



Central Jersey College Prep Charter School LEA Plan for Use of Funds

Health and Safety Implementation

CJCP Board promotes behaviors that reduce the spread of COVID-19 such as encouraging staff and students to stay home when appropriate; encouraging the practice of hand hygiene and respiratory etiquette; encouraging the use of face coverings; and signs and messages in and around school buildings. Fund's allocations were used to address unique needs of low-income students, children with disabilities, English learners, racial and ethnic minorities, foster care youth through the provision of services and resources that meet the needs of each population. Funds were also used for purchasing educational technology (including hardware, software, and connectivity) for students aimed towards aiding in regular and substantive educational interactions between students and their classroom instructors, including low-income students and students with disabilities. Further use of funds included planning and implementing activities related to summer learning and supplemental afterschool program through summer remedial program staffing and resources and weekend and afterschool tutoring fees covered for students struggling or performing below grade level due to the sudden change in the regular instructional program.

Academic Impact of Lost Instructional Time

Funds were allocated for staffing and purchasing academic resources for summer remedial program for students performing below grade level and are struggling in core subjects such as ELA and Math in the 2020-2021 School year. A total of 298 students registered to a six-week program of summer remediation where students received additional math and reading remedial. The program also extends to students who will remain virtual over the summer of 2021 and provided additional support and resources for student with disability, English learners, racial and ethnic minorities and foster care youth. CJCP will be conducting a summer program for the 2021-22 school year.

One-to-one technology is a major component of the program as well as the school's curriculum where teachers no longer function as the sole source of the content knowledge, and becomes the facilitator while students are held accountable to play a more active role in the learning process. This strategy is aimed at remediating student's mastery of learning objectives in core subject areas. Teachers will use one-to-one technology supplemental programs such as Raz kids, Brainpop, Renzulli Learning and Savvas learning to evaluate students' progress. Students' academic performance classification will be determined through an ongoing data analysis and a structured benchmarking system. Instructional teams at the school will identify and address academic needs of each student through data collected from summative assessments throughout

the program. Students will be tiered into categories based on their performance indicators and assigned to intervention or enrichment sessions as needed. Tier 2 and 3 students are referred to the Response to Intervention program (RTI) based on their performance level and will be given the appropriate academic support suited to their level. Tier 2 are students approaching grade level while 3 are students not yet meeting grade level. During the school year students listed in Tier 2 or Tier 3 will receive one to one tutoring and will be given the option to enroll in Saturday classes.

Spending ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act

In consistent with section 2001 (e)(2) of the ARP Act, the school will allocate remaining funds to address needs that arise from corona virus pandemic including any activity authorized by the ESEA, the Individual with Disabilities Education Act (IDEA), and developing strategies and implementation of public health protocols including, to the greatest extent practicable, policies in line with guidance from the Centers for Disease Control and Prevention (CDC) on the reopening of schools effectively to maintain the health and safety of the school students, educators, and other staff members. Examples of use would be repairing and improving school facilities to reduce the risk of virus transmission and exposure to environmental health hazards if needed; improving indoor air quality by replacing or fixing ventilation system if needed; providing additional resources to students in need from low-income families, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth; developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs; planning for or implementing activities during long-term closures, including providing meals to eligible students and providing technology for online learning; purchasing educational technology (including hardware, software, connectivity, assistive technology, and adaptive equipment) for students that aids in regular and substantive educational interaction between students and their classroom instructors, including students from low-income families and children with disabilities; providing mental health services and supports, including through the implementation of evidence-based full-service community schools and the hiring of counselors; planning and implementing activities related to summer

learning and supplemental after-school programs; addressing learning loss; and activities that are necessary to maintaining operations.

Evaluation of Intervention Implementation Under Section 2001 (e) (1) of ARP Act

The school's mental health program will service all students in all subgroups (ethnic groups, gender, low-income family students, English learners, migrant students, homeless students, students in foster care). Current mental health program consists of school counselors performing biweekly checks on students' behavioral reports and grades to identify any drastic changes that correlates students needing additional social-emotional mental health support. Due to increased needs caused by the pandemic and the sudden changes in the regular instructional program, student social-emotional mental health support is prevalent. Consistent follow up with parents, teachers and students on identified social-emotional mental issues would be done by the school counselors on a weekly basis or as needed. Evaluation of the school's mental health support program would be done monthly by both the school's HIB specialist and Counseling director to assess program effectiveness and success. The counseling department also integrates a character education curriculum to all students throughout the school year. The counselors push into all classes at least once a month to teach lessons that target student social-emotional needs. These lessons include topics such as empathy building skills, communication skills, managing conflict resolution, being an up stander, and career goals. These lessons are then reinforced by the classroom teachers by incorporating these topics and activities throughout the general education curriculum. If a student continues to struggle in RtI, then a referral to the Intervention and Referral Services (I&RS) commences. counselors maintain an online form for teachers and support members to refer students to the I&RS team. Teachers, counselors, and families then work closely to ensure that students are supported through the I&RS process and other educational or behavioral supports necessary for student success.

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.

CJCP works with community agencies such as Perform Care, Bridgeway, Princeton House, and Gen Psych to be able to provide additional services to meet more intense student needs that cannot be addressed in the school setting. Counselors and social workers collaborate with other providers to create treatment plans and support services that align with student needs and create a continuity of care. These stakeholders represent the interest of children with disabilities, English Learners, children experiencing homelessness, children in foster care, migratory students, children who are incarcerated and other underserved students. The school also has its own counseling department as well as a fulltime social worker and school psychologist on site to meet the needs of these subgroups.