

History Log

Providence Creek Academy Charter School (LEA) (958700) Charter District - FY 2022 - ESSER III (ARP) - Rev 0 - Administration

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
	4/16/2021 2:34:02 PM	Rachael Straighttiff	Status changed to 'LEA Draft Started'.	S
	4/12/2021 1:36:55 PM	Philip Keeper	Status changed to 'LEA Not Started'.	S

Allocations

Providence Creek Academy Charter School (LEA) (958700) Charter District - FY 2022 - ESSER III (ARP) - Rev 0 - Administration

	(1)	ESSERII	Total
Original		\$797,993.00	\$797,993.00
Reallocated		\$0.00	\$0.00
Additional		\$0.00	\$0.00
Released		\$0.00	\$0.00
Consortium		\$0.00	\$0.00
Forfeited		\$0.00	\$0.00
Total		\$797,993.00	\$797,993.00

General Uses of ESSER III Funds

Providence Creek Academy Charter School (LEA) (958700) Charter District - FY 2022 - ESSER III (ARP) - Rev 0 - ESSER III (ARP)

PURPOSE: This page is to collect information regarding the LEA plans for ESSER III Funds.

*** 1. How will the LEA determine its most important educational needs as a result of COVID-19?**

In designing the hybrid/virtual program, PCA looked to promote consistency of education for all students by making appropriate modification to instruction while following the school's strategic plan. When COVID-19 first emerged in the spring of 2020, PCA conducted a survey to receive parent feedback on whether the virtual program should continue. This survey showed that 85.9% of respondents wishes to continue the virtual learning platform. Based on this feedback, PCA continued virtual learning through the spring of 2020 for the regular school year and summer school. Based on these programs, PCA found that it was imperative to have 1-to-1 technology for students in grades 2 through 8. Additionally, PCA began a hybrid program in September of 2020 based on parent feedback and the needs of individual students. In the fall of 2020 the numbers changed slightly with 35% of our population wanting a hybrid program. To ensure the validity of this program, PCA created smaller class sizes to create better connections with virtual and hybrid students while addressing specific needs with smaller groups, additional technology, and free tutoring. PCA also believes it is necessary to offer additional learning opportunities for students for six (6) weeks over the summer of 2021 free of charge, including transportation if needed. This summer learning program will be available for students with identified needs, those with failing grades, and those with disabilities. In addition to added supports and summer school, PCA plans to have 100% of our students on campus for all school days for the 2021/2022 school year. In formulating these plans, it has become abundantly clear that PCA will need additional space to accommodate social distancing for the longer term. For example, if children must eat lunch in the gym to abide by CDC an DPH guidelines, there cannot be a gym class in this area at the same time. While PCA has made these plans in the interim to allow for 100% of students to return in the fall of 2021, PCA needs to create additional space for students to allow for long term social distancing practices. This space will include learning space along with additional spaces for children to gather for lunch, etc.

*** 2. What is the LEA's proposed timeline for providing services and assistance to students and staff in public schools?**

PCA will provide supports for students over the 2020/2021 school year through additional in person classes, free tutoring, and access to our MTSS program for additional student support. During the summer of 2021, PCA will offer

a free summer school program, which includes transportation and update technology for teachers/students for roll out in the fall. PCA will provide an additional Special Education teacher starting in the spring of 2021 through the 2022/2023 school year to support the needs of students with disabilities and provide students with access to our MTSS program. PCA will create additional classroom space for students by the end of 2022 to allow for additional learning opportunities for students.

* 3. How will the LEA invest in mitigation strategies to quickly and safely get students back into the classroom and stay there?

PCA will invest these funds in hiring additional staff and creating additional classroom space to ensure the safety of staff and students to implement a full opening in the fall of 2021. By hiring an additional special education teacher, PCA will be increasing its capacity to serve student's with disabilities, as well as struggling learners, in small groups. This small group setting allows for individualized instructional and less co-mingling of students groups. The need for these staff members was identified by the needs of student's the 2020/2021 school year and to prepare for a full re-opening of school during the 2021/2022 school year. Additionally, PCA plans to create additional classroom space that will allow additional students on campus while following CDC guidelines and decrease the co-mingling of student groups.

