

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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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: UVA student engagement data
- ☐ 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

\$ Click or tap here to enter text.

ESSER III

\$ 100,000

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

University View Academy is different from a brick and mortar, as it is a 100% fully virtual school (even before covid), so attendance, as a construct, is not as simple a construct as it is for brick and mortar. Uva has an engagement team who monitors student engagement data with respect to course completion and live session attendance. The engagement team, as well as core teachers and advisory teachers, constantly reach out to disengaged students as they attempt to provide support and get them re-engaged. Our in-house technology team has created a program that generates a weekly report. This report allows us to identify and disaggregate students by various student groups or strata (class). This report identifies students who have not logged in to access our learning management system within the previous 7 days. Students who are identified as truant on this list are contacted by our engagement team. There is a four-week cycle of action steps for those students. Students who do log in but fail to complete assignments are contacted by the school-level administration team to re-engage them before they become truant. The LEA's Student Information System (SIS) will allow both identification and monitoring of a variety of student groups, such as by race, disability status etc. The Learning Management System (LMS) which tracks student online activity in minutes is also used (activity operational definitions are clicking into course content, amount of time in academic content or lives sessions and uploading assignments) and this data, as well as reported weekly attendance data, is primary source data for this key investment area (Supporting Criteria #1 LEA references data sources from the needs assessment used to identify students who need to be re-engaged). Data cited in Needs Assessment was: Demog, course enrollment, attendance (chronic absenteeism data) and student engagement data. On average less than 2% of UVA students (n=60) are on the truancy weekly report and need to be reengaged (Supporting Criteria #3 : LEA identifies students who have missed the most in-person instruction (we aren't in person, so virtual instruction) during 2019-2022 school years).

Students who are the least engaged and/or not in attendance seem to be more impoverished and lower performing of the LEAP 360. (Supporting Criteria #2: LEA identifies an approximate number of students to be re-engaged by student groups).

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?

Student attendance data is reviewed weekly. Given UVA is a completely virtual school, UVA uses the operational definition of LMS log-in events (via CANVAS) coupled with letter grades. UVA encourages re-engagement through teacher contact, via phone, robocalls and certified letters. The use of PBIS as an incentive for attendance is also a practice at UVA. Students who have an "F" letter grade and fail to log into the CANVAS system for an entire week

will be marked absent for EACH day of the week. Parents/guardians will be contacted by phone, email and US mail by the University View engagement personnel to advise them of the excessive absences.

Students who have an “F” letter grade and fail to log into the CANVAS system for two straight weeks who are non-responsive to school contact attempts, will be considered truant and will be marked absent for two weeks in the JCAMPUS (SIS) program. The school will contact local authorities, such as FINS, etc. and attempt to contact the parent/guardian via phone, email and US mail to advise them of their truant status.

Students who have an “F” letter grade and fail to log into the CANVAS system for three straight weeks who are non-responsive to school contact attempts, will be considered habitually truant and will be marked absent for three weeks in the JCAMPUS (SIS) program. The school may send out a local sheriff’s officer to make a home visit to determine the status of the student and to inform them of their habitually truant status.

Students who have an “F” letter grade and fail to log into the CANVAS system for four straight weeks who are non-responsive to school contact attempts, will be considered a non-attending student and will be marked absent for four weeks in the JCAMPUS (SIS) program. The school will send out notification of the parent/guardian’s mandatory attendance at a meeting with the school.

While attendance is important for all students and tracked for all students, UVA has begun creating a plan to target 9th and 10th graders at risk of dropping out prior to graduation. We will target those students who score below Basic on LEAP and log in but fail to submit weekly assignments, as well as those 9th and 10th graders who are overaged. A UVA employee will receive a stipend to contact the students identified by teachers in grades 9 and 10. These students will receive one-on-one advisement and plans to get on track and complete lessons. The LEA’s SIS will allow both identification and monitoring of a variety of student groups. High school counselors will work closely with employees to verify that the correct students are being targeted using the SIS.

Criteria #3 LEA describes measurable outcomes and progress monitoring for EB activities:

UVA seeks to have 100% Attendance. By its operational definitions (UVA is a fully virtual school that does not measure attendance as a brick and mortar does.) UVA tracks attendance daily and weekly as mentioned in the previous section. UVA’s goal is to decrease the truancy rates from 2% to 1% by the end of the 2021-2022 academic school year. Progress checks will be conducted on a quarterly basis. UVA will continue to both track and monitor re-engaged students’ attendance weekly (progress monitoring) via its attendance metrics, as well as employ one-on-one recapture activities by the student engagement team in tandem with other crucial UVA personnel, such as the advisory teacher. It is UVA’s hope to have 100% of those not in attendance, become compliant and move into the engaged and attending school population. UVA has an annual attendance goal of >95% and a Truancy rate of less than 1%.

