

2021-24 American Rescue Plan

Elementary and Secondary School Emergency Relief Fund

Local Educational Agency ARP ESSER Plan,

Application and Assurances

**SouthTech Charter LEA (50D)**

**Purpose**

Florida must subgrant not less than 90 percent of its total ARP ESSER allocation to local educational agencies (LEAs) (including charter schools that are LEAs) to help meet a wide range of needs arising from the coronavirus pandemic, including reopening schools safely, sustaining their safe operation, and addressing students’ social, emotional, mental health, and academic needs resulting from the pandemic. The State must allocate these funds to LEAs on the basis of their respective shares of funds received under Title I, Part A of the Elementary and Secondary Education Act of 1965 (ESEA) in fiscal year (FY) 2020.

The purpose of this document is to guide districts to plan for the continued implementation of reopening and recovery through the utilization of the 2021-24 ARP ESSER and to assure federal requirements are met. Florida utilized the 2020-21 District Reopening Plan and the Spring 2021 Education Plan to respond to and mitigate the impact of the emergency and to promote the health, safety, and welfare of persons connected with Florida’s educational system.

The Department recognizes that the safe return to in-person instruction must be accompanied by a focus on meeting students’ academic, social, emotional, and mental health needs, and by addressing the opportunity gaps that existed before – and were exacerbated by – the pandemic. In this document, districts will describe how they will support the development of high-quality plans for the use of ARP ESSER funds to achieve these objectives for the following student groups: students from low-income families, from each racial or ethnic background, by gender, English Language Learners, students with disabilities, experiencing homelessness, in foster care, migratory students and other student groups.

**Directions**

Districts shall submit its ARP ESSER application to the Office of Grants Management via ShareFile **on or before November 12, 2021**. ShareFile access has been established for the ARP ESSER Lump Sum program for each LEA. The complete application shall include:

* LEA ARP ESSER Plan, Application and Assurances utilizing this template;
* DOE 100A Project Application Form; and
* DOE 101 Budget Narrative Form.

Each LEA developed and made publicly available on the LEA’s website a plan for the safe return of in-person learning in the Fall of 2020. This was before the enactment of the ARP Act. This plan must be updated to address the requirements of the U.S. Department of Education’s Interim Final Rule, 88 FR 21195. The requirements of the Interim Final Rule are summarized in Appendix A. Each LEA shall seek public comment on the updated plan and take such comments into account prior to the submission of the final plan to the Department. Updated plans must comply with state law, including any applicable executive order, any agency emergency action, or any agency regulation or rule. No later than 60 days from receipt of its DOE 200, Project Award Notice, each LEA shall email its updated final plan to [recoveryplan@fldoe.org](mailto:recoveryplan@fldoe.org). The subject line of the email must include district name and Plan for the Safe Return of In-person Instruction. Upon the Department’s approval, the LEA shall post this plan on the LEA’s website within 90 days of the award.

**Part I: Implementation Plan**

**The LEA will submit an implementation plan, outlining planned activities for each of the following uses of funds under section 2001(e) of the ARP Act. The description must be adequate to ascertain that the proposed use of funds is necessary to prevent, prepare for, or respond to the COVID-19 pandemic, including its impact on the social, emotional, mental health, and academic needs of students.**

**Activities should be numbered consecutively. If the LEA does not plan any activities for one or more authorized uses, please indicate that there are no planned activities. School district LEAs shall include the activities identified for charter schools within the LEA, aggregated at the district/LEA level.**

**Activity 1**: **Addressing Learning Loss (at least 20% of total allocation).** Of the total amount allocated to an LEA, the LEA must reserve at least 20 percent of funds 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 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).

The LEA employs a variety of systems to identify student learning gaps and, in particular, those attributed to the disruption in educational services caused by COVID-19. An integral part of this process is a strong focus on formative, summative and trend data. The process will include a review of baseline data on all students, primarily looking at past achievement levels in the core academics, as well as previous interventions including ESE, ELL, migrant, foster care or homeless program participation. The LEA has identified staff who provide targeted supports, interventions and monitoring of students qualifying for these ancillary programs.

