

# LEA Application

Please complete the fields below on pages 5-15 that are highlighted for response and upload to the Utah Grants Management System along with the budget request:

<p><b>Legal Name:</b> American Preparatory Academy</p>
<p>Contact Information for LEA Representative</p> <p><b>Name:</b> Lisa Brunson</p> <p><b>Position &amp; Office:</b> Compliance Director, District Office</p> <p><b>Address:</b> 12894 S. Pony Express Road, Suite 600</p> <p><b>Telephone:</b> 801-797-0089</p> <p><b>Email address:</b> lbrunson@apamail.org</p>

## PROPOSED USE OF FUNDS

Below we are asking each LEA to provide an explanation of how the LEA intends to use the ARP ESSER funds in alignment with the allowable use cases described by the U.S. Department of Education. We encourage LEAs to prioritize **evidence-based practices** and call those out in their narrative.

### 1. UNDERSTAND & ASSESS: Student Academic and Social Emotional Needs

USBE encourages LEAs to complete a needs assessment before determining how their portion of ESSER funds will be used. LEAs should follow existing [needs assessment protocols](#) to determine the most valuable and targeted use of ESSER funds. A needs assessment should include a review of the current state as compared to the desired state, the identification of barriers to reaching the desired state, and an analysis of the potential sources of the identified barriers.

American Prep is a data-driven organization that provides rigorous courses with the mission that every child that enters an APA campus will be able to graduate with open doors to whichever higher ed path they choose. Part of a classical education model is the principle of continued improvement--our work is never done! We are constantly focused on our journey of continuous improvement. We believe that change must come from a logical response to data. Our choices for change are based on study and analysis of our data and program.

We gather and analyze a vast amount of data at the student, classroom, school, and district levels. District and School administrators, teachers, parents, academic coaches, afterschool staff, and other stakeholders are involved in this process. We “dig deep” to identify root causes of both positive and negative outcomes. We describe our process here and how it was adapted during the 2020-2021 school year due to COVID to include tracking for our off-campus students and additional community input. In subsequent sections, we will describe some of the needs we identified, including learning loss, as well as our plan for addressing those needs using ARP-ESSER III and other funds.

### Data Collection and Analysis

We utilize two data tracking systems: one based on intensive classes and one for grade level classes.

K-6 Student-level data is collected and evaluated on academic content knowledge, comprehension ability, writing skill, independent work speed, and behavior needs. This information is used to create hundreds (over 800) of differentiated, small group intensive classes unique to the learning needs of each individual student in Reading, Math, and Spelling. Reading and math. Outcomes, such as decoding, speed, comprehension, and accuracy, are tracked for each student daily and reviewed weekly. Teachers indicate each week which lessons were taught and mark students who were not at mastery (80%) for the week as well as any adaptations or interventions that were utilized. A detailed plan is written for every student who did not achieve mastery during the previous week to help them achieve mastery during the following week.

Groups changes are common throughout the year in response to recommendations by teachers and parents and as indicated by the data. This allows the best opportunity for students to accelerate their individual learning through appropriate placement.

Student progress data is entered into the “master academic plan,” which is a cumulative database or “dashboard” display that helps the academic director over each grade level monitor the progress of students in each of the academic intensive groups, as well as in other metrics such as KEEP, Acadience, SAT, Core Knowledge, and RISE assessments. Directors can identify teachers with high levels of mastery as well as those who are not bringing their students to mastery. The teaching staff meet weekly to discuss classes that are not achieving mastery with their students, with the shared purpose of improvement through collaboration with more experienced and effective staff.

Elementary and Secondary Homeroom Classes: Teachers track instructional progress according to a 180-day plan for their grade-level subject or course to see if they are staying on schedule. Teachers also track student mastery according to established accountability elements within the tracker. Teachers can compare their success rates against every other teacher in their grade level/department district-wide. Once a month, the district grade level/department teams discuss their data, review strengths and weaknesses, and make adjustments for the following month.

Additional Data: In addition to academic data, American Prep collects demographic information, attendance, enrollment, staff retention, behavior, and EOY Parent Survey data that provides their perspective on APA’s academic programs, environment, communication, staff, and other factors impacting education.

The Needs Assessment process this year additionally included a public survey which allowed respondents to provide input on various strategies to address learning loss, social-emotional learning, and pandemic prevention activities at our schools. Our survey received 284 responses from teachers, parents, administrators, students, and others not directly affiliated with our schools such as higher education and community partners. In addition to the tallies below, 48 open ended comments were received and reviewed in the preparation of this Plan.

### Learning Loss

Instructional hours beyond the 990-hours required in state statute	Small, achievement-level break-out groups for K-6 grades	Full-time and hourly substitutes who are American Prep trained to step into classrooms ready to teach as needed
51	165	191
Homework assistance program at our Draper High School	Software for summer skills practice	Core Knowledge "What Every x Grader Needs to Know" books for every K-6 student
84	106	90
Afterschool programs at our high poverty campuses	Consumable workbooks for grades K-6	
137	128	

### Social-Emotional Learning

Afterschool programs at our high poverty campuses	Production of Social-Emotional Learning videos through our Builder/Ambassador programs	Additional Counselors
148	156	162

### Safe School Environment

Facilities improvements to provide additional classroom space for social distancing	Facilities improvement to upgrade Draper 1 HVAC system	Facilities improvements to provide antimicrobial artificial turf in our playgrounds
128	82	111
Cleaning and sanitization supplies	School Nurse services	
166	171	

Data Analysis & SIP Development: At the end of the year, teachers meet together in their district teams during a 5-day post-service to review the school-year and end-of-year performance metrics and behavior trackers. They create and present an improvement plan to the district executive leadership team and academic administrators.

The teacher post-service is followed by a 5-day administrative post-service and a 2-day school improvement planning meeting. The administrative team reviews all teacher post-service presentations, accountability elements, end-of-year high stakes tests, parent surveys, behavior reports, Acadience results, AP test scores, staff retention reports, and other data. Goals from the previous year are then evaluated for completion. Incomplete goals are either rolled over to the next year, adjusted for the next year, or omitted with an explanation.

Following the 7-day administrative review, each campus holds its own Stakeholder School Improvement Planning meeting. During this meeting, stakeholders (including our Parent Advisory Committee members) review and provide input on school-specific Comprehensive Needs Assessments, Goals, and Plans. This year, our SIP committees were given the opportunity to provide input on the ARP-ESSER III Planned strategies.

Following the campus Stakeholder School Improvement Planning meetings, the administrative team creates final District and School Improvement Plans that include action items and assignments to key leadership. Parent survey results, student behavior data, attendance, AP and ACT test outcomes, and other additional relevant data are also analyzed at this time. These Plans are then presented to APA's governing board for their approval.

- A. **Impacts of COVID-19 on your LEA:** Please describe the areas that have been most impacted by the coronavirus on your LEA. What has been done to determine the strategies that are needed to mitigate the effects of the pandemic? Please provide any baseline data and stakeholder feedback collected to show the impacts of COVID-19.

As a result of COVID, all Utah schools were required to close down physical classrooms in March 2020. Although American Prep opened its doors for the 2020-2021 school year, a number of families opted for an off-campus learning program (see data chart below). Additionally, staff and students from all campuses were periodically quarantined due to exposure, and our Draper 1 campus was closed briefly for reaching 15 confirmed cases, as advised by the Utah Department of Health.

