

| School Name (Application ID) (Sub Use of Funds Questions)   | Answer   |
|---|--|
| <p>Alpine Academy</p> <p>1. Describe the extent to which and how ARP ESSER funds will be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, in line with the most recent CDC guidance, in order to continuously and safely operate schools for in-person learning.</p>  | <p>Alpine will not utilize these funds for implementation prevention and mitigation strategies.</p> <p>Base on stakeholder survey feedback, we will continue last year's mitigation efforts and budget for continuation of these efforts.</p>  |
| <p>Alpine Academy</p> <p>2. Describe how your school will use 20% of its ARP ESSER allocation in accordance with ARP Act Section 2001(e)(1) 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 programs. BUDGET DETAILS MUST REFLECT THIS INTENDED USE BY ASSIGNING BUDGET TAGS FA1, FA2, FA3.</p> | <p>Alpine will allocate 20% of these funds from ARP ESSER to employ an interventionist as well as an instructional coach. The interventionist will lead MAPS testing to identify those students in need of systematic, tiered interventions, coordinate the extended school day activities, develop tools that all instructional staff will use to address student intervention needs. Alpine will allocate funds for the Instructional Coach position. This position is tasked with identifying areas of improvement within out instructional model, creating and executing coaching cycles designed to improve instructional practice, develop differentiation skills to address the various levels in the classroom, and implement formative, summative, and interim assessment data to inform instruction.</p>               |
| <p>Alpine Academy</p> <p>3. Describe how your school will use the remaining 80% of its allocation in accordance with the ARP Act Section 2001(e)(2). ASSIGN BUDGET TAGS FA4-FA16 TO REFLECT THIS USE.</p>   | <p>Alpine will allocate the remaining 80% of these funds from ARP ESSER to employ an interventionist as well as an instructional coach. The interventionist will lead MAPS testing to identify those students in need of systematic, tiered interventions, coordinate the extended school day activities, develop tools that all instructional staff will use to address student intervention needs. Alpine will allocate funds for the Instructional Coach position. This position is tasked with identifying areas of improvement within out instructional model, creating and executing coaching cycles designed to improve instructional practice, develop differentiation skills to address the various levels in the classroom, and implement formative, summative, and interim assessment data to inform instruction.</p> |
| <p>Alpine Academy</p> <p>4. Describe how your school will ensure that the interventions it implements, including but not limited to the interventions under Section 2001(e)(1) of the ARP Act 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.</p>  | <p>Alpine Academy will collect various types of data aimed at improving both instructional practice as well as organizational policies and procedures. Baseline data in the form of survey data, MAPS data, 2021 ACT data, 2020-2021 Attendance and Behavior Data, and current missing/late work and grade data to inform intervention strategies. Survey, behavior and attendance data will be used to specifically address the social and emotional needs of our students. Alpine is taking part in the MTSS Project AWARE grant and has developed a student and staff matrix of expectations and is implementing a mentorship program designed specifically to address both the academic and social/emotional needs of students.</p>  |

|                |   |  |
|----------------|---|--|
| Alpine Academy | <p>5. Describe how your school engaged in meaningful stakeholder consultation and afforded the public opportunities to provide input in the development of this funding plan. Specifically state – from the groups listed in the Notes section on Page 1 - each group, the dates of consultation, the input provided by that group, and how that input was used to inform the development of this funding plan.</p> | <p>Reopening surveys containing information specific to last year mitigation efforts as well as gauging the public priorities was employed prior to 2021-2022 school opening (July 2021). From this data, we were able to gather that families were in great support of our past efforts as well as our proposed efforts concerning the safety of stakeholders. Staff, current students, incoming students, current families and incoming families were all consulted.</p> <p>From this feedback and data collection (behavior infraction, compatibility data with student owned devices, etc) we were able to allocate ESSER II funds to purchase school devices allowing better compatibility with testing, monitoring, and instructional software.</p> <p>The survey polled current and new students, current and new families, community members, and staff.</p> <p>The surveys days were 7/7/21 - 7/18/21.</p> <p>The questions included feedback on mitigation strategies and efforts from the 2020-2021 year, feedback on vaccination status and requirements for online learning, priorities for instruction and more.</p> |
| Alpine Academy | <p>6. Summarize how your school's re-opening plan submitted to the SPCSA via Epicenter addressed maintaining the health and safety of students, educators, and other school staff, and to the extent to which the school has adopted policies, descriptions of any such policies, on each of the CDC's safety recommendations specifically including those listed in the Notes section on Page 1.</p>               | <p>Alpine reopening plan specifically addressed the measures that were reportedly effective (both by stakeholder feedback as well as student exclusion data). Because last year mitigation efforts were so effective, we chose to continue mitigation efforts (masks, distancing up to 3 ft where available, discussion about sanitization, sanitization of spaces after each touch, etc). We have also chosen to allow those students isolating and quarantining (per WCHD) to engage in instruction via zoom. Alpine chose not to allow distance education for those students not identified as immune-compromised. We chose this primarily based on the academic and attendance data from the online students.</p>  |

Amplus Academy

1. Describe the extent to which and how ARP ESSER funds will be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, in line with the most recent CDC guidance, in order to continuously and safely operate schools for in-person learning.

Amplus Academy is requesting funds to support one full-time School Nurse and a part-time First Aid Safety Assistant (FASA) to provide support for students, staff and families in order to continuously and safely provide in-person learning. The job duties of the School Nurse and FASA include:

- Regular Wellness Screenings of students and staff
- Managing COVID-19 Exposure cases
- Isolating sick students
- Contact Tracing of COVID-19
- Parent Communication regarding health and wellness
- Health and Hygiene Education for students
- Distribute and Disseminate CDC Guidance and Vaccine Information
- Provide Social and Emotional Support in conjunction with the Department of Student Support

With the additional Nursing Staff, Amplus Academy can continue to provide mitigation and prevention strategies school wide to ensure the safe environment for students to attend in-person learning. ARP ESSER Funds will provide financial support in the form of salaries of professionals to ensure the proper implementation of CDC guidance.

|                |  |  |
|----------------|--|--|
| Amplus Academy | 2. Describe how your school will use 20% of its ARP ESSER allocation in accordance with ARP Act Section 2001(e)(1) 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 programs. BUDGET DETAILS MUST REFLECT THIS INTENDED USE BY ASSIGNING BUDGET TAGS FA1, FA2, FA3. | Amplus Academy will use at least 20 percent of the total ARP ESSER funds to support the implementation of 18 Paraprofessionals in all grades K-6 for Fiscal Year 2021-22 and 10 Paraprofessionals in grades K-3 for Fiscal Year 2022-23. Paraprofessionals will assist with instructional duties under the guidance of licensed teachers. Additionally, Amplus Academy will implement a Summer Bridge Program for Two years. The highest need populations will have full access to free summer programs designed to reduce and mitigate the learning loss experienced by the COVID-19 school closures. Teachers will be paid stipends to facilitate instruction for summer learning for students. Amplus Academy will also use funds to pay for salary and benefits to employ Two full-time Teachers on Special Assignment (TOSAs) for the fiscal year 2021-22 and one full-time TOSA for the fiscal year 2022-23, to implement strategic interventions with students that meet severe learning loss requirements. |
|----------------|--|--|

|                |  |   |
|----------------|--|---|
| Amplus Academy | 3. Describe how your school will use the remaining 80% of its allocation in accordance with the ARP Act Section 2001(e)(2). ASSIGN BUDGET TAGS FA4-FA16 TO REFLECT THIS USE. | Amplus has determined a need to spend more than the 20% requirement on learning loss interventions and a minimal amount on the remaining allocation of the ARP ESSER funding will be used to purchase additional distance learning technology in the form of chromebooks for students. The chromebooks will be used for distance learning and to help facilitate web-based learning and testing.<br><br>In addition, funds will be used to pay one full time nurse and one part time First Aid Safety Assistant (FASA) to ensure the health and safety of students and staff. Additionally, the Nurse and FASA will be tasked with circulating information to families regarding CDC guidance and immunization information. They will also be responsible for isolating sick students and contact tracing for COVID-19 cases. |
|----------------|--|---|

Amplus Academy

4. Describe how your school will ensure that the interventions it implements, including but not limited to the interventions under Section 2001(e)(1) of the ARP Act 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.

Amplus Academy has carefully chosen the interventions to respond to learning loss based on the needs of the Amplus Community and that the chosen programs are based on evidence. Summer Bridge and tutoring Programs will be given priority to students that are of high academic, social and emotional needs. Teachers on Special Assignment and Paraprofessionals will be designated to assist with high needs students throughout the school year. Additionally, an Instructional Coach will assist teachers with Professional Development designed to improve teaching strategies to serve students, especially, those of high need. Dual enrollment programs will give students more opportunities to deepen their learning and set them on a path for college success.

All programs designed to aid with learning loss will be carefully documented and assessed, including additional MAPS testing to ensure that the implemented interventions are responding to the needs of the students and school community.

Amplus Academy

5. Describe how your school engaged in meaningful stakeholder consultation and afforded the public opportunities to provide input in the development of this funding plan. Specifically state – from the groups listed in the Notes section on Page 1 - each group, the dates of consultation, the input provided by that group, and how that input was used to inform the development of this funding plan.

As a result of COVID-19 all Needs Assessments were still conducted virtually. Surveys and other forms of communications were evaluated to determine needs of the Amplus Academy Community. Specifically, Amplus Academy sent out a survey to all relevant stakeholders to inquire about where to direct ARP ESSER funding.

Stakeholders include:

Families

Teachers

Administrators

Governing Board

Other School Staff

Students

Special Education Administrators

English Language Learner (ELL) Professionals

Social Worker Professionals on Staff

Over 1,000 people responded to the survey that was sent out on July 30, 2021. Results from the survey indicated that learning loss was the largest concern that resulted from the COVID-19 pandemic and school closures. In fact, 77% of stakeholder participants indicated that the funding should target this area. Additionally, Social and Emotional well-being was indicated as the second most important issue for stakeholders with 74% of participants indicating that this was a high priority area. The third most important area of concern for stakeholders (50% of the survey participants) was the health and safety of students of in person learning. 15% of survey participants indicated a technology need, so ARP ESSER

Amplus Academy

6. Summarize how your school's re-opening plan submitted to the SPCSA via Epicenter addressed maintaining the health and safety of students, educators, and other school staff, and to the extent to which the school has adopted policies, descriptions of any such policies, on each of the CDC's safety recommendations specifically including those listed in the Notes section on Page 1.

Amplus Academy will safely reopen schools with a number of precautionary measures implemented to ensure the health and safety of the Amplus Academy Community. Measures will include masking of all students and staff that are not vaccinated, social distancing of at least three feet apart, rigorous handwashing training of all staff and students, high priority of building sanitation efforts employed, diagnostic and screening testing when applicable, encouraging vaccinations of the community, accommodations to students with disabilities, and by following all state and local guidelines.

Beacon Academy of Nevada

1. Describe the extent to which and how ARP ESSER funds will be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, in line with the most recent CDC guidance, in order to continuously and safely operate schools for in-person learning.

ARP ESSER funds will be used to address learning loss through evidence-based interventions that respond to the students social, emotional, and academic needs. The COVID-19 pandemic has created social-emotional challenges for people of all ages across the globe. Social distancing guidelines have made an impact on peoples schedules, daily routines, and have increased feelings of isolation and stressors within their homes. The social-emotional challenges have disproportionately affected students who are racial minorities and from working-class families, as they are at higher risk for exposure to the coronavirus and the stresses related to social distancing efforts.

98.4% of students enrolled with BANV during the 2020-2021 school year are alternative education students, of which 65.7% are FRL, 78.3% are credit deficient, 12.8% are adjudicated or have demonstrated chronic behaviors, 29.6% are special education, and 16.7% of students qualify under multiple conditions. The severity of the at-risk nature of the student population requires a highly personalized innovative program designed specifically for older high school students. During the 2020-2021 school year, 84.1% were in 12th grade which includes cohort 2021, 2020, or earlier. BANV enrolls students through the age of 21 for general education and 22 for special education students. Although it is not an alternative education qualifier, 14.4% of students qualify under the McKinney-Vento Act (students who lack a fixed, regular, and adequate nighttime residence). The demographics include: 44.8% Hispanic, 26.2% White, 18.8% Black, 4.9% Multiracial, 3.7% Asian, and 1.5% Other. In addition, BANV serves 12.7% EL and 8.6% parenting/pregnant students.

When students are healthy and feel safe and supported they are more likely to succeed in school. The ARP ESSER funds will be applied toward the salary and benefits of the Student Persistence Facilitator, Student Persistence Assistant, and the Student Support Team consisting of a school psychologist, school social



Beacon Academy of Nevada

2. Describe how your school will use 20% of its ARP ESSER allocation in accordance with ARP Act Section 2001(e)(1) 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 programs. BUDGET DETAILS MUST REFLECT THIS INTENDED USE BY ASSIGNING BUDGET TAGS FA1, FA2, FA3.

FA 1( EB1 Learning Loss-SEL): 20% of the ARP ESSER allocation will be applied towards the salary and benefit of a clinical social worker during the 2022-2023 school year. The Clinical Social Worker serves on the BANV Student Support Team which also includes school social workers and a school psychologist. The clinical social worker will focus on addressing the learning loss of students who have experienced or continue to experience trauma, health and economic hardships, anxiety, feelings of isolation etc. which have been exacerbated during the COVID-19 pandemic.

The BANV Clinical Social Worker will focus on the assessment, diagnosis, and treatment, and prevention of mental illness, emotional, or other behavioral disturbances. Individual and group therapy sessions will be held to address Social Emotional Learning (SEL) issues and help students reintegrate to school. Students will benefit from the intense SEL support provided by the clinical social worker as she helps identify and overcome barriers and/or challenges that are preventing the student from being academically successful.

Social work in schools incorporates a plethora of services and approaches that correlate to the barriers to learning affecting the lives of students. The scope of practice includes the following: prevention barrier identification evaluation intervention/treatment collaboration/consultation advocacy and linkages to community resources. These procedures, actions and processes ensure for students, parents and educators that a holistic approach to student achievement is used.

Beacon Academy of Nevada

3. Describe how your school will use the remaining 80% of its allocation in accordance with the ARP Act Section 2001(e)(2). ASSIGN BUDGET TAGS FA4-FA16 TO REFLECT THIS USE.

FA 10 (SEL Services): 80% of the funds will be applied towards the salary and benefits of three school social workers, a Student Persistence Facilitator, and a Student Persistence Assistant during the 2022-2023 school year. The School Social Workers are trained mental health professionals who assist students with the social, emotional, and behavioral concerns, positive behavioral support, academic support, consultation with teachers, parents and administrators as well as provide individual and group counseling. Preventative measures begin during the time of enrollment, this includes having the student meet with a member of the Student Support Team (School Social Workers, Clinical Social Worker, Psychologist) to discuss his/her academic history to identify gaps in education, attendance, medical concerns, and academic performance to ensure that the social, emotional, and academic needs of the student are identified and supported. The Student Support Team helps to minimize barriers that are impeding the success of the student. With this proactive approach in place, the Student Support Team implements interventions and supports immediately, instead of reacting to students not making progress or exhibiting undesirable behaviors.

The comprehensive wrap-around services provided by the Student Support Team includes providing support to students who: have experienced trauma prior to or during the pandemic are parenting and pregnant have mental health or substance abuse concerns do not have basic needs (clothing, food, and shelter) have a chaotic home life have a history of truancy and school avoidance are medically fragile are homeless, are credit deficient or past cohort for graduation. BANV attributes much of its success to innovative programming that prioritizes social emotional growth and development of the whole student through School-Wide Positive Behavioral Supports (SWPBS). Providing intensive, individualized social, emotional, and academic support to students who have fallen off-track and face significant challenges is critical to the success of the student.

Beacon Academy of Nevada

4. Describe how your school will ensure that the interventions it implements, including but not limited to the interventions under Section 2001(e)(1) of the ARP Act 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.

BANV will use the ESSER ARP funds during the 2022-2023 school year for the salary and benefits of a clinical social worker, three school social workers, a student persistence facilitator (SPF) and a student persistence assistant. The social workers are supported by the student persistence team who investigates absences and trancies which helps with the identification of students in need of social, emotional, academic, and re-engagement interventions. An unintended consequence of COVID restrictions, school closures for example, and the uncertainty surrounding the pandemic has led to an increase in the number and/or severity of students experiencing mental health disorders. BANV must ensure its stakeholders feel safe, not only physically, but also psychologically safe in order for its students to thrive, as they transition from fully remote learning to a blended learning model, including on campus instruction two or more days per week. As identified in the Continuous Improvement Plan and stakeholder input, BANV anticipates an increase in the number of students enrolled who are experiencing:

- 1). Learning loss because they did not attend school since March, 2020 or they did not attend continuously.
- 2). Symptoms of anxiety disorders, depression disorders, low self-esteem, higher rates of substance use disorders, and thoughts of suicide.
- 3). Equity Impact being severe for students enrolled due to the high percentage of students from low-income or working class families and racial minority groups.

Mental health experts around the world have linked increased psychological distress to public health measures used to mitigate the spread of the virus. The restrictions combined with fear of contracting the virus, food insecurity, job loss, relationship struggles, loneliness etc have had an impact on the psycho-social well-being of students. There will be an increased need for social-emotional support as the students transition back into school. As the student is adjusting to school they may also experience additional stress within their home environment as other

Beacon Academy of Nevada

5. Describe how your school engaged in meaningful stakeholder consultation and afforded the public opportunities to provide input in the development of this funding plan. Specifically state – from the groups listed in the Notes section on Page 1 - each group, the dates of consultation, the input provided by that group, and how that input was used to inform the development of this funding plan.

In the development of the ARP ESSER plan, BANV engaged in stakeholder consultation by providing opportunities for input. Stakeholders were invited to complete the ARP-ESSER Survey, available from August 7 - August 13, to provide input on how to sustain the safe and effective operations of our school and address the impact of the COVID19 pandemic on students. The survey was included in the weekly bulletin and emailed to parents, students, general and special education teachers, facilitators, administrators and board members. BANV serves a diverse student population, so stakeholder groups include those representing special education students, English learners, children experiencing homelessness, children in foster care, migratory students, children who are adjudicated (serving parole or probation) and other at-risk groups including non-graduates and severely credit deficient.

In addition, BANV piloted the new Continuous Improvement Plan and held five meetings between February 2021 - April 2021 to develop the 2021-2022 CIP which was written in collaboration with the teachers, administrators, school social workers, counselor, attendance clerk, instructional designer, teacher assistant, and facilitators. The process included Needs Assessment Analysis which consisted of identifying Root Causes, Essential and Driving Questions, and School Goals. In addition, the Governing Board, parents, and students had an opportunity to review and provide input on the plan during the May, 2021 board meeting. Lastly, the Continuous Improvement Team met quarterly to review the BANV progress towards goals using academic performance data. During these meetings, the team identified barriers and next steps to improve student performance, by subpopulation (All, IEP, EL, and FRL), the following term. Adjustments were made to the academic program each quarter to improve student performance, often focusing on one subpopulation, ie. EL students. The Administrative Team presented Term/Quarterly Student Performance Data to the Governing Board

|  |   |  |
|--|---|--|
| <p>Beacon Academy of Nevada</p>          | <p>6. Summarize how your school’s re-opening plan submitted to the SPCSA via Epicenter addressed maintaining the health and safety of students, educators, and other school staff, and to the extent to which the school has adopted policies, descriptions of any such policies, on each of the CDC’s safety recommendations specifically including those listed in the Notes section on Page 1.</p> | <p>BANV reopening plan has been developed in accordance with the CDC safety recommendations.</p> <ol style="list-style-type: none"> <li>1) Universal and correct wearing of masks All faculty, staff, students and visitors are required to wear a mask that covers their mouth and nose, regardless of vaccination status. Students are required to monitor their health daily prior to coming to campus. If symptoms are present, students are advised to stay home and notify a school official of their absence.</li> <li>2) Appropriate accommodations for children with disabilities Exemptions for masking are outlined in Directive 048 and accompanying guidance.</li> <li>3) Modifying facilities to allow for physical distancing BANV staff and students will maintain a social distance of 3-feet and/or take steps to implement mandates in place at that time. The hallways will be marked to indicate 3-feet of distance, a one-way traffic flow pattern will be utilized, staff will remain vigilant in hallways during transitions, etc.</li> <li>4) Handwashing and respiratory etiquette Students instructed on the proper handwashing techniques, the proper use, removal and washing of cloth face coverings, how to safely cover coughs and sneezes, where to access vaccinations and vaccination awareness, and how to limit contact and in the classroom setting. Students will be encouraged to wash or sanitize hands frequently. No-touch hand sanitizer dispensers have been installed in each classroom. Students will complete a safety and hygiene lesson during orientation. Students will wipe down all shared surfaces prior to starting the school day (i.e. Chromebook, tables, chairs, etc.) Students who develop symptoms at school will be quarantined until transportation arrives. Employees who develop symptoms at school will leave. Contact tracing will be documented identifying individuals who may have come into close contact with the student or employee. Contact will be made with the SNHD. In the event of a confirmed case, the school will assess the risk and close</li> </ol> |
| <p>CIVICA Nevada Career and Collegia</p> | <p>1. Describe the extent to which and how ARP ESSER funds will be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, in line with the most recent CDC guidance, in order to continuously and safely operate schools for in-person learning.</p>  | <p>CIVICA Nevada is a brand new charter school opening in the fall of 2021 and has limited access to grant and general operating funding. As such, CIVICA will strategically braid ARP ESSER grant funding with Title I, general operating funding to purchase various PPE and cleaning/sanitizing equipment and supplies. Additionally, CIVICA has received donations from various community partners and families to mitigate the spread of COVID in line with current CDC guidance to safely operate in-person learning.</p>  |

CIVICA Nevada Career and Collegia 2. Describe how your school will use 20% of its ARP ESSER allocation in accordance with ARP Act Section 2001(e)(1) 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 programs. BUDGET DETAILS MUST REFLECT THIS INTENDED USE BY ASSIGNING BUDGET TAGS FA1, FA2, FA3.

As a brand new charter school opening in the fall of 2021, CIVICA's students will enter school with a variety of needs and learning deficits. CIVICA is expecting students to enroll from surrounding schools that experience significant learning gaps ranging from 1 and 2-star rated schools and students who have disproportionately affected by the COVID-19 school closures. CIVICA's students will primarily be the most vulnerable student populations that have significant unfinished learning and are well below grade level. CIVICA will use 20% of its ARP ESSER allocation to purchase technology necessary for students to participate in blended learning programs such as iReady that have been shown to provide students with significant learning gaps. Additionally, funding will be used to hire additional intervention staff to provide students with intensive intervention and a "double dose" of learning time in small group learning to accelerate academic progress. Teachers and staff will provide all students the RTI/MTSS to meet the unique and individual needs of each student.

CIVICA Nevada Career and Collegia 3. Describe how your school will use the remaining 80% of its allocation in accordance with the ARP Act Section 2001(e)(2).  
ASSIGN BUDGET TAGS FA4-FA16 TO REFLECT THIS USE.

As a brand new charter school opening in the fall, CIVICA has experienced supply chain and Internet service challenges, as such, CIVICA will utilize ARP ESSER funding to install technology servers and IT infrastructure as well as pay for Internet services for the first 5 months of the school year. Without emergency funding, the school would not have access to internet, which is essential to providing students access to high-quality core instruction and intervention/blended learning programs necessary to accelerate learning. Additional staff will provide IT and technology support for all teachers, students, and families to ensure the most vulnerable student populations have access to internet, the majority of CIVICA families have limited to no access to technology and the internet CIVICA is committed to offering resources translated into multiple languages so that families from low-incidence language backgrounds are not left out or continue to experience interrupted schooling and learning loss. CIVICA will also add staffing to support teachers in using student achievement data to support instructional decision making to examine learning needs and set learning goals to accelerate mitigating learning losses and continue to build a strong vision for schoolwide data use and establish a data-driven culture within the school. In line with our mission and vision of developing college and career-ready young adults, we will provide a professional and efficient learning environment that prepares students for serious study. Clean and modern furniture, classroom specific supplies, and professional work areas and equipment will promote serious attention to learning. With the assistance of grant funds, CIVICA will create technologically advanced classrooms all within a safe school environment to promote continued in-person learning with equitable access to in-person learning opportunities.

CIVICA Nevada Career and Collegia 4. Describe how your school will ensure that the interventions it implements, including but not limited to the interventions under Section 2001(e)(1) of the ARP Act 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.

Teachers and other support staff use data from all available assessments to develop and target instruction in order to meet the needs of all students so that each child can realize his or her highest potential. Units of instruction within and across all grade levels provide a vertically integrated curriculum framework that scaffolds the skills and knowledge required for success, and concomitantly provides teachers with continuous feedback on student progress. CIVICA's unique approach to learning and mitigating learning loss will provide students with the flexibility to learn and master a rigorous, engaging, and standards-based curriculum, and prepare them for success in a career of their choosing. The proposed educational program at CIVICA is rooted in the following beliefs: student learning is a chief priority for the school students learn best when they are actively engaged in the learning process teachers, administrators, parents, and the community share the responsibility for advancing the school's mission and the commitment to continuous improvement is imperative if we are going to enable students to become confident, self-directed, responsible lifelong learners. One of the most important aspects of ensuring the success of all students, especially low performing students, is to use data effectively, monitor academic progress and inform instruction, and encourage incremental progress over time. Furthermore, CIVICA plans to implement an early warning system to identify students who need additional support to improve academic performance and stay engaged in school. CIVICA will continuously measure and evaluate ARP ESSER grant initiatives and academic progress of all student groups, including subsets of each student cohort, using various vendor-provided and state-driven assessments and other classroom-generated formative and summative assessments. A diagnostic will be administered at the beginning of the school year to determine placement, and benchmark testing will occur throughout the year to monitor progress and to identify students that are struggling (iReady, MAP). The MTSS and RtI models



CIVICA Nevada Career and Collegia 5. Describe how your school engaged in meaningful stakeholder consultation and afforded the public opportunities to provide input in the development of this funding plan. Specifically state – from the groups listed in the Notes section on Page 1 - each group, the dates of consultation, the input provided by that group, and how that input was used to inform the development of this funding plan.

Survey deployed and focus groups Jul 26-August 6, 2021 to solicit public comment and consultation with the following groups and input was used to develop the funding plan. The consensus from all stakeholders was to support academic and technology needs of students, additional staff for small group instruction, and using data to make instructional decisions. Families, Students: Students only attending school for less than 3 hours/day or about  $\frac{1}{2}$  the time as regular in-person learning, students are way behind, lack of interaction and play, making sure there is in-person instruction, During virtual learning kids felt invisible, students were frustrated and they missed their classmates, Those who already struggle fell further behind without access to in-person help, anxiety and depression, Parents not working unable to financially afford technology school supplies uniforms or food and daycare, Lack of individual assistance, funding for Technology based programs, Not having enough staff to have smaller groups of kids. Administrators, Leadership Team, teachers, staff, CIVICA affiliate, Mater affiliate, Florida affiliate: Reading and math skill gaps, Missing out on in person teacher/student interaction as well as social interaction with peers, The amount of students who weren't able to grasp the various subjects because of their lack of social/emotional wellbeing and not being able to seek help for certain subjects because of lack of time or resources, gaps and deficits in learning, Parent Assistance at home, technology needs. Underserved student groups-Native American tribes Civil rights organizations (including disability rights organizations) Stakeholders representing the interests of children with disabilities, English learners, Children experiencing homelessness, Children in foster care, Migratory students, or children who are incarcerated, etc: Social and academic decline, students well behind with significant learning loss, Consistency, Curriculum, Structure, Food, Supplies, Falling behind, Lack of in person classroom instruction, Younger children learning phonics from teachers wearing face masks, Food

CIVICA Nevada Career and Collegia 6. Summarize how your school's re-opening plan submitted to the SPCSA via Epicenter addressed maintaining the health and safety of students, educators, and other school staff, and to the extent to which the school has adopted policies, descriptions of any such policies, on each of the CDC's safety recommendations specifically including those listed in the Notes section on Page 1.

CIVICA ACADEMY recognizes that the health and safety of students and staff is of the utmost importance. CIVICA will seek data, guidance, recommendations, and/or approval from the Southern Nevada Health District, the Center for Disease Control, the Nevada Department of Education, and the Nevada Governor's Office. CIVICA will continually work with its families, staff, leadership and Board to implement Covid-19 mitigation protocols that are the safest for its in-person students and staff at any point in time. Ultimately, CIVICA will use all available scientific information to help make a determination on these matters. CIVICA Academy will continue to promote proper personal hygiene have an abundance of signage promoting positive physical hygiene screening and testing, parents and staff will be required to monitor symptoms, stay home if symptoms are present, and follow all SNHD and CDC guidelines. CIVICA will make multiple adjustments to its facilities to minimize the risk of COVID-19 such as sanitizer and air filters. Our campus will have masks readily available for anyone who wants or needs one. If a student or an individual in his/her household has a high-risk medical condition, a Medical Certification for COVID-19 High Risk Exemption Form may be completed in order to participate in distance online learning at home for the 2021-2022 school year. Assessments, MDT meetings, and IEP meetings that do not need to be conducted in-person will continue to take place virtually or by phone. When a student does need social-emotional support, it is critical that parents work in partnership with school staff to create an action plan. The goal is to cope, mitigate or solve the underlying issue that is affecting the student. By addressing trauma sensitively and thoughtfully, it will help heal the student holistically.

Coral Academy of Science Las Vega 1. Describe the extent to which and how ARP ESSER funds will be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, in line with the most recent CDC guidance, in order to continuously and safely operate schools for in-person learning.

CDC guidance is continually evolving. Sometimes its mitigation efforts increase, and at times it may relax. One constant with those changes is that campuses need to be cleaned and sanitized daily. With nightly cleaning, we ensure that all classrooms, common spaces, and major touch points are clean and safe. A big focus will be to clean restrooms, lunchrooms, and desktops as needed. There will be a mix of deep cleaning, sanitizing, and disinfection to remove germs and dirt.

Coral Academy of Science Las Vega 2. Describe how your school will use 20% of its ARP ESSER allocation in accordance with ARP Act Section 2001(e)(1) 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 programs. BUDGET DETAILS MUST REFLECT THIS INTENDED USE BY ASSIGNING BUDGET TAGS FA1, FA2, FA3.

This portion of the grant will allow CASLV to hire (6) full-time interventionists. This will cover salary and benefits for each one for the 2021-2022 and 2022-2023 school years. Each campus can hire an interventionist for their needs on campus. The interventionist will use evidence-based strategies that are backed by data to work with individual students and small groups to improve academic performance. Also, interventionists will support teachers in classrooms with instruction and student work.

Coral Academy of Science Las Vega 3. Describe how your school will use the remaining 80% of its allocation in accordance with the ARP Act Section 2001(e)(2). ASSIGN BUDGET TAGS FA4-FA16 TO REFLECT THIS USE.

For the remaining 80%, it will be used on a variety of matters. It will pay for cleaning services for the 2021-2022 and 2022-2023 school years. The nightly cleaning is a common necessity in a school but especially important during a pandemic. It will also pay for 500 Chromebooks in SY 2021-2022 and 1,000 Chromebooks in SY 2022-2023 It will also pay for 97 desktop computers in SY 2021-2022 and 110 desktop computers in SY 2022-2023. In 2021-2022, \$100,000 will be used for Project Lead the Way, and \$60,000 will be used to fund it in 2022-2023. Project Lead the Way is an engineering, computer science, and biomedical digital program. The remaining funds will be used to do a tenant improvement of a set of restrooms at our Sandy Ridge classrooms. Weve realized that our restrooms are cramped and need to be more socially distanced. Sinks, urinals, and stalls are too close to one another. We also need to include more features that are touchless to avoid germs and cross-contamination.

Coral Academy of Science Las Vega 4. Describe how your school will ensure that the interventions it implements, including but not limited to the interventions under Section 2001(e)(1) of the ARP Act 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.

During full-time virtual learning, our students struggled to achieve highly, let alone meet standards. That usually hasn't been the case. Learning loss can be attributed to many reasons, including not having enough staffing support during an unprecedented time. By hiring a full-time interventionist for each campus, we can better support students in tackling learning loss. These new hires will provide the necessary instructional strategies, support lesson plans, and improve scaffolding and differentiation for teachers. These new hires can directly support students too. They will provide one-on-one and small group instruction to students. They can track and monitor student progress as they work with one another. They can work with the teacher to analyze student assessment data. The specialists, interventionists, and teachers will work in unison to create an action plan for each student that needs the support. Special attention will be given to subgroups at-risk (ELL, SPED, etc.). Teachers and interventionists will identify the students' functional and curriculum-based levels of performance prior to the disruption against the levels presented at the start of the new school year using the median score on 3 data collection points. Progress monitoring will be collected weekly and monitored against the aim line monthly. At the monthly monitoring, the team will determine what changes, if any, need to be made to the duration, frequency, intensity, and/or topography of the intervention in order to maintain steady progress toward closing the gap. The school will utilize culturally responsive approaches to intervention and remediation. MTSS systems will effectively monitor student progress across reading, writing, math, and SEL without bias and within a tiered model of supports. Students from socio-economically, culturally, and linguistically underrepresented backgrounds will be provided with culturally responsive core and intervention services such as SIOP, gamification of lessons, student interviewing, presenting new topics using student vocabulary, utilizing representative guest speakers, and the incorporation of family preferences and

Coral Academy of Science Las Vega 5. Describe how your school engaged in meaningful stakeholder consultation and afforded the public opportunities to provide input in the development of this funding plan. Specifically state – from the groups listed in the Notes section on Page 1 - each group, the dates of consultation, the input provided by that group, and how that input was used to inform the development of this funding plan.