* 4. How does the LEA intend to measure and effectively address significant learning loss ?

PCA measures student growth using STAR Reading and Math assessment in conjunction with curriculum based assessments three times per year. These assessments as well as data regarding students social-emotional needs, is included as a part of our comprehensive Multi-Tiered Systems of Supports or MTSS. Student learning loss is identified as a part of MTSS and is addressed in both our Tiered System throughout the year and the summer school program outlined in this grant.

PCA will offer free summer school for students who receive failing grades in SY20/21 or who are identified as needing ESY. This six (6) week program will feature small group instruction to address the needs of specific learners. PCA will also add an additional Special Education teacher to help address student learning loss for students with disabilities and other students with identified needs.

* 5. How does the LEA intend to utilize ESSER III funds to address the many impacts this pandemic has had on students - especially those disproportionately impacted by the pandemic?

Throughout the 2020/2021 school year, PCA has identified needs to better serve students by addressing learning loss, adding additional personnel to support students, and creating additional learning spaces for students. First,

PCA must address learning loss as a result of the pandemic. PCA plans to address this through a six (6) week summer school program in 2021. This program will be free of charge for all participating students, including transportation, and be available for students with disabilities, students with identified needs, and those with failing grades. By offering this program beyond those with disabilities and failing grades, PCA plans to address the needs of students prior to their return to school this fall so they will be able to succeed in the classroom immediately. Second, PCA will hire an additional full-time special education teacher from the spring of 2021 through SY22/23. This additional position will add to our current special education department of a special education director, two (2) special education teachers, three (3) full-time paraprofessionals, and three (3) part-time paraprofessionals. By having 10 staff members in the special education department, each grade will have access to one member of the special education team along with an additional member to support the needs of students in K-8. This will allow students with disabilities and students with identified needs in all grade levels access to additional supports and small-group or individualized instruction. Third, PCA must address the need for additional space in the long-term. While PCA can accommodate a 100% opening in the fall of 2021, the lack of space is a temporary solution for the school. In order to feed children, PCA must utilize larger rooms, along with the cafeteria, such as gym. Due to this space problem, gym class will have to work around the eating schedule of students. To avoid this problem in the future, PCA must create additional learning spaces that can also serve as eating spaces so that DPH and CDC guidelines can be followed over the long-term without causing a disruption to student learning.

Focus Area

Providence Creek Academy Charter School (LEA) (958700) Charter District - FY 2022 - ESSER III (ARP) - Rev 0 - American Rescue Plan (ARP)

PURPOSE: This page is to collect information regarding the use of funds in specific Focus Areas. Check all that apply.

1. 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. (Minimum 20% of Allocation)

\$ 246,457.61 * Total Amount of Funds to be spent in support of focus area

* Describe how the proposed activities/use of funds supports the focus area and how the effectiveness of the activities will be assessed.

PCA will hire an additional special education teacher in the spring of 2021 through the 2022/2023 school year for K-8 grades to ensure the needs of students, including those with disabilities, are met and to address learning loss as a result of the pandemic. The special education teacher will provide instruction through evidence based practices and resources including Scholastic Reading Program, Eureka Math, Barton Reading Program, Wilson Reading Program, Core Clicks, and Dreambox. The additional teacher will also allow for more individualized and small group instruction to meet the specific needs of the individual or group along with increasing PCA's capacity for in-person instruction during the hybrid setting. This teacher is projected to cost \$181,602.34 including salary, estimated health insurance, and OECs from spring of 2021 through the SY2022/2023. By creating this additional position, PCA will be able to offer one (1) member of the special education department for each grade along with an additional member to support students across all grade levels. This will allow the special education department to support the needs of students returning to campus in a 100% on campus format for the first time since March of 2020 and help address any learning loss as a result of the pandemic.