Key Investment: **Well-Being**

ESSER II

\$100,000 Click or
tap here to enter
text.

ESSER III

\$ 1,650,000

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

This LEA uses an in-depth interview and screening protocol for all incoming students to assess fit for its model, which is education via a completely online modality. In this interview parents/guardians are given the opportunity to disclose any information regarding mental and behavioral support needs. Each enrollment period brings

approximately 8% -10% of students (n=300-370) who have identified that they may need mental and/or behavioral supports or who have had a history of need. The LEA also reviews all incoming school records which may indicate a student history or need in this area. LEA is going to also send the Pediatric Symptom Checklist (PSC) to K-12. Based on the results of the parent/student completion of behavioral screeners, UVA counselors will reach out to those families who indicate a need for support. Furthermore, screeners will be used to identify trends in common needs for social-emotional lessons and character-building lessons. Students will be invited to participate in these lessons during the school day and during after-school tutoring hours by scheduling appointments. UVA prides itself on having a dedicated team of more than 10 trained counselors, two of which are LPCs, and one of these LPCs is the designated SEL (Socioemotional Learning) staff member who specializes in SEL counseling. This SEL counselor provides character-building lessons using the Second Steps curriculum and also mental/behavioral health support as part of other duties. UVA contracts with third-party mental health services if there is a need and Dr. Eberts is a Psychologist who provides UVA staff training support in this area and who also has the capability to see some of the identified UVA students if need be. UVA has a well-established school-based mental health team to review the progress of students based on documentation from teachers and other mental and behavioral health professionals. The LEA's SIS will allow both identification and monitoring of a variety of student groups.

Measurable outcomes include: 1) UVA counseling team will seek to reach an 80% completion rate of behavioral screeners (PSC) by students/parents in grades k-12 within the first month of enrollment. 2) 80% of students who express need will attend one or more sessions between December - May. Progress Monitoring: The enrollment and our counseling department will keep weekly metrics on student identification and PSC testing, as the dissemination of PSC results and the units of counseling given as well as the number of students participating in the Second Step curriculum, and the completion of modules (i.e. Character building lessons) and the curriculum, as well quarterly progress reports regarding mental health status and needs. There is the possibility of reassessing students with the PSC as a summative and formative indicator to gauge the improvement of symptoms, issues and/or initial mental health concerns.

(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.

UVA is a completely virtual school and its own LEA. As such it partners with all school leaders such as Elem, Ms, and high school principals, Counseling Dept and Enrollment departments, as well as Diverse Learners/Sped and the homeless liaison and Engagement and Family support team to review and analyze trends and or gaps of service and or needs to best identify the disproportionate impact off Covid 19 on all student groups. Our Data does support that high transition students, students of impoverished backgrounds and some racial groups are experiencing