	Percent On-Campus								
	Draper 1 Elem	Draper 2 Elem	Draper 3 Sec	WV1 Elem	WV2 Elem	WV2 Sec	Salem Elem	Salem Sec	<i>District</i>
Term 1	58.6%	57.1%	70.2%	63.4%	65.1%	62.8%	90.60%		64.4%
Term 2	66.2%	64.9%	81.1%	82.5%	82.2%	79.9%	94.00%		76.5%
Term 3	82.2%	84.2%	92.0%	96.0%	95.1%	92.3%	97.5%	97.9%	90.4%
Term 4 SC/5EL	86.25%	88.39%	91.61%	96.51%	95.39%	92.81%	97.49%	92.78%	91.92%

By the end of the school year, 92% of our students were back to in-person learning. The challenge this brought throughout the year, however, was for admin and teachers to address the specific learning needs of students who were returning to school with the great disparity of content acquisition that was the result of the varied efficacy of the off-campus learning program.

In addition to the off-campus program 2,767 unique students (52% of our student body) were quarantined a total of 13,762 days during the 2020-2021 year. To determine what academic impacts were experienced due to these disruptions in learning we carefully collected data and reviewed 2020-2021 student achievement data at the grade level and course level, and compared specific accountability elements (AEs) with prior years.

### 1. LEARNING LOSS

Our data demonstrates that Learning Loss occurred at the end of SY2019-2020 and continued through the 2020-2021 school year. We were able to identify general learning loss trends from previous

year(s). Assessments and accountability elements show that some classes were able to catch up by the end of the SY2020-21, and others were not.

**A. Elementary Examples:**

The data below is from the Stanford Achievement Test (SAT), which we use to assess our K-2 elementary students. The SAT provides a national percentile ranking from a representative number of students taking the assessment nationally. Additionally, the SAT “provides a valid and reliable measure of academic achievement which enables educators to make important instructional decisions for each student.” We see from the data that our students are generally performing at or above the national average. However, there is a clear slide within our district from the previous assessment taken in 2019.

District Stanford Achievement Test (National Percentile Ranking) by Grade									
Grade	Campus	Reading		Math		Science		Battery	
		2021	2019	2021	2019	2021	2019	2021	2019
K	Kinder Ctr	77	86	68	71	67	66	72	77
	DRA 1	NA	72	NA	61	NA	63	NA	67
	DRA 2	70	80	64	67	62	69	66	74
	WV 1	40	40	49	39	49	42	45	40
	WV 2	44	53	47	50	49	47	46	53
	Salem	66	69	67	69	73	76	68	69
1st	DRA 1	62	63	80	76	67	59	68	66
	DRA 2	62	61	79	80	62	66	66	67
	WV 1	27	47	44	71	32	57	33	55
	WV 2	39	50	59	71	57	58	51	57
	Salem	57	49	69	67	62	59	62	56
2nd	DRA 1	57	59	69	61	61	59	62	61
	DRA 2	55	65	64	71	49	58	59	65
	WV 1	19	44	28	59	22	45	24	48
	WV 2	31	41	39	41	28	32	36	42
	Salem	68	64	70	66	86	61	71	63

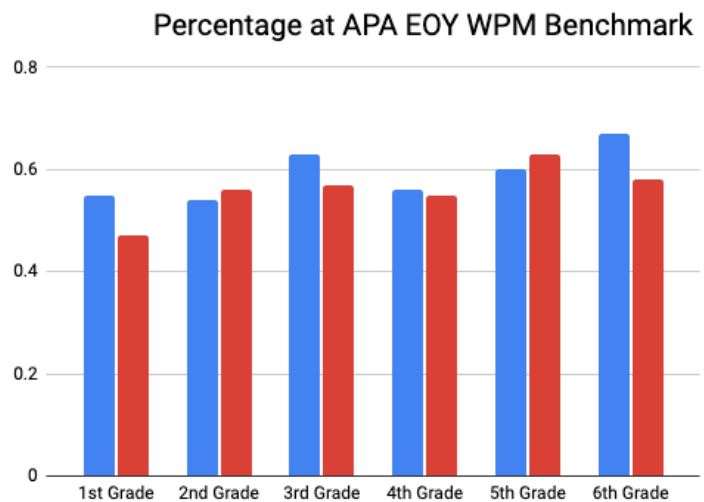
The RISE data below shows that, aside from our 3rd and 5th grade Highly Proficient Math students, our Elementary grade levels did not perform as well in RISE Math or ELA assessments from Spring 2019 to Spring 2021.

RISE Math		Number Tested	Below Proficient	Approaching Proficient	Proficient	Highly Proficient
3rd Grade	2018-19	468	38%	23%	19%	20%
	2020-21	499	44%	18%	17%	22%
	Change	31	6%	-5%	-2%	2%
4th Grade	2018-19	487	37%	20%	21%	23%
	2020-21	492	43%	17%	21%	19%
	Change	5	6%	-3%	0%	-4%
5th Grade	2018-19	480	38%	19%	27%	16%
	2020-21	509	47%	17%	17%	19%
	Change	29	9%	-2%	-10%	3%

6th Grade	2018-19	438	33%	23%	23%	21%
	2020-21	465	44%	22%	15%	19%
	Change	27	11%	-1%	-8%	-2%

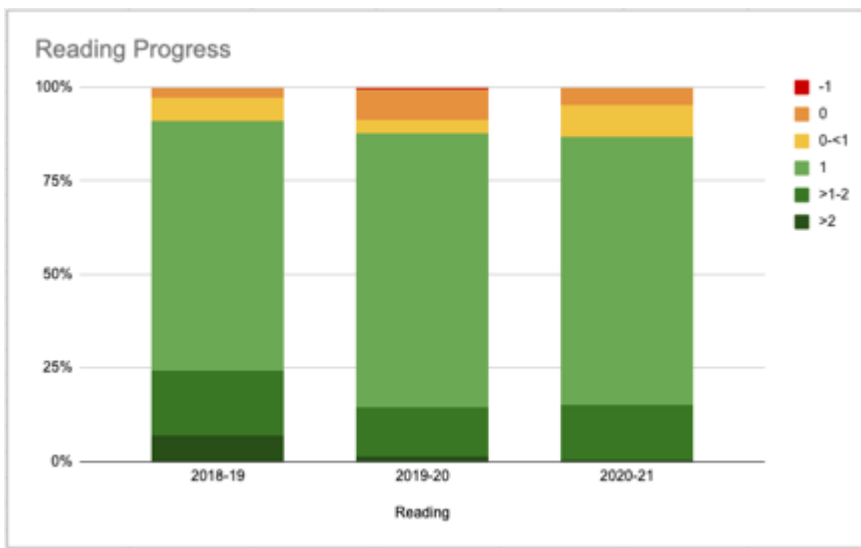
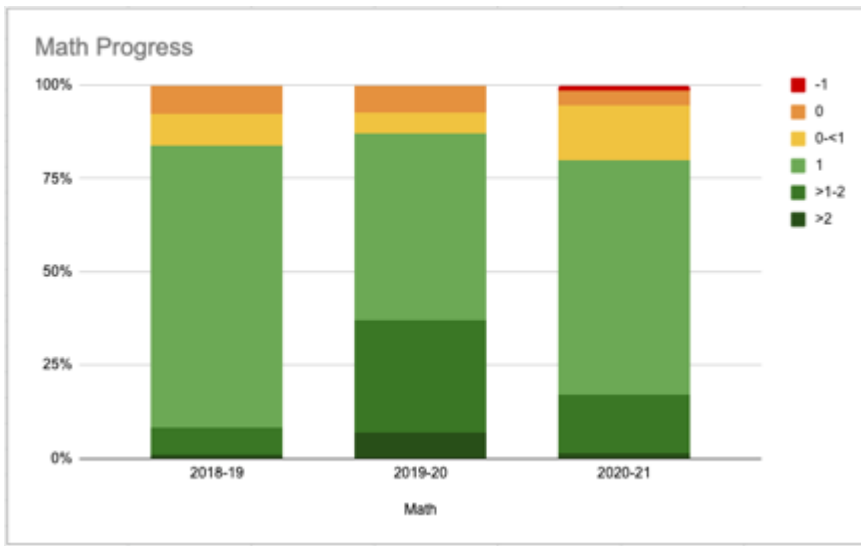
RISE ELA		Number Tested	Below Proficient	Approaching Proficient	Proficient	Highly Proficient
3rd Grade	2018-19	468	29%	27%	33%	9%
	2020-21	498	45%	22%	27%	7%
	Change	30	16%	-5%	-6%	-2%
4th Grade	2018-19	488	30%	25%	28%	16%
	2020-21	490	44%	26%	20%	10%
	Change	2	14%	1%	-8%	-6%
5th Grade	2018-19	480	34%	20%	28%	18%
	2020-21	510	42%	22%	23%	13%
	Change	30	8%	2%	-5%	-5%
6th Grade	2018-19	447	31%	19%	25%	24%
	2020-21	468	44%	18%	22%	16%
	Change	21	13%	-1%	-3%	-8%