CASLV formed various focus groups. Each focus group was stakeholder-centric. They were made up of central office staff, principals, other school leaders, teachers, the special education department, and parents. Each focus group was notified of the grant and its goal. A survey was prepared by the Chief Finance Officer and the Director of Operations. Each survey was specific to each focus group. On the survey, they were asked how they liked to see the funds used and how best the network can tackle learning loss. Surveys were sent out on Monday, August 3, 2021, and it was closed on Friday, August 7, 2021. The results were analyzed on Monday, August 8, 2021. CASLV gathered all the survey submissions and put them in a spreadsheet. The academic, finance, and operations departments reviewed each submission carefully. They were able to tie recurring themes together from all the answers. Ultimately, all focus groups want students to get back on grade level as efficiently and effectively as possible. CASLV was able to strategize the best solutions to meet this goal.

Coral Academy of Science Las Vega 6. Summarize how your school's re-opening plan submitted to the SPCSA via Epicenter addressed maintaining the health and safety of students, educators, and other school staff, and to the extent to which the school has adopted policies, descriptions of any such policies, on each of the CDC's safety recommendations specifically including those listed in the Notes section on Page 1.

The schools reopening plan addressed the health and safety protocols for everyone on all of our campuses. Everyone is having their temperature taken before entering campus. Everyone wears a mask on campus. Campuses are publicizing proper hygiene. Social distancing and capacity limits are in place and adhered to. Campuses have increased vaccine awareness and its benefits to staff and eligible students. Campuses are cleaned and sanitized nightly. The school reopening plan also details what happens when a student or staff member tests positive for Covid-19. The school performs contact tracing and identifies close contacts. Quarantines are put in place for those identified, and they will take online learning during that time. All close contacts are reported to the Southern Nevada Health District. For students who are a medical high-risk or have a household member that is high-risk, they were able to apply for distance learning. Campuses reviewed and approved all applications so that those students could learn from home. The reopening plan also covered when staff and students need to stay home if they are feeling ill. It also stated the options if they are struggling with their mental health. It gives guidance for what to do when social and emotional learning is affected.

Democracy Prep at the Agassi Cam 1. Describe the extent to which and how ARP ESSER funds will be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, in line with the most recent CDC guidance, in order to continuously and safely operate schools for in-person learning.

DPAC will use a portion of the funds to hire additional teachers. This will allow us to reduce class size and increase our ability to offer instruction in settings that promote social distancing among students and staff members. Additionally, funds used toward virtual counseling of students will allow for support of students in a manner that does not require person-to-person contact, which the CDC cites as the least risk pathway to providing instructional or overall support to students. Finally, hiring additional teachers will allow us to increase the amount of 1:1 instruction for scholars, which will accelerate learning and allow us to more quickly address learning loss seen as a result of the COVID-19 pandemic.

Democracy Prep at the Agassi Cam 2. Describe how your school will use 20% of its ARP ESSER allocation in accordance with ARP Act Section 2001(e)(1) 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 programs. BUDGET DETAILS MUST REFLECT THIS INTENDED USE BY ASSIGNING BUDGET TAGS FA1, FA2, FA3.

Hiring additional teachers will allow for additional interventions for students who are struggling the most due to learning loss. Our data show that over the past 15 months, student performance in STEM has declined, so we are using these additional funds to incentive the performance of STEM teachers, which allow us to retain the highly effective STEM teachers and continue to provide high-quality instruction and interventions to students in this area. Additionally, incentivizing teacher performance will benefit student progress especially as we aim to be strategic about responding to deficiencies that have emerged as a result of the shifts in learning environments since last spring. Furthermore, leveraging funds to compensate staff members for teaching students outside of traditional classroom hours, such as after school and on Saturdays, will allow us to implement the evidence-based intervention of provision of an extended day for scholars, which has been shown to effectively address the academic impacts resulting from lost instructional time during the COVID-19 pandemic. Finally, research shows that reducing teacher student load will yield positive academic outcomes. Therefore, these funds will support the temporary hiring of PT pedagogues and academic specialists to facilitate small group instruction and other interventions for students who are struggling the most.

Democracy Prep at the Agassi Cam 3. Describe how your school will use the remaining 80% of its allocation in accordance with the ARP Act Section 2001(e)(2). ASSIGN BUDGET TAGS FA4-FA16 TO REFLECT THIS USE.

Democracy Prep Public Schools plans to assign more than 20% of ESSER funds to address learning loss given the academic gaps that the network has seen as a result of the COVID-19 pandemic. In addition to prioritizing responding to learning loss across the general student population, the hiring of the student support services staff member will allow for additional support for students with disabilities as well as those for whom English is a new language. Their specific learning needs are exacerbated by the difficulties imposed on instruction during the shifts of the pandemic. Also, students have not had consistent, safe opportunities to grow their socioemotional skills over the past 15 months. These funds will be instrumental in providing extracurricular programming to students and begin again to buttress their academic learnings with social skills as well as exposure to activities of their interests. Finally, a portion of this 80% of funds will support the networks efforts to ensure that scholars are successful with applying and being accepted into the college of their choice. Scholars have not had the chance to participate in in-person learning in 1.5 years, and it is critical that the network provides scholars with all possible supports to ensure that scholars are able to be strong applicants in the college admissions process. Providing college counseling and ACT tutoring will support the networks efforts to ensure that scholars long-term academic and professional goals are not hindered by the effects of the COVID-19 pandemic.

Democracy Prep at the Agassi Cam 4. Describe how your school will ensure that the interventions it implements, including but not limited to the interventions under Section 2001(e)(1) of the ARP Act 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.

Students have suffered exponentially in this period because of their inability to foster their socioemotional skills. We will attempt to meet students where they are by providing additional programming that makes up for lost instructional time and the development of soft skills via extracurricular activities, including opportunities to learn experientially through field trips and other extended learning opportunities. Additionally, small group instruction will provide safe spaces for students to make connections with their peers socially while engaging in academic interventions matched to their learning needs. Additional staff members will be instrumental in making connections with cohorts of students and matching their unique needs with services that the school can offer.

Democracy Prep at the Agassi Cam 5. Describe how your school engaged in meaningful stakeholder consultation and afforded the public opportunities to provide input in the development of this funding plan. Specifically state – from the groups listed in the Notes section on Page 1 - each group, the dates of consultation, the input provided by that group, and how that input was used to inform the development of this funding plan.

Staff and families were surveyed multiple times throughout the 2020-2021 school year in order to assess information about stakeholders wellbeing, comfort with returning to the school building, and whether or not the academic program was adequately meeting their scholars needs. In addition, the network administered a survey to families on 7/15. Five parents joined a roundtable discussion that was facilitated by Opportunity 180, a local non-profit organization. Parents had the opportunity to share feedback about their experience at Democracy Prep at the Agassi Campus along with their desire to help the school improve. In addition, staff surveys happen very frequently. The first survey was administered on 7/5, and the network continued to administer surveys throughout summer training (which took place from 7/19 - 8/6). Feedback from teachers drives the networks ability to improve school culture and instruction.

Through the gathering of this survey data, the network assessed several critical trends. First, families expressed concern about scholars isolation and social supports throughout the pandemic. As a response to this trend in survey responses, Democracy Prep Public Schools is committed to providing scholars with experiences that allow for opportunities to make connections with their peers and continue to develop critical social skills. Additionally, data gathered both from academic assessments and conversations with families demonstrates that learning loss remains top of mind for families. In direct response to this, the networks funding plan dedicates a high percentage of funds to accelerating learning as a response to the learning loss seen during the COVID-19 pandemic.



Democracy Prep at the Agassi Campus 6. Summarize how your school's re-opening plan submitted to the SPCSA via Epicenter addressed maintaining the health and safety of students, educators, and other school staff, and to the extent to which the school has adopted policies, descriptions of any such policies, on each of the CDC's safety recommendations specifically including those listed in the Notes section on Page 1.

Democracy Prep at the Agassi Campus re-opening plan addressed maintaining the health and safety of students, educators, and other school staff through several means. Masks were provided to all scholars, and social distancing protocols were followed within all components of the school day (including during class, arrival, departure, breakfast, and lunch). All staff and students were screened for COVID-19 symptoms daily, and while visitors were limited in order to decrease the spread of COVID-19, visitors who were permitted to enter campus were screened for symptoms as well. Cleaning protocols were comprehensive, with high-touch surfaces being cleaned daily and deep cleaning processes taking place every Wednesday and Friday.

As indicated by the contents of the re-opening plan, Democracy Prep at the Agassi Campus is committed to following CDC guidelines. Specifically, the network has implemented and will continue to implement universal and correct wearing of masks. The network has also modified facilities to allow for physical distancing by using social distancing throughout the school day and minimizing interactions between community members. The network has encouraged scholars and staff members to frequently wash their hands, and it has increased the frequency of cleaning of surfaces in order to minimize the spread of COVID-19. The network has implemented universal screening of staff, scholars, and all other community members who enter the building. The network encouraged all staff and eligible students to be vaccinated and provided them with up to date information and resources about vaccination. It has also provided appropriate accommodations for children with disabilities with respect to health and safety policies, including establishing an exception to the universal mask mandate in the event that a scholar cannot wear a mask due to a specific health issue or other circumstance. Finally, Democracy Prep at the Agassi Campus has coordinated with state and local health officials when necessary, such as when a case needs to be reported or

|                          |   |   |
|--------------------------|---|---|
| Discovery Charter School | <p>1. Describe the extent to which and how ARP ESSER funds will be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, in line with the most recent CDC guidance, in order to continuously and safely operate schools for in-person learning.</p>  | <p>ARP ESSER funds will be used to align with CDC guidance to include in person classroom learning and in an outdoor learning environment. The purchase of additional technology devices will decrease sharing of equipment by multiple students and accommodate our distance learning population as it increases. Outdoor equipment can ensure prevention of the spread of covid by relocating learning to an open air space. Spacing the outdoor equipment by increasing the pieces of equipment outside will prevent students from congregating and sharing single structures and stations.</p>                                |
| Discovery Charter School | <p>2. Describe how your school will use 20% of its ARP ESSER allocation in accordance with ARP Act Section 2001(e)(1) 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 programs. BUDGET DETAILS MUST REFLECT THIS INTENDED USE BY ASSIGNING BUDGET TAGS FA1, FA2, FA3.</p> | <p>Discovery Charter School will use 20% of ARP ESSER to fund a full time counselor. The learning loss will be mitigated through social emotional needs being met and ensure the referred students have fewer obstacles in their academic day. The counselor will serve both campuses and high risk students will be prioritized. The students will be identified by disturbances and isolation due to the pandemic, family income status, and family and teacher referral. The licensed school counselor will implement evidence based interventions proven to improve mental health thereby increasing student performance.</p> |

Discovery Charter School

3. Describe how your school will use the remaining 80% of its allocation in accordance with the ARP Act Section 2001(e)(2).  
ASSIGN BUDGET TAGS FA4-FA16 TO REFLECT THIS USE.

Discovery Charter School will use the remaining allocation to improve technology needs of the teacher and the student. The educational interaction has been impaired due to limited in person learning and inadequate support of technology. Discovery has experienced an increase in enrollment and a lack of an increase in technology improvements. In order to serve in person learners and those in distance learning due to health exemptions, the technology needs should be met. The technology will be used individually, small groups, interventions, and whole group instruction in a hybrid classroom due to the need for distance learning.

Discovery Charter School needs assessment overwhelmingly proved the need for after school tutoring. Learning loss due to the pandemic is authentic and measurable. All stakeholders surveyed expressed the need for additional academic time. Funds from ARP ESSER will be dedicated to after school tutoring provided by licensed classroom teachers in the areas of literacy and math skills. Curriculum will be research based. Tutoring sessions will be offered in 6 week sessions for the remaining school year. High needs students will be identified first. These students include but are not limited to, those with learning loss, English language learners, and high risk due to poverty or adverse circumstances.

Shade awnings will be utilized to provide an outdoor learning environment and allow for open air space to mitigate the spread of covid. Teachers and students will be able to take lessons to the outdoor space and social distance in a safe outdoor classroom.

|                          |  |   |
|--------------------------|--|---|
| Discovery Charter School | <p>4. Describe how your school will ensure that the interventions it implements, including but not limited to the interventions under Section 2001(e)(1) of the ARP Act 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.</p> | <p>Discovery Charter School will ensure the interventions address instructional time through the use of after school tutoring and increased technology accessibility. Instructional time will not be affected by the after school tutoring, however the data from the classroom teacher will be utilized for tutoring lessons. The increased technology accessibility will not only create an efficient use of instructional minutes, it will allow for research based programs to be used during the instructional day and after school tutoring. The outdoor learning environment will ensure a safe space with social distancing during instructional minutes and breaks. This environment will ensure not only safety from disease spread, but an opportunity for an outdoor learning space that will stimulate brain development and foster attention span, retention of knowledge, and academic growth. Benchmark data is collected for all students on a minimum monthly basis and used for small groups and literacy intervention. The interventions implemented by the counselor will respond to the social, emotional, and mental health needs of all students. The counselor referral will address those most impacted by the pandemic to include isolation, family income status change, and academic setbacks. The counselor data will be used in conjunction with academic performance as the goal of any behavior intervention created by the counselor.</p> |
| Discovery Charter School | <p>5. Describe how your school engaged in meaningful stakeholder consultation and afforded the public opportunities to provide input in the development of this funding plan. Specifically state – from the groups listed in the Notes section on Page 1 - each group, the dates of consultation, the input provided by that group, and how that input was used to inform the development of this funding plan.</p>    | <p>Stakeholder consultations included online surveys posted on the school website and direct email. Stakeholders were emailed the survey August 7, 2021. The stakeholders included but were not limited to, families of registered students, families in the community, board members, an attorney representing foster children, business partners, students, and all staff members. In addition to the online survey, a town hall virtual live meeting was held August 12, 2021 at 10:30 a.m. Seven stakeholders were in attendance and the meeting was recorded for public release. Input requested included prioritizing needs based on qualified funding purposes and open ended responses.</p>   |

Discovery Charter School

6. Summarize how your school's re-opening plan submitted to the SPCSA via Epicenter addressed maintaining the health and safety of students, educators, and other school staff, and to the extent to which the school has adopted policies, descriptions of any such policies, on each of the CDC's safety recommendations specifically including those listed in the Notes section on Page 1.

Discovery Charter School has implemented universal and correct wearing of masks for all individuals while on campus and indoors. Ample supply is available for students, staff, and visitors. Outdoor space is encouraged for instructional purposes to ensure proper air flow. Lunchtime is outside for the Hillpointe campus and social distancing is encouraged at the Sandhill campus. Handwashing and sanitizing takes place upon entering the classroom and hand washing stations are throughout the building. Respiratory etiquette is taught during instructional time to ensure students and staff are aware of the benefits. Diagnostic and screening is encouraged at certified locations. Vaccinations are encouraged for all that are eligible and staff are issued an extra day of leave if they choose to present their vaccination card to administration. Special needs are taken into consideration for students that have difficulty placing or removing a mask, speaking or understanding verbal conversations. Speech therapists are allowed to make accommodations with a face shield or temporarily remove mask for instructional purposes. Discovery Charter School will coordinate with state and local health officials and follow covid guidelines. New recommendations will be implemented and written into our reopening plan.

Doral Academy of Nevada

1. Describe the extent to which and how ARP ESSER funds will be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, in line with the most recent CDC guidance, in order to continuously and safely operate schools for in-person learning.

Doral will strategically braid CARES, ESSER II, GEER, and AB3 grant funding sources to implement the Path Forward Plan to continuously and safely operate Doral campuses for in-person learning. Funds have been used to purchase necessary supplies to follow safety guidelines, which included items such as masks, sanitizer, gloves, thermometers, partitions, and cleaning equipment and supplies. ARP ESSER funds will be used to support Doral's long-term plans to build capacity of teachers and staff in reopening campuses and mitigating learning loss and social emotional needs for all students. Doral's reopening plan complies with the most recent CDC guidance and will take the proper measures to follow the most up-to-date guidelines that are available to ensure safety of staff and students for in-person learning. Doral's Path Forward Plan highlights include:

- &bull; Diagnostic and Screening Testing staff and students would self-screen
- &bull; Students or staff diagnosed with a contagious or infectious disease will be required to self-quarantine and SNHD will be notified
- &bull; Cleaning and maintaining healthy facilities protocols
- &bull; Doral Academy of Nevada would follow the guidance of CDC, SNHD, Department of Health and Human Services, American Academy of Pediatrics, NDE, and SPCSA regarding face coverings
- &bull; In the event of a positive COVID-19 test result for a staff member or student, contact tracing will be implemented
- &bull; Vaccination access and awareness will be ongoing
- &bull; Distance learning protocols for quarantined students
- &bull; Distance learning for special populations
- &bull; Nutrition services for students

Doral Academy of Nevada

2. Describe how your school will use 20% of its ARP ESSER allocation in accordance with ARP Act Section 2001(e)(1) 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 programs. BUDGET DETAILS MUST REFLECT THIS INTENDED USE BY ASSIGNING BUDGET TAGS FA1, FA2, FA3.

Doral will utilize multiple assessment measures such as MAP and Acadience to identify gaps in mastery and learning, identify critical standards, and continuously progress monitor students in the RTI and MTSS process to provide critical small group interventions and supports to address the academic impact of reduced instructional time for all students. Doral will use ARP ESSER funds to provide teachers and students instructional coaching supports to use high-yield teaching and learning strategies to serve at-risk students including but not limited to the following: continuously support mental health and resiliency of students, plan for restorative supports and access to trauma-informed instructional supports, utilize intervention program and services, identify the most vulnerable students to recognize and prioritize their needs, utilize a process to onboard students and reestablish the classroom environment through emphasizing relationships with students and parents and reestablishing and reteaching routines, collaborate on curriculum planning and assessing student academic and social emotional wellbeing when they return to school, create feedback loops with parents and families about students' academic and SEL health, create and communicate realistic student schedules to increase student engagement and accountability for both hybrid and distance learning models, monitor and adjust curriculum tools and materials to support instruction, survey students and families on continued access to instructional technologies and tools, instruct and maintain good practice in digital citizenship for all students and staff, prepare students to work in and between different modalities of instruction, familiarize students and staff with online learning management systems and tools and ensure that teachers are ready to adapt to necessary changes, and collaborate in determining expectations for differentiated instruction and rigor in hybrid and traditional learning models. Instructional Assistants will support compressive interventions and MTSS supports for students as well as opportunities for extended learning through before or after

Doral Academy of Nevada

3. Describe how your school will use the remaining 80% of its allocation in accordance with the ARP Act Section 2001(e)(2). ASSIGN BUDGET TAGS FA4-FA16 TO REFLECT THIS USE.

All project activities are aligned with Dorals Comprehensive Local Needs Assessment, Strategic Plan, School Performance Plans, and Reopening Plans. Dorals ARP ESSER plan provides for the same curriculum and instructional program whether in-person Distance Learning through Academica Virtual Education, addresses equity for all types of learners, and focuses on mitigating learning loss. Doral is requesting grant funding for the following: ongoing, meaningful and sustained professional development, Digital Learning and In-Person Instructional Coaching staff will provide teachers ongoing support in implementing high-quality and engaging lessons in the MTSS framework to mitigate learning loss. The school has very limited options for funding a fully virtual program for students with medical exemptions or those required to quarantine. As such, the school will depend solely on emergency relief funding to provide the necessary supports to provide virtual learning programs through Academica Virtual Education and Colegia. Grant funded staff will provide MTSS supports and social emotional learning supports to close learning gaps during school closures as well as supporting students during safe return to school. Professional development will be provided for teachers in grades K-12 to increase content knowledge and implementation of adopted math, ELA, and Science curriculum. Training will include supports for the newly adopted Illustrative Math program for middle school and Investigations in the elementary school, newly adopted Lucy Calkins writing curriculum for grades K-5 program, continued support for reading curriculum Wonders 2020, SpringBoard, core math vocabulary, Language Essentials for Teachers of Reading and Spelling (LETRS) professional development, Explicit Phonics, MTSS, SEL, and trauma-informed instruction. Instructional Coaching staff will provide ongoing support with mentoring of new teachers, collecting data and evaluation to inform continuous improvement, arts integration strategies, and SEL supports. Doral will implement a system-wide platform for



Doral Academy of Nevada

4. Describe how your school will ensure that the interventions it implements, including but not limited to the interventions under Section 2001(e)(1) of the ARP Act 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.

Doral Academy of Nevada administration, instructional coaches, teachers, and paraprofessionals participate in an ongoing data-driven instruction model. Grade levels meet regularly with coaches and administration to take part in the analysis of state testing data, benchmark assessments, and progress monitoring in literacy, mathematics, and science. Through data analysis, teachers identify personal, grade level, and school-wide strengths and challenges and develop and refine instructional and student goals accordingly. As a result, all activities are fully aligned to Doral's Student Performance Plans (SPP) in increasing overall Median Growth Percentile (MGP) Closing the Opportunity Gap and increase proficiency rate in ELA, Mathematics, and Science as measured by the SBAC and the Nevada Science CRT assessments. Each campus further disaggregates data to fine tune SPP goals and ARP ESSER grant goals and activities as discussed throughout the application that will respond to the academic, social, emotional, and mental health needs of all students, particularly those students that have been disproportionately impacted by the COVID-19 pandemic. Doral will implement the following to assess, revise, and monitor progress of interventions through monthly administrator meetings to collaborate on assessment, instruction, and systemic expectations, monthly grade level meetings focusing on data-driven decision making and school-based needs, monthly principal and instructional coach meetings providing for input on school and systemic needs, parent and family opportunities to receive community input, and monthly data chats and data analysis to monitor learning loss, RTI, and MTSS. Assessment measures, aligned with Doral's professional learning initiatives will be administered and analyzed to track the core content achievement progress of students and changes in content knowledge and instructional practices as described below: State Assessments – SBAC comparison data for literacy and mathematics and CRT data for science are analyzed to evaluate changes in achievement and growth Benchmark Assessments-

Doral Academy of Nevada

5. Describe how your school engaged in meaningful stakeholder consultation and afforded the public opportunities to provide input in the development of this funding plan. Specifically state – from the groups listed in the Notes section on Page 1 - each group, the dates of consultation, the input provided by that group, and how that input was used to inform the development of this funding plan.

A comprehensive needs assessment was conducted through a collaborative process facilitated by the Chief Academic and Operations Officer, and including stakeholder groups of principals, teachers, community stakeholders, and parents. Doral's Chief Academic and Operations Officer and campus principals have been meeting weekly to discuss a variety of topics including remote learning tools and resources, data analysis, protocols and learning structures for the upcoming school year, budget cuts, and strategies to meet needs of students who have experienced significant learning loss. Multi-year data analysis has been conducted with multiple data points and assessment measures including MAP, Acadience, Nevada Science Assessment, WIDA, SBAC, and ACT to determine academic needs in grades K-12. Each campus sent surveys to teachers to solicit feedback about what is working and what additional trainings and supports are needed. Surveys were also sent to families to solicit feedback from parents. Doral has solicited feedback and guidance from the CDC, SPCSA, NDE, business community, parents, among others to determine high priority needs as a result of COVID. Focus groups and surveys were deployed to solicit public comment from all stakeholders including the following input that was used to guide the development of Doral's ARP ESSER funding plan: Students Families School and district administrators (including special education administrators) Teachers Principals School leaders Other educators Native American tribes Civil Rights Organizations Stakeholders representing the interests of children with disabilities ELs children experiencing homelessness children in foster care migratory students and other stakeholders. The survey was made available August 2-6. Additional stakeholder feedback obtained in the spring of 2021 included April 9 (Doral administrators, instructional coaches, and teachers) May 4 (SPCSA survey for the Safe Return to In-person Instruction), June 4 (focus group of Doral leadership team, instructional coaches,

Doral Academy of Nevada

6. Summarize how your school's re-opening plan submitted to the SPCSA via Epicenter addressed maintaining the health and safety of students, educators, and other school staff, and to the extent to which the school has adopted policies, descriptions of any such policies, on each of the CDC's safety recommendations specifically including those listed in the Notes section on Page 1.

Doral has developed a comprehensive plan for reopening school in August, 2021. The plan provides flexibility to our school communities and ensures continuity in all facets of a student's education. The plan provides for the same curriculum for students attending in-person that addresses equity for all types of learners and focuses on narrowing achievement gaps. Students with a high-risk medical exemption will be provided Distance Learning through the Academica Virtual Education platform. The Innovative Model maintains high-quality instruction and services in traditional brick and mortar or fully virtual due to emergency school closures. The Path Forward Plan includes the following highlights:

- Administrators, instructional coaches, and MFTs received training which provided tools to connect better with students and staff emotionally
- Focus on accelerating student learning for all students
- Distance learning for students with high-risk medical conditions partnering with Academica Virtual Academy
- Distance learning protocols for quarantined students
- Distance learning for special populations
- Nutrition services for students
- Diagnostic and Screening Testing – staff and students would self-screen
- Students or staff diagnosed with a contagious or infectious disease will be

Doral Academy of Northern Nevada: 1. Describe the extent to which and how ARP ESSER funds will be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, in line with the most recent CDC guidance, in order to continuously and safely operate schools for in-person learning.

DANN will strategically braid CARES, ESSER II, GEER, and AB3 grant funding sources to implement the Path Forward Plan to continuously and safely operate DANN for in-person learning. Funds have been used to purchase necessary supplies to follow safety guidelines, which included items such as masks, sanitizer, gloves, thermometers, partitions, and cleaning equipment and supplies. ARP ESSER funds will be used to support DANN 's long-term plans to build capacity of teachers and staff in reopening campuses and mitigating academic learning loss and social emotional needs for all students. DANN 's reopening plan complies with the most recent CDC guidance and will take the proper measures to follow the most up-to-date guidelines that are available to ensure safety of staff and students for in-person learning. DANN 's Path Forward Plan highlights include:

- &bull Diagnostic and Screening Testing staff and students would self-screen
- &bull Students or staff diagnosed with a contagious or infectious disease would be required to self-quarantine and SNHD would be notified
- &bull Cleaning and maintaining healthy facilities protocols
- &bull Doral Academy of Northern Nevada would follow the guidance of CDC, SNHD, American Academy of Pediatrics, NDE, and SPCSA regarding face coverings
- &bull In the event of a positive COVID-19 test contact tracing would be implemented
- &bull Vaccination access and awareness would be ongoing
- &bull Distance learning protocols for quarantined students
- &bull Distance learning for special populations
- &bull Nutrition services for students

Doral Academy of Northern Nevada: 2. Describe how your school will use 20% of its ARP ESSER allocation in accordance with ARP Act Section 2001(e)(1) 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 programs. BUDGET DETAILS MUST REFLECT THIS INTENDED USE BY ASSIGNING BUDGET TAGS FA1, FA2, FA3.

DANN will utilize multiple assessment measures such as MAP and iReady to identify gaps in mastery and learning, identify critical standards, and continuously progress monitor students in the RTI and MTSS process to provide critical small group interventions and supports to address the academic impact of lost instructional time for all students. DANN will use ARP ESSER funds to provide teachers and students instructional coaching supports to use high-yield teaching and learning strategies to serve disadvantaged students including but not limited to the following: continuously support mental health and resiliency of students, plan for restorative supports and access to trauma-informed instructional supports, utilize intervention program and services, identify the most vulnerable students to recognize and prioritize their needs, utilize a process to onboard students and reestablish the classroom environment through emphasizing relationships with students and parents and resetting routines, collaborate on curriculum planning and assessing student academic and social emotional wellbeing when they return to school, create feedback loops with parents and families about students academic and SEL health, create and communicate realistic student schedules to increase student engagement and accountability for both hybrid and distance learning models, monitor and adjust curriculum tools and materials to support instruction, survey students and families on continued access to instruction technologies and tools, instruct and maintain good practice in digital citizenship for all students and staff, prepare students to work in and between different modalities of instruction, familiarize students and staff with online learning management systems and tools and ready to adapt to necessary changes, and collaborate in determining expectations for differentiated instruction and rigor in hybrid and traditional learning models. Instructional Assistants will support comprehensive interventions and MTSS supports for students as well as opportunities for extended learning through after school and summer learning

Doral Academy of Northern Nevada: 3. Describe how your school will use the remaining 80% of its allocation in accordance with the ARP Act Section 2001(e)(2). ASSIGN BUDGET TAGS FA4-FA16 TO REFLECT THIS USE.

All project activities are aligned with DANNs Comprehensive Local Needs Assessment, Strategic Plan, School Performance Plans, and Reopening Plans. DANNs ARP ESSER plan provides for the same curriculum and instructional program whether in-person or through Remote-Live Instruction, addresses equity for all types of learners, and focuses on mitigating learning loss. DANN is requesting grant funding for the following: ongoing, meaningful and sustained professional development, Digital Learning and In-Person Instructional Coaching and in-house substitute staff will provide teachers ongoing support in implementing high-quality and engaging lessons in the MTSS framework to mitigate learning loss. DANN also requests funds for additional Mental Health Professional staff to assist students in SEL and provide supports. The school has very limited options for funding a fully virtual and blended learning program for students with medical waivers or in need of quarantine as well as implementing blended learning programs and will purchase Chromebooks and iPads to support digital learning platforms. Grant funded staff will provide MTSS supports and social emotional learning supports to close learning gaps during school closures as well as supporting students during safe return to school. Professional development will be provided for teachers in grades K-12 to increase content knowledge and implementation of adopted math, ELA, and Science curriculum. Training will include supports for the newly adopted Illustrative Math program for middle school and Eureka in the elementary school, newly adopted EL literacy and writing curriculum for grades K-8, explicit phonics and the science of reading, MTSS, SEL, and trauma-informed instruction. Instructional Coaching staff will provide ongoing support with mentoring of new teachers, collecting data and evaluation to inform continuous improvement, arts integration strategies, and SEL supports. DANN will implement a system-wide platform for grading/courses/summer resources/technology checkouts/ etc. to promote accelerated learning. The

Doral Academy of Northern Nevada: 4. Describe how your school will ensure that the interventions it implements, including but not limited to the interventions under Section 2001(e)(1) of the ARP Act 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.

Doral Academy of Northern Nevada administration, instructional coaches, teachers, and paraprofessionals participate in an ongoing data-driven instruction model. Grade levels met regularly with coaches and administration to take part in the analysis of state testing data, benchmark assessments, and progress monitoring in literacy, mathematics, and science. Through data analysis teachers identify personal, grade level, and school-wide strengths and challenges and develop and refine instructional and student goals accordingly. As a result, all activities are fully aligned to DANNs SPPs in increasing overall MGP Closing the Opportunity Gap and increase proficiency rate in ELA, Mathematics, and Science as measured by the SBAC and the Nevada Science CRT assessments. Teachers further disaggregates data to fine tune SPP goals and ARP ESSER grant goals and activities as discussed throughout the application that will respond to the academic, social, emotional, and mental health needs of all students, particularly those students that have been disproportionately impacted by the COVID-19 pandemic. DANN will implement the following to assess, revise, and monitor progress of interventions through monthly administrator meetings to collaborate on assessment, instruction, and systemic expectations, monthly grade level meetings focusing on data-driven decision making and school-based needs, monthly principal and coach's meetings providing for input on school and systemic needs, parent and family opportunities to receive community input, and data chats and data analysis to monitor learning loss, RTI, and MTSS. Assessment measures, aligned with DANNs professional learning initiatives will be administered and analyzed to track the core content achievement progress of students and changes in content knowledge and instructional practices as described below: State Assessments SBAC comparison data for literacy and mathematics and CRT data for science are analyzed to evaluate changes in achievement and growth Benchmark Assessments- Achievement and Growth

Doral Academy of Northern Nevada: 5. Describe how your school engaged in meaningful stakeholder consultation and afforded the public opportunities to provide input in the development of this funding plan. Specifically state – from the groups listed in the Notes section on Page 1 - each group, the dates of consultation, the input provided by that group, and how that input was used to inform the development of this funding plan.

A needs assessment was completed through a survey provided to over 1250 stakeholders including the principal, teachers, community members, students, and parents. DANN's principal and leadership teams have been meeting weekly to discuss a variety of topics including remote learning tools and resources, data analysis, brainstorming the upcoming school year, budget cuts, etc. Multi-year data analysis has been conducted with multiple data points and assessment measures including MAP, iReady, Nevada Science Assessment, WIDA, SBAC, and ACT to determine academic needs in grades K-8. DANN deployed surveys to teachers to solicit feedback about what is working and what they would like to see different. Surveys were also sent to families to solicit feedback from parents. DANN has solicited feedback and guidance from the CDC, SPCSA, NDE, business community, among others to determine high priority needs as a result of COVID. Focus groups and surveys were deployed July 26 and was available through August 3, 2021 to solicit public comment from all stakeholders including the following input that was used to guide the development of DANN 's ARP ESSER funding plan: Students Families School and district administrators (including special education administrators) Teachers Principals School leaders Other educators Native American tribes Civil Rights Organizations Stakeholders representing the interests of children with disabilities ELs children experiencing homelessness children in foster care migratory students other underserved students (explain) and other stakeholders. The results of the survey included the following feedback which was used to determine ARP ESSER program plan and budget: students falling behind academically, in particular with math students participating in the full school experience in-person additional technology for STEAM learning need for emotional, anxiety, fatigue, persistence and stamina when challenged, etc.. social emotional supports and recovering from learning and social development losses experienced during school closures. Overwhelmingly the need for small group



Doral Academy of Northern Nevada: 6. Summarize how your school's re-opening plan submitted to the SPCSA via Epicenter addressed maintaining the health and safety of students, educators, and other school staff, and to the extent to which the school has adopted policies, descriptions of any such policies, on each of the CDC's safety recommendations specifically including those listed in the Notes section on Page 1.

