

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



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School System Leader Signature <i>Charles G. Jones</i>	Date 10/8/21

## NEEDS ASSESSMENTS ✓✓✓

**How will the LEA identify the disproportionate impact of COVID-19 on student groups<sup>1</sup>, 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).

<sup>1</sup> [ARP ESSER Fact Sheet](#)

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

Key Investment: **Attendance**

ESSER II

\$3250

ESSER III

\$ 750

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

Students who have accrued 5 or more unexcused absences during any nine-week period will receive a home visit from RRCA's administration. RRCA monitoring of attendance through JCampus, absence patterns of students, and the review of excuses given should identify those students with poor attendance and those who may be disengaged. 2019-2020: 6<sup>th</sup> grade-22 students, 7<sup>th</sup> grade-12 students, 8<sup>th</sup> grade-13 students. 2020-2021: 6<sup>th</sup> grade-18 students, 7<sup>th</sup> grade-14 students, 8<sup>th</sup> grade-41 students, 9<sup>th</sup> grade-26 students. 2021-2022: 6<sup>th</sup> grade-21, 7<sup>th</sup> grade-19, 8<sup>th</sup> grade-16, 9<sup>th</sup> grade-38, & 10<sup>th</sup> grade-24.

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?

RRCA administration will provide one on one counseling for each student listed above. RRCA will seek to work with the family of the student through open and effective communication. Using JCampus attendance reports, RRCA students can be identified across all grade levels as students who need to be re-engaged. RRCA will implement a SEL program to determine which students need further assistance with daily activities. RRCA will investigate the field of social work to find a counselor who can assist in better serving our population. Needs assessments will be completed to develop frequencies, determine measurable outcomes, and a timeline to monitor students' progress. Character Counts will be added to each day's activities to assist with engagement.

Key Investment: **Well-Being**

ESSER II

\$55000

ESSER III

\$ \$35,000

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

Students were identified through SBLC committees and needs assessment surveys using Panorama to determine supports that need to be provided. Input from teachers will also play a part in what is provided. RRCA is actively seeking a school counselor/social worker to provide services that strengthen home, school, and community partnerships that eliminate barrier to learning. This position will be able to determine the needs and interests of students and present options for development both inside and outside of school. The data collected from the needs assessments collected by our students in each grade level should identify those students. The students that need to be re-engaged is where we would start. We project that 20% of our student population(approximately 40 students) will need mental and/or behavioral support.

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

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

**Character Counts** lesson plans will be implemented in each grade level weekly for all students for a nine-week period. Program will move to monthly thereafter. Staff development will be done for lesson plan implementation of Character Counts during school. A SEL curriculum will be used weekly. Staff will be reimbursed for time spent after school. RRCA looking to add a counselor and/or social worker to its staff.

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

<b>ATTENDANCE &amp; WELL-BEING</b>	<b>2021-2022 Total Funding Commitment</b>	<b>\$ 94,000</b>
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Commitment: **RECOVERY AND ACCELERATION** ✓✓✓

Key Investment: <b>Targeted Learning Support</b>	ESSER II	\$ \$17,500	ESSER III	\$ \$18,500
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**How will the LEA identify the disproportionate impact of COVID-19 on student groups<sup>2</sup>, 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).

**RRCA will use the data collected in JCAmpus to identify the students since 2019 who missed school due to Covid-19. We will eliminate all those students who are no longer on our campus to get the selection of students that need to be supported. Through surveys given to parent and students the of all student groups accelerated learning**

<sup>2</sup> [ARP ESSER Fact Sheet](#)

recovery is a priority. We will continue to address this through Title I with our after-school tutoring program which we implemented in January 2022. We offered tutoring Monday-Thursday in all core subjects until May 22. We will offer after-tutoring year round in 2022-2023 with our core subjects.

