

## **Section: Narratives - Assessing Impacts and Needs**

### **LEA ARP ESSER APPLICATION**

The Pennsylvania Department of Education (PDE) recognizes the extraordinary efforts made by Local Education Agencies (LEAs), schools, and educators to support students during the COVID-19 pandemic. The application below requests information from LEAs about: (1) Needs and impacts resulting from the pandemic, (2) Stakeholder engagement in the development of local plans to respond to these needs and impacts, (3) Specific elements in the LEA Plan for the Use of ARP ESSER Funds; and (4) Plans for monitoring and measuring progress. As submitted and accepted by PDE in final form, this application shall become part of the Grant Agreement for ARP ESSER funds as Appendix B. As used in this application, "the LEA" refers to the Grantee defined in the Grant Agreement.

ARP ESSER includes a significant focus on vulnerable student populations. Given these requirements, as well as PDE's own equity commitments, the LEA application includes specific fields requesting information on programs to serve student groups that have experienced disproportionate impacts from the pandemic. Student groups are inclusive of the following:

- Students from low-income families;
- Students from each racial or ethnic group (e.g., identifying disparities and focusing on underserved student groups by race or ethnicity);
- Gender (e.g., identifying disparities and focusing on underserved student groups by gender);
- English learners;
- Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act [IDEA]);
- Students experiencing homelessness;
- Children and youth in foster care;
- Migrant students; and
- Other groups disproportionately impacted by the pandemic that have been identified by the LEA (e.g., youth involved in the criminal justice system, students who have missed the most in-person instruction during the 2019-2020 and 2020-2021 school years, students who did not consistently participate in remote instruction when offered during school building closures, and LGBTQ+ students).

### **Section I: Assessing Impacts and Needs**

In this first section, LEAs are asked to describe the impact of the pandemic on their students, examine disproportionate impacts on specific student groups, and highlight the LEA's promising practices in supporting student needs since March 2020.

#### **Indicators of Impact**

1. Understanding the Impact of the COVID-19 Pandemic: Describe how the LEA has identified or will identify the extent of the impact of the COVID-19 pandemic on student learning and well-being. Specifically, what methods (i.e., collecting and analyzing data and information from focus groups, surveys, and local assessment results) were used or will be used to identify and measure impacts in four key areas: (1) Academic impact of lost instructional time, (2) Chronic absenteeism, (3) Student engagement, and (4) Social-

emotional well-being?

|   | <b>Methods Used to Understand Each Type of Impact</b>  |
|---|--|
| <b>Academic Impact of Lost Instructional Time</b> | <ul style="list-style-type: none"> <li>Local assessments including AimsWeb and CDTs, common unit assessments including constructed response questions, and text dependent analysis assessments.</li> <li>Progress Monitoring of student growth using nationally-normed programs such as AIMSweb and Reading Plus</li> </ul>  |
| <b>Chronic Absenteeism</b>                        | <ul style="list-style-type: none"> <li>Quarterly review of student absenteeism and through student services rubric, three-tiered system of supports, students are identified as on-target, at risk, or high-risk</li> <li>Monthly review of absentee data at student, period, and school levels</li> </ul>   |
| <b>Student Engagement</b>                         | <ul style="list-style-type: none"> <li>Administrative walkthroughs with a focus on student engagement</li> <li>Quarterly lesson plan audits by curriculum team</li> </ul>  |
| <b>Social-emotional Well-being</b>                | <ul style="list-style-type: none"> <li>Quarterly reports are generated by our Student Assistance Program (SAP) coordinator of data collected of referrals and services provided</li> </ul>   |
| <b>Other Indicators</b>                           | <p>Agora has utilized its processes of continuous school improvement and data collection and analysis to identify areas of academic impact, as well as impact in areas of chronic absenteeism and student engagement. The data are reviewed each quarter with members of the school improvement team as well as with academic leadership. Data in these key areas are also analyzed monthly through the school's MTSS Steering Committee, using a Team-Initiated Problem-Solving protocol.</p> |

### **Documenting Disproportionate Impacts**

2. Identify **at least three student** groups in the LEA that faced particularly significant impacts from the pandemic. For each, provide specific strategies that were used or will be used to identify and measure impacts.

