

Lansing Charter Academy ESSER 3 LEA Plan of Use

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:

As Lansing Charter Academy (LCA) returned to full and in-person learning, we continued to adjust to the changing pandemic conditions and guidance received from Federal, State, and Local governments. Our ESSER 3 funds will continue to be used to implement prevention and mitigation strategies that are consistent with the most recent Center for Disease Control (CDC) guidance on reopening schools.

Our Safe Return to School & Continuity of Learning Plan was created in concert with our management company, board, staff, and community to establish a safe environment for all educators, school staff, and students. Initially, it was created to accommodate various modes of instruction including in-person learning (traditional classroom environment), remote learning (teaching and learning done completely at home), hybrid learning (a combination of in-person and remote instruction), and virtual learning (teaching and learning in a fully online environment). As we have moved into ESSER 3, we have focused on a full return to in-person instruction (as required by the State of Michigan Department of Education) and the mitigation of circumstances to support health, safety, and improved instruction.

We continue many of the strategies initially implemented by the school in accordance with CDC guidance, including the correct use of personal protective equipment, social/physical distancing, handwashing and respiratory etiquette, cleaning and maintaining healthy facilities are still in place and ESSER 3 funds are allowing us to maintain those safe conditions through increased cleaning, air filtration, additional supplies to prevent unnecessary sharing, and the staff, curriculum, and technology resources needed to ensure that we are addressing the health of all of our community and the learning loss from our students.

We continue to monitor COVID cases and make decisions regarding in-person instruction, though the ESSER 3 funds we have received have helped us ensure that exposures are minimal. The school is still using ESSER funds to ensure that our strategies related to preventing and reducing the transmission of COVID-19 are in place. These include physical distancing, cleaning, and maintaining healthy facilities (including costs related to sanitizing/disinfecting buildings, and equipment and supplies).

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:

Lansing Charter Academy will use ESSER 3 funds to address student learning loss in the following ways:

1. Summer remediation and enrichment programming
2. In school intervention programming
3. Supplemental tutoring
4. Increased wrap-around services
5. Increased access to technology and digital resources
6. Increased student curricular and field experience resources

Summer remediation and enrichment programming:

Our ESSER 20% learning loss set-aside funds are being used for tutoring after school and for summer learning loss.

For all students, we offer at-home summer enrichment and remediation through student access to ESSER 3 funded online learning through Sora, Lexia, and DreamBox. All students have access to these subscriptions year-round and have access to the ESSER 3 funded technology to access the platforms.

Increasing our students' in-person exposure to summer remediation and enrichment activities has been one key way we have worked to address learning loss and improve instructional outcomes. LCA has done this by implementing an ELA and Math focused program, offered to all students, with priority given to identified tier 1 students.

The K-2 ELA program is focused on Heggerty, From Phonics to Reading, and Lexia. In 3-8, there are 2 paths. Pathway 1 is for students whose primary need is Fluency Development.

These students:

Scored below the 35th%ile on Winter or Spring ORF benchmarking
Currently receive Corrective Reading intervention
Place into Corrective Reading via spring placement testing

Pathway 2 is for students whose primary need is Comprehension Development.

These students:

Score above the 35th%ile on Winter or Spring ORF benchmarking
Do not qualify for Corrective Reading via placement testing
May score below 2.5 average on interims

Our Math program in K-5 focuses on Math Stories, Bridges Intervention, and individual practice. Our 6-8 model uses an illustrative math lesson and individual practice.

Our Summer programming relies on ESSER 3 funding to ensure quality instructors are available and consistent throughout the program. We have both teachers and interventionists available to ensure that our regular rotation of instruction can continue throughout summer with push-in and pull-out support. We train our teachers at the organization level and bring in our contracted service providers to give additional training for Summer Program staff.

The second key component of our Summer Program is the consistent enrichment activities that students undergo. This includes ESSER 3-funded field experiences to local museums and sites to provide Social Studies and Science enrichment to the participants. These trips are aligned to Interim data and initial M-STEP data showing key gap areas in Social Studies and Science learning.

All of our summer programs will have funded teachers and support staff to ensure the proper coordination, running, and evaluation of the program success.

In support of our newest students, our ESSER 3 funds will help fund week-long orientation programs for our Kindergarten and Grade 6 students. This will allow us to do some pre-assessment with incoming families to identify earlier needs and to help speed up the integration of new students in key areas.

