



Legacy Preparatory Charter Academy

American Rescue Plan Act Elementary and Secondary School Relief Fund (ESSER) ESSER USE of Plan Template

Background on ESSER

The American Rescue Plan Act (ARP) signed into law on March 11, 2021 provided nearly \$122 billion for the Elementary and Secondary School Relief Fund (ESSER). ARP ESSER funds are provided to State educational agencies in the same proportion as each State received under Title I-A of the Elementary and Secondary Education Act (ESEA) in fiscal year (FY) 2020. An SEA must allocate at least 90 percent of its ARP ESSER grant funds to its local educational agencies (LEAs) in the same proportion that the LEAs received under Title I-A of ESEA in FY 2020. LEAs must reserve at least 20 percent of their total ARP ESSER allocation to address the academic impact of lost instructional time on all students, through the implementation of evidence-based interventions.

The U.S. Department of Education (ED) published Interim Final Requirements (IFR) on April 22, 2021 requiring LEAs receiving ARP ESSER funds to submit an LEA ARP ESSER Plan and an LEA Plan for the Safe Return to In-Person Instruction and Continuity of Services. If an LEA had already developed a plan for safe return to in-person instruction and continuity of services prior to the enactment of ARP that meets the statutory requirements of section 2001(i) but did not address all of the requirements in the IFR, the LEA must revise and post its plan no later than six months after receiving its ARP ESSER funds. This applies even if an LEA has been operating full-time in-person instruction but does not apply to virtual schools and LEAs.

The IFR and ARP statute, along with other helpful resources, are located here:

- April 2021 Interim Final Requirements: [American Rescue Plan Act Elementary and Secondary School Emergency Relief Fund](#)
- ED Fact Sheet American Result Plan Act:
https://oese.ed.gov/files/2021/03/FINAL_ARP-ESSER-FACT-SHEET.pdf
- The American Rescue Plan Act:
<https://www.congress.gov/117/bills/hr1319/BILLS-117hr1319enr.pdf>
- CDC COVID-19 School Operation Guidance:
https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/operation-strategy.html#anchor_1616080023247



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- ED COVID-19 Handbook Volume I:
<https://www2.ed.gov/documents/coronavirus/reopening.pdf>
- ED COVID-19 Handbook Volume II:
<https://www2.ed.gov/documents/coronavirus/reopening-2.pdf>
- ESEA Evidence-Based Guidance:
<https://oese.ed.gov/files/2020/07/guidanceuseinvestment.pdf>
- TEA ARP ESSER III Guidance: <https://tea.texas.gov/finance-and-grants/grants/arp-esser-iii-grant-program>

Purpose of the Template

The IFR issued by ED outlines several requirements for all Districts to ensure that funds under ARP (ESSER III), specifically, are spent in a manner consistent with the new statutory set-aside and that key stakeholders have been consulted in this process. The ARP also requires that LEAs have in place a plan for ensuring safety during in-person instruction (either in-progress or planned) as well as ensuring continuity of services should the LEA or one or more of its schools be required to close temporarily for COVID-19-related public health reasons in the future.

This template has been created to assist LEAs in the creation of these plans and to ensure all required elements are met. The following requirements and assurances pertain to both the statutory requirements and the IFR published by ED. Plans are required for all districts, regardless of operating status, unless a district is fully virtual with no physical location.

The Texas Education Agency (TEA) may create a single plan that includes all the required elements or may add in additional requirements, as it deems appropriate. Districts may provide any additional information they believe are helpful in assessing their plan. LEAs are required to make these plans publicly available on the LEA's website.

According to TEA's guidance, local boards are not required to approve these plans; however, the local board is required to discuss the uses of funds. The District plan includes all schools, including campus charter schools without separate boards.



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Any in-district charter schools that have their own boards will need to develop their own separate plans and those plans must meet the requirements for stakeholder input and will be posted on the website.

All districts must file this plan with TEA by July 2, 2021.

LEA ESSER Use of Funds Plan Guide - Part I Due July 2

Legacy Preparatory Charter Academy (LPCA) will ensure that its ARP Funds meet all the required elements and are spent in an allowable manner.

1. ARP ESSER 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.

[Describe what the District plans to do with its ARP ESSER funds to operate schools continuously and safely in person, in accordance with the most recent CDC guidance.]

LPCA recognizes that safe reopening schools and sustaining safe operations to maximize in-person instruction is essential for student learning and student well-being. The District will maintain the health and safety of students, educators and other district staff. To support the safe return to in-person instruction and sustain safe operation, the district developed the “Return to Campus COVID 19 Guidelines Student/Parents/Staff Handbook”. The guide is available at: <https://www.legacypreparatory.com/wp-content/uploads/2020/08/PDF-Return-to-Campus-Covid-19-Guidelines2.pdf>. This guide is updated regularly to meet the guidelines and requirements provided by the Centers for Disease Control and Prevention (CDC), the Texas Education Agency, and state and local health officials.

