ESSER 3 LEA Plan of Use for Walker Charter Academy

Please describe the extent to which and how the funds will be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent CDC guidance on reopening schools, in order to continuously and safely open and operate schools for in-person learning:

The school is using ESSER 3 funds to implement the following strategies related to preventing and reducing the transmission of COVID-19: cleaning and maintaining healthy facilities including costs related to sanitizing/disinfecting buildings, equipment, and supplies (masks, disinfecting wipes, and hand sanitizer), and improve HVAC filters. Additionally, directional signs are posted in school hallways to mitigate students from close proximity to other students while passing between classes. Schedules for passing time have been staggered to reduce the number of students in the hallway. Lunch and recess areas have been divided by grade to reduce exposures across school grades. Each day, students are encouraged to use hand sanitizer whenever entering the classroom and before eating. Classroom teachers and support staff have been given hand sanitizer for this purpose.

Please describe how the LEA will use the funds it reserves under section 2001(e)(1) of the ARP Act (see below) to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year:

We will protect at least 20% of the funds to specifically address learning loss. Walker's plan is to include specific after school tutoring for students in the bottom quartile based on district and state testing. The focus will be in the area of reading and math. We also will use targeted in person summer school programming to address learning gaps for our lower performing students. Summer learning positions included paraprofessionals, office administrators, teachers and coordinators. All students will have the opportunity to participate in summer learning through school initiatives increase reading over the summer. Additional support will be offered to all students using digital tools for reading and math.

Please describe how your school will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act.

Retaining and recruiting priorities will help ensure students are surrounded by highly qualified educators. Funds will also be used to provide staffing directly to impact social and emotional learning for students. This will include after school tutors and achievement behavior support specialist (emotional support) staff, We will also give students 1:1 technology as well as access to digital tools in reading and math. To engage students in additional academic skills, we will purchase STEM education related items . Educational technology coordinator will be funded to help the academic impact. We will purchase materials to support academic staff and intervention including STEM supplies, organizationalmaterials, and art supplies. Additional funds will also be used for single audit fees, digital curriculum (SORA Overdrive, Flocabulary, GoGuardian, Learning.com, EdCite, DreamBox, myHeggerty, Typing Club), student technology (Chromebooks and adapters), summer field experiences, summer supplies, and materials.

Please describe how the LEA will ensure that the interventions it implements, including but not limited to the interventions implemented under section 2001(e)(1) of the ARP Act (see below) to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.

The school will ensure that the interventions it implements will respond to the academic, social, emotional, and mental health needs of all students through the collection of progress monitoring data on an ongoing basis and through student benchmarking data. An Intervention Assistance Team consisting of general funded and grant funded staff members will determine needs for both social-emotional/behavioral and academic. Students needing social emotional support can be referred to grant-funded ABSS staff. Students will be scheduled for intervention groups or for one-on-one instruction with ABSS staff and potentially social work support. Attention is given to any student with risk factors including students or color, low-income, with disabilities, English Learners, and students experiencing homelessness.

All students including students or color, low-income, with disabilities, English Learners, and students experiencing

homelessness, are benchmarked at the beginning of the school year, mid-year, and the end of the school year to measure academic achievement through both aimswebPlus assessments and at the beginning and end of the year through NWEA assessments. Student intervention groups will be made using benchmark data (3 times per year) and every 6 weeks using progress monitoring data. Students will receive academic support from 30-60 minutes per day in reading and math using Reading Mastery, science of reading strategies, Bridges Math, and in-house created math games/materials. Intervention groups will be taught by grant funded at risk teachers, academic specialists, and paraprofessionals. All students experiencing homelessness will be granted automatic access to these intervention groups. Throughout the year, intervention staff will reward students with leveled books to take home purchased through grant funds. Students with disabilities may receive additional support through special education services or increased time with intervention staff.

English Learner students will be given academic support through non-grant funded teachers specializing in teaching English Language acquisition.

For additional academic support and to make up for lost instructional time, students will be given access to an in-person summer school and given the option to progress at home through a digital summer support option. Students identified for summer academic support can receive 5 weeks of instruction from certified teachers. Additionally, they will be able to attend field experiences at no cost to families through funds used for transportation and admission. Students at home will use school-provided Chromebooks and technology subscriptions (DreamBox, Lexia, Sora, Learning.com) for summer learning.