Along with an additional staff member, learning loss will be addressed through the 2021 free summer school program that is projected to cost \$64,855.27. Learning gaps will be assessed via graded curriculum and local assessments in

the spring of 2021 to determine students that need summer school programming. Students that are identified as failing ELA or math, in need of ESY, or requiring 12 month program will be provided free of charge in small group summer programming in an in-person format with instruction and resources including but not limited to Scholastic Reading Program, Eureka Math, Barton Reading Program, Wilson Reading Program, Core Clicks, and Dreambox. Small groups (less than 5 students) in the summer months allow for lessons to target the specific needs of all learners. Since it is the goal of the program to address and close all learning gaps over the summer school program, transportation will be offered for each student participating in the program. PCA will service all children with identified remedial needs, including low-income students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth. This summer school program will be free, including transportation, as required by federal regulations and Delaware Code for all eligible students.

2. 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) on reopening and operating schools to effectively maintain the health and safety of students, educators, and other staff.

3. Coordinating preparedness and response efforts with State, local, Tribal, and territorial public health departments to prevent, prepare for, and respond to COVID-19.

4. Training and professional development on sanitizing and minimizing the spread of infectious diseases.

5. Purchasing supplies to sanitize and clean the LEA's facilities.

6. Repairing and improving school facilities to reduce risk of virus transmission and exposure to environmental health hazards.

\$ * Total Amount of Funds to be spent in support of focus area

* Describe how the proposed activities/use of funds supports the focus area and how the effectiveness of the activities will be assessed.

In order to create additional learning space and in accordance with grant line item 6, PCA plans to spend \$536,017.74 on additional classroom space. The additional classroom space will be allow additional classroom space for all grades served by PCA (K-8). The space will reduce the risk of virus transmission by reducing the amount of groups co-mingling, the amount of shared space between classes, and additional classroom size to allow for greater spacing between students. Along with the additional learning space, the areas will allow for PCA to solve the long-term space shortage that arose due to COVID-19 social distancing guidelines. As it is the school's priority to keep all students and staff safe, PCA plans to provide students lunch in the gym during the 2021/2022 school year so all CDC and DPH guidelines can be followed. While this allows for social distancing, it disrupts student learning by decreasing the amount of time available for gym class since the classes must work around student lunches. In order to avoid this space shortage in the future, PCA plans to create additional classroom space where students can de-mask to eat lunch in compliance with CDC and DPH guidelines over the coming years.

7. Improving indoor air quality.

8. 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.

9. Developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs.

10. Planning for or implementing activities during long-term closures, including providing meals to eligible students and providing technology for online learning.

11. 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.

12. Providing mental health services and supports, including through the implementation of evidence-based full-service community schools and the hiring of counselors.

13. Planning and implementing activities related to summer learning and supplemental after-school programs.

14. 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

Budget

Providence Creek Academy Charter School (LEA) (958700) Charter District - FY 2022 - ESSER III (ARP) - Rev 0 - American Rescue Plan (ARP)

Account Code	Total
5100 - Salaries	\$155,501.89
5120 - OECs	\$89,955.72
5400 - Travel	\$0.00
5500 - Contractual	\$0.00
5500 - Audit Fees	\$0.00
5560 - Indirect	\$0.00
5600 - Supplies	\$1,000.00
5700 - Capital Outlay	\$551,535.39
Total	\$797,993.00
Adjusted Allocation	\$797,993.00
Remaining	\$0.00

Budget Detail

Providence Creek Academy Charter School (LEA) (958700) Charter District - FY 2022 - ESSER III (ARP) - Rev 0 - American Rescue Plan (ARP)

