



Mastery Schools of Camden

ARP ESSER Plan for Use of Funds

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:

For all reopening decisions and preparations, Mastery has based its policies on guidance from the Centers for Disease Control, the New Jersey Department of Education and Department of Health, and the Children's Hospital of Philadelphia. If any gray area existed among the various guidance, Mastery has hewn to the more rigorous policy in the interest of safety. Mastery has followed the New Jersey COVID-19 Regional Risk Matrix recommendations and have tracked the weekly local COVID-19 infection data in Camden County.

Prior to opening our doors, Mastery hired a third-party environmental consulting firm to review each building's ventilation system and performed upgrades or replacements to ensure that all spaces being used are compliant with ASHRAE standards. Mastery also instituted a COVID testing protocol for staff and have optional testing available for students as well. Staff are required to be vaccinated and for those staff who do not declare their vaccination status or are unvaccinated, they are required to test twice weekly for COVID. As a network, the Mastery organization has advanced vaccination efforts in the region and coordinated opportunities for our staff, students, and community members to receive COVID vaccinations.

Mastery provides PPE for any member of the school community and visitors who need it, and require mask wearing, temperature screening, handwashing/sanitizing, and social distancing. The facilities cleaning and sanitizing protocols have been updated and ventilation systems meet a high standard. Mastery works closely with the Camden County Department of Health to ensure proper quarantine placements and to support contact tracing.

The funds in this application will support the continuity of education in a safe environment that prevents COVID spread, specifically through cleaning, nursing, and transportation services; facilities and operations duties completed by Assistant Principals of Operations, Building Engineers, and Administrative Assistants; and technology functionality and support.

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:

The ARP funds will help Mastery address learning loss and promote learning acceleration through staffing, curricular materials, and extended learning opportunities. Staff across a variety of roles are critical for instructional purposes and also for the supportive services our schools provide to students that make instruction possible.

Teaching Assistants and substitute teachers funded through the ARP will allow for small group and 1:1 instruction to help students bridge individual learning gaps. Special Education Classroom Assistants will serve similar roles for targeted support of students with IEPs. School culture staff, such as Assistant Principals and Deans, will contribute to the sense of belonging and community to help students successfully transition back to a normal educational environment, while also focusing on social-emotional skills and discipline expectations.

Educational materials such as online platforms, software, and books are critical to implementing our high-quality curricula effectively and with fidelity. The student and teacher resources purchased help schools maximize the power of evidence-based curricula such as Springboard and Eureka Math.

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

All planned uses of ARP funds are described within the purposes in #1 and #2.

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.

Mastery implements a robust data system to collect and analyze a suite of data sets across the network of schools, including but not limited to areas such as academic achievement; academic growth attendance; disciplinary infractions; equity measures; and educator quality. Committed to data-driven instruction, educators in Mastery schools review student data on a daily, weekly, and quarterly basis and adjust instruction to respond to needs revealed in the data. The data warehouse and its linked data systems (e.g., student information system, teacher evaluation system, IEP goals, etc.) are capable of generating a multitude of reports to allow for reflection at the student, classroom, and school levels. Mastery staff are able to pinpoint trends in the data among the student body as a whole as well as among subgroups to ensure that all students are being supported appropriately. Staff and leaders with specialized functions such as Social Workers, Case Managers, Deans, and others have additional data dashboards that inform their work with students.

Stakeholders have been deeply involved in the development of reopening plans and in the determination of how to address learning loss and accelerate learning. Surveys, focus groups, town halls, newsletters, communications apps, phone calls, and home visits have been utilized to gather feedback from students, families, and staff along the course of the pandemic. School leaders from across Mastery schools joined together in working groups to support the planning process using context and experience from each school and the surrounding communities. Board meetings have also welcomed input from stakeholders and the public at large. Mastery has also participated in several formal and informal communities of practice with peer organizations or leadership groups to collect and understand best practices for handling the pandemic's disruption to schooling.

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.

Families and staff receive weekly email updates about our planning processes and opportunities to share their input. The Mastery website is maintained on a weekly basis to be reflective of the latest plans and updates and social media accounts are used to share important news and updates with families in real-time. The Mastery website also includes weekly COVID testing data to show how many tests were run, how many cases were identified, what % are positive, and test turnaround time.

To collect and incorporate stakeholder feedback, Mastery commenced the planning process for this school year with 9 listening sessions involving over 500 people including 120 parents, 35 students, and 80 teachers and staff. Most recently, we hosted public, virtual Family Town Hall meetings on YouTube LIVE during which families and other members of the public can ask questions and give feedback about these plans. The meetings of the Mastery Board of Trustees are open to the public to share their comments on these plans and priorities.

Mastery is continually refining the details of the plan to incorporate the feedback of key stakeholders and other members of the public. It is Mastery's goal to be responsive to the needs and desires of all students, families, and staff.