



LEA ARP ESSER Plan – Use of Funds Template

Having an LEA ARP ESSER Plan is a condition of receiving ARP ESSER funds for each LEA.

Instructions: Complete this plan template by engaging in meaningful consultation with stakeholders, as identified in the assurances below, and by giving the public an opportunity to provide input in the development of this plan. Email this completed and signed plan, or a Plan developed by the LEA that includes all requirements, to Lisa at lenglish@sde.idaho.gov by October 1, 2021.

LEA # and Name: Vision Charter School District #463

Website link to the LEA's ARP ESSER Plan – Use of Funds:

Section 1: Using ARP ESSER funds for the continuous and safe operation of in-person learning

1. Describe the LEA's process, including timeline, for engaging meaningful consultation with stakeholders. Identify the stakeholder groups involved. Describe how the public was given an opportunity to provide input in the development of this plan.

All parents of students who qualify for additional support due to triangulated data and evidence of learning loss were notified and offered support through multiple options including during the day, additional intervention classes, extended week, extended day, or extended year. This information helped us to determine how many staff were needed to support students during the times that work best for families.

Staff input was gathered at staff meetings in May and August 2021 which identified the priority of hiring and retaining highly qualified educational assistants to provide pivotal academic support in every elementary classroom and in every secondary Math, English, Science, and Social Studies classroom. These staff members also provide pivotal blended learning support for students missing in person instruction due to Covid-19 related concerns. These EA's assist in carrying out the interventions, high dosage tutoring, and ensuring the school is able to stay in open and in person regardless of transmission level as identified by parents as the highest priority in a survey sent to parents and students in February 2021.

Blended Learning Plan including learning loss priorities and School Reopening Plans were discussed at the June 1, 2021 board meeting and revisions were made based on parent survey responses. Assessment data, learning loss concerns, and priorities for intervention were discussed at the June 30 2021 Board Meeting. The Safe Return to In-Person Instruction and Continuity of Service Plan and Checklist and the ARP funding priorities were discussed at the July 27th board meeting. Lastly, the LEA ARP ESSER Use of Funds Plan was reviewed and discussed on September 27, 2021 at the board meeting.

2. Describe how funds will be used to implement prevention and mitigation strategies that are consistent with the most recent Centers for Disease Control and Prevention (CDC) guidelines¹ for reopening and operating schools for in-person learning.

Vision Charter School will utilize ARP funds to pay for disposable masks, disinfectant, additional tables to spread students out, rapid COVID-19 diagnostic tests to decrease the amount of time students and staff miss in person instruction, plastic shields to separate students when distance is not an option, and HEPA air filters for every classroom and office. Trained staff will be utilized to administer rapid tests and contact trace.

¹ The most recent guidelines can be found here: <https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/index.html>

3. Describe how the LEA will use no less than, 20% of allotted ARP funds 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. Specifically, address how the LEA will utilize funds to identify, reengage, and support students most likely to have experienced the impact of lost instructional time on student learning, such as:
 - a. Students who have missed the most in-person instruction during the 2019-2020 and 2020-2021 school years;
 - b. Students who did not consistently participate in remote instruction when offered during school building closures; and
 - c. Students most at-risk of dropping out of school.
 - d. Subgroups of students disproportionately impacted by COVID-19, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, migratory students, Hispanic students, and Native American students.

The majority of ARP funds will be spent on salary and benefits for hiring and retaining additional teachers and highly qualified educational assistants who will provide extended day, extended week, extended year tutoring and small group push in/pull out instruction as needed for students most at risk to fail based on triangulated data including state assessment, classroom assessments, measurable achievement standards, growth data, grades, teacher observation, attendance, or lack of participation in distance/hybrid learning. Teachers will also be used to offer additional math intervention elective classes and enrichment/acceleration extended day, week, and year options for students in the area of Robotics and STEM.

Additional educational assistants have been hired to provide academic support in every elementary classroom and in every secondary Math, English, Science, and Social Studies class. These staff members also provide pivotal blended learning support for students missing in person instruction due to Covid-19 related learning loss. These educational assistants are also providing extended day, week, year interventions, high dosage tutoring, and ensuring the school is able to stay open and in person regardless of transmission level by substituting as needed due to Covid-19 related concerns.

Educational assistants also support the teachers in communicating the blended learning work expectations with parents and students who miss in person instruction. They support them in completing their blended learning work and catching/keeping up.

All students and sub groups in groups A through D are being supported with the addition of the additional educational assistants.

4. Describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act (See Appendix A). In your description, please identify how funds will be allocated to schools and for districtwide activities based on student need to equitably and inclusively support student success.

Vision Charter School is one K-12th grade School and District.

5. Describe how the LEA will ensure that the interventions it implements, including but not limited to the interventions implemented 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, migratory students, Hispanic students, and Native American students.

Vision Charter will provide interventions that are evidence based to positively impact academics and social, emotional, and mental health of all students.

EVIDENCE BASED INTERVENTIONS:

Extended day, week, and year tutoring and interventions for students experiencing learning loss. All day Kindergarten is already being provided to all Vision Charter School students. Additional paraprofessional staff in each classroom for high dosage tutoring and support throughout the day and in extended settings. Provide additional literacy support throughout Tier I, Tier II and Tier III. Focused tutoring for students in academic areas. Increased movement by adding additional fitness times for K-12th graders. Integrate use of movement and manipulatives into interventions. Increase skills across subject areas by providing STEM related projects.

High dosage tutoring (i.e., tutoring that is provided consistently by well-trained tutors or educators at least three days per week for at least 30 minutes at a time in groups of five or fewer students), led by a certified teacher or a paraprofessional, and conducted during the school day tends to have the largest impact. During the day tutoring will take place during study hall, flexible periods, during independent practice portions of a class, or as a complement to instruction in partnership with the classroom teacher.

Trusted adult relationships, caring supportive staff, explicit character trait lessons by social emotional support staff who provide supportive counseling as needed and teach Character Trait lessons for K-12th grade.

Reduced adult to student ratio by adding a trusted adult in every K-5 classroom and every 6-12 core class in addition to having those same trusted adults supervising and interacting with students during transitions, recesses, lunch time, and providing extended day, week, and year interventions. This consistency allows for students to have trusted adult interactions throughout their entire day.

Experiences rooted in high academic expectations for all students. Provide college and career pathways that integrate rigorous academic coursework, career and technical education, work-based learning, and support services.

6. Describe how the LEA will consistently monitor student progress and effectiveness of the strategies/interventions implemented to address gaps in student learning and well-being.


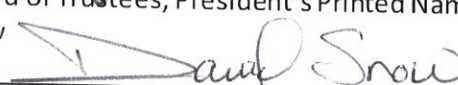
Administration will monitor and review student grades every two weeks in addition to monitoring progress on K-3rd grade IRI data, 4th -12th grade Math and ELA IXL diagnostic data in September, December, March, and May. Interim data from 3rd-10th grade Math & ELA ISAT will be analyzed in December for growth and proficiency.

Interventions being implemented are evidence-based and respond to students' social, emotional, and academic needs. Attendance at extended day, week, and year interventions will be monitored and communication will be provided to increase attendance as applicable. Teacher observation and surveys will be used to evaluate social emotional well-being and engagement. Attendance at school will be monitored and communication to parents and students who experience absences will be regularly provided to ensure students are engaged in school and keeping up with their work.

Section 2: Assurances

Assurance	LEA Response	
	Yes	No
1. The LEA assures that, to the best of the LEA's knowledge and belief, all information in this plan is true and correct.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. The LEA engaged in meaningful consultation with stakeholders and gave the public an opportunity to provide input in the development of this plan. Specifically, the LEA engaged in meaningful consultation with students; families; school and district administrators (including special education administrators); and teachers, principals, school leaders, other educators, school staff, and their unions. Keep documentation of stakeholder communications and meetings on file at the LEA.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. The LEA engaged in meaningful consultation with each of the following, to the extent present in or served by the LEA: Tribes; civil rights organizations (including disability rights organizations); and stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children in foster care, migratory students, children who are incarcerated, and other underserved students. Keep documentation of stakeholder communications and meetings on file at the LEA.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. The plan is in an understandable and uniform format; to the extent practicable, written in a language that parents can understand or, if not practicable, orally translated; and, upon request by a parent who is an individual with a disability, will be provided in an alternative format accessible to that parent.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5. The plan is publicly available on the LEA website.	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Signatures

Superintendent/Charter Administrator Printed Name: Wendy Oldenkamp	
Superintendent/Charter Administrator Signature: 	Date: 9-28-2021
Local Board of Trustees, President's Printed Name: David Snow 	
Local Board of Trustees, President's Signature:	Date: 9-28-2021

Email this completed and signed plan to Lisa English at lenglish@sde.idaho.gov no later than October 1, 2021.