DANN has developed a comprehensive plan for reopening school this August. The plan provides flexibility to our school communities and ensures continuity in all facets of a student's education. The plan provides for the same curriculum and instructional hours whether in-person attending brick-and-mortar school or through Remote-Live Instruction (synchronous) that addresses equity for all types of learners and focuses on narrowing achievement gaps. The Innovative Model maintains high-quality instruction and services in traditional brick and mortar or fully virtual due to emergency school closures. The Path Forward Plan includes the following highlights:

- &bull; Administrators, instructional coaches, and counselor received training which provided tools to connect better with students and staff emotionally
- &bull; Focus on accelerating student learning for all students
- &bull; Distance learning for students with high-risk medical conditions
- &bull; Distance learning protocols for quarantined students
- &bull; Nutrition services for students
- &bull; Diagnostic and Screening Testing staff and students would self-screen
- &bull; Students or staff diagnosed with a contagious or infectious disease would be required to self-quarantine and SNHD would be notified
- &bull; Cleaning and maintaining healthy facilities protocols
- &bull; Doral Northern Nevada would follow the guidance of CDC, WCHD, American Academy of Pediatrics, NDE, and SPCSA regarding face covering
- &bull; In the event of a positive COVID-19 test contact tracing would be implemented
- &bull; Vaccination access and awareness would be ongoing
- &bull; Staff members had been trained to identify and report social-emotional needs

Elko Institute for Academic Achievement: 1. Describe the extent to which and how ARP ESSER funds will be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, in line with the most recent CDC guidance, in order to continuously and safely operate schools for in-person learning.

We have our safety supplies covered through alternate funding sources. We will use this ARP ESSER grant for strictly social emotional and academic support for students at risk or with learning loss.

|   |  |
|---|--|
| <p>Elko Institute for Academic Achievement 2. Describe how your school will use 20% of its ARP ESSER allocation in accordance with ARP Act Section 2001(e)(1) 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 programs. BUDGET DETAILS MUST REFLECT THIS INTENDED USE BY ASSIGNING BUDGET TAGS FA1, FA2, FA3.</p> | <p>EIAA will use 100% of the allocated funds under budget tag FA1 and FA2. Under budget tag FA1 we will use the funds to retain a social emotional coach to provide social and emotional support, instruction, and interventions to EIAA students. Under budget tag FA2, EIAA will hire and consult with RTB data to analyze all our student data and identify underperforming students and students with learning loss. EIAA will then use FA2 funds to hire an aide to provide interventions to identified students. EIAA will use additional funds under FA2 to purchase site licenses for I-ready and Edgenuity (requested from teachers, parents, and students) to help pinpoint holes and provide interventions to students at school and home where needed.</p>   |
| <p>Elko Institute for Academic Achievement 3. Describe how your school will use the remaining 80% of its allocation in accordance with the ARP Act Section 2001(e)(2). ASSIGN BUDGET TAGS FA4-FA16 TO REFLECT THIS USE.</p>   | <p>EIAA will use 100% of the funds for budget tags FA1 and FA2.</p>  |
| <p>Elko Institute for Academic Achievement 4. Describe how your school will ensure that the interventions it implements, including but not limited to the interventions under Section 2001(e)(1) of the ARP Act 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.</p>  | <p>EIAA will first identify students in need for both social/emotional and academic support. Once the specific needs are pinpointed and identified EIAA will work with professionals to identify pre assessments, interventions, and post assessments to ensure interventions are effective or additional interventions are needed. Students will be identified using assessment data in consultation with RTB data. EIAA will use student and family surveys and staff identification to identify students who need additional social and emotional support. EIAA's social emotional coach will work with all students once every two weeks and will meet with individual students or small groups of students as needed. EIAA will team up with the students families to put a research based RTI plans in place for each student. EIAA will work with families to implement interventions and track student progress.</p> |

Elko Institute for Academic Achievement 5. Describe how your school engaged in meaningful stakeholder consultation and afforded the public opportunities to provide input in the development of this funding plan. Specifically state – from the groups listed in the Notes section on Page 1 - each group, the dates of consultation, the input provided by that group, and how that input was used to inform the development of this funding plan.

EIAA uses several avenues for obtaining stakeholder feedback. During the end of the 2021 school year, EIAA sent out a monthly survey to check in and obtain feedback from our parents, students, families, guardians, and staff. EIAA had students, parents, and teachers participate in the Nevada School Climate/Social Emotional Learning survey and an MRA survey through Franklin Covey.

Teachers/SPED met with parents of students with RTI plan to analyze data and build instructional plans for use in the school and at home. Additional supports and interventions are needed by most of these students which will be fulfilled with instructional aide.

Monthly School Surveys to discuss academics and social emotional learning. 8/2020, 09/2020, 2/5/2021, 2/19/2021, 3/5/2021, 3/19/2021, 4/16/2021 All results are in Google Forms and compiled in an Excel Document. Results were analyzed and supports needed were identified.

Nevada School Climate/Social Emotional Survey was concluded on May 21, 2021. Results were prioritized and will be supported with social emotional coach provided instruction and interventions.

We received our MRA Leader in me survey results on June 16th. We analyzed the data with Leader in me coach and prioritized academic and social emotional needs.

RTB Data Academic reports were received on August 5th. This will be an ongoing process as we bring in new data and look at growth needs across students. EIAA does not have a union or district administrators.

Elko Institute for Academic Achievement 6. Summarize how your school's re-opening plan submitted to the SPCSA via Epicenter addressed maintaining the health and safety of students, educators, and other school staff, and to the extent to which the school has adopted policies, descriptions of any such policies, on each of the CDC's safety recommendations specifically including those listed in the Notes section on Page 1.

EIAA has submitted a re-opening plan that aligns with CDC and state guidelines and regulations. Currently all students and staff will be required to wear masks in doors. Students will arrive at staggered times. Students and Staff will have temperatures checked upon arrival and will wash hands before going to class. Common areas such as the lunchroom will not be used as lunch will happen in the classrooms. Recess times are staggered to reduce the number of students and allow for social distancing. EIAA has purchased CDC approved cleaning supplies and will sanitize and clean according to CDC guidelines. Teachers will be provided with correct mask wearing, hand washing, and covid protocols during our PD on August 23rd. Teachers will cover correct procedures with students at the beginning of school and throughout the year as needed.

Equipo Academy

1. Describe the extent to which and how ARP ESSER funds will be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, in line with the most recent CDC guidance, in order to continuously and safely operate schools for in-person learning.

Equipo Academy requests substantial funding to address the challenge of fresh air ventilation for classrooms currently without exterior windows. This prevention and mitigation strategy aligns with recent CDC guidance for the continuous and safe operation of schools offering in-person learning. The CDC's safety recommendations include both modifying facilities to allow for physical distancing and improving ventilation. The requested funding to create direct paths for fresh air ventilation into classrooms currently without exterior windows will expand both the number of safe classrooms for in-person instruction (increasing social distancing across the building) and the access of students and staff to improved ventilation.

|                |   |  |
|----------------|---|--|
| Equipo Academy | <p>2. Describe how your school will use 20% of its ARP ESSER allocation in accordance with ARP Act Section 2001(e)(1) 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 programs. BUDGET DETAILS MUST REFLECT THIS INTENDED USE BY ASSIGNING BUDGET TAGS FA1, FA2, FA3.</p> | <p>Equipo Academy requests a majority of funds under this grant to hire additional teachers to reduce class sizes and address the impact of lost instructional time by offering more sections of core classes during Equipo Academy's extended day. The school also requests funding to begin building a Teaching Fellows program that will place highly-qualified instructional aides in every math and English classroom on the campus. These fellows will simultaneously participate in targeted professional development throughout the school year to advance their progress towards full teacher licensure. By achieving full teacher licensure these fellows will then have a pathway to more permanent employment as licensed teachers after the conclusion of the ARP grant programs, and Equipo Academy will contribute to an increased supply of experienced educators in the East Las Vegas community.</p> |
| Equipo Academy | <p>3. Describe how your school will use the remaining 80% of its allocation in accordance with the ARP Act Section 2001(e)(2). ASSIGN BUDGET TAGS FA4-FA16 TO REFLECT THIS USE.</p>   | <p>In addition to the investments in the Teaching Fellows and additional licensed teachers, Equipo Academy requests substantial funding to address the challenge of fresh air ventilation for classrooms currently without exterior windows. This prevention and mitigation strategy aligns with recent CDC guidance for the continuous and safe operation of schools offering in-person learning. The CDC's safety recommendations include both modifying facilities to allow for physical distancing and improving ventilation. The requested funding to create direct paths for fresh air ventilation into classrooms currently without exterior windows will expand both the number of safe classrooms for in-person instruction (increasing social distancing across the building) and the access of students and staff to improved ventilation.</p>  |
| Equipo Academy | <p>4. Describe how your school will ensure that the interventions it implements, including but not limited to the interventions under Section 2001(e)(1) of the ARP Act 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.</p>  | <p>All teachers and teaching fellows hired under this grant program will be directly leading or assisting with a small group advisory of students at the school. In these advisories, staff meet daily with a group of 16-18 students for 30 minutes for instruction in AVID learning habits and SEL skills, and for personal check-ins on grades and personal wellbeing. The additional investments in fresh air ventilation improvements to the building will also create more spaces for these advisories to meet and will reduce the need to double-up or combine advisories.</p>  |

|                |   |   |
|----------------|---|---|
| Equipo Academy | <p>5. Describe how your school engaged in meaningful stakeholder consultation and afforded the public opportunities to provide input in the development of this funding plan. Specifically state – from the groups listed in the Notes section on Page 1 - each group, the dates of consultation, the input provided by that group, and how that input was used to inform the development of this funding plan.</p> | <p>Equipo Academy began considering the ideas for this grant in December 2020. School leadership met with students in February 2021, families in March 2021, teachers and special education staff in December 2020, and May and June 2021. Community and board members were consulted at public meetings in January, March, and June 2021. Stakeholders representing all reported student subgroups at Equipo Academy were included including staff working with students in transitional living situations and students with IEPs. Students and families participated including students from the school's emergent bilingual program and students who had exited from the program. Throughout all conversations, consistent support was heard both for increased hiring of effective educators and instructional aides to support students in overcoming the effects of lost instructional time. Additionally, consistent support was heard for a full return to in-person instruction, including the facility modifications needed to ensure no future return to online instruction.</p> |
| Equipo Academy | <p>6. Summarize how your school's re-opening plan submitted to the SPCSA via Epicenter addressed maintaining the health and safety of students, educators, and other school staff, and to the extent to which the school has adopted policies, descriptions of any such policies, on each of the CDC's safety recommendations specifically including those listed in the Notes section on Page 1.</p>               | <p>Equipo Academy submitted a revised re-opening plan to the SPCSA in the summer of 2021 addressing the changing guidance on mask use and deferring to state policies requiring mask use in schools, a reduction in daily temperature and health screening procedures following guidance from the CDC and SNHD, and an absolute focus on expanded access to vaccinations across the school community. Equipo Academy has invested in weekly on-site vaccination clinics offered with bilingual medical staff available to answer questions. The Governing Body has required that all school staff and students participating in any interscholastic activities (including fall sports) be fully vaccinated. And the school is using all available communication channels to communicate progress towards full vaccination of the school community.</p>  |

Explore Academy

1. Describe the extent to which and how ARP ESSER funds will be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, in line with the most recent CDC guidance, in order to continuously and safely operate schools for in-person learning.

For a safe return to in person learning, the school will use ARP funding to maintain sanitized and COVID-safe facilities, provide students, teachers, families, and the community with COVID-safe resources and support, and ensure that students are prepared for in person learning in a safe and sustainable way. Funds are planned to be used to fund two staff positions to coordinate both safe and healthy community practices and to support students as they return to in person learning and reexamine their graduation progress, credit standing, and academic proficiency. The funds will also be used for staff training for both return to in person learning as well as learning loss and addressing unique student needs related to or caused by the pandemic including learning while practicing social distancing, instruction in a covid-safe manner, sanitizing the classroom, designing learning to promote health and safety in addition to academic knowledge, circulating classroom air and utilizing outdoor spaces in instruction and transition time, etc. The sanitation on campus will also be funded through the grant to ensure that there is deep cleaning and increased custodial work every day of the school year, including staff assistance with highly used surfaces such as desks, technology, door handles, and shared school supplies in areas where sharing is necessary such as art and PE.

Explore Academy

2. Describe how your school will use 20% of its ARP ESSER allocation in accordance with ARP Act Section 2001(e)(1) 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 programs. BUDGET DETAILS MUST REFLECT THIS INTENDED USE BY ASSIGNING BUDGET TAGS FA1, FA2, FA3.

20% of the funding is set aside specifically for a formative assessment program and progress monitoring service which includes funding for training and implementation support called MasteryConnect (FA2), IXL core content intervention program to assist underrepresented and high risk/need students as they work through their current level of performance and begin to remediate learning loss cause by the pandemic (FA3), and graphing calculators for students to ensure that underrepresented groups have access to high level mathematics tools and capabilities as they work to achieve math proficiency (FA3). These supplies, services, and activities are designed to work together to ensure that the school is accurately assessing where students are academically, utilizing instructional strategies and materials that will be the most effective and appropriate for their current levels of performance, frequently administering formative assessments and monitoring progress data closely, and supplying the necessary tools and intervention services to ensure that all students unique needs are being met. The school, after input from its various stakeholder groups, identified math and reading as two areas that both students and parents are concerned about after a year of interrupted education, so MasteryConnect and IXL will work together in a unique program designed to match each student and lift them from their current level as the school works to fill gaps in learning and content knowledge. The frequent assessments that are integrated into the instructional framework are designed to avoid interrupting instruction and align across teachers so that each student develops a data record that can be used all year by all teachers, providing a more cohesive and organized approach to interventions and differentiation. IXL is another layer that will be added to address significant deficits or areas in which a student requires more remediation and intervention than what can be achieved in the schools already comprehensive and robust support system which includes MasteryConnect. The overall goal is to help students get back on track



Explore Academy

3. Describe how your school will use the remaining 80% of its allocation in accordance with the ARP Act Section 2001(e)(2). ASSIGN BUDGET TAGS FA4-FA16 TO REFLECT THIS USE.

Explore Academy - Las Vegas has planned use related to COVID safe practices, learning loss, socio-emotional needs, and supporting student interventions and remediation. For increased sanitation and safe school environment, the school has planned to contract for increased janitorial services with a focus on sanitization and frequent cleaning of high-use surfaces. In addition to the sanitation, the school will also identify a student and parent support coordinator to liaise with parents and students, as well as the community at large, to promote COVID-safe practices and vaccination, provide resources, inventory PPE, and assist with masks and other mitigation initiatives. The funding will also cover expenses related to resources, supplies, and event materials. This will include flyers, handouts, PPE, and supplies to help families and students as they continue to manage their health, safety, and education across the 21-22 school year. This support coordinator will also work with school staff to ensure that there are no areas of need that are going unnoticed with the return to learning in person in a more normal format. To facilitate academic initiatives, the school will identify a remediation support coordinator to work in conjunction with the school leadership and instructional staff to review student credit status and levels, adjust student placements, and coordinate with staff to support students. The funding will cover training related to learning loss and return to in person learning as and digital learning and training needed to implement tools with students, particularly students who are underrepresented or significantly impacted by the pandemic. Trainings include best practices, differentiation, data-driven practices, student-centered learning, assessments, addressing learning loss, and meeting academic and mental health needs in light of the pandemic and return to in person. The trainings will be in person with staff and will include follow up one on one support sessions with staff as they work through the concepts from professional development sessions. There is funding specifically allocated for digital learning

Explore Academy

4. Describe how your school will ensure that the interventions it implements, including but not limited to the interventions under Section 2001(e)(1) of the ARP Act 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.

To address the impact of lost instructional time, the school will use the support coordinator to ensure that each student, especially those who are at risk or underrepresented, have a thorough review of their current performance levels and academic standing. Then, the schools support systems (weekly progress reports, formative grading, Classroom integration, academic referrals, study halls, tutoring time, and support staff) will be combined with ARP-funded initiatives including MasteryConnect formative assessment portal and item bank, TI-84 graphing calculators, and IXL core content support programming, to ensure that all students are on a path to filling learning gaps and recovering from learning loss related to lost instructional time in the 20-21 school year.

To ensure that students who were disproportionately affected by the pandemic receive ample support and resources to address their learning loss, the school will also use funds to provide essential Universal Design for Learning and student support tools such as Co:Writer and SnapRead among others which are all designed to make learning and instructional materials accessible and equitable for all students. This includes students with disabilities, students who are not financially able to access resources outside of school, English learners, and students who are at risk due to more than a year of learning loss or current levels of performance more than a year under grade level, especially in reading and math. These activities will be supported through in depth professional development and training opportunities with experts from the learning tool vendors as well as instructional coaching and training from the content and learning model experts of the Explore Learning network. This helps to align the activities to the unique charter model while also providing the teachers with access to best practices and resources from across the country. The school also plans to continue its practice of ensuring that each student has a chromebook as well as providing all other school supplies for all students, eliminating the financial

Explore Academy

5. Describe how your school engaged in meaningful stakeholder consultation and afforded the public opportunities to provide input in the development of this funding plan. Specifically state – from the groups listed in the Notes section on Page 1 - each group, the dates of consultation, the input provided by that group, and how that input was used to inform the development of this funding plan.

In order to engage stakeholders in the ARP process, the school arranged several input collection events as well as stakeholders surveys. For families and students, the school held an input event in conjunction with the release of the course catalog in order to increase participation. At the entrance to the event, the school set up a table and outlined proposed uses for ARP funds for feedback. Additionally, there were two staff members taking parent and student feedback and input directly and recording it for ARP planning. For teachers, administrative staff, and special programs (ELL, special education, remediation), trainings held in June, July, and the beginning of August included input sessions that included ARP fund use were integrated into the professional development and return to school sessions. These input events allowed all staff from the principal to instructional assistants to provide feedback and input about the ARP funds usage and return to school preparation including addressing learning loss and COVID safe practices. With data collected across six training sessions, the school was able to gather input as it changed over three summer months, adapting with the overall changes related to the pandemic and the progress of summer. The school also consulted with Opportunity 180 to collect feedback from throughout the greater Las Vegas area as well as statewide data collected from charter leaders and community partners across Nevada. This cooperation allowed the school to integrate its on local data collection and input with that of the greater community, city, and state, better aligning needs with funding plans. Also, the school also reviewed data and announcements from other SPCSA charter schools and CCSD to ensure that all possible options and funding uses were considered in the planning process. Lastly, the school consulted with the board to present the information collected across the summer months as well as data from the 20-21 school year in order to formulate an overall plan for all grant funding including their approved uses for Title funds and IDEA-B funds. The Boards input allowed the school to finalize its

Explore Academy

6. Summarize how your school's re-opening plan submitted to the SPCSA via Epicenter addressed maintaining the health and safety of students, educators, and other school staff, and to the extent to which the school has adopted policies, descriptions of any such policies, on each of the CDC's safety recommendations specifically including those listed in the Notes section on Page 1.

The school reopening plan for Explore Academy - Las Vegas is well-aligned to the Center for Disease Controls (CDC) safety recommendations and based on any directives from Southern Nevada Health District (SNHD), Governor Sisolak, or the State Public Charter School Authority (SPCSA). School will begin with two cohorts: those who attend in person and those who will attend online with a note from a doctor or due to quarantine. In the event that online classes become necessary for all, the school will shift to learning and working from home. Students will be assessed using internal assessments to determine varied learning needs. Students will receive individualized support for learning gaps through Flex periods, utilizing tutors and small groups. In addition to the above, special populations such as students learning English and those with IEPs or 504s will continue to receive accommodations and services, either virtually or in person. Everyone at the school must wear masks that cover the nose and mouth while indoors on campus. (Masks may be removed outdoors with social distancing practices in place.) Students and family members who are eligible to get vaccinated are encouraged to do so via school announcements and promotion during school gatherings, assemblies, and events (virtual and in-person). Modifications include, but are not limited to, social distancing via spacing students three to six feet apart in the classroom, during passing periods, and in common areas including outdoors, revising arrival and dismissal procedures, serving pre-packaged meals and placing hand sanitizer stations at school thresholds. Staff members are also encouraged to keep doors open, where feasible and safe, in order to increase ventilation and air circulation in the building. Restrooms are to be cleaned and sanitized twice daily. Cafeteria tables will be cleaned after each use. Teachers and students will clean desks and other frequently touched surfaces at regular intervals during the day. In addition to frequent hand washing, students and staff are required to self-screen at home and students are screened again upon arrival at school using a scanning

Founders Classical Academy of Las Vegas 1. Describe the extent to which and how ARP ESSER funds will be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, in line with the most recent CDC guidance, in order to continuously and safely operate schools for in-person learning.

FCALV will use ARP ESSER funds to implement prevention and mitigation strategies to protect the health and safety of students, educators, and other school staff, acknowledging and promoting any recommendations of the Centers for Disease Control(CDC), keeping in mind the unique geographic position of Las Vegas and the recommendations of state and local authorities. FCALV will use ARP ESSER II support to a) FCALV provided face coverings for ALL on school. b) FCALV provides training and supports for proper hand washing and respiratory etiquette as defined by the CDC, including additional hand sanitizing stations c) FCALV practices diligent cleaning (CDC and OSHA approved cleaning products and machinery) and maintenance to ensure healthy facilities, including improved ventilation and air filtration d) FCALV maintains contact tracing by grade level and course d) FCALV supports diagnostic and screening testing and utilizes that data to inform students and parents/guardians of possible Covid-19 exposures d) FCALV supports efforts to increase access and awareness to vaccinations through its regular parent communications and e) FCALV provides appropriate accommodations for children with disabilities with respect to health and safety policies and as defined in IEPs or 504s. FCALV's Nevada Path Forward plan was reviewed and presented to the FCALV Governing Board of Directors and is posted on the FCALV website.

Founders Classical Academy of Las 2. Describe how your school will use 20% of its ARP ESSER allocation in accordance with ARP Act Section 2001(e)(1) 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 programs. BUDGET DETAILS MUST REFLECT THIS INTENDED USE BY ASSIGNING BUDGET TAGS FA1, FA2, FA3.

FCALV will use in excess of 20% of its ARP ESSER allocations to address the academic impact of lost instructional time through the evidence-based interventions. FCALV intends to addressing learning loss among students (FA-2), including low income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care (FA-13) by 1) Administering and using high quality assessments that are valid and reliable, 2) Developing individual literacy and math plans for students identified deficiencies and outlining a remediation and monitoring plans that are shared with parents, 3) Implementing and evaluating the individual literacy and math plans while identifying progress towards goals and areas for additional resources. 1) Staffing -- One (1.0 FTE) 'teacher on special assignment' to work with teachers and students on remediation strategies and activities as a result of educational loss due to COVID-19. 2) Staffing -- Three (3.0 FTE) 'instructional aides' to work with students on remediation activities as a result of educational loss due to COVID-19. 3) Staffing -- One-half (0.5 FTE) 'teacher on special assignment' to work with teachers and students on remediation strategies and activities as a result of educational loss due to COVID-19, specifically with high-needs students -- SpEd, ELL, and FRL populations. 4) Staffing/Student Instruction -- Two (\$30 Per Hour/180 Hours) 'summer school teachers' to provide mathematics credit retrieval in Algebra and Geometry for two summer sessions. -- 2 Summer School Teachers -- Two Sessions Each. 5) Assessment -- 600 student licenses to purchase MAP assessments in Math and Reading for grades K-5 to provide baseline data and regular status monitoring. 6) Assessment -- One (1) site license to purchase Lumos Learning (an online portals in alignment with SBAC and Nevada Content Standards), including practice assessments in Math and Reading for grades K-8 as well as baseline data and regular status monitoring information for

Founders Classical Academy of Las 3. Describe how your school will use the remaining 80% of its allocation in accordance with the ARP Act Section 2001(e)(2).  
ASSIGN BUDGET TAGS FA4-FA16 TO REFLECT THIS USE.

FCALV will use less than 80% of its ARP ESSER allocations to address other related needs, including COVID-19 mitigation strategies in alignment CDC recommendations and technology needs in responses to distance learning. To support COVID-19 mitigation strategies in support of CDC guidelines, FCALV requests the following resources: 1) a .75 FTE Custodian to provide sanitation of high touch areas in classrooms, restrooms, the cafeteria (FA-13), 2) Personal Protective Equipment (PPE) and related personal items, such as masks, gloves, and hand sanitizer (FA-13), and 3) Cleaning and Sanitizing equipment, materials, and chemicals (FA-13). To support synchronous instruction for students in distance learning, FCALV requests the following resources: 1) 52 Dell New OptiPlex 7490 All-in-One (Windows 10 Pro) 16GB Memory -- 256GB Solid State Hard drive (FA-7), and 2) 30 Chromebooks Google Pixelbook Go (Chromebook) 8GB RAM -- 128GB Storage (FA-7).

Founders Classical Academy of Las 4. Describe how your school will ensure that the interventions it implements, including but not limited to the interventions under Section 2001(e)(1) of the ARP Act 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.

Academically, FCALV intends to utilize an Individual Student Literacy Plan and/or an Individual Student Math Plan for identified students in need of remediation due to educational loss related to COVID-19. These plans will identify the Tier I, II, or III instruction and interventions as well as frequency. Targeted areas will be identified and shared with the remediation team and parents. MAP, SBAC, and Lumos Learning assessment data will be logged and reviewed to gauge progress towards targeted goals. Interventions and progress monitoring will be logged, including date, comments, and any related score data in the targeted areas by teachers, instructional aides, or tutors. Moreover, FCALV will identify and log successful and unsuccessful strategies to best serve the individualized needs of students. Previously, assessment data was disaggregated, including MAP, SBAC, ACT, and WIDA. FCALV also gathered data in-house from the Lumos Learning platform that aligns with the SBAC and NCS. Due to lack of administration of EOC exams in high school, there is not reliable quantitative data in those crucial summative assessment. Socially, emotionally, and in terms of mental health needs, FCALV will utilize its instructional staff to provide individualized, basic assessments for referral to the school counselor, psychologist, nurse, and RTI team, focusing on students who were disproportionately impacted by the COVID-19. Resources will be available to both the student and their families.



Founders Classical Academy of Las 5. Describe how your school engaged in meaningful stakeholder consultation and afforded the public opportunities to provide input in the development of this funding plan. Specifically state – from the groups listed in the Notes section on Page 1 - each group, the dates of consultation, the input provided by that group, and how that input was used to inform the development of this funding plan.

FCALV met with stakeholder groups for stakeholder consultation, including students, parents, school administrators (including a special education administrator), teachers, school staff, and special needs (program) specialists, inclusive of stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children in foster care, migratory students, and other underserved students. Meetings were held at the opening of school to best facilitate participation of stakeholders, dividing into subgroups that included a) health risk mitigation and wellness needs, b) technology needs, c) educational loss and remediation needs, and d) professional development needs. The health risk mitigation group (led by the assistant principal over school facilities, safety, and maintenance) met on 7/28/21 to discuss the promotion of healthy hygiene habits (CDC Guidelines) and the material needs of the school plant to mitigate the spread of COVID-19 (cleaning supplies, machinery, PPE, and staffing). The technology group (led by the administrative assistant over technology) met on 7/27/21 and did a needs assessment of technology needed to best respond to COVID-19, including discussion and devices and internet accessibility. The educational loss and remediation group (led by the literary specialist) met on 7/30/21 did a current update of the current plan implementation for 21-22 and how to extend and improve its implementation in to the 22-23 school year, addressing the need for individualized literacy and mathematics plans for students, including at risk groups, and support activities and additional staff for implementation. The professional development group met on 7/30/21 to discuss training needs in the areas of school safety and hygiene (CDC recommendations) and the current 21-22 to mitigate education loss, including at risks groups.

Founders Classical Academy of Las Vegas 6. Summarize how your school's re-opening plan submitted to the SPCSA via Epicenter addressed maintaining the health and safety of students, educators, and other school staff, and to the extent to which the school has adopted policies, descriptions of any such policies, on each of the CDC's safety recommendations specifically including those listed in the Notes section on Page 1.

FCALV maintains the health and safety of students, educators, and other school staff, acknowledging and promoting any recommendations of the Centers for Disease Control (CDC), keeping in mind the unique geographic position of Las Vegas and the recommendations of state and local authorities: a) FCALV supports the use of face coverings for ALL on school. Certain exemptions can be granted in alignment with the governors directives and for certain school activities and athletics, including eating, drinking, and outdoor activities. FCALV is committed to provide CDC-recommended face coverings to any students, staff, or guests to the school campus upon request b) FCALV recognizes CDC recommendations for social distancing however, FCALV's position is to allow a less restrictive minimum of 3 feet of social distancing for elementary and middle school students whenever possible with an extension of 6 feet of social distancing for high school students and adults whenever possible, mindful that instruction and educational delivery may limit specific social distancing lengths c) FCALV provides training and supports for proper hand washing and respiratory etiquette as defined by the CDC, including additional hand sanitizing stations d) FCALV practices diligent cleaning and maintenance to ensure healthy facilities, including improving ventilation and air filtration e) FCALV maintains contact tracing by grade level and course, limiting extended interactions between grade levels and the elementary, middle, and high school students, especially in lunches, passing periods, and recesses f) FCALV supports diagnostic and screening testing and utilizes that data to inform students and parents/guardians of possible Covid-19 exposures g) FCALV supports efforts to increase access and awareness to vaccinations through its regular parent communications and h) FCALV provides appropriate accommodations for children with disabilities with respect to health and safety policies and as defined in IEPs or 504s. This plan was reviewed and presented to the FCALV Governing Board of Directors and is posted on the FCALV website.

|                           |   |  |
|---------------------------|---|--|
| Freedom Classical Academy | <p>1. Describe the extent to which and how ARP ESSER funds will be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, in line with the most recent CDC guidance, in order to continuously and safely operate schools for in-person learning.</p>  | <p>Freedom Classical Academy will utilize ARP ESSER funds in a variety of ways in order to implement prevention and mitigation strategies that are in line with the most recent CDC guidance. First, FCA seeks to install two high-volume air filters in our gym to ensure air quality during PE, meetings, and sporting events. Second, FCA is seeking funding for an additional custodian to provide the manpower required to ensure facility sanitation that is in alignment with CDC guidance. Third, FCA is undertaking a variety of facility improvements to provide more usable outdoor space for students including the purchase of event tents, misting systems, and ancillary systems (solar power picnic tables) to ensure that those spaces are usable. These open-air spaces ensure that students have access to unlimited fresh air for periods of the day and further reduce risk of exposure. Finally, the school has included the purchase of additional single-student desks to provide for the proper social distancing of students in accordance with CDC guidance. Taken together, these activities in conjunction with the other activities funded by other grants provide a careful and wholistic approach to student safety.</p> |
| Freedom Classical Academy | <p>2. Describe how your school will use 20% of its ARP ESSER allocation in accordance with ARP Act Section 2001(e)(1) 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 programs. BUDGET DETAILS MUST REFLECT THIS INTENDED USE BY ASSIGNING BUDGET TAGS FA1, FA2, FA3.</p> | <p>Freedom Classical Academy will utilize ARP ESSER Funds to provide extensive after-school tutoring opportunities for students by both licensed teachers and unlicensed tutors. Our budget provides for each grade-level to have one hour of extra-duty pay for a teacher to provide after school tutoring and four hours of tutoring by non-licensed tutors. This tutoring occurs five days a week for the entire duration of the year. When we asked our stakeholders about a potential Saturday-school program, the majority of respondents indicated that they would be unlikely to take advantage of the program. Conversely, the majority of respondents indicated that they would participate it after-school tutoring, leading us to emphasize this form of extended school program in order to address learning loss over others.</p>  |

Freedom Classical Academy

3. Describe how your school will use the remaining 80% of its allocation in accordance with the ARP Act Section 2001(e)(2). ASSIGN BUDGET TAGS FA4-FA16 TO REFLECT THIS USE.

Freedom Classical Academy will be utilizing the remainder of our budget to (1) safeguard student safety, (2) provide for online learning, (3) ensure the SEL needs of our students are met and (4) meet the needs of underserved students. (1) To safeguard student safety the school seeks to purchase and install two large air purifiers in the school gym. This includes both the cost of the purifiers and the cost of electrical upgrades. Additionally, FCA seeks to provide more open-air space for the students. To accomplish this goal, the school is seeking to purchase two event tents, misting systems, and a small solar power system. Finally, the school is seeking the salary of an additional custodian to provide cleaning services after-school and ensure that classrooms and common areas are sanitized each night in preparation for the subsequent school day. (2) In order to provide for online learning FCA is seeking additional technology in the form of new Chromebooks and carts for students, new iPads for Administrators, new computers for teachers, new Mac Minis for mobile TV carts, and the renewal of annual ZOOM and BLOOMZ subscriptions for the school. Combined, these purchased ensure that the school continues to be prepared for online learning, should that become necessary. Should it not become necessary, the technological assets are such that they can be put to use in the classroom environment as well. (3) By continuing the employment of the school Social Worker, FCA ensures that students will have access to counseling and support as necessary. FCA is also seeking to expand our building's security system in order to identify potential bullying problems and mediate them early. (4) The addition of a Paraprofessional to our Special Education team will provide much needed assistance to our special needs students. As we seek to provide more inclusion services to our students, it is more important than ever to have paraprofessionals available to assist students in the classroom and ensure that they have the support and encouragement necessary

Freedom Classical Academy

4. Describe how your school will ensure that the interventions it implements, including but not limited to the interventions under Section 2001(e)(1) of the ARP Act 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.