5100 - Salaries - \$155,501.89 ▼

Budget Detail		Narrative Description
Account Code:	5100 - Salaries	Full-Time Special Education Teacher Salary from Spring of 2021 - SY2022/2023 School Year \$104,861.89 (Salary SY20/21 \$10,343.74, SY21/22 \$46,852.02, SY22/23 \$47,666.13)
Funding Description:	1. - Address Learning Loss	
Location Code:	Providence Creek Academy Charter School (LEA) (958700)	
Quantity:	1.00	
Cost:	\$104,861.89	
Line Item Total:	\$104,861.89	
Account Code:	5100 - Salaries	1 Summer School Director Salary for four (4) hours per day for 29 days at \$40 per hour - \$4,640
Funding Description:	1. - Address Learning Loss	10 Summer School Teachers Salary for four (4) hours per day for 27 days at \$30 per hour - \$32,400
Location Code:	Providence Creek Academy Charter School (LEA) (958700)	8 Bus Drivers Salary for four (4) hours per day for 25 days at \$17 per hour - \$13,600
Quantity:	1.00	
Cost:	\$50,640.00	
Line Item	\$50,640.00	

Total:

Total for 5100 - Salaries:	\$155,501.89
Total for all other Account Codes:	\$642,491.11
Total for all Account Codes:	\$797,993.00
Adjusted Allocation:	\$797,993.00
Remaining:	\$0.00

Budget Detail

Providence Creek Academy Charter School (LEA) (958700) Charter District - FY 2022 - ESSER III (ARP) - Rev 0 - American Rescue Plan (ARP)

5120 - OECs - \$89,955.72 ▼

Budget Detail		Narrative Description
Account Code:	5120 - OECs	Full-Time Special Education Teacher OECs of \$33,828.45 (rate of 3.226%) and estimated health insurance of \$42,912
Funding Description:	1. - Address Learning Loss	
Location Code:	Providence Creek Academy Charter School (LEA) (958700)	
Quantity:	1.00	
Cost:	\$76,740.45	
Line Item Total:	\$76,740.45	
Account Code:	5120 - OECs	1 Summer School Director OECs \$1,496.87 (rate of 3.226%)
Funding Description:	1. - Address Learning Loss	10 Summer School Teachers OECs \$10,452.24 (rate of 3.226%)
Location Code:	Providence Creek Academy Charter School (LEA) (958700)	8 Bus Drivers OECs \$1,266.16 (rate of 0.931%)
Quantity:	1.00	
Cost:	\$13,215.27	
Line Item	\$13,215.27	

Total:

Total for 5120 - OECs:	\$89,955.72
Total for all other Account Codes:	\$708,037.28
Total for all Account Codes:	\$797,993.00
Adjusted Allocation:	\$797,993.00
Remaining:	\$0.00

Budget Detail

Providence Creek Academy Charter School (LEA) (958700) Charter District - FY 2022 - ESSER III (ARP) - Rev 0 - American Rescue Plan (ARP)

5600 - Supplies - \$1,000.00 ▼

Budget Detail		Narrative Description	
Account Code:	5600 - Supplies	Fuel for busses to transport students participating in the Summer School Program	
Funding Description:	1. - Address Learning Loss		
Location Code:	Providence Creek Academy Charter School (LEA) (958700)		
Quantity:	1.00		
Cost:	\$1,000.00		
Line Item Total:	\$1,000.00		
		Total for 5600 - Supplies:	\$1,000.00
		Total for all other Account Codes:	\$796,993.00
		Total for all Account Codes:	\$797,993.00
		Adjusted Allocation:	\$797,993.00
		Remaining:	\$0.00

Budget Detail

Providence Creek Academy Charter School (LEA) (958700) Charter District - FY 2022 - ESSER III (ARP) - Rev 0 - American Rescue Plan (ARP)

5700 - Capital Outlay - \$551,535.39 ▾

Budget Detail	Narrative Description
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Account 5700 - Capital Outlay

Code:

Funding 6. - Repairing and Improving

Description: School Facilities

Location Providence Creek Academy

Code: Charter School (LEA) (958700)

