

ARP Spending Plan Reporting

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American Rescue Plan (ARP) Spending Plan Reporting

1. Have you made changes to your approved ARP - ESSER application?

- YES, the LEA has made changes to your approved ARP ESSER application.
 NO, the LEA has not made changes to your approved ARP ESSER application.

2. Please provide an analysis of public comment for the updated American Rescue Plan (ARP) - Elementary and Secondary School Emergency Relief (ESSER) funding.

Throughout the pandemic South Bronx Early College Academy Charter School (SBECA) leaders engaged and are currently learning from teachers, paraprofessionals, parents, and other community members to support student learning. Engagement takes the forms of Zoom meetings, Opinion Surveys, and personal contacts via email and telephone. Topics analyzed in the dialogue with stakeholders include:

1. Data on SBECA's mode of instruction (remote, hybrid, in-person) and student attendance in each modality; the manner in which funds are allocated to meet student's social, emotional, and academic needs through evidence-based interventions, how they advance equity for underserved students and how they sustain and support access to early childhood education programs;
2. Student data, disaggregated by student subgroup, related to how the COVID-19 pandemic has affected instruction and learning;
3. Guidance from the CDC, NYSDOH, and NYSED; and
4. Decisions detailing school operations. Information gathered on these and other topics has been used in planning, including the current Reopening Plan which is/will be posted on the SBECA Internet Site.

3. Please provide a description of program goals and per pupil teacher ratios for priorities supported by ARP - ESSER funding. Click on "Add Row" as needed to include additional program goals.

Program Goals	Per Pupil Teacher Ratios (# : #)
Program Goal 1 – To maximize in-person instruction time by providing a safe, supportive school environment for students and staff members returning to school and by providing in-person high-intensity school-day and/or after-school tutoring in 2021-22 and in-person instruction in a summer academic program in 2022-24 and beyond.	32:332 = 10.06
Program Goal 2 – To purchase educational technology, specifically to purchase computers for students and staff members, cameras, Smartboards, calculators, printers, and speakers to support the regular day, afterschool and summer programs	28:307 = 10.96
Program Goal 3 – To address the impacts of COVID-19 on students, including the impacts of interrupted instruction and learning loss and the impacts on low-income students, students with disabilities (SWDs), English language learners (ELLs) and homeless students Icahn 1 has invested in both academic and SEL programming designed to meet the needs of returning students and staff members.	31:298 = 9.61

4. Please provide detailed summaries of investments in current year activities for ARP - ESSER funding. Click on "Add Row" as needed to include programs.

Summary of New Programs or Expansion of Existing Programs in Current Year	Investment (\$)
Program Goal 1 – To maximize in-person instruction time SBECA has identified and invested \$109,897 in sufficient personal protective equipment (PPE) and air purifiers to ensure a continued safe, secure SBECA learning environment. SBECA has also invested in professional development focusing on the needs of students resulting from the pandemic. Finally, ARP funds have been invested in to completion of needed repairs to the gymnasium, including repair of safety padding, and backboards, with the addition of a score board. SBECA has also invested \$346,440 in afterschool, summer and extended day programming.	456,337
Program Goal 2 – To purchase educational technology, specifically to purchase computers for students and staff members, cameras, Smartboards, calculators, printers, and speakers to support the regular	432,539

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Summary of New Programs <i>or</i> Expansion of Existing Programs in Current Year	Investment (\$)
<p>day, afterschool and summer programs. We have invested \$432,539 in ARP funds to purchase Chromebooks for students, staff computers (Macbooks), and laptop sleeve covers in support of regular day, afterschool, summer and Saturday Academy programs. By expanding our investment in educational technology, we are improving our use of Digital and Blended learning strategies in and outside of the classroom. This is especially important as teachers and students address the impact of the disrupted educational experience of the last 18 months and transition to a more consistently in-person post-pandemic learning experience. Teachers can support differentiation in teaching and to make academic content and lessons more engaging to students which, in turn, will support learning acceleration. (see Reigniting Learning: Strategies for Accelerating Learning Post-Crisis: A Review of Evidence, United States Agency for International Development, November 2020,</p>	

