

**American Rescue Plan Act Elementary and Secondary School Emergency Relief Fund
(ARP ESSER)
LEA Plan for Use of ARP ESSER Funds, ARP Section 2001(e)**

District Information

District Name	eStem Public Charter School
District LEA#	6047700
City	Little Rock, AR
Superintendent Name	John Bacon
URL access to the LEA Plan for Use of ARP ESSER Funds posted on the district website	www.estemschools.org/o/estem-pcs/browse/237741
Date posted	8/13/2021

Directions: The LEA Plan for Use of ARP ESSER Funds requires planning the full allocation. The template below will assist in the development of the district plan. Districts may select evidence-based practices (pre-filled below) included in the LEA Plan for Use of ARP ESSER Funds or add additional rows to provide the practice and evidence that will be utilized by the district. The plan may be revised by notifying the DESE and uploading the revised plans in Indistar and on the district website (please include the revision date on all documents).

- 1. Creating Safe and Healthy Learning Environments:** Determine if ARP funds will be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent CDC guidance on reopening school, in order to continuously and safely open and operate schools for in-person learning. Districts may select evidence-based practices (pre-filled below) included in the LEA Plan for Use of ARP ESSER Funds or add additional rows to describe the practice and evidence that will be utilized by the district.

Program Code	Practice	Description	Projected Amount
186, 187, 188, 189, 190, 192	Systemic Procedures	Actions or systems implemented to prevent, prepare for, and respond to COVID-19. Meeting the nutritional needs	45,662.50

		<p>of underserved students.</p> <p>Supporting student mental health needs.</p> <p>Locating absent students and reengaging disconnected youth.</p> <p>Providing safe and inclusive learning environments.</p> <p>Providing healthy learning environments.</p>	
196, 197	Facilities	School facility repairs and improvements to enable operation of schools to reduce risk of COVID-19 transmission and exposure to environmental health hazards, and to support student health needs.	299,780.06
198	Transportation	Transportation costs to reduce the spread of COVID-19.	

2. **Addressing Lost Instructional Time or Loss of Learning:** Describe how the LEA will use the funds it reserves under Section 2001 (e) (1) of the ARP Act to address the academic impact of lost instructional time through the implementation of **evidence-based interventions**. The district must spend a minimum of 20% of ARP ESSER funds. The full implementation of the evidence-based interventions include the personnel, materials, equipment, professional development, and expenses needed to meet the needs of students. Other [evidence based practices](#) may be utilized if the intervention meets one of the four tiers of evidence. Evidence based practices resources may be found on page 7 of [Empowering Schools for Success Using Effective Evidence Based Practices to Impact Student Outcomes](#). Districts may select evidence-based practices (pre-filled below) included in the LEA Plan for Use of ARP ESSER Funds or add additional rows to describe the practice and evidence that will be utilized by the district.

ARP ESSER total allocation \$ 7,160,743.75 minimum 20% set-aside \$ 1,432,148.75

Program Code	Evidence-based interventions	Description	Projected Amount
170, 180, 184	Accelerating learning through instructional approaches.	In-school acceleration: Licensed educators provide needed support for students within the context of grade-level work and within the classroom; using high-quality assessments, and instruction on essential learning (effect size .60-.88, Tier 3). -High Quality Instructional Materials	695,242.38
170, 180, 182, 184	Accelerating learning through instructional approaches.	Tutoring programs: High-dosage tutoring provided consistently by well-trained tutors or educators at least three days per week for at least 30 minutes at a time in groups of five or fewer students (effect size 1.29, Tier 3).	
170, 180, 182, 184	Accelerating learning through instructional approaches.	Out-of-school time programs: Educators target students needing additional support before, and after the regular school day, as well as on weekends and during school breaks programs, to deliver academic instruction (effect size .40-.60, Tier 3).	325,022.50
170, 180, 184	Accelerating learning through instructional approaches.	Summer learning and enrichment: Summer learning programs, camps, community partnerships, work-based learning or community service that provide high-quality instruction and are designed to meet the social and emotional needs of students through engaging and enriching experiences (effect size .53-.58, Tier 3).	195,013.50
170, 180	Supporting equitable access and effective use of technology	Engage family in digital learning training and effectively using technology and platforms provided by the school (effect size .50, Tier 3).	18,748.92
180, 181, 182	Using data about students' opportunity to learning to help target resources and support	Utilize data to understand where and how resources should be allocated to address student access to opportunity to learn (OTL) indicators (effect size .75-1.29, Tier 3).	255,321.17
170, 180, 182, 183, 184, 185	Addressing resource inequities	Ensure students have equitable access to a well-rounded education. (based on subgroup data) (effect size 1.29, Tier 3) -Advanced Coursework opportunities -Inclusive Practices -Well-prepared educators	304,617.25

180, 182	Addressing resource inequities	Provide wrap around services for students (effect size .44-.77, Tier 3)	
170, 180, 182, 183, 184, 185	Addressing resource inequities	Evidence-based practices that maximize students' social, emotional, and academic benefits. -Professional Learning Communities (Tier 2)	

2.A. Process for Monitoring Implementation: Describe how the LEA will ensure that the interventions it implements, including but not limited to the interventions implemented under Section 2001 (e) (1) of the ARP Act to address the academic impact of lost instruction 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, and migratory students.


To minimize the impact of lost instructional time due to COVID-19, we will be adding After School Tutoring programs on all campuses, Summer School programs on all campuses, and additional reading interventionists at the elementary level. These intervention programs will use research-based strategies and resources to address the needs of all students. We will use current test data from NWEA, ACT Aspire, and classroom-based assessments to identify the academic areas that will need to be addressed during these interventions. Social, emotional, and mental health needs will be addressed by the teachers and counselors that are working with students during these programs and classes through class meetings and one-on-one conferencing with students. If teachers identify students who are in need of further support in these areas, they can have a counselor come to the class and make recommendations or submit a referral to our contracted counseling services that come to the school and work with students. Students will be able to receive free meals while on campus, and all resources they need will be provided. We will work with families to ensure students have transportation if needed and all materials and supplies needed to be successful in these programs.

2.B. Process for Evaluating Implementation: Please describe how the LEA will evaluate the effectiveness of these interventions.

The effectiveness of these interventions will be evaluated based on NWEA and ACT Aspire test data. We will compare students' scores and identify areas where growth has occurred based on specific instruction in these intervention programs/classes. Because these interventions will be prescriptive and use test data to guide instruction, we will be able to track data throughout the year using NWEA assessments and classroom-based assessments. Tracking the data throughout the year will give us roadmap to determine what is working and identify what areas still need further support to address the loss of instruction due to COVID-19.

3. Supporting Educator and Staff Stability and Well-Being: Determine if ARP funds will be used to support educator and staff stability and well-being consistent with Section 2001 (e) (2) of the ARP Act. Districts may select evidence-based practices (pre-filled below) included in the LEA Plan for Use of ARP ESSER Funds or add additional rows to describe the practice and evidence that will be utilized by the district.

Program Code	Practice	Description	Projected Amount
185	Technology	Technology that supports learning and enables students to learn anywhere and for teachers to teach essential standards.	3,476,716.25
160, 180	Additional pay	COVID-19 related expenditures related to preventing disruptions and closures. Recruitment and retention of a diverse and qualified educator workforce.	732,590.00
191	Maintenance of Equity	Continue operations without disruption including employment, programs and addressing budget shortfalls.	812,029.22

 John Bacon	8/13/21
SUPERINTENDENT NAME (printed) and SIGNATURE	DATE