| <b>Student Group</b>  | <b>Provide specific strategies that were used or will be used to identify and measure impacts</b>  |
|---|--|
| Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act [IDEA]) | When the pandemic occurred, there had to be major changes in the way services were provided. This disruption was a hardship for some students. We have worked with our related service providers in moving to virtual services whenever and wherever possible and feasible. For students where in-person is most appropriate for seeing progress and growth, we have reinstated in-person services when appropriate. |
|   | Student Group- Students enrolling from brick-and-mortars<br>With great variation in how brick-and-mortar schools were able to transition to virtual  |

| Student Group  | Provide specific strategies that were used or will be used to identify and measure impacts   |
|--|--|
| Other groups disproportionately impacted by the pandemic that have been identified by the LEA (See Help Text for examples) | education, we have found gaps in learning which have occurred. Through our MTSS framework, we aim to identify and then provide supports and services to help close those gaps including tutoring, additional resources, and expansion of summer school opportunities to students.  |
| Other groups disproportionately impacted by the pandemic that have been identified by the LEA (See Help Text for examples) | Student Group-Students off-track of 4-year graduation For various reasons, such as social-emotional challenges, working to keep students on track has been challenging. With the use of programs such as RENEW, additional tutoring resources, and expanded summer school classes, we are providing opportunities for these students to get back on track toward graduation. |

**Reflecting on Local Strategies**

3. Provide the LEA’s assessment of the top two or three strategies that have been most effective in supporting the needs of students, in particular specific student groups most impacted by the COVID-19 pandemic. Include at least one strategy addressing **academic needs** and at least one strategy addressing **social-emotional needs**.

|                    | Strategy Description   |
|--------------------|--|
| <b>Strategy #1</b> | Tutoring services - combination of outside tutoring service and homework hotline along with inside teachers/staff providing one-on-one intensive tutoring for students identified as needing Tier 2 or Tier 3 supports and interventions |

i. **Impacts that Strategy #1 best addresses:** (select all that apply)

- Academic impact of lost instructional time**
- Chronic absenteeism**
- Student engagement**
- Social-emotional well-being**
- Other impact**

ii. **If Other is selected above, please provide the description here:**

iii. **Student group(s) that Strategy #1 most effectively supports:** (select all that apply)

- Students from low-income families**
- Students from each racial or ethnic group (e.g., identifying disparities and focusing on underserved student groups by race or ethnicity)**
- Gender (e.g., identifying disparities and focusing on underserved student groups by gender)**
- English learners**
- Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act (IDEA))**
- Students experiencing homelessness**
- Children and youth in foster care**
- Migrant students**
- Other student groups: (provide description below)**

iv. **If Other is selected above, please provide the description here.**

**Reflecting on Local Strategies: Strategy #2**

|                    | <b>Strategy Description</b>  |
|--------------------|--|
| <b>Strategy #2</b> | Expansion of summer school course offerings – to assist with closing learning gaps and to help students who may be off graduation cohort or who were retained in middle school, opportunity for credit recovery and/or take additional course work that is not in a PSSA/Keystone tested area. |

i. **Impacts that Strategy #2 best addresses:** (select all that apply)

- Academic impact of lost instructional time**
- Chronic absenteeism**
- Student engagement**
- Social-emotional well-being**
- Other impact**

ii. **If Other is selected above, please provide the description here:**

iii. **Student group(s) that Strategy #2 most effectively supports:** (select all that apply)

- Students from low-income families
- Students from each racial or ethnic group (e.g., identifying disparities and focusing on underserved student groups by race or ethnicity)
- Gender (e.g., identifying disparities and focusing on underserved student groups by gender)
- English learners
- Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act (IDEA))
- Students experiencing homelessness
- Children and youth in foster care
- Migrant students
- Other student groups: (provide description below)

iv. **If Other is selected above, please provide the description here.**

Students with potential of being retained or falling off graduation cohort

**Reflecting on Local Strategies: Strategy #3**

|                    | Strategy Description  |
|--------------------|---|
| <b>Strategy #3</b> | Student Services – Agora has a unique position called the family coach. This position serves as the main liaison between the school and the family. Family coaches focus on areas associated with addressing chronic absenteeism, student engagement, and social-emotional well-being. Family coaches are also trained in trauma-informed strategies and in mental health first-aid skills to be able to assist in our Student Assistance Program (SAP) services. Due to the pandemic, the work of family coaches has only become more pronounced as a value-add in helping address the impact of the pandemic and much more of their time is being dedicated to serving students in the areas of chronic absenteeism, student engagement, and social-emotional well-being. |

i. **Impacts that Strategy #3 best addresses:** (select all that apply)

- Academic Impact of Lost Instructional Time
- Chronic absenteeism
- Student engagement

- Social-emotional well-being
- Other impact

ii. If Other is selected above, please provide the description here:

iii. Student group(s) that Strategy #3 most effectively supports: (select all that apply)

- Students from low-income families
- Students from each racial or ethnic group (e.g., identifying disparities and focusing on underserved student groups by race or ethnicity)
- Gender (e.g., identifying disparities and focusing on underserved student groups by gender)
- English learners
- Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act (IDEA))
- Students experiencing homelessness
- Children and youth in foster care
- Migrant students
- Other student groups: (provide description below)

iv. If Other is selected above, please provide the description here:

All students

## **Section: Narratives - Engaging Stakeholders in Plan Development**

### **Section II: Engaging Stakeholders in Plan Development**

In this second section, LEAs are asked to provide information on how stakeholders will be engaged in planning for the use of ARP ESSER funds, how stakeholder input will be utilized, and how the LEA will make its LEA Plan for the Use of ARP ESSER Funds transparent to the public—all critical components in developing, implementing, and adjusting plans based on the differential impacts of the COVID-19 pandemic.