higher issues of wellbeing and may need more support. While our African American students perform lower on literacy screener than the other groups, they are often needing additional services other than academics. While our ED population is small as is ELS, achievement data(spring 21 LEAP) does support that these groups perform lower than UVA as a whole and as a subgroup may experience a higher level of academic stress and higher needs which comes from their disability and language needs. The alignment to our needs assessment is supported through the use of our review of student enrollment data, student demographic data, as well as engagement and attendance data. UVA's enrollment platform offers a myriad of opportunities to collect student-specific data, which is vast and includes contextual information as to the history of the student and their struggles with mental health or SEM. Narrative summary reports and other school or medical documentation becomes an important part of understanding our students. As a 100% virtual school, evidence-based activities available to LEAs have not been developed with the virtual context in mind. Therefore, we will use the Pediatric Symptom Checklist and character-building lessons using the Second Steps Curriculum to meet the unique needs of our students. Based on the results of the parent/student completion of behavioral screeners, UVA counselors will reach out to those families who indicate a need for support. Furthermore, screeners will be used to identify trends in common needs for social-emotional lessons and character-building lessons. Students will be invited to participate in these lessons during the school day and during after-school tutoring hours by scheduling appointments. Our student enrollment data was included as a data point in the needs assessment and will identify our underrepresented student groups including those from major racial or ethnic groups and low-income families as well as homeless. Issues like homelessness or familial instability or legal issues are aligned to the needs assessment data point as we review chronic absenteeism and attendance data which is often related to those family struggles. As mentioned, the LEA has a full staff of enrollment staff and counselors to provide intake and screening. There is a designated SEL lead with LPC credentials who provides support and there is an SEL curriculum in place. In addition, teachers in this LEA are designated advisory teachers (homeroom teachers) and speak to each of their students twice a month, in addition to daily communication through live sessions or class assignments. If there were to be something that appeared to indicate a concern or need, the teachers are trained to document their concern and reach out to the student's advisory teacher and grade level counselor who could triage and call in the SEL and/or social worker. The LEA will provide professional development to staff from contracted psychologists at LSU (Dr. Eberts) to address staff wellbeing, students who experience trauma or crisis, etc. Based on the results of the parent/student completion of behavioral screeners, UVA counselors will reach out to those families who indicate a need for support. Furthermore, screeners will be used to identify trends in common needs for social emotional lessons and character-building lessons. Students will be invited to participate in these lessons during the school day and during after-school tutoring hours by scheduling appointments. The social-emotional counselor will use Second Steps to build social-emotional lessons for students in grades K-12. As a part of the after-school tutoring initiative, high school counselors will offer social-emotional/wellbeing sessions to students on appropriate grade-level topics. Students may schedule one on one sessions with counselors. UVA is renovating a large building (the Lynx Den) which will be state of the art and unique space for students to use in-person once COVID precautions lift. This space will be a comfortable, technology-rich, gathering space for students, their families, and teachers to enjoy for both academic challenging events, leisure, socializing, student support and socioemotional support and team building activities and clubs. There will be opportunities to engage in both STEM-related activities, tutoring, gaming and other SEL-related supports in the Lynx Den. There will also be 1-2 STEM coordinators employed to oversee the Lynx Den. These hands, on STEM-driven activities, will be useful in academic improvement and engagement in Math and Science. The LEA measurable outcomes and progress monitoring opportunities are great. The outcome that all identified students will get services is key, and the LEA will use data metrics such as frequency of contact and service delivery units, participant rates with regard to SEL curriculum, as well as counselor notes (rich contextual qualitative data) on the student's receptivity, status and improvement as well as consumer (family) satisfaction surveys are used. UVA created a family needs assessment survey to solicit input regarding funding allocations. It could be possible to utilize the pre-test and post-test assessments from this screening tool to monitor /gauge improvement as could the use of

an LEA constructed, pre and post-BE/SEL rubric be warranted. The LEA's SIS will allow both identification and monitoring of a variety of student groups. Semesterly the school-based mental health team will review the progress of students based on documentation from teachers and other mental and behavioral health professionals (SEL, LPCs, LCSW) to determine the student's social and emotional health based on one of the previously administered screeners. This will inform continued support offered throughout the following semester or summer.

(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: SEL staff member, SEL curriculum, SEL opportunities in an in person-environment (Lynx Den), outside contracts with licensed mental health providers

Other: Click

or tap.here to enter text.

ATTENDANCE & WELL-BEING

2021-2022 Total Funding Commitment

\$ 1,850,000

Commitment: RECOVERY AND ACCELERATION

Key Investment: Targeted Learning Support

ESSER II

\$ Click or tap here to enter text.

ESSER III

\$ 700,000

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).

² [ARP ESSER Fact Sheet](#)

University View Academy is a single school LEA serving 3,720 students in grades K-12 so there is no need to allocate to multiple schools. Funds will be allocated to meet the needs of students within the school who have been impacted by the Covid-19 pandemic. Funds will be used to service all students in K-12 classrooms. Those students who did not achieve mastery in grades 4-8 on LEAP tests, as well as those who did not achieve mastery in other LEAP and ACT-tested grades, will be prioritized and targeted. Additionally, as a fully virtual school, all students who struggle to earn passing grades in core courses will be targets to participate in the afterschool tutoring program and/or intervention services through a tiered process provided by effective teachers.

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?

