

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

Agency: Blended Learning Academies Credit Recovery High School 2020 - 2021

Recipient Code: 33915

- 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:

Blended Learning Academies will continue to implement and require the use of mask and social distancing, plexiglas barrier, air purifiers, daily entrance temp checks and daily symptom screening. COVID Ag CARD rapid tests are available to students and staff. Staff are required to submit a daily health screener. Students and staff are equipped with devices and access to internet. This accessibility allows for students to quarantine or isolate if needed based upon CDC guidelines. This accessibility also allows for the building to seamlessly move to a distance learning platform if prevention and mitigation strategies are unsuccessful for short periods of time to keep staff and students safe. Blended learning academies will continue to communicate to students and families the importance of vaccines, mask wearing, social distancing and other mitigating strategies.

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:

Blended Learning Academies is currently in the process of surveying all stakeholders and identifying the top areas of interest and focus. We are currently outlining our additional needs and once our priorities are focused and streamlined to meet the needs and goals of our student population and we have gathered data to support the need we will then identify how to spend remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act.

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

Blended Learning Academies surveyed all stakeholders and identified the top areas of interest and focus. Including 1. Deliver Interventions for struggling students and provide small group instruction, 2. Provide Social Emotional Learning opportunities such as counseling, mental health & wellness resources for students, staff, and families and 3. Implement key components of Reading, Language Arts and Math. We are currently outlining our additional needs without stakeholder input to ensure use of funds are streamlined to meet the needs and goals of our student population. We have gathered data to support the need we will then identify how to spend remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act.

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.

Blended Learning academies will ensure the interventions we implement directly impact the student needs and

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the loss of services that occurred during the COVID pandemic by on going survey communications, benchmark assessment testing through the use of NWEA 3 times per year and an evaluation of credits earned toward graduation on an individual student bases. Graduation Audits will be preformed for each student at least twice a year to identify gaps, credit recovery opportunities and interventions to ensure all students are on-track or reengaging to become on-track for graduation.