

LEA Plan of Use Funds (ESSER III)

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:

CLK Schools provided in-person instruction for both the 2020-2021 and 2021-2022 school years. We have utilized the funding of CRF, GEER, ESSER I, and ESSER II to reopen our school under CDC guidance. We currently have the safest, healthiest learning environment we have ever had. In addition to health and safety we invested many of these previous funds to student computing devices and internet connectivity. Our focus with ESSER III will be addressing learning loss, improving the use of instructional space, and teacher training (training will include school safety, mental health, student behavior, and student learning).

AMEND (03.27.24):

CLK Schools provided in-person instruction for both the 2020-2021 and 2021-2022 school years. We have utilized the funding of CRF, GEER, ESSER I, and ESSER II to reopen our school under CDC guidance. We currently have the safest, healthiest learning environment we have ever had. In addition to health and safety we invested many of these previous funds to student computing devices and internet connectivity. Our focus with ESSER III will be addressing learning loss and providing continuity of service.

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:

In conjunction with other funding sources we will offer summer school in partnership with a community organization for grades preK - 5, and afterschool programs in grades 6-8. These programs will provide interventions, enrichment opportunities, and social-emotional lessons. For grades 9-12 our most successful program for addressing learning loss and credit recovery has been through tutored learning labs scheduled during the regular school day. We are still assessing if we will be trying another summer school program with grades 9-12.

AMEND (03.27.24):

In conjunction with other funding sources we will offer two years of summer school for both our Elementary and Alternative High School. For our Middle School we plan to offer afterschool programs. Both the Summer School and Afterschool programs will provide interventions, enrichment opportunities, and social-emotional lessons. We will also utilize these funds to update our dated curriculum so we can offer the best product to get our students back on track. Lastly, we plan to use

these learning loss funds to hire additional staffing support. These staff members will provide needed one on one instruction to get our students up to speed.

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

Based upon stakeholder input the LEA has determined that the most impactful areas to spend our remaining ARP ESSER funds will be on curriculum, instructional space, and staff training.

AMEND (03.27.24):

Based upon stakeholder input we plan to utilize these funds for continuity of service purposes.

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.

Investment in K-12 curriculum resources will address lost instructional time, continuity across grade levels and sections to fill learning gaps, social-emotional lessons for assisting with mental health, resources for students with disabilities or students at-risk, and provided us with the necessary resources to make learning more student-centered.

Improving Learning Spaces will extend learning beyond classroom walls to include currently unused spaces for learning. This will provide student flexibility in where they learn, in addition to providing teachers additional spaces for student learning to keep the number of students in the classroom lower. This will impact academics, physical health, and students with special needs.

Staff Training. We will continue investing in our human resources.

AMEND (03.27.24):

Investment in K-12 curriculum resources will address lost instructional time, continuity across grade levels and sections to fill learning gaps, social-emotional lessons for assisting with mental health, resources for students with disabilities or students at-risk, and provided us with the necessary resources to make learning more student-centered.

Adding additional support staff will offer all of our students additional trusted adults to work alongside. It will allow us to work in smaller settings with our most at-risk of falling behind students. These smaller settings will allow students to focus better and provide a better learning environment.