Teachers will use Accelerate resources to address skills for ELA and math for those students who have scored below mastery. There is a special focus for those in grades 4-8 who failed to achieve mastery on the LEAP2025 over the last two years for which our District Assessment team has identified. Depending on the grade and subject, and year they tested, failure to make mastery rates are 10%-30% for these grades, which means 120-360 students will be the intended sample. Additionally, students who demonstrate learning gaps through benchmarks, formative assessments, and in-class assignments will be targeted. Teachers will apply intentional structures, high-quality materials, and effective instruction. There is a comprehensive, afterschool tutoring program in place beginning in October 2021. The tutoring structure will employ "just in time" instruction that will increase student understanding of the content being covered currently and in the coming weeks. Teachers will submit evidence (tracking forms) to document the standards, foundational supports, and student work from tutoring sessions, curriculum supports, and lesson identification. This model should not become deficit-based learning focused solely on past skills. It should be on pace with current work. The Accelerate model will be applied to all core subject tutoring. Intervention content leaders will provide coaching to teachers on the effective use of Accelerate resources. There are two Tier 3 intervention coaches funded with Esser. The LEA has a designated literacy coach, who will also attend K-2 literacy content leader training, uses Aims Pathways, and the LEA has 6 interventionists on staff as well. The LEA has a team of dedicated academic counselors who ensure that IGP's are completed timely and accurately. All teachers are aware of the IGP components and how to interpret them. Transcript audits are a normal function for LEA counselors to ensure all (esp. transfers) students' academic course-taking histories are accurately reflected in our SIS and IGP. The LEA continues to use high-quality assessments per the LDE's recommended list and uses DIBELS (K-3), LEAP practice tests and LEAP360 baseline and interim testing throughout the year in grades 4-11, in preparation for the LEAP2025, in which greater than 93% of our virtual students travel to in-person sites to attend. Measurable outcomes and progress monitoring will include the number of IGPS completed annually, the frequency and use of tutoring services as well as review of grade-level performance in various subjects, as well as a student's performance on any formative or summative testing events such as course-embedded assessments, LEAP 360, and LEAP 2025. UVA pays teachers in-person work stipends to conduct state assessments (LEAP2025 ACT, PSAT etc.). Given the LEA is utilizing a 9-week grading period, this is an appropriate time frame to assess progress, however, the tutoring program will have its own performance measuring and monitoring requirements. Effective classroom teachers who serve as tutors will share progress monitoring reports with core teachers on a biweekly basis. Students will be tracked on growth to mastery throughout the 9 weeks to determine the effectiveness of

tutoring and intervention supports. The LEA's SIS will allow both identification and monitoring of a variety of student groups. Tier 1 benchmark data from LEAP 360 will be used in conjunction with formative assessment data to track student mastery. The instructional leadership teams will work with teacher throughout the year and review student data at the beginning of the academic year, mid year, and prior to LEAP testing to assess the effectiveness of the strategies described above.

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)

University View Academy has identified all students who did not score mastery or above on the state-wide assessment, with an intended focus on those in grades 4-8. Many of these students have been placed with teachers earning highly effective scores on the Compass evaluation system. A large number of UVA teachers have their master's degrees, a few have their Doctorates, and many continue to pursue more content knowledge and expertise, with over 30% of those without advanced degrees currently seeking advanced degrees. Over 30 teachers have completed mentor teacher training or met the qualifications. with 25 more in the pipeline to achieve this status by the end of the year. All students, including our struggling students, are being taught by a well-qualified workforce. Additionally, all of these identified students will have access to summer remediation/enrichment learning opportunities. Students scoring below mastery (120-360) may also have access to Tier III and/or Tier III intervention support. Students will have access to Tier 1 curriculum and high-quality assessments to address learning gaps. UVA teachers schedule small group and one-on-one sessions each afternoon to meet with students and individualize instruction/tutoring to assist students with mastering key standards and skills. These students will be invited and encouraged to participate in the after-school tutoring program to accelerate learning of grade-level standards. They will be prioritized in scheduling. Measurable outcomes and progress monitoring will include the number of IGPS completed annually, the frequency and use of tutoring services as well as review of grade-level performance in various subjects, as well as a student's performance on any formative or summative testing events such as course-embedded assessments, LEAP 360, and LEAP 2025. Given the LEA is utilizing a 9-week grading period, this is an appropriate time frame to assess progress, however, the tutoring program will have its own performance measuring and monitoring requirements.

Added: Teachers will keep data tracking sheets for tutoring sessions to monitor student progress.

Key Investment: Before and After School Programs

ESSER II

\$ Click or tap here to enter text.

ESSER III

\$500,000

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?

University View Academy will provide a comprehensive after-school tutoring program for students starting October 2021. The tutoring sessions will be held as virtual one-on-one sessions. The tutoring sessions will focus on assisting

students with improving the academic skills required to master current coursework. If funds permit, a staff member is being paid a stipend to oversee and coordinate the After School tutoring program and over 50 staff are being paid \$40 an hour for tutoring services. University View academy has identified all students who did not score mastery or above on the state-wide assessment, with an intended focus on grades 4-8. Many of these students have been placed with teachers earning highly effective scores on the Compass evaluation system and who are expertly qualified as was outlined in the previous section. Additionally, all identified students will have access to summer remediation/enrichment learning opportunities. Students scoring below mastery may also have access to Tier II and/or Tier III intervention support as needed. Students will have access to Tier 1 curriculum and high-quality assessments to address learning gaps. UVA teachers schedule small group and one-on-one sessions each afternoon to meet with students and individualize instruction/tutoring to assist students with mastering key standards and skills. These students will be invited and encouraged to participate in the after-school tutoring program to accelerate learning of grade-level standards. They will be prioritized in scheduling. Measurable outcomes and progress monitoring will include the number the frequency and use of tutoring services as well as a review of grade-level performance in various subjects, as well as a student's performance on any formative or summative testing events such as course-embedded assessments, LEAP 360, and leap LEAP2025. Given the LEA is utilizing a 9 week grading period, this is an appropriate time frame to assess progress, however, the tutoring program will have its own formative performance measuring and monitoring requirements which will likely include a weekly summary of the students' participation, tutoring goals and growth to be documented in specific weekly tutoring summaries or to be documented in the teacher's log (faculty journal, found in CANVAS), as well as other metrics such as the number of sessions completed, gains in classroom average numerical score, # of missed assignments or live sessions, all which are likely to be reported on every two weeks. The LEA's SIS will allow both identification and monitoring of a variety of student groups.