At FCA, we are a majority-minority school in an underserved area. The majority of our school was disproportionately impacted by COVID. We have worked throughout the summer to revise our curriculum to address the problems that we now seek to address. We have applied to and expect to soon receive approval for participation in the National School Lunch Program. We made bringing our Social Worker back a priority. We added two new full-time academic support positions Reading Specialist and ELL Coordinator which were only part-time in the past. We are using ARP funds to add an instructional aide and well as another Paraprofessional and 18 tutors. We are using funds from another grant to add another three Paraprofessionals during the school day to add more academic support. We have added several programs that will give us additional insight into our student's progress, both academically, socially, and emotionally. We perpetually work with our staff and community to align spending to goals so that we are not wasting money of things that are not important.

Freedom Classical Academy

5. Describe how your school engaged in meaningful stakeholder consultation and afforded the public opportunities to provide input in the development of this funding plan. Specifically state – from the groups listed in the Notes section on Page 1 - each group, the dates of consultation, the input provided by that group, and how that input was used to inform the development of this funding plan.

FCA crafted a survey that was sent to all school stakeholders including parents/guardians, students, teachers, supports staff, administrators, special education, a local non-profit specializing in ESL and low-income families, ELL parents and students, Homeless families, and all other stakeholders subscribed to our school newsletter or Facebook. The survey was sent out via the school newsletter on 8/9/21 to over 1600 contacts throughout the community. It was afterwards shared to the internal all-staff email and also sent specifically to the Lighthouse Charities contact email. Parents copied the newsletter link to the Facebook page within hours of the newsletter being sent out. Based on the input received, respondents supported attempts to improve air quality but had few suggestions beyond the addition of air filters. Respondents approved the idea of students eating lunch outside by a majority of 80% if there were shade and seating. Respondents also strongly desired additional shade and cooling for students outside as well as more time for students outside. Teachers that responded indicated that they strongly favored getting new computers and some parents also favored teachers getting new computers. Both parents and teachers favored getting additional chromebooks. Some parents expressed strong dislike of any mask mandates and urged that we do away with masks at the school. Obviously, that is not within our power at this time. A small minority urged the full return to online learning. Several encouraged ongoing sanitation measures personal hygiene such and sanitizing hands frequently. We reviewed the responses both individually and as an aggregate. The responses encouraged us to move forward with some of our plans while discouraging us from others. For example, we found overwhelming support for setting up event tents behind the school but minimal support for Saturday school. We moved forward with our plans for the event tents but discontinued our plans for Saturday

|                           |   |   |
|---------------------------|---|---|
| Freedom Classical Academy | <p>6. Summarize how your school’s re-opening plan submitted to the SPCSA via Epicenter addressed maintaining the health and safety of students, educators, and other school staff, and to the extent to which the school has adopted policies, descriptions of any such policies, on each of the CDC's safety recommendations specifically including those listed in the Notes section on Page 1.</p> | <p>Freedom Classical Academy has adopted a re-opening plan as well as several procedures in compliance with CDC and SNHD guidance. (1) Pursuant to the current state mandate, FCA is requiring all students and staff to wear masks unless there is a recognized exemption that allows them not to. Prior to the mandate, all non-vaccinated staff and students were required to wear masks and all other students were strongly encouraged to wear masks. (2) To allow for podding to the extent possible, we are seeking to minimize shared times together by breaking up lunches with our outside lunches that are part of this grant. We have also purchased individual student desks to replace several tables that were previously used in order to allow for appropriate social distancing. (3) FCA has purchased a number of hand sanitizer stations that are posted at every entrance to the school and at the door of every classroom. We have also put signs throughout the school encouraging students and staff to wash and sanitize their hands often. We have also integrated hand-washing tutorials into our elementary PE/Health curriculum to ensure all student know the proper method to wash one's hands in order to eliminate germs. (4) FCA readily participated in the on-site rapid testing program when it was offered and continues to participate this year. Any student or staff member that shows any indication of illness is offered the opportunity to test, but is not mandated to test. (5) FCA has committed to promoting vaccinations to our community through school newsletters. This was integrated in our school re-opening plan. (6) FCA operates two self-contained classrooms and understands the importance of making accommodations for children with special needs. Our re-opening plan recognized this need and empowered our Special Education Coordinator to make reasonable and appropriate accommodations for our children with disabilities. (7) We have been able to develop an outstanding working relationship with our contact at the Southern Nevada Health Department and are in contact with them on a frequent basis to clarify guidelines and ensure we are</p> |
| Futuro Academy            | <p>1. Describe the extent to which and how ARP ESSER funds will be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, in line with the most recent CDC guidance, in order to continuously and safely operate schools for in-person learning.</p>  | <p>ARP ESSER Funds will not be used for mitigation strategies. Futuro Academy employs a layered mitigation strategy that includes: 1) Universal and correct wearing of masks 2) Modifying facilities to allow for physical distancing and maintaining cohorting during high transmission rates 3) Handwashing and respiratory etiquette cleaning and maintaining healthy facilities, including improving ventilation contact tracing in combination with isolation and quarantine, in collaboration with the State, local, territorial, or tribal health departments 4) Diagnostic and screening testing 5) Efforts to provide vaccinations to school communities 6) Appropriate accommodations for children with disabilities with respect to health and safety policies and 7) Coordination with state and local health officials.</p>  |

|                |   |  |
|----------------|---|--|
| Futuro Academy | <p>2. Describe how your school will use 20% of its ARP ESSER allocation in accordance with ARP Act Section 2001(e)(1) 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 programs. BUDGET DETAILS MUST REFLECT THIS INTENDED USE BY ASSIGNING BUDGET TAGS FA1, FA2, FA3.</p> | <p>Futuro Academy will fund summer learning opportunities in summer 2022 and 2023, as evidenced by budget details in the FA2 category. Summer School 2021 and 2022 Extra duty to support literacy development, 7 teachers, 40 hours /week, 4 weeks, \$40 per hour (estimated contract rate), total budget not to exceed \$44,800. 40 hours per week x 4 weeks x \$40 per hour x 7 teachers = \$44,800, total budget not to exceed \$44,800. This will allow for a summer school classroom in every grade band, and to serve approximately 30% of our students with summer programming in the next two summers via evidence based interventions.</p>  |
| Futuro Academy | <p>3. Describe how your school will use the remaining 80% of its allocation in accordance with the ARP Act Section 2001(e)(2). ASSIGN BUDGET TAGS FA4-FA16 TO REFLECT THIS USE.</p>   | <p>The remaining 80% of these funds will fund two priorities identified in our most recent school health assessment: enhanced interventions, and enhanced development for teachers to provide strong tier 2 and 3 interventions through consistent coaching and development, along with enhanced health center operations by providing a lead health center coordinator in addition to the FASA.</p> <p>Enhanced Interventions: ESSER ARP funds will be used to fund salaries and benefits of supplemental paraprofessionals to provide evidence based interventions to students struggling with pandemic-related learning loss (FA2 - Learning Loss)</p> <p>Enhanced Coaching and Development: ESSER ARP funds will be used to fund salary and benefits for a coach to focus on data based instruction and evidence based practices in supporting students through strong Tier 2 and Tier 3 interventions in their classrooms for students struggling with pandemic-related learning loss (FA2 - Learning Loss)</p> <p>Enhanced Health Center Operations: ESSER ARP funds will be used to fund salary and benefits for a Health Center Coordinator that leads the contact tracing, quarantine, and on-site COVID-19 testing programs at Futuro Academy (FA15 - Emergency Preparedness).</p> |



|                |   |   |
|----------------|---|---|
| Futuro Academy | 4. Describe how your school will ensure that the interventions it implements, including but not limited to the interventions under Section 2001(e)(1) of the ARP Act 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. | Interventions will focus on supporting students and teachers through Data Informed practices that include academic and school climate data to ensure targeted support of students who have been disproportionately affected by the COVID-19 pandemic. Data will include fall and spring culture survey data, in addition to STAR CBM and NWEA MAP data from screener and progress monitoring assessments in ELA and Mathematics. Teachers and students will be priorities in tier 2 and tier 3 groupings for maximum positive effect of interventions, including Social Emotional Learning curricular interventions.  |
| Futuro Academy | 5. Describe how your school engaged in meaningful stakeholder consultation and afforded the public opportunities to provide input in the development of this funding plan. Specifically state – from the groups listed in the Notes section on Page 1 - each group, the dates of consultation, the input provided by that group, and how that input was used to inform the development of this funding plan.    | Futuro engaged in a comprehensive school health analysis that included providing artifacts including documents and survey results, as well as focus groups with students, families, staff, external community members, school administrators, and other forms of information gathering to get input on the highest priorities for Futuro Academy. The information was processed by a third party organization into a comprehensive school health report with recommended priorities.<br>Staff - Focus Group: 5/12/21<br>Feedback Provided: Need for ongoing development and support<br>Students - Focus Group: 5/11/21<br>Feedback Provided: Reopening and return to normalcy and in person instruction<br>Parents - Survey, Sample Phone Calls : 5/25/21-6/4/21<br>Feedback Provided: College preparation theme, rigorous academics<br>Administrators - Focus Group: 5/11/21<br>Feedback Provided: Meeting challenge of pandemic learning loss, structuring supports and leadership roles<br>External Stakeholders - Advisory Group: 6/9/21<br>Feedback Provided: Need for plan to address pandemic academic learning loss |

|                                  |   |  |
|----------------------------------|---|--|
| Futuro Academy                   | <p>6. Summarize how your school’s re-opening plan submitted to the SPCSA via Epicenter addressed maintaining the health and safety of students, educators, and other school staff, and to the extent to which the school has adopted policies, descriptions of any such policies, on each of the CDC's safety recommendations specifically including those listed in the Notes section on Page 1.</p> | <p>Futuro Academy's reopening plan addresses the following areas:</p> <ol style="list-style-type: none"> <li>1) Universal and correct wearing of masks All students and staff wear masks regardless of vaccination status, with medical exemptions or exemptions for students with disabilities who cannot wear a mask.</li> <li>2) Modifying facilities to allow for physical distancing and maintaining cohorting during high transmission rates Futuro Academy has maximized space between individual student stations and engages in cohorting, including meal times, to maintain inter-class transmission risk low.</li> <li>3) Handwashing and respiratory etiquette cleaning and maintaining healthy facilities, including improving ventilation contact tracing in combination with isolation and quarantine, in collaboration with the State, local, territorial, or tribal health departments - including HEPA filters in every classroom, hand sanitizing stations intermittently throughout the site, and other sanitation measures.</li> <li>4) Diagnostic and screening testing - including ongoing participation in NV HHS Binax NOW CV-19 rapid antigen testing for students and staff.</li> </ol> <p>5) Efforts to provide vaccinations to school communities - including hosting vaccination clinics onsite, such as the recently hosted Roseman University collaboration for a mobile vaccine clinic.</p> <p>6) Appropriate accommodations for children with disabilities with respect to health and safety policies, including ongoing accommodations to ensure both safety and equity.</p> <p>7) Coordination with state and local health officials - ongoing communication with the SNHD Schoolcovid email and phone line to coordinate mitigation measures, and implementation of the SNHD guide for schools, including screener and clinical symptom criteria tools.</p> |
| Girls Athletic Leadership School | <p>1. Describe the extent to which and how ARP ESSER funds will be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, in line with the most recent CDC guidance, in order to continuously and safely operate schools for in-person learning.</p>  | <p>GALS will not use ARP ESSER funds to implement prevention and mitigation strategies. GALS will accomplish this through other funding sources. GALS operated in person last school year without incident and will continue our layer strategy to provide a safe school environment for in person learning. GALS follows CDC guidance for handwashing, mask wearing, cleaning, social distancing, tracing and promotion of vaccines to families.</p>  |

|                                  |   |  |
|----------------------------------|---|--|
| Girls Athletic Leadership School | <p>2. Describe how your school will use 20% of its ARP ESSER allocation in accordance with ARP Act Section 2001(e)(1) 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 programs. BUDGET DETAILS MUST REFLECT THIS INTENDED USE BY ASSIGNING BUDGET TAGS FA1, FA2, FA3.</p> | <p>GALS plans to use 100% of the ARP ESSER funds to address learning loss by providing an extended school day for the underrepresented student groups GALS serves. During the extended school day GALS will spend atleast 20% of each day providing social emotional learning and utilizing data to understand and implement appropriate intervention strategies to accelerate individual student learning.</p>  |
|                                  |   | <p>The GALS school day spans from 7:20 am to 2:30 pm each day (430 minutes). This is 40 minutes longer than the national average school day of 6.5 hours. The additional 40 minutes are dedicated to interventions with students based on assessment data from MAPS, SBAC and Achieve 3000 (lexile scores). Interventions include one on one time with teachers, working in small groups, application of differentiated learning tools based in our Achieve 3000 or ALEXS Math program. In addition, each student recieves 60 minutes each day in Wellness Teams where teachers check in with students on the state of their emotional and mental health status as well as to lead students in movement and meditation practices to stimulate and calm the brain for learning. This is further supported by 50 minutes of instructional time in our social emotional class GALS Series which encompasses 5 themes: Mindfulness, Wellness, Voice, Relationships and Goal Setting.</p> |
|                                  |   | <p>The GALS Head of School will play an important support role in the implementation of the extended school day by conducting outreach and meetings with parents regarding student progress on academic plans. GALS anticipates atleast 10% of the Head of Schools time will be invested.</p>  |
| Girls Athletic Leadership School | <p>3. Describe how your school will use the remaining 80% of its allocation in accordance with the ARP Act Section 2001(e)(2). ASSIGN BUDGET TAGS FA4-FA16 TO REFLECT THIS USE.</p>   | <p>See response to Item 2, GALS will use 100% of its allocation to address learning loss.</p>  |

Girls Athletic Leadership School

4. Describe how your school will ensure that the interventions it implements, including but not limited to the interventions under Section 2001(e)(1) of the ARP Act 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.

GALS provides an extended school day. According to a study conducted "Expanding Time for Learning Both Inside and Outside the Classroom: A Review of the Evidence Base" the extended school day model is a positively effective intervention strategy. The extended portion of each day (40 minutes) is exclusively dedicated to implementing academic interventions (such as one on one time with teachers, working in small groups, application of differentiated learning tools based in our Achieve 3000 or ALEXS Math program). GALS addresses the social, emotional and mental health needs through daily Wellness Team interactions where teachers check in with students on the state of their emotional and mental health status as well as to lead students in movement and meditation practices to stimulate and calm the brain for learning. This is further supported by 50 minutes of instructional time in our social emotional class GALS Series which encompasses 5 themes: Mindfulness, Wellness, Voice, Relationships and Goal Setting.

All GALS students receive these services and all were disproportionately impacted by COVID-19. GALS serves a 100% at risk population that receives free and reduced lunch benefits and 94% of our student population represents minority groups (76% Hispanic, 13% black, 5% include mixed races, Asian, Pacific Islander).

|                                  |   |  |
|----------------------------------|---|--|
| Girls Athletic Leadership School | <p>5. Describe how your school engaged in meaningful stakeholder consultation and afforded the public opportunities to provide input in the development of this funding plan. Specifically state – from the groups listed in the Notes section on Page 1 - each group, the dates of consultation, the input provided by that group, and how that input was used to inform the development of this funding plan.</p> | <p>Teachers (including Special Education) and Administrators July 28-30, 2021 Staff professional development. GALS administrators reviewed the Extended School Day schedule with teaching staff. GALS reduced the school day from 7:20-3:00 to 7:20-2:30 based on feedback from teachers.</p> <p>FRL, SPED and ELL Students May-21 SEL Learning survey and separate electronic survey Continue GALS Series course, students have a high level of physical and emotional safety, GALS needs to increase academic rigour. GALS is putting more time and effort into developing processes and providing training on data informed intervention techniques to be used in the 40 minute intervention timeframe.</p> <p>Parents and guardians 12-May-21 Parent Meeting, phone calls There is a desire to return to in person learning shared by most. GALS institutes a layered protection strategy to prevent COVID infections that could impact in person learning. Parents are favorable of the Extended School day.</p> <p>Students experiencing Homelessness 06/05/2021 -07/31/2021 Phone calls Families would like more phone calls to understand child's progress. Each student is assigned a Wellness Coach and allowed time each day with their Wellness Teams to discuss issues. Wellness Coaches are responsible for making phone calls when needed. 10% of the school administrators time each day will also be spent making calls to engage families.</p> |
| Girls Athletic Leadership School | <p>6. Summarize how your school's re-opening plan submitted to the SPCSA via Epicenter addressed maintaining the health and safety of students, educators, and other school staff, and to the extent to which the school has adopted policies, descriptions of any such policies, on each of the CDC's safety recommendations specifically including those listed in the Notes section on Page 1.</p>               | <p>The GALS COVID Reopening Policy has adopted the CDC's safety recommendations including universal and correct wearing of masks physical distancing, handwashing, routine cleaning, contact tracing in combination with isolation and quarantine, promoting vaccinations and diagnostic and screening testing through area partners (UNLV). The policy states that GALS will coordinate any incident with the SPCSA and Southern Nevada Health District. The policy state GALS will provide accommodations for children with disabilities with respect to health and safety policies.</p>   |
| Honors Academy of Literature     | <p>1. Describe the extent to which and how ARP ESSER funds will be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, in line with the most recent CDC guidance, in order to continuously and safely operate schools for in-person learning.</p>  | <p>ESSER funds will be used to implement prevention and mitigation strategies in line with CDC recommendations. Replacing carpeting in the building with industrial vinyl planks will increase our ability to disinfect surfaces that students come into contact with daily. Additionally, air purification systems will be purchased for each classroom, library, and school office to promote healthy air and filtration of air to reduce contamination.</p>   |

|                                     |   |  |
|-------------------------------------|---|--|
| <p>Honors Academy of Literature</p> | <p>2. Describe how your school will use 20% of its ARP ESSER allocation in accordance with ARP Act Section 2001(e)(1) 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 programs. BUDGET DETAILS MUST REFLECT THIS INTENDED USE BY ASSIGNING BUDGET TAGS FA1, FA2, FA3.</p> | <p>Success Maker will be purchased to provide intervention to address learning loss in accordance with ARP Section 2001 (e)(1). Success Maker is an evidence-based online intervention program demonstrating Strong Evidence in all four ESSA areas of evidence for both ELA and Math. The implementation of Success Maker aligns with Budget Tags FA2 (EBI Learning Loss-Academic), and FA3 (EBI Learning Loss- Underrepresented Student Groups).</p> <p>Professional Development addressing Trauma Informed practices in schools aligns with Budget Tag FA1 (EBI Learning Loss- SEL).</p>  |
| <p>Honors Academy of Literature</p> | <p>3. Describe how your school will use the remaining 80% of its allocation in accordance with the ARP Act Section 2001(e)(2). ASSIGN BUDGET TAGS FA4-FA16 TO REFLECT THIS USE.</p>   | <p>We will use the remaining ESSER money to provide teachers with Trauma Informed School Practices training to support SEL and student support in the classroom and at school. The training will include an intensive at the beginning of the school year and follow up and in classroom support thought the 2021-2022 school year, as needed. Budget TagFA1- expenditures of professional development</p> <p>Additionally, we will implement prevention and mitigation strategies in line with CDC recommendations. Replacing carpeting in the building with industrial vinyl planks will increase our ability to disinfect surfaces that students come into contact with daily, and air purification systems placed in each classroom, the library, and school office to promote healthy air and filtration of air to reduce contamination. Budget TagFA13- safety and operation</p> |

|                              |   |  |
|------------------------------|---|--|
| Honors Academy of Literature | 4. Describe how your school will ensure that the interventions it implements, including but not limited to the interventions under Section 2001(e)(1) of the ARP Act 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. | We will provide interventions to address learning loss by implementing Success Maker, an evidence-based online intervention program demonstrating Strong Evidence in all four ESSA areas of evidence for both ELA and Math. Staff and school administrator will oversee the implementation for each student and will monitor and report progress through the students' Learning Loss Mitigation Plan) LLMP. Parents, general education teachers, school administrators and Learning Loss Mitigation Plan managers will be consulted in the development of each students' Learning Loss Mitigation Plan. Plans will be developed based on students' needs and goals will be identified in the plan. Progress towards goals will be monitored no less than quarterly using reports generated from Success Maker and consulting the general education teacher, and progress will be reported to parents, school administration, and the general education teacher.  |
| Honors Academy of Literature | 5. Describe how your school engaged in meaningful stakeholder consultation and afforded the public opportunities to provide input in the development of this funding plan. Specifically state – from the groups listed in the Notes section on Page 1 - each group, the dates of consultation, the input provided by that group, and how that input was used to inform the development of this funding plan.    | <p>To develop our 2021-2022 Reopening Plan and this grant application, we consulted with and considered resources provided a number of stakeholders including students, families, school administrators (including special education administrators), State Public Charter Authority, teachers, school leaders, other educators, other school staff, civil rights organizations (including disability rights organizations) stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children in foster care, other underserved students including representation from our LGBTQ community, and families qualifying for Free and Reduced Lunch. A survey was sent to stakeholders in our newsletter and made available by on social media to gather information about top priorities of stakeholders at the end of the 2020-2021 school year. Responses to that survey included representation from the following groups of stake holders:students, families, school administrators, special education administrators, teachers, school leaders, other educators, other school staff, stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children in our LGBTQ community, and children qualifying for Free and Reduced Lunch.</p> <p>12 month contracted staff and parents met in June and July 2021 to develop our reopening plan. This sub-committee of the reopening committee included: school administrator special education administrator, other school staff, stakeholders representing the interests of children with disabilities. children in out LGBTQ community, and children qualifying for Free and Reduced Lunch. The larger Reopening Committee met in August 2021 to finalize the Reopening Plan. This committee includedstudents, families, school administrators, special education administrators, teachers, school leaders, other educators, other school staff,</p> |

Honors Academy of Literature

6. Summarize how your school's re-opening plan submitted to the SPCSA via Epicenter addressed maintaining the health and safety of students, educators, and other school staff, and to the extent to which the school has adopted policies, descriptions of any such policies, on each of the CDC's safety recommendations specifically including those listed in the Notes section on Page 1.

The CDC provided the following safety recommendations for schools: 1) Universal and correct wearing of masks 2) Modifying facilities to allow for physical distancing (e.g., use of cohorts/podding) 3) Handwashing and respiratory etiquette cleaning and maintaining healthy facilities, including improving ventilation contact tracing in combination with isolation and quarantine, in collaboration with the State, local, territorial, or tribal health departments 4) Diagnostic and screening testing 5) Efforts to provide vaccinations to school communities 6) Appropriate accommodations for children with disabilities with respect to health and safety policies and 7) Coordination with state and local health officials. Each of these recommendations are addressed in our reopening plan. 1- students will be required to wear masks as deemed necessary by health and government officials. 2- physical distancing will be maintained to the extent possible. 3- hand washing stations are available in or near all classrooms. With this grant monies, we propose to make additional modifications to our facility to enhance our ability to maintain a safe facility by installing air filtration/purification machines in each classroom and removing all carpet and replacing with an industrial grade laminate plank that can be disinfected daily. 4- We will provide access to COVID-19 tests for all students, faculty, and volunteers. 5- We will regularly notify families of vaccine opportunities in the Reno/Sparks areas. 6- We will provide appropriate accommodations for students with disabilities on a case-by-case basis and in accordance with ADA, IDEA, and HIPAA regulations. 7- We will continue to work with state and local health officials to be able to provide students with a safe learning environment.



|                                 |  |   |
|---------------------------------|--|---|
| Imagine School at Mountain View | 1. Describe the extent to which and how ARP ESSER funds will be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, in line with the most recent CDC guidance, in order to continuously and safely operate schools for in-person learning.  | <p>ARP ESSER funding will be used to implement prevention and mitigation strategies in the following ways:</p> <ul style="list-style-type: none"> <li>- Monthly anti-viral/anti-bacterial Pro-Con fogcleaning treatment. This product is a one-step neutral disinfectant that is effective against a broad spectrum of bacteria, is veridical and inhibits the growth of mold and mildew and their odors. Formulated to disinfect the following hard nonporous inanimate environmental surfaces.</li> <li>- The school will replace carpet with vinyl to reduce the spread of germs and infections that can be transferred by carpet.</li> <li>- Plasma Air products are mounted in the central air conditioning system of any building. As air passes over the products, millions of positively and negatively charged ions are formed just like in nature. These bipolar ions disperse into the occupied space through the duct system, proactively attacking airborne contaminants where they cause the most problems for occupants.</li> </ul> <p>A full-time facilities coordinator leads and assists with school repairs, improvements, sanitization, and cleaning.</p> |
| Imagine School at Mountain View | 2. Describe how your school will use 20% of its ARP ESSER allocation in accordance with ARP Act Section 2001(e)(1) 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 programs. BUDGET DETAILS MUST REFLECT THIS INTENDED USE BY ASSIGNING BUDGET TAGS FA1, FA2, FA3. | <p>Approximately 54% of the ARP ESSER allocation will be used for budget code FA2 (learning loss-academic). The school will employ 10 full time instructional aides to pull small groups throughout the day based on individual student data. Additionally, the school will develop a master schedule that provides 40 min of intervention, enrichment, and re-teach opportunities for all students school-wide. During this block of time, the teachers and instructional aides will pull small groups based on student learning levels in both ELA and math. Funding will also be used to employ a full-time Safe School Professional to provide SEL lessons to classes and students, run individual and small group sessions, and provide resources to students and families.</p>  |
| Imagine School at Mountain View | 3. Describe how your school will use the remaining 80% of its allocation in accordance with the ARP Act Section 2001(e)(2). ASSIGN BUDGET TAGS FA4-FA16 TO REFLECT THIS USE.   | <p>The remaining funding will be used to address facility repairs and improvements by replacing the floor in carpeted places, improving air conditioning filtration, and hiring a full time facilities coordinator. Additionally, the school will hire a full time front office receptionist to assist in maintain the operation of services.</p>   |

Imagine School at Mountain View 4. Describe how your school will ensure that the interventions it implements, including but not limited to the interventions under Section 2001(e)(1) of the ARP Act 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.

The school has aligned structures and resources to ensure the students will have their academic and mental health needs addressed. The school has created a master schedule to include a 40 minute block of time where student receive individualized instruction at their instructional level based on assessment data. Teachers will incorporate SEL lessons into their character development instruction throughout the week. The Safe School Professional will support student's SEL by providing class or small group lessons and hold individual or groups sessions.

Imagine School at Mountain View 5. Describe how your school engaged in meaningful stakeholder consultation and afforded the public opportunities to provide input in the development of this funding plan. Specifically state – from the groups listed in the Notes section on Page 1 - each group, the dates of consultation, the input provided by that group, and how that input was used to inform the development of this funding plan.

The school received stakeholder from all school staff including special education staff, teachers, aides, administration, and all other staff employed by the school (please note: the school is not affiliated with any union). Additionally, the school surveyed all families for their input on the use of ESSER funding through a number of different surveys. As all families were given the opportunity to take the surveys, the results would include information from all demographics the school serves. The dates of the surveys are as follows:

- June 9, 2020
- August 6, 2020
- January 15, 2021
- May 2021
- June 2021
- July 14, 2021

|                                 |  |   |
|---------------------------------|--|---|
| Imagine School at Mountain View | 6. Summarize how your school's re-opening plan submitted to the SPCSA via Epicenter addressed maintaining the health and safety of students, educators, and other school staff, and to the extent to which the school has adopted policies, descriptions of any such policies, on each of the CDC's safety recommendations specifically including those listed in the Notes section on Page 1.   | The re-opening plan includes health and safety, student and staff well being, and emergency closure procedures. The staff and students wear masks, social distance when able, regularly hand wash and/or sanitize, no visitors are allowed on campus, students remain with their cohorts, etc.  |
| Leadership Academy of Nevada    | 1. Describe the extent to which and how ARP ESSER funds will be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, in line with the most recent CDC guidance, in order to continuously and safely operate schools for in-person learning.  | As an online school, we have minimal physical contact with our students and staff and therefore have minimal need for prevention and mitigation strategies to safely operate our school.<br>We will not be using ARP ESSER funds for this purpose.  |
| Leadership Academy of Nevada    | 2. Describe how your school will use 20% of its ARP ESSER allocation in accordance with ARP Act Section 2001(e)(1) 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 programs. BUDGET DETAILS MUST REFLECT THIS INTENDED USE BY ASSIGNING BUDGET TAGS FA1, FA2, FA3. | We have noticed an increase in our enrollment as students and families are looking for a safer educational environment for their students. With this higher enrollment comes students who have seen lost instructional time in their brick-and-mortar schools. In addition, we have seen our own students struggle with not having some sort of outlet, either extracurricular activities, participation in church activities, groups, or other types of activities that have not been happening the last year and a half. Some students are burnt out from being online and have struggled in the online environment.<br>We, therefore, propose to use more than 20% of our ARP ESSER allocation for two (2) additional staff to work with students in small groups and/or individual tutoring (FA2). These positions will be funded starting the summer of 2022 and continue throughout the 2022-23 school year and throughout the summer. Special attention will be given to students from underrepresented groups, specifically FRL and IEP students.<br>In addition to academic instruction, we feel it important to provide SEL opportunities during the summer for students who need additional help with competencies of social-emotional learning (FA1). This will happen through the implementation of one five-day summer camp in 2022 and two five-day camps in 2023. These summer camps will focus on the development of student skills in 1) self-awareness, 2) self-management, 3) social awareness, 4) relationship skills, and 5) responsible decision-making. |

|                              |   |   |
|------------------------------|---|---|
| Leadership Academy of Nevada | 3. Describe how your school will use the remaining 80% of its allocation in accordance with the ARP Act Section 2001(e)(2). ASSIGN BUDGET TAGS FA4-FA16 TO REFLECT THIS USE.  | In addition to using funds for interventions, we have a need for increased assistance to manage the increased number of laptops that are being lent to students. We will contract with a company that will help set up and manage control of laptops using Microsoft Azure and Intune.  |
| Leadership Academy of Nevada | 4. Describe how your school will ensure that the interventions it implements, including but not limited to the interventions under Section 2001(e)(1) of the ARP Act 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. | The additional staff that will be hired will specifically work with underrepresented students. One staff position will be specifically assigned to the special education team, working with students who have learning disabilities. The other staff member will be assigned to the Student Success team, working with students who struggle academically, organizationally, or with motivation. The additional staff will be working with these students either one-on-one or in small groups. This will allow the staff members to respond individually to the academic, social, emotional, and/or mental health needs of all students, and particularly those students who have been disproportionately impacted by the COVID-19 pandemic.   |
| Leadership Academy of Nevada | 5. Describe how your school engaged in meaningful stakeholder consultation and afforded the public opportunities to provide input in the development of this funding plan. Specifically state – from the groups listed in the Notes section on Page 1 - each group, the dates of consultation, the input provided by that group, and how that input was used to inform the development of this funding plan.    | We always try to engage our stakeholders in meaningful discussions on how we can improve our educational environment. We survey our students and parents annually to see how we can improve. Those surveys are sent out in the fall and spring and we analyze to see how we can improve in all areas. In addition, we looked at the school climate survey to evaluate the status of our social-emotional environment. From our Spring 2021 student survey, we scored lowest on the measure of students feeling that if they were struggling that a staff member reaches out to them to provide support and resources. We can address this issue by providing additional staff to reach out to struggling students. From the Spring 2021 parent survey, we scored lowest on the engagement of our synchronous courses and the effectiveness of time spent in class. We will continue to address this issue, but will not be using ESSER funds to cover it. We also ask our mentors to fill out a survey to provide feedback to the administration. In addition, we hold weekly PD meetings to provide training and collaboration. One takeaway from this past year was to increase communication between Student Success Specialists and Academic Coaches with the teachers to help the students increase academic achievement. This solidified the need for additional staff members to help with struggling students. The administration team met on August 17 to review the input and create a needs list. The recommended items are what the administration developed. On August 19 the proposed items were presented to the board and were discussed and met with approval. |

Leadership Academy of Nevada

6. Summarize how your school's re-opening plan submitted to the SPCSA via Epicenter addressed maintaining the health and safety of students, educators, and other school staff, and to the extent to which the school has adopted policies, descriptions of any such policies, on each of the CDC's safety recommendations specifically including those listed in the Notes section on Page 1.

As a Nevada approved distance education provider, we will continue to serve all students using our approved model of instruction, the majority of which is done virtually in synchronous courses. There are times that we will have students together, such as mandatory state testing, ACT testing, and periodic student activities. At these events/instances, we will follow the CDC guidelines of 1) the correct wearing of masks, 2) physical distancing, and 3) handwashing and respiratory etiquette. As a virtual school, we will continue to encourage diagnostic and screening testing and encourage students/families to vaccinate to the extent possible, and coordinate with state and local health officials to support our students/families. However, as we have a small office and do not meet regularly with our students, we do not believe we can effectively provide vaccination efforts to our students/families. Appropriate accommodations for children with disabilities will continue to be made via the online learning environment.

