



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 lenglish@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, half-time 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. The aide will work under the direct supervision of the teachers whose students are being served. At the end of '22-23 school year, it will be determined through student growth measures the direction of the EA to address learning loss if different needs are necessary at that time.

1. *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 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.

2. *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 our interventions are being implemented. 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.

3. *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	
	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.	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: Tera Luce	
Superintendent/Charter Administrator Signature: 	Date: Click or tap to enter a date. 9-1-2021
Local Board of Trustees, President's Printed Name: Leslie Mauldin	
Local Board of Trustees, President's Signature: 	Date: Click or tap to enter a date. 8-31-2021

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