**Activity One. Summer Boot Camps & Recovery Programs - STP**

The student population of STP is both 90% minority and 90% economically disadvantaged, with 14.5% SWD and 11% ELL. With the exception of the middle school students participating in Algebra, the math proficiency rate for STP students was 20 percentage points below the district average; only 25% of our students were proficient in math. ELA did fare better, but only 50% of the students were deemed proficient. To start making-up for this learning loss, summer boot camps concentrating in both reading and math will be implemented over the summers of 2021 and 2022.

* 4 classroom Reading/Math teachers over two summers: $14,400 + OASDI
* Stipend-Program coordinator over two years: $6,000 + OASDI
* Materials and Supplies over two years: $3,000
* Bus Transportation: 36 days (over two summers)-2 buses @ $289/day each (36\*2\*289 = $20,808)

**Activity Two. Extended Day/Saturday Tutoring - STP**

The numbers previously discussed for STP show enormous need for Saturday intensive/extended day tutoring over the next two school years.

* 4 Classroom Teachers @ $25/hour: $7,200 + OASDI (Saturdays)
* 4 Classroom Teachers @ $25/hour for 2 hours (120 days/year for 3 years) $72,000 + OASDI (Afterschool tutorials)
* Program coordinator: $3,750 + OASDI
* Materials and Supplies over two years: $1,500
* Bus Transportation: 36 days (over two years)- @ $289/day each (36\*289 = $10,404)

**Activity Three. Extended Day/Saturday Tutoring - STA**

The student population of STA is both 90% minority and 85% economically disadvantaged, with 18% SWD and 11% ELL (and growing). Although some test scores showed we were on par with the district (Geometry and US History), others such as grade 9 and 10 ELA, Biology, and Algebra I Scores were far below the district. In fact, we have nearly 70% of incoming 10th graders have not met their math testing requirement for graduation, in addition to 10% of the Seniors and 30% of the Juniors. In addition, nearly 70% of 11th graders did not meet their ELA testing requirement for graduation, with an additional 40% of the Seniors. These numbers, plus the numbers previously discussed for STP show enormous need for Saturday intensive/extended day tutoring over the next two school years.

* 8 Classroom Teachers @ $25/hour: $28,800 + OASDI
* 4 Classroom Teachers @ $25/hour for 2 hours (120 days/year for 3 years) $72,000 + OASDI (Afterschool tutorials)
* Program coordinator: $2,000 + OASDI
* Materials and Supplies over two years: $3,750 + ASDI
* Bus Transportation: 27 Saturdays-2 buses @ $289/day each (27\*2\*289 = $15,606)

**Activity Four. Summer tutorials-STA**

The numbers previously discussed for STA show enormous need for summer workshops/programs over the next two three summers.

* 2 Classroom Teachers @ $25/hour for a credit recovery lab (SY22-24): $14,400 + OASDI
* 3 Classroom Teachers @ $25/hour for an incoming 9th grade bootcamp (SY22-24): $7,200 + OASDI
* 2 Classroom Teachers @ $25/hour for an ACT/SAT Intensive workshop (SY22-24): $4,800 + OASDI
* 3 Program coordinator(s): $3,000 + OASDI per coordinator over three years for a total of $9,000 + OASDI
* Materials and Supplies over three years: $4,500
* Bus Transportation: 24 days per year for 3 years for 2 buses- @ $289/day each (24\*3\*2\*289 = $41,616)

**Activity Five. Paraprofessional for Two Years @ 75% @ STP**

SouthTech Prep has identified mathematics as an area requiring additional instructional support for students. With a goal of increasing proficiency in this content area, the School will employ a part-time paraprofessional to assist teachers with individualized and small group support for targeted students in mathematics. The paraprofessional holds an Associate’s Degree and has a strong background in the subject. Implementing both in class support and a pullout approach, specific students will receive additional help in those concepts identified via assessments and teacher recommendation. One paraprofessional @ 0.25 FTE for SY23 & 0.75 FTE for SY24.

