



## 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](mailto:lenglish@sde.idaho.gov) by October 1, 2021.

<b>LEA # and Name:</b> American Heritage Charter School 482
<b>Website link to the LEA's ARP ESSER Plan – Use of Funds:</b> <a href="http://www.americanheritagecharterschool.com">www.americanheritagecharterschool.com</a>

### 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.*

American Heritage Charter School 482 engaged with our stakeholders for involvement with our plans. The public was given an opportunity to provide input into our plan during our Back to School Night in August 2021. Copies of the plan were handed out to the parents along with a comment or suggestion sheet they could fill out regarding our plan. We also provided QR codes posted around the school where parents could provide input into our plans.

American Heritage Charter School will also provide parents the opportunity to provide input through our Title I Annual Meeting that will take place in the month of October 2021. The plan will also be reviewed at our board meeting on October 7, 2021, and the board will take comments on the plan at this time as well.

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) guidelines<sup>1</sup> for reopening and operating schools for in-person learning.*

American Heritage Charter School will implement the use of our funds in guidance with the CDC and Prevention Reopening and Operating Schools guidelines. American Heritage Charter School will use the funds to support another building on our campus. These funds will be used to pay a lease on a building that will house six classrooms, a gymnasium, and cafeteria. This building will provide the opportunity for us to be able to spread out more and provide social distancing opportunities among the different grade levels.

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,*

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

*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.*

American Heritage Charter School will use no less than 20% of our funds to address the academic impact of last instructional time. American Heritage Charter School will be providing after-school tutoring for students in K-12 that need academic support. The students will be invited to stay an hour after school from 3:30 p.m. to 4:30 p.m. Students will be identified through assessments including: pre and post assessments, ISAT, IRI, MAP, as well as teacher recommendations. If there are funds still available, American Heritage Charter school will also look into a summer enrichment program.

- 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.*

*American Heritage Charter School will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act. American Heritage Charter School is one entity, so the funds will be used to support all of the K-12 students at the school. The remaining ARP ESSER funds will be used to help pay a lease for a building that will allow our students to better social distance. The building will contain six classrooms, a gymnasium, and a cafeteria. The building will allow students to be spaced out more as they attend their classes throughout the day. The larger cafeteria will provide space needed to serve more students who are eating lunch on a daily basis. Our lunch count has nearly doubled since the school has been offering free lunches for all students. A bigger gymnasium will allow students to still participate in physical education while providing them space to distance.*

- 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.*

The after-school tutoring intervention will address the academic impact of lost instructional time for all American Heritage Charter School students. The plan focuses on the academic intervention by providing support to students through extended school hours in reading and math. The students will be provided academic support in small groups as well as given the

opportunity to socialize with their peers afterschool Monday through Thursday.

AHCS will also provide afterschool activities and groups for students to participate in throughout the school year including a science club and a sports club.

American Heritage Charter School has also hired a full time school counselor to help meet our students emotional and mental health needs.

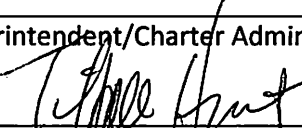
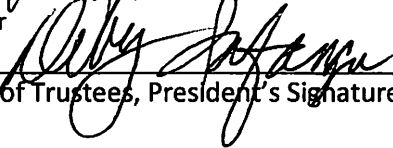
6. *Describe how the LEA will consistently monitor student progress and effectiveness of the strategies/interventions implemented to address gaps in student learning and well-being.*  
 American Heritage Charter School will use various methods throughout the school year to assess our students' needs and to measure their progress and effectiveness of interventions implemented:
1. MAP assessments
  2. IRI assessments
  3. ISAT Interim assessments
  4. Pre and Post Tests
  5. Teacher recommendations
  6. Parent recommendations
  7. Attendance

## 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"/>
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**Signatures**

<b>Superintendent/Charter Administrator Printed Name:</b> Tiffnee Hurst	
<b>Superintendent/Charter Administrator Signature:</b> 	<b>Date:</b> September 27, 2021
<b>Local Board of Trustees, President's Printed Name:</b> Deby Infanger	
<b>Local Board of Trustees, President's Signature:</b> 	<b>Date:</b> September 27, 2021

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