

[Close Printer Friendly](#)

Applicant: 80 6060 ATLANTIC CITY
COMMUNITY C - Atlantic

Application: American Rescue Plan - ESSER -
Cycle: 00-
Original Application

Project Period: 3/13/2020
- 9/30/2024

Application Sections

American Rescue Plan Consolidated

[Printer-Friendly](#)**LEA Plan for Use Of Funds****Printer Friendly Instructions**

1. Click on Printer Friendly
2. Right click and select save as PDF in Destination
3. Click Save and name file
4. Open PDF
5. Print

1. 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; ([count] of 2000 maximum characters used)

Consistent with the CDC guidance on reopening schools, Atlantic Community Charter School (ACCS) will use these funds to purchase additional PPE equipment, hand sanitizer, water coolers and paper cups in lieu of the use of water fountains, and additional custodial staff with extended work hours to assist with cleaning and disinfecting.

Also, the school will promote universal and correct wearing of masks/respiratory etiquette to both students and staff through professional development and varied PPE.

2. 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; ([count] of 2000 maximum characters used)

To address the impact of lost instructional time, ACCS will implement the following evidence-based interventions:

#1. Summer Academic Program (5 week half day program) to address learning loss in ELA and Math. Identify at least 30 students based on either chronic absenteeism and/or academic under-performance for summer intervention in lieu of possible grade retention. Recruit Regular Education certified teachers and paraprofessionals to staff the Summer School Intervention Program. Develop appropriately leveled instructional interventions tailored to individual students' needs based on spring i-Ready diagnostic assessment and other data. Utilize i-Ready's online instruction program twice per week per subject (30 minutes per session) in both Math and Reading to supplement teacher instruction.

#2. After School Tutoring Program (small group instruction by certified teachers to help close academic gaps) Identify students for participation based on classroom progress data (Tier 2 and 3 students). Recruitment numbers will be based on the capacity to serve 50-60 students per day and per grade, i-Ready, and NJSLA assessment. Recruit certificated teachers and staff for after-school programs. Set up bus transportation for students to get home from the after-school program.

#3. Saturday Test Prep/Tutoring (Small group instruction to focus on specific skills in ELA and Math) will be provided for 8 weeks, from 9:00 am-12:00 pm for students in grades 3 through 8.

3. How the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act; and ([count] of 2000 maximum characters used)

The LEA will use its remaining ARP ESSER grant to fund:

#1. Intervention Strategists (3 - 1 for ELA/2 for Math) who provide small group instruction during the school day to help close academic gaps and ensure students have a solid foundation of skills. #2. A School Social Worker and Counselor who will help provide counseling and support for students. #3. A School Psychologist who will help provide counseling and support for students. #4. Increased Technology (Chromebooks, Smartboards, and Software) will support students' need for remote instruction as needed due to COVID, as well as strengthening in-school instruction and learning. #5. Research-based intervention programs (Wilson Foundations and Moving with Math program) will enhance learning.

4. 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.

([count] of 2000 maximum characters used)

ACCS will ensure that the interventions are implemented for the neediest students in the school by utilizing the school's Action Teams that consist of a School Guidance Counselor, Social Worker, School Psychologist, School Administrator and Parent Outreach coordinator. ACCS instructional data (iReady, Wilson Foundations benchmarks, Start Strong) as well as ancillary data such as behavior and attendance that will be reviewed to target the students who are most in need of the interventions.

The Parent Outreach Coordinator will work with families to obtain resources (counseling services, continuing education, job opportunities, and financial resources) as well to help our students get the best possible resources available to help them become successful people. Parent surveys will be given out to families to determine which resources would be the most beneficial to them.

Effective School Solutions will provide professional development for staff in Trauma Attuned Classrooms and the Nurtured Heart Approach. These will also help our staff identify students at risk and provide for them a more nurturing environment in the classroom. Staff will fill out surveys about the professional development and its usefulness in the classroom.

Students who are identified through the Wilson Foundations benchmarks will receive a double dose of Foundations to help them catch up on the learning loss that occurred while school was remote and/or hybrid.

5. Additionally, an 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. ([count] of 2000 maximum characters used)

The school collaborates and engages with community, county, and state organizations through our administrative team and specifically our Parent Outreach Coordinator. Groups the school is connected with include: In my Care Mentoring, Southern Jersey Family Medical Center, Savings Bashira Khan, Atlantic County Prosecutor Office, Atlantic City Counsel Men Kaleem Shabazz, Volunteers of America, WEHA Radio Station, Kingdom Academy, Mt Zion Baptist Church, Coalition for Safe Community, and Atlantic County Sheriff Department.