Learning Bridge A Charter School

1. Describe the extent to which and how ARP ESSER funds will be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, in line with the most recent CDC guidance, in order to continuously and safely operate schools for in-person learning.

Learning Bridge will combine counseling for students, the expertise of a technology integration and information officer along with summer school to practice the mitigation strategies to properly implement prevention strategies concerning ARP ESSER funds according to the CDC guidance for the next two years. Students and families have been affected by Covid issues and there needs to be both student and family counseling, understanding of distance education and continued summer school opportunities to deal with some of the difficult issues covid has caused with finance in the home, undue stress students and parents have acquired which often has spilled over into the learning environment making it difficult for students to learn.

Counseling will be provided to students in school and parents if they wish to be included in counseling may do so, to relieve stressful issues which affect the entire family. The counselor will also continue counseling sessions and educational fun sessions through games and short teaching sessions during the summer as part of summer school.

We will also use a technology and information officer to provide updated information to families by ensuring information is properly vetted and placed on the website dealing with mandates, vaccinations, and declarations. The Technology officer will also teach parents how to navigate the internet by offering classes so they understand what is expected of them as far as distance learning for their children. Additionally the technology officer will offer classes to parents, students and teachers so that all will understand how to keep students safe and engaged while working on the internet and advise teachers of how to set up and maintain educational websites for students so learning loss and enrichment can be addressed.

|   |   |  |
|---|---|--|
| <p>Learning Bridge A Charter School</p> | <p>2. Describe how your school will use 20% of its ARP ESSER allocation in accordance with ARP Act Section 2001(e)(1) 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 programs. BUDGET DETAILS MUST REFLECT THIS INTENDED USE BY ASSIGNING BUDGET TAGS FA1, FA2, FA3.</p> | <p>Learning Bridge will offer a summer school program for 21 days for the next two years which will be open to all students. Special Education students will be given personal invitations and have individual summer school IEPs to reflect the continued learning necessary to move forward based on their yearly IEPs and also work towards expected goals for the upcoming school year to prevent learning loss. English Language Learners will also continue with the work and exercises they experienced during the school year to improve their language skills so their classroom work, activities and social interactions become more effective and positive in both an academic and community social setting. The hope is they will function more effectively and independently in school and in the community. Students with 504 plans will also be targeted so they can experience the continued progress which happened during the year and or catch up and remediate on learning loss. All students will be accepted into summer school so they can remediate or enrich their learning skills for enhanced academic success and performance.</p> <p>Summer School will test students the first week of school so we know where students are struggling and excelling so we can maintain work in the classroom in those areas of learning most beneficial to the students. We hope to serve 80 students with 6 teachers including a special education and speech pathology and ESL teacher to ensure students are met at every level of their learning needs. Students will also engage in a STEM program to incorporate science strategies that provide hands-on learning for each student in the summer school program.</p> |
|---|---|--|

Learning Bridge A Charter School 3. Describe how your school will use the remaining 80% of its allocation in accordance with the ARP Act Section 2001(e)(2). ASSIGN BUDGET TAGS FA4-FA16 TO REFLECT THIS USE.

Use of a counselor and technology information and integration officer are of the utmost importance to the learning curve of staff, students and community and will represent the other 80% of the ESSER Grant allocations. It is important that our website reflect information about covid and how to stay safe, understand state directives, receive information of where students and parents can be vaccinated and any emergency information dealing with the health and safety of students in the community. Another reason the information and integration officer is important is because they will be interacting with and teaching students, teachers and community how to learn, communicate and complete students work on new digital educational platforms so that if we must go back to distance learning in our homes, parents staff and students will understand and be able to navigate the websites with which they interact. By offering short courses to parents, they will know and understand what is expected in the world of technology education for their students and its expectations.

The Technology Information and Integration Officer will serve as both purveyor of information and instructor to the school community so we are ready at all times to use both daily and in an emergency distance learning.

With more money in our counseling budget we will be able to see more students in individual and group settings. We have found some of our students have severe anxiety and other issues generating from Covid and home that affect their learning in the classroom. For the next two years and beyond we hope to extend services so the Counselor can see more students one on one and the middle school students in more group settings. The counselor will be available to provide continued support and counseling in summer school with games and activities as well as one on one sessions if necessary. With the counselor participating in



Learning Bridge A Charter School

4. Describe how your school will ensure that the interventions it implements, including but not limited to the interventions under Section 2001(e)(1) of the ARP Act 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.

Our community is impacted by covid at every level. It is particularly important for students to understand how covid affects them at a personal level and how it affects the learning community. With having a counselor, more available students and parents enables us to better understand and deal with how covid is affecting the lives of all in the community. Having a technology integration and information officer ensures correct information comes out from our school to the school community and the community at large. The interventions which we choose to implement will be based on the needs of our school community. Having a counselor to attend to the more personal needs of the school community, a technology integration and information office to ensure usage of technology and presenting correct sources of information on our website will provide a better informed school community to deal with the ill effects of Covid-19.

The loss of instructional time and learning has affected every single student. As we examine test scores from SBAC and NWEA we are receiving a clear picture of the learning loss that has taken place at Learning Bridge Charter School. We will respond to the social,emotional and educational needs of our students with the aforementioned strategies presented.

Learning Bridge A Charter School

5. Describe how your school engaged in meaningful stakeholder consultation and afforded the public opportunities to provide input in the development of this funding plan. Specifically state – from the groups listed in the Notes section on Page 1 - each group, the dates of consultation, the input provided by that group, and how that input was used to inform the development of this funding plan.

At the August 2021 Board meeting both parents and community members voiced their opinions and dissatisfaction about being able to obtain pertinent information through our schools website. They would like more insight as to policies and how Covid is affecting decisions made at the school. Also, in the fall of 2020, we had a workshop to help parents find the sites and instructions where their students work was found for distance learning assignments and expectations. At that time, parents requested that we repeat that workshop this fall with even more information. Teachers have expressed the need for extensive training in using the website and how to interface with information and lessons that deal with distance learning and education for our students. This has been an ongoing conversation with teachers since covid.

This summer parents and students stated that their summer school experience was wonderful. They have expressed hope that we will have summer school again in the future. Parents have also said that more of them will send their children to summer school because we now know in advance and can set the dates early to inform parents.

Our special education teacher who taught this summer from June-July 2021 was especially thrilled with summer school and voiced to administration and parents that this was an extremely important experience for our students. The smaller groups during summer school provided a way for more inclusive activities in a smaller setting Learning Bridge has more than 10 percent of students who fall under need of special education services.

Throughout the 20-21 school year, teachers came to administration with concerns about the emotional state of students. They found many students withdrawn, some having anger issues and other students dismayed because they were experiencing a different dynamic in their households because of Covid-19. They

Learning Bridge A Charter School

6. Summarize how your school's re-opening plan submitted to the SPCSA via Epicenter addressed maintaining the health and safety of students, educators, and other school staff, and to the extent to which the school has adopted policies, descriptions of any such policies, on each of the CDC's safety recommendations specifically including those listed in the Notes section on Page 1.

- Hand sanitizer pumps will be placed in the lunchroom and classroom locations throughout the campus.
- Desks will be arranged to be socially distanced.
- Furniture that is difficult to clean will not be utilized or replaced.
- All air filters will be monitored and replaced as needed. Learning Bridge is housed in a brand new building.
- All shared items, such as athletic balls, will be cleaned accordingly.
- Students and staff will be encouraged to bring their own water bottles and fill them from the touchless re filling stations.
- Technology will be assigned to students as needed/requested and cleaned after every use.

Learning Bridge will follow the guidance of the CDC, SNHD, and SPCSA when it comes to social distancing requirements and room capacity limits. Learning Bridge will work with families of children with disabilities to see if in-person learning is the best option. If it is, then campus leadership will work with each family to develop an action plan that is both academically enriching and safe and healthy.

Legacy Traditional School

1. Describe the extent to which and how ARP ESSER funds will be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, in line with the most recent CDC guidance, in order to continuously and safely operate schools for in-person learning.

The Legacy Traditional Schools Nevada Mitigation Plan is a 22-page document that outlines in great detail the key strategies to keep our staff and students safe for in-person learning. These strategies are aligned with the current CDC guidelines for in-person learning found in the August issue of the CDC Guidance for COVID-19 Prevention in K-12 schools. We have prioritized the following strategies to provide a clean learning environment for our staff and students. These strategies include without limitation: the masking of staff and students while indoors, ensuring proper handwashing and social distancing is maintained daily, monitoring visitor entry, consistently disinfecting classrooms and all areas of the buildings, re-designating open spaces to increase social distancing opportunities, installing hand cleaning stations at each gathering space within the building, and immediately identifying and isolating ill feeling staff and students.

ARP ESSER funds will be used to purchase the following items from our Mitigation Plan to maintain the safety of our growing population of students and staff and to provide a clean learning environment as indicated in the most recent CDC guidelines: Masks and Face coverings, gloves, safety goggles and shield gowns Sanitizing cleaners and sanitization stations (disinfectant spray and Clorox wipes), hand sanitizers, hand soaps, hand wipes and electrostatic handsprayers and Professional cleaning company services for thorough emergency site sanitization. Moreover, our facilities team participates in monthly training that addresses cleaning procedures as outlined in the CDC guidelines. School leaders share the strategies and procedures as well with school staff and parents are provided with the information via the school website and through email.

Legacy Traditional Schools takes the health and welfare of our students and staff very seriously and throughout this global pandemic, we have been closely monitoring best practices to promote a safe learning environment for all. We are prepared if any further mandates occur to intensify the strategies that we already

Legacy Traditional School

2. Describe how your school will use 20% of its ARP ESSER allocation in accordance with ARP Act Section 2001(e)(1) 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 programs. BUDGET DETAILS MUST REFLECT THIS INTENDED USE BY ASSIGNING BUDGET TAGS FA1, FA2, FA3.

The Legacy Traditional Schools Nevada will designate a minimum of 20% of the ARP ESSER allocation for evidence based strategies to increase the academic impact of lost instructional time in the areas of Social Emotional Loss, Academic and Underrepresented Student Groups as follows:

FA1 Evidence Based Learning Loss Social Emotional Loss  
Funding salary and benefits for a 1.0 FTE School Counselor who will work directly with students to gain strategies for use daily to increase social emotional health and promote desire to meet academic expectations.  
Implementing the AIM Behavior Analytic Curriculum. This SEL intervention serves as a tier 3 support for students with high needs. As a supplement to the general education program's Strong Kids program, this targeted intervention will equip our counselors and special education teachers with the tools they need to intervene for students with social and emotional needs. Behavior impedes learning and helping to support behavioral needs will work to close the achievement gap.

FA2 - Evidence Based Learning Loss Academic  
Funding salaries and benefits for the following positions: 1.0 FTE Instructional Coach, 1.0 FTE Math Interventionist and 1.0 FTE Reading Interventionist. These positions will bring academic expertise in instructing children to comprehend math concepts, literacy fluency and reading comprehension.  
Implementing the M-Class Reading Intervention Program will provide student with evidence based intervention to increase reading proficiency and academic success across all content areas.  
Small group Math and Reading Intervention instruction for students during Summer and Spring Breaks, as well as Saturday School sessions throughout the school year. The frequency of these intervention learning sessions provides sustained reiteration to prevent a lapse of information that slows proficiency due to lack of practice.

Legacy Traditional School

3. Describe how your school will use the remaining 80% of its allocation in accordance with the ARP Act Section 2001(e)(2). ASSIGN BUDGET TAGS FA4-FA16 TO REFLECT THIS USE.

Legacy Traditional Schools Arizona has carefully selected items that both align to the Mitigation Plan as well as to the funding criteria for the ARP ESSER Funding guidelines. Therefore, the remaining ARP ESSER Allocation will provide items that support the following criteria:

FA13- Sanitize and clean facilities

Facility Cleaning Materials to ensure the health and safety of our staff and students.

FA7 Distance Learning Technology

Chromebooks for student use that may be used during remote experiences as well. Chromebook - Security Classroom management tool, content filter, student reports.

FA12 Operation and Service Continuity

Teacher Retention Stipends to encourage and recognize teachers for being flexible and resilient moving from hybrid to in-person instruction while providing a consistent learning experience for our students.

FA4 School Repairs and Improvements

Motorola hand held multi-channel radios to maintain the safety of our campuses through emergency communication as surveillance cameras are not allowed.

FA16 Administrative

Vertex Education Charter Management Organization Service Provider Fee, an allowable expenditure in all federal funding sources, supports the efforts of the organization to provide coordination and maintenance of all documentation, spending and reconciliation of funds to ensure appropriate use of funds. This is not a position.

Legacy Traditional School

4. Describe how your school will ensure that the interventions it implements, including but not limited to the interventions under Section 2001(e)(1) of the ARP Act 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.

Legacy Traditional Schools has experienced success with the interventions stated in this grant application in closing the achievement gap that was widened by the impact as a result of the COVID-19 global pandemic.

Legacy Traditional Schools North Valley, Cadence and Southwest Las Vegas students will take the NWEA MAP Growth assessment at the beginning of the school year. These results are nationally normed and therefore can give teachers the data they need to determine the learning gaps created due to the disruption of educational services. Teachers will be able to look at learning objectives and readily determine what skills need to be addressed in order to begin closing those gaps. In an effort to be proactive, a brief review of essential skills from the previous grade will be offered to all first through eighth grade students. Through formative assessments, teachers will be able to monitor essential standards and student performance in order to identify which standards the students have not mastered. Beyond this, interventions will be provided and tracked to show progression towards meeting and exceeding these standards.

Site Principals will ensure that all teachers are trained in the best practices for instructional content, learning objectives and assessments to ensure learning is taking place at the expected pace, engaging and motivating students, utilization of pacing guides to outline the milestones necessary for student learning to occur, and how to identify learning gaps of individual students.

Data and feedback from teacher digital classroom check-ins and formal classroom observations will aide teachers to meet the individual needs of their students and increase achievement in all students. PD will include: Pre-services for teachers at the onset of each year to cover topics including planning curriculum, assessment and instruction, and preparing the learning experience. Support from subject matter experts in the core content areas will help with creating specially designed interventions to meet the needs of their students. This process will identify the

|                           |   |   |
|---------------------------|---|---|
| Legacy Traditional School | <p>5. Describe how your school engaged in meaningful stakeholder consultation and afforded the public opportunities to provide input in the development of this funding plan. Specifically state – from the groups listed in the Notes section on Page 1 - each group, the dates of consultation, the input provided by that group, and how that input was used to inform the development of this funding plan.</p> | <p>Administration from Legacy Traditional Schools Cadence, North Valley, and Southwest Las Vegas (&amp;ldquoLTS Nevada&amp;rdquo) met as a team as well as with stakeholders representing the following groups: parents of students with disabilities, local business owners, faith based organizations, local non-profit groups, parents of EL learners, foster/adoptive parents and Vertex staff members prior to the end of the 2020/21 school year.</p> <p>Overall, discussions included topics such as: general student data and academic performance, growing enrollment, concerns related to the surge of COVID-19 cases, current CDC guidelines and potential masking mandate re-instituted, intervention programs provided on-site and needs of students to experience academic achievement. The interventions stated in this grant application were substantiated by these groups due to the rigor and accessibility that each academic intervention provided for all students.</p> <p>The site principals will work with the Regional Director and Vertex Education, to ensure that feedback from stakeholders (students, parents, staff) regarding the implementation and evaluation of these interventions will be disseminated to all stakeholders. Moreover, stakeholders will be consulted throughout the year to ensure the program is implemented with fidelity and meets the changing needs of the growing student population.</p> |
| Legacy Traditional School | <p>6. Summarize how your school’s re-opening plan submitted to the SPCSA via Epicenter addressed maintaining the health and safety of students, educators, and other school staff, and to the extent to which the school has adopted policies, descriptions of any such policies, on each of the CDC’s safety recommendations specifically including those listed in the Notes section on Page 1.</p>               | <p>Legacy Traditional Schools has published a rigorous Mitigation Plan that provides great detail of how our schools prepare and maintain the health and safety of our staff and students at each of our campuses. Healthy Practices. Universal and correct wearing of masks -Face coverings will be optional unless required in alignment with state emergency directives. Face coverings are optional for vaccinated individuals, including staff members and students who are 12 years of age and older. Students 9 years of age and under are exempt from face covering requirements. Students who are 10-11 years old are required to wear face coverings so long as it is required at the direction of the Governor. Daily health screening -All staff and students are expected to conduct a self-screening of body temperature and COVID-19-related symptoms prior to reporting to the school building. Handwashing and respiratory etiquette -Staff and students are required to wash their hands every two hours with warm water for at least 20 seconds. Contact tracing -Close contacts must quarantine after exposure to someone who is positive for COVID-19. After 24 hours normal daily cleaning and disinfecting will occur.</p>   |



Mater Academy of Nevada

1. Describe the extent to which and how ARP ESSER funds will be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, in line with the most recent CDC guidance, in order to continuously and safely operate schools for in-person learning.

Safety is a top priority, and Mater will take proper measures to follow whatever guidelines are available at the time to ensure the safety of staff and students pursuant to CDC guidelines and NDE. To that end, the following priority areas that have been identified: student and staff safety, providing PPE, thermometers, security cameras, cameras and TV screens for zoom lessons, additional staffing to support social distancing, cleaning/sanitizing, and supervision. Mater has very limited funding to support safe school opening and will rely solely on grant funding to support safe and equitable return to in-person learning. In line with Mater's vision of developing college and career-ready young adults, Mater will provide a professional and efficient learning environment that prepares students for serious study. To mitigate the spread of COVID-19 as we continue to operate in-person learning to the greatest extent possible, Mater will use ARP ESSER funds to purchase Plexiglas partitions, Sanitizing solution, Pure machines solution, Electrostatic sprayers solution, Sanitizing wipes, water bottle filling stations, portable sinks for hand sanitizing, and Disinfectant spray to support additional cleaning and hygiene in safe re-opening of the school to in-person learning.

Mater Academy of Nevada

2. Describe how your school will use 20% of its ARP ESSER allocation in accordance with ARP Act Section 2001(e)(1) 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 programs. BUDGET DETAILS MUST REFLECT THIS INTENDED USE BY ASSIGNING BUDGET TAGS FA1, FA2, FA3.

ARP ESSER 20% set aside funds will be used to support the following initiatives to mitigate SEL and academic learning loss: collaboration among building leaders, instructional coaches, training all staff on virtual learning platform, grade-level team meetings and PLCs, meetings with parents and to provide instructional support, email and communication on community resources, purchasing CTE and STEM Workforce Development equipment and technology, SEL staffing and instructional materials, interventionists to provide small group intervention instruction, technology necessary for hybrid and blended learning intervention programs, additional teaching staff for students who qualify for Special Education Services, class size reduction teachers to lower the number of students in classes so instructors can provide more one-on-one attention to students, and additional mental health staff and materials to implement Mater's MTSS/Rti framework to increase academic and SEL achievement and mitigate learning loss due to COVID school closures. Mater utilizes its grade level meetings and PLCs to share new information and academic resources and has created a menu of resources for video lessons, and will continue to utilize these resources. In the event that schools must close again short-term, each campus has made available Online Learning Plans, Distance Learning Grading Practices, Supplemental Resources, daily office hours, Student Online Expectations and Etiquette, Virtual Classroom Guides, and ZOOM office hours to all teaching staff, students, and families. The mental health professionals will continue to provide virtual parent meetings, Social Media and Technology information and guidance, parenting classes and supports, food locations, emergency service supports, assistance with filing for unemployment, understanding Coronavirus, job listings, and academic supports.

Mater Academy of Nevada

3. Describe how your school will use the remaining 80% of its allocation in accordance with the ARP Act Section 2001(e)(2). ASSIGN BUDGET TAGS FA4-FA16 TO REFLECT THIS USE.

Mater will prepare for a variety of situations, including if students remain home, and for a hybrid program. Funds will be used to support the following initiatives: collaboration among building leaders, instructional coaches, academic interventionists, class size reduction teachers, before, after school, and summer learning opportunities, training all staff on blended learning platform, grade-level team meetings, meetings with parents, email and communication on community resources. Technology purchases and academic supplies will support mitigating learning loss, MTSS supports for all students and ongoing support for families. Mater's innovative learning plan allows for the school to pivot to adapt to changes in instructional delivery models quickly to ensure continuity of educational services for all students. The plan includes in-person instruction following social distancing protocols, distance education through Remote-Live Instruction, or a combination of distance education and in-person hybrid instruction. Teachers with students that have special circumstances such as an Individualized Education Plan (IEP), students experiencing homelessness, or English Language Learner (ELL) plan will be supported through the creation of individualized cohort plans that will provide additional in-person or hybrid virtual small group or individualized instruction. Families will have the opportunity to choose in-person instruction at the school or all Remote-Live Instruction to best meet the needs and priorities of families. ARP ESSER funding will be used to purchase classroom supplies and uniforms for students identified as FRL or in need of additional support. Additional technology equipment, web based programs, and supplies will be purchased to improve Mater's information technology infrastructure necessary for blended and hybrid learning. Social distancing technology such as silent dismissal and Securly will help mitigate the spread of COVID and keep students and staff safe. Extra duty pay for teachers and

Mater Academy of Nevada

4. Describe how your school will ensure that the interventions it implements, including but not limited to the interventions under Section 2001(e)(1) of the ARP Act 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.

Mater will address learning gaps in the same manner that it has in the past, utilizing tools such as iReady, curriculum-based assessments, and progress monitoring. We continue to implement small group Tier 2 and Tier 3 interventions virtually. The Progress Monitoring Plan will include a description of the programs and services that the student will receive. These programs may include but are not limited to: Intervention groups within the classroom that will meet each day for 30 minutes. The targeted size for these intervention groups will be 4-6 students each. These interventions will be held outside of the normal Tier 1 reading block. Tier 2 small group interventions may be held during the day students will participate in 50-minute intervention block four days per week Before school or after the school day tutoring or small group interventions for students who need more support in gaining literacy skills. Interventionists work with students throughout the day. As part of differentiated instruction with a blended learning environment such as iReady. Intervention groups will be run by the learning strategists, classroom teachers, highly trained staff, or parent volunteers trained on specific reading strategies. Mater will receive trainings from their affiliate Mater Academy of Florida (MAF) in education best practices. These trainings will occur before the start of school and throughout the school year. All academic whole group instruction, small group academic interventions, instructional programs and before/after school programming directly align with NvACS. The use of blended learning programs such as iReady in conjunction with assessment data gathered from MAP will increase student achievement. Teachers will be trained on how to read reports from MAP and iReady to acquire a firm understanding on achievement gaps for each of their students to be utilized to guide whole group and small group differentiated instruction. Teachers can use this data to form instructional groups and provide the necessary small group interventions focused on the main ELA domains of the Nevada Academic Content Standards. iReady

Mater Academy of Nevada

5. Describe how your school engaged in meaningful stakeholder consultation and afforded the public opportunities to provide input in the development of this funding plan. Specifically state – from the groups listed in the Notes section on Page 1 - each group, the dates of consultation, the input provided by that group, and how that input was used to inform the development of this funding plan.

Since its inception, Mater has understood the critical role and vital strength of parental and community engagement. Mater Academy utilized its existing community partnerships and methods of communication to broadcast opportunities for public comment and stakeholder feedback in preparing our ARP ESSER funding plan. Mater's campus principals and administrative teams have been meeting bi-weekly since the school moved to distance learning during closure and reopening phases to discuss a variety of topics including remote learning tools and resources, data analysis, brainstorming the school year, budget cuts, etc. Multi-year data analysis has been conducted with multiple data points and assessment measures including MAP, iReady, Nevada Science Assessment, WIDA, SBAC, and ACT to determine academic needs in grades K-12. Each campus sent surveys to teachers to solicit feedback about what is working and what they would like to see different. Surveys were also sent to families to solicit feedback from parents. Mater has solicited feedback and guidance from the CDC, SPCSA, NDE, business community, among others to determine high priority needs as a result of COVID. Mater deployed a survey that was made available July 26- August 13, 2021 to the following groups: Students Families Teachers Other educators School staff Native American tribes Civil rights organizations (including disability rights organizations) Stakeholders representing the interests of children with disabilities, English learners, Children experiencing homelessness, Children in foster care, Migratory students, or children who are incarcerated and other stakeholders (Mater affiliates in Las Vegas and Florida). Academic and mental health were areas identified by all stakeholders as critical areas of need facing students and our campuses during the COVID pandemic. Families recognized that Mater schools did the best job possible during school closures, the lack of in-person learning has resulted in students with significant SEL and academic gaps in learning. Mater's ARP ESSER funding plan takes stakeholder feedback into account and has led to the leadership team to

Mater Academy of Nevada

6. Summarize how your school's re-opening plan submitted to the SPCSA via Epicenter addressed maintaining the health and safety of students, educators, and other school staff, and to the extent to which the school has adopted policies, descriptions of any such policies, on each of the CDC's safety recommendations specifically including those listed in the Notes section on Page 1.

Mater is continuing to strategically plan the Continuity of Operations Plan that includes the following areas: health protocols, physical distancing (modified layouts, smaller class sizes where possible, communal spaces, food service, ZOOM, etc.), prompting behaviors that reduce spread pursuant to CDC Considerations for Schools (staying home when appropriate, hand hygiene and respiratory etiquette, cloth face coverings, adequate PPE supplies and equipment, signs and messaging), maintaining healthy environments pursuant to CDC Considerations for Schools (cleaning and disinfection, shared objects, ventilation, water systems), maintaining healthy operations pursuant to CDC Considerations for Schools (protections for staff and children at higher risk for severe illness from COVID-19, regulatory awareness, gatherings, visitors, field trips, identifying small groups and keeping them together for cohorts, participation in community response efforts, communication systems, leave policies and excused absence policies, back up staffing plan, staff training recognizing signs and symptoms, sharing facilities), focus on mental health to support coping and resilience, preparing for when someone gets sick pursuant to CDC Considerations for Schools (advise staff and families of sick students of home isolation criteria, isolate and transport those who are sick, clean and disinfect, notify health officials and close contacts), technology (student devices and connectivity, ZOOM, mobile device management, instructional and communication platforms, student/family support and privacy and security considerations, computer labs and carts, virtual education), student learning (identify critical standards, data and assessment, student learning strategies, planning and delivery, student agency, academic intervention, grading, communication with parents and students, technology training for students and staff, medically fragile students, students with disabilities, English Language Learners), Trauma-Sensitive Teaching (strategies, identifying students in need,

Mater Academy of Northern Nevada

1. Describe the extent to which and how ARP ESSER funds will be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, in line with the most recent CDC guidance, in order to continuously and safely operate schools for in-person learning.

Mater Northern Nevada will strategically braid CARES/ESSER I, ESSER 2, and AB3 funding to purchase supplies and equipment that will be used to implement additional cleaning and sanitizing to prevent and mitigate the spread of COVID to keep students and staff safe. Mater Northern Nevada will use ARP ESSER funding to focus on SEL and academic learning loss due to COVID school closures.

Mater Academy of Northern Nevada 2. Describe how your school will use 20% of its ARP ESSER allocation in accordance with ARP Act Section 2001(e)(1) 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 programs. BUDGET DETAILS MUST REFLECT THIS INTENDED USE BY ASSIGNING BUDGET TAGS FA1, FA2, FA3.

Mater Academy of Northern Nevada has developed a comprehensive plan for reopening school this August. The plan provides flexibility to our school communities and ensures continuity in all facets of a student's education. The plan provides for the same curriculum and instructional hours whether in-person attending brick-and-mortar school traditional school or through Remote-Live Instruction (synchronous) that addresses equity for all types of learners and focuses on narrowing achievement gaps. The Innovative Model maintains high-quality instruction and services in traditional brick and mortar or fully virtual due to emergency school closures. Mater has identified Mental Health Professionals (MFTS) and SEL to support students and staff in Mater's MTSS/RtI systems, additional staffing to support small group intervention instruction, extended learning opportunities including targeted tutoring, and technology to support a myriad of possible contingency plans as Mater continues to plan health protocols, maintaining healthy operations, focus on mental health, communications protocols, technology, student learning, trauma-sensitive teaching, and considerations for school staff and families. We plan to utilize ARP ESSER funding for Mental Health Professionals (MFTS) to support Mater's focus on mental health, technology to accommodate a variety of school scenarios affected by COVID and school closures to provide continuity of services, and to maintain healthy ongoing operations.

Mater Academy of Northern Nevac 3. Describe how your school will use the remaining 80% of its allocation in accordance with the ARP Act Section 2001(e)(2).  
ASSIGN BUDGET TAGS FA4-FA16 TO REFLECT THIS USE.

We will support students and parents by sending communications to them about what the upcoming school year will look like and will provide guidance on specific programs that may be utilized (such as how to navigate through hybrid, virtual, and in-person instruction) to help them stay connected and understand what their student is learning and how they are learning. Additionally, Mater has sent resources to families for educational activities to do with their students over the summer along with resources for a variety of things such as local therapists, psychologists, and other support services that Mater works closely with. Additionally, Mater will add additional staffing to support technology needs and provide professional development to teachers, students, and families to build capacity in blended and hybrid learning to ensure continuity of services. Mater Northern Nevada will purchase Collegia web based platform to ensure that our school community is flexible in delivering Mater's comprehensive educational programs. MANN is continuing to strategically plan the Continuity of Operations Plan that includes the following areas: health protocols, physical distancing, prompting behaviors that reduce spread, maintaining healthy environments and healthy operations pursuant to CDC Considerations, focus on mental health to support coping and resilience, preparing for when someone gets sick, technology (student devices and connectivity, ZOOM, mobile device management, instructional and communication platforms, student/family support, and privacy and security considerations), student learning (identify critical standards, data and assessment, learning strategies, planning and delivery, academic intervention, communication with parents and students), Trauma-Sensitive Teaching (identifying students in need, classroom routines and procedures, resources for educators and families), Social Emotional Learning, Teacher professional learning expectations, communication for families, school culture, instructional leadership,



Mater Academy of Northern Nevac 4. Describe how your school will ensure that the interventions it implements, including but not limited to the interventions under Section 2001(e)(1) of the ARP Act 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.

MANN will address learning gaps in the same manner that it has in the past, utilizing tools such as iReady, curriculum-based assessments, and progress monitoring. We continue to implement small group Tier 2 and Tier 3 interventions virtually. The Progress Monitoring Plan will include a description of the programs and services that the student will receive. These programs may include but are not limited to: Intervention groups within the classroom that will meet each day for 30 minutes. The targeted size for these intervention groups will be 4 – 6 students each. These interventions will be held outside of the normal Tier 1 reading block. Tier 2 small group interventions may be held during the day students will participate in 50-minute intervention block four days per week Before school or after the school day tutoring or small group interventions for students who need more support in gaining literacy skills. Interventionists work with students throughout the day. As part of differentiated instruction with a blended learning environment such as iReady. Intervention groups will be run by the learning strategists, classroom teachers, highly trained staff, or parent volunteers trained on specific reading strategies. Progress monitoring will be conducted regularly through iReady and MAP assessments to monitor student progress towards reading and math proficiency.

Mater Academy of Northern Nevada 5. Describe how your school engaged in meaningful stakeholder consultation and afforded the public opportunities to provide input in the development of this funding plan. Specifically state – from the groups listed in the Notes section on Page 1 - each group, the dates of consultation, the input provided by that group, and how that input was used to inform the development of this funding plan.

