administered at the end of each module. Students are progress monitored through out the module by teachers using the Affirm topic level quizzes. Additional supports are provided by the math teacher and/or math interventionist.

The district is implementing Carousel of Ideas (K-5) and Champion of Ideas (6-12) curriculum resources for English Learners (ELs) from the Supporting Newcomer and Beginner English Learners Curriculum Guidance for newcomer and beginner ELs in English as a Second Language (ESL) classes. The resource met all 7 LDOE evaluation criteria components. Students are progress monitored using built in curriculum assessments and the ELPT in the spring of each year in order to track their individual progress to proficiency pathway. Measurable outcome will be 50% of students making progress to proficiency targets.

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)*

Students in grades 4-8 who failed who have failed to achieve mastery on any statewide assessment 2021 through 2024 are provided with an individual academic improvement plan that adheres to the following requirements:
1.	The school convenes an in-person meeting with the student's parent or legal custodian in fall of 2021; all teachers of core academic subjects, and specialized support personnel, in order to review the student's academic strengths and weaknesses, discuss any other relevant challenges, and formulate an individual academic improvement plan designed to assist the student in achieving proficiency in all core academic subjects.
2.	All participants shall sign the documented plan and meet to review progress at least once more before the next administration of the LEAP assessment.
3.	The student is provided with focused, on-grade level instructional support that is appropriate to the content area(s) in which the student has not yet achieved proficiency. Instruction is aligned with state academic content standards. Students will be progress monitored every two weeks using high quality curriculum based assessments as the measurable outcomes for achievement. 25% of students scoring below mastery will exhibit growth.
4.	The student shall be identified as requiring an academic improvement plan in the state Student Information System (SIS, PowerSchool).
5.	The student is provided the opportunity to receive grade-level instruction during the summer.

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?

Key Investment: **Summer Learning Programs**	ESSER II	$ 439995	ESSER III	$3087403

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?

The LEA offers a Summer BOOST Program from 8:30 AM until 3:00 PM during June and July in order to prevent summer learning loss and address unfinished learning for students disproportionately impacted by COVID. Highly effective educators are selected to provide supports for evidence-based activities during the summer programs.

Which students are eligible for the Summer BOOST Program?
To participate in the Summer BOOST Program, students must meet at least one of the following criteria:

Students currently enrolled in Grades K-8:
• Impacted by COVID
• Have an "N" on the report card for the targeted grade level Reading Standard for Foundational Skills AND scored Well Below Benchmark on the recent DIBELS® benchmark assessment
•The average for the first three grading periods of ELA is 66% or below.
•The average for the first three grading periods of math is 66% or below.
•Bus transportation is provided.
•Students are provided breakfast and lunch daily.
•Students in grade 4-8 who have scored below mastery on the 2021 LEAP will have priority in attending the program.

The summer program Accelerate guidance recommended grade-level ELA Guidebook units that were not implemented during the school year. The district implemented the following units during Summer Boost:

- **3rd grade - Cajun Folktales**
- **4th grade - Pushing Up the Sky**
- **5th grade - The Lion, The Witch, and The Wardrobe**
- **6th grade: If Stones Could Speak**
- **7th Grade: Written in Bone**
- **8th Grade: Call of the Wild**

Enrichments opportunities were provided with programming focused on a mix of core academics as well as enrichment activities.

Students engage in whole-group grade level instruction and small group/individual instruction based on need and plans.

The district addressed unfinished learning (based on EQUIP data) to the modules that student engaged in during the 2021-2022 school year.

Focuses on building in knowledge and skills as students progressed through the ELA Guidebooks unit.
- **Utilizing the Diverse Learners Supports available with the ELA Guidebooks unit (Language Links, Let's Set the Context videos, etc.)**
- **Providing daily, targeted instruction based on student needs as gathered by multiple data sources.**
- **Using Tier 1 curricula materials: K-2 CKLA Skills and Knowledge Domains, K-8 Eureka Math, 3-8 Guidebooks**
- **K-3 mCLASS Intervention used to address foundational reading skills**
- **Using the acceleration cycle to guide the small group instruction during the 12-day program**
- **Using the ELA Guidebooks Knowledge Packs to build background knowledge**
- **Using virtual manipulatives and concrete manipulatives to address students' individual needs.**
- **Using ZEARN and Great Minds inSync, aligned curricular supports, to provide targeted small group and individualized instruction.**
- **In determining need for acceleration, not all content missed will be taught, only content standards that are central to future mastery.**

Progress monitoring occurs weekly during the summer program by classroom teachers. Measurable outcomes include 50% of students achieving Acadience above benchmark norms and 80% of students performing at grade level on daily curriculum based assessments.

Key Investment: **Extended Instructional Time**	ESSER II	$ 0	ESSER III	$ 0

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	$ 0	ESSER III	$ 0

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?

RECOVERY AND ACCELERATION 2021-2022 Total Funding Commitment	**$ 4671723**

Commitment: **PROFESSIONAL LEARNING & DEVELOPMENT** ✓ ✓✓				
Key Investment: **School Improvement Best Practices**	ESSER II	$ 0	ESSER III	$ 0

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?