In school intervention programming and supplemental tutoring:

To help address learning loss throughout the school day, we have increased learning and remediation time for ELA and Math in our daily schedule in all grades from K-8. We have worked to accomplish this by organizing our instructional program to include both remediation periods and instructional rotations that allow our additional support staff (interventionists and at-risk teachers) to both push in and pull-out in small groups to target our tier 1 and tier 2 students. We use root cause analysis and our aimswebPlus results and tracking to determine the best groupings, taking into account both our new and returning students.

As noted in the 2 figures below, we assess and use our students' current and projected growth to determine their grouping for instructional rotations and intervention during the school day. This allows us to best assign the ESSER 3-hired interventionists and at-risk teachers throughout the school. We have several who are assigned only to the Tier 1 students in K-2, 3-5, and in 6-8.

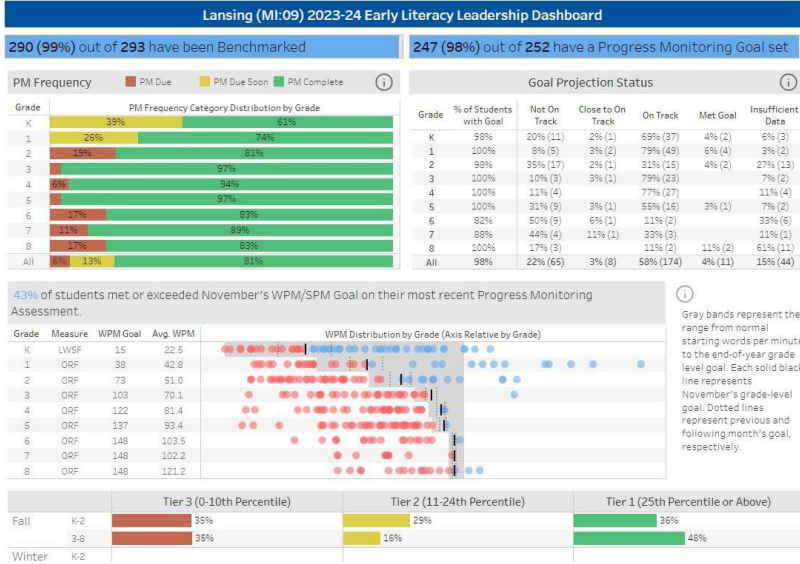


Figure 1-Aimsweb data



Figure 2-New Vs. Returning student projected proficiency.

Over the life of ESSER, we have added, adjusted, and now increased the amount of tutoring outside of school hours that is available for our students. As most of our students qualify for tutoring as a full Title-1 campus, we have increased the number of weeks and positions available. In the 2023-24 school year, we have a 30-week program, using 10 teachers and 4 interventionists, funded using ESSER 3 funds. Using NWEA MAP initial scores, compared to previous year's M-STEP performance, we have focused the tutoring only on gaps and standards that consistently underperforming in ELA and Math instruction from grade 3-8 and our aimswebPlus and Math Numeracy testing in K-2. While we do offer the program to all students, we provide targeted enrollment and support for our tier 1 students.

All of our intervention and tutoring programs will have funded teachers and support staff to ensure the proper coordination, running, and evaluation of the program success.

Increased wrap-around services

One key way that we are using our ESSER 3 funding is to provide for extra wrap-around services for our students and families, particularly those who are homeless, at-risk, or who have otherwise been identified as needing additional supports (including self-reported cases.)

There are three major ways that ESSER 3 funds are helping to engage these services. Firstly, we have extended our partnership with Communities In Schools (CIS) and have a dedicated caseworker who takes on a caseload of identified, at-risk students. Her caseload is currently our 50 most aligned students. This partnership allows LCA and CIS to positively impact student learning by helping to tackle physical needs, social and emotional needs, and attendance issues. Together with our ESSER 3 funded Family Liaison, CIS offers robust connections to outside resources and community partners to help handle "non-school" barriers to student success.

The second ESSER 3 funded support is our Family Liaison position, here on campus. That staff member is tasked with not only working with our community partners to funnel resources to our students, but also helps to ensure that many of our ESSER 3 purchases are being shared with our target groups. Our FL role has helped identify barriers beyond simple learning loss that are affecting student achievement. She has worked to identify community partners to provide additional support, including shelter, food, parent education, transportation, and physical resources for our struggling students and families.

This ESSER 3 funded support for wrap-around services is simply the increased access to physical resources that ESSER 3 has given us. Our students who might not otherwise qualify for materials or services are able to receive support thanks to the increased funding for incentives, materials, curricular resources, and school supplies that ESSER 3 has allowed us to purchase. This has been a key success identified by our school board to the ESSER grants.