Quantity: 1.00

Cost: \$551,535.39

Line Item \$551,535.39

Total:

School facility improvements to create additional classroom space

Total for 5700 - Capital Outlay:	\$551,535.39
Total for all other Account Codes:	\$246,457.61
Total for all Account Codes:	\$797,993.00
Adjusted Allocation:	\$797,993.00
Remaining:	\$0.00

Budget Overview

Providence Creek Academy Charter School (LEA) (958700) Charter District - FY 2022 - ESSER III (ARP) - Rev 0 - American Rescue Plan (ARP)

Indirect Cost	
Total Contributing to Indirect Cost	\$246,457.61
Indirect Cost Rate	0.00%
Maximum Allowed for Indirect Cost	\$0.00

Filter by Location: All - \$797,993.00

Account Code	Funding Description	1. - Address Learning Loss	6. - Repairing and Improving School Facilities	Total
5100 - Salaries		155,501.89	0.00	155,501.89
5120 - OECs		89,955.72	0.00	89,955.72
5600 - Supplies		1,000.00	0.00	1,000.00
5700 - Capital Outlay		0.00	551,535.39	551,535.39
Total		246,457.61	551,535.39	797,993.00
		Adjusted Allocation		797,993.00
		Remaining		0.00

Related Documents

Providence Creek Academy Charter School (LEA) (958700) Charter District - FY 2022 - ESSER III (ARP) - Rev 0 - American Rescue Plan (ARP)

Required Documents

This page is currently not accepting Related Documents.

State of Delaware

Providence Creek Academy Charter School (LEA) (958700) Charter District - FY 2022 - ESSER III (ARP) - Rev 0 - Assurances

* The local education agency (LEA) hereby assures that the LEA meets each of the following conditions:

1. The LEA will comply with the General Education Provisions Act (GEPA), 20 U.S.C. chapter 31, including the privacy rules in 20 U.S.C. § 1232 f-j.
2. The LEA will comply with the provisions of all applicable acts, regulations and assurances; the following provisions of Education Department General Administrative Regulations (EDGAR) 34 CFR parts 76, 77, 81, 82, 84, 97, 98, and 99; the OMB Guidelines to Agencies on Government wide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and the Uniform Guidance in 2 CFR part 200, as adopted and amended as regulations of the Department in 2 CFR part 3474.
3. The LEA will comply with Title VI of the Civil Rights Act of 1964, as amended, 42 U.S.C. 2000d et seq., which prohibits discrimination on the basis of race, color, or national origin in any program or activity receiving Federal financial assistance.
4. The LEA will comply with the Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (Uniform Guidance) requirements in Subpart D-Post Federal Award Requirements (2 CFR §§200.300-345) and Subpart E-Cost Principles (2 CFR §§200.400-475) to ensure that LEAs, including charter schools that are LEAs, are using ESSER III funds for purposes that are reasonable, necessary, and allocable under the ARP Act.
5. The LEA will, to the greatest extent practicable continue to compensate its employees and contractors during the period of any disruptions or closures related to COVID-19 in compliance with Public Law 116-260 of the ARP Act.
6. ESSER III funds will only be used for activities allowable under Public Law 116-260 of the ARP Act. ESSER III funds will not be used to offset executive salaries and benefits of individuals who are not employees of the LEA and any expenditures related to state or local teacher unions or associations.
7. The LEA will comply with all applicable assurances in OMB Standard Forms 424B and D (Assurances for Non-Construction and Construction Programs), including the assurances relating to the legal authority to apply for assistance; access to records; conflict of interest; merit systems; nondiscrimination; Hatch Act provisions; labor

standards; flood hazards; historic preservation; protection of human subjects; animal welfare; lead-based paint; Single Audit Act; and the general agreement to comply with all applicable Federal laws, executive orders and regulations.

8. The LEA has reserved not less than 20 percent of its total ARP ESSER allocation to address learning loss through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs, and ensure that such interventions respond to students' academic, social, and emotional needs and address the disproportionate impact of COVID-19 on underrepresented student subgroups.