#### **4. Stakeholder Engagement**

Describe how the LEA, in planning for the use of ARP ESSER funds, has engaged or will engage in meaningful consultation with stakeholders. **(3,000 characters max)**

(Stakeholders include students; families; school and district administrators (including special education administrators); teachers; principals; school leaders; other educators; school staff; and unions. In addition, to the extent that the following groups are present in or served by the LEA, stakeholders also include community partners, civil rights organizations (including disability rights organizations); stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children and youth in foster care, migrant students, children who are incarcerated, and other underserved students; and tribes.)

The school will utilize its school improvement team which has representation from students, parents, school administrators, special education administrators, teachers, and staff from student services. The school will also consult with union leadership.

#### **5. Use of Stakeholder Input**

Describe how the LEA has taken or will take stakeholder and public input into account in the development of the LEA Plan for the Use of ARP ESSER Funds. **(3,000 characters max)**

Once an analysis of data is completed, areas of need identified, and draft of a plan developed for use of ARP ESSER funds, the school will meet with the school improvement planning team and the union presidents to give them a chance to ask questions, provide feedback, and recommend suggestions for revising the plan. After these meetings, and before final submission, the core team consisting of the school's chief financial officer, chief academic officer, and chief executive officer will review the feedback provided and consider any recommendations toward the allocation of funds.

#### **6. Public Access to LEA Plan for the Use of ARP ESSER Funds**

Describe the process for development, approval, and making public the LEA Plan for the Use of ARP ESSER Funds. The LEA Plan for the Use of ARP ESSER Funds must be made publicly available on the LEA website and submitted to PDE within 90 days of LEA receipt of ARP ESSER funding, must be written in a language that parents/caregivers can understand, and must be provided in alternate format upon request by a parent/caregiver who is an individual with a disability. **(3,000 characters max)**

After submission of the plan in eGrants, the school will publicly share a summary report to the

board of trustees and then post the ARP ESSER application on the school's website.



## **Section: Narratives - Using ARP ESSER Funds to Plan for Safe, In-Person Instruction**

### **Section III: Using ARP ESSER Funds to Plan for Safe, In-Person Instruction**

In this third section, LEAs are asked to reflect on both the impacts and needs described in Section I and stakeholder engagement described in Section II to provide a description of the LEA plan for the use of ARP ESSER funds, beginning with the minimum 20 percent reservation, to address the impact of lost instructional time as required by section 2001(e)(1) of the ARP Act.

**Instructions:** For both (a) the 20 percent reservation to address the impact of lost instructional time and (b) remaining funds, describe the LEA's principles for emphasizing educational equity in expending ARP ESSER funds, including but not limited to:

- Responding to students' academic, social, emotional, and mental health needs, and addressing opportunity gaps that existed before—and were exacerbated by—the pandemic.
- Allocating funding to individual schools and for LEA-wide activities based on student need.
- Implementing an equitable and inclusive return to in-person instruction. An inclusive return to in-person instruction includes, but is not limited to, establishing policies and practices that avoid the over-use of exclusionary discipline measures (including in- and out-of-school suspensions) and creating a positive and supportive learning environment for all students.
- Taking steps 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 ARP ESSER-supported program, in compliance with the requirements of section 427 of GEPA (20 U.S.C. 1228a).
- Attending to sustainability of plans supported by non-recurring ARP ESSER funds beyond the ARP ESSER funding period.

### **7. Plan for 20 percent Reservation to Address the Impact of Lost Instructional Time (Learning Loss)**

How will the LEA 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 programs? **(3,000 characters max)**

The response must include:

- a. A description of the evidence-based interventions (e.g., providing intensive or high-dosage tutoring, accelerating learning) the LEA has selected, and how the LEA will evaluate the impact of those interventions on an ongoing basis to determine effectiveness.
- b. How the evidence-based interventions will specifically address the needs of student groups most disproportionately impacted.
- c. The extent to which the LEA will use funds it reserves to identify, engage, and support (1) students who have missed the most in-person instruction during the 2019-2020 and 2020-2021 school years; and (2) students who did not consistently participate in remote instruction when offered during school building closures.

