Current District		Budget Table	

Current District

District	21st CENTURY PUBLIC ACADEMY
DistrictCode	580
DistrictType	State Charter
Email Address	bbelmontesapien@21stcenturypa.com
Phone Contact	5052592128
Application Status	⌄
Recommendations	

Created at 5/18/2021 10:03 AM by ☐ Mahesh Reddy
Last modified at 8/12/2021 12:59 PM by ☐ Bianca Belmonte-Sapien

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Budget Table

ARP ESSER Award 2/3 rd Allocation	509,456.84
ARP ESSER Award 2/3 rd Debit	509,456.84
ARP ESSER Award 2/3 rd Balance	0.00
ARP ESSER Award 1/3 rd Allocation	254,728.42
ARP ESSER Award 1/3 rd Debit	254,728.42
ARP ESSER Award 1/3 rd Balance	0.00

Update Budget Table

Document Upload

	Name
📄	21st Century Public Academy ARP Reentry Plan
📄	ARP ESSER III Supplimental Assurance

Reserve Funds 20%

	Narrative Response Directions:-Please be specific to how these funds will meet the needs of underrepresented student groups. Narrative1:	Prepopulated 2/3 Amount	Narrative Response Directions:-Please be specific to how these funds will meet the needs of underrepresented student groups.	Prepopulated 1/3 Amount
The LEA must reserve at least 20 percent of funds to address learning loss 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 (each major racial and ethnic group, children from low-income families, children with disabilities, English learners, gender, migrant students, students experiencing homelessness, and children and youth in foster care).	Underrepresented students will h… A bilingual EA will help serve Engli… Students will have outdoor learnin… Full Inclusion students will have tr… New desktops and teachers will se… The building will be maintained to… A fence will be placed for outdoor …	509,456.84 20 % of 2/3 Amount 101,891.37	Underrepresented students will ha… A bilingual EA will help serve Engli… Students will have outdoor learnin… Full Inclusion students will have tr… Students will have new desktops a… The building will be maintained to … A fence will be placed for outdoor …	254,728.42 20% of 1/3 Amount 50,945.68
Activities to address the Social Emotional Needs of all students	☑	75,000.00	☑	78,000.00
Activities to address the Academic Needs of all students	☑	36,000.00	☑	36,000.00
Activities that go above and beyond all services offered to all students to address the disproportionate impact of COVID-19 on underrepresented student subgroups:	☐	0.00	☐	0.00
Students from each racial or ethnic group (e.g., identifying disparities and focusing on underserved student groups by race or ethnicity)	☐	0.00	☐	0.00
Students from low-income families	☐	0.00	☐	0.00
Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act ("IDEA"))	☑	25,000.00	☐	0.00
English learners	☐	0.00	☐	0.00
Gender (e.g., identifying disparities and focusing on underserved student groups by gender)	☐	0.00	☐	0.00
Migratory students	☐	0.00	☐	0.00
Students experiencing homelessness	☐	0.00	☐	0.00
Children and youth in foster care	☐	0.00	☐	0.00
Sub Totals		136,000.00		114,000.00

Additional Reserve Funds (Optional)

Funds above and beyond the 20 percent minimum of funds to address learning loss 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 (each major racial and ethnic group, children from low-income families, children with disabilities, English learners, gender, migrant students, students experiencing homelessness, and children and youth in foster care).	ARP ESSER 2/3		ARP ESSER 1/3	
	Narrative Response Directions: -Please be specific to how these funds will meet the needs of underrepresented student groups.		Narrative Response Directions: -Please be specific to how these funds will meet the needs of underrepresented student groups.	
Activities to address the Social Emotional Needs of all students	☐	0.00	☐	0.00
Activities to address the Academic Needs of all students	☐	0.00	☐	0.00
Activities that go above and beyond all services offered to all students to address the disproportionate impact of COVID-19 on underrepresented student subgroups:	☐	0.00	☐	0.00
Students from each racial or ethnic group (e.g., identifying disparities and focusing on underserved student groups by race or ethnicity)	☐	0.00	☐	0.00
Students from low-income families	☐	0.00	☐	0.00
Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act ("IDEA"))	☐	0.00	☐	0.00
English learners	☐	0.00	☐	0.00
Gender (e.g., identifying disparities and focusing on underserved student groups by gender)	☐	0.00	☐	0.00
Migratory students	☐	0.00	☐	0.00
Students experiencing homelessness	☐	0.00	☐	0.00
Children and youth in foster care	☐	0.00	☐	0.00
Sub Total		0.00		0.00

Activities to Address Needs

Descriptions for all narrative responses below must describe how interventions 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.