**Activity Six. ELA/Reading Instructors-SouthTech Academy**

SouthTech Academy High School (> 85% Economically Disadvantaged and Minority) employs a variety of systems to identify and support students at risk of academic failure. As previously mentioned, the LEA has a strong focus on formative, summative and trend data. As a charter school with a strong focus on career/technical education, parents choose this option as an alternative to a traditional school setting in hopes that previous academic shortcomings can be better addressed. Unfortunately, the test scores for SY21 did not compare to what we have come to expect from SouthTech Academy students. In the previous three years, the 10th graders scored at or above the district pass rate. In SY21, only 33% of our 10th grade students were proficient compared to 52% at the district and 51% at the state. One of the school goals over the next three years is to make-up for these learning losses and to ensure these students are proficient and graduation-ready. Therefore, we will have a Reading endorsed and ESOL certified instructor working with the lowest of these students (6.25 FTE (over three years) @ $53950.29 + benefits).

**Activity Seven. Math Instructors -SouthTech Academy**

SouthTech Academy High School (> 85% Economically Disadvantaged and Minority) employs a variety of systems to identify and support students at risk of academic failure. As previously mentioned, the LEA has a strong focus on formative, summative and trend data. As a charter school with a strong focus on career/technical education, parents choose this option as an alternative to a traditional school setting in hopes that previous academic shortcomings can be better addressed. Unfortunately, the test scores for SY21 did not compare to what we have come to expect from SouthTech Academy students. In the previous three years, our math data has far surpassed the district and the state. Currently, 50% of our juniors and sophomores have yet to meet math graduation requirements. One of the school goals over the next three years is to make-up for these learning losses and to ensure these students are proficient and graduation-ready. Therefore, we will hire additional math instructors to work with the lowest of these students (4 FTE (over three years) @ $51,849.32 + benefits).

**Activity Eight. ELA/Reading Instructor-SouthTech Preparatory Academy**

SouthTech Preparatory Academy Middle School (>90% Economically Disadvantaged and Minority) employs a variety of systems to identify and support students at risk of academic failure. As previously mentioned, the LEA has a strong focus on formative, summative and trend data. Unfortunately, the test scores for SY21 showed that students have a lot of ground to make-up. In SY21, all demographic groups tested below 50% proficiency. One of the school goals over the next three years is to make-up for these learning losses and to ensure these students are proficient and graduation-ready. Therefore, we will have a Reading endorsed and ESOL certified instructor working with the lowest of these students (3 FTE (over three years) @ $47805.88 + benefits).

**Activity Nine. Math Coach-SouthTech Preparatory Academy**

SouthTech Preparatory Academy Middle School (>90% Economically Disadvantaged and Minority) employs a variety of systems to identify and support students at risk of academic failure. As previously mentioned, the LEA has a strong focus on formative, summative and trend data. Unfortunately, the test scores for SY21 showed that students have a lot of ground to make-up. In SY21, only one 7th grader was proficient on the state mathematics assessments, while the other grades were less than 30%. To give instructional support to the teachers, a math coach will be hired.

**Activity 2** (**A**) **Any activity authorized by the Elementary and Secondary Education Act of 1965.**

**Activity One. AP/SAT/ACT/PSAT Fees**

The LEA is also focused on acceleration and post-secondary transition for its students with an emphasis on middle school acceleration and high school AP and dual enrollment classes for those capable of these options. These classes provide students with enhancements that can serve them in both post-secondary learning and the work force. Through collaboration with parents via the Graduation Coach or Parent Liaison, students are guided through the high school graduation and college admission process. Moreover, for all those taking SATs for college entrance OR to meet concordant scores on mandatory tests and those engaged in advanced placement (AP) classes, SouthTech Academy will pay the assessment fees. This can be a significant issue for some families since of 90% SouthTech Academy’s students are economically disadvantaged. The fee for SAT and PSAT are $55/student. AP Exams are $93/student.

**Activity 2** (B) **Any activity authorized by the Individuals with Disabilities Education Act.**

**Activity One. ESE Resource Teacher/Paraprofessional-SouthTech Preparatory Academy**

SouthTech Preparatory has a SWD population of 14.5% (approximately 80 students) with an additional 6% (approximately 30 students) of students with 504 plans. Unfortunately, there is only one coordinator and one support facilitator to ensure all of these students’ have their accommodations and needs met. With the addition of an ESE Resource Teacher, we will be able to ensure that these students are provided the small-group instruction they need through pull-outs in ELA and Math and also have a strong relationship with an adult to meet any social/emotional needs.

