

State Budget Reporting Survey - Budget Reporting

ARP Spending Plan Reporting

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American Rescue Plan (ARP) Spending Plan Reporting

1. Have you made changes to your approved ARP - ESSER application?

- YES, the LEA has made changes to your approved ARP ESSER application.
- NO, the LEA has not made changes to your approved ARP ESSER application.

2. Please provide an analysis of public comment for the updated American Rescue Plan (ARP) - Elementary and Secondary School Emergency Relief (ESSER) funding.

Westminster Community Charter School (WCCS) sought input from parents, guardians, school staff and community stakeholders in addition to the conducting of a student needs' assessment. Weekly virtual public town hall sessions were published on the school's public website, advertised on social media, and communicated to staff and parents on a weekly basis. Additionally, the use of grant funding was reviewed at school board meetings. All stakeholders were provided access to an anonymous survey to collect feedback regarding the use of grant funding. Responses were sent directly to the Director of Business Operations (DBO) to use for consideration in funding. The DBO used the results for a quarterly assessment of the plan. The responses did not warrant any revision to the approved plan.

3. Please provide a description of program goals and per pupil teacher ratios for priorities supported by ARP - ESSER funding. Click on "Add Row" as needed to include additional program goals.

Program Goals	Per Pupil Teacher Ratios (# : #)
All students at Westminster Community Charter School are benefactors of the priorities supported by ARP-ESSER funding. Capital investments, such as the replacement of our ventilation system, assist with the return of our students to safe, in-person instruction while the supplying of Chromebooks to every student maximized in-person instruction while also permitting access to extended learning and enrichment opportunities. The providing of one-on-one devices permits greater access to evidence-based testing and support to address learning loss and the interrupted instruction caused by COVID-19. Additionally, staff are receiving trainings in restorative justice practices to help address the social, emotional, and mental health and wellbeing of our students. Finally, 3 or 4 additional classrooms will have a co-teacher added, reducing the student to teacher ratio from roughly 20:1 to 10:1.	7:1
A robust summer curriculum program will provide the students who experienced the greatest loss to their learning, with an environment to address their specific areas of greatest need.	13:1
Funds are being used to add an additional school counselor, reducing the student to counselor ratio from roughly 270:1 to 180:1. This reduction in caseload, in addition to the restorative justice trainings and the implementation of more evidenced based strategies, will focus efforts on improving the health of our students' socially, emotionally, mentally, and academically.	180:1

4. Please provide detailed summaries of investments in current year activities for ARP - ESSER funding. Click on "Add Row" as needed to include programs.

Summary of New Programs <i>or</i> Expansion of Existing Programs in Current Year	Investment (\$)
School Counselor - expansion to existing counseling program to have dedicated counselors to a small grade band (K-2, 3-5, 6-8)	60,000
Student tutoring	2,300
Community mentors during the school day to mentor students as they adjust to in-person instruction and to assist with SEL	24,290
Math consultant - Greg Tang	9,500
MyOn - Student Digital Literacy	4,235
Library Shelving/ Enhance Student Access Systems	24,040

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Summary of New Programs or Expansion of Existing Programs in Current Year	Investment (\$)
Projectors/Printers	4,247
Chromebooks	27,400
Restorative Justice Training	1,500

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5. Please explain how ARP ESSER funds will be expended by the LEA, by school year, for each of the priority areas in the chart below.

	2021-22 School Year (\$)	2022-23 School Year (\$)	2023-24 School Year (\$)
Safely returning students to in-person instruction.	0	6,240	675,000
Maximizing in-person instruction time.	9,500	0	0
Operating schools and meeting the needs of students.	28,287	28,316	28,316
Purchasing educational technology.	31,635	54,691	83,500
Addressing the impacts of the COVID-19 pandemic on students, including the impacts of interrupted instruction and learning loss and the impacts on low-income students, children with disabilities, English language learners, and students experiencing homelessness.	60,000	323,500	303,000
Implementing evidence-based strategies to meet students' social, emotional, mental health, and academic needs.	25,790	64,105	64,105
Offering evidence-based summer, afterschool, and other extended learning and enrichment programs.	2,300	169,186	169,186
Supporting early childhood education.	0	0	0
Other (please describe below)	0	0	0
Totals:	157,512	646,038	1,323,107

6. If 'Other' is indicated in the table above, please describe.

(No Response)