Increased access to technology and digital resources

ESSER 3 funds have been key to our school program being able to go 1 to 1 with students and technology. It has allowed us to purchase and maintain enough technology for each student to have adequate access to digital learning resources no matter their need. Chromebooks have been an integral part of our work to bridge the learning gaps caused by COVID. Technology such as Chromebooks, digital learning platforms and subscriptions, and educational technology have also ensured that our teachers have the needed ways to engage our students and not only keep them engaged but engage them enough to extend learning beyond the school day.

Our digital subscriptions have helped us to reach students no matter their motivation. We have been able to leverage these digital resources in the class, at home, and over the breaks and summer. Their access has helped us to continue to build their learning beyond the learning loss of COVID.

Increased student curricular and field experience resources

ESSER 3 funds have allowed our school to provide students with opportunities to connect their learning with real-world experiences missed throughout the pandemic, due to isolation. We have added 1-3 additional excursions for students, particularly in the areas of Science and Social Studies, to ensure that students are able to apply their classroom learning beyond school and to help identify areas of interest for future learning and career planning. Our students in Grades K-8 have leveraged these opportunities to align to the virtual and digital resources we are still using in class to make it real for our students.

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

As noted in question 2, most of our ESSER 3 funds will be used to ensure direct learning loss issues are being addressed both inside and outside of the classroom. However, there are so many other activities that also effect student learning loss and we also will work to address those through covering costs of specific activities, programs, and/or targeted interventions for at-risk student populations.

As we want to maintain a safe and healthy school program, we work to address the staffing and turnover, which can cause inconsistency and stress to our students and families as we navigate the final leg of the pandemic. With this in mind, it is key to work to maintain and grow our staff. For this, a large portion of our ESSER 3 funds are dedicated to bonuses for retaining and recruiting educators and support personnel. This has the effect of maintaining a consistent environment for our learners and give

our staff the additional financial resources they need to help maintain their own families' needs. This is key component of our ability to support our learning goals. As noted in figure 3 below, our turnover during COVID increased due to global conditions and local competition for teachers. Retention and hiring bonuses have ensured that we have adequate staff to meet our academic goals.

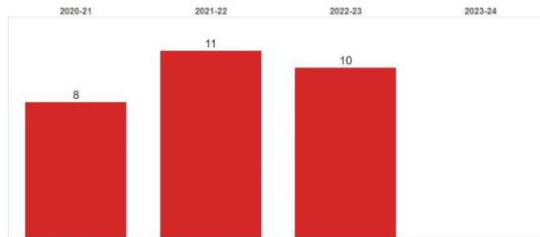


Figure 3-Staff turnover year to year

We have also worked with our community through our campus educational technology coordinator to support staff, students, and families with effective use of technology. ESSER 3 funds will continue to give us that ability and to ensure that new families have the support and training they need to interface with our digital resources.

ESSER 3 will continue to help us in providing devices (laptops, tablets, etc.) to staff and students the in-person learning and digital resources addressed in Question 2. We will continue to maintain those resources and leverage them to support our whole-school and targeted intervention and tutoring efforts.

Another essential ESSER 3 support is our ability to provide additional instructional resources (digital and non-digital) for staff and students, both inside and outside the classroom. By being able to do additional things like print and mail remote learning packets, provide software access at home, share subscriptions to resources, and provide digital licenses to staff, students, and families, we are able to close the gap that families have with decreased earnings and the increased cost of goods and services, as a result of the COVID-19 pandemic.

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.

Lansing Charter Academy will ensure that the interventions it implements, inclusive of and not limited to ESSER 3 funds, 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. By leveraging our CIS partnership, student family liaison, and academic behavioral support specialists, we will not only begin a structured effort at supporting SEL through the Second Step SEL Program, but we will also be providing small group support for our most vulnerable students. Those groups include students from low-income families, students in foster care, students experiencing homelessness, English Learner students, migratory students, students with disabilities, students of color.

Students will be benchmarked at the beginning of the school year, mid-year, and the end of the school year to measure achievement and growth, using our interim system, NWEA MAP growth, and common assessments across our entire organization. The school is also collecting data for staff and students participating in the school's supplemental summer learning program and monitors student progress. We will evaluate the 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, migratory students, students with disabilities, students of color. This will be reported in our own reporting system as well as through the MICIP plan goals registered with the Michigan Department of Education.

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 will be reviewed

monthly during grade level team meetings, and regularly in school improvement meetings, dean, classroom, and leadership observations, school quality support meetings, and during family and community meetings. This aligns with our required reporting activities as a Title I school.

Additionally, the school will continue to ensure that stakeholders are able to provide meaningful feedback to the school's efforts through school staff, family, and board meetings and surveys.