The guide includes the following prevention and mitigation strategies:

1. Screening and Isolation
2. Personal Protective Equipment (this protocol is subject to change)
3. Disinfecting and sanitizing learning and work environments
4. Ventilation improvements in all district buildings and campuses



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2. The District will 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.

Describe the activities that the District plans to implement with its 20% set aside for learning loss/the academic impact of lost instructional time. Include information that demonstrates these activities are evidence-based.]

The district will use the ESSER funds to identify, re engage, and support students most likely to have experienced the impact of lost instructional time on student learning, such as:

- a. Students who have missed the majority of in-person instruction during the 2019-2020 and 2020-2021 school years;
- b. Students who did not consistently participate in remote instruction when offered during school building closures; and
- c. Students most at-risk of dropping out of school

LPCA will use 20% of its ESSER III funds to address the academic impact of lost instructional time (learning loss) through the implementation of evidence-based interventions. These interventions include but are not limited to the following:

1. Evidence-based Intervention

- High-impact tutoring
- Saturday school enrichment
- Just in time supplemental instruction in pre-requisites skills needed to access upcoming grade level content
- Small Group and Individualized Instruction
- Differentiation

2. Instructional Resources and Curriculum Materials

- Learning A-Z Software
- NEARPOD Software
- ST Math Software
- Summer learning high-quality instructional materials

3. Professional Learning

- Reading Academies to support early literacy instruction
- Professional learning stipends



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4. Stipends

- Staff retention and recruitment incentive stipends

5. Technology

- Devices
- Infrastructure upgrades

6. Truancy Prevention Measures

- Hire a Truancy Liaison to track student attendance and help improve student engagement in virtual learning

3. The District will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act.

[Describe how the District will ensure the remaining funds (not already explained above) will be spent on ARP ESSER allowable activities.]

Section 2001(e) of the ARP Act permits school districts to use the ARP Act ESSER III funding not reserved for learning loss to address the impacts of COVID-19 in a variety of ways. LPCA will use the remaining funds on continuing to employ existing staff and hiring new staff. Teachers will also have the opportunity to teach and earn their daily rate during the summer learning.

4. The District will ensure that any implemented interventions, including those implemented under ARP section 2002(e)(1) 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.

[Describe how the District will ensure that its interventions implemented using ARP ESSER funds are responding to the academic, social, emotional, and mental health needs of all students. Describe how the District will ensure its interventions are responding to those needs of students disproportionately impacted by COVID-19, as outlined above.]

The Curriculum Department will work collaboratively with Campus Administrators to support and monitor implementation of evidence-based interventions. The Curriculum Department in conjunction with the Campus Administrators will be responsible for data collection and analysis of the interventions. They will help in identifying the most effective interventions employed.



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Data collection and analysis will include academic indicators, social-emotional indicators, and instructional time indicators including excessive absenteeism. In addition, the curriculum team and the campus administrators will work closely with the school counselors and the community liaisons to reduce and/or remove barriers to learning. This will ensure that families have the needed resources to support the needs of students disproportionately impacted by COVID-19.

5. The District made its plan available to the public and provided an opportunity for feedback that was collected and incorporated into the plan.

[Describe the District's policy or practice that provided the public with an opportunity to provide comments and feedback and the collection process. Describe how any feedback was incorporated into the plan.]

Consistent with the ARP ESSER requirements, LPCA engaged in meaningful consultation with stakeholders. The District Planning Team collected the preliminary data through the Stakeholders Engagement Surveys. Based on the surveys the stakeholders identified the priorities listed below.

- 1. Addressing learning loss through evidence-based intervention**
- 2. Provide technology updates**
- 3. Family and community connections**
- 4. School facilities repairs/improvement/maintenance**
- 5. School safety and social emotional wellbeing of students and staff**

These priorities were included into the district's use of ESSER III plan.

6. The District engaged in timely and meaningful consultation with students, families, school and district administrators (including special education administrators), teachers, principals, school leaders, other educators, school staff and their unions, 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.

[Describe the District's timely and meaningful consultation process. If a district's existing sit-based decision-making committee was used, please demonstrate how it included all the required groups noted above.]

In developing the ARP ESSER Plan, LPCA sought public input in the development of its plan through the Stakeholders Engagement Surveys. The stakeholders who completed the survey were students, parents, community members, corporate/business partners and LPCA Staff. The stakeholders' responses were reviewed and incorporated into the district's use of ESSER III plan.



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The Stakeholders Engagement Survey is available at:

https://docs.google.com/forms/d/e/1FAIpQLSfLy0AAvi4favgH6vUh5a95zko9haSqxv_-jIHY_aZBxnrcGQ/alreadyresponded.

