

## American Rescue Plan/ESSER III - LEA Plan of Use Narrative

Agency: PrepNet Virtual Academy

2020 - 2021

Recipient Code: 41931

- The LEA Plan of Use Narrative is currently in progress and not ready for submission. The LEA agrees to amend their application at the time the Plan of Use Narrative is complete.

**Please describe the extent to which and how the 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 schools, in order to continuously and safely open and operate schools for in-person learning:**

PrepNet Virtual is a virtual school, so the school does not operate in-person on a consistent basis. If the situation arises where staff and students are in-person for any meetings and/or small group instruction the school will follow Center for Disease Control (CDC) guidance in order to prevent and mitigate the spread of COVID-19.

**Please describe how the LEA will use the funds it reserves under section 2001(e)(1) of the ARP Act (see below) 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:**

The school will also use funds according to section 2001(e)(1) of the ARP Act for evidence-based interventions in order to address the academic impact of lost instructional time. Through the school's data analysis and the school's consultation with stakeholders, the school has decided to implement the following strategies using ARP ESSER funds:

- Before and after school tutoring
- Summer learning programming
- Additional small group instruction through supplemental interventionists

**Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act.**

The school will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act through the following initiatives:

- Bonuses for retaining and recruiting educators and support personnel;
- Providing software, subscriptions, licenses to staff, students, and families.

**Please 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 (see below) 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, and migratory students.**

The school will ensure that the interventions it implements will respond to the academic, social, emotional, and mental health needs of all students through the collection of progress monitoring data on an ongoing basis and through student benchmarking data. Students are benchmarked at the beginning of the school year, mid-year, and the end of the school year to measure achievement. The school is also collecting data for staff and students participating in the school's supplemental summer learning program and monitors student progress.

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The school will also evaluate implementation fidelity and effectiveness of interventions on an ongoing basis for the following subgroups: students from low-income families, students in foster care, students experiencing homelessness, English Learner students, migratory students, students with disabilities, students of color. The school will continue to collect achievement data, demographic and subgroup comparison data, and perception data to monitor student progress, and will revise plans if sufficient student progress is not met for all subgroups. Data is reviewed during grade level team meetings, school improvement meetings, dean, classroom, and leadership observations, school quality support meetings, and during family and community meetings. Additionally, the school will continue to ensure that stakeholders are able to provide meaningful feedback to the school's efforts through school staff, family, and board meetings and surveys.