



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

LEA # and Name: #451 Victory Charter School
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Website link to the LEA's ARP ESSER Plan – Use of Funds:

https://www.victorycharterschool.net/Content2/6

includes all requirements, to Lisa at english@sde.idaho.gov by October 1, 2021.

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.*

Victory Charter School #451 has developed this plan and will post to its website (link provided above) to provide broad dissemination so that community-at-large stakeholders, Victory parents/guardians, Victory teachers and staff, and Victory students have one location to go to in which to find the plan and review. Stakeholders will have the entire month of September for review. Victory's best form of communication to our school community is through our Friday Attendance Note, which is emailed to all our families and staff, in a language each household can understand, or by hard copy sent home with students on Friday for those families who do not possess an email address. Throughout September, notice of this plan and its invitation for review will be in the Friday Attendance note each week. Notice of this plan will also be posted on Victory's Facebook page. The governing board will include this Plan on its September agenda to provide the opportunity for in-person input, as well as to share with the governing any input received prior to the meeting. Board meeting notices are posted to the school's website as required and notice is provided in the weekly Attendance Note. Comments received will be considered by the administration prior to the plan's Oct. 1 submission deadline and the plan will be revised prior to Oct. 1 if comments received warrant doing so. Comments will be received in a variety of ways: Emailing to Victory's Clerk of the Board at clerk@victorycharterschool.net, dropping off comments at the school's front desk, or postal mail, Victory Charter School, 9779 Kris Jensen Lane, Nampa, ID 83686. As Victory's co-administrators are highly visible before and after school and at school activities, these times will also provide opportunities for folks to share input.

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.*

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

CDC guidelines for the '21-22 school year have remained consistent with last school year's spring/summer guidelines, therefore, the school's re-opening plan remains in step with the CDC, State, and local health authorities. An inventory will be conducted in the fall to determine if additional cleaning and sanitation supplies, PPEs, etc. need replenishing for the long term. If so, a portion of ESSER III funds will purchase what is needed for coming year and for '22-23.

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.*

A tenet of being a Harbor School is recognizing that the most important resources in our classrooms are the teachers and the educational aides that support them. Therefore, an additional EA for '21-22 & '22-23 will be hired along with purchases of educational materials, if needed, to support the EA's work. The EA will work directly with students identified by their teachers through comparison of last year's end-of-year academic outcomes to the first month of '21-22 weekly assessments to address learning losses. In their review, teachers will note any internal and external impacts on a student that contributed to learning loss. These include: excessive absences in the previous year that impacted a student's performance; if, during the period of remote instruction at Victory in the spring of 2019-2020, the student did not consistently take part; and any sub-groups to which a student may be included that might have experienced a disproportionate impact caused by Covid-19, such as low-income family, child w/disabilities, student of color, Hispanic, or English learner – all of which are the most common at Victory – but each student will be evaluated taking all sub-groups into consideration. A perhaps peculiar sub-group in which we will need to pay special attention to is those students new to our school. More than ever, due to Covid-19 and the long expanses of time that many of these new students spent remote learning at their previous school, we are seeing that they are extremely behind in terms of exposure or practice in reading, writing, and math, no matter the grade level. Therefore, in addition to the sub-groups required to be addressed in this plan, we will add this other to our radar. From all of this, the teacher will take this information and determine, along with fellow educators as necessary (such as the special education teacher if it is a student w/disabilities; the student's prior year teacher, if student attended our school; high school registrar & assistant principal, if a high school student and there is concern over student being on track to graduate, etc.) if being part of the particular sub-group(s) brings additional consideration and accommodation in ensuring a student's success and include those in the student's progress plan. For instance, if a student is from a low-income family where the home is not able to provide a regular, quiet spot in which to do homework, accommodations will be made for the student to not only receive the

additional educational assistance with this specific EA, but also to complete homework at school. This additional EA will work under the direct supervision of the teachers whose students are being served. Each teacher will develop an improvement plan for their students based on that grade or subject's academic indicators. Teachers will monitor their students being served weekly through the weekly concept tests, IRI and ISAT interim and annual testing, as well as one-on-one interactions, and teachers will adjust a student's plan as necessary so that the EA is being used most effectively with each student, and that all school resources available to a student are being used fully. If a student is found to be at risk of dropping out of school, not only will the teacher access the EA, but will immediately pull a team together, including the student and parents, to address the areas in which the student isn't succeeding and create a plan to help ensure he or she is able to have the opportunity to get back on track with the proper school supports in place to do so. At the end of '22-23 school year, it will be determined through student growth measures, drop-out rate, etc., the direction of the EA to address learning loss if different needs are necessary at that time.

