



## 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: #566 Cardinal Academy</b>
<b>Website link to the LEA's ARP ESSER Plan – Use of Funds:</b> <a href="http://www.cardinalacademycharter.org">www.cardinalacademycharter.org</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 Cardinal Academy administration will develop a draft plan and post it on the school website. This plan will be shared with teachers and staff via email prior to them being on-duty, and again during the August 25th faculty/staff orientation meeting. The plan will be shared with students' families prior to school which starts on Monday, September 13, 2021, via the website, and again during an open house evening later in September. Other public and private organizations and governmental agencies will have access to our plan via our school website and can provide written comment through the website, via email, through the post, or by telephone call. When staff are on duty in September, our Business Manager will contact school community partners and other stakeholders via email with information on how to access our plan and inviting them to comment as stated above or to set a meeting with the Executive Director and/or Business Manager. Comments will be taken into consideration and advisement for possible amendments to the draft by the school administration and the Cardinal Academy Board of Directors.**

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.*

**The Centers for Disease Control advises and recommends that the same Covid-19 prevention strategies that were in force last school year stay in place for the 2021-2022 school year. Therefore, Cardinal Academy will use funds to purchase masks, face shields for teachers, antiseptic soap, hand sanitizer, Covid-19 prevention posters/infographics for posting around the school, vinyl gloves, thermometers, antiseptic wipes, spray cleaners, and cleaning cloths.**

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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>

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.*

**Cardinal Academy is a year-round school with regular extended hours of 9 am to 4 pm serving at-risk pregnant and parenting students, many of which dropped out of school last year due to difficulty with isolated online learning, especially if they could not find affordable childcare allowing them to concentrate on their academics while their babies are taken care of. Cardinal Academy will offer on-campus wrap services provided free by our community partners. These services include meals, laundry, showers, childcare, medical and mental health care, WIC services, a food pantry, and student store stocked with student and baby essentials. Our students will each have a laptop computer. We have specifically reached out to the refugee agencies, the Hispanic community through radio, social media, and Hispanic community events, four of the Idaho Tribes (in order to reach out to urban Tribal members), and the State of Idaho foster care agency and Casey Family foster care program. Our community partner, The Salvation Army, will work with Cardinal Academy to provide after-school programs for our students. To address learning loss, Cardinal Academy will follow best practices of having certified teachers address and remediate learning loss and provide intensive tutoring. We will partially fund the school counselor, English Language Arts, Math, and Special Education teacher positions with ARP ESSER funds. The ELA and Math teachers will teach one section per day of learning loss recovery in reading, writing, and math, and the Special Education teacher will be scheduled for one to two sections per day of learning loss recovery 1:1, 1:2, or 1:3 tutoring in reading. The school counselor will work with the social worker and faculty to develop a plan for deliberately teaching an SEL curriculum and to make referrals to the on-campus mental health clinic as necessary.**

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.*

**Cardinal Academy will use all the 2021-2022 ARP ESSER funds as stated in question 3.**

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.*

**Cardinal Academy is an alternative school for an at-risk student population. Our students are, as a general matter, economically disadvantaged, students of color, English learners, in the foster care system, and students with disabilities. We have developed an educational philosophy and social-emotional program specifically to address the barriers and problems that his population normally deals with, many of which are the same or are exacerbated by the pandemic. Our school is well positioned to address the academic and social-emotional needs of our students with an extended day, wrap-around social and health services, and intensive, extra academic, and social-emotional learning.**

**Cardinal Academy will utilize Block scheduling as it has several benefits. With block scheduling there is more time for teachers to develop ideas and concepts in-depth and to master concepts. Students have more time to apply and demonstrate those concepts during the same period with teacher attention and scaffolding. Block scheduling allows more time for students to develop a trust relationship and interact with teachers and work collaboratively with peers. With 90 minutes per block, there is time to also teach social-emotional lessons deliberately in every classroom as well as in our resilience and well-being classes. Students can focus on fewer content areas in a day, more in depth, thus mastering a topic of study rather than surveying it. With longer and fewer classes, learning is not as fragmented, and students spend less time in the halls changing classes and more time in class learning. With fewer classes and longer class times, students will spend more time collaborating with their peers and teachers, and developing trusting relationships, an essential factor for learning for at-risk students. Block scheduling is less frantic with less changing of classrooms and content to study. Students can get more done in class with the scaffolding and attention of the teacher.**

**Cardinal Academy will administer the Star Renaissance Math and Reading assessment to all students to acquire a baseline when they enter the school program and assess each student quarterly to measure academic growth. Cardinal Academy will work with our primary collaborating partner, The Salvation Army, who will provide a masters level clinical social worker who case manages each student, including their social-emotional well-being.**

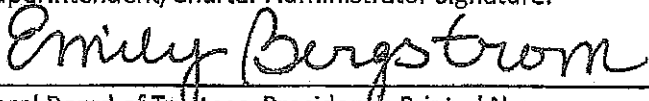
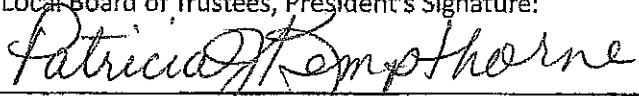
- 6. Describe how the LEA will consistently monitor student progress and effectiveness of the strategies/interventions implemented to address gaps in student learning and well-being.*

**Cardinal Academy will administer the Star Renaissance Math and Reading assessment to all students to acquire a baseline when they enter the school program and assess each student quarterly to measure academic growth. Cardinal Academy will work with our primary collaborating partner, The Salvation Army, who will provide a masters level, clinical social worker who case manages each student, including their social-emotional well-being.**

## 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: Emily Bergstrom, M.A.	
Superintendent/Charter Administrator Signature: 	Date: Click or tap to enter a date. 09-27-21
Local Board of Trustees, President's Printed Name: Patricia Kempthorne	
Local Board of Trustees, President's Signature: 	Date: Click or tap to enter a date. 9/20/21

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.