APA’s EOY WPM on the Acadience reading assessment shows mixed results, with slides in some grade levels and gains in others. Academic Directors and teachers point to the new peer-mentored, teacher-supervised “Tier 4” extended school-day program that was partially implemented in SY2020-21 as the primary reason EOY scores performed so well in the 2nd grade, surpassing SY2018-19 EOY scores even in a COVID year. We are expanding this program to 1st-3rd grades in SY2021-22.



One of the most meaningful measures we track is the ability of students to make one or more year’s growth in one year’s time. The comparison of growth percentages from the pre-pandemic year of 2018-19 to 2019-20 and 2020-21 shows the effects of the pandemic on our elementary students in Math, Reading, and Spelling:

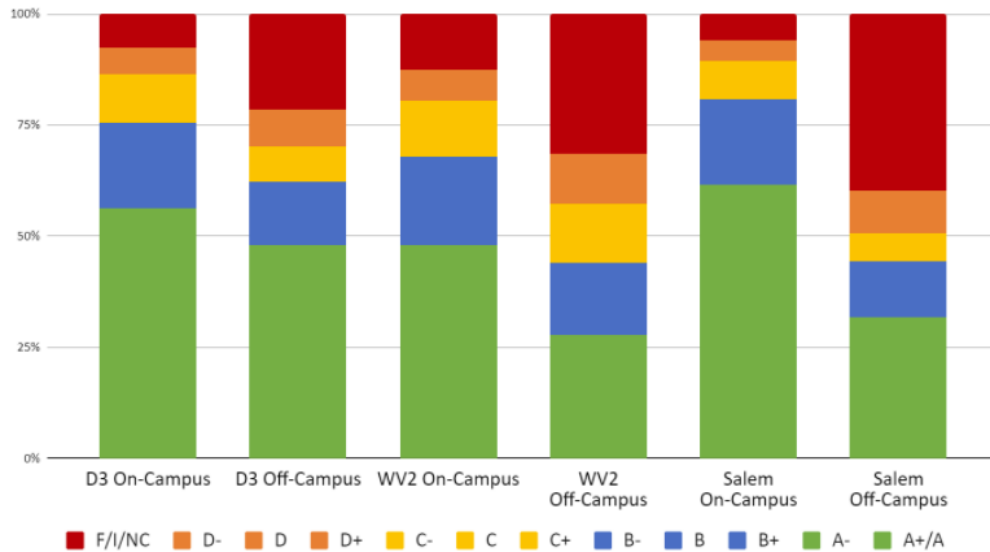
School Year	Math		Reading	
	Year or More	< One Year	Year or More	< One Year
2018-19	91.1%	8.9%	83.7%	16.3%
2019-20	87.7%	12.3%	87.1%	12.9%
2020-21	86.8%	13.2%	79.9%	20.1%



**B. Secondary Examples:**

The table below compares earned grades for our secondary students who were participating in classes on campus vs. off campus, midway through SY2020-21. There were 2-3x the number of failing grades for our off-campus students (represented by the red bars below):

Grade Comparisons as of 12/20 (halfway through the year)



While learning loss was particularly noticeable for our students who participated in off-campus learning programs, our on-campus students were also impacted by COVID-19. Disruptions caused by quarantines, shut-downs, student in/off-campus movement, and additional demands placed on administrative, teaching, and support staff affected teaching and learning during SY2020-21.

For example: We saw that our percentage of students in grades 7-12 who achieved grades of C or higher in Math dropped 3.9% from the baseline (average of SY2017-18, SY2018-19, and first 3 terms of SY2019-20) and 5.1% below our original goal for SY2020-21. We also saw that our percentage of secondary students who achieved grades of C or higher in Language Arts dropped 3.4% from the baseline calculation, and 4.8% below our original goal for SY2020-21 (EOY '21 DTL Dashboard Outcome Report).

Math - Baseline 78.8% - Goal 80%					
	Term 1	Term 2	Term 3	Term 4	District Average
Student Count	1381	1438	1542	1541	74.92%
C Grade or Higher	1095	1057	1121	1143	
Percentage	79.29%	73.50%	72.70%	74.17%	
Language Arts - Baseline 73.6% - Goal 75%					
	Term 1	Term 2	Term 3	Term 4	District Average
Student Count	1214	1244	1279	1304	70.24%
C Grade or Higher	854	808	884	998	
Percentage	70.35%	64.95%	69.12%	76.53%	

College-ready AP classes and pass rates were especially impacted at our Title I secondary campus. Successful AP credit completion is an important indicator of future participation and success in college.



WV2 AP Exam Participation & Pass Rates			
YEAR	# Taking Tests	# Passing	% Passing
<u>SY2018-19</u>	125	52	42%
<u>SY2019-20</u>	124	51	41%
SY2020-21	110	34	31%

## 2. SOCIAL-EMOTIONAL LEARNING

The [Collaborative for Academic, Social, and Emotional Learning \(CASEL\)](#), defines SEL as “how children and adults learn to understand and manage emotions, set goals, show empathy for others, establish positive relationships, and make responsible decisions”.... As more attention is paid to "educating the whole child," SEL practices have been embedded in a growing number of classrooms across the country. Educators are aware that these skills play a critical role in determining how well-equipped children will be to meet the demands of the classroom (<https://www.nea.org/advocating-for-change/new-from-nea/social-emotional-learning-should-be-priority-during-covid-19>)

American Prep utilizes the embedded character development program, called Ambassadors, to meet the five SEL core competencies: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. Among other topics, the Ambassador program teaches communication skills, decision-making, being a friend and support to your peers, and the joy of providing service. The program helps students learn to feel involved with their school and community through leadership events and successfully structured social events. Due to the disruptions of COVID, participation in SEL lessons, workshops, and activities was down by an average of 15% across the district from 2019 to 2021.

Ambassador/SEL Program	D1 Elem	D2 Elem	D3 Sec	WV1 Elem	WV2 Elem	WV2 Sec	Salem Elem	Salem Sec	District
2019 # of Students	627	1361	665	646	783	754	417	128	5381
2019 Utilization	95.4%	95.8%	95.2%	96.4%	96.9%	95.4%	95.0%	93.8%	95.8%
2021 # of Students	656	1225	749	604	751	913	358	101	5357
2021 Utilization	73.3%	73.6%	83.7%	84.6%	84.4%	82.0%	94.9%	82.9%	80.8%
Campus Change	-22.13%	-22.21%	-11.49%	-11.84%	-12.45%	-13.38%	-0.12%	-10.85%	-14.99%

## 2. DESIGN: LEA ARP ESSER Plan and Aligned Budget

In building budgets, please keep in mind that federal funds should be utilized to supplement your state and local funds. The ARP ESSER budget submitted through the Utah Grants Management System does not have to include state and local funds, but their availability and utilization should be considered the foundation for building recovery and acceleration plans. As you are braiding various state and federal funds, be mindful that some funds expire at different times than others. The increased federal funds will

enhance the opportunities that you can offer, but we encourage you to think holistically as you assess your LEA's situation and make plans for academic recovery and acceleration.