Funds may be used for a wide range of activities to address needs arising from the coronavirus pandemic, including any activity authorized by the following Acts.	2/3 Amount Allocations		1/3 Amount Allocations	
	Narrative	Amount	Narrative	Amount
Elementary and Secondary Education Act (ESEA)		0.00	Outdoor classroom to allow for phy... Playground for movement/social sk...	140,728.42
Individuals with Disabilities Education Act (IDEA)		0.00		0.00

Adult Education and Family Literacy Act (AEFLA)		0.00		0.00
Carl D. Perkins Career and Technical Education Act of 2006 (Perkins CTE)		0.00		0.00
Sub Totals		**0.00**		**140,728.42**

Response Efforts- COVID 19

	ARP ESSER 2/3		ARP ESSER 1/3	
Allowable Activities for Remaining Funds. Consistent with PED's priority to close the digital divide, LEAs must explain how they are using ARP ESSER funds to ensure access to digital devices and other technology for at-risk students and teachers who need them, as well as Internet technology support services. Digital devices must be capable of meeting at-risk students' remote learning needs and teachers' remote teaching needs. Digital devices must allow for the reliable download and upload of assignments, streaming of instructional videos, and participation in individual and group video conferencing. In the category below "purchasing instructional technology," please include in the narrative an explanation of how the LEA is meeting this priority and a dollar amount that will be used for these purposes.	**Narrative**	**Amount**	**Narrative**	**Amount**
Training and professional development on sanitizing and minimizing the spread of infectious diseases		0.00		0.00
Purchasing supplies to sanitize and clean the LEA's facilities		0.00		0.00

Repairing and improving school facilities to reduce risk of virus transmission and exposure to environmental health hazards	Building Maintenance	50,000.00		0.00
Improving indoor air quality	HVAC-Replace Phase 1 UpgradePhase 1/2 up to MER... HEPA Filters for Indoor Spaces	162,000.00		0.00
Addressing the needs of children from low-income families, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth		0.00		0.00
Developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs		0.00		0.00
Planning for or implementing activities during long-term closures, including providing meals to eligible students and providing technology for online learning		0.00		0.00
Purchasing educational technology (including hardware, software, connectivity, assistive technology, and adaptive equipment) for students that aids in regular and substantive educational interaction between students and their classroom instructors, including students from low-income families and children with disabilities **(see above for additional requirements for this activity)**	Teacher Laptops Student Lab Desktops	161,456.84		0.00

Providing mental health services and supports, including through the implementation of evidence based full-service community schools and hiring of counselors		0.00		0.00
Planning and implementing activities related to summer learning and supplemental after-school programs		0.00		0.00
Addressing learning loss		0.00		0.00
Other activities that are necessary to maintain operation of and continuity of and services, including continuing to employ existing or hiring new LEA and school staff		0.00		0.00
Coordinating preparedness and response efforts with State, local, Tribal, and territorial public health departments to prevent, prepare for, and respond to COVID-19.		0.00		0.00
Sub Total		**373,456.84**		**0.00**

Program Consultation

To the extent present, describe how the LEA has meaningfully engaged the following stakeholder groups:	Date(s) Consulted	Date(s) Consulted	Date(s) Consulted
Students	6/14/2021		
Families	6/14/2021		
School and district administrators (including Special Education administrators)	6/24/2021	7/14/2021	8/11/2021
Teachers	6/18/2021		
Principals	6/24/2021	7/14/2021	8/11/2021
School leaders	6/24/2021		
Other educators			
School support personnel	6/18/2021		
Unions			
Tribes(if applicable)			
Civil rights organizations (including disability rights organizations)			
Superintendents	6/24/2021	7/14/2021	8/11/2021
Charter school leaders (if applicable)	6/24/2021		

Stakeholders representing the interests of:			
Children with disabilities	6/9/2021	6/14/2021	
English learners	6/9/2021	6/14/2021	
Children experiencing homelessness	6/9/2021	6/14/2021	
Children in foster care	6/9/2021	6/14/2021	
Migratory students	6/9/2021	6/14/2021	
Children who are incarcerated			
Other underserved students	6/9/2021	6/14/2021	

Interim Final Requirement: Under this requirement, an SEA must engage in meaningful consultation with various stakeholder groups on its ARP ESSER plan and give the public an opportunity to provide input on the development of the plan and take such input into account. Specifically, an SEA is required to consult with students; families; Tribes (if applicable); civil rights organizations (including disability rights organizations); school and district administrators (including special education administrators); superintendents; charter school leaders (if applicable); teachers, principals, school leaders, other educators, school staff, and their unions; 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 in the development of its ARP ESSER plan. Under the requirement, an SEA must also provide the public with the opportunity to provide input in the development of the plan and take such input into account.