Needs assessment and public comment was completed through the collaborative practices of the principals, teachers and parents. Mater’s campus principals and administrative teams have been meeting bi-weekly since the school moved to distance learning during closure and reopening phases to discuss a variety of topics including remote learning tools and resources, data analysis, brainstorming the school year, budget cuts, etc. Multi-year data analysis has been conducted with multiple data points and assessment measures including MAP, iReady, Nevada Science Assessment, WIDA, SBAC, and ACT to determine academic needs in grades K-12. Each campus sent surveys to teachers to solicit feedback about what is working and what they would like to see different. Surveys were also sent to families to solicit feedback from parents. Mater has solicited feedback and guidance from the CDC, SPCSA, NDE, business community, among others to determine high priority needs as a result of COVID. Mater deployed a survey that was made available July 26- August 13, 2021 to the following groups: Students Families Teachers Other educators School staff Native American tribes Civil rights organizations (including disability rights organizations) Stakeholders representing the interests of children with disabilities, English learners, Children experiencing homelessness, Children in foster care, Migratory students, or children who are incarcerated and other stakeholders (Mater affiliates in Las Vegas and Florida). Respondents overwhelmingly agreed that the biggest challenges facing our students are lack of in-person instruction, mental health and SEL gaps in learning, need for support in using technology, and providing additional learning opportunities through extended learning. As a result, Mater has created a comprehensive funding plan to address SEL and academic learning losses as a result of COVID school closures, addition of staffing to support small group instruction and tutoring, and additional technology supports

|   |   |   |
|---|---|---|
| <p>Mater Academy of Northern Nevada</p> | <p>6. Summarize how your school’s re-opening plan submitted to the SPCSA via Epicenter addressed maintaining the health and safety of students, educators, and other school staff, and to the extent to which the school has adopted policies, descriptions of any such policies, on each of the CDC’s safety recommendations specifically including those listed in the Notes section on Page 1.</p>   | <p>Mater Northern Nevada has worked hard and has implemented safety measures to ensure students have a safe learning environment. We have worked closely with the Washoe County Health Department, SPCSA, State of Nevada, as well as the CDC. MANN will continue to consult and work together with the above agencies to continue to provide ongoing successful learning for our Mater students. MANN will maintain the health and safety of students, educators, and other school staff by continuing to follow all recommended CDC and/or WCHD protocols including use of face coverings, handwashing and respiratory etiquette, cleaning and maintaining healthy facilities including improving ventilation, contact tracing, diagnostic and screening testing, efforts to increase access and awareness to vaccinations, appropriate accommodations for children with disabilities with respect to health and safety policies to ensure equitable reopening of the school ensuring student and staff well being.</p> |
| <p>Nevada Connections Academy</p>       | <p>1. Describe the extent to which and how ARP ESSER funds will be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, in line with the most recent CDC guidance, in order to continuously and safely operate schools for in-person learning.</p>  | <p>Nevada Connections Academy is a full-time virtual school, giving students and families the option to attend an accredited and well-established online program continuously and safely from the comfort and safety of their own home. There is no in-person requirement for NCA, so families and students can continue their education uninterrupted and by teachers specifically trained and experienced in a virtual setting.</p>   |
| <p>Nevada Connections Academy</p>       | <p>2. Describe how your school will use 20% of its ARP ESSER allocation in accordance with ARP Act Section 2001(e)(1) 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 programs. BUDGET DETAILS MUST REFLECT THIS INTENDED USE BY ASSIGNING BUDGET TAGS FA1, FA2, FA3.</p> | <p>The school will use ARP ESSER 3 funds to accelerate learning through instructional approaches: The school will use funds for salaries and benefits for licensed educators providing supplemental academic instruction and academic intervention and supports to students who are at risk of falling behind within the context of grade-level work using high quality formative assessments to determine areas of need, and providing instruction on essential learning. In addition, the school will use funds for summer learning and enrichment, covering costs of staff providing high-quality supplemental instruction and support to students who have fallen behind and/or are enrolled in summer courses and covering costs of credit recovery courses for students.</p>  |

|                            |   |   |
|----------------------------|---|---|
| Nevada Connections Academy | 3. Describe how your school will use the remaining 80% of its allocation in accordance with the ARP Act Section 2001(e)(2). ASSIGN BUDGET TAGS FA4-FA16 TO REFLECT THIS USE.  | The school will use the remaining ARP ESSER 3 funds in accordance with ESEA. The school will fund the following:<br><ul style="list-style-type: none"> <li>&amp;middot salaries and benefits for CTE teacher providing instruction to students enrolled in CTE courses</li> <li>&amp;middot salaries and benefits for a College Career Readiness Specialist and Counselor providing supplemental college and career counselling and support, reviewing transcripts and progress monitoring to ensure that students are on track for successful college and career ready on-cohort graduation</li> <li>&amp;middot salaries and benefits for a student accountability coordinator responsible for reviewing attendance and participation and providing supplemental supports and access to resources for students who are at risk of becoming truant</li> </ul>  |
| Nevada Connections Academy | 4. Describe how your school will ensure that the interventions it implements, including but not limited to the interventions under Section 2001(e)(1) of the ARP Act 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. | All students receive personalized and differentiated instruction and staff assess the unique needs of each student to ensure that all students have access to the educational and instructional services needed to succeed. Personal plans taken into account the academic, social, emotional, and mental health needs of each individual student, including those disproportionately impacted by COVID-19, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children and youth in foster care, and migratory students. Data is reviewed across all grade levels and all core subjects and broken down into subgroups (ethnicity, economic status, EL, homeless, sped, cohort status, late enrollment, other at-risk factors, etc.) and used to determine the needs of individual students, subgroups, and the school as a whole and to determine best ways to address those needs for continuous improvement. Student data is housed in the schools Education Management system (EMS) and is show in real-time so that teachers and staff can see when a student is falling behind and can work with that student, their family, and appropriate staff to determine what that individual student needs to succeed and how the staff can support that students success |

|                            |   |  |
|----------------------------|---|--|
| Nevada Connections Academy | <p>5. Describe how your school engaged in meaningful stakeholder consultation and afforded the public opportunities to provide input in the development of this funding plan. Specifically state – from the groups listed in the Notes section on Page 1 - each group, the dates of consultation, the input provided by that group, and how that input was used to inform the development of this funding plan.</p> | <p>Public feedback: 8/11/21, ARP use of Funds plan on school’s site, requested feedback via email/phone to POC. For staff, stdt, parent feedback: 8/11/2021, school sent ARP plan to all staff, stdts, families, including families/stdts in foster care, experiencing homelessness, w/disabilities, ELs to request feedback on plan. In email, school notified plan would be reviewed/approved at 8/24/21 board mtg and stakeholders could provide feedback via email, phone, or by attending Board mtg. No feedback so far but will be considered. ARP Plan will be included at Title I Parent mtg w/in first 2 mos of school, at planning committee mtgs in the 1st and 2nd semester. school aims to include stakeholders representing interests of children w/ disabilities (sped teacher, etc.), ELs (EL teacher, etc.), children experiencing homelessness/in foster care (Liaison, etc.), teachers, stdts, and parents on the committee. NCA will continue to review ARP ESSER 3 Use of Funds plan and its impact on progress toward school goals at least quarterly as part of school improvement process. At monthly Board meetings, School Financial Services reviews and communicates SY budget and expenditures with Board and requests approval of preliminary and final budgets each year. Leadership mtgs occur every Monday at which school leadership team (incl the Superintendent, Principal, AP, Office Mgr, Mgr of Counseling Services, Mgr of SpEd Srvc, CCR Coordinator, School Accountability Coordinator, Lit Coach/RTI Coordinator) discuss overall school business, progress toward goals, needs, areas of improvement, new programs and initiatives. Based on feedback from these mtgs, NCA decided to add CCR Specialist CCR counseling position. These positions were added to ensure more stdts graduate CCR ready according to NSPF. Plus this group provided feedback resulting in additional CCR program 2122, Hospitality and Tourism. In Nov/Dec of 2020, action committee was formed based on results of school’s pulse survey. Every staff member was encouraged to serve on a</p> |
| Nevada Connections Academy | <p>6. Summarize how your school’s re-opening plan submitted to the SPCSA via Epicenter addressed maintaining the health and safety of students, educators, and other school staff, and to the extent to which the school has adopted policies, descriptions of any such policies, on each of the CDC's safety recommendations specifically including those listed in the Notes section on Page 1.</p>               | <p>The schools re-opening plan, posted on the school website, reiterates that Nevada Connections is a virtual school with limited to no required in-person time for students and staff, allowing students and staff to safely distance at home. In the event that there are in-person events and/or at the school office, the school will adhere to CDC guidelines. The schools policy relating to the CDCs safety recommendations is attached</p>   |

Nevada Preparatory Charter School 1. Describe the extent to which and how ARP ESSER funds will be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, in line with the most recent CDC guidance, in order to continuously and safely operate schools for in-person learning.

The most difficult element of prevention and mitigation is remaining responsive and nimble as conditions, needs, and requirements change. The school believes that hiring an in-house health professional to coordinate these efforts and focus on scholar health and safety is a valuable step toward operating the safest and healthiest campus possible.

Nevada Preparatory Charter School 2. Describe how your school will use 20% of its ARP ESSER allocation in accordance with ARP Act Section 2001(e)(1) 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 programs. BUDGET DETAILS MUST REFLECT THIS INTENDED USE BY ASSIGNING BUDGET TAGS FA1, FA2, FA3.

The virtual learning liaison is more than 20% of this budget. That dedicated professional will serve as a mobile educator whose responsibilities will include regular home visits and collaboration with any families of students who need to participate in virtual learning on a short-term or long-term basis. The virtual learning liaison will conduct home visits on a strategic schedule to check in with families and scholars who suffered academically during virtual and hybrid learning during the prior two school years. One of her primary focuses is to accelerate student learning so that scholars meet or exceed standards as soon as possible. The liaison's home visits may include scholars who have returned to campus but who have urgent learning needs to address from prior COVID learning loss. Many of these visits will also be to the homes of health-compromised scholars who struggled academically last year, and who need to continue learning from home for the foreseeable future. The liaison will help reverse trends and accelerate learning for scholars in this group. Content of these visits will be tutoring, academic performance reviews, family conferencing and social-emotional support. The liaison will have extensive contact with families, so she will also gather valuable feedback the school can use to better serve families and address learning loss.

Nevada Preparatory Charter School 3. Describe how your school will use the remaining 80% of its allocation in accordance with the ARP Act Section 2001(e)(2). ASSIGN BUDGET TAGS FA4-FA16 TO REFLECT THIS USE.

The remaining budget funds will be used for budget tag FA9 and FA7. These funds will allow the school to hire a full-time health professional to oversee implementation of the school's COVID response. These funds will also allow the school to continue providing 1:1 device resources to all students.

|  |  |
|--|--|
| <p>Nevada Preparatory Charter School 4. Describe how your school will ensure that the interventions it implements, including but not limited to the interventions under Section 2001(e)(1) of the ARP Act 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.</p> | <p>Learning from home was a necessary solution over the past two school years. However, many scholars did not show academic growth consistent with their on-campus results in prior years. We know that many students need additional support if they are learning from home. Our virtual learning liaison will be dedicated to ensuring that support, resources, and expectations for any scholars learning from are equitable and adequate so that no child suffers academically because they need to learn from home in order to protect health and safety. This virtual learning liaison will also coordinate to ensure that the school counselor and the school nurse are aware of at-home scholars needs so they can provide the necessary services, as well.</p>  |
| <p>Nevada Preparatory Charter School 5. Describe how your school engaged in meaningful stakeholder consultation and afforded the public opportunities to provide input in the development of this funding plan. Specifically state – from the groups listed in the Notes section on Page 1 - each group, the dates of consultation, the input provided by that group, and how that input was used to inform the development of this funding plan.</p>    | <p>NV Prep families provide regular, consistent and valuable feedback. Some examples of feedback requests are included on our family blog at <a href="http://nvprep.org/famblog">nvprep.org/famblog</a>, on our summer camp resource page at <a href="http://nvprep.org/summercamp21">nvprep.org/summercamp21</a>, or on our transportation hub at <a href="http://nvprep.org/bus2021">nvprep.org/bus2021</a>. Since the 2020-21 school year ended, parents have been invited to share survey feedback weekly due to changing scheduling needs as a result of construction delays on the school's new campus at 1780 Betty Lane. These surveys are not all collected on a single day, but the school is happy to provide more details results about survey participation. Parent participation rates are close to 100% on most recent surveys because permission slips for field trips and activities are included in these surveys.</p> |
| <p>Nevada Preparatory Charter School 6. Summarize how your school's re-opening plan submitted to the SPCSA via Epicenter addressed maintaining the health and safety of students, educators, and other school staff, and to the extent to which the school has adopted policies, descriptions of any such policies, on each of the CDC's safety recommendations specifically including those listed in the Notes section on Page 1.</p>                  | <p>For the first time since March 2020 NV Prep is delivering instruction primarily through on-campus lessons, until/unless COVID-related quarantines require different accommodations. Through at least September 2021, all families have the option to join classes remotely in a hybrid setting. This school year will commence on September 7, 2021. The school's board has adopted the reopening plan, and it has been implemented as much as possible during summer activities. The plan will be fully implemented when on-campus classes begin. The school is committed to implementing all best practices suggested by the CDS and local health department (masks, daily sanitization, maintaining distance, lunch in classrooms, sanitizing school buses twice daily, etc.). We will continue to communicate any changing or updated health guidelines to families and scholars.</p>   |

|                     |  |  |
|---------------------|--|--|
| Nevada Rise Academy | 1. Describe the extent to which and how ARP ESSER funds will be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, in line with the most recent CDC guidance, in order to continuously and safely operate schools for in-person learning.  | ARP ESSER funds will be used to implement prevention and mitigation strategies that are in line with CD guidance in order to continuously and safely operate schools for in-person learning through both supplies and services. We will use funds to purchase necessary personal protective equipment, such as masks and plastic shields at student seats. We will also use funds to purchase supplies to ensure a safe and sanitized facility, including cleaning products, sanitizer, equipment, air purifiers and filters, and other janitorial/custodial supplies. Funds will also be obligated to weekly cleaning services from both of our custodial vendors, one focused on supply management and one focused on daily cleaning of the facility.          |
| Nevada Rise Academy | 2. Describe how your school will use 20% of its ARP ESSER allocation in accordance with ARP Act Section 2001(e)(1) 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 programs. BUDGET DETAILS MUST REFLECT THIS INTENDED USE BY ASSIGNING BUDGET TAGS FA1, FA2, FA3. | Nevada Rise will use at least 20% of the ARP ESSER allocation in accordance with ARP Act Section 2001(e)(1) to address the academic impact of lost instructional time through the implementation of evidence-based interventions. The funds will be used to implement summer enrichment programs for the summer of both 2022 and summer of 2023. These programs will incorporate academic and enrichment opportunities, infusing science and the visual and performing arts. We will also offer an afterschool program for both the 2021-2022 school year and the 2022-2023 school year. These programs will also focus on both academic and enrichment, offering tutoring, acceleration, and dual-language programs, as well as STEAM and sports opportunities. |



|                            |  |   |
|----------------------------|--|---|
| <p>Nevada Rise Academy</p> | <p>3. Describe how your school will use the remaining 80% of its allocation in accordance with the ARP Act Section 2001(e)(2). ASSIGN BUDGET TAGS FA4-FA16 TO REFLECT THIS USE.</p>  | <p>The remaining funds will be used to enhance learning through personnel, platforms for improving instruction through the coaching cycle, technology for classroom use, and materials to help in the identification of students needing additional supports.</p> <p>Funds will be used for personnel to allow for increased individualized instruction and intervention. Associate teachers will be used to address learning gaps through the facilitation of small group instruction, analyzing data from learning platforms, and provide targeted Tier 3 intervention for the 2021-2022 and 2022-2023 school year. Funds will also be used to help provide mental health services and supports through the hiring of a contracted counselor.</p> <p>Funds will also be dedicated to address learning gaps through targeted coaching, professional development, and evaluations. Frontline Education platform will meet each educator's needs with individual professional development plans, relevant, targeted learning opportunities, and connect to learning plans and goals. This platform will house observation data to be used for coaching to improve instruction.</p> <p>Technology will be purchased to enhance in-person and online instruction to address learning gaps and accelerate student learning. As a slow-growth school, classrooms must be furnished with the technology other classrooms had for distance education, including television monitors, projectors, document cameras and technology carts. Funds will be also used for updated teacher computers and student devices to be used for both in-person and online instruction.</p> <p>To help identify students who need additional supports, funds will be used to purchase screening equipment, evaluation protocols, and intervention programs. Finally, as stated in section 1, funds will be used to purchase supplies to sanitize and clean the facility.</p> |
| <p>Nevada Rise Academy</p> | <p>4. Describe how your school will ensure that the interventions it implements, including but not limited to the interventions under Section 2001(e)(1) of the ARP Act 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.</p> | <p>As a single site district designated as a Community Eligible Program school with 100% free and reduced lunch, all funds will support students disproportionately impacted by COVID-19. Nevada Rise has adopted the "We Are Crew" framework developed by EL Education to ensure the school culture supports not only academic excellence, but also the social, emotional, and mental health needs of all students. Through Daily meetings, using parts of our adopted social and emotional learning curriculum, students are empowered and supported in all aspects of school.</p> <p>We have also partnered with the SPCSA to implement the Multi-Tiered System of Supports (MTSS) for the same reason. Part of our funds will be used to fund a counselor to provide support to students identified through referral and the MTSS process.</p>  |

Nevada Rise Academy

5. Describe how your school engaged in meaningful stakeholder consultation and afforded the public opportunities to provide input in the development of this funding plan. Specifically state – from the groups listed in the Notes section on Page 1 - each group, the dates of consultation, the input provided by that group, and how that input was used to inform the development of this funding plan.

Nevada Rise engaged in meaningful stakeholder consultation and afforded the public opportunities to provide input in the development of the funding plan. Specifically, we engaged with families through both in-person meetings and surveys. On May 20, 2021, a session was held at school for parents of students classified as English Language Learners. Part of that session included and opportunity for parents to provide input on family engagement and funding plans for a variety of funding streams. Specifically related to ARP, parents expressed the desire to implement more after school/summer learning opportunities, including a dual-language opportunity, which will be incorporated in the implementation of evidence-based interventions. Additionally, Nevada Rise has recently partnered with an education consulting firm to build a strategic plan. During the initial stages, a selection of parents representative of many subgroups in our school were consulted as part of a feedback component on May 5, 2021. In that focus group, parents provided input in both the direction of the school and funding plans. During this process, student opinion was also solicited on May 6, 2021, as they also had the opportunity to provide both feedback and suggested ideas for which to apply funding. Finally, a teacher focus group was held on May 7, 2021 (teacher input described below). These consultations were lead by a third party and the detailed results were relayed to the administrative team, who then followed up for clarification and extension as appropriate. Family consultation was also accomplished through end of year surveys sent out digitally to all families initiated on May 18 for more comprehensive feedback at a high level. This feedback indicated that parents needed the opportunity to have a distance education option as an alternative during various situations. This informed our funding plan to include enhanced technology to make hybrid models effective, and to be prepared in the case there is a need for distance education and support with before and after school care. School staff was consulted in a variety of ways as

|                          |   |   |
|--------------------------|---|---|
| Nevada Rise Academy      | <p>6. Summarize how your school’s re-opening plan submitted to the SPCSA via Epicenter addressed maintaining the health and safety of students, educators, and other school staff, and to the extent to which the school has adopted policies, descriptions of any such policies, on each of the CDC’s safety recommendations specifically including those listed in the Notes section on Page 1.</p> | <p>The Nevada Rise reopening plan submitted to the SPCSA prioritizes staff and student health and safety. We outline policies and procedures with strict adherence to the guidelines from the Center for Disease Control (CDC) and the Southern Nevada Health District (SNHD). Many of the components of the plan are taken directly from the CDC and SNHD. We continue to modify such policies and procedures based on the changing guidance. For example, our original policy concerning masks outlined mandatory masks for any unvaccinated adult and any student over 9, and encouraged masks for all others. Given recent conditions of transmissibility, masks are now required for all students and staff based on current guidance and mandates.</p> <p>Nevada Rise continues to invest in mitigation measures to ensure the safety and security of our community. The Path Forward plan submitted details our efforts to maintain a clean and safe facility through increased staffing dedicated to sanitation, and an investment in materials and supplies.</p> |
| Nevada State High School | <p>1. Describe the extent to which and how ARP ESSER funds will be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, in line with the most recent CDC guidance, in order to continuously and safely operate schools for in-person learning.</p>  | <p>Students at Nevada State High School are offered a full time in-person instruction beginning fall 2021. Certain students with needs to attend some courses virtually will have the ability to request from the school. With that NSHS staff will have face masks as well as hand sanitizers and disinfectant. Current directives will be posted at the sites. Staff and instructors will observe students during class to ensure social distancing is being followed and any student or staff showing signs of illness will be instructed to separate themselves or return home. NSHS will also continue utilizing online scheduling for appointment with students, families thereby limiting the number of people on site per guidelines.</p>   |

|                          |   |  |
|--------------------------|---|--|
| Nevada State High School | <p>2. Describe how your school will use 20% of its ARP ESSER allocation in accordance with ARP Act Section 2001(e)(1) 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 programs. BUDGET DETAILS MUST REFLECT THIS INTENDED USE BY ASSIGNING BUDGET TAGS FA1, FA2, FA3.</p> | <p>Nevada State High School is utilizing 36% or \$190,783.26 of its ARP ESSER allocation by paying for tuition and class materials for students needing them. The students targeted will be to address learning loss, student academic needs, and provide additional extra/winter courses and will be determined using NSHS underserved needs and those who are in study skills. Math has been identified as one of the highest areas of learning loss so the school will devote these ESSER funds to pay for tuition to ensure graduation requirements can be made as well as materials for the students to be successful in those courses such as online course lab codes. NSHS teachers will utilize study skills instruction time to provide additional direct support and interventions to these students in the classroom. ARP set aside funds will also be used to pay for a college tour events. As Nevada State High School is an early college school for 11th and 12th grade students. A component of our curriculum is helping students transition successfully to college. Due to the COVID-19 pandemic, students were unable to participate in events associated with college tours, or visits to campuses during the 20-21 school year. This funding allows for students to participate in these types of events and activities, both locally and regionally, to better prepare them for the transition to college.</p> |
| Nevada State High School | <p>3. Describe how your school will use the remaining 80% of its allocation in accordance with the ARP Act Section 2001(e)(2). ASSIGN BUDGET TAGS FA4-FA16 TO REFLECT THIS USE.</p>   | <p>Nevada State High School will utilize the remaining 62% or \$326,209 to fund staff salary for the educational advising coordinator to provide instructional support and interventions during study skills. As noted in item #2, these NSHS teachers will utilize study skills instruction time to provide direct support and interventions to these students in the classroom. Funds will also be used to fund for an additional counselor to provide mental health services and supports during the school year, contract independent contractors to provide professional development support and training for NSHS staff, as well as purchasing additional marketing materials designated for high-needs zip codes.</p>   |
| Nevada State High School | <p>4. Describe how your school will ensure that the interventions it implements, including but not limited to the interventions under Section 2001(e)(1) of the ARP Act 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.</p>  | <p>Nevada State High School is a unique program serving a diverse community of students with different needs and abilities. These include low income homes, children with disabilities, racial and ethnic minorities, homelessness, and more. The COVID-19 pandemic has surely impacted all students and families with some of these groups suffering greatly. With that, NSHS has utilized the ARP funding from its network to fund an additional counselor which is to rotate through all NSHS sites and paying for courses and materials for those underserved communities. Through these strategic planning and on-going collaboration, the activities references will help provide social, academic and emotional support to all students.</p>  |

|                                  |  |  |
|----------------------------------|--|--|
| Nevada State High School         | 5. Describe how your school engaged in meaningful stakeholder consultation and afforded the public opportunities to provide input in the development of this funding plan. Specifically state – from the groups listed in the Notes section on Page 1 - each group, the dates of consultation, the input provided by that group, and how that input was used to inform the development of this funding plan. | In developing the ARP ESSER plan, Nevada State High School sought feedback from all students and families, and NSHS employees. Surveys were conducted from all the stakeholders referenced between 8/1 and 8/4. This and collaboration with employees provided their feedback on what they believe the school should focus on to address the learning loss and specific needs for NSHS students that were brought on by COVID 19. These survey results and collaboration guided the discussion and planning on how to use these funds.   |
| Nevada State High School         | 6. Summarize how your school’s re-opening plan submitted to the SPCSA via Epicenter addressed maintaining the health and safety of students, educators, and other school staff, and to the extent to which the school has adopted policies, descriptions of any such policies, on each of the CDC’s safety recommendations specifically including those listed in the Notes section on Page 1.               | Nevada State High School plans to reopen with in-person instruction beginning in Fall of 2021. Students needing to participate online may do so upon request. Nevada State High School may address changes should there be updates on the guidelines from the state and the CDC. Students and staff will be directed to follow instructions in alignment with current health requirements and staff will observe that social distance is being followed.   |
| Nevada State High School at Mead | 1. Describe the extent to which and how ARP ESSER funds will be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, in line with the most recent CDC guidance, in order to continuously and safely operate schools for in-person learning.  | Students at Nevada State High School are offered a full time in-person instruction beginning fall 2021. Certain students with needs to attend some courses virtually will have the ability to request from the school. With that NSHS staff will have face masks as well as hand sanitizers and disinfectant. Current directives will be posted at the sites. Staff and instructors will observe students during class to ensure social distancing is being followed and any student or staff showing signs of illness will be instructed to separate themselves or return home. NSHS will also continue utilizing online scheduling for appointment with students, families thereby limiting the number of people on site per guidelines. |

|  |   |
|--|---|
| <p>Nevada State High School at Mead 2. Describe how your school will use 20% of its ARP ESSER allocation in accordance with ARP Act Section 2001(e)(1) 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 programs. BUDGET DETAILS MUST REFLECT THIS INTENDED USE BY ASSIGNING BUDGET TAGS FA1, FA2, FA3.</p> | <p>Nevada State High School at Meadowwood is utilizing 36% or \$13,727.94 of its ARP ESSER allocation by paying for tuition and class materials for students needing them. The students targeted will be to address learning loss, student academic needs, and provide additional extra/winter courses and will be determined using NSHS underserved needs and those who are in study skills. Math has been identified as one of the highest areas of learning loss so the school will devote these ESSER funds to pay for tuition to ensure graduation requirements can be made as well as materials for the students to be successful in those courses such as online course lab codes. NSHS teachers will utilize study skills instruction time to provide additional direct support and interventions to these students in the classroom.</p> |
| <p>Nevada State High School at Mead 3. Describe how your school will use the remaining 80% of its allocation in accordance with the ARP Act Section 2001(e)(2). ASSIGN BUDGET TAGS FA4-FA16 TO REFLECT THIS USE.</p>   | <p>Nevada State High School at Meadowwood will utilize the remaining 63% or \$23,992.06 to fund staff salary for the educational advising coordinator to provide instructional support and interventions during study skills. As noted in item #2, these NSHS teachers will utilize study skills instruction time to provide direct support and interventions to these students in the classroom.</p>   |
| <p>Nevada State High School at Mead 4. Describe how your school will ensure that the interventions it implements, including but not limited to the interventions under Section 2001(e)(1) of the ARP Act 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 of students disproportionately impacted by the COVID-19 pandemic.</p>   | <p>Nevada State High School is a unique program serving a diverse community of students with different needs and abilities. These include low income homes, children with disabilities, racial and ethnic minorities, homelessness, and more. The COVID-19 pandemic has surely impacted all students and families with some of these groups suffering greatly. With that, NSHS has utilized the ARP funding from its network to fund an additional counselor which is to rotate through all NSHS sites and paying for courses and materials for those underserved communities. Through these strategic planning and on-going collaboration, the activities references will help provide social, academic and emotional support to all students.</p>   |
| <p>Nevada State High School at Mead 5. Describe how your school engaged in meaningful stakeholder consultation and afforded the public opportunities to provide input in the development of this funding plan. Specifically state – from the groups listed in the Notes section on Page 1 - each group, the dates of consultation, the input provided by that group, and how that input was used to inform the development of this funding plan.</p>   | <p>In developing the ARP ESSER plan, Nevada State High School sought feedback from all students and families, and NSHS employees. Surveys were conducted from all the stakeholders referenced between 8/1 and 8/4. This and collaboration with employees provided their feedback on what they believe the school should focus on to address the learning loss and specific needs for NSHS students that were brought on by COVID 19. These survey results and collaboration guided the discussion and planning on how to use these funds.</p>   |

|                                  |   |   |
|----------------------------------|---|---|
| Nevada State High School at Mead | <p>6. Summarize how your school’s re-opening plan submitted to the SPCSA via Epicenter addressed maintaining the health and safety of students, educators, and other school staff, and to the extent to which the school has adopted policies, descriptions of any such policies, on each of the CDC's safety recommendations specifically including those listed in the Notes section on Page 1.</p> | <p>Nevada State High School plans to reopen with in-person instruction beginning fall 2021. Students needing to participate online may do so upon request. Nevada State High School may address changes should there be updates on the guidelines from the state and the CDC. Students and staff will be directed to follow instructions in alignment with current health requirements and staff will observe that social distance is being followed.</p>   |
| Nevada Virtual Academy           | <p>1. Describe the extent to which and how ARP ESSER funds will be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, in line with the most recent CDC guidance, in order to continuously and safely operate schools for in-person learning.</p>  | <p>In accordance with ESSA 1114(b)3, Use of Schoolwide Funds, this plan, and its implementation shall be regularly monitored and revised as necessary based upon students needs to ensure that all students are provided opportunities to meet Nevadas academic standards. Nevada Virtual Academy's (NVVA) goal is to support students with the right tools to provide a well-rounded education. We reviewed our SPP and Re-Opening Plan and identified our students and staffs challenges amidst the COVID19 Pandemic. We forecasted needs based on the movement of our school campus, and quarterly surveys completed by Parents and Teachers, and planned in the event we have to move to complete distance ed again. NVVA prioritizes expenditures aligning with these plans as well as bridging the gap lost in Academic Achievement, Academic Growth, the gap in English Language performance, student engagement, college and career readiness, and graduation. Relationship to Needs Assessment (SPP and Re-Opening Plan)- The needs assessment indicates a priority of At-Risk students and students whose learning was impacted by the COVID19 Pandemic. Our goal is to ensure all students are growing academically and are supported in areas of Social Emotional Learning.</p> <p style="text-align: center;">Normal<br/>0</p> |

Nevada Virtual Academy

2. Describe how your school will use 20% of its ARP ESSER allocation in accordance with ARP Act Section 2001(e)(1) 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 programs. BUDGET DETAILS MUST REFLECT THIS INTENDED USE BY ASSIGNING BUDGET TAGS FA1, FA2, FA3.

Positions for Academic and Underrepresented Student Groups- Data Clerk to assist students and families in accessing graduation plans ensuring awareness of login information and progress towards graduation, mitigating credit deficiency. Testing Administration Clerk to assist students and families overcome barriers such as transportation, access to study resources, waivers, and scheduling. Instructional Assistants to support supplemental small groups/classroom instruction to address learning loss under the direction of the classroom teacher. STEM Specialist teacher to provide instruction based on NGSS to underrepresented students. Supplemental Instruction and Recovery Options for Students- ACT Instructional Bootcamp to provide to students, weekend sessions to practice exam and instruction from teachers will provide hints, tips, tricks, and further practice to improve the students scores. Night School Stipends are funds for teachers to offer night school sessions to help close the achievement gap by providing students with more time for deeper learning and the extra help they need to recover from learning loss due to school closures and disrupted schedules. Credit Recovery curriculum to respond to student needs that have emerged during the global COVID-19 pandemic, funding has been earmarked to help K-12 schools address learning loss, facilitate safe school environments, and purchase education technology. These instructional support programs are prepared to provide the social, emotional, and academic supports that students need for learning loss recovery. Social Emotional Learning - SEL Books provided to most at risk students with SEL journal books to support SEL curriculum to teach students how to manage emotions, develop stronger relationships, and understand strengths and weaknesses. SEL professional development speaker for staff to raise student achievement, intercultural competence, and leader efficacy to build self-awareness and bridges between students and families.



Nevada Virtual Academy

3. Describe how your school will use the remaining 80% of its allocation in accordance with the ARP Act Section 2001(e)(2). ASSIGN BUDGET TAGS FA4-FA16 TO REFLECT THIS USE.

On-line curriculum aligns with the State of Nevada directed course of study is accessed through a learning management system platform and includes digital content, attendance tools, synchronous learning software, and asynchronous learning tools. Typical core courses include English Language Arts, Math, Science and Social Studies, as well as electives for Physical Education, Music, Art, Languages and Career Learning/CTE courses.

Normal  
0

false  
false  
false

EN-US  
X-NONE  
X-NONE

Nevada Virtual Academy

4. Describe how your school will ensure that the interventions it implements, including but not limited to the interventions under Section 2001(e)(1) of the ARP Act 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.

The Leadership team at NVVA will ensure the interventions implemented 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 through careful planning of those interventions, based on needs assessments such as engagement, academic, assessment, attendance metrics, as well as student and family SEL surveys that are data driven, showing areas of the greatest need for our students and specific segments of our student population. Interventions will be monitored and evaluated for effectiveness during weekly Leadership meetings and adjusted as needed.

Normal  
0

false  
false  
false

Nevada Virtual Academy

5. Describe how your school engaged in meaningful stakeholder consultation and afforded the public opportunities to provide input in the development of this funding plan. Specifically state – from the groups listed in the Notes section on Page 1 - each group, the dates of consultation, the input provided by that group, and how that input was used to inform the development of this funding plan.

Data collected from a survey on 8/13/21 from students families school and district administrators teachers principals school leaders including children with disabilities, English learners, children experiencing homelessness, children in foster care, migratory students, other underserved students such as FRL indicated as a result of COVID, for the 21/22SY, NVVA should prioritize academics, mental health, social, and emotional activities. Based on these priorities, the respondents thought the top supports needed to be implemented were virtual and in-person events. Asked about the top supports outside of students traditional school day needed, the top responses were after school tutoring, summer learning extension, winter learning extension, and spring learning extension. This input was considered in choosing the line items in this grant submitted for consideration to address learning loss: SEL, academic, and underrepresented groups.