9. The LEA understands that there is a Maintenance of Equity requirement.

10. The LEA that receives ARP ESSER funds must, within 30 days of receiving the funds, seek public comment and make publicly available on its website a plan for the safe return to in-person instruction and continuity of services.

Identifying Needs of Underserved Students

Describe your LEA’s highest priority academic, social, emotional, and/or mental health needs for the remainder of the 2020-2021 school year (if applicable) and for the 2021-2022 school year related to the impact of the COVID-19 pandemic on each of the following student groups.

To the extent possible, this description should include data on indicators such as estimates of the academic impact of lost instructional time, chronic absenteeism, student engagement, and social-emotional well-being.

Table

Student group	Highest priority needs																					
Students from low-income families	Due to formatting issues, please see note #1 attached to this document for additional information.																					
Students from each racial or ethnic background used by the State for reporting purposes – please add a row for each racial or ethnic group (e.g., identifying disparities and focusing on underserved student groups by race/ethnicity)	<p>Attendance data was examined by grade level, class, and racial/ethnic group. An example of this is the 4th grade data below.</p> <p>Based on attendance data for January 2021, the attendance rate of virtual only 4th grade and hybrid 4th grade students by race is noted below:</p> <table border="1" data-bbox="781 1171 1372 1325"> <thead> <tr> <th>Subgroup</th> <th>Virtual</th> <th>Only Hybrid</th> </tr> </thead> <tbody> <tr> <td>All students</td> <td>98%</td> <td>97%</td> </tr> <tr> <td>White, not Hispanic</td> <td>97%</td> <td>96%</td> </tr> <tr> <td>Black or African American, not Hispanic</td> <td>96%</td> <td>100%</td> </tr> <tr> <td>Asian, not Hispanic</td> <td>n/a</td> <td>100%</td> </tr> <tr> <td>Two or more races, not Hispanic</td> <td>100%</td> <td>100%</td> </tr> <tr> <td>Race information not available</td> <td>100%</td> <td>94%</td> </tr> </tbody> </table> <p>Using this data in combination with information from students and families experiencing attendance struggles, the highest priority needs for these students include academic support, transportation, technology support, and small group support through MTSS.</p>	Subgroup	Virtual	Only Hybrid	All students	98%	97%	White, not Hispanic	97%	96%	Black or African American, not Hispanic	96%	100%	Asian, not Hispanic	n/a	100%	Two or more races, not Hispanic	100%	100%	Race information not available	100%	94%
Subgroup	Virtual	Only Hybrid																				
All students	98%	97%																				
White, not Hispanic	97%	96%																				
Black or African American, not Hispanic	96%	100%																				
Asian, not Hispanic	n/a	100%																				
Two or more races, not Hispanic	100%	100%																				
Race information not available	100%	94%																				
Students by gender – please add a row for each gender (e.g., identifying disparities and focusing on underserved student groups by gender)	<p>Although Benchmarking data is not guaranteed to be reliable this year (virtual students were not in a secure environment when testing), Benchmark data by gender is noted below for both reading and math for students in all grades (k - 8) both virtual and hybrid:</p> <table border="1" data-bbox="781 1633 1477 1793"> <thead> <tr> <th>Gender %</th> <th>Below 25th percentile in Math %</th> <th>Below 25th percentile in Reading%</th> </tr> </thead> <tbody> <tr> <td>All students</td> <td>21%</td> <td>21%</td> </tr> <tr> <td>Male</td> <td>24%</td> <td>26%</td> </tr> <tr> <td>Female</td> <td>17%</td> <td>17%</td> </tr> </tbody> </table> <p>Therefore, the highest priority needs for these students include small group support through MTSS and summer school support.</p>	Gender %	Below 25th percentile in Math %	Below 25th percentile in Reading%	All students	21%	21%	Male	24%	26%	Female	17%	17%									
Gender %	Below 25th percentile in Math %	Below 25th percentile in Reading%																				
All students	21%	21%																				
Male	24%	26%																				
Female	17%	17%																				