**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?**

Small group and computer-based interventions will be assigned during school hours to students focused on individual needs. Teachers will use principles of instruction to assist students in learning the material. Lessons will begin with reviews of previous learning. New materials will be presented in small amounts with assistance as they practice the material. Questions will be asked, and student responses can be observed. Models will be provided to assist with working out the problem. Student practice will be guided through questions and feedback. Students work will be checked to see if they understand the material. A high success rate is the goal teaching through these basic steps. Monitor independent work to determine if skills learned are automatic. Provide opportunities for weekly and monthly reviews.

**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)**

Teachers will develop an individual academic plan for each student that did not score mastery or advanced on Leap 360. After school tutoring and summer school will be provided for all students scoring below mastery in state-wide assessments. Grades 6 and 7 will use SuccessMaker as its RTI program one period a day. The tutoring program will be available 4 days a week(315p-430p) in all core subjects. Bootcamps will be scheduled as needed to expand support for students. Interventionist will be used during elective classes to assist struggling students with their core subjects. SBLC committee will meet each 9 weeks to determine progress towards mastery for each student scoring below mastery.

Key Investment: Before and After School Programs	ESSER II	\$ 22700	ESSER III	\$ \$22,300
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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?**

Students scoring below mastery on Leap 360 can attend after school tutoring in core subjects from October through May of the current school year. Small group and computer-based interventions will be assigned during school hours to students focused on individual needs. Teachers will use principles of instruction to assist students in learning the material. Lessons will begin with reviews of previous learning. New materials will be presented in small amounts with assistance as they practice the material. Questions will be asked, and student responses can be observed. Models will be provided to assist with working out the problem. Student practice will be guided through questions and feedback. Students work will be checked to see if they understand the material. A high success rate is the goal teaching through these basic steps. Monitor independent work to determine if skills learned are automatic. Provide opportunities for weekly and monthly reviews.

Key Investment: **Summer Learning Programs**

ESSER II

\$ 32200

ESSER III

\$ \$17,800

**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?**

Students scoring below mastery on Leap 360 can attend summer school during the month of June. Any student failing to meet pupil progression is eligible for summer school. Small group and computer-based interventions will be assigned during school hours to students focused on individual needs. Teachers will use principles of instruction to assist students in learning the material. Lessons will begin with reviews of previous learning. New materials will be presented in small amounts with assistance as they practice the material. Questions will be asked, and student responses can be observed. Models will be provided to assist with working out the problem. Student practice will be guided through questions and feedback. Students work will be checked to see if they understand the material. A high success rate is the goal teaching through these basic steps. Monitor independent work to determine if skills learned are automatic. Provide opportunities for weekly and monthly reviews.

Key Investment: **Extended Instructional Time**

ESSER II

\$ 3580

ESSER III

\$ \$6,420

**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: extended time in content courses of Math, ELA, Science, & Social Studies
- ☐ 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?**

Students scoring below mastery on Leap 360 can attend Saturday boot camps in core subjects during the month of March of each school year. Small group and computer-based interventions will be assigned during school hours to



students focused on individual needs. Teachers will use principles of instruction to assist students in learning the material. Lessons will begin with reviews of previous learning. New materials will be presented in small amounts with assistance as they practice the material. Questions will be asked, and student responses can be observed. Models will be provided to assist with working out the problem. Student practice will be guided through questions and feedback. Students work will be checked to see if they understand the material. A high success rate is the goal teaching through these basic steps. Monitor independent work to determine if skills learned are automatic. Provide opportunities for weekly and monthly reviews.

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

ESSER II

\$ 9600

ESSER III

\$ \$10,400

**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?**

Each year Career Compass counselors assess students interests and provide career counseling. Small group and computer-based interventions will be assigned during school hours to students focused on individual needs. Teachers will use principles of instruction to assist students in learning the material. Lessons will begin with reviews of previous learning. New materials will be presented in small amounts with assistance as they practice the material. Questions will be asked, and student responses can be observed. Models will be provided to assist with working out the problem. Student practice will be guided through questions and feedback. Students work will be checked to see if they understand the material. A high success rate is the goal teaching through these basic steps. Monitor independent work to determine if skills learned are automatic. Provide opportunities for weekly and monthly reviews.