**Activity Two. Bus Passes-Transition Students**

We have approximately 60 non-traditional/transition students that attend courses at SouthTech Academy. These students are all students with disabilities, are between 18-22 years of age and have deferred graduation from their home school to continue their career education at SouthTech Academy. These students only attend part of the school day-approximately three hours in an academy class and an additional hour working with their transition specialist. Therefore, they cannot take the traditionally school bus. Furthermore, since students from all over Palm Beach county participate in the program, many travel long distances/outside the bus boundaries to attend this school. Therefore, they rely on the PalmTran Conncection service to get them to/from school. This costs $3.50/ride. ($90,160.00 allocated over three years)

**Activity 2** (F) **Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.**

**Activity One. CTE Teacher-SouthTech Academy**

SouthTech Academy High School (> 87% Economically Disadvantaged and Minority) has been known as a strong career and technical education option for students. Parents often choose this option as an alternative to a traditional school setting in hopes that previous academic shortcomings can be better addressed. Every student has the opportunity to earn at least one of industry certifications from . In order to accomplish this goal, we hired an additional CTE Instructor (5 (SY22-SY24) FTE @ $51,044.44 + benefits).

**Activity Two. BIA/Graduation Coach/Parent Liaison**

LEA and School-based administrators continually review student data from multiple sources. Critical to supporting students from a wholistic perspective, faculty and staff must be apprised of student needs on a variety of issues that go beyond academics. These include, but are not limited to discipline, homelessness, social/emotion issues, second language and learning disabilities. In this regard, support staff work closely with classroom teachers to provide both information and strategies to effectively support the most disenfranchised of students. Individual teachers and/or PLCs are supported by the School-Based Team (SBT), which is the foundation of Florida’s Multi-Tiered System of Supports providing an evidence-based model of schooling that uses data-based problem-solving to integrate academic and behavioral instruction and intervention. In this regard, students and parents receive an additional level of support, which may be needed to help underpin student progress. An extension of the SBT’s efforts includes a part-time Behavioral Intervention Assistant (BIA) who supports the more fragile student population who have opted to choose a SouthTech School as an alternative to a traditional district school due to at-risk and/or behavior-related issues. SouthTech Prep Middle School employs a part-time Graduation Coach and Parent Liaison whose primary purpose is to assist teachers and parents by working directly with students who are not performing to expectations and connecting supporting them and their parents through specific interventions in order to effect improvements. The Grad Coach also works to help students to first understand themselves – a critical component in adolescent growth and development. This incorporates a combination of academic needs, goal-setting, career interests and learning style, supported by socio-emotional interventions.

**Activity Three. 2 STEM Teachers**

As a very small Charter LEA, SouthTech has the advantage of concentrating its efforts around career/technical education. Unlike other school districts that may include a few CTE programs at each of their traditional high schools, SouthTech’s entire focus is on providing its students with a viable career pathway leading to at least one industry certification in conjunction with their high school diploma. Supporting this effort is SouthTech Preparatory Middle School providing a foundation of career exploration and planning. The LEA strives to stay current on local, state and national economic and educational needs. In addition to the career academy advisory groups, the LEA has a close working relationship with representatives from the local workforce board and industries who advise the administration on changing trends, up and coming industries and the types of skills workers need to possess in order to meet job market demands. Critical to the success of CTE efforts at the middle school are the roles of STEM experiences and accelerated learning opportunities, which play into the larger educational offerings at the school. Student performance at the middle school is below the State level in proficiency in both mathematics and science. While a small percentage of students have helped move the school’s Middle School Acceleration rate, the population, as whole, needs to improve academic proficiency in these critical STEM content areas. At the high school, many of the career academies incorporate STEM-related activities and standards. Foundational mathematics and science courses, supported by non-fiction reading, are also key to the success of the greater student population. Therefore, a concerted effort focusing on teacher collaboration, cross-curricular planning and differentiated instruction are necessary to provide the underpinnings of this effort. As such, it takes a highly cohesive and open faculty to work in unison and address the varied needs of the students being served.

**Activity Four. ELL Parent Advocate**

ELL parent perception and expectations regarding the roles of teachers and parents in the educational process often differ from those of the schools. Many ELL parents perceive their role as providing nurturing, teaching values and instilling good behaviors. They are often reluctant to take on responsibilities they traditionally view as being in the school’s domain, regard teachers and schools as “the experts” and deferring to them on tasks related to actual learning. By providing a welcoming culture, the Parent Advocate will encourage ELL parent participation in several parent meetings and seminars covering important school information and topics selected by parents themselves. This will be accomplished through peer support, allowing already engaged parents of ELL students to reach out and encourage greater participation from those with a similar background and language. The LEA provides materials in multiple languages and interpreters, as needed, at parent meetings.