1. **Plan to Address Accelerated learning:** Please provide a narrative response for how your LEA plans to use at least 20 percent of funds to address accelerated learning through the implementation of **evidence-based** interventions (e.g., providing intensive or high-dosage tutoring or accelerating learning), such as summer learning or summer enrichment, extended day, comprehensive after-school programs, or extended school year programs, and ensure that those interventions respond to students' social, emotional, and academic needs and address the disproportionate impact of COVID-19 on underrepresented student subgroups.

The ARP Act defines the term "evidence-based" as having the meaning in section 8101(21) of the ESEA. Accordingly, "evidence-based" includes several tiers of evidence. Specifically, "evidence-based," when used with respect to a State, LEA, or school activity, means an activity, strategy, or intervention that:

- Demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes based on—
  - Strong evidence from at least one well-designed and well-implemented experimental study ("tier 1");
  - Moderate evidence from at least one well-designed and well-implemented quasi-experimental study ("tier 2"); or
  - Promising evidence from at least one well-designed and well-implemented correlational study with statistical controls for selection bias ("tier 3"); or
- Demonstrates a rationale based on high-quality research findings or positive evaluation that such activity, strategy, or intervention is likely to improve student outcomes or other relevant outcomes and includes ongoing efforts to examine the effects of such activity, strategy, or intervention ("tier 4").

Given the novel context created by the COVID-19 pandemic, an activity need not have generated such evidence during the COVID-19 pandemic to be considered evidence-based. The Department's What Works Clearinghouse (available at <https://ies.ed.gov/ncee/wwc/>) identifies the tier of evidence that reviewed studies meet, as applicable. As part of the "demonstrates a rationale (tier 4)" level of evidence, grantees may develop and use approaches that are novel, if they are consistent with theoretical and empirical findings from research and the grantee will continue to review the effects of the practice to build the evidence base. Developing a logic model can help to demonstrate a rationale. Logic model resources are available at <https://ies.ed.gov/ncee/edlabs/regions/pacific/elm.asp>.

- i. **Narrative for how your LEA plans use at least 20% of the total ARP ESSER award to address accelerated learning through the implementation of evidence-based outcomes.**

- 1) **Additional Instructional Hours.** APA will use ARP-ESSER III to preserve and/or expand the following three programs that go above and beyond the state's 990 instructional hours minimum requirement (R277-419-40): Extended School Day, Academic Extended Day, and Afterschool Programs. Together, these programs provide a multi-tiered response to learning loss (Allowable Use Case #1, as well as #3, #7, #14, #15, and #19).
  - a) **Extended School Day (ESD):** APA's school schedule includes 1252 student total attendance hours, including 1,190 instructional hours. This is 200 hours of instruction provided by teachers

and support staff for all elementary students beyond the state minimum requirement of 990 hours (R277-419-4). This averages 1.1 hours (or 16.8%) of additional instruction daily across the 180-day schedule. This intervention provides opportunities for all K-6 students to accelerate their learning. Some of this activity was supported by ESSER II funds in SY2020-21.

- b) **Academic Extended Day (AED):** APA provides 20 minutes of K-6 instructional support and/or 1st-3rd peer reading intervention programming at all campuses to students who are specifically identified as requiring additional academic support, such as those scoring Well Below on Acadience reading assessments and our English Language Learners. These minutes are in addition to the 1,190 instructional hours included provided by APA’s Extended School Day schedule. After a limited pilot program yielded success, the peer reading program was introduced district-wide in SY2020-21 during COVID in 1st and 2nd grades with very positive results. We will expand in SY2021-2022 to include 3rd grade and purchase “Sam” intervention curriculum to use with our most intensive students. Some of this activity was supported by ESSER II funds in SY2020-21.
- c) **Afterschool Programs:** Afterschool programs at our two Title I schools run 3 hours daily, 15 hours per week. These K-12 grade programs include free, daily, mentored homework assistance by highly qualified paraprofessionals, a healthy snack, high arts education, exploratory learning opportunities, parent and family community resources, etc. Over 250 students participate in these programs daily. Teachers notice improved outcomes with afterschool participation, as noted in 21st CCLC surveys:

Afterschool Programs	Count of Students	Student Behavior		Homework & Class Participation	
		Did not Improve	Improved	Did not Improve	Improved
WV1 - Elementary	142	15%	85%	13%	87%
WV2 - Elementary	358	23%	77%	13%	87%
WV2 - Secondary	97	12%	87%	19%	81%

Afterschool grants and Governor’s GEER funds were used for this purpose in SY2020-21. We are applying for competitive ARP-Afterschool funds which would allow us to provide this program to an additional 50 students at our Title I campuses, as well as expand our secondary homework assistance afterschool program to our Draper 3, 7-12 grade campus. For the purposes of this application, we are budgeting the amount that would be required to maintain the SY2020-21 level of programming for SY2021-22 and SY2022-23.

- 2) **Differentiated Instruction:** We will accelerate learning in K-6 students by providing differentiated instruction in Reading, Math, and Language Arts. This is in addition to the grade-level core curriculum delivered by the classroom teacher. Consumable workbooks and some teacher texts supporting these activities are included in this budget (Allowable Use Case #1, as well as #2, #3, #7, #15, and #19).
  - a) Every K-6 student will be taught in small groups at his/her academic level in Reading, Language Arts, and Mathematics according to pre-assessments.

- b) Weekly evaluations will be tracked and monitored by teachers, instructors, and directors to ensure mastery. Students who are falling behind will be identified in weekly team meeting discussions. An action plan will be developed to address the student’s needs.
- c) During follow-up team meetings, action plans will be evaluated for effectiveness. Group level testing and change may be recommended if an action plan is not successful.
- d) Academic group levels are fluid....Teachers, instructors, directors, or parents may request that an assessment be administered at any time if they suspect that a different placement may be more appropriate for a child.

**ii. Please complete the table below for each of the activities that you will be pursuing to address learning loss.**

Evidenced-based Activity Description	Timeframe for Implementation	Estimated Total Budget for Activity	Data Source for Measuring Effect (ex. Attendance, Acadience, RISE, ACT Aspire, local measure, etc.) - Disaggregated by specific student subgroups	Baseline Measure from 2018-2019 or 2019-2020 (as applicable)	Target for measured effect at conclusion of activity
1. Additional Instructional Hours	(See Strategies below)				
1.a. Extended School Day (ESD):	Aug 2021-June 2022 & Aug 2022-June 2023	Salaries: \$895,000 Benefits: \$211,250	Students making one year or more of academic progress each year in Math and Reading.	Baseline Math = 86.8%  And Reading = 79.9%	Progress students toward 2018-19 growth by the end of 2023-2024.
1.b. Academic Extended Day (AED):	Aug 2021-June 2022 & Aug 2022-June 2023	(included in above) + Intervention Rdg Curriculum: \$2,000	Acadience Reading	BOY 2021 & 2022 % of 1st & 2nd grade students assessed as Well-below Benchmark (WBM)..	We will progress 45% of our 1st grade WBM and 25% of our 2nd grade WBM students by EOY 2022. This goal will be repeated in SY2022-23.
1.c. Afterschool Programs	July 2021-June 2022 & July 2022-June 2023	*pending ARP-ASP/ GEER II applications. Current gap = \$900,000 over two yrs.	Total number of homework assignments completed during afterschool.	SY2020-21 baseline:  43,289 Homework Assignments Completed	SY2021-22 and SY2022-23 Goal:  50,500 Homework Assignments Completed in Afterschool

				in Afterschool	(Increase of 16.6%)
<b>2. Differentiated Instruction</b>	Aug 2021- June 2022 & Aug 2022- June 2023	Salaries: \$1,300,000 Benefits: \$260,000	Students making one year or more of academic progress each year in Math and Reading.	Baseline Math = 86.8%  And Reading = 79.9%	Progress students toward 2018-19 growth by the end of 2023-2024.