Student group	Highest priority needs
English learners	<p>Please see note #1 attached to this document.</p> <p>In order to protect the privacy of our students, because our $n < 15$, PCA does not publicly discuss this data.</p> <p>The highest priority need for these students are small group support through MTSS and summer school support.</p>
Children with disabilities	<p>Please note #1 attached to this document.</p> <p>Based on the data collected from class assessments and IEPs, 18 children are in need of summer supports and have been invited to participate in summer programming. The highest priority need for these students are small group support through MTSS, special education breakout sessions, in-class support, and summer school support.</p>
Students experiencing homelessness	<p>Please see note #1 attached to this document.</p> <p>In order to protect the privacy of our students, because our $n < 15$, PCA does not publicly discuss this data.</p> <p>The highest priority need for these students are small group support through MTSS and summer school support.</p>
Children and youth in foster care	<p>Please see note #1 attached to this document.</p> <p>In order to protect the privacy of our students, because our $n < 15$, PCA does not publicly discuss this data.</p> <p>The highest priority need for these students are small group support through MTSS and summer school support.</p>

Student group	Highest priority needs
Migratory students	<p>Please see note #1 attached to this document.</p> <p>In order to protect the privacy of our students, because our $n < 15$, PCA does not publicly discuss this data.</p> <p>The highest priority need for these students are small group support through MTSS and summer school support.</p>
<p>Other groups of students 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, LGBTQ+ students)</p>	<p>PCA has not identified any groups of children needing supports that are not already included in one or more groups above.</p>

PCA ARP ESSER Application

Attachment: Note #1 for Identifying Needs of Underserved Students

Review of the data at PCA indicates that in order to service our children most at risk for learning loss, we must address the needs of our students from low-income families and our students with disabilities. By addressing the needs of the two largest groups, PCA is also addressing current and potential disparities in other subgroups mentioned in this form. According to the data from total count of students receiving meal benefits, 218 of the 705 children or 30% of the students attending PCA in March are students from low income families. Delaware Department of Education only captures 93 of these children through their current systems meaning that 125 children are supported by the school with no federal funding support every year. These students encompass subgroups including children in foster care, students experiencing homelessness, English learners, children with disabilities, female and male students, as well as students from each ethnic background used by the state. The second group that is the school's highest priority is our children with disabilities. While there is some crossover in these two groups, there are 93 children that have disabilities that attend PCA. Delaware Department of Education only captures 69 of these students through their current systems meaning that the other 34 children are supported by the school with no federal funding every year. By addressing the needs of the largest subgroups of students, the school will be able to have the largest impact of the greatest number of learners.

2021 Official Fall Enrollment												Students with Disabilities	Active EL Students	Low Income	Military Connected Youth
District	School	Enrollment	Male	Female	Native American	African American	Hispanic/Latino	White	Asian American	Native Hawaiian/Pacific Islander	Multiracial				
Delaware	Delaware	705	321 (45.6%)	384 (54.4%)	4 (0.6%)	187 (26.5%)	143 (20.3%)	418 (59.3%)	12 (1.7%)	13 (1.8%)	24 (3.4%)	93 (13.2%)	11 (1.6%)	217 (30.8%)	42 (5.9%)
	PCA Total	702	314 (44.7%)	388 (55.3%)	4 (0.6%)	187 (26.6%)	143 (20.4%)	418 (59.5%)	12 (1.7%)	13 (1.8%)	24 (3.4%)	93 (13.2%)	11 (1.6%)	217 (30.9%)	42 (5.9%)

PCA is running a summer school program free of charge that includes transportation. The goal of the summer program is to address learning loss associated with the pandemic. This free learning opportunity is available for all tier III students, students with identified learning loss, and identified students with disabilities. Over 100 children have been invited to attend this program including 26% of our special education population.