Apex Academy Plan for Use of American Rescue Plan-Elementary and Secondary School Emergency Relief Funds (ARP-ESSER)

To be in compliance with the U.S. Department of Education's ARP-ESSER Interim Final Requirements, the school has developed, submitted to the state education agency and made publicly available a plan for the local education agency's use of ARP ESSER funds.

In order to continuously and safely open and operate schools for in-person learning funds will be used to implement prevention and mitigation strategies that are consistent with the most recent Center for Disease Control (CDC) guidance on reopening schools. A detailed Safe Return to School & Continuity of Learning Plan to establish a safe environment for all educators, school staff, and students was created by the school, its management partner, and its board to accommodate various modes of instruction. The learning models include in-person learning (traditional classroom environment), remote learning (teaching and learning done completely at home), hybrid learning (a combination of in-person and remote instruction), and virtual learning (teaching and learning in a fully online environment). The Safe Return to School & Continuity of Learning Plan outlines the strategies being implemented by the school in accordance with CDC guidance, including but not limited to the correct use of personal protective equipment, social/physical distancing, handwashing and respiratory etiquette, cleaning and maintaining healthy facilities, and how the LEA monitors cases and makes decisions regarding in-person instruction. These plans are posted on the school's website and are available for public comment. The school is using ARP ESSER funds to implement the following strategies related to preventing and reducing the transmission of COVID-19:

- Universal and correct use of masks
- Physical distancing
- Cleaning and maintaining healthy facilities (including costs related to sanitizing/disinfecting buildings, and equipment and supplies)

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. The school has analyzed achievement data (NWEA test data, state test data, interim and progress monitoring data, subgroup state achievement data comparisons), demographic data (staff data including turnover, trends, levels of engagement, student data including ethnicity, gender, socio-economic status, IEP, EL, attendance and discipline), and perception data (O3/supervisory meetings, grade level team meetings, dean & instructional coach supports and classroom and leadership

observations, parent, teacher, and staff surveys and/or feedback) to determine student needs caused by learning opportunity loss. Through the school's data analysis, the school has decided to implement the following strategies using ARP ESSER funds:

- Before & after school tutoring
- Summer learning programming
- Virtual learning

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

- Covering costs of specific activities, services, supports, programs, and/or targeted interventions for At-Risk Student Populations;
- Covering costs of bonuses for retaining educators and support personnel;
- Covering costs of library technology aides and educational technology coordinators to support staff, students, and families with effective use of technology;
- Providing connectivity (hot spots, outfitting the building with Wi-Fi, internet service, etc.) to the school and identified families;
- Providing devices (laptops, tablets, etc.) to staff and students for virtual learning and digital resources;
- Providing instructional resources for staff and students;
- Printing costs for learning packets;
- Providing software, subscriptions, licenses to staff, students, and families;
- Costs related to sanitizing/disinfecting buildings;
- Providing equipment and supplies (gloves, masks, PPE, cleaning supplies, etc.);
- Costs related to water filling stations;
- Creating and implementing a parent and family engagement platform;
- Creating and implementing a professional learning communities platform;
- Creating and implementing an out of school time learning platform;

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.

The school will also evaluate implementation fidelity and effectiveness of interventions on an ongoing basis for the following subgroups:

- Student 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, during school improvement meeting, during dean, classroom, and leadership observations, during National Heritage Academies school quality support meetings, and during family & community meetings like the Title I Parent Meeting. Additionally, the school will continue to ensure that stakeholders are able to provide meaningful feedback to the school's improvement efforts through school staff, family, and board meetings and surveys.

The school has engaged in meaningful consultation with stakeholders and has given the public an opportunity to provide input into the development of its plan. An additional survey seeking stakeholder input from our school community was sent to school staff and administrators, families, and other community members regarding school priorities including the use of ARP-ESSER funds for instructional, social-emotional, and environmental investments to improve the school plan and prevent and reduce learning loss. The school will continue to seek additional stakeholder input into future revision of its plan.