**iii. What is your process for evaluating the success of the above activities and revising your ARP ESSER plan to reflect improvements?**

Our process is described in detail in our Needs Assessment (first section of this application). We have included in this application, \$300,000 each year for three years (SY2020-21 through SY2022-23) to pay teachers to participate in a 5-day post-service, deep dive data analysis that results in academic admin presentations and development of district and campus School Improvement Plans with stakeholder input. The GEER, ESSER II, and ARP-ESSER III Learning Loss activities were determined during this process, and will similarly be evaluated and revised annually.

Additional initiatives that arise as a result of this process and that affect the ARP-ESSER III budget will be submitted for review and approval by USBE in UtahGrants. Initiatives that include facilities expenses will follow the additional approval protocol requested by the USBE.

**iv. How will the LEA ensure that the interventions it implements, including but not limited to the interventions 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 and youth in foster care, and migratory students? USBE encourages LEAs to reference their needs assessment to support their narrative.**

Our Learning Loss interventions are multi-tiered to address the academic, social, emotional, and mental health needs of all students, particularly those disproportionately impacted by the COVID-19 pandemic by:

**1. Additional instructional Hours.**

- a. **Extended School Day (ESD).** We will provide extra hours of instructional time for all K-6 students beyond the 990-hour requirement.

- b. **Academic Extended Day (AED)**. We will provide an additional 20 minutes of academic instruction for students identified as academically at risk, especially our ELL and Intensive reading students.
  - c. **Afterschool Programs**. We will provide 3 hours of free afterschool academic and SEL support daily for the students at our Title I campuses (high poverty, high ELL, high minority). The afterschool program includes homework assistance from highly qualified paras, access to technology, clubs and workshops that promote SEL and address mental health needs, a parent liaison at each campus, and parent and family engagement activities that nurture the sense of community and provide information on community resources. Afterschool mentors are trained on student behavior supports, IEPs and Health Alerts. If funds are available, we will expand the homework help program to our D3 high school.
2. **Differentiated Instruction**. We will provide achievement level groups that address the academic deficiencies of each individual student according to what qualifying needs that student has, as evidenced by daily behavior and engagement tracking. Communication regarding those achievement-level groups is facilitated by school processes that ensure daily communication with parents.

We are providing these additional interventions by blending ARP-ESSER III with other state and federal supplemental funds in order to address academic, SEL, and mental health needs:

3. Summer practice software and learning packets to help students “Stay Sharp” over the summer. (ESSER II and ARP)
4. Internal subs that are full-time and part-time, to provide continuity when teachers are unable to be in class due to professional development, illness, COVID quarantine, or other required absences. (ESSER II and ARP)
5. A School and Community Support Director at our Title I WV2 campus (Title IA grant), Student Success Coordinator (D3), and school counselors. (GEAR UP, EARS and ARP)
6. Parent empowerment and information videos on subjects such as “How to access your student’s information in Skyward,” in both English and Spanish. (ARP)
7. Ambassador/Character Development staff, including one point of contact for military families who is dedicated as our Elementary “Purple Star” liaison to assist students and families who are in the military service with transition, engagement, etc. (EARS and ARP)
8. Student SEL videos to help students self-regulate, set goals, show empathy for others, establish positive relationships, etc. (ARP)
9. HOPE suicide prevention squads (Suicide Prevention grants).
10. Providing school nurses and medical assistants to support student health needs (ESSER II & ARP)
11. Providing a math assistant instructor at our Title I high school to assist in the Algebra Accelerator classrooms (GEAR UP grant).

## **2. Plan for remainder of funds:**

Please provide a narrative response that details your LEA ARP ESSER plan for the remaining funds in alignment with the allowable use cases. We recommend you call out the federal use case language and category number in your response, as well as including your budget narrative from the Utah Grants Management System.

Learning Loss activities described in Section 1. constitute a total of \$2,668,250, or 56.4% of our total ARP-ESSER III budget. This amount does not include the academic Afterschool Programs that we hope to fund with ARP-ASP and/or GEER II funds. In addition to the Learning Loss activities, we include the following ARP-ESSER III strategies, Allowable Use Case #s, and associated budget break-downs:

Parents, admin, and staff are concerned about the social-emotional impact of COVID on students, as evidenced by our public surveys (162 out of 191 responses) and input received at our summer stakeholder meetings. SEL Activities represent approximately \$750,000 of our total ARP-ESSER III budget, or 15.8%. American Prep proposes the following strategies to address SEL:

- 1) **Student Success Coordinator and Counselors.** American Prep is adding a Student Success Coordinator and two additional Counselors who will be working directly with students to develop personal strategies for resiliency, behavior management, and academic success (Allowable Use Case #13).
- 2) **Ambassador Program and Empowerment Videos.** American Prep has a strong character development program. Ambassador program staff work with students to build capacity to be mindful, empathetic, sociable, resilient and otherwise able to meet the challenges and opportunities they encounter. Additional efforts will be made by our Ambassador leader recently appointed to look after our military families, to ensure they are welcomed and involved in our programs Allowable Use Cases #1, #13, and #19).

We learned during COVID that parents are interested in attending virtual Parent Empowerment nights on subjects such as Suicide, Alcohol Tobacco and Drug (ATOD) Use, Child Abuse and Neglect, etc. To ensure that this information is readily available to parents, our Ambassador/Counselor teams will be developing videos in English and Spanish and posting them to our website. Additionally, this video production effort will include the development of videos that teach SEL concepts and applications to our K-6 students (Allowable Use Cases #13 and #15).

- 3) **Expanded Afterschool Enrichment Programs.** "Children have an increased risk of substance abuse, delinquency, teen pregnancy, becoming school dropouts, and violence if they experience academic failure or a lack of commitment to school" (UT DOHS). APA's afterschool programs seek to reverse those behaviors through mentored homework assistance, and opportunities for self-expression and positive self-concept via participation in The Arts as well as exploratory clubs that are student and teacher-initiated. Teacher surveys indicate positive academic and behavior outcomes for students who participate in these programs. In addition to the academic expansion of afterschool programs proposed under "Learning Loss," we propose to use funds to jumpstart afterschool enrichment programs at our Draper 3 high school, where these opportunities have previously been unavailable. This expansion will include a daily, healthy snack. (Allowable Use Cases #1, #14, and #19).