In addition, the LPCA provides the following assurances:

- The District engaged in meaningful consultation with the following groups:
 - a. Students, families, school and district administrators (including special education administrators), teachers, principals, school leaders, other educators, school staff, and their unions.
- The District engaged in meaningful consultation with each of the following groups, to the extent present in or served by the LEA:
 - b. 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.
- The District has created its plan in an understandable and uniform format.
- The District's plan is, to the extent practicable, written in a language that parents can understand, or if not practicable, orally translated.
- The District will, upon request by a parent who is an individual with a disability, provide the plan in an alternative format accessible to that parent.
- The District provided the public an opportunity to provide input on its plan and took such input into account.
- The District has made its plan publicly available on its website.
 - The link to the plan is here: <https://www.legacypreparatory.com/wp-content/uploads/2021/06/LPCA-ESSER-III-Use-of-Funds-Plan.pdf>



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LEA Plan for Safe Return to In-Person Instruction and Continuity of Services Part 2 Due 30 days after grant is awarded

LPCA has amended its plan for ensuring safe in-person instruction and continuity of services.

1. The District has a plan that is already compliant and will review it every six months, the District will amend/create a plan and post it within 30 days of receiving funds.

[Please note whether the District has a compliant plan and include a link with an acknowledgement that the plan will be reviewed and revised at least every six months, or that the District is submitting this plan and will post it within 30 days of receiving funds.]

The district has a Plan for Safe Return to In-person Instruction and Continuity of Services. The plan is available at: <https://www.legacypreparatory.com/wp-content/uploads/2020/08/PDF-Return-to-Campus-Covid-19-Guidelines2.pdf>

2. The LEA will maintain the health and safety of students, educators, and other school and LEA staff, and the extent to which it has adopted policies, and a description of any such policies, on each of the CDC's safety recommendations, including: universal and correct wearing of masks; modifying facilities to allow for physical distancing; 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; diagnostic and screening testing; efforts to provide vaccinations to school communities; appropriate accommodations for children with disabilities with respect to health and safety policies; and coordination with State and local health officials.

[Describe how the District will maintain, or continue to maintain, health and safety policies and procedures. Include any adopted policies and procedures regarding the CDC's safety recommendations (or available district /school website links to such policies). Include descriptions of appropriate accommodations adopted and coordination efforts conducted with outside State and local health officials.]

LPCA follows recommendations on school opening and operations provided by the Centers for Disease Control and Prevention (CDC), the Texas Education Agency, and state and local health officials. Plans will continue to be flexible to accommodate any required changes that will allow LPCA to operate under the guidelines of state and local health departments. LPCA will keep all stakeholders abreast of these changes and updates throughout the coming school



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year. The LPCA website and Facebook page will provide all stakeholders with the most up-to-date information. The district has developed The “Return to Campus COVID 19 Guidelines Student/Parents/Staff Handbook”.

The guide is available at: <https://www.legacypreparatory.com/wp-content/uploads/2020/08/PDF-Return-to-Campus-Covid-19-Guidelines2.pdf>

3. The LEA will ensure continuity of services, including but not limited to services to address students’ academic needs and students’ and staff social, emotional, mental health and other needs, which may include student health and food services.

[Describe how the District will ensure continuity of services in case isolation, quarantine, or future school closures are required, including how the District will meet the needs of students with disabilities and English learners.]

To help ensure social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 pandemic (disadvantaged, minorities, English learners, children with disabilities, students experiencing homelessness), LPCA will provide the following Social Emotional Learning (SEL) resources:

1. Partner with Peer Health Exchange Program (PHE) to empower young people with the knowledge, skills, and resources they need to make healthy decisions. PHE outcomes are most consistent in mental health and personal wellbeing.
2. LPCA staff will have access to confidential support, resources, and services for mental, physical, social and financial well-being any time 24/7 through LifeWorks Counseling and Life Coaching Centre.
3. Seek to hire two community liaisons to coordinate the resources needed to support any student experiencing hardships in terms of their overall well-being related to their health and instructional success.

4. The District sought public comments in the development of its plan and took those comments into account in the development of its plan.

[Describe the District’s policy or practice that provided the public with an opportunity to provide comments and feedback and the collection process. Describe how any feedback was incorporated into the development of the plan.]

In developing the ARP ESSER Plan, LPCA conducted consultation in the following ways:

- With stakeholders, including: students, parents, community members, corporate/business partners and LPCA Staff



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- By providing the public the opportunity to provide input through surveys and considering such input.

In addition, the LPCA provides the following assurances:

The District made its plan publicly available no later than 30 days after receiving its ARP ESSER allocation.

- The link to the plan is here: <https://www.legacypreparatory.com/wp-content/uploads/2020/08/PDF-Return-to-Campus-Covid-19-Guidelines2.pdf>

The District sought public comment in the development of its plan and took those public comments into account in the development of its plan.

The District will periodically review and revise its plan, at least every six months.

The District will seek public comment in determining whether to revise its plan and, if it determines revisions are necessary, on the revisions it makes to the plan.

If the District revises its plan, it will ensure its revised plan addresses each of the aspects of safety currently recommended by the Centers for Disease Control (CDC), or if the CDC has revised its guidance, the updated safety recommendations at the time the LEA is revising its plan.

The District has created its plan in an understandable and uniform format.

The District's plan is, to the extent practicable, written in a language that parents can understand, or if not practicable, orally translated.

The District will, upon request by a parent who is an individual with a disability, provide the plan in an alternative format accessible to that parent.