*Meaningful consultation means each stakeholder group was afforded multiple opportunities to provide feedback on the LEAs ARP application prior to the application being submitted. Pursuant to 2 C.F.R. § 200.332(a)(5), all sub recipients as identified in Exhibit A, attached to this sub award, must permit PED and auditors access to records and financial statements as necessary.

Indirect Costs

2/3IndirectYN
- ◯ Yes
- ⊙ No

Will the District claim Indirect Costs for ARP 2/3 Allocation Grant?

ARPESSERAward23Allocation   509,456.84

2/3FixedAssets   0.00

2/3IndirectAmount   0.00

2/3IndirectBaseAmount   0.00

2/3BudgetBalance   0.00

IndirectCostD   1.0000

IndirectCostRate   0.0000

1/3IndirectYN
- ◯ Yes
- ⊙ No

Will the District claim Indirect Costs for ARP 1/3 Allocation Grant?

ARPESSERAward13Allocation   254,728.42

1/3FixedAssets   0.00

1/3IndirectAmount   0.00

1/3IndirectBaseAmount   0.00

1/3BudgetBalance   0.00

Created at 6/7/2021 10:25 AM by ☐ Mahesh Reddy
Last modified at 8/12/2021 12:47 PM by ☐ Bianca Belmonte-Sapien

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Required Information- GEPA

Please describe 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.

For examples of applicable, relevant, acceptable responses, please see: https://www2.ed.gov/fund/grant/apply/appforms/gepa427.pdf

GEPA Rubric
A satisfactory answer
• Describes potential barriers to accessing aspects of the proposed spending plan based on criteria such as gender, race, color, national origin, (dis)ability, and age
• Describes steps that will be taken to eliminate or reduce those barriers to ensure equitable access

May require revision
• May not clearly or completely describe potential barriers to accessing aspects of the proposed spending plan based on criteria such as gender, race, color, national origin, (dis)ability, and age
• May not clearly or completely describe steps that will be taken to eliminate or reduce those barriers to ensure equitable access

We will survey our students, teachers, and other program beneficiaries annually and upon new enrollment about the barriers... to, or participation in the program.
The potential barriers are health and safety, transportation and attendance support to out
of school learning opportunities, internet connectivity, and adequate devices for online learning. English Learners may need language supports such as outdoor classrooms to see oral language production without masks on. Full inclusion students ... need accessibility.
We will further reduce barriers with hot-spots, 1 to 1 Chromebooks to take home daily, continued access to free WiFi in our school parking lot.
Playground and other school equipment with accessibility features. Families will continue to access school information in multiple languages on our school website. We will maintain and hire additional staff who speak Spanish to continue to reduce language barriers for equitable access among our largest language
 minority group at 21st Century Public Academy.

The LEA agrees to comply with the following requirements regarding Maintenance of Equity for High Poverty Schools:
(c) LOCAL EDUCATIONAL AGENCY MAINTENANCE OF EQUITY FOR HIGH [1] POVERTY SCHOOLS.— (1) IN GENERAL.—As a condition of receiving funds under section 2001, a local educational agency shall not, in fiscal year 2022 or 2023— (A) reduce per-pupil funding (from combined State and local funding) for any high [1] poverty school served by such local educational agency by an amount that exceeds— (i) 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 (ii) the number of children enrolled in all schools served by the local educational agency in such fiscal year; or (B) reduce per-pupil, full-time equivalent staff in any high-poverty school by an amount that exceeds— (i) 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 (ii) the number of children enrolled in all schools served by the local educational agency in such fiscal year. (2) EXCEPTION.—Paragraph (1) shall not apply to a local educational agency in fiscal year 2022 or 2023 that meets at least 1 of the following criteria in such fiscal year: (A) Such local educational agency has a total enrollment of less than 1,000 students. (B) Such local educational agency operates a single school. (C) Such local educational agency serves all students within each grade span with a single school. (D) 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

☑

The LEA agrees to make publicly available a copy of the LEA's re-entry plan on the LEA's website no later than June 24, 2021	☑
Please provide the link to the LEA's re-entry plan on the LEA's website	http://21stcenturypa.com/wp/?p=7232
The LEA agrees to make a copy of the LEA's ESSER III application on the LEA's website no later than August 24, 2021	☑
The LEA Agrees to develop strategies and implement public health protocols including, to the greatest extent practicable, policies in line with guidance from the Centers for Disease Control and Prevention (CDC) Link to policies : https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/	☑