The school is also collecting data for staff and students participating in the school's supplemental summer learning program. The school will also evaluate implementation fidelity and effectiveness of interventions on an ongoing basis for the following subgroups: students from low- income families, students in foster care, students experiencing homelessness, English Learner students, and students with disabilities. The school will continue to collect achievement data, demographic and subgroup comparison data, and perception data to monitor student progress and will revise plans if sufficient student progress is not met for all subgroups.

Data is reviewed during professional learning committees (PLCs), school improvement committee meetings, dean one-on-one meetings with teachers, classroom observations by administration, and data review team time. Additionally, the school will continue to ensure that stakeholders are able to provide meaningful feedback to the school's efforts through surveys collected at staff faculty meetings, family information meetings, and board meetings.

**School Year 2023-2024 COVID-19 Response: Policy on Recruitment and Retention Bonuses
Following School Disruptions and Closures**

Background

Large scale disruptions caused by COVID-19, to the school as well as school staff and students, have created significant new challenges in attracting and retaining our school staff. These disruptions have become more pronounced as the pandemic continues to create talent shortages in multiple sectors of the economy across the United States.

Using Elementary and Secondary School Emergency Relief (ESSER) and Governor's Emergency Education Relief (GEER) program funds made available under the federal Coronavirus Aid, Relief, and Economic Security (CARES) Act, Coronavirus Response and Relief Supplement Appropriations (CRRSA) Act, and American Rescue (ARP) Act, the school is able to award bonuses to help attract new talent and retain talent where needed. In determining the need for such bonuses, considerations included the impact of the pandemic on the following:

- Recruitment and retention of school staff, as indicated by vacancies, turnover rates, and other related data; and
- Changes in working conditions, including the need to return to in-person work with COVID-19 still prevalent in our communities.

Staff positions eligible for any COVID-19 Response Bonus, as well as bonus amounts, are determined based on the impact the pandemic has had on recruitment and retention rates, as well as on the availability of funding. A list of eligible positions and corresponding bonus amounts for the current school year are included within this policy.

Policy

Subject to the criteria established below, there are two types of school support bonuses authorized by this policy:

1. Retention Bonuses – for eligible staff employed in an eligible position; and
2. Recruitment Bonuses -- for eligible individuals hired into an eligible position.

This policy will remain in effect only as long as Elementary and Secondary School Emergency Relief (ESSER) and Governor's Emergency Education Relief (GEER) funding is available to the school and any bonus paid under it is related to disruptions or closures caused by COVID-19, subject to eligible use restrictions and guidance published by the Federal or state government.

So long as it is in effect, this policy supersedes any other policy providing for the distribution of premium pay/incentive compensation, or recruitment and retention bonuses.

1. Retention Bonuses – for eligible staff employed in an eligible position; and
2. Recruitment Bonuses -- for eligible individuals hired into an eligible position.

Recruitment Bonus eligibility requires:

- Employment by the school in a position identified as eligible for Recruitment Bonuses for the school year in which the bonus is to be paid;
- Continuous employment by the school for a minimum of 60 days;
- Staff member has a satisfactory performance evaluation; and
- Employment by the school in the bonus-eligible position at the time the bonus is awarded.

Retention Bonus eligibility requires:

- Completed employment in the prior school year in a position identified as eligible for Retention Bonuses;
- Continued employment by the school in a position identified as eligible for Retention Bonuses during the current school year;

- Staff member has a satisfactory performance evaluation; and
- Employment by the school in the bonus-eligible position at the time the bonus is awarded.

Bonuses will be awarded at least once per school year.

An individual who qualifies for and receives a Recruitment Bonus may qualify for and receive a Retention Bonus in a subsequent year, subject to the availability of funding, employment in a position determined bonus-eligible for the given school year, and establishment of eligibility.

Eligible School Staff Positions and Bonus Amounts

Based on site-specific data indicating recruitment and retention challenges related to COVID-related school closures and disruptions, as well as changes in working conditions and duties encountered by some staff, the following staff positions are eligible for recruitment and retention bonuses, pursuant to the policy, during the 2022-2023 school year, this list will be updated for each subsequent school year, as long as federal COVID-19 relief funding is available to the school to improve staff recruitment and retention.