Agora has made the decision to dedicate in its entirety, the ARP ESSER funds to address the

impact of lost instructional time. This is through the commitment to three areas including: (a) tutoring services, (b) expanded summer school courses, (c) provision of related services for students with IEPs, and (d) support to address chronic absenteeism, student engagement, and social-emotional well-being through our student services staff. By making this decision, we not only directly support the student groups who we have identified as having been most impacted by the pandemic through support, strategies, and evidence-based interventions aimed at closing learning gaps. It has been determined that the expenditures Agora is dedicating by means of ARP ESSER funds will focus on covering costs associated with related services including, but not limited to, personal care assistants, behavioral specialist consultants, board certified behavior analysts, and applied behavior analysis therapists. Additionally, these funds will cover salary and benefits of staff in our student services department that are dedicated to supporting students in addressing chronic absenteeism, student engagement, and social-emotional well-being.

#### **8. Plan for Remaining Funds** *(funds not described under the question above)*

How will the LEA spend its remaining ARP ESSER funds including for each of the four fields below, as applicable? **(3,000 characters max)**

- a. Continuity of Services: How will the LEA use ARP ESSER funds to sustain services to address students' academic needs; students' and staff social, emotional, and mental health needs; and student nutrition and food services?
- b. Access to Instruction: How will the LEA use ARP ESSER funds to support the goals of increasing opportunity to learn and equity in instructional delivery? Consider regular attendance/chronic absenteeism data from the 2020-21 school year, including data disaggregated by student groups, in developing the response.
- c. Mitigation Strategies: How will the LEA use ARP ESSER funds to support prevention and mitigation policies in line with the most up-to-date guidance from the Centers for Disease Control and Prevention (CDC) for the reopening and operation of school facilities and transportation services to effectively maintain the health and safety of students, educators, and other staff? Consider the LEA's Health and Safety Plan in developing the response.
- d. Facilities Improvements: How will the LEA use ARP ESSER funds to repair and improve school facilities to reduce risk of virus transmission, address environmental health hazards, and/or improve ventilation? Consider the LEA's Health and Safety Plan in developing the response.

All ARP ESSER funds are being dedicated to address learning loss, in providing continuity of student services, and providing access to high-quality instruction. As a cyber charter school, we have been providing online education for over sixteen (16) years. During this time, we have learned strategies that best serve to address academic needs as well as social emotional and mental health needs. Through Agora's student services staff, school counselors, and other faculty, we are addressing social-emotional needs, chronic absenteeism, and student engagement. Due to the pandemic, this need is evident in the rise in the number of SAP referrals we are addressing each year.

#### **9. For LEAs with one or more Comprehensive Support and Improvement (CSI) or Additional Targeted Support and Improvement (ATSI) school only**

Please verify consultation of the [Evidence Resource Center](#) in developing the LEA Plan for the Use of ARP ESSER Funds and provide a justification for any intervention that is not supported by tier 1, 2, 3, or 4 evidence. If the LEA does not include a school with a CSI or ATSI designation, indicate "Not Applicable."

**(3,000 characters max)**

Agora is a school with the CSI designation. Our school improvement plan aligns support and interventions associated with high school graduation rate and disciplinary literacy (which includes ELA, math, science, and social studies instruction). Evidence-based interventions already in place include texting with parents (ParentSquare) (Tier 1), content-area literacy instruction (Tier 1), professional development on scoring rubrics and reflective questioning (Tier 4), Early Warning Intervention and Monitoring System (LinkIt) (Tier 2), Career Academies (Destinations Career Academy (Tier 1), Monitors or Mentors (RENEW) (Tier 3-4), Close reading (TDA) (Tier 3), comprehensive school counseling program (Tier 4), Keyboarding without Tears (Tier 4), Reading Plus (Tier 3-4), iReady for students with IEPs (Tier ?), Positive Behavioral Interventions and Supports (Tier 1-2). Our student services team is an integral part in using these interventions to address chronic absenteeism, student engagement, social-emotional learning, and academic impact of lost instruction time caused by the pandemic.

**10. 20% Reservation Calculation**

Please enter your ARP ESSER total allocation amount and then click Save.

*\*Please ensure that your 20% (or greater) budgeted amount for Learning Loss is itemized in your Budget.*

|                               | <b>ARP ESSER Allocation</b> | <b>Reservation Requirement</b> | <b>Reservation Amount (calculated on save)</b> |
|-------------------------------|-----------------------------|--------------------------------|--|
| <b>20 Percent Reservation</b> | 24,243,079                  | 20%                            | 4,848,616                                      |

**Section: Narratives - Monitoring and Measuring Progress**

**Section IV: Monitoring and Measuring Progress**

In this fourth section, LEAs are asked to describe efforts to build local capacity to ensure high-quality data collection and reporting to safeguard funds for their intended purposes.

