

## 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: # 532 Treasure Valley Classical Academy</b>
<b>Website link to the LEA's ARP ESSER Plan – Use of Funds:</b> <a href="https://www.tvacademy.org/covid19-school-closure-information/">https://www.tvacademy.org/covid19-school-closure-information/</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.*

**We are aware that absenteeism during COVID-19 will increase, and educational processes and operations will need to remain fluid, exact requirements for the next two years remain unknown and speculative. We are currently holding ESSER funds in reserve to continue to support our Safe Back to School Plan to meet the requirements COVID-19 will present in future, as they are identified. As such, our Safe Back to School Plan is presented to the Board, faculty, staff, and parents for feedback before publication to the TVCA website. Ongoing communication between local and national health organizations and the school is relayed to the TVCA community through but not limited to; broadcast communications, school website and open board meetings.**

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.*

**We are currently holding ESSER funds in reserve to continue to support our Safe Back to School Plan to meet the requirements COVID-19 will present in future, as they are identified.**

**We expect that funds will be used for increased costs related to COVID 19 such as: personal protective equipment supplies and materials, increased costs for prevention and maintenance including but not limited to systems such as HVAC, and increased cleaning, sanitizing and janitorial costs for staffing and supply needs.**

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.*

**We are aware that absenteeism during COVID-19 will increase, and educational processes and operations will need to remain fluid, exact requirements for the next two years remain unknown and speculative. We are currently holding ESSER funds in reserve to continue to support our Safe Back to School Plan to meet the requirements COVID-19 will present in future, as they are identified.**

**All students will take MAP testing at the start of the school year, will test in January and again in May to establish an academic baseline and method to measure academic progress and deficiencies. Intervention needs and methods will be determined and offered on an individual basis. We expect to use funding for additional costs, staffing and materials for tutoring at every grade level, and additional summer remediation classes.**

**In addition to our Literacy Specialist, two staff positions for literacy teaching aides have been added, and a bi-lingual ELL paraprofessional who is also the liaison to our migrant families, Hispanic community, and the McKenny Vento liaison.**

- 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.*

**We are currently holding ESSER funds in reserve to continue to support our Safe Back to School Plan to meet the requirements COVID-19 will present in future, as they are identified.**

**Treasure Valley Classical Academy consists of one school that currently serves 488 students in a rural community setting. In addition to measuring for academic ramifications and needs due to COVID-19, we are aware that students and families have also been impacted on a social, economic, and emotional level and have increased needs for support services.**

**As data is received and specific needs are identified we will engage staff, board members, families, and community partners as appropriate for individual or group needs with the support of additional funding.**

- 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.*

**We are currently holding ESSER funds in reserve to continue to support our Safe Back to School Plan to meet the requirements COVID-19 will present in future, as they are identified. As such, a school psychologist has been contracted, as well as occupational therapists, to work with students across all grade levels. Additionally, staff positions have been added as teacher’s assistants, and a bi-lingual ELL paraprofessional to ensure our migrant families, Hispanic community, and a McKenny Vento families are served.**

**Most notably, we have observed an increased number of students with speech deficiencies, possibly due to quarantine and loss of in-person language learning. We have added two new teaching aides for literacy instruction due to lost ground in language learning and a speech paraprofessional.**

**We have also partnered with WYCAP Project Launch in an effort to help serve at risk students and families experiencing but not limited to homelessness, poverty, food shortage, and loss of family.**

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.*


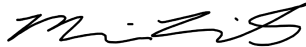
**Students may be given pre- as well as post curriculum-based assessments to monitor understanding, and growth in understanding. Additionally, testing tools such as IRI and MAP are used to collect data to determine appropriate support and/or interventions need for students on an individual basis.**

## 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	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>

incarcerated, and other underserved students. Keep documentation of stakeholder communications and meetings on file at the LEA.		
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: Stephen Lambert	
Superintendent/Charter Administrator Signature: 	Date: January 31, 2022
Local Board of Trustees, President's Printed Name: Marvin Lasnick	
Local Board of Trustees, President's Signature: 	Date: January 31, 2022

**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.**