Normal  
0

false  
false  
false

|                        |   |  |
|------------------------|---|--|
| Nevada Virtual Academy | <p>6. Summarize how your school’s re-opening plan submitted to the SPCSA via Epicenter addressed maintaining the health and safety of students, educators, and other school staff, and to the extent to which the school has adopted policies, descriptions of any such policies, on each of the CDC’s safety recommendations specifically including those listed in the Notes section on Page 1.</p> | <p>Thermal Imaging Scanner for temperature testing will be available at the Main entrance for all staff to self-check. Disposable masks will available in the building if needed. Office space is arranged to allow comfortable distance for each employee. Plexiglass shields have been installed at the receptionist desk. Building will be thoroughly cleaned daily, and staff will be provided disinfectant wipes for their use as needed. NVVA will mandate that anyone entering the building wear a mask. Hand sanitizer dispensers are located throughout the building with signs to encourage use. Each classroom will have a Infectious Care basket that includes tissue, Clorox wipes, hand sanitizer and paper towels. All employees will follow CDC hand washing guidelines. Air purifiers will be placed in all classrooms and key office areas. Computers will be wiped down with disinfecting wipes after use. Rooms will be cleaned and sanitized using approved cleaners. Building will be sanitized by a professional company quarterly. Technology for Students: NVVA students are prepared for the technology requirements upon enrollment. Computers are provided to student that do not have a computer using the existing school guidelines. Academics/Testing: NVVA will continue to school students following their usual practice. All students have the opportunity to attend teacher taught classes daily from home. In-Person State Mandated Testing will follow guidelines from SPCSA and Governors Office. Coordination with state and local health officials. Any family that is experiencing difficulties will be handled on a case-by-case basis. Efforts to provide vaccinations to school communities: Volunteered to participate in rapid response COVID testing.</p> |
| Oasis Academy          | <p>1. Describe the extent to which and how ARP ESSER funds will be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, in line with the most recent CDC guidance, in order to continuously and safely operate schools for in-person learning.</p>  | <p>Oasis Academy is using general funds to implement prevention and mitigation strategies that are in line with CDC guidance and our approved Path Forward Re-Opening Plan for the 22-21 school year. We will not be using ARP ESSER funds for these purposes.</p>   |

|               |   |   |
|---------------|---|---|
| Oasis Academy | <p>2. Describe how your school will use 20% of its ARP ESSER allocation in accordance with ARP Act Section 2001(e)(1) 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 programs. BUDGET DETAILS MUST REFLECT THIS INTENDED USE BY ASSIGNING BUDGET TAGS FA1, FA2, FA3.</p> | <p>OA will utilize 100% of ARP ESSER allocation to address the academic impact of lost instructional time with evidence based interventions. Approximately 60% will be used to provide high quality tutoring in reading according to the high dosage principles research shows are the most impactful- tutoring that is provided consistently by licensed educators or paraprofessionals at least three days per week for at least 30 minutes at a time in groups of five or fewer students. This tutoring will be done as in school acceleration by a reading specialist. Math and science intervention will take place through extended day and extended school year tutoring by licensed teachers or paraprofessionals. The remaining 40% of our allocation will be spent to address social emotional learning that results from COVID-19.</p> |
| Oasis Academy | <p>3. Describe how your school will use the remaining 80% of its allocation in accordance with the ARP Act Section 2001(e)(2). ASSIGN BUDGET TAGS FA4-FA16 TO REFLECT THIS USE.</p>   | <p>null</p>   |
| Oasis Academy | <p>4. Describe how your school will ensure that the interventions it implements, including but not limited to the interventions under Section 2001(e)(1) of the ARP Act 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.</p>  | <p>The charter school utilizes NWEA MAPS testing three times a year. We work with a consultant, Data Driven NV, to make sure we are meeting all metrics and goals. Modifications to programming are made following each administration of the MAPS (fall, winter, and spring). OA utilizes the SAEBR quarterly to measure the social, academic, and emotional risk factors of students. Modifications to SEL programming are made following each administration.</p>  |

Oasis Academy

5. Describe how your school engaged in meaningful stakeholder consultation and afforded the public opportunities to provide input in the development of this funding plan. Specifically state – from the groups listed in the Notes section on Page 1 - each group, the dates of consultation, the input provided by that group, and how that input was used to inform the development of this funding plan.

Oasis Academy engaged with stakeholders on two occasions, August 4 10, 2021. Ninety-four (94) individuals participated including: 3 board members, 11 classroom teachers, 2 special education teachers, 4 administrators, 8 support staff members, 9 students, 74 parents/guardians, including 3 parents representing students with IEPs, and 4 representing second language learners, and 2 native american tribal members. Parents weighed in if they would support the use of ESSER III dollars on a reading specialist, additional counselors, math intervention, and/or science intervention. Parents also ranked their priorities among those four options. 96% of participants supported a literary specialist, with 68 naming it as their first or second priority. 94% of participants supported a math interventionist with 50 naming it as their first or second priority. 78% supported hiring an additional counselor with 41 naming it as their first or second priority. 83% supported additional science instruction with 24 naming it as their first or second priority. Taking this input along with the data school leadership has regarding student academic achievement and the data surrounding the social emotional health of staff were used in developing the ARP ESSER III funding plan.

Oasis Academy

6. Summarize how your school's re-opening plan submitted to the SPCSA via Epicenter addressed maintaining the health and safety of students, educators, and other school staff, and to the extent to which the school has adopted policies, descriptions of any such policies, on each of the CDC's safety recommendations specifically including those listed in the Notes section on Page 1.

Oasis Academics plan is in alignment with the SPCSA Plan for the Safe Return to In-Person Learning, the key topics addressed in the Nevada Department of Education's Framework for a Safe, Efficient, and Equitable Return to School Building as well as the U.S. Department of Education's ED COVID-19 Handbook, Volume 1: Strategies for Safely Reopening Elementary and Secondary Schools and ED COVID Handbook, Volume 2: Roadmap to Reopening Safely and Meeting All Students Needs.

The plan includes the following sections: Establishing a Safe Learning Environment, Meeting the Social, Emotional and Mental Health Needs of Students, Accelerating Learning, Full Time Virtual Students, Excluded Students, and Distance Education, Emergency Closure.

Pinecrest Academy of Nevada

1. Describe the extent to which and how ARP ESSER funds will be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, in line with the most recent CDC guidance, in order to continuously and safely operate schools for in-person learning.

Pinecrest will strategically braid CARES/ESSER I, AB3, and ESSER II funding along with private donations and family donations to purchase PPE and cleaning materials and supplies to mitigate the spread of COVID and keep students and staff safe. Pinecrest Academy of Nevada will maintain the health and safety of students, educators, and other school staff by following all recommended CDC protocols. Cleaning procedures include regular cleansing of high touch surfaces throughout the building and daily cleaning of classrooms with disinfecting spray. Pinecrest Academy will require face coverings in accordance with SNHD and CDC recommendations. Students will sanitize hands upon entering the school building or classroom and will wash or sanitize before eating, after playing outside, and after using the restroom. Teachers and staff will remind students to cough or sneeze into their elbows and sanitize hands after using facial tissues to blow noses. Weekly reminders will be sent to families encouraging them to keep children home from school if they display any signs or symptoms of illness or fever. Signs will be placed around campus and in bathrooms to remind everyone to wash hands and sanitize. Cleaning procedures include frequent cleansing of high touch surfaces throughout the building and daily cleaning of classrooms with disinfecting spray. Teachers will include students in the classroom cleaning procedures to the greatest extent possible including frequent opportunities for hand sanitizing and wiping down high-touch surfaces. We will ensure that custodial services regularly change air filters and clean air ducts.

Pinecrest Academy of Nevada

2. Describe how your school will use 20% of its ARP ESSER allocation in accordance with ARP Act Section 2001(e)(1) 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 programs. BUDGET DETAILS MUST REFLECT THIS INTENDED USE BY ASSIGNING BUDGET TAGS FA1, FA2, FA3.

School social work and counseling services have recently evolved to include the provision of mental and behavioral health services as well, such as through individual or group counseling when appropriate and universal programs that promote supportive school climate and emotional wellness. The grant supported positions will provide mental health services and crisis interventions work with community agencies (police, CPS, etc.) to support best practices build community relationships perform assessments (suicide protocols, bullying investigations, threat assessments) provide support and encouragement to increase engagement and mitigate learning loss due to lost instructional time during COVID school closures and be integral parts of the MTSS of supports for Pinecrest students. These positions are crucial to the support of our students. This will allow students to have their most fundamental social and emotional needs met in a timely manner and with the support of experts in the abovementioned realms. Positions of this nature are not currently afforded to the school through state grants and therefore this grant is vital to support these services to the Pinecrest students and staff. To ensure achievement gaps are closed and every student progresses, the curriculum at Pinecrest will include research-based strategies that have proven effective for students at all levels, but especially for students that are at-risk and ELL including but not limited to the following: trauma-sensitive teaching strategies and identifying students in need establishing classroom routines and procedures, communication and resources. Pinecrest's model is innovative, challenging, STEM-based and Blended Learning education will identify gaps in mastery and learning, identify critical standards, provide interventions that target individual student gaps in learning, and explicitly address the needs of the whole child (social-emotional, physical, and mental health) will be provided. These activities will be integrated throughout the regular school day, as well as in the before and after school



Pinecrest Academy of Nevada

3. Describe how your school will use the remaining 80% of its allocation in accordance with the ARP Act Section 2001(e)(2).  
ASSIGN BUDGET TAGS FA4-FA16 TO REFLECT THIS USE.

As a part of the ongoing improvement areas of the development of the high school programs and opportunities, Sloan Canyon has identified two additional areas which will have a great impact on the success of students and are greatly impacted by equality gaps in Pinecrest's student population. The two areas of focus will be the Dual Enrollment and Advanced Placement opportunities at Pinecrest Academy for the students enrolled in grades 9-12. Pinecrest Administrators with Cadence and Sloan Canyon campuses have spent the last four years researching successful Dual Enrollment programs around the state in order to hone in on the most obtainable model. After touring many district public schools as well as charter school, it has been determined that for the amount of students who will be participating in the program as well as the variety of coursework needed to meet the needs of the students, the Dual Enrollment program by which students attend classes on the nearby College of Southern Nevada (CSN) campus would be most feasible. Pinecrest is envisioning a hybrid classroom model in which students attending in person are practicing social distancing and students attending virtually are displayed on a screen in the back of the room and are viewing the teacher through a swivel camera that can follow the teacher. Pinecrest will follow the most updated safety guidelines for students and staff attending in-person, and will implement safety committees in order to ensure compliance and educate staff and students. Pinecrest will implement strategies that it has been using throughout the pandemic. We have continued to implement Tier 2 and 3 strategies in for struggling students, including small groups and individual support and specialists. Pinecrest proposes to purchase necessary technology and infrastructure equipment for teachers and students to participate in distance learning and in blended learning as the school begins to re-open the buildings to students to include teacher laptops, student devices, Swivl cameras, iPads, projectors, and Wi-

Pinecrest Academy of Nevada

4. Describe how your school will ensure that the interventions it implements, including but not limited to the interventions under Section 2001(e)(1) of the ARP Act 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.

Pinecrest uses iReady to monitor implementation and progress and will continue to do so. As mentioned, we provide tiered supports to students and ensure students have access to devices and the internet. Pinecrest will continue supporting Priorities through Formative Data Analysis through professional development support with follow-up IC weekly PLC data chats and instructional adjustment suggestions: Professional learning and support implementation in high-leverage instructional practices (Ongoing IC results based coaching cycle) Support for learning Focused professional learning sessions on key priority topics based on data (Weekly PLC Data Chats) Instructional rounds with feedback for teachers and Progress monitoring of priority areas. Additional tools to monitor progress/program evaluation include the following: climate surveys, selected SEL measure (CASEL framework), focus groups, self-reports, threat assessments, bullying incidence reports, mental health support referrals, iReady, NWEA MAP, SBAC, curriculum-based assessments (iReady, ST Math, Accelerated Reader, Project Lead the Way, Reading Wonders, Amplify, TCI, etc.), teacher lesson plans, annual parent and student climate survey, AP Exams, DE credits earned.

Pinecrest Academy of Nevada

5. Describe how your school engaged in meaningful stakeholder consultation and afforded the public opportunities to provide input in the development of this funding plan. Specifically state – from the groups listed in the Notes section on Page 1 - each group, the dates of consultation, the input provided by that group, and how that input was used to inform the development of this funding plan.

Pinecrest has conducted meaningful stakeholder consultation and afforded the public opportunities to provide input in the development of the ARP ESSER funding plan. Focus groups and surveys were conducted July 19-August 12, 2021 and included the following groups: Students Families administrators (including special education administrators) Teachers School leaders Other educators School staff Native American tribes Civil rights organizations (including disability rights organizations) Stakeholders representing the interests of children with disabilities, English learners, Children experiencing homelessness, Children in foster care, Migratory students, or children who are incarcerated other underserved students (Special Education) and other stakeholders (Dual Enrollment Coordinators, CSN, NDE CTE, SPCSA staff, affiliate schools in Florida and Reno). All stakeholders provided feedback regarding current issues, challenges, and best practices in COVID response as well as safe and equitable reopening of school buildings. The main areas of concern included mental health, access to 1:1 technology to catchup learning, socialization to address social emotional learning gaps, anxiety and other mental health challenges due to COVID school closures, equitable access to technology and Internet, continued dual enrollment and advanced placement programs, and staying in school full time in person. Academic and social emotional learning/mental health were identified as the highest priority needs related to the impact of COVID-19. As a result, the funding plan focuses on mental health and MTSS to support all students in mitigating both academic and SEL learning gaps. Additional staff will be added to support teachers and students in high-quality and evidenced based STEM-blended learning programs to increase student achievement as well as continuing dual enrollment programs in the high school. Technology resources and blended learning programs will be purchased and implemented.

Pinecrest Academy of Nevada

6. Summarize how your school's re-opening plan submitted to the SPCSA via Epicenter addressed maintaining the health and safety of students, educators, and other school staff, and to the extent to which the school has adopted policies, descriptions of any such policies, on each of the CDC's safety recommendations specifically including those listed in the Notes section on Page 1.

Pinecrest Academy will provide a 7 hour instructional day for students to learn in-person and will be vigilant in continuing to safely operate all campuses for in-person learning. Pinecrest Academy of Nevada recognizes that the health and safety of students and staff is of the utmost importance. Pinecrest Academy will seek data, guidance, recommendations, and/or approval from the Southern Nevada Health District, the Center for Disease Control, the Nevada Department of Education, and the Nevada Governor's Office. Pinecrest Academy will continually work with its families, staff, leadership and Board to implement Covid-19 mitigation protocols that are the safest for its in-person students and staff at any point in time. Ultimately, Pinecrest Academy will use all available scientific information to help make a determination on these matters.

Pinecrest Academy of Northern Ne 1. Describe the extent to which and how ARP ESSER funds will be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, in line with the most recent CDC guidance, in order to continuously and safely operate schools for in-person learning.

Pinecrest Northern Nevada will strategically braid CSP, CARES/ESSER I, and ESSER II funding along with private donations and family donations to purchase PPE and cleaning materials and supplies to mitigate the spread of COVID and keep students and staff safe. Pinecrest Academy of Northern Nevada will maintain the health and safety of students, educators, and other school staff by following all recommended CDC protocols. Pinecrest Northern Nevada will add additional cleaning staff to assist with implementing cleaning protocols and policies in line with CDC guidance for the reopening and operating of the facility to effectively maintain the health and safety of students, educators, and other staff. Cleaning procedures include regular cleansing of high touch surfaces throughout the building and daily cleaning of classrooms with disinfecting spray. Pinecrest Academy will require face coverings in accordance with SNHD and CDC recommendations. Additional air quality readers will be purchased as well as various PPE supplies and equipment. Students will sanitize hands upon entering the school building or classroom and will wash or sanitize before eating, after playing outside, and after using the restroom. Teachers and staff will remind students to cough or sneeze into their elbows and sanitize hands after using facial tissues to blow noses. Weekly reminders will be sent to families encouraging them to keep children home from school if they display any signs or symptoms of illness or fever. Signs will be placed around campus and in bathrooms to remind everyone to wash hands and sanitize. Cleaning procedures include frequent cleansing of high touch surfaces throughout the building and daily cleaning of classrooms with disinfecting spray. Teachers will include students in the classroom cleaning procedures to the greatest extent possible including frequent opportunities for hand sanitizing and wiping down high-touch surfaces. We will ensure that custodial services regularly change air filters and clean air ducts.

Pinecrest Academy of Northern Ne 2. Describe how your school will use 20% of its ARP ESSER allocation in accordance with ARP Act Section 2001(e)(1) 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 programs. BUDGET DETAILS MUST REFLECT THIS INTENDED USE BY ASSIGNING BUDGET TAGS FA1, FA2, FA3.

Pinecrest Northern Nevada will add staffing to assist in implementing MTSS and RTI in all subject areas to mitigate learning loss due to COVID school closures. Pinecrest will hire instructional assistants and a math instructional specialist to support students and teachers. These positions are crucial to the support of our students. This will allow students to have their most fundamental academic needs met in a timely manner and with the support of experts in the abovementioned realms. Positions of this nature are not currently afforded to the school through state grants and therefore this grant is vital to support these services to the Pinecrest students and staff. To ensure achievement gaps are closed and every student progresses, the curriculum at Pinecrest will include research-based strategies that have proven effective for students at all levels, but especially for students that are at-risk and ELL including but not limited to the following: trauma-sensitive teaching strategies and identifying students in need establishing classroom routines and procedures, communication and resources. Pinecrest's model is innovative, challenging, STEM-based and Blended Learning education will identify gaps in mastery and learning, identify critical standards, provide interventions that target individual student gaps in learning, and explicitly address the needs of the whole child (social-emotional, physical, and mental health) will be provided. These activities will be integrated throughout the regular school day, as well as in the before and after school extended learning opportunities. Instructional coaches and interventionists will support students and teachers in implementing programs as described. Pinecrest will offer tutoring and after school instructional supports for students to mitigate learning loss.

Pinecrest Academy of Northern Ne 3. Describe how your school will use the remaining 80% of its allocation in accordance with the ARP Act Section 2001(e)(2). ASSIGN BUDGET TAGS FA4-FA16 TO REFLECT THIS USE.

Professional development will be provided in Jane Schaffer writing as well as parent engagement and parent involvement classes throughout the school year. Pinecrest is envisioning a hybrid classroom model in which students attending in person are practicing social distancing and students attending virtually are displayed on a screen in the back of the room and are viewing the teacher through a swivel camera that can follow the teacher. Pinecrest will follow the most updated safety guidelines for students and staff attending in-person, and will implement safety committees in order to ensure compliance and educate staff and students. Pinecrest will implement strategies that it has been using throughout the pandemic. We have continued to implement Tier 2 and 3 strategies in for struggling students, including small groups and individual support and specialists. Pinecrest proposes to purchase necessary technology and infrastructure equipment for teachers and students to participate in distance learning and in blended learning as the school begins to re-open the buildings to students to include teacher laptops, student devices, Swivl cameras, iPads, projectors, and Wi-Fi extenders, etc.... Pinecrest proposes to also purchase high-quality digital curriculum and blended learning programs to support continued academic achievement despite COVID-19 school closures such as Collegia, Springboard, TCI, STEMScopes, Everyday Math, Reading Wonders, Accelerated Reader, MyOn, Reflex, ST Math, and iReady.

Pinecrest Academy of Northern Ne 4. Describe how your school will ensure that the interventions it implements, including but not limited to the interventions under Section 2001(e)(1) of the ARP Act 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.

Pinecrest uses iReady to monitor implementation and progress and will continue to do so. As mentioned, we provide tiered supports to students and ensure students have access to devices and the internet. Pinecrest will continue supporting Priorities through Formative Data Analysis through professional development support with follow-up IC weekly PLC data chats and instructional adjustment suggestions: Professional learning and support implementation in high-leverage instructional practices (Ongoing IC results based coaching cycle) Support for learning Focused professional learning sessions on key priority topics based on data (Weekly PLC Data Chats) Instructional rounds with feedback for teachers and Progress monitoring of priority areas. Additional tools to monitor progress/program evaluation include the following: climate surveys, selected SEL measure (CASEL framework), focus groups, self-reports, threat assessments, bullying incidence reports, mental health support referrals, iReady, NWEA MAP, SBAC, curriculum-based assessments (iReady, ST Math, Accelerated Reader, Project Lead the Way, Reading Wonders, Amplify, TCI, etc.), teacher lesson plans, annual parent and student climate survey, AP Exams, DE credits earned.

Pinecrest Academy of Northern Ne 5. Describe how your school engaged in meaningful stakeholder consultation and afforded the public opportunities to provide input in the development of this funding plan. Specifically state – from the groups listed in the Notes section on Page 1 - each group, the dates of consultation, the input provided by that group, and how that input was used to inform the development of this funding plan.

Pinecrest has conducted meaningful stakeholder consultation and afforded the public opportunities to provide input in the development of the ARP ESSER funding plan. Focus groups and surveys were conducted July 19-August 12, 2021 and included the following groups: Students Families administrators (including special education administrators) Teachers School leaders Other educators School staff Native American tribes Civil rights organizations (including disability rights organizations) Stakeholders representing the interests of children with disabilities, English learners, Children experiencing homelessness, Children in foster care, Migratory students, or children who are incarcerated other underserved students (Special Education) and other stakeholders (SPCSA staff, affiliate schools in Florida and Las Vegas). All stakeholders provided feedback regarding current issues, challenges, and best practices in COVID response as well as safe and equitable reopening of school buildings. The main areas of concern included students falling behind academically by missing on campus days, lack of social activities resulting in depression from lack of getting together with peers for dances and other fun expected student events Reading, writing, math and social skills, emotional, mental and physical safety gaps in learning, academically, socially, mentally, and emotionally small group learning clean safe environment not enough face to face time (but participants thought Pinecrest did better than WCSD, which was appreciated) and a shortfall in learning particularly in math. Pinecrest used this information to create the funding plan to include additional staffing to increase learning time, particularly in mathematics, cleaning and social distancing staffing and supplies, tutoring and family engagement, and additional technology supports.

Pinecrest Academy of Northern Ne 6. Summarize how your school's re-opening plan submitted to the SPCSA via Epicenter addressed maintaining the health and safety of students, educators, and other school staff, and to the extent to which the school has adopted policies, descriptions of any such policies, on each of the CDC's safety recommendations specifically including those listed in the Notes section on Page 1.

Pinecrest Academy will provide a 7 hour instructional day for students to learn in-person and will be vigilant in continuing to safely operate all campuses for in-person learning. Pinecrest Academy of Nevada recognizes that the health and safety of students and staff is of the utmost importance. Pinecrest Academy will seek data, guidance, recommendations, and/or approval from the Southern Nevada Health District, the Center for Disease Control, the Nevada Department of Education, and the Nevada Governors Office. Pinecrest Academy will continually work with its families, staff, leadership and Board to implement Covid-19 mitigation protocols that are the safest for its in-person students and staff at any point in time. Ultimately, Pinecrest Academy will use all available scientific information to help make a determination on these matters.



|                              |   |   |
|------------------------------|---|---|
| Quest Academy Charter School | 1. Describe the extent to which and how ARP ESSER funds will be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, in line with the most recent CDC guidance, in order to continuously and safely operate schools for in-person learning. | ARP ESSER funds will be used for implementing and preventing the spread of Covid-19 at Quest Academy primarily in two ways. First, we will be using the funds to keep large class sizes down in Kindergarten and Second Grade. This also addresses the concerns brought up via key stakeholder feedback in that it also helps to address lost learning by allowing teachers to be able to focus more on individual student goals and social-emotional well-being with the smaller class size as well as make up for lost learning. Second, we plan to further develop the outdoor field so that there can be time outside of the classroom in an open-air learning environment for all grades as the lack of adequate outdoor space was one of the primary concerns from key stakeholder feedback. Currently, Middle-School (grades 6th-8th) are inside all day, and our goal is to allow them an opportunity to be outside for learning opportunities and Physical Education classes. Also, Physical Education classes for the elementary school would be able to be held outside rather than in a smaller gym allowing for greater separation and less likely transmission of any airborne diseases such as Covid-19. As well as supporting the concept of a more balanced learning experience combining indoor learning with outdoor learning which improves students' social-emotional well-being, which was another concern brought up with key stakeholders feedback. |
|------------------------------|---|---|

|                              |  |  |
|------------------------------|--|--|
| Quest Academy Charter School | 2. Describe how your school will use 20% of its ARP ESSER allocation in accordance with ARP Act Section 2001(e)(1) 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 programs. BUDGET DETAILS MUST REFLECT THIS INTENDED USE BY ASSIGNING BUDGET TAGS FA1, FA2, FA3. | Quest Academy intends to address the academic impact of lost instructional time using the following strategies: First, we are proposing to have after-school tutoring for students that are the most impacted by Covid-19 in both SY21-22 and SY22-23. Second, we are proposing to have four weeks each of tutoring during the summers of June 2022 and June 2023. This will effectively target the most impacted student groups affected by Covid-19, as Quest Academy has an FRL population in excess of 90%, Quest also has a significant EL population and substantial students with disabilities population. Third, as mentioned above in question 1, we plan to reduce class sizes in Kindergarten and 2nd grade. Although Kindergarteners lost no instructional time, they will likely be impacted by Covid-19 this year in many ways, and likely had no pre-school options available to them last year to set them up for success this year. The reduction of the class sizes will allow the teachers to have as much time dedicated to each student as will be necessary to ensure their proper development and provide an opportunity to make up for lost opportunities from last year. Lost instructional time was one of the three main concerns (along with social-emotional well-being and lack of adequate outdoor space), and we feel this will put the funds where they belong to recoup as much lost learning as possible. |
|------------------------------|--|--|

|                              |   |  |
|------------------------------|---|--|
| Quest Academy Charter School | 3. Describe how your school will use the remaining 80% of its allocation in accordance with the ARP Act Section 2001(e)(2). ASSIGN BUDGET TAGS FA4-FA16 TO REFLECT THIS USE.  | Quest Academy reviewed the feedback provided by the key stakeholder groups and determined that besides addressing the lost learning, the two main concerns were students' social-emotional well-being and the lack of adequate outdoor space. Both of these items will be addressed in the further development of Quest's outdoor field space- (FA4). This space, which Quest Academy currently has access to and is undeveloped, can and will be used both for outdoor learning opportunities as well as for outdoor physical education classes. Second, the hiring of a full-time Student Support Liaison (FA10) will also support the social-emotional well-being of students and support teaching staff in leadership in these key areas.  |
| Quest Academy Charter School | 4. Describe how your school will ensure that the interventions it implements, including but not limited to the interventions under Section 2001(e)(1) of the ARP Act 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. | Quest Academy, in addition to providing after-school tutoring and summer tutoring, intends to hire a full-time Student Support Liaison. This was informed as a result of stakeholder feedback around concern about Quest Academy students' social-emotional well-being. This position is designed to address the duties and responsibilities that support students of diverse cultural backgrounds and experiences. This position will actively support Quest Academy to ensure that a strong commitment to improving the academic and social achievement of students is evident. This position will also support school staff by providing leadership in the areas of academic, behavioral, and social-emotional prevention and intervention. |

Quest Academy Charter School

5. Describe how your school engaged in meaningful stakeholder consultation and afforded the public opportunities to provide input in the development of this funding plan. Specifically state – from the groups listed in the Notes section on Page 1 - each group, the dates of consultation, the input provided by that group, and how that input was used to inform the development of this funding plan.

Quest Academy engaged in meaningful stakeholder consultation and afforded the public an opportunity to provide input in the development of this grant in the following ways. First, public meetings were held inviting all stakeholder groups. There was an all-staff meeting on August 12th, 2021 which included school teaching staff, administrative staff, and support staff that allowed an allotted time to discuss the ARP ESSER III grant, and what the primary uses for it could be. In this discussion it was noted, how ESSER II and ESSER I funds were spent to provide context. Also, at that time it was noted that an all-stakeholder survey had been e-mailed to all stakeholders (all Quest families and staff) and posted on the Quest Academy website and that feedback and suggestions for the Expenditure of ARP ESSER III funds could be provided by filling in the survey as well. Additionally, a meeting was held on August 13th inviting all stakeholder groups to attend. This meeting followed a similar format as the all-staff meeting and it was noted that the all-stakeholder survey was available here as well if this is how someone chose to participate. From these meetings and surveys, it became clear that families and staff were on the same page and concerned with lost learning, the lack of adequate outdoor space, and concern over the social-emotional well-being of students. This is why Quest Academy has made informed decisions around choosing how to spend the ARP ESSER III revenue by focusing on these three main concerns.

Quest Academy Charter School

6. Summarize how your school's re-opening plan submitted to the SPCSA via Epicenter addressed maintaining the health and safety of students, educators, and other school staff, and to the extent to which the school has adopted policies, descriptions of any such policies, on each of the CDC's safety recommendations specifically including those listed in the Notes section on Page 1.

Quest Academy submitted a comprehensive re-opening plan entitled "Quest's Path Forward, A Strategic Plan for SY 21-22 and Beyond". In it, Quest Academy addresses the CDC's list of safety recommendations and that they would be followed as recommended by the CDC and the State of Nevada, and the Southern Nevada Health Department. The plan lists how families will be communicated with by Quest in order to let families know where the community is in relation to the current guidance around safety protocols required, specifically as it relates to the community spread and test positivity rate for Covid-19. There is a multi-tiered system that ranges from low levels (blue) to high levels (red) of community spread. Within each tier, certain protocols are followed as it relates to 5 key mitigations which are: 1) universal and correct wearing of masks 2) physical distancing 3) handwashing and respiratory etiquette 4) cleaning and maintaining facilities, including ventilation improvements, and 5) contact tracing in combination with isolation and quarantine in combination with State, local, territorial or Tribal health departments. As our community is currently at the highest level of community spread, (red), Quest is requiring the wearing of face masks by all staff and students except for students with an appropriate medical exemption as defined by the local health authority. Also, a physical distancing of a minimum of three feet, and tracked cohorts and assigned seating to avoid comprehensive spread, as well as signage reminding students of minimum handwashing times and comprehensive cleaning including of all high-touch surface areas. Also, Quest Academy stays in contact with the Southern Nevada Health Department with any questions or concerns about staff and student exposure to the virus. Quest has continuously promoted to all parents and staff in meetings and in electronic communications, the importance of getting vaccinated in order to prevent community spread. Quest will continue to seek ways to help spread the news about vaccinations in accordance with the CDC's guidance regarding this

Signature Preparatory

1. Describe the extent to which and how ARP ESSER funds will be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, in line with the most recent CDC guidance, in order to continuously and safely operate schools for in-person learning.

Signature Preparatory Charter School intends to operate school as normal as possible for the 2021/2022 school year, and will use ARP ESSER funds to assist with practices and resources that allow students to participate in in person learning as much as possible. ARP ESSER funds will specifically be allocated to the following areas that will address student learning loss and assist with maintaining a safe and effective learning environment, while reducing the factors that contribute to the spread of COVID 19: 1) Assessment and instructional software programs that students will access on a daily basis using their individual assigned Chromebook, 2) Additional textbooks for expanded enrollments in the 6-8th grades to reduce sharing of resources between students, 3) Individual math workbooks for Tier 2 3 identified students to use during small group pull out interventions, Extended Learning opportunities after school and during summer 2022 to address learning loss and improve grade level state standards achievement.

Signature Preparatory

2. Describe how your school will use 20% of its ARP ESSER allocation in accordance with ARP Act Section 2001(e)(1) 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 programs. BUDGET DETAILS MUST REFLECT THIS INTENDED USE BY ASSIGNING BUDGET TAGS FA1, FA2, FA3.

Signature Prep will provide afterschool extended learning sessions to students beginning in Oct. 2021 and continuing through the end of the school year in May 2022. Extended learning will run Tues-Thurs each week, from 3:00 PM - 4:00 PM each day. Appropriately certified teachers will run this program, and will utilize Read 180 Math 180 for Tier 2 students, and will use Lexia for Tier 3 students and EL students for ELA, and Assessing Math Concepts individual student workbooks for Tier 3 math students.

Summer school sessions will utilize the same programs as afterschool sessions, but will run from June 1st, 2022 to July 15th 2022, Monday - Thursday, from 8:00 AM - 12:00 PM each day, run by appropriately certified teachers.

Progress monitoring of all students will be conducted for all students participating to assess their areas of learning loss and track improvements over time while they are involved in the extending learning programs.

Signature Preparatory

3. Describe how your school will use the remaining 80% of its allocation in accordance with the ARP Act Section 2001(e)(2). ASSIGN BUDGET TAGS FA4-FA16 TO REFLECT THIS USE.

1) Assessment and instructional software programs that students will access on a daily basis using their individual assigned Chromebook, 2) Additional textbooks for expanded enrollments in the 6-8th grades to reduce sharing of resources between students, 3) Individual math workbooks for Tier 2 3 identified students to use during small group pull out interventions

Signature Preparatory

4. Describe how your school will ensure that the interventions it implements, including but not limited to the interventions under Section 2001(e)(1) of the ARP Act 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.

SOCIAL-EMOTIONAL LEARNING – TIER 1 Signature Preparatory will organize needs and supports by aligning and building on existing strengths within our Multi-tiered System of Supports Framework. Signature Preparatory is prepared for collecting and evaluating necessary data to drive decision-making. • Staff and Students will be surveyed 1 time per quarter to gauge social emotional concerns • Student data will be reviewed and plans for addressing these needs will be processed via Schoolwide Representative Leadership Team and/or grade level Professional Learning Community Meetings. • Staff data will be reviewed and plans for addressing needs will be processed via School Leadership Representative Meetings. Tier I/Universal Supports to be maintained will be the following: • Social-emotional learning • Trauma-Informed practices • Family engagement practices • Building resiliency • Restorative practices • Reteach, remind, and acknowledge prosocial behaviors • Focus on the positive for reinstruction of prosocial and universal behaviors • Maintain communication with staff, family, community, and students • Universal screening for staff and students (Survey) • Maintain health and safety as a priority through the teaching of rules and routines • Normalize feelings and emotions TRAUMA-INFORMED PRACTICES – TIERS 1-3 Should data collection and analysis indicate that students, families, or staff require additional supports the following are Tier II and Tier III practices that could be selected as strategies for intervention: Tier II • Targeted Screening Support Groups (Community-based services) • Support groups for staff, parents, and students (Community-based services) • Referrals to psychological and counseling services (Community-based services) • An individual behavior intervention plan (Registered Behavior Technician support) • Check-in/check-out plans with teacher, aide, nurse, or administration • Use data sources that will identify signs that students may require more assistance Tier III • One-to-One Support • Referrals to

Signature Preparatory

5. Describe how your school engaged in meaningful stakeholder consultation and afforded the public opportunities to provide input in the development of this funding plan. Specifically state – from the groups listed in the Notes section on Page 1 - each group, the dates of consultation, the input provided by that group, and how that input was used to inform the development of this funding plan.