**11. Capacity for Data Collection and Reporting**

LEAs must continuously monitor progress and adjust strategies as needed. Describe the LEA's capacity and strategy to collect and analyze data (disaggregated by student group, where applicable), for each of the following measures:

|  | <b>Data Collection and Analysis Plan (including plan to disaggregate data)</b>  |
|--|---|
| <b>Student learning, including academic impact of lost instructional time during the COVID-19 pandemic</b> | Data is collected at the end of each marking period and then a process of analysis is conducted, using the structured Teams-Based Problem Solving (TIPS) model. Using data, the leadership teams work to look at root cause analysis to develop precision statements that further guide progress monitoring toward goals of academic achievement in constructed response and text-dependent analysis assessments. Data is also disaggregated to identify any potential disproportionalities to address  |
| <b>Opportunity to learn measures (see help text)</b>   | As a cyber charters school, we do not have an issue with student connectivity as parents receive ISP reimbursement. Through our student and parent orientation program, we work to make sure parents and students know how to access information in the LMS, SIS, and gradebooks. Analysis is able to be conducted based on login to see how many are accessing this information. This data is used to drive increased parent and student engagement in the learning process.   |
| <b>Jobs created and retained (by number of FTEs and position type) (see help text)</b>                     | The school system has about 700 FTEs. The jobs created and retained are analyzed to see where needs are to keep optimum ratios to ensure we are able to best serve our learners. In particular, areas that are closely monitored include teachers (general education and special education), school counselors, and family coaches.   |
| <b>Participation in programs funded by ARP ESSER resources (e.g., summer and afterschool programs)</b>     | Many of the programs identified in this plan are already in use for the 2021-2022 school year. These are programs and resources that align to evidenced-based strategies to address learning loss and to close learning gaps through the MTSS framework. This plan is built on continued use of these resources and programs through the 2022-2023 and 2023-2024 school years, but there is a process in which all supplemental programs are evaluated in Spring and data-informed decision making occurs regarding if programs should be maintained or use discontinued, and/or replaced/added with a different program or intervention. |

**Section: Narratives - ARP ESSER Assurances**

**ARP ESSER Fund Assurances**

Please complete each of the following assurances prior to plan submission:



The LEA will implement appropriate fiscal monitoring of and internal controls for the ARP ESSER funds (e.g., by updating the LEA's plan for monitoring funds and internal controls under the CARES and CRRSA Acts; addressing potential sources of waste, fraud, and abuse; conducting random audits; or other tools).



The LEA will complete quarterly Federal Financial Accountability Transparency Act (FFATA) reports and comply with all PDE reporting requirements, including on matters such as:

- 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 LEA's and 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 LEA-supported 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 FFATA; and
- Additional reporting requirements as may be necessary to ensure accountability and transparency of ARP ESSER fund use.



The LEA will cooperate with any examination of records with respect to such funds by making records available for inspection, production, and examination, and authorized individuals available for interview and examination, upon the request of: (a) the United States Department of

Education and/or its Inspector General; (b) any other federal agency, commission, or department in the lawful exercise of its jurisdiction and authority; (c) the Pennsylvania Department of Education; and/or (d) the Pennsylvania Auditor General, Pennsylvania Inspector General, or any other state agency.



Records pertaining to ARP ESSER Funds, including financial records related to the use of grant funds, will be tracked and retained separately from those records related to the LEA's use of other Federal funds, including ESSER I and ESSER II Funds.



The LEA will maintain inventory records, purchase orders and receipts for equipment (over \$5,000) purchased, all computing devices, and special purpose equipment (\$300 - \$4,999), and will conduct a physical inventory every two years. Please note: inventory of equipment purchased with federal funds must be broken out by funding source.



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).



The LEA will conduct its operations so that no person shall be excluded from participation in, be denied the benefits of, or be subject to discrimination under the ARP ESSER program or activity based on race; color; national origin, which includes a person's limited English proficiency or English learner status and a person's actual or perceived shared ancestry or ethnic characteristics; sex; age; or disability. These non-discrimination obligations arise under Federal civil rights laws, including but not limited to Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments Act of 1972, section 504 of the Rehabilitation Act of 1973, and the Age Discrimination Act of 1975. In addition, the LEA must comply with all regulations, guidelines, and standards issued by the United States Department of Education under any of these statutes.