<b>SEL Activities</b>	1.	2.	3.	
	<b>SEL - Student Success Coordinator &amp; Counselors</b>	<b>SEL- Ambassador Program &amp; Empowerment Videos</b>	<b>SEL - Expanded Afterschool Enrichment Programs</b>	
<b>Cost Category</b>				<b>TOTAL</b>
Salaries (100)	\$240,000	\$90,000	\$220,000	\$550,000
Benefits (200)	\$60,000	\$22,500	\$44,000	\$126,500
Prof. Svcs. (300)		\$32,062		\$32,062
Property Svcs (400)				\$0
Supplies (600)			\$40,000	\$40,000
Equipment (700)				\$0
<b>TOTAL</b>	<b>\$300,000</b>	<b>\$144,562</b>	<b>\$304,000</b>	<b>\$748,562</b>

In addition to the above SEL activities, American Prep proposes the following activities, which total approximately \$1.3 Million of the total ARP-ESSER III grant, or 27.8%:

- 1) **Data Analysis Week:** As mentioned earlier, at the end of the 2020-2021 school year, grade-level and secondary department teacher groups met for five days to analyze academic data in order to determine how students performed during the school year, and to collaborate on strategies and interventions to address areas of student learning loss during the upcoming school year. We will repeat this exercise at the conclusion of the 2021-2022 and 2022-2023 school years (Allowable Use Cases #1, #15 and #19).
- 2) **Supplemental Learning Materials:** Summer learning materials will be provided to families, including grade-level writing activities, math and Language Arts practice software, keyboarding practice software, reading material, and other supplies to keep students’ brains active and sharp. Consumable workbooks for student practice will be provided. Core Knowledge books will be purchased and distributed to parents, so that they can assist with their students’ learning each year. Additionally, stipends will be provided to two teachers to create additional practice sheets for our Reading Mastery 2 Intensive students (Allowable Use Cases #1, #2, #12, #14, #15, and #19).
- 3) **Sanitizing Supplies:** We will purchase cleaning supplies to enable us to continue to maintain clean and healthy environment protocols that were implemented when we returned to school (Allowable Use Cases #10 and #19).

Two of our campuses utilize a cleaning and disinfection process that uses small microfiber cloth pieces soaked in an approved non-toxic disinfecting solution. The soaked microfiber pieces are placed in a bin and provided to each classroom for staff and students to use throughout the day. The used wipes are collected and laundered to be reused. Due to the volume of wipes used each day, multiple laundering cycles are required per day. The washers and dryers that were originally purchased for the schools were not intended for the high volume of use this disinfecting process has placed on them in response to COVID and they are needing to be replaced. We will purchase 2 commercial washer/dryer sets for our Draper 2 campus (>1200 students) and 1 commercial washer/dryer for our Draper 1 campus (Allowable Use Cases #10 and #19).



- 4) **Health Services and Supports:** We will provide one or more School Nurses and Medical Assistants to monitor, train, and assist with maintaining a healthy environment for our students and staff, and to help coordinate response efforts, such as test-to-stay, with local health agencies (Allowable Uses #6, #9, #18, and #19).
- 5) **APA-Trained Substitutes:** We will pay salaries and benefits and Purchased Professional Services for teacher substitutes. Typically, we are able to cover our substitute needs in-house. However, due to COVID illnesses, quarantines, vaccinations, and related illnesses, we must utilize additional in-houses and contracted sub services. We will utilize internal subs as much as possible, in order to maintain continuity of learning and behavior expectations within the classroom. As needed and where cost-effective, we will hire full-time campus subs who will be available to fill-in for teachers without notice (Allowable Use Cases #2 and #19).

6) **Submitted Facilities Requests:**

- a) **Replacing HVAC System.** The scope of this project includes replacement of aging and failing HVAC machines that are not capable of meeting current indoor air quality standards at the only school in our system that was required to shut down--and the very first school in Utah to have to shut down--due to elevated COVID cases (<https://www.sltrib.com/news/education/2020/09/01/draper-charter-school/>). Investigations into the cause(s) of higher rates of transmission at this campus identified air handling deficiencies in the older machines as a contributing cause. The LEA has bid this project in compliance with state procurement rules and will be permitting the project through the process used for public schools in Utah (Allowable Use Cases #16 and #17). This project has been pre-approved by the USBE Review Committee. Evidence is submitted with this application.
- b) **Creating Wall Partitions.** The scope of this project includes the addition of new accordion-style dividing curtains to increase the number of spaces available for smaller ability-based groupings needed to address COVID-related learning loss and to increase social-distancing options at our largest elementary campus (>1200 students). The LEA has issued a series of bid requests for various aspects of this project in compliance with state procurement rules and will be permitting the project through the process used for public schools in Utah (Allowable Use Cases #16 and #18). This project is under review by the USBE Review Committee and has not been included in the budget pending approval.

Other Activities	1	2	3	4	5	6.a.	6.b.	
<b>Cost Category</b>	<b>Data Review</b>	<b>Learning Materials</b>	<b>Cleaning and Sanitizing Supplies</b>	<b>Health Services</b>	<b>APA Subs</b>	<b>Facilities Requests - D1 HVAC</b>	<b>Facilities - D2 Wall Partitions (not included)</b>	<b>TOTAL</b>
Salaries (100)	\$600,000	\$8,100		\$32,400	\$25,000			\$1,215,500
Benefits (200)	\$150,000	\$810		\$6,480	\$5,000			\$288,790
Prof. Svcs. (300)							\$144,938	\$32,062

Property Svcs (400)						\$115,083		\$115,083
Supplies (600)		\$192,000	\$53,500			\$103,948		\$389,448
Equipment (700)						\$22,963	\$102,950	\$22,963
<b>TOTAL</b>	\$750,000	\$200,910	\$53,500	\$38,880	\$30,000	\$241,994	\$247,888	\$1,315,284

### 3. Implementation and Policy

#### A. LEA Safe Return to In-Person Instruction Commitment

An LEA that receives ARP ESSER funds must, within 30 days of receiving the funds, make publicly available on its website a plan for the safe return to in-person instruction and continuity of services by addressing the mitigation strategies described by the federal legislation and interim final rule. Before making the plan publicly available, the LEA must seek public comment on the plan.

We recognize that for most Utah LEAs, schools are already providing this in-person instruction. The requirements outlined below are in compliance with the ARP ESSER award, and should speak to the plans for school in fall 2021. **Please complete the “LEA Response” within the table below for each of the mitigation strategies describing if the LEA has any policies and what those policies are for the given mitigation strategy.**

Mitigation strategy	USBE and UDOH Guidance Resources	LEA Response:
Universal and correct wearing of masks	<a href="https://coronavirus.utah.gov/mask/">https://coronavirus.utah.gov/mask/</a> <a href="https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/cloth-face-cover-guidance.html">https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/cloth-face-cover-guidance.html</a> <a href="https://coronavirus-download.utah.gov/School/COVID-19_School_Manual_FINAL.pdf">https://coronavirus-download.utah.gov/School/COVID-19_School_Manual_FINAL.pdf</a> -page 105-109	<i>APA will continue to work with our local health department to determine the policies and actions that are necessary to respond to the current status of COVID-19 in our context.</i>
Physical distancing (e.g., including use of cohorts/podding)	<a href="https://coronavirus-download.utah.gov/School/COVID-19_School_Manual_FINAL.pdf">https://coronavirus-download.utah.gov/School/COVID-19_School_Manual_FINAL.pdf</a> -page 101-102	<i>APA will consider physical distancing guidelines as reflected in the COVID-19 school manual.</i>