Criteria #3 LEA Provides the frequency and timeline of EB activities

UVA Response: The after school tutoring program was advertised in September 2020, and tutoring begins in October 2021 via one on one sessions between the hours of 4 pm and 7 pm, Monday thru Friday, in all subject areas and will continue all year long. Teachers must document the following for all tutoring sessions: curriculum used (for Tier 1 courses), lesson referenced, foundational support (screeners for K-2), standards addressed, any prerequisite standards addressed, a summary statement of the session inclusive of student work and/or dialogue, and start and end times of the session. These documents will be reviewed monthly by the Afterschool Tutoring Coordinator for quality assurance purposes.

Criteria #1 LEA identifies evidence-based activities which aligns with the needs assessment

UVA has chosen evidenced-based activities which supports the need for remediation and extra supports based on various data sources identified in the needs assessment, primarily but not limited to course enrollment data and performance data, engagement and attendance data, student demographic data, LEAP 360 practices scores and it's LEAP 2025 assessment data. Data supports targeted one-on-one tutoring for more than 50% of students in grades 4-8 but also targeted groups such as ED and various ethnicities. For example, Spring 21 LEAP testing data (provided by LDE for the ARAP plan) indicates that only 44% of 8th graders reached mastery in ELA and 20% reached mastery in Math. Spring 21 data for incoming 4th graders (previous 3rd graders) shows a similar deficiency indicating only 34% of incoming 4th graders reached mastery in ELA and 24% reached mastery in Math. As was mentioned before, the achievement gap between Black and White appears evident. There is a noted difference in Mastery level attainment in Black and Whites, in previous years (18, 19, 21) with the largest discrepancy in LEAP 2025 scores being in Math, followed by ELA, though it is evidenced in Science and Social studies too. Black groups of students continue to underperform in comparison to White counterparts at UVA, and recent (20-21) 8th-grade results highlighted a 10-20 percent difference in Mastery Performance among these 2 ethnicities in all 4 subject areas (8th grade Black ELA and Math "Mastery and above" at 33% and 6% compared to White at 49% and 25%). When looking at incoming 4th (previous 3rd grade Spring 21 testers) and 8th graders, the Ethnicity Gap in % achieving mastery is much wider among the racial groups for incoming 4th graders than 8th graders. Incoming 4th grade (previous Spring

as 3rd grader), Black ELA and Math “Mastery and above” at 8% and 3% compared to White at 47% and 35%. . Teachers will use Accelerate resources to address skills for ELA and math for those students who have scored below mastery. There is a special focus for those in grades 4-8 who failed to achieve mastery on the LEAP2025 over the last two years for which our District Assessment team have identified. Depending on the grade and subject, and year they tested, failure to make mastery rates are 10%-30% for these grades, which means 120-360 students will be the intended sample. Additionally, students who demonstrate learning gaps through benchmarks, formative assessments, and in-class assignments will be targeted. Teachers will apply intentional structures, high-quality materials, and effective instruction. There is a comprehensive, afterschool tutoring program in place beginning in October 2021. The tutoring structure will employ “just in time” instruction that will increase student understanding of the content being covered currently and in the coming weeks. Teachers will submit evidence (tracking forms) to document the standards, foundational supports, and student work from tutoring sessions, curriculum supports, and lesson identification. This model should not become deficit-based learning focused solely on past skills. It should be on pace with current work. The Accelerate model will be applied to all core subject tutoring. Intervention content leaders will provide coaching to teachers on the effective use of Accelerate resources. There are two Tier 3 intervention coaches funded with Esser. The LEA has a designated literacy coach, who will also attend K-2 literacy content leader training, uses Aims Pathways, and the LEA has 6 interventionists on staff as well. The LEA has a team of dedicated academic counselors who ensure that IGP’s are completed timely and accurately. All teachers are aware of the IGP components and how to interpret them. Transcript audits are a normal function for LEA counselors to ensure all (esp. transfers) students will matriculate successfully

There appears some noted differences in gender performance as well with most differences seen among the genders in Math and the needs assessment (reviewing assessment data) indicates a possible achievement gap in the ED student group as both Spring 21 grade 3 (future 4th graders) and grade 8 demonstrates the % at Mastery or above to be less than the schoolwide percentage

Key Investment: **Summer Learning Programs**

ESSER II

\$500,000 Click or tap here to enter text.

