

## **OPTIMA PUBLIC SCHOOL**

**2024-2025**

### **AMERICAN RESCUE PLAN USE OF FUNDS PLANS**

**HOW WILL OPTIMA PUBLIC SCHOOL USE THE FUNDS IT RESERVED UNDER SECTION 2001 (e)(1) OF THE ARP ACT (20% OF THE ESSER ARP ACT FORMULA FUNDS) TO ADDRESS THE ACADEMIC IMPACT OF LOST INSTRUCTIONAL TIME THROUGH THE IMPLEMENTATION OF EVIDENCE-BASED INTERVENTIONS, SUCH AS COMPREHENSIVE TUTORIAL PROGRAMS, OR EXTENDED SCHOOL YEAR?**

Optima Public School has incorporated a comprehensive tutorial program to address the academic impact of lost instructional time. The 20% set-aside from ESSER III funds allowed more time for tutorial time and enrichment programs. We have engaged in on-going analysis of student performance data to gauge where progress is being made. Analyzing data in a timely manner has given a more accurate picture of where our students are and if any academic deficiencies remain. After our ESSER ARP funds are expended, we will continue to close any instructional gaps with remediation and other targeted use of instructional modalities. Much of our funds were used to maintain the staff that we had employed before Covid-19.

**HOW WILL OPTIMA PUBLIC SCHOOL SPEND ITS REMAINING ARP ESSER FUNDS CONSISTENT WITH THE USES AUTHORIZED IN SECTION (e)(2) OF THE ARP ACT?**

Optima Public School will follow the allowable uses identified in the ARP Act to spend its remaining ARP ESSER III Funds. Expenditures will be budgeted to items that are a result of preventing, preparing, and responding to the COVID-19 virus. For the FY 2024, the district will use the remaining funds \$999.38 for janitorial supplies to help keep the facility clean and sanitized for staff, students, and community.

**HOW WILL OPTIMA PUBLIC SCHOOL ENSURE THAT THE INTERVENTIONS IT IMPLEMENTS INCLUDING BUT NOT LIMITED TO THOSE IMPLEMENTED UNDER SECTION 2001(E) (1) (20% SET-ASIDE), WILL RESPOND TO THE ACADEMIC, SOCIAL, EMOTIONAL, AND MENTAL HEALTH NEEDS OF STUDENTS, AND PARTICULARLY THOSE STUDENTS DISPROPORTIONATELY IMPACTED BY COVID-19, INCLUDING STUDENTS WHICH INCLUDE EACH MAJOR RACIAL AND ETHNIC GROUP; ECONOMICALLY DISADVANTAGED STUDENTS AS**

**COMPARED TO STUDENTS WHO ARE NOT ECONOMICALLY DISADVANTAGED;  
CHILDREN WITH DISABILITIES AS COMPARED TO CHILDREN WITHOUT  
DISABILITIES, ENGLISH PROFICIENCY STATUS; GENDER; MIGRANT STATUS,  
STUDENTS EXPERIENCING HOMELESSNESS, AND CHILDREN AND YOUTH IN  
FOSTER CARE?**

Optima Public School is a small, rural dependent Prek-6th grade school. Our small classes allows us to provide a significant amount of one on one student teacher interaction with all of our students on a daily basis. By having a small teacher to student ratio, we personally know each of our students and their respective families. Therefore, our close-knit community truly fosters relationships and affords us a degree of knowledge that is lacking in larger districts. Furthermore, by knowing the mental health issues of our students, provides us with the ability to expend the resources that are needed to help improve our student's mental health. Our faculty and staff are trained to be culturally sensitive of others and our curricular choices are indicative of having a student body that is ethnically rich. In conclusion, our small class sizes and low student population will help ensure that interventions implemented are for all students and no students will be disproportionately impacted in a negative manner.