<p>Handwashing and respiratory etiquette</p>	<p><a href="https://coronavirus-download.utah.gov/School/COVID-19_School_Manual_FINAL.pdf">https://coronavirus-download.utah.gov/School/COVID-19_School_Manual_FINAL.pdf</a> -page 109-111</p>	<p><i>APA staff will teach and train the students in healthy practices, such as increased hand cleansing (washing or sanitizing), keeping hands and objects to themselves, proper wearing of their face coverings (for those who choose to wear them), and orderly transitions and distancing.</i></p>
<p>Cleaning and maintaining healthy facilities, including improving ventilation</p>	<p><a href="https://coronavirus-download.utah.gov/School/COVID-19_School_Manual_FINAL.pdf">https://coronavirus-download.utah.gov/School/COVID-19_School_Manual_FINAL.pdf</a> -page 75-84</p>	<p><i>Operations staff will continue the increases cleaning and sanitizing schedule of the school premises.</i></p>
<p>Contact tracing in combination with isolation and quarantine, in collaboration with the State, local, territorial, or Tribal health departments</p>	<p><a href="https://coronavirus-download.utah.gov/School/COVID-19_School_Manual_FINAL.pdf">https://coronavirus-download.utah.gov/School/COVID-19_School_Manual_FINAL.pdf</a> - page 27-35</p>	<p><i>APA will cooperate with contact tracing requirements, in combination with isolation and quarantine.</i></p>
<p>Diagnostic and screening testing</p>	<p><a href="https://coronavirus-download.utah.gov/School/COVID-19_School_Manual_FINAL.pdf">https://coronavirus-download.utah.gov/School/COVID-19_School_Manual_FINAL.pdf</a> -page 37-43; 46-51; 52-56</p>	<p><i>APA will abide by diagnostic and screening testing as required for participation in sporting or other activities.</i></p>
<p>Efforts to provide vaccinations to educators, other staff, and students, if eligible</p>	<p><a href="https://coronavirus-download.utah.gov/School/COVID-19_School_Manual_FINAL.pdf">https://coronavirus-download.utah.gov/School/COVID-19_School_Manual_FINAL.pdf</a> -page 57-59</p>	<p><i>APA will disseminate vaccination information to staff and will accommodate associated sick PTO as needed. APA will excuse absences due to student vaccinations.</i></p>
<p>Appropriate accommodations for children with disabilities with respect to the health and safety policies</p>	<p><a href="https://coronavirus-download.utah.gov/School/COVID-19_School_Manual_FINAL.pdf">https://coronavirus-download.utah.gov/School/COVID-19_School_Manual_FINAL.pdf</a> -page 106, 109, 114</p>	<p><i>APA will provide appropriate accommodations for children whose disabilities require special consideration with respect to their individual health and safety concerns.</i></p>

- B. Please provide a link to your website where you will post this plan within 30 days of receiving the funds, to make it publicly available as required in federal legislation and rule.** This link will be made available on the USBE website and be provided to the U.S. Department of Education.

American Prep’s ARP-ESSER III Plan will be available here:

<https://www.americanprep.org/federal/>

#### 4. GEPA Section 427 (20 U.S.C. 1228a) Compliance

##### A. LEA Description of GEPA Compliance

Please describe how the LEA will comply with the requirements of GEPA Section 427 (20 U.S.C. 1228a). Comprehensive GEPA requirements are listed under the assurances section of this document. Your description must include information on the steps the LEA proposes to take to permit students, teachers, and other program beneficiaries to overcome barriers (including barriers based on gender, race, color, national origin, disability, and age) that impede access to, or participation in, the program.

##### **Description of GEPA Compliance:**

In its programs and activities, including enrollment and employment, American Preparatory Academy does not discriminate or tolerate discrimination, including harassment, based on race, color, religion, sex, national origin, age, genetic information, sexual orientation, gender identity or expression, disability, status as a protected veteran, or any other status protected by federal, state, or local law.

See our Plan above for examples of ways APA helps reduce barriers to our programs.

## ASSURANCES

The superintendent or charter school director assures the following:

### Plan Development and Approval Requirements

- The LEA must engage in meaningful consultation with stakeholders, including, but not limited to:
  - i. students;
  - ii. families;
  - iii. school and district administrators (including special education administrators); and
  - iv. teachers, principals, school leaders, other educators, school staff, and their unions.
- The LEA must also engage in meaningful consultation with each of the following to the extent present in or served by the LEA:
  - i. Tribes;
  - ii. civil rights organizations (including disability rights organizations); and
  - iii. stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children and youth in foster care, migratory students, children who are incarcerated, and other underserved students.
- The LEA assures that the public has been provided the opportunity to provide input to the development of this plan.
- The LEA has taken the public input into account in developing this plan.

- The local school board has adopted the LEA’s plan for the use of ARP ESSER funds in an open and public meeting. [August 26, 2021](#)

## Programmatic Requirements

- LEA plans to use at least 20 percent of funds to address accelerated learning through the implementation of evidence-based interventions and ensure that those interventions respond to students’ social, emotional, and academic needs and address the disproportionate impact of COVID-19 on underrepresented student subgroups.
  - To put a greater focus on social and emotional learning the Utah State Board of Education will be using the term “accelerated learning” in place of “learning loss” and assure that the use of this term is in alignment with the federal use of “learning loss.”
- The LEA will only use the ARP ESSER grant Coronavirus Relief Fund to cover costs that—
  - Are necessary expenditures incurred due to the public health emergency with respect to the Coronavirus Disease 2019 (COVID-19)
- The LEA will implement evidence-based interventions, as required by section 2001(e)(1) of the ARP Act
- The LEAs will address the disproportionate impact of the COVID-19 pandemic on underserved students (i.e., students from low-income families, students from racial or ethnic groups, gender, English learners, children with disabilities, students experiencing homelessness, children and youth in foster care, and migratory students), as required by section 2001(e)(1) of the ARP Act
- LEAs that receive ARP ESSER funds meet the requirements in section 2001(i) of the ARP Act and the requirements relating to the ARP ESSER funds published in the Federal Register and available at <https://oese.ed.gov/offices/american-rescue-plan/american-rescue-plan-elementary-and-secondary-school-emergency-relief/> (ARP ESSER requirements) within 30 days of receipt of the funds, develop and make publicly available on the LEA’s website a plan for the safe return to in-person instruction and continuity of services.
  - Before making the plan publicly available, the LEA must seek public comment on the plan.
  - The LEA ARP ESSER plan includes adoption or the extent of adoption of the policies and strategies that provide continuity of services including but not limited to services to address the students’ academic needs, and students’ and staff social, emotional, mental health, and other needs, which may include student health and food services in the LEA ARP ESSER plan template.
  - The LEA will periodically review and revise their plan for the safe return to in-person instruction and continuity of services, no less frequently than every six months for the duration of the ARP ESSER grant (through September 30, 2023) as part of the grant administration and monitoring process.
    - Each LEA will be required to submit an assurance that this step has been completed during COVID-19 relief funding reporting and fiscal year close out occurs twice a year. This step will be required, and LEA reimbursements will be placed on hold until the assurance and submission of updated link has been provided to USBE.
  - All posted LEA plans have a point of contact and/or survey form included on the website where the plan for the safe return to in-person instruction and continuity of services is published to allow for public feedback and input throughout the calendar year.
  - The LEA will consider all public feedback in reviewing and making any revisions to the plan. The plan and any subsequent and substantive changes will be required to be approved by the local LEA school board in a public meeting.
- An LEA that receives ARP ESSER funds under this grant is **not required** to provide equitable services to non-public school students and teachers with the ARP ESSER funding. All non-public schools can seek

funding support from USBE through the Emergency Assistance for Non-Public Schools (EANS) program. Please refer them to the USBE website: <https://schools.utah.gov/coronavirus?mid=4985&aid=10>

- When issuing statements, press releases, requests for proposals, bid solicitations and other documents describing projects or programs funded in whole or in part with Federal money, U.S. Department of Education grantees shall clearly state:
  - the percentage of the total costs of the program or project which will be financed with Federal money;
  - the dollar amount of Federal funds for the project or program; and
  - the percentage and dollar amount of the total costs of the project or program that will be financed by non-governmental sources.
  - Recipients must comply with these conditions under Division B, Title V, Section 505 of Public Law 115-245, Consolidated Appropriations Act, 2019.
- Grantees and subgrantees that receive grant funds under programs of the Department are responsible for maintaining internal controls regarding the management of Federal program funds under the Uniform Guidance in 2 CFR 200.302 and 200.303. In addition, grantees are responsible for ensuring that subgrantees are aware of the cash management and requirements in 2 CFR part 200, subpart D.