**RECOVERY AND ACCELERATION 2021-2022 Total Funding Commitment \$161,000**

**Commitment: PROFESSIONAL LEARNING & DEVELOPMENT** ✓ ✓ ✓

Key Investment: **School Improvement Best Practices**

ESSER II

\$ 22000

ESSER  
III

\$ \$22,000

**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: 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?

Paraprofessionals are trained to implement Math, ELA, Science, & Social Studies interventions and to track student progress to be reported to classroom teachers. Small group and computer-based interventions will be assigned during school hours to students focused on individual needs. Teachers will use principles of instruction to assist students in learning the material. Lessons will begin with reviews of previous learning. New materials will be presented in small amounts with assistance as they practice the material. Questions will be asked, and student responses can be observed. Models will be provided to assist with working out the problem. Student practice will be guided through questions and feedback. Students work will be checked to see if they understand the material. A high success rate is the goal teaching through these basic steps. Monitor independent work to determine if skills learned are automatic. Provide opportunities for weekly and monthly reviews.

Key Investment: <b>Literacy Professional Development</b>	ESSER II	\$ 25600	ESSER III	\$ \$25,600
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Which evidence-based activities will the LEA invest in using ESSER II & III funds? (check all that apply)

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

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

Literacy coach will be contracted to implement literacy strategies in science and social studies subject areas. Small group and computer-based interventions will be assigned during school hours to students focused on individual needs. Teachers will use principles of instruction to assist students in learning the material. Lessons will begin with reviews of previous learning. New materials will be presented in small amounts with assistance as they practice the material. Questions will be asked, and student responses can be observed. Models will be provided to assist with working out the problem. Student practice will be guided through questions and feedback. Students work will be checked to see if they understand the material. A high success rate is the goal teaching through these basic steps. Monitor independent work to determine if skills learned are automatic. Provide opportunities for weekly and monthly reviews.

PROFESSIONAL LEARNING & DEVELOPMENT 2021-2022 Total Funding Commitment	\$ \$95,200
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## EARLY CHILDHOOD EDUCATION ✓

Early Childhood Program Expansion	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)

- ☐ 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?**

n/a

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: Click or tap here to enter text.

☐ Other: Click or tap here to enter text.

n/a

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

n/a

**EARLY CHILDHOOD EDUCATION 2021-2022 Total Funding Commitment \$ 0**

## SCHOOL SAFETY & OPERATIONS ✓

Safe School Reopening

ESSER II

\$ \$15,000

ESSER III

\$ \$15,000

**Provide the URL to the following LEA documents:**

School Reopening Plan for In-Person Learning

<https://documentcloud.adobe.com/link/review?uri=urn:aaid:scds:US:344c339d-0e7d-41a0-a103-f5d50904d625>

COVID-19 Vaccination policies for staff and students

<https://documentcloud.adobe.com/link/review?uri=urn:aaid:scds:US:e6067d4e-78d4-40a7-9b1e-ce9b7e0b9d3a>

Mask wearing policies for staff and students

<https://documentcloud.adobe.com/link/review?uri=urn:aaid:scds:US:e6067d4e-78d4-40a7-9b1e-ce9b7e0b9d3a>

Physical distancing, cohorts, or learning pods

<https://documentcloud.adobe.com/link/review?uri=urn:aaid:scds:US:344c339d-0e7d-41a0-a103-f5d50904d625>

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

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

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

**Continuity of Teaching & Learning**

**ESSER II**

**\$ 33513**

**ESSER III**

**\$ \$16,487**

**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**

**\$ \$80,000**

**DATA INFRASTRUCTURE ✓**

**Data Infrastructure**

**ESSER II**

**\$**

**ESSER III**

**\$ 13340**

**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.**

PC911 supplies data security and data storage. Board On Track supplies dashboard for monthly committee and board meetings. Dezins Interactive provides information to our parents through our school website. Parental portal to track student progress is provided through J Campus.

<b>DATA INFRASTRUCTURE</b>	<b>2021-2022 Total Funding Commitment</b>	<b>\$ 13340</b>
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