



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.

LEA # and Name: #479 Heritage Academy Public Charter School
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Website link to the LEA's ARP ESSER Plan – Use of Funds: https://heritageacademyid.org

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.*

The Heritage Academy Board of Directors, Administrative Team and Leadership Team met to discuss options for continuing in-person learning during the COVID-19 pandemic. In addition, student and parent/guardian stakeholder surveys were conducted and input gathered. The BOD, administrative team and leadership team also reviewed current recommendations from the CDC, South Central Public Health Department and other state and federal agencies. Teams reviewed student data from early school closures and the leadership team identified groups of students at risk for significant learning loss.

Plans were developed using the above listed information and the additional commitment to balance the safety and health of students and staff members with the various individual needs and choices made by Heritage families and Heritage staff members.

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.*

ESSER funds will be used to support in-person learning during the regular school year. The identified technology needs for virtual learning were supported by federal and state relief programs. ESSER funds will be used primarily for facilities, staff, professional development and curriculum needs identified. This includes facilities upgrades to maintain better ventilation and increased physical distancing and sanitation. It also includes additional staff focused on facilities needs during the pandemic.

In addition to facilities expenditures, the leadership team identified significant need for increased instructional staff, curriculum, intervention and professional development. These needs were identified for all Heritage students, but were more significant for English Learners and Students with Disabilities who were unable to participate and grow as much as anticipated due to the COVID school closures.

Heritage will utilize funds for periodic data-analysis and planning retreats/meetings to maximize the impact of ESSER funds by targeting the areas of highest need. Funds will also be used for staff professional development focused on effective instruction and intervention; social

¹ The most recent guidelines can be found here:

<https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/index.html>

emotional learning and behavior intervention; family engagement and support for special populations such as homeless students, English Learners and Students with Disabilities.

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 Heritage Academy Leadership team will continue to use a data analysis model that focuses on identifying the academic, social and emotional needs of students. Team members will identify student groups that were the most significantly impacted by the COVID closures. Funds will be used to support in-school intervention (additional staff members, professional development and curriculum) as well as after school and summer programs.

Based upon attendance and participation data, the leadership team has identified at-risk students and groups of students. Unfortunately, these students typically do not participate in after school or summer programs, even when food and transportation is provided. As a result, Heritage Academy will continue to utilize a variety of approaches to allow for the greatest participation and intervention for each family and/or each student in need of support.

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.*

Heritage Academy LEA #479 includes one school serving kindergarten through eighth grade. Funds will support all students in the LEA, with an emphasis on the individual students and groups of students identified through data analysis.

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.*



Heritage Academy utilizes a data-driven decision making approach. The leadership team members and Board of Directors regularly analyze data. Staff data teams (grade level and

content area) also meet monthly. Teams examine a variety of academic and social emotional/mental health data. Programs and interventions will be adjusted as needs change and will support longitudinal growth in all areas, for all groups of students.

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.

The Heritage Academy Leadership team will utilize state assessment data, LEA progress-monitoring data and curriculum based assessments to monitor the effectiveness of the strategies and interventions implemented. Adjustments will be made on a regular basis.

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 X	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 X	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 X	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 X	No <input type="checkbox"/>
5. The plan is publicly available on the LEA website.	Yes X	No <input type="checkbox"/>

Superintendent/Charter Administrator Printed Name: Dr. Christine M Ivie	
Superintendent/Charter Administrator Signature: 	Date: July 6, 2021
Local Board of Trustees, President's Printed Name: Mr. Carroll Cone	
Local Board of Trustees, President's Signature: 	Date: July 6, 2021