**Activity Five. FCLE Instructor**

With the increased emphasis on Civics Literacy in Florida schools, an additional Government/Civics teacher will be hired to support the needs of our students, many of which were not born in the United States.

**Activity Six. Supplies (General Instruction)**

To assist with the implementation of the various academic interventions each school receives funds for the purchase of materials and supplies required for successful completion of the activities identified in this application. These include student planners that assist both students and their parents in tracking daily academic requirements along with a variety of school-based activities available for parents and/or students. Additional supplies include paper and other consumable materials used with in the classrooms and in delivery of tutoring. A total of $4,741.40 has been allocated for this purpose.

**Activity Seven. Supplies for the Medical Academy**

The Medical Academy at SouthTech is the largest of the 11 career academies, allowing students to earn their LPN, CNA, and HHA licenses, along with various other certifications (such as medical coding). Over the last three years, these students have had a 100% success rate. To continue this success, additional supplies are needed for hemoglobin testing, pipettes, capillary tubes, and strep tests.

**Activity Eight. Equipment for the Medical Academy**

The Medical Academy at SouthTech is the largest of the 11 career academies, allowing students to earn their LPN, CNA, and HHA licenses, along with various other certifications (such as medical coding). Over the last three years, these students have had a 100% success rate. To continue this success, additional equipment is needed such as a centrifuge, refractometer, microscopes, VitaScannersk, and ECG machines.

**Activity 2(K) Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.**

**Activity One. Various Academic Software**

The LEA invests in a variety of proven, managed software programs. Their focus is to better align interventions with the Florida and the Next Generation Standards in order to help remediate and monitor progress. In addition, they can also serve as a warning in identifying students who may not be performing to past achievement levels. A direct result of the LEA’s tiered monitoring system is the use of Intensive Classes in Reading/Language Arts and Mathematics. These are used at the middle school level and early high school grades to offer direct support to students not meeting academic standards in these key content areas. To this end, our schools’ teachers and support staff have carefully analyze the return on investment of these various programs to determine which provide the best results for the identified student needs. When necessary, individual teachers or PLCs are supported by the School-Based Team (SBT), which is the foundation of Florida’s Multi-Tiered System of Supports providing an evidence-based model of schooling that uses data-based problem-solving to integrate academic and behavioral instruction and intervention. In this regard, students receive an additional level of support, which may be needed to help underpin student progress. Software utilized by the LEA are:

* Achieve 3000-Supplemental online literacy program for middle school students-$6,880.00/year
* BrainPop-contains short animated movies with quizzes covering many academic subjects-$460.00/year
* Gizmos-math and science simulations for all students to build conceptual understanding-$875.00/year
* Nearpod-student engagement platform for use by all students and teachers-$5,000/year
* Reading Plus-for use by 6-10th graders and remedial 11th & 12th graders-$4,050/year
* Teacher Pay Teacher-schoolwide subscription for use by all teachers-$2300.00/year
* No Red Ink-for use by 9-12th graders to improve grammar-$10,500/year
* Membean-for use by advanced high school students to build vocabulary-$1,450/year
* Moby Max-learning platform for struggling middle school students-$399.00/year
* Reading A to Z- Identifies students' strengths and weaknesses and guide instruction and practice based on skill needs. - $115.45/year
* Go Guardian-allows teachers to track what students are doing on their devices-$3,975.00/year
* Apex-credit recovery software program: $12,325 at the High School and $5800 at the Middle School per year

**Activity Two. 20 Smart Boards**

The LEA is cognizant of its diverse population, yet strives to provide students and teachers with the most updated technology. As SouthTech prides itself on being a premier career and technical education center, it is important for teachers and students to have access to the latest technology. With a population that is 90% minority and over 85% economically disadvantaged as a whole, many students have older and outdated equipment, if any, at home. Therefore, it is imperative to expose them to interactive technology in their classrooms, especially if there is a return to virtual instruction. Moreover, this technology provides teachers with better opportunities to differentiate instruction, motivate and engage students in the classroom setting.