ESSER III

\$ 500,000

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: hire certified and/or retired teachers to provide after-school tutoring
- ☐ 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’s summer learning program launched in the summer of 2021 and utilized high quality curriculum and assessments for core courses. Over 100 teachers, each being paid a \$4000 stipend, joined the summer tutoring program. Teachers provided learning opportunities to those students who failed core courses as well as enrichment opportunities for those who passed. Students who passed were provided with learning opportunities that allowed them to preview next year’s learning. Students met with core teachers for weekly live sessions/synchronous opportunities and completed asynchronous learning. Certified teachers employed by the system-led instruction. Tier I curriculum was used for all ELA and math. Students were also provided opportunities to participate in extracurricular workshops and wellbeing sessions. Given Covid, there were no field trips but the use of PBIS was also a part of the summer tutoring program.

Measurable outcomes and progress monitoring will include the number of the frequency and use of tutoring services as well as a review of grade-level performance in various subjects if they are currently in summer school or a comparison of pre-tutoring grades (Spring) to post tutoring, or future grades (Fall). The summer tutoring program had its own formative performance measuring and monitoring requirements which included pre and post-assessments (baseline versus final), a weekly summary of the students' participation, tutoring goals and growth to be documented in specific weekly tutoring summaries or to be documented in the teacher's log (faculty journal, found in CANVAS) , as well as other metrics such as the number of sessions completed and assignment performance. The LEA's SIS will allow both identification and monitoring of a variety of student groups.

Criteria #2 LEA Prioritizes students in grades 4-8 who failed to achieve mastery on any statewide assessments during 20-21 and 21-22 school years.

UVA has a school and district assessment team whose job is to oversee the LEAP360 and LEAP 2025. UVA testing preparation protocol calls for grades 3-11 to take three LEAP 360 practice tests (baseline, interim 1 and final)during the year prior to the LEAP2025. The school assessment team provides detailed grade and subject level reports to content teachers and school administration within 14 days of practice testing and these reports are instrumental in identifying deficit areas as reports drill down to standards areas so that instructional focus and differentiated learning can occur. PLCs use assessment and other classroom data metrics heavily to devise grades 4-8 instructional interventions in the classroom and to customize learning by using differentiated instruction and customizing live sessions to prepare our students (esp 4-8) for the LEAP2025 assessment where testing domains and test wiseness are covered. University View academy has identified all students who did not score mastery or above on the state-wide assessment, with an intended focus on grades 4-8. UVA also offers an opportunity (pre-covid) for families to come to their in-person testing site (there are 19 sites across the state) to become familiar with and accustomed to the LEAP 2025 testing environment. UVA also has 6 educational interventionists who work with instructors to provide support to all students with a directed instructional focus on grades 4-8. There is a noted difference in Mastery level attainment in Black and Whites, in previous years (18, 19, 21) with the largest discrepancy in LEAP 2025 scores being in Math, followed by ELA, though it is evidenced in Science and Social studies too. Black groups of students continue to underperform in comparison to White counterparts at UVA, and recent (20-21) 8th-grade results highlighted a 10-20 percentage difference in Mastery Performance among these 2 ethnicities (8th grade Black ELA and Math "Mastery and above" at 33% and 6% compared to White at 49% and 25%). When looking at incoming 4th (previous 3rd grade Spring 21 testers) and 8th graders, the Ethnicity Gap in % achieving mastery is much wider among the racial groups for incoming 4th graders than 8th graders. Incoming 4th grade (previous Spring as 3rd grader), Black ELA and Math "Mastery and above" at 8% and 3% compared to White at 47% and 35%.

There appears some noted differences in gender performance as well with most differences seen among the genders in Math. Many of these 4-8 students have been placed with teachers earning highly effective scores on the Compass evaluation system and who are expertly qualified as was outlined in the previous section. Additionally, all identified students will have access to summer remediation/enrichment learning opportunities described in this section. Students scoring below mastery may also have access to Tier III and/or Tier III intervention support through the summer learning program. Students will have access to Tier 1 curriculum and high-quality assessments to address learning gaps. UVA teachers working in the summer learning program schedule one-on-one sessions to meet with students and individualize instruction/tutoring to assist students with mastering key standards and skills.

Criteria #3 LEA Provides the frequency and timeline of the evidence-based activities

Identification of potential summer school students and advertisement of the program begins April 1st but is also mentioned throughout the school year. Much of the identification of subgroup LEAP student performance depends on the timely release of results to UVA. Starting on June 1st and continuing until August 1st, teachers provided learning opportunities to those students who failed core courses as well as enrichment opportunities for those who passed. Students who passed were provided with learning opportunities that allowed them to preview next year's learning. Students met with core teachers for weekly live sessions/synchronous opportunities and completed asynchronous learning.

