



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

<b>LEA # and Name:</b> #491 Coeur d’Alene Charter Academy
<b>Website link to the LEA’s ARP ESSER Plan – Use of Funds:</b> <a href="https://www.cdacharter.org/newweb/documents/2022-23LEAPlan.pdf">https://www.cdacharter.org/newweb/documents/2022-23LEAPlan.pdf</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.*

The Coeur d’Alene Charter Academy (CCA) maintains a Board intentionally composed of members of four stakeholder groups—school parents, educators, community members, and alumni. Through the Board and its members, we involve all of these stakeholder groups in discussions of plans that impact our school community.
- 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.*

CCA purchased HVAC equipment with enhanced filtration, as well as hypostatic disinfectant dispensers to enable custodial staff to clean extensively on a regular basis. We hired extra custodial personnel to effect more frequent cleaning. We purchased both disposable and fabric masks to ensure students had clean masks at all times.
- 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.*

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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>

- 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.*

CCA developed a tutoring lab for use by students who could attend either by walking in or by being referred. Students were (and continue to be) identified by classroom teachers based on grades, homework, and anecdotal input. In addition to the tutoring center, we initiated a summer math camp for students in middle school who were new to the school or who showed signs of struggling in math (math being the area where most learning loss was identified.) We introduced two new math classes, as well—a remedial math class for incoming 6th graders whose early performance indicates learning loss, and a 7th grade remedial class for students who struggled in 6th grade math the previous year. Finally, CCA purchased technology to supplement our existing inventory, to enable students to take laptops home for online use in order to ensure that all students have access to necessary technology.

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.*

*Much of the remaining funding will be used to recognize the enormous extra burden placed on school personnel through salary enhancement and benefits. Teaching staff, office staff, and administration increased their workload significantly—learning new technologies, developing online learning environments, communicating with students outside of school hours, and coping with pronounced learning loss. CCA has allotted significant funds to retain overburdened staff in very difficult and stressful times.*

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.*

CCA monitors student progress closely through ongoing classroom observation of student performance, testing, and proactive counseling. We make a concerted effort to identify students early, so that we can channel resources to serve them appropriately. Our counselors are actively engaged in student life, and make themselves accessible to students, parents, and staff. All departments are charged with monitoring student wellbeing through both casual and intentional interactions.

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.*

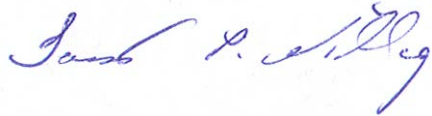
CCA has always monitored student progress through a planned process of testing and proactive engagement with students and parents. Because we are self-contained in grades 6-12, we have

ready access to longitudinal data on all of our students. This provides us with the ability to identify trends in program effectiveness for both individuals and subgroups.

## 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: Daniel P. Nicklay	
Superintendent/Charter Administrator Signature: 	Date: September 30, 2023
Local Board of Trustees, President’s Printed Name: Scott MacPhee	

Local Board of Trustees, President's Signature:



Date:

September 30, 2023

**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.**