The LEA will comply with all ARP Act and other ARP ESSER requirements, including but not limited to complying with the maintenance of equity provisions in section 2004(c) of the ARP Act. Under Maintenance of Equity, per-pupil funding from state and local sources and staffing levels for *high poverty schools* may not be decreased by an amount that exceeds LEA-wide reductions in per-pupil funding and staffing levels for *all schools* served by the LEA<sup>1</sup>. High poverty schools are the 25 percent of schools serving the highest percent of economically disadvantaged students in the LEA as measured by information LEAs submitted in PIMS that includes individual student data and

identifying if the student meets economically disadvantaged criteria. This data is used to calculate school poverty percentages . Note: An LEA is exempt from the Maintenance of Equity requirement if the LEA has a total enrollment of fewer than 1,000 students, operates a single school, serves all students in each grade span in a single school, or demonstrates an exceptional or uncontrollable circumstance, as determined by the United States Secretary of Education.

<sup>1</sup>Calculations for Maintenance of Equity: Per Pupil Funding from combined State and local funding = Total LEA funding from combined State and local funding for all schools served by the LEA in the given fiscal year, divided by the number of children enrolled in all schools served by the LEA in the given fiscal year. Full time equivalent staff = Total full-time equivalent staff in all schools served by the LEA in the given fiscal year, divided by the number of children enrolled in all schools served by the LEA in the given fiscal year. These calculations should be completed for all schools in the LEA as well as for high poverty schools in the LEA for FY 2021-22 and 2022-23. Reductions must not be greater for high poverty schools than for all schools in the LEA.



The LEA will implement evidence-based interventions, as required by section 2001(e)(1) of the ARP Act.



The LEA will address the disproportionate impact of the COVID-19 pandemic on underserved students (i.e., students from low-income families, students from underserved racial or ethnic groups and gender groups, English learners, children with disabilities, students experiencing homelessness, children and youth in foster care, migrant students, and other groups disproportionately impacted by the pandemic that have been identified by the LEA) as required by section 2001(e)(1) of the ARP Act.



The LEA will develop and make publicly available a Plan for the Safe Return to In-Person Instruction and Continuity of Services, hereinafter referred to as the LEA Health and Safety Plan, that complies with section 2001(i) of the ARP Act. The plan will be submitted to PDE, in a manner and form determined by PDE, no later than July 30, 2021.



The LEA's Health and Safety Plan will include (1) how the LEA will, to the greatest extent practicable, support prevention and mitigation policies in line with the most up-to-date guidance from the CDC for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff; (2) how the LEA will ensure continuity of services, including but not limited to services to address the students' academic needs, and students' and staff members' social, emotional, mental health, and other needs, which may

include student health and food services; (3) how the LEA will maintain the health and safety of students, educators, and other staff and the extent to which it has adopted policies, and a description of any such policy on each of the following safety recommendations established by the CDC: (a) universal and correct wearing of masks; (b) modifying facilities to allow for physical distancing (e.g., use of cohorts/podding); (c) handwashing and respiratory etiquette; (d) cleaning and maintaining healthy facilities, including improving ventilation; (e) contact tracing in combination with isolation and quarantine, in collaboration with the State and local health departments; (f) diagnostic and screening testing; (g) efforts to provide vaccinations to school communities; (h) appropriate accommodations for children with disabilities with respect to health and safety policies; and (i) coordination with state and local health officials.



The LEA will review its Health and Safety Plan at least every six months during the duration of the ARP ESSER grant period and make revisions as appropriate. When determining whether revisions are necessary, the LEA will take into consideration significant changes to CDC guidance on reopening schools and will seek public input and take public input into account.



The LEA's Health and Safety Plan will be made publicly available on the LEA website and must be written in a language that parents/caregivers can understand or be orally translated for parent/caregivers and must be provided in alternate format upon request by a parent/caregiver who is an individual with a disability.



The LEA will provide to PDE: (1) the URL(s) where the public can readily find data on school operating status; and (2) the URL(s) for the LEA websites where the public can find the LEA's Health and Safety plan as required under section 2001(i) of the ARP Act; and the LEA Plan for the Use of ARP ESSER Funds.