Key Investment: **Literacy Professional Development**	ESSER II	$ 331100	ESSER III	$ 331100

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

☐ Literacy Content Leaders
☐ Literacy Coaches
☒ Other: Literacy Professional Learning in the science of reading.
☐ 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?

In order for students to access high quality, complex text in grades 4-8, students must enter fourth grade reading on level according to the Acadience Reading screener. Early literacy training on the Science of Reading to K-3 teachers and administrators is necessary for improving and supporting literacy development in children. Our district's reading scores and the unknown ongoing effects of COVID-19 regulations place an even greater impetus on this need. 2020 DIBELS scores for students in K-3, 57% of first grade students, 36% of second grade students, and 57% of third grade students scored below benchmark on the district literacy screener indicate students are struggling in foundational skills. ELA 2021 LEAP scores indicate students in grades 3-5 are continuing to struggle in reading.

Percentage of K Students Performing Below Level on District Literacy Screener							
	All	Asian	Black	Hispanic	White	ED	EL	SWD
2020	57	60	65	82	50	64	90	61

Teachers of the students who failed to meet mastery on the 2021 and 2022 LEAP ELA assessments will receive professional learning in the Science of Reading. Instructional leadership will provide additional monitoring and support of teacher performance and student achievement.

Grade	Subject	All	Asian	Black	Hispanic	White	ED	EL	SWD
3	ELA	53	17	68	49	44	59	83	83
4	ELA	45	55	64	50	34	56	93	77
5	ELA	61	49	77	60	52	71	92	85
6	ELA	53	37	71	54	40	62	100	84
7	ELA	46	33	54	51	41	54	87	92
8	ELA	48	0	50	45	31	49	100	82

Knowledge of the Science of Reading provides teachers and administrators with the "why" behind best practices and strategies that are most effective when teaching students to read and supporting struggling readers.

Using ESSER I funds the district trained all K-3 administrators in AIMS Pathways to Leadership during the summer 2021. The district is continuing training for 160 K-8 teachers, coaches, leaders, and interventionists during SY 2021-2022 and SY 2022-2023 ESSER II & III funds are being used to train in AIMS Pathways to Proficient Reading. In the future literacy professional development grounded in the Science of Reading will be provided to teachers in grade 4-8.

Measurable outcome: 100% of teachers participating in the foundational literacy course will successfully pass the course. 25% of students scoring below mastery will exhibit growth.

PROFESSIONAL LEARNING & DEVELOPMENT 2021-2022 Total Funding Commitment	$ 662200

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?

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: .
☐ 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?

EARLY CHILDHOOD EDUCATION 2021-2022 Total Funding Commitment	$ 0

SCHOOL SAFETY & OPERATIONS ✓				
Safe School Reopening	ESSER II	$ 1092360	ESSER III	$ 4245409

Provide the URL to the following LEA documents:

School Reopening Plan for In-Person Learning	https://www.stcharles.k12.la.us/site/default.aspx?PageType=3&DomainID=4&ModuleInstanceID=9&ViewID=6446EE88-D30C-497E-9316-

![Department of Education - Louisiana Believes]

2021-2022 Academic Recovery and Acceleration Plan
✓ **LA Comeback** ✓ **Federal Reporting** ✓ **Act 294** Investing ESSER Funds

8.21.21

	3F8874B3E108&RenderLoc=0&FlexDataID=41068&PageID=1
COVID-19 Vaccination policies for staff and students	N/A
Mask wearing policies for staff and students	https://www.stcharles.k12.la.us/site/default.aspx?PageType=3&DomainID=4&ModuleInstanceID=9&ViewID=6446EE88-D30C-497E-9316-3F8874B3E108&RenderLoc=0&FlexDataID=41068&PageID=1 AND https://www.stcharles.k12.la.us/site/default.aspx?PageType=3&DomainID=4&ModuleInstanceID=9&ViewID=6446EE88-D30C-497E-9316-3F8874B3E108&RenderLoc=0&FlexDataID=41031&PageID=1
Physical distancing, cohorts, or learning pods	https://www.stcharles.k12.la.us/site/default.aspx?PageType=3&DomainID=4&ModuleInstanceID=9&ViewID=6446EE88-D30C-497E-9316-3F8874B3E108&RenderLoc=0&FlexDataID=41068&PageID=1

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: Addition of Bottle fill stations at school sites
☒ Other: Disinfecting/Testing contracts with vendors to treat schools and buses purchase of disinfecting misters

Continuity of Teaching & Learning	**ESSER II**	**$ 1007642**	**ESSER III**	**$ 518942**

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	$ 6864353

DATA INFRASTRUCTURE ✔️

Data Infrastructure		ESSER II	$ 317460	ESSER III	$ 35400

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.

Addition of security software for teaches to monitor student Chromebook/laptop screens and direct student activity during online learning.

Addition of SIS PwerSchool add on for monitoring of 504 students and students in RTI.

Addition of Nearpod instructional platform for collaborative synchronous and asynchronous online learning experiences with SEM supports for grades K-12.

DATA INFRASTRUCTURE 2021-2022 Total Funding Commitment	$ 352860