



# VIRTUAL CHARTER ACADEMY E-SCHOOL

2403 South Division Suite B

Guthrie, OK 73044

[E-School Website](#)

405-724-4643

## **American Rescue Plan Act of 2021 – Elementary and Secondary Schools Emergency Relief Fund (ARP-ESSER)**

**Revised Date:  
September 19, 2024**

### **FY 24-25 E-school Plan for Use of Funds**

#### **Overview**

The American Rescue Plan Act of 2021 is a \$1.9 trillion economic stimulus bill passed by the United States Congress and signed into law on March 11, 2021. This bill is a continuation of the CARES Act from March 2020 and aims to help agencies recover from the many economic and health effects of the COVID-19 pandemic. Under the CARES Act, a certain percentage of funds were allotted to the Elementary and Secondary Schools Emergency Relief Fund (ESSER). The American Rescue Plan Act, also known as ESSER III, provides an additional \$170.3 billion for the Elementary and Secondary Schools Emergency Relief Fund. This plan is developed to encumber the allocated funds for E-school and to show, in good faith, E-school's plan of how those allocated funds will be used in accordance with Federal Programs guidelines.

#### **Use of Funds**

- I. 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.***

- A.** E-school has developed a Safe Return to In-Person Instruction Plan in accordance with CDC guidelines that outlines the processes that shall be followed for in-person instruction as well as in-person visitation to the principal office located at 2403 South Division Street Suite B, Guthrie, OK 73044. Part of

the allowable use of funds provides the school the ability to purchase supplies for the consistent sanitization and cleaning of the facilities. E-school desires to purchase necessary sanitization and cleaning supplies. In addition, any equipment needed to most ensure the health and safety of students, staff, and any person attending the facility in-person.

**II. *How the LEA will use the funds it reserved under section 2001(e)(1) of the ARP Act [20% of ESSER ARP Act formula 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.***

- A. E-school has expressed the need to increase its reading sources by creating a digital library that is accessible to all students and staff. Part of the remediation/intervention process is for students to be able to receive appropriate accommodations by the leveling of assessments, meanwhile, still having access to grade level content. One of the areas where E-school intends to make huge strides in closing achievement gaps is to ensure students are being assessed with meaningful assessments. It is vital for our students needing intense reading intervention to have access to a digital library that contains multiple books from multiple topics with multiple reading levels.
- B. E-school has expressed the need for more supplemental programs to work in conjunction with our reading and math interventionists for students needing intervention in those subjects. Programs such as Study Island, Exact Path, IXL Math, etc. are programs that can greatly assist our staff in creating supplemental practice for students needing additional supports.
- C. E-school has expressed the need for additional classroom time in order to close achievement gaps. It is our opinion that learning gaps can not be closed nor can lost instruction time be made up without providing additional instruction time. A quality summer school program is one session we feel achievement gaps can be closed. In addition, semester extension activities over long breaks can be utilized as valuable instruction time to close learning gaps. Funds will be used to hire staff to provide quality instruction and intervention using the above-mentioned library and supplemental programs.
- D. E-school has expressed the need for teachers to have more control over the assessments that are required by students. We have an excellent partnership with our curriculum vendor, FLVS, however, the need for additional resources arises as we look to differentiate our instruction through the use of leveled assessments. Teachers Pay Teachers provides an excellent resource for teachers to find additional problem sets, short stories, and leveled assessments that will greatly assist in the intervention programs we offer.
- E. E-school has expressed interest in providing an extended school day program that addresses gaps in academic achievement. In addition, the extended school day program will assist students in having teacher availability for longer periods of the day to ensure teacher availability for students that have the need for a flexible schedule.

**III. *How the LEA will spend its remaining ARP ESSER funds consistent with the uses authorized in section 2001(e)(2) of the ARP Act.***

- A. E-school has expressed the need and desire to maintain low student to teacher

ratios. A large portion of ESSER II funds were used for salaries due to the increase in student enrollment and the need for additional staff. Our desire is to use ARP funds for continuity of services and to maintain the level of staff we currently have even in the event of decreased enrollment. Oklahoma teachers have been tasked with oversized classrooms and roster sizes for many years and it is vital for us to maintain low student to teacher ratios if any of the above-mentioned intervention strategies, remediation supplements, or academic resources are going to be effective.

**IV. How the LEA will ensure that the interventions it implements, including but not limited to those implemented under section 2001(e)(1) [20% set-aside], will respond to the academic, social, emotional and mental health needs of students, and particularly those 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 and migratory students.**

A. ARP-ESSER funds are allocated based on a schools Title 1A allocation. Due to E-schools high rate of Title 1A funding, we use federal programs funds school wide, district wide. All intervention programs, instructional extension time, remediation programs, supplemental materials, digital libraries, or any other services E-school provides are afforded to all students. In addition, E-school has placed an importance on continuing to provide meaningful instruction and supplements to students that do not have learning gaps. As important as intervention and remediation is, extension activities are just as important for those students that do not have the need for intervention. E-school has placed a high value on all students having the opportunity to grow in any of the programs it offers. Approximately 20% of new students at the elementary level, 20% of new students at the middle school level, and 20% of new students at the high school level need intense intervention in Math and Reading in order to close achievement gaps. These students, receiving intense intervention, are significantly below standard level for each standard worked in both subjects. Another 40% of new students at the elementary level, 40% of new students at the middle school level, and 40% of new students at the high school level are in need of intervention in Math or Reading, but not both. These students don't have the same support networks outside the educational setting as other student populations which results in higher "educational slide" during extended periods away from the educational setting. Over the course of the last two school years, COVID has had a disastrous effect on this population of students' education as they have seen inconsistent instruction which has led to the need for intense mitigation strategies and intervention. Other students need smaller doses of remediation. Then there are students that did not experience learning loss due to COVID and will require extension activities. Again, we have placed a high premium on all students having the opportunity to receive a quality education that allows each individual student to grow at their own pace while completing meaningful assessments that ultimately prepares them for college and/or career readiness.