**Section: Narratives - LEA Health and Safety Plan Upload**

**LEA HEALTH AND SAFETY PLAN**

Please upload your LEA Health and Safety Plan below, and check the assurance indicating that you have completed your upload. Please name the file using your LEA name followed by Health and Safety Plan. example: "**LEA Name-Health and Safety Plan**"

**CHECK HERE** - to assure that you have successfully uploaded your LEA Health and Safety Plan.

**Section: Budget - Instruction Expenditures**

**BUDGET OVERVIEW**

**Budget**

\$24,243,079.00

**Allocation**

\$24,243,079.00

**Budget Over(Under) Allocation**

\$0.00

**INSTRUCTION EXPENDITURES**

| Function           | Object  | Amount       | Description  |
|--------------------|---|--------------|--|
| 1000 - Instruction | 300 - Purchased Professional and Technical Services | \$150,000.00 | Tutoring services - combination of outside tutoring service and homework hotline providing one-on-one intensive tutoring for students identified as needing Tier 2 or Tier 3 supports and interventions.   |
| 1000 - Instruction | 600 - Supplies                                      | \$284,508.00 | For various reasons, such as social-emotional challenges, working to keep students on track has been challenging. With the use of programs such as RENEW, additional tutoring resources, and expanded summer school classes, we are providing opportunities for these students to get back on track toward graduation. |
|                    |   |              | It has been determined that the expenditures   |

**Project #: 223-21-1057**  
**Agency: Agora Cyber CS**  
**AUN: 126510020**  
**Grant Content Report**  
**Elementary and Secondary School Emergency Relief Fund (ARP ESSER)**

| Function   | Object  | Amount                | Description  |
|--|---|-----------------------|--|
| 1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY | 300 - Purchased Professional and Technical Services | \$5,670,880.00        | Agora is dedicating by means of ARP ESSER funds will focus on covering costs associated with related services including, but not limited to, personal care assistants, behavioral specialist consultants, board certified behavior analysts, and applied behavior analysis therapists. |
|  |   | <b>\$6,105,388.00</b> |  |

**Section: Budget - Support and Non-Instructional Expenditures**

**BUDGET OVERVIEW**

**Budget**

\$24,243,079.00

**Allocation**

\$24,243,079.00

**Budget Over(Under) Allocation**

\$0.00

**NON-INSTRUCTIONAL EXPENDITURES**

| Function                           | Object         | Amount          | Description  |
|------------------------------------|----------------|-----------------|--|
| 2100 - SUPPORT SERVICES – STUDENTS | 100 - Salaries | \$10,669,230.00 | Salary for 87 Family Coaches. These regionally placed employees support the student in a variety of ways including academic support, attendance improvement, identification for summer school and after school support, and general mental health support.   |
| 2100 - SUPPORT SERVICES – STUDENTS | 200 - Benefits | \$7,468,461.00  | Benefits for 87 Family Coaches. These regionally placed employees support the student in a variety of ways including academic support, attendance improvement, identification for summer school and after school support, and general mental health support. |

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|  |  |                 |  |
|--|--|-----------------|--|
|  |  | \$18,137,691.00 |  |
|--|--|-----------------|--|

**Project #: 223-21-1057  
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 Elementary and Secondary School Emergency Relief Fund (ARP ESSER)**

**Section: Budget - Budget Summary**

**BUDGET SUMMARY**

|   | 100<br>Salaries | 200<br>Benefits | 300<br>Purchased<br>Professional<br>and<br>Technical<br>Services | 400<br>Purchased<br>Property<br>Services | 500 Other<br>Purchased<br>Services | 600<br>Supplies<br>800<br>Dues<br>and<br>Fees | 700<br>Property | Totals          |
|---|-----------------|-----------------|--|--|------------------------------------|---|-----------------|-----------------|
| <b>1000 Instruction</b>   | \$0.00          | \$0.00          | \$150,000.00   | \$0.00                                   | \$0.00                             | \$284,508.00                                  | \$0.00          | \$434,508.00    |
| <b>1100 REGULAR<br/>PROGRAMS –<br/>ELEMENTARY /<br/>SECONDARY</b>                 | \$0.00          | \$0.00          | \$0.00   | \$0.00                                   | \$0.00                             | \$0.00  | \$0.00          | \$0.00          |
| <b>1200 SPECIAL<br/>PROGRAMS –<br/>ELEMENTARY /<br/>SECONDARY</b>                 | \$0.00          | \$0.00          | \$5,670,880.00   | \$0.00                                   | \$0.00                             | \$0.00  | \$0.00          | \$5,670,880.00  |
| <b>1300 CAREER<br/>AND TECHNICAL<br/>EDUCATION</b>                                | \$0.00          | \$0.00          | \$0.00   | \$0.00                                   | \$0.00                             | \$0.00  | \$0.00          | \$0.00          |
| <b>1400 Other<br/>Instructional<br/>Programs –<br/>Elementary /<br/>Secondary</b> | \$0.00          | \$0.00          | \$0.00   | \$0.00                                   | \$0.00                             | \$0.00  | \$0.00          | \$0.00          |
| <b>1600 * ADULT<br/>EDUCATION<br/>PROGRAMS</b>                                    | \$0.00          | \$0.00          | \$0.00   | \$0.00                                   | \$0.00                             | \$0.00  | \$0.00          | \$0.00          |
| <b>1700 Higher<br/>Education<br/>Programs</b>                                     | \$0.00          | \$0.00          | \$0.00   | \$0.00                                   | \$0.00                             | \$0.00  | \$0.00          | \$0.00          |
| <b>1800 Pre-K</b>   | \$0.00          | \$0.00          | \$0.00   | \$0.00                                   | \$0.00                             | \$0.00  | \$0.00          | \$0.00          |
| <b>2000 SUPPORT<br/>SERVICES</b>  | \$0.00          | \$0.00          | \$0.00   | \$0.00                                   | \$0.00                             | \$0.00  | \$0.00          | \$0.00          |
| <b>2100 SUPPORT<br/>SERVICES –<br/>STUDENTS</b>                                   | \$10,669,230.00 | \$7,468,461.00  | \$0.00   | \$0.00                                   | \$0.00                             | \$0.00  | \$0.00          | \$18,137,691.00 |
| <b>2200 Staff<br/>Support<br/>Services</b>  | \$0.00          | \$0.00          | \$0.00   | \$0.00                                   | \$0.00                             | \$0.00  | \$0.00          | \$0.00          |
| <b>2300 SUPPORT</b>   |                 |                 |  |  |                                    |   |                 |                 |

