

New Branches Charter School Academy

LEA Plan of Use of Funds

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: 42% of the funds will be used to update the following:- ventilation and air flow - Remodeling 6 student bathrooms that have not been updated in over 15 years. Floor tile is breaking, stalls are rusted, sinks and toilets are outdated. Will install new flooring, stalls, urinals, toilets, update pipes, install touchless sinks, and hand dryers.

- Repairing the old roof that is leaking- Purchase of PPE and cleaning products to prevent disease

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 after school programs, or extended school year: 48% of the funds will be used to address the impact of lost instruction with the following:

- Add additional instructional staff members in order to increase capability to work with students in small groups to reduce academic gaps on essential standards, improve behavior management in the classroom, and meet students

- Purchase updated curriculum materials in ELA, Math, and Science

- Provide updated technology for all students

- Provide internet device for families that do not have internet should they be quarantined.

- Offer after school tutoring program in our child care program

- Provide financial supplements for MTSS Team members

- Change status of Student Advocates to 12 month employees with the goal of servicing more students

during the summer through Summer School and summer club opportunities to promote mental health and learning

- Continuation of Canvas and Kami which allow smoothless communication on academic schedules, learning objectives, assignments, and assessments for students.

Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act: Teacher stipends for additional time worked when

there are no specials and they don't get a planning period

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 MTSS Team and all instructional staff will review student data including NWEA, M-STEP,

SWIS (student behavior), attendance, and other relevant demographic data to identify students in special groups and needs. Identification and evaluation of students and needs will be completed on a cyclical basis conducted in staff PLC's every 4-6 weeks. Instruction in the classroom will be focused on Essential Standards that will help students to reach grade level expectations.

Program Description

How will the use of ESSER III Funds “prevent, prepare for, and respond to Coronavirus”?

The use of the Esser III Funds will allow NBCA to prepare our students for future learning by providing the staffing and resources to all students. It will allow us to better serve students who have experienced a loss of learning.

How will the use of ESSER III Funds promote equity? The funds will be distributed to help students that struggle academically and socially. Interventionists will help students in the bottom 20%, as determined by NWEA MAP and other classroom assessments.

- An ELL Instructional Aide will work in small groups with ELL students

- Adding Instructional Aides in grades K-3 will help provide more individualized support for students who need it the most.

- Moving the Student Advocates to a 12 month schedule will enable them to work with students of highest need - social emotional, restorative practices, parent outreach with resources.

Please indicate how evidence-based programs will specifically address the disproportionate impact of COVID-19 on the following groups of students: ELL, Homeless, Foster Care, Disabilities, Gender Identity Disparities, underserved students groups by race or ethnicity, low income: Continuity of curriculum in reading, math, and science will serve all students. Providing more instructional staff and materials will help us work with each special group and differentiate based on needs. Addition of key staff will provide more individualized attention for students of highest need (ELL, Tier 3, etc.)

Please indicate how evidence-based programs will specifically be evaluated by the LEA in relation to impact on the following group of students: ELL, Homeless, Foster Care, Disabilities, Gender Identity Disparities, underserved students groups by race or ethnicity, low income: NBCA will evaluate the effectiveness of the programs by analyzing NWEA, MSTEP, PSAT data, and all other data for each special group.

How will the user of ESSER III Funds support returning students to the classroom: We have had students in the classroom since August 2020. The funds requested will provide a safe environment for students and staff, as well as additional trained staff to serve smaller groups of students in a more effective manner.