Frequency: Weekly, Timeline: June 1st to August 1st. Summer learning hours vary by student. It can range from 2-8 hours based on the number of core courses accessed for remediation or the enrichment courses and club offering accessed. For instance, a number who only takes a math course would only attend live sessions and do asynchronous work/office hours, while a student might access all core course and/or some enrichment courses and clubs.

Key Investment: **Extended Instructional Time**

ESSER II

\$ Click or tap here to enter text.

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: NA we do not utilize extended instructional time models/practices
- ☐ 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?

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

\$ Click or tap here to enter text.
2,200,000

Commitment: PROFESSIONAL LEARNING & DEVELOPMENT

Key Investment: **School Improvement Best Practices**

ESSER II

\$ Click or tap here to enter text.

ESSER III

\$ 300,000

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: Free tuition sponsorship opportunity to pursue advanced degrees
- ☒ Other: Many opportunities to attend academic conferences, mentor training, and receive professional development training

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?

Criteria # 3 LEA provides the frequency and timeline of evidenced based activities.

PLCS occur twice a month but may differ depending on the school (Elem, Ms or High) and they meet year round. Asynchronous professional development opportunities and/or lunch and learn sessions on technical topics and instructional practices are offered on the off weeks of PLCs.

Stipends are given to Lead or Master teachers and this is done annually and they work in that role for 10.5 months a year.

LA Teacher Mentor Program via the vendor, APEL, is enrolled semesterly by UVA staff and is a self-paced module in which staff can finish in 6 months time. Approximately 30 UVA faculty are currently enrolled and generally enroll in Fall and Spring.

Continuing education is year-round in-house by UVA-trained staff in technology or curriculum and instruction with ongoing modules being offered as well as part of UVA's convocation week in August each year. UVA teachers are also provided 12 hours of course work through accredited universities towards pursuing a master's or Ph.D., and UVA also sponsors the Praxis and other examinations. Teachers can apply to continue their educational pursuits in the Fall, Spring or Summer. Throughout the year teachers and staff are offered multiple opportunities for professional development training such as literacy content training (depends on LDE and Vendor scheduling), AP institute training (Offered 6 times a year), Super Summer Institute and/or teacher leader (June- July), LASAFAP conferences (Oct and March).

The LEA has a strong Professional Development model. There is an Assistant Superintendent of Academic Instruction, an Academic Dean, multiple lead teachers across all school structures (Elem, Middle School and High school) and departmental meetings weekly or bi-monthly. All teachers are active and engaged in PLCs (attached link for more information).

<https://docs.google.com/document/d/1gkEE8rymzxai3y3L1BUukgZGrxCYmJ9Zmvq8ssKMc3c/edit>

In addition, there are teachers in the Louisiana mentor teacher program and teachers who also coach new or struggling teachers in the areas of course management, pedagogy and technology competence needed to be successful in virtual teaching. These activities are funded by the LEA. Approximately 30% of those without a Master's degree or higher have or are actively pursuing an advanced degree, funded by the LEA. The LEA provides professional development via external vendors when necessary and provides stipends to many of their staff for various roles (i.e., Super Summer Institute).

All these activities support the need for enhanced teaching and learning which support all students in the LEA, but with a special intention for grades 4-8 who have failed to reach mastery over the last two years. Teachers in the LEA are exposed to and are knowledgeable of grade-level standards, Tier I curriculum, remediation and engagement strategy, pedagogy, and high-quality assessments, which are all needed to assist this student group. Though a small percent of the LEA is LEP (EL) a portion of funds will be used to hire an EL consultant to assist with PD, enhanced delivery of services and assessment evaluation.

The measurable outcomes and progress monitoring opportunities are vast but include data metrics such as ratio and frequency such as the number of PD opportunities provided versus completed, the number of teachers pursuing advanced degrees, the number of SBLCs and/or departmental meetings provided and % attended as well as a contextual review of meeting notes to identify (and provide) purposeful instruction and remediation for those failing to reach mastery in grades 4-8.

The LEA's SIS will allow both identification and monitoring of a variety of student groups.