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|   | 100<br>Salaries        | 200<br>Benefits       | 300<br>Purchased<br>Professional<br>and<br>Technical<br>Services | 400<br>Purchased<br>Property<br>Services | 500 Other<br>Purchased<br>Services | 600<br>Supplies<br>800<br>Dues<br>and<br>Fees | 700<br>Property | Totals                 |
|---|------------------------|-----------------------|--|--|------------------------------------|---|-----------------|------------------------|
| <b>SERVICES –<br/>ADMINISTRATION</b>  | \$0.00                 | \$0.00                | \$0.00   | \$0.00                                   | \$0.00                             | \$0.00  | \$0.00          | \$0.00                 |
| 2400 Health<br>Support<br>Services  | \$0.00                 | \$0.00                | \$0.00   | \$0.00                                   | \$0.00                             | \$0.00  | \$0.00          | \$0.00                 |
| 2500 Business<br>Support<br>Services  | \$0.00                 | \$0.00                | \$0.00   | \$0.00                                   | \$0.00                             | \$0.00  | \$0.00          | \$0.00                 |
| 2600 Operation<br>and Maintenance   | \$0.00                 | \$0.00                | \$0.00   | \$0.00                                   | \$0.00                             | \$0.00  | \$0.00          | \$0.00                 |
| 2700 Student<br>Transportation  | \$0.00                 | \$0.00                | \$0.00   | \$0.00                                   | \$0.00                             | \$0.00  | \$0.00          | \$0.00                 |
| 2800 Central<br>Support<br>Services   | \$0.00                 | \$0.00                | \$0.00   | \$0.00                                   | \$0.00                             | \$0.00  | \$0.00          | \$0.00                 |
| 3000<br>OPERATION OF<br>NON-<br>INSTRUCTIONAL<br>SERVICES                         | \$0.00                 | \$0.00                | \$0.00   | \$0.00                                   | \$0.00                             | \$0.00  | \$0.00          | \$0.00                 |
| 3100 Food<br>Services   | \$0.00                 | \$0.00                | \$0.00   | \$0.00                                   | \$0.00                             | \$0.00  | \$0.00          | \$0.00                 |
| 3200 Student<br>Activities  | \$0.00                 | \$0.00                | \$0.00   | \$0.00                                   | \$0.00                             | \$0.00  | \$0.00          | \$0.00                 |
| 3300 Community<br>Services  | \$0.00                 | \$0.00                | \$0.00   | \$0.00                                   | \$0.00                             | \$0.00  | \$0.00          | \$0.00                 |
| 4000 FACILITIES<br>ACQUISITION,<br>CONSTRUCTION<br>AND<br>IMPROVEMENT<br>SERVICES | \$0.00                 | \$0.00                | \$0.00   | \$0.00                                   | \$0.00                             | \$0.00  | \$0.00          | \$0.00                 |
|   | <b>\$10,669,230.00</b> | <b>\$7,468,461.00</b> | <b>\$5,820,880.00</b>  | <b>\$0.00</b>                            | <b>\$0.00</b>                      | <b>\$284,508.00</b>                           | <b>\$0.00</b>   | <b>\$24,243,079.00</b> |
| <b>Approved Indirect Cost/Operational Rate: 0.0000</b>                            |                        |                       |  |  |                                    |   |                 | <b>\$0.00</b>          |
| <b>Final</b>  |                        |                       |  |  |                                    |   |                 | <b>\$24,243,079.00</b> |

