





LEAP Academy
UNIVERSITY SCHOOL

**American Rescue Plan (ARP)
ESSER III Grant Spending**

ARP ESSER III - Allocations

- ESSER Grant **\$7,353,903**
- Accelerated Learning Coaching and Educator Support Grant **\$181,099**
- Evidence-Based Summer Learning and Enrichment Activities Grant **\$40,000**
- Evidence-Based Comprehensive Beyond the School Day Activities Grant **\$40,000**
- NJTSS Mental Health Support Staffing Grant **\$45,000**

The extent to which and how the funds will be used to implement prevention and mitigation strategies that are to the greatest extent practicable consistent with the most recent CDC guidance on reopening schools in order to continuously and safely open and operate schools for in-person learning

- Funds will be utilized to execute the plan for in-person learning. Per most recent CDC guidance, all protocols have been implemented and planned for. Students benefit from in-person learning, and safely returning to in-person instruction in the fall 2021 is a priority. LEAP recognizes that vaccination is the leading public health strategy to end the COVID-19 pandemic. LEAP promotes vaccinations that in the 12-18 student population that can help our schools safely return to in-person and extracurricular activities and sports. Due to the circulating and highly contagious Delta variant, LEAP recognizes that the CDC recommends universal indoor masking by all students (age 2 and older), staff, teachers, and visitors to K-12 schools. As part of the LEAP plan, every human being in school will wear a mask. CDC also recommends schools maintain at least 3 feet of physical distance between students. Classroom configurations at LEAP comply with this suggestion. LEAP employs a medical staff in their school and testing is provided on a daily basis. CDC recommends effective ventilation, hand-washing, staying home when sick and getting tested, contact tracing in combination with quarantine and isolation, and cleaning and disinfecting schools on a daily basis. LEAP proposes a HVC upgrade based on CDC recommendations. LEAP utilized multiple prevention strategies as outlined in our plan and updated plan. State, County, and local health departments monitor the community transmission, vaccination coverage, screening testing, and occurrence of outbreaks to guide decisions on the level of layered prevention strategies (temperature checks, sanitizing and disinfecting, physical distancing, screening testing, etc.).

How the LEA will use the funds it reserves under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time through the implementation of evidence-based interventions such as summer learning or summer enrichment extended day comprehensive afterschool programs or extended school year;

LEAP will utilize funds to address the impact of lost instructional time. Through ESSER-2 funds, LEAP implemented Extended Day Tutoring (on-line and in-person), Small group tutoring, and Summer Academics to address learning loss. Along with expanded basic skills support at all levels, this three pronged plan is outlined below: Students will attend the LEAP Summer Learning Acceleration Academies in 2022 and 2023, where they will participate in STEM, ELA and arts activities with Let's Go Learn as the tool for targeted instruction and intervention. Let's Go Learn offers web-based assessments and instructional solutions for students of all age groups and skill levels. With data captured in the math solutions, summer schoolteachers will measure, monitor, and support learning goals. This will be done through summer enrichment. Summer school data from 2021 indicates a five month improvement overall. The effects of increased learning time on student academic outcomes is the primary research utilized to form a foundation for the LEAP summer academies and extended year programs.

To address learning gaps and deficiencies in ELA and math, LEAP will implement small group intervention during the school year, in the classroom or online, through our RTI protocol. The Rutgers tutors, who LEAP hires for small group or individual targeted tutoring, will be trained remotely on Let's Go Learn before being assigned a student with whom to guide in a small group or individual setting during class. The Director of Curriculum will train the tutors remotely on Let's Go with tutorials and quizzes (5-hour training) then assign the tutors to at-risk students for targeted in-class tutoring on their device. Tutoring will also be available after school. All subgroups will be serviced through this intervention.

How the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act

On May 24, 2021, NJDOE made 66% of ARP ESSER allocation available for use via EWEG. LEAP was awarded \$7,348,742 via ARP ESSER. For the purpose of this application, \$4,577,940 is outlined in this ARP ESSER grant. The remaining funds will be dedicated to completing the HVAC Upgrade, Window Replacement, and Leak-mold re-peaking projects.

LEAP utilized data from their Board architect and professional services to determine the need for improved air quality per CDC guidelines. First, LEAP reached out to the Board architect to assess the situation. A thorough inspection of the building sites were completed by the architect and an inspection of HVAC aging units was conducted. The architectural firm utilized its findings and submitted a proposal to LEAP. Next, the architectural firm reviewed, inspected, and analyzed the efficiency of windows in the building. Based on age of the windows and inefficiencies detected during the on-site inspection, the firm recommended window replacement

Per NJDOE: "Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement."

How the LEA will ensure that the interventions it implements, including but not limited to the interventions implemented under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students. Under this requirement, an LEA must engage in meaningful consultation with stakeholders and give the public an opportunity to provide input in the development of its plan. Specifically, an LEA must engage in meaningful consultation with students; families; school and district administrators (including special education administrators); and teachers, principals, school leaders, other educators, school staff, and their unions.

LEAP ensures that the interventions it implements will address the academic impact of lost instruction time, and will respond to the academic, social, emotional, and mental health needs of all students. Just as with the NJDOE ESEA stakeholder requirement for the Annual School Plan, LEAP will engage in meaningful consultation with students, families, administrators, teachers, principals, staff and union. This will be made possible by engaging and consulting with the LEAP Stakeholders, who meet on a quarterly basis. This committee includes all subgroups mentioned in section 2001(e)(1) of the ARP, and discusses programs, creates recommended funding plans, and oversees progress demonstrated. This protocol is utilized for all federal grants, such as ESEA, CRSSA - ESSER, and ARP ESSER by the LEAP University Academy Charter School. Agenda items and subsequent minutes are posted in the LEAP Annual School Plan as required by NJDOE. A complete list of Stakeholders and Committee Schedules can be secured via the Director of Curriculum at LEAP.

LEA must engage in meaningful consultation with each of the following, to the extent present in or served by the LEA: Tribes; civil rights organizations (including disability rights organizations); and stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children in foster care, migratory students, children who are incarcerated, and other underserved students.

LEAP University Academy Charter School engages in meaningful consultation with all subgroups required by law. Consultation with each of the following, to the extent present in or served by the LEAP: Tribes; civil rights organizations (including disability rights organizations); and stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children in foster care, migratory students, children who are incarcerated, and other underserved students. Consultation at LEAP includes the Stakeholders Committee, Special Education Committees, ELL Committees, LEAP PTA, as well as electronic surveys provided to all subgroups.