### **Fiscal Requirements**

- Grantees and subgrantees that receive grant funds under programs of the Department are responsible for maintaining internal controls regarding the management of Federal program funds under the Uniform Guidance in 2 CFR 200.302 and 200.303. In addition, grantees are responsible for ensuring that subgrantees are aware of the cash management and requirements in 2 CFR part 200, subpart D.

### *Local Educational Agency Maintenance of Equity for High-Poverty Schools*

- Section 2004(c) of the ARP Act stipulates that an LEA, as a condition of receiving ARP ESSER funds under section 2001, a local educational agency shall not, in fiscal year 2022 or 2023—
  - Reduce per-pupil funding (from combined State and local funding) for any high-poverty school served by such local educational agency by an amount that exceeds—
    - The total reduction in local educational agency funding (from combined State and local funding) for all schools served by the local educational agency in such fiscal year (if any); divided by
    - The number of children enrolled in all schools served by the local educational agency in such fiscal year; or
  - Reduce per-pupil, full-time equivalent staff in any high-poverty school by an amount that exceeds—
    - The total reduction in full-time equivalent staff in all schools served by such local educational agency in such fiscal year (if any); divided by
    - The number of children enrolled in all schools served by the local educational agency in such fiscal year.
- Exception: The above condition shall not apply to a local educational agency in federal fiscal year 2022 or 2023 that meets at least 1 of the following criteria in such fiscal year:
  - Such local educational agency has a total enrollment of less than 1,000 students.
  - Such local educational agency operates a single school.
  - Such local educational agency serves all students within each grade span with a single school.
  - Such local educational agency demonstrates an exceptional or uncontrollable circumstance, such as unpredictable changes in student enrollment or a precipitous decline in the financial resources of such agency, as determined by the Secretary of Education.

## Reporting Requirements for ARP ESSER

As described in the Grant Award Notification (“GAN”), USBE will ensure that its LEAs comply with, all reporting requirements at such time and in such manner and containing such information as the Secretary may reasonably require, including on matters such as:

- The LEA will comply with all reporting requirements at such time and in such manner and contain such information as the federal government, state lawmakers, and USBE may reasonably require in the future.
  - Records pertaining to this award under 2 C.F.R. 200.334 and 34 C.F.R. 76.730, including financial records related to use of grant funds, must be retained separately from the LEAs ESSER I funds (awarded in 2020) and ESSER II funds (awarded in 2021).
- How the LEA is developing strategies and implementing public health protocols including, to the greatest extent practicable, policies and plans in line with the CDC guidance related to mitigating COVID-19 in schools;
- Overall plans and policies related to LEA support for return to in-person instruction and maximizing in-person instruction time, including how funds will support a return to and maximize in-person instruction time, and advance equity and inclusivity in participation in in-person instruction;
- Data on each school’s mode of instruction (fully in-person, hybrid, and fully remote) and conditions;
- LEA uses of funds to meet students’ social, emotional, and academic needs, including through summer enrichment programming and other evidence-based interventions, and how they advance equity for underserved students;
- LEA uses of funds to sustain and support access to early childhood education programs;
- Impacts and outcomes (disaggregated by student subgroup) through use of ARP ESSER funding (e.g., quantitative and qualitative results of ARP ESSER funding, including on personnel, student learning, and budgeting at the school and district level);
- Student data (disaggregated by student subgroup) related to how the COVID-19 pandemic has affected instruction and learning;
- Requirements under the Federal Financial Accountability Transparency Act (“FFATA”); and
- Additional reporting requirements may be necessary to ensure accountability and transparency of ARP ESSER funds.

## Records Retention

- The LEA will cooperate with any examination of records with respect to ARP ESSER grant by making records available for inspection, production, and examination, and authorized individuals available for interview and examination, upon the request of (i) the governor; (ii) the Department of Education and/or its Inspector General; or (iii) any other federal agency, commission, or department in the lawful exercise of its jurisdiction and authority.

## General Education Provisions Act (GEPA) Requirements for LEAs

### *Section 442 (20 U.S.C. 1232e) Assurances*

- Any LEA receiving funding under this program will have on file with the SEA a set of assurances that meets the requirements of section 442 of the General Education Provisions Act (GEPA) (20 U.S.C. 1232e).

- To the extent applicable, an LEA will include in its local application a description of how the LEA will comply with the requirements of section 427 of GEPA (20 U.S.C. 1228a). The description must include information on the steps the LEA proposes to take to permit students, teachers, and other program beneficiaries to overcome barriers (including barriers based on gender, race, color, national origin, disability, and age) that impede equal access to, or participation in, the program.
- The LEA will administer ARP ESSER funds in accordance with all applicable statutes, regulations, program plans, and applications;
- The control of funds provided to the LEA, and title to property acquired with those funds, will be in a public agency and that a public agency will administer those funds and property;
- The LEA will use fiscal control and fund accounting procedures that will ensure proper disbursement of, and accounting for, ARP ESSER funds paid to that agency;
- The LEA will make reports to the governor and to the U.S. Secretary of Education as may reasonably be necessary to enable the governor and the Secretary to perform their duties and that the local educational agency will maintain such records, including the records required under section 443, and provide access to those records, as the governor or the Secretary deem necessary to perform their duties;
- The LEA will provide reasonable opportunities for the participation by teachers, parents, and other interested agencies, organizations, and individuals in the planning for and operation of ARP ESSER fund expenditures;
- Any application, evaluation, periodic program plan or report relating to ARP ESSER will be made readily available to parents and other members of the general public;
- In the case of any project involving construction—
  - The project is not inconsistent with overall State plans for the construction of school facilities, and
  - In developing plans for construction, due consideration will be given to excellence of architecture and design and to compliance with standards prescribed by the Secretary under section 504 of the Rehabilitation Act of 1973 in order to ensure that facilities constructed with the use of Federal funds are accessible to and usable by individuals with disabilities
- The LEA has adopted effective procedures for acquiring and disseminating to teachers and administrators participating in each program significant information from educational research, demonstrations, and similar projects, and for adopting, where appropriate, promising educational practices developed through such projects; and
- None of the funds expended under ARP ESSER will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the purchasing entity or its employees or any affiliate of such an organization.

### **Assurance on Lobbying (34 CFR part 82)**

The undersigned certifies, to the best of his or her knowledge and belief, that:


1. No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.
2. If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal



contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions

3. The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly.

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

<p>To the best of my knowledge and belief, all of the information and data in this certification and agreement are true and correct. I acknowledge and agree that the failure to comply with all Assurances and Certifications in this Agreement, all relevant provisions and requirements of the American Rescue Plan Act or ARP Act, Text - H.R.1319 - 117th Congress (2021-2022): American Rescue Plan Act of 2021. (2021, March 11). <a href="https://www.congress.gov/bill/117th-congress/house-bill/1319/text">https://www.congress.gov/bill/117th-congress/house-bill/1319/text</a>, or any other applicable law or regulation may result in liability under the False Claims Act, 31 U.S.C. § 3729, et seq.; OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and 18 USC § 1001, as appropriate.</p>	
<p><b>Superintendent or Charter School Director (Typed Name):</b></p> <p>Carolyn Sharette</p>	<p><b>Telephone:</b></p> <p>801-797-0089</p>
<p><b>Signature of Superintendent or Charter School Director*:</b></p> 	<p><b>Date:</b></p> <p>Sep 17, 2021</p>

\*Digital signatures are preferred and require a timestamp for authentication. If a digital signature is not possible, USBE will accept a handwritten signature uploaded as a PDF.






# APA's ARP-ESSER III Application-Final

Final Audit Report

2021-09-17

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By:	Tiffany Hymas (thymas@apamail.org)
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