

**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	Arkansas Virtual Academy
District LEA#	6043700
City	Little Rock
Superintendent Name	Amy Johnson
URL access to the LEA Plan for Use of ARP ESSER Funds posted on the district website	https://arva.k12.com/about-our-school/state-required-information.html
Date posted	8/15/21

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 of underserved students.	

		Supporting student mental health needs. Locating absent students and reengaging disconnected youth. Providing safe and inclusive learning environments. Providing healthy learning environments.	
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.	\$1,000,000 (water bottle refill stations, hand sanitizing stations, bathroom improvements, HVAC improvements)
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 \$5,149,280.67 minimum 20% set-aside \$1,029,856.13

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	Interventionists: \$600,000 Intervention Materials for Students: \$50,000
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).	Blended Learning Stipends: \$20,000
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).	TutorMe Service: \$500,000
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).	Summer School: \$100,000 Summer Bridge: \$69,280.67 Elementary STRIDE Summer Camp: \$30,000
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).	Mobile Learning Labs: \$300,000 Salary for Parent Training Sessions: \$60,000
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).	Mastery Prep: \$90,000
170, 180, 182, 183, 184, 185	Addressing resource inequities	Ensure students have equitable access to a well-rounded education. (based on sub-group data) (effect size 1.29, Tier 3) -Advanced Coursework opportunities -Inclusive Practices -Well-prepared educators	Subscriptions to platforms that boost student achievement and engagement such as Freckle, Reading A-Z, Bulb, Chalk, Sovably, Edulastic, Edpuzzle, Mindplay, etc. \$500,000

			Dual Credit Fees for Low Income Students: \$100,000 Enrichment Opportunities: Such as supplies for special Coding classes, competitive events for students, etc. \$20,000 CTE Certifications for Students of Low Income Families: \$100,000
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)	Capturing Kids' Hearts: \$200,000 Solution Tree PLC Training: \$50,000 Training for Interventionists: \$20,000

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.

Description:

The district will hire interventionists to work with students who are below grade level. Both math and ELA interventionists will be hired. Each school level (elementary, middle school, and high school) will have at least one math and ELA interventionist available. Platforms will be made available for students and teachers for tasks such as assessment, skills practice, lesson planning, collaboration, etc. The district plans to begin working with Capturing Kids Hearts to train teachers and implement strategies for the social/emotional health of students. Other social/emotional training, such as Seed Digging, may be included as well.

The district has recognized the need to acquire a building as well as mobile units to provide blended learning opportunities to students. Due to COVID-19 many of our students have experienced learning loss. The district plans to purchase mobile learning labs that will travel to different regions across the state. These learning labs will help address gaps caused by learning loss. The district has also had a difficult time securing facilities across the state to

meet students face to face since the onset of COVID-19. The learning labs will allow the district to visit various regions of the state and have the space and equipment needed for academic activities.

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

Evaluation:

The district will collect data on each program implemented. The district may use test scores, family surveys, teacher surveys, performance data, growth data, and other measures to determine which programs meet expectations. The district will determine why the program(s) did not meet expectations. If more training is needed, it will be provided. If the district deems that program did not meet expectations and will not serve its intended purpose, that program may be terminated at any time.

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.	Hotspots for low income families: \$1,000,000 Technology Equipment for Blended Learning Site (Smart boards, projectors, computer lab, etc): \$200,000 Document Cameras for All Teachers: \$20,000
160, 180	Additional pay	COVID-19 related expenditures related to preventing disruptions and closures. Recruitment and retention of a diverse and qualified educator workforce.	
191	Maintenance of Equity	Continue operations without disruption including employment, programs and addressing budget shortfalls.	Covid Leave: \$100,000
188	PPE and Cleaning Supplies	Supplies for sanitation of buildings for face-to-face gatherings of teachers, students, and families	PPE and Cleaning Supplies: \$10,000 Electrostatic Cleaning Machines: \$10,000

--	--	--	--

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

Please provide feedback at [this link](#).