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.*

With nearly two years of COVID-19 the need has become apparent for greater social distancing as shown by the facility challenges in doing so easily and, sometimes, to the disruption of carrying out a normal school day. As we serve students in grades K-12, having adequate indoor and outdoor space, and equipment to expand social distancing options has become crucial. Therefore, Victory plans to use a portion of funds toward the construction of a K-8 gymnasium, freeing up a multi-purpose/flex room to provide greater social distancing when needed and to expand the high school science room, which is much needed not only for social distancing but also for safety. The special education room, which has been able to service only 2-3 students at a time with their Sped teacher in very close quarters will be expanded to allow for sufficient distancing, as well as to provide additional space to this subgroup of our student population to integrate a greater number of students simultaneously in appropriate group learning activities, offering additional daily special education opportunities for this student population. The extended Sped space will also allow us to meet more easily altogether as the sped student's educational "team" – especially to support the parent-teacher team approach to the student's academic success. The K-8 gym will add to the options for social distancing and learning space in addition to its use for extra-curricular activities, such as middle school sports. As mentioned, the expansion of the high school science room is needed to address social distancing while also expanding the lab experience for students and creating a safer, larger space in which to carry out lab activities. Finally, a portion of funds will go toward replacing school carpet, thus helping to make the school safer and healthier. Since we are a small school LEA (<400 enrollment) with just one academic building that holds one class per grade and/or one class per subject, all students will benefit from the improvements made to the school inclusively just by the fact that there is nowhere to spend the funds but directly at this one facility and its academics/activities/building safety and for this one student body. The smallness of our school LEA also ensures that every student is known by several adults at the school and any sub-populations or unique situations in which a student may be included thus helping to ensure each student's individual needs are met.

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.*

Time and again research shows that in-person learning is the best approach in addressing all aspects of every student's well-being while also addressing family well-being, it was decided by the governing board and administration in '20-21 & '21-22 that our school be considered an essential service and, therefore, operate in-class, in-person learning the entire school year in concert with local, State, and CDC guidelines. This, we feel, has been our #1 intervention as it's allowed us to assess all students' academic, emotional, social, and mental well-being daily and personally in our small-school environment – and not just by one adult at school, but several. It's also allowed regular, in-person contact with parents/guardians to do family check-ins, in addition to their twice-yearly parent-teacher conferences. The added interventions through these funds will strengthen in-person learning through added adult resources, additional space, and continued safety, sanitation and hygiene for everyone. Being in-person is what ensures that the interventions that have always been in place continue to happen fully, and to ensure that the added interventions from this plan are able to be fully realized by our students as these interventions are being planned intentionally so that they are of the most benefit by students being in school. All students' needs are addressed as they would be with or without COVID-19 precautions by being in-person and it keeps normalcy for all our students in the ways in which each individual student is served. For instance, we particularly observed in the spring of 2019-2020 when remote learning was required of all schools in Idaho, that our students with disabilities, as well as students from low-income families, and English learners were the most negatively impacted by not having consistent, day-to-day, prescribed learning, resources, and adult/peer interaction. Therefore, the interventions contained in this plan were determined by breaking down the student population and their needs and building the plan so that they are addressed in such a way that benefits sub-groups but that also has benefits for the student body as a whole. For example, the special education room expansion will allow for more adults to take part in this area of education throughout the day and add space for additional learning methods, and provide special education students and students without disabilities another area in which to interact. The science room expansion provides additional space for students with physical disabilities to be able to maneuver in the room more completely while providing additional space for expanded learning opportunities and increased social distancing. The addition of the K-8 gym creates space for greater social distancing, but also for physical activities to help meet social and emotional needs of students whose home or neighborhood is not conducive to these activities. The additional EA on top of the adult support already in place provides yet another layer of protection in the academic success of our students most negatively affected by Covid-19's as described in this plan.

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.*

Academically:

- Student growth in teacher-determined weekly assessments & checks in core subjects
- Student growth in Interim ISAT and IRI testing, and required ISAT & IRI testing.

Social/Emotional/Mental Well-being:

Formal -

- Annual Student Climate Survey Outcomes
- Parent-Teacher conferences (2xs per year)
- Principal and/or teacher meetings with parents
- Monitoring student participation in extra-curricular activities
- Student engagement in academics/grades
- On-going contract with school psychologist

Informal -

- Principal small-group student gatherings (errands, student-of-the-month luncheons, café working, after-school activities, etc.)
- Principal before-school/after-school interactions w/parents.
- Teachers’ lunch conversation checks w/students
- EA wellness checks w/students during academic pullouts
- Principal daily classroom visits

Section 2: Assurances

Assurance	LEA Response	
1. The LEA assures that, to the best of the LEA’s knowledge and belief, all information in this plan is true and correct.	Yes <input checked="" type="checkbox"/>	No <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.	Yes <input checked="" type="checkbox"/>	No <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.	Yes <input checked="" type="checkbox"/>	No <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.	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
5. The plan is publicly available on the LEA website.	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>

Signatures

Superintendent/Charter Administrator Printed Name:

Click or tap here to enter text.

Superintendent/Charter Administrator Signature:	Date: Click or tap to enter a date.
Local Board of Trustees, President's Printed Name: Click or tap here to enter text.	
Local Board of Trustees, President's Signature:	Date: Click or tap to enter a date.

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