

ESSER 3 LEA Plan of Use for Linden 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:

Linden Charter Academy is strategically allocating COVID relief funds to implement comprehensive prevention and mitigation strategies, aligning closely with the latest guidance from the CDC to ensure the continuous and safe reopening and operation of our schools for in-person learning. Our investment encompasses the acquisition of personal protective equipment, including gowns, masks with lanyards, plexiglass dividers, and carrels, social distancing markers, COVID tests, cleaning supplies, and sanitizer.

To enhance indoor air quality and ventilation, we are directing funds towards the installation of HVAC high-quality filters. Additionally, we recognize the importance of adequately staffing our schools to manage and enforce safety protocols, with a focus on providing necessary training for our staff in COVID-19 safety measures. Partnering with Aramark Sanitation Services, we are securing sanitation services that meet and exceed COVID-19 requirements. This includes regular cleaning and disinfection protocols to maintain a safe and hygienic environment.

Lastly, our approach is dynamic, aligning with the evolving CDC guidance. We are consistently monitoring the situation, making necessary adjustments, and prioritizing the well-being of our students, staff, and the entire school community. This comprehensive investment in health, safety, and technology will foster a secure and conducive environment for effective in-person learning.

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:

Linden Charter Academy has implemented a comprehensive set of evidence-based practices to address the loss of instructional time resulting from the COVID-19 pandemic. To enhance the quality of instruction, LCA is investing in content area curriculum specialists who collaborate with teachers to develop high quality instructional resources and delivers professional development around instructional best practices. Recognizing the need for additional support, after-school tutoring with teacher tutors, paraprofessionals, and tutoring coordinators, and snow day tutoring programs have been established to provide targeted assistance to students struggling with specific concepts. Linden Charter Academy hired paraprofessionals dedicated to supporting learning loss can provide targeted assistance to students who may have fallen behind academically due to disruptions caused by the COVID-19 pandemic. The academy has leveraged summer learning initiatives to mitigate the effects of learning gaps, allowing students to engage in educational activities during the break. Summer learning program will include summer learning coordinators, summer office administrator, summer paraprofessionals, teachers, summer busing, bus monitors, and a transportation liaison to support families with transportation challenges to participate in summer learning. Technology-based interventions, such as SORA, Lexia, and DreamBox, are integrated into the curriculum to personalize learning experiences and address individual needs. At-risk students benefit from the expertise of At-Risk Teachers and Achievement Behavior Support Specialists who provide tailored assistance and resources. The academy also recognizes the importance of addressing the social and emotional well-being of students through the hiring of additional Social Workers. Finally, educators benefit from ongoing professional development opportunities through the Art of Coaching program, ensuring that teaching practices remain effective and adaptive in the face of evolving challenges. Through these evidence-based practices, Linden Charter Academy is dedicated to maximizing instructional time and fostering a supportive and enriching learning environment for all students.

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

Linden Charter Academy plans to allocate its remaining ARP ESSER funds in accordance with section 2001(e)(2) of the ARP Act. The proposed initiatives include:

1. **Academic Intervention Online Program Subscriptions:** Utilizing online programs for academic intervention can be an effective way to provide personalized support to students, addressing specific learning gaps and helping them catch up on missed content. Intervention programs include Goalbook Toolkit- Enome, Typing Club, Learning.com GoGuardian.
2. **Social Emotional Learning Development Resources/Programs:** Investing in programs such as Communities in Schools, Watch Dog Dads, and other Social Emotional Learning (SEL) initiatives can contribute to the overall well-being of students, fostering social and emotional skills essential for academic success.
3. **Instructional Supplies:** Allocating funds for instructional supplies ensures that teachers have the resources they need to deliver effective lessons. This can include materials, textbooks, and other resources that directly contribute to student achievement. Items include summer learning supplies (Scholastic books, math and reading games, clear backpacks, school supplies, educational incentives, and take home books), student technology (Chromebooks, Chromebook cases, charging stations, headphones, charging cords, adapters, calculators, and extension cords), non-digital instructional materials, student uniforms, and tutoring supplies.
4. **Additional Supports** – In addition to the supports listed above, Linden Charter Academy is investing in Curriculum Specialists, New and Novice Teacher PD to support instruction, an Education Technology Coordinator to support with the demands of increased technology, and single audit fees.

It's crucial for Linden Charter Academy to adhere to the guidelines outlined in section 2001(e)(2) of the ARP Act, which likely emphasizes the use of funds to address the impact of the COVID-19 pandemic on students and their education. The specific allocation of funds should align with the school's needs and priorities, ensuring a comprehensive and strategic approach to mitigating the effects of learning loss and promoting student success. Additionally, any updates or changes to the plan would need to comply with the regulations and reporting requirements associated with ARP ESSER funds.

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.

To ensure that interventions, including those implemented under ESSER 3, address the academic, social, emotional, and mental health needs of all students, and particularly those disproportionately impacted by the COVID-19 pandemic, Linden Charter Academy will adopt a comprehensive and targeted approach. Here's a breakdown of key considerations and strategies:

1. **Data Analysis and Needs Assessment:**
 - MICIP - Conduct a thorough analysis of academic, social, emotional, and mental health data to identify specific areas of need for different student groups.
 - Use disaggregated data to understand the impact on various subgroups, such as students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.
2. **Family and Community Engagement:**
 - Voice of the Parent Bi-Annual Survey to identify opportunities for improved partnership with parents - Foster partnerships with parents, families, and community organizations to better understand the unique needs of students and gain insights into effective interventions.
 - Communicate with families in multiple languages and through various channels to ensure information reaches all communities.
3. **Monitoring and Evaluation:**
 - Using the MICIP and School Improvement Process, LCA will ongoingly assess our impact, look for opportunities to better serve students who have been adversely affected by the pandemic. These processes include surveying input from teachers, parents, students, board members, and more. We will monitor our impact through regular analysis of our behavior records (SEL), common assessment (progress monitoring) and state testing data (growth/proficiency).
 - Adjust our instructional approaches based on the data that we collect for each