Under this policy, a full-time employee works 30 hours or more per week and a part-time employee works less than 30 hours per week. Full-time employees are eligible to receive the full bonus amount and part-time employees will have their bonus pro-rated based on their full time equivalent (FTE). Positions with a .01 FTE will not be eligible for recruitment and retention bonuses and the .01 FTE will not be included in the proration calculation.

Examples:

- Employee has two eligible positions that total .50 FTE (20 hours per week). This employee is considered part-time and is eligible to receive 50% of the bonus amount of $8,000.00.
- Employee has one eligible position for .30 FTE (12 hours per week). This employee is considered part-time and is eligible to receive 30% of the bonus amount of $8,000.00.
- Employee has two eligible positions that total .75 FTE (30 hours per week). This employee is considered full-time and is eligible to receive 100% of the bonus amount of $8,000.00.

Position Type	**Recruitment Bonus Amount for Eligible Staff**	**Retention Bonus Amount for Eligible Staff**
Certified Instructional Positions [1]	$8,000.00	$8,000.00
Non-Certified Instructional Positions [2]	$4,000.00	$4,000.00
Certified Non-Instructional Positions [3]	$4,000.00	$4,000.00
Non-Certified Non-Instructional Positions [4]	$4,000.00	$4,000.00
Academic Intervention Coach, Assistant Principal, and Deans	$8,000.00	$8,000.00

Certified Instructional Positions [1]:

Academic Specialist, Accelerated Learning Teacher, American Sign Language Teacher Special Education, Art Teacher, At Risk English Language Arts Teacher, At Risk Language Arts Teacher, At Risk Math Teacher, At Risk Reading Teacher, At Risk Teacher, Computer Science Teacher, CTE Teacher, Dance Teacher, Drama Teacher, Early College Achieving Career and Educational Success, Elective Teacher, English Language

Academic Specialist, English Language Arts Academic Specialist, English Language Teacher, French Teacher, General Education Teacher, Geography Teacher, Government Teacher, Health Teacher, Library Technology Specialist, Mandarin Teacher, Math Academic Specialist, Moral Focus Teacher, Music Teacher, Physical Education Teacher, Physics Teacher, Psychology Teacher, Reading Academic Specialist, Software Facilitator, Spanish Teacher, Special Education Teacher, Specials Teacher, Supplemental Co-Teacher, Teacher in Residence, and Technology Teacher/Coordinator

Non-Certified Instructional Positions [2]:

English Language Paraprofessional, Facilitator Recapture, Grant Paraprofessional, Homebound Paraprofessional, Homebound Tutor Special Education, Instructional Aide, Instructional Paraprofessional, Library Technology Aide, Online Mentor, Onsite Facilitator, School Support Paraprofessional, Special Education Paraprofessional, Student Teacher, and Technology Aide

Certified Non-Instructional Positions [3]:

At Risk Social Worker, College and Career Readiness Counselor, Counselor Special Education, Counselor, Occupational Therapist Special Education, Occupational Therapist, Psychologist Special Education, Psychologist, School Nurse, Sign Language Interpreter Social Worker Special Education, Social Worker, Speech Language Pathologist Special Education, and Speech Language Pathologist

Non-Certified Non-Instructional Positions [4]:

Achievement and Behavior Support Specialist, Admissions Translator, At Risk Coordinator, Athletic Director, Attendance Liaison, Bus Liaison, College and Career Readiness Coordinator, Content Leader, COVID Safety Aide, Crossing Guard, Education to Career/Pro Success Coach, Educational Technology Coordinator, Enrollment Registrar, High School Registrar, High School Secretary, Instructional Coach, Literacy Coach, Material Logistics Assistant, MTSS Coordinator, Non-Instructional Aide/Paraprofessional Special Education, Non-Instructional Aide/Paraprofessional, Office Administrator – Supervisor, Recess Aide, Regional Registrar, Registrar, Scheduling Registrar, School Ambassador, School Bus Monitor Special Education, School Bus Monitor, School Facilities Coordinator, School Lead Office Administrator, School Office Administrator, School Office Assistant, School Regional Test Specialist, School Secretary, School Technology Admin, Special Education Coordinator, Student Family Liaison Aide, Student Family Liaison, Success Coach, Test Proctor, Testing Coordinator and Translator