

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

Agency: Merritt Academy

2020 - 2021

Recipient Code: 50906

- 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:**

Additional classroom space will be added to the existing facility, allowing for greater distance to be provided between a smaller number of students in each room. Additionally, this additional classroom space will allow the school greater control over cohorting efforts, to help ensure a minimum amount of exposure to the virus from students who test positive.

**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:**

ESSER III funds will be used for the costs of wages and benefits of a Covid Coordinator. This position will focus on working with online students during quarantine to ensure that they receive educational support, as well as to assist them as they transition back to face to face instruction, making sure that they receive additional tutorial support for content that they did not complete, or did not understand.

Students will receive additional tutorial support after school from K-12 in all 4 core content areas so as to provide additional time to master concepts that they have struggled with while out of school during the pandemic.

Summer school will be provided to students who are identified as behind in math or ELA, or defined as credit deficient if in grade 9-12.

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

Merritt Academy will also add an additional administrator in grades K-5 who will focus on student attendance issues, and areas of academic intervention needed for K-5 students who struggled the most with the previous online curriculum format.

The Academy will hire one additional staff member in high school, allowing us to reduce class sizes to 20 and under, in the grade ranges where student positivity was highest last year.

The Academy will provide a 100% online school format via Edgenuity, for those students and families who have a healthier concern or preexisting condition. The Academy will also employ an online mentor, who will correspond with virtual students to maintain connection between student and home, ensuring online participation and assistance when needed.

Merritt will also add one additional member to our MTSS team, in anticipation of a greater need for additional educational support in math and reading due to learning loss during the pandemic.

**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**

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**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.**

Merritt Academy will have regular meetings to review student progress and data. During the data meetings specific gaps from loss of instructional time. Student data will be reviewed in sub-groups or individual levels when appropriate. This will allow for regular tracking of student progress and tracking in closing the gaps. Sub group achievement data will be analyzed to determine effectiveness of interventions academically based on race, gender, and socio economic factors, along with IEP status.