Signature Prep engaged the following stakeholders to review the school's Reopening Mitigation Plan for FY22, and our annual Schoolwide continuous improvement plan, as it relates to our overall objective to return to in person learning and as normal a learning environment as possible: Parents, Teachers, Administrators, CMO reps, and contracted ESS providers. Date of consultation: 4/19/2021. The overall input from the group aligned with Sig Prep's goal to return to in person learning as soon as possible, within CDC and safety parameters. Initially, we budgeted for additional Chromebooks using ESSER 2 funds however, we recently learned about ERATE/FCC's grant opportunity which allows for one device for every student and staff member at a school campus up to \$400 per device. We pivoted funding sources and are purchasing enough devices within this grant program to allow for every student and staff member to have their own dedicated device, which will eliminate sharing of these resources, and allow us to deploy all of our Tier 1,2, 3 academic student support and assessment programs in each device.



Signature Preparatory

6. Summarize how your school's re-opening plan submitted to the SPCSA via Epicenter addressed maintaining the health and safety of students, educators, and other school staff, and to the extent to which the school has adopted policies, descriptions of any such policies, on each of the CDC's safety recommendations specifically including those listed in the Notes section on Page 1.

Signature Preparatory Charter School intends to operate school as normal as possible:

- 100% capacity
- 100% of an instructional day (7:30 am - 2:45 pm)
- Kindergarten - 3rd Grade students are not required to wear masks.
- All students will wear masks, 4th - 8th goggles and face shields are not acceptable alternatives
- Fully vaccinated students are not required to wear masks (\*12 years and older)
- Masks are not required for recess or physical education class when outside and 6 feet of physical distancing may be maintained
- Fully vaccinated teachers, aides, administration, third-party service providers, and volunteers will not be required to wear masks
- Unvaccinated teachers, aides, administration, third-party service providers, and volunteers will be required to wear masks - goggles and face shields are not acceptable alternatives
- Physical Distancing 3 feet for students
- Physical Distancing 6 feet for adults, between adults and between adults and students
- Handwashing etiquette will be explicitly taught and encouraged
- Handwashing and the use of hand sanitizers will be used and take place multiple times during the day
- Respiratory etiquette will be explicitly taught, reinforced, and maintained
- Only use sanitation solutions that are on the Center for Disease Control list for killing the COVID 19 virus.
- Sanitize classrooms, desks, and all main surface areas daily
- Sanitize high-touch surfaces: doorknobs, paintbrushes, dispensers, playground equipment, computer keyboards, headphones, and other frequently touched areas multiple times per day
- Provide necessary trainings for individuals responsible for carrying out sanitation practices
- Staff self daily screenings (including temperature) at home. Upon report to school, they are certifying they are symptom free and able to be at work.
- Parent Screenings of Self and Students before coming to school (including temperature) at home. Upon report to school, they are certifying they are symptom free and able to be at school.
- Student upon entry, staff will screen students visually as they exit

Silver Sands Montessori Charter Scl 1. Describe the extent to which and how ARP ESSER funds will be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, in line with the most recent CDC guidance, in order to continuously and safely operate schools for in-person learning.

Silver Sands will continue to utilize ESSER funding to implement layers of prevention and mitigation strategies in accordance with the most recent guidance from the CDC by:

Providing masks to all staff and students who need them, and emphasize the importance of consistent and correct mask use.

Upgrading and repairing our current HVAC system in the building to improve ventilation to reduce the number of virus particles in the air.

Purchasing cleaning supplies to clean and sanitize facilities for the safety of students and staff in the building. This includes providing adequate handwashing and hand sanitizing supplies to keep from getting and spreading infectious illnesses including COVID-19.

Contract with cleaning company for additional cleaning in the middle of the school day of shared spaces, high traffic areas, and high-touch surfaces (restrooms, lobby area, all door handles, etc). Also, weekly spraying of building to disinfect surfaces throughout the building.

Silver Sands universal goal is to provide a safe and healthy learning environment where all students can be present for in-person learning and staff can feel safe to provide instruction.

Silver Sands Montessori Charter Scl 2. Describe how your school will use 20% of its ARP ESSER allocation in accordance with ARP Act Section 2001(e)(1) 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 programs. BUDGET DETAILS MUST REFLECT THIS INTENDED USE BY ASSIGNING BUDGET TAGS FA1, FA2, FA3.

Silver Sands will develop programs that will take place after school during the school year and also during the first few weeks of summer. Teachers will create curriculum based upon the learning loss of each particular age group of students and work on intervention to best address the learning loss. Using research-based interventions and assessments, students will be assessed, then provided interventions based upon the results of the assessments and then evaluated again to determine whether or not the students show academic growth.

Silver Sands will utilize and implement Imagine Learning as a researched based best practice intervention program to evaluate and assess areas of student learning loss. The program will be utilized to progress monitor the students across the grade levels addressing learning loss. The program will be used throughout the school year during our extended day program and also into the summer programming which will provide the interventions to at risk students.

Silver Sands Montessori Charter Scl 3. Describe how your school will use the remaining 80% of its allocation in accordance with the ARP Act Section 2001(e)(2). ASSIGN BUDGET TAGS FA4-FA16 TO REFLECT THIS USE.

Silver Sands will use the remaining funds to assist in implementing public health protocols to layer COVID-19 prevention and mitigation strategies in accordance with the most recent guidance from the Centers for Disease Control and Prevention (CDC) by:

Providing masks to all staff and students who need them, and emphasize the importance of consistent and correct mask use.  
Upgrading and repairing our current HVAC system in the building to improve ventilation to reduce the number of virus particles in the air.  
Purchasing cleaning supplies to clean and sanitize facilities for the safety of students and staff in the building. This includes providing adequate handwashing and hand sanitizing supplies to keep from getting and spreading infectious illnesses including COVID-19.  
Contract with a cleaning company for additional cleaning in the middle of the school day of shared spaces, high traffic areas, and high-touch surfaces (restrooms, lobby area, all door handles, etc.) Also, weekly spraying of building to disinfect surfaces throughout the building.

Silver Sands universal goal is to provide a safe and healthy learning environment where all students can be present for in-person learning and staff can feel safe to provide instruction.

Silver Sands Montessori Charter Scl 4. Describe how your school will ensure that the interventions it implements, including but not limited to the interventions under Section 2001(e)(1) of the ARP Act 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.

Silver Sands will develop programming in the following areas: tutoring and extended school year. Within the programs, the students' specific needs will be addressed based upon data collected throughout the school year. Then the teachers will develop and implement interventions to address learning loss. Silver Sands will also address social emotional health of all students by implementing strategies to promote positive mental well-being. Counseling services will be provided as needed.  
Silver Sands building staff participated in two sessions of professional development that were each a half day long to gain an understanding of the CASEL 5 Framework which will be used to implement schoolwide social/emotional learning for all students and staff. By utilizing CASEL 5 framework, we will continue to create the positive learning environments that are culturally responsive and where students are partners in the educational process. We are creating a Building SEL committee that will meet regularly to monitor the impact of learning loss due to the loss of instructional time and how it effects the students social and emotional wellbeing. There are also additional planned SEL professional development days during the school year so that we can evaluate the effectiveness of the SEL building-wide implementation.

Silver Sands Montessori Charter Scl 5. Describe how your school engaged in meaningful stakeholder consultation and afforded the public opportunities to provide input in the development of this funding plan. Specifically state – from the groups listed in the Notes section on Page 1 - each group, the dates of consultation, the input provided by that group, and how that input was used to inform the development of this funding plan.

Silver Sands engaged stakeholders to develop the plan. The meetings took place with the re-opening committee on: June 18th, June 25th, June 30th, and July 2nd. Conversations included safety for students, learning loss for all students which include students with disabilities and ELL students. We utilized the committee input to develop programs in the areas of extended learning tutoring, extended school year program and specialized program for special education and ELL. The Silver Sands students participated in The Nevada School Climate/ Social Emotional Learning Survey in April 2021 and the results from the survey provided data that helped develop the goals for the funding plan. The SEL building committee met in July and August where their input was also incorporated in the development of the funding plan.

Silver Sands Montessori Charter Scl 6. Summarize how your school's re-opening plan submitted to the SPCSA via Epicenter addressed maintaining the health and safety of students, educators, and other school staff, and to the extent to which the school has adopted policies, descriptions of any such policies, on each of the CDC's safety recommendations specifically including those listed in the Notes section on Page 1.

Silver Sands re-opening plan addressed the health and safety of our school community, students and staff by incorporating action steps that follow specific safety protocols. We follow the state and local regulations, Southern Nevada Health Department and CDC guidance. Within our building we have a quarantine room so that if a student shows COVID symptoms, the student can be in the room until parent contact and pick up can take place. We also provide on-site COVID testing with parent permission. There is an air-filtration system in each classroom that is used during the school day to improve ventilation and keep the air circulating.

The action steps for the re-opening plan to keep our school community safe are in our Parent/Student handbook and our Staff Handbook. Specific safety protocols such as hand washing/sanitizing, mask wearing, social distancing and respiratory etiquette are reviewed and reinforced in each classroom regularly where it has become part of the daily routine. There are signs throughout the building and at the entrance to remind everyone about the safety protocols. Silver Sands purchased a washable mask for every student and staff to start the year and there are disposable masks available when needed.

There are cleaning personnel that clean the building during the school day and we have a weekly sanitizing schedule for the entire building. In the Kindergarten and Lower Elementary classrooms the students stay in the rooms for their core instruction and during recess and lunch they are in their specific designated locations. In grades 4 through 8, the students remain in their homerooms and the teachers move to each classroom to deliver the content curriculum. The specialist teachers (art/music) also travel to each classroom while the students remain in one room. We follow the CDC guidance for proper mask wearing and implement

Somerset Academy of Las Vegas

1. Describe the extent to which and how ARP ESSER funds will be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, in line with the most recent CDC guidance, in order to continuously and safely operate schools for in-person learning.

Safe, efficient, and equitable re-opening of school buildings Root Cause: In order to establish high-priority goals, Somerset principals met to discuss and identify critical needs facing their school communities due to COVID-19. While each campus has its own unique set of challenges and needs, principals were able to agree on overarching priorities across the seven campuses in direct alignment to the goals of ARP ESSER funding source. The most critical needs that were identified include: purchasing cleaning supplies to sanitize and clean facilities, purchase of personal protective equipment, and purchase of other supplies to ensure safe facilities. Due to limited funding, Somerset must rely solely on strategically braiding CARES ESSER I, ESSER II, ARP ESSER, CSP, and AB3 grant funding to adequately prepare the building for safe and equitable re-opening. in line with the most recent CDC guidance in order to continuously and safely operate schools for in-person learning.

Somerset Academy of Las Vegas

2. Describe how your school will use 20% of its ARP ESSER allocation in accordance with ARP Act Section 2001(e)(1) 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 programs. BUDGET DETAILS MUST REFLECT THIS INTENDED USE BY ASSIGNING BUDGET TAGS FA1, FA2, FA3.

Instructional Coaches will provide ongoing, sustained, and meaningful professional development site based collaboration time will be provided for the purpose of teacher planning, training, and opportunities for professional growth to ensure appropriate/all standards are being addressed in Math and ELA and best practices in delivering instruction to mitigate learning losses due to COVID school closures for all subgroups, but in particular vulnerable and underrepresented students. Families will be invited to attend an academic and EL family night put on by the content specialists. This night will provide resources, strategies, and information to families for use at home to strengthen and reinforce their student's English language proficiency. (Virtual or in-person) Teachers will utilize the strategies provided to them during professional development (TPR, visuals, thinking maps, anchor charts, academic discourse, etc.). Students who are identified as EL will be invited to take part in the EL club. This club will focus on language acquisition and EL strategies. Additional staff will be added (Digital Learning Instructional Assistants, Reflective Practice In-house Substitute, Instructional Coaches, EL Strategists, mental health workers, and instructional assistants) to provide intensive interventions and supports to classroom teachers and students in Somerset's RtI and MTSS academic and SEL structures. Teachers will participate in Professional Development activities to support SEL and academic supports for students including attending Conference,s Leader in Me, and Language Essentials for Teachers of Reading and Spelling (LETRS) to increase educator capacity in meeting the unique needs of all students to mitigate academic and SEL learning loss due to COVID school closures. Students will be provided with extended learning opportunities through summer learning, before and after school tutoring, and extended school days. We will maintain social distancing and purchase social distancing decals and signs to display strategically. Foundation repairs and other

Somerset Academy of Las Vegas

3. Describe how your school will use the remaining 80% of its allocation in accordance with the ARP Act Section 2001(e)(2).  
ASSIGN BUDGET TAGS FA4-FA16 TO REFLECT THIS USE.

Somerset has developed a comprehensive plan for reopening schools for in-person learning with grant-funded blended/virtual learning programs and technology purchases. The plan provides flexibility to our school communities and ensures continuity in all facets of a student's education. The plan provides for the same curriculum and instructional hours whether in-person or through Remote-Live Instruction (synchronous) addresses equity for all types of learners and focuses on narrowing achievement gaps. The Innovative Model maintains high-quality instruction and services in traditional brick and mortar or fully virtual due to emergency school closures. The school is utilizing ARP ESSER grant funding for Chromebooks Chromebook Carts iPads and Remote Live Instruction equipment and supplies Professional Development Leader in Me Virtual PBIS Professional Development iReady, blended learning programs, curriculum upgrades purchasing additional materials to reduce students sharing materials, the Devereux Students Strengths Assessment (DESSA) and Second Step SEL supports and blended learning programs such as ST Math, CERT, and Knowledge Matters which are necessary equipment and initiatives for use in classrooms for Remote Live Instruction to directly benefit students who are identified as vulnerable student groups to mitigate learning loss due to COVID school closures. The plan for reopening is flexible, allowing the school to modify, as needed, in response to quickly changing COVID landscape and emergency response directives. In the event of a school closure, if a student becomes ill, or if a student is in quarantine they will engage in the Innovative Model which takes advantage of Remote-Live Instruction. Students will be working on the same curriculum whether they are learning in a brick-and-mortar or virtual synchronous setting. Students will receive educational instruction and enrichment five days a week, regardless of whether the student is present in the traditional brick-and-mortar classroom, or participates fully virtual through

Somerset Academy of Las Vegas

4. Describe how your school will ensure that the interventions it implements, including but not limited to the interventions under Section 2001(e)(1) of the ARP Act 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.

Somerset will execute systematic data collection on the program design, implementation, and outcomes of the proposed School Wide Improvement program that will include educator retention rates, assessment data, curriculum-based measures, and SBAC annual results to determine program effectiveness and improvements. All students in grades K-8 will be assessed three times per year using curriculum based measures: Benchmark 1 (within the first 30 days of school), Benchmark 2 (between the 90th-110th days), Benchmark 3 (between the 160th-180th days). Assessment results will be entered into the data management system and interpreted by the learning strategists and classroom teachers. Ongoing, formative and summative evaluation data collection will include feedback collected from all program participants to determine levels of satisfaction and to understand the strengths and weaknesses of the program for continuous improvement. We will maintain records of program activities and resources used for a program including how many participants and the amount of time spent in induction/mentoring activities. Data collection methods will include surveys, questionnaires, individual and group interviews, observations, walk through data, retention rates of teachers who experienced the induction program.

All decisions regarding student achievement are conducted collaboratively in data-based decision-making teams comprised of school administration, learning strategists, teachers, interventionists and parents (when applicable). The team analyzes student data, looks at trends in student achievement and makes site-based decisions on how to use data to drive instruction in the classroom. Teams have used collaborative decision making to form Tier 2 and Tier 3 intervention



Somerset Academy of Las Vegas

5. Describe how your school engaged in meaningful stakeholder consultation and afforded the public opportunities to provide input in the development of this funding plan. Specifically state – from the groups listed in the Notes section on Page 1 - each group, the dates of consultation, the input provided by that group, and how that input was used to inform the development of this funding plan.

Survey deployed and focus groups Jul7 26-August 13, 2021 to solicit public comment and consultation with the following groups and input was used to develop the funding plan. The consensus from all stakeholders was to support academic and technology needs of students, additional staff for small group instruction, professional development for meeting the needs of all student groups, facility repairs and upgrades, curriculum refreshers, supplies to clean and sanitize, and mental health and SEL supports. buildings to continue in-person learning, Families, Students: stressed the need for in-person learning, additional staff for smaller class sizer, technology supports, and SEL. Administrators, Leadership Team, teachers, staff, Somerset affiliate, Florida affiliate: Reading and math skill gaps, Missing out on in person teacher/student interaction as well as social interaction with peers, The amount of students who weren't able to grasp the various subjects because of their lack of social/emotional wellbeing and not being able to seek help for certain subjects because of lack of time or resources, gaps and deficits in learning, Parent Assistance at home, technology needs. Underserved student groups-Native American tribes Civil rights organizations (including disability rights organizations) Stakeholders representing the interests of children with disabilities, English learners, Children experiencing homelessness, Children in foster care, Migratory students, or children who are incarcerated, etc: Social and academic decline, students well behind with significant learning loss, Consistency, Curriculum, Structure, Food, Supplies, Falling behind, Lack of in person classroom instruction, Younger children learning phonics from teachers wearing face masks, Food insecurities, focus on closing the learning gaps that the pandemic has caused, equitable access to technology Keeping everyone safe and healthy with continued COVID infection rates, Sanitization. Keeping kids safe while socializing, Type of learning identified to accelerate learning, technology.

Somerset Academy of Las Vegas

6. Summarize how your school's re-opening plan submitted to the SPCSA via Epicenter addressed maintaining the health and safety of students, educators, and other school staff, and to the extent to which the school has adopted policies, descriptions of any such policies, on each of the CDC's safety recommendations specifically including those listed in the Notes section on Page 1.

Somerset will follow key CDC recommendations including: Use of face coverings Handwashing and respiratory etiquette Cleaning and maintaining healthy facilities, including improving ventilation Contact tracing Diagnostic and screening testing Efforts to increase access and awareness to vaccinations and Appropriate accommodations for children with disabilities with respect to health and safety policies. In-Person Learning: Somersets plan will meet students social, emotional, mental and physical health needs and provide access to a safe and inclusive learning environment through the following: Somerset has built an advisory period into the schedule for grades K-12 in order to monitor student wellbeing and offer tiered support as needed through classroom teachers, success advocate, counselors, and safe school professionals Somerset will offer professional development opportunities throughout the school year that focus on staff well-being and morale Staff team building activities will also be prevalent throughout the school year Administration and Instructional coaches will work with teachers who need additional support Somerset will continue to: Implement RTI practices Offer after-school tutoring Provide additional instruction daily in ELA and math in grades K-12 Monitor student achievement data during weekly PLC meetings Provide each student with school-issued technology Increase the number of Tier 2 curriculum resources. Students unable to participate in person due to the following reasons will participate in distance education: Somerset student who has documentation from a medical professional related to a condition that would be compromised if attending school in person and Somerset student who is quarantined on the advice of the Clark County Health Department.

Sports Leadership & Management / 1. Describe the extent to which and how ARP ESSER funds will be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, in line with the most recent CDC guidance, in order to continuously and safely operate schools for in-person learning.

Teachers teach better and children learn better when they feel a sense of belonging in a safe, inclusive learning environment that is inclusive of health and safety protocols and appropriate PPE and frequent cleaning. SLAM lacks adequate funding to purchase the necessary equipment, resources, and supplies to equitably re-open the school and sustain consistent in-person learning opportunities. To that end, SLAM will use a portion of ARP ESSER funding to provide health screening protocols, physical hygiene and cleaning protocols, social distancing protocols, and safe return to work policies and procedures with additional staff to mitigate the spread of COVID-19 and keep students and staff safe through robust cleaning and sanitizing protocols. SLAM teachers, staff, and students will have access to PPE, cleaning supplies and equipment, more frequent cleaning services, and additional curriculum and learning supplies to mitigate the spread of COVID-19. Due to COVID school closures and subsequent guidelines and safety protocols necessary for safe school reopening, SLAM is in need of PPE, social distancing, cleaning equipment to safely, efficiently, and equitable re-open the school building. SLAM has limited funding for essential PPE, additional staffing, cleaning equipment and supplies, student materials, and social distancing signage and equipment to minimize the risk of spreading COVID-19. SLAM will deploy procedures and protocols to clean and disinfect school facilities. Support staff training in the proper cleaning and disinfecting techniques for surfaces that may be exposed to COVID-19 particles during the school day. SLAM requests grant funding for necessary adjustments to staffing and the use of facilities and health protocols to safely re-open the school. SLAM will purchase necessary supplies to follow safety guidelines including masks, sanitizer, gloves, additional PPE, health screening supplies such as thermometers, ultraviolet LEDs, and partitions.

Sports Leadership & Management / 2. Describe how your school will use 20% of its ARP ESSER allocation in accordance with ARP Act Section 2001(e)(1) 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 programs. BUDGET DETAILS MUST REFLECT THIS INTENDED USE BY ASSIGNING BUDGET TAGS FA1, FA2, FA3.

Data collected revealed a vast difference in content knowledge and the need to differentiate professional learning in providing Social and Emotional supports to students in response to COVID-19 resulting in skill gaps. All teachers and staff will be provided Social Emotional Learning training in SLAM's MTSS framework on how to address student trauma, activities to start open conversations in classrooms, and how to refer students who may be struggling more significantly to provide students with Social Emotional and Academic Learning development opportunities to mitigate learning loss. Teachers will utilize Trauma-Informed practices in all settings, including in-person face-to-face instruction and hybrid/virtual Remote-Live Instruction, and staff will learn the signs and symptoms of anxiety and depression in students and who they can contact for further assistance. Teachers will be encouraged to maintain an optimistic and calm approach to COVID concerns for students addressing key issues with facts and fostering a supportive and safe community for children and parents in all educational settings. Through grant funding supports, every student will have access to a device to complete remote instruction and participate in blended learning programs during in-person instruction. Additional Mental Health Professional staff will provide ongoing support to all students and teachers in MTSS supports to address student needs as a whole (broad recommendations to staff) and to assist specific students, families, and staff who are experiencing significant emotional/mental stress to mitigate learning loss and increase academic achievement. Administrators, counselors, social workers, school psychologists, school nurses, student support advocates, and teachers will provide ongoing and continuous social emotional and academic supports to all students. Teachers and other staff would contact the mental health workers and counseling staff with their concerns. The grant funded mental health support staff will implement a plan to assist the student and/or families in need

Sports Leadership & Management / 3. Describe how your school will use the remaining 80% of its allocation in accordance with the ARP Act Section 2001(e)(2).  
ASSIGN BUDGET TAGS FA4-FA16 TO REFLECT THIS USE.

The school has developed a comprehensive plan for reopening school this August with grant-funded blended/virtual learning program. The plan provides flexibility to our school communities and ensures continuity in all facets of a students education. The plan provides for the same curriculum and instructional hours whether in-person or through Remote-Live Instruction (synchronous) addresses equity for all types of learners and focuses on narrowing achievement gaps. The Innovative Model maintains high-quality instruction and services in traditional brick and mortar or fully virtual due to emergency school closures. The plan for reopening is flexible, allowing the school to modify, as needed, in response to quickly changing COVID landscape and emergency response directives. In the event of a school closure, if a student becomes ill, or if a student is in quarantine they will engage in the Innovative Model which takes advantage of Remote-Live Instruction. Students will be working on the same curriculum whether they are learning in a brick-and-mortar or virtual synchronous setting. Students will receive educational instruction and enrichment five days a week, regardless of whether the student is present in the traditional brick-and-mortar classroom, or participates fully virtual through Remote Live Instruction. This offers flexibility whilst safely preserving the quality of education in a safe manner. SLAM will use ARP ESSER grant funding for technology equipment which are necessary equipment for use in classrooms for Remote Live Instruction, additional cleaning staff to help mitigate the spread of COVID to directly benefit students. SLAM will purchase a variety of school supplies to ensure equitable access to underserved populations in addition to general PPE and sanitizing products. SLAM will depend solely on emergency relief funding to provide the necessary materials and equipment needed to provide blended learning programs in response to the fluid COVID-19 landscape.

Sports Leadership & Management / 4. Describe how your school will ensure that the interventions it implements, including but not limited to the interventions under Section 2001(e)(1) of the ARP Act 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.

SLAMs evaluation plan includes using a variety of data collection tools and to engage in a collaborative process with its state-vetted program partner, CTAC, to create a whole-school data based environment. SLAM has thoughtfully prepared the monitoring and evaluation plan in collaboration with CTAC as well as the recommendation reports published by What Works Clearinghouse. To that end, through grant supports, SLAMs proposed evaluation of the ARP ESSER interventions and plan will include the following best practices: Data will be part of an ongoing inquiry-based cycle of instructional improvement Students will be supported to examine their own data and set learning goals SLAM leadership will establish a clear vision of school-wide data use Professional development supports will foster a school-wide, data-driven culture SLAM will develop and maintain data systems that are easily accessible and usable for teachers with Instructional Coaching supports. The effectiveness on student academics will be evaluated by testing, presentations, practical examinations, and observations. Proficiency and growth will be continuously monitored using i-Ready growth data. All students will be assessed three times per year using curriculum based measures. Assessment results will be entered into the data management system and interpreted by the data coordinator, instructional strategists, and classroom teachers. SLAMs innovative learning model and curriculum will be implemented and evaluated for effectiveness in meeting all demographic profiles, from low socioeconomic students to high socioeconomic students, as well as for subgroups such as special education students, English Language Learners, and acceleration programs for those who have shown performance-based mastery of the content. In an ongoing cycle of evaluating the implementation of Remote-Live Instruction, a variety of data points will be collected to monitor the progress. SLAM uses a variety of assessment tools to measure student success: iReady Reading and Math, WIDA, and SBAC. As a public charter school, SLAM is also accountable to students,

Sports Leadership & Management / 5. Describe how your school engaged in meaningful stakeholder consultation and afforded the public opportunities to provide input in the development of this funding plan. Specifically state – from the groups listed in the Notes section on Page 1 - each group, the dates of consultation, the input provided by that group, and how that input was used to inform the development of this funding plan.

Survey deployed July 26-August 4, 2021, below is a summary of the input provided by stakeholder groups with the highest priority needs across all stakeholder groups as 1. Academic, 2. Emotional/Mental Health, 3. Social, and 4. Cleaning/Sanitizing:

- &bull Students- prefer face to face interactions and hands-on learning
- &bull Families- COVID restrictions limiting interaction and in-person learning
- &bull School and district administrators (including special education administrators)- closing achievement/SEL gaps
- &bull Teachers- Motivation and student focus for in-person learning and closing learning gaps
- &bull School Leaders/Principals- ensuring staff and students who are sick or at risk of being sick continues learning
- &bull Other educators- increasing attendance for in-person learning to close achievement gaps
- &bull School staff- need students in the building for learning
- &bull School unions- Not Applicable
- &bull Native American tribes-SEL and counseling supports
- &bull Civil rights organizations (including disability rights organizations)- Re-establishing rigor and grit as students return to working through a full school day.
- &bull Stakeholders representing the interests of children with disabilities- vital to keep students in school and learning in person
- &bull English Learners-Dedication of additional time and resources such as additional teaching staff and smaller intervention groups
- &bull Children experiencing homelessness- having basic needs met in order for learning to take place
- &bull Children in foster care- reducing stress and anxiety through MTSS
- &bull Migratory students, or children who are incarcerated- increase in-person academic learning time

|                                |   |  |
|--------------------------------|---|--|
| Sports Leadership & Management | <p>6. Summarize how your school’s re-opening plan submitted to the SPCSA via Epicenter addressed maintaining the health and safety of students, educators, and other school staff, and to the extent to which the school has adopted policies, descriptions of any such policies, on each of the CDC’s safety recommendations specifically including those listed in the Notes section on Page 1.</p> | <p>SLAM Nevada will follow key CDC recommendations including: Use of face coverings Handwashing and respiratory etiquette Cleaning and maintaining healthy facilities, including improving ventilation Contact tracing Diagnostic and screening testing Efforts to increase access and awareness to vaccinations and Appropriate accommodations for children with disabilities with respect to health and safety policies.</p> <p>In-Person Learning: SLAMs plan will meet students social, emotional, mental and physical health needs and provide access to a safe and inclusive learning environment through the following: SLAM Nevada has built an advisory period into the schedule for grades K-12 in order to monitor student wellbeing and offer tiered support as needed through classroom teachers, success advocate, counselors, and safe school professionals SLAM Nevada will offer professional development opportunities throughout the school year that focus on staff well-being and morale Staff team building activities will also be prevalent throughout the school year Administration and Instructional coaches will work with teachers who need additional support SLAM Nevada will continue to: Implement RTI practices Offer after-school tutoring Provide additional instruction daily in ELA and math in grades K-8 Monitor student achievement data during weekly PLC meetings Provide each student with school-issued technology Increase the number of Tier 2 curriculum resources. Students unable to participate in person due to the following reasons will participate in distance education: SLAM NV student who has documentation from a medical professional related to a condition that would be compromised if attending school in person and SLAM NV student who is quarantined on the advice of the Clark County Health Department.</p> |
| TEACH Las Vegas                | <p>1. Describe the extent to which and how ARP ESSER funds will be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, in line with the most recent CDC guidance, in order to continuously and safely operate schools for in-person learning.</p>  | Not Applicable   |



|                 |  |   |
|-----------------|--|---|
| TEACH Las Vegas | 2. Describe how your school will use 20% of its ARP ESSER allocation in accordance with ARP Act Section 2001(e)(1) 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 programs. BUDGET DETAILS MUST REFLECT THIS INTENDED USE BY ASSIGNING BUDGET TAGS FA1, FA2, FA3. | TEACH Las Vegas will ensure that the actions and expenditures in this plan are addressing the identified academic, social, emotional and mental health needs of the students. To address learning loss, TEACH Las Vegas will use funds for a full time EL Coordinator to address the identified academic needs of English Learner students most impacted by learning loss as a result of the pandemic. The EL Coordinator will work with students, assist teachers to improve language and literacy instruction, assist department teams to examine work, use student data to differentiate instruction and analyze academic and linguistic student achievement data, and plan teacher and teacher aide collaboration and professional development opportunities to address the learning loss of EL students. (Allowable use &sect2001(E)(2)(R)).   |
| TEACH Las Vegas | 3. Describe how your school will use the remaining 80% of its allocation in accordance with the ARP Act Section 2001(e)(2). ASSIGN BUDGET TAGS FA4-FA16 TO REFLECT THIS USE.   | null  |
| TEACH Las Vegas | 4. Describe how your school will ensure that the interventions it implements, including but not limited to the interventions under Section 2001(e)(1) of the ARP Act 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.  | The English Learner Coordinator is a strategy to address the academic impact of lost instructional time, and to respond to the academic, social emotional, and mental health needs of students, particularly EL students who have been disproportionately impacted by the COVID-19 pandemic. EL students are more likely to experience academic loss due to the possibility of limited resources with appropriate language levels at home, bilingual families are often not able to help deliver online content and teachers have difficulty scaffolding speaking and sharing opportunities for EL students online. The EL coordinator will address these issues by creating learning resources, working with families to support their students learning needs and coaching teachers on instructional strategies that support inclusiveness of EL students and provide scaffolded speaking opportunities in class. |

|                 |   |  |
|-----------------|---|--|
| TEACH Las Vegas | <p>5. Describe how your school engaged in meaningful stakeholder consultation and afforded the public opportunities to provide input in the development of this funding plan. Specifically state – from the groups listed in the Notes section on Page 1 - each group, the dates of consultation, the input provided by that group, and how that input was used to inform the development of this funding plan.</p> | <p>TEACH Las Vegas engaged in meaningful consultation with community members and stakeholders in determining the strategies to address the academic impact of lost instructional time, and activities and resources to implement those strategies. TEACH compiled feedback and suggestions from school leadership, parents, particularly students of students with special needs, students, community partners, and teachers.</p> <p>The plan was influenced by school leader, teacher, parent, student and school partnership input. Specifically, parent and teacher input influenced the decision to add and EL coordinator. Parents indicated that they wanted support for their English Language Learner students and that without this support, their students would likely experience additional learning loss. Some parents provided feedback that they could not support their student academically due to language barriers. Teachers expressed the desire to have a staff position that could support them with scaffolding EL class participation in a meaningful way. As a result of this input, the position of EL coordinator was added. This input was provided by parents at sessions held July 15, 2021 and August 5, 2021. Teacher feedback was provided August 20, 2021.</p> |
| TEACH Las Vegas | <p>6. Summarize how your school’s re-opening plan submitted to the SPCSA via Epicenter addressed maintaining the health and safety of students, educators, and other school staff, and to the extent to which the school has adopted policies, descriptions of any such policies, on each of the CDC’s safety recommendations specifically including those listed in the Notes section on Page 1.</p>               | <p>TEACH Las Vegas is using multiple strategies to keep the school community safe. TEACH is Communicating, educating and reinforcing appropriate hygiene and mitigation strategies such as social distancing, masks, hand hygiene. TEACH is using cohorts, cancelling or limiting activities where social distancing is not feasible. TEACH is maintaining healthy learning environments through intensive cleaning and disinfecting protocol and have a plan with state and local health departments should there be positive cases in the school community.</p>  |