Criteria #2: LEA prioritized students in grades 4-8 who failed to achieve mastery on any statewide assessment during 20-21 and 21-22 school years. UVA has a school and district assessment team whose job is to oversee the LEAP360 and LEAP 2025. UVA testing preparation protocol calls for grades 3-11 to take three LEAP 360 practice tests (baseline, interim 1 and final)during the year prior to the LEAP2025. The school assessment team provides detailed grade and subject level reports to content teachers and school administration within 14 days of practice testing and

these reports are instrumental in identifying deficit areas as reports drill down to standards areas so that instructional focus and differentiated learning can occur. PLCs uses formative assessment and other classroom data metrics heavily to devise grades 4-8 instructional interventions in the classroom and to customize learning by using differentiated instruction and customizing live sessions to prepare our students (esp 4-8) for the LEAP2025 assessment where testing domains and test wiseness are covered. UVA also offers an opportunity (pre-covid) for families to come to their in-person testing site (there are 19 sites across the state) to become familiar with and accustomed to the LEAP 2025 testing environment. UVA also has 6 educational interventionists who work with instructors to provide support to all students with a directed instructional focus on grades 4-8. Spring 21 LEAP testing data (provided by LDE for the ARAP plan) indicates that only 44% of 8th graders reached mastery in ELA and 20% reached mastery in Math. Spring 21 data for incoming 4th graders (previous 3rd graders) shows a similar deficiency indicating only 34% of incoming 4th graders reached mastery in ELA and 24% reached mastery in Math. As was mentioned before, the achievement gap between Black and White appears evident and when looking at incoming 4th (previous 3rd grade Spring 21 testers) and 8th graders, the Ethnicity Gap in % achieving mastery is much wider for incoming 4th graders than 8th graders. It is for this reason that our students in grades 4-8 who failed to achieve mastery are identified early in our school year, for extra support such as interventionists, After school tutoring and are offered summer learning programs prior to the year ending. Teachers at UVA have adopted PBIS to improve attendance and engagements in grades 4-8 especially. Instructional leadership teams will review benchmark data to determine the growth of students and assess needs for intervention/reteaching of standards. Student formative and summative assessments will be analyzed by classroom teachers and the ILT to track student progress. This will be done every 9 weeks and assessed for needed interventions. Teachers will also participate in PLCs, professional development training, such as redelivery of intervention leader modules to build content and instructional capacity throughout the school year.

Key Investment: **Literacy Professional Development**

ESSER II

\$ Click or tap here to enter text.

ESSER III

\$ 0

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

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

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

N/A ESSER funds will likely not be used to support these Key Investment areas, as other funds have already been earmarked but approximately \$130,000 in salary, benefits for a literacy coach (who is also k-2 literacy content leader certified, using Aims pathways) and PD endeavors will be spent.

PROFESSIONAL DEVELOPMENT 2021-2022 Total Funding Commitment

\$ Click or tap here to enter text. 300,000

EARLY CHILDHOOD EDUCATION

Early Childhood Program Expansion

ESSER II

\$ Click or tap here to enter text.

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

\$ Click or tap here to enter text.

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: 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 EDUCATION 2021-2022 Total Funding Commitment

\$ Click or tap here to enter text.
0

SCHOOL SAFETY & OPERATIONS ✓

Safe School Reopening

ESSER II

\$100,000 Click or tap here to enter text.

ESSER III

\$ 2,000,000

Provide the URL to the following LEA documents:

School Reopening Plan for In-Person Learning

<https://www.universityview.academy/wp-content/uploads/2021/08/Reopening-Plan-8-1-32021.pdf>

COVID-19 Vaccination policies for staff and students

<https://www.universityview.academy/about/frequently-asked-questions/>

Mask wearing policies for staff and students

https://www.universityview.academy/wp-content/uploads/2020/08/POST_Item-4H_FINAL-for-REVIEW_UVA-COVID-19-Parent-and-Student-Policies-draft-07.21.2020.pdf

Physical distancing, cohorts, or learning pods

<https://www.universityview.academy/wp-content/uploads/2020/09/Updated-COVID-19-Employee-Policy.pdf>

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: Ventilation-Air quality, Air Flow projects in 3 buildingsClick or tap here to enter text.
- ☐ Other: Medical safety Manager Salary and benefitsClick or tap here to enter text.

Continuity of Teaching & Learning

ESSER II

\$ Click or tap here to enter text.

ESSER III

\$ 300,000

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

\$ Click or tap here to enter text.
2,400,000

DATA INFRASTRUCTURE

Data Infrastructure

ESSER II

\$ 475,000

ESSER III

\$100,00

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: Hardware and technology auxiliary devices
- X ☐ Other: LaptopsClick or tap here to enter text.

Describe the LEAs plan for implementing evidence-based activities.

The LEA bought 250 headsets/earbuds for teachers as several families mentioned poor mics/earphone quality for teachers during live sessions
The LEA bought 250 teachers a mouse pen and 2nd monitors for those who had a need.
Laptops to aid virtual learning.

DATA INFRASTRUCTURE	2021-2022 Total Funding Commitment	\$ 575,000
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