**Actitvity Three. 225 Student Chromebooks with licenses**

Both schools serviced by SouthTech Charter serve a diverse and challenging population. The student population is over 90% minority, over 85% economically disadvantaged, 17% learning disabled and have a documented growing homeless and ELL populations. In order to reach our goal of having a one-to-one ratio of computers to students, an additional 966 chromebooks are needed. Whether academically strong or deficit, economically disadvantaged students do not have the latest technology and/or connectivity to support the type of comprehensive learning needed to address their individual needs. This funding will provide students with a suitable laptop that can support a range of software products, but can also allow students and faculty to employ more advanced technology and platforms in order to deliver an individualized approach necessary to remediate, maintain, or accelerate student learning. In addition, this will allow the LEA to distribute a Chromebook to every student should it become necessary to return to virtual instruction.

**Actitvity Four. 17 Charging Carts for Chromebooks**

Both SouthTech Academy and SouthTech Preparatory Academy have always differentiated instruction to support the entire spectrum of learning needs. The schools require a variety of software and viable platforms to deliver this type of differentiated learning to 1800 students. These charging carts are necessary to allow students access to the learning platforms that meet their specific needs and for teachers to provide individualized interventions.

**Activity Five. 130 Laptops with Docking Stations and protective sleves**

As stated above, the LEA is cognizant of its diverse population, yet strives to provide students and teachers with the most updated technology. As SouthTech prides itself on being a premier career and technical education center, it is important for teachers and students to have access to the latest technology. Enabling the teachers to have an up-to-date laptop gives teachers a better opportunity to differentiate instruction, motivate and engage students in the classroom setting, especially if we were to return to hybrid or distance learning.

**Activity Six. 92 Webcams**

Enabling the teachers to have an up-to-date webcam to go with their laptop gives teachers a better opportunity to differentiate instruction, motivate and engage students in the classroom setting, especially if we were to return to hybrid or distance learning and for those students out for long periods of time due to quarantine orders.

**Activity 2(L) Providing mental health services and supports, including through the implementation of evidence-based full-service community schools.**

**Activity One. Mental Health Counselor for SY24**

Throughout the COVID-19 pandemic SouthTech staff participated in peer learning communities (PLCs) geared towards the social-emotional health of students. Through this training and using data provided through student surveys, over 90 new students were referred to counselors and/or outside counseling due to mental health concerns. As our school serves a population of over 85% economically disadvantaged students, these services would be cost prohibitive for many families if not offered by the school. To provide these services to our students we will fund a mental health counselor/certified social worker (1 FTE for one year @ $55,000 + benefits).

**Activity Two. Two Mental Health Counselors for SY22 - SY24**

As our schools serves a population of over 85% economically disadvantaged students and over 90% minority, COVID had an extreme impact on the economic and emotional stability of many families. These two counselors would be the McKinney Vento contacts for the school, and help provide necessary counseling and referals due to social-emotional needs. As stated above, these services would be cost prohibitive for many families if not offered by the school. To provide these services to our students we will fund a mental health counselor (not a LCSW) (1.5 FTE for three years @ $47,500 + benefits).

**Activity 2(Q) Developing strategies and implementing public health protocols including, to the greatest extent possible and not inconsistent with state law, policies in line with guidance from the Centers for Disease Control and Prevention for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff.**

**Activity One. Sanitizing Services**

Outside sanitizing/custodial services will clean both campuses daily, sanitizing all surfaces after school hours. (29 months @ $3,851 months = $111,679).

**Activity 2(R) Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.**

**Activity One. Custodial Services**

With the Delta Variant surging in Florida, it is as important as ever to sanitize all surfaces on a daily basis to prevent the spread of COVID-19. This presents an overwhelming task for the present custodial staff and while 70% of the population has received at least one dose of the vaccine, only 26% of these people were minorities. With over 90% of SouthTech’s students identifying as a minority, the LEA serves an especially vulnerable population. This is particularly true at the middle school level where many students are not old enough to be vaccinated. (2 fulltime custodial services @ $32,500 each for one year + benefits).

**Activity Two. Two Permanent Substitutes**

With teachers continuing to be quarantined and all students returning to in-person instruction, it is imperative to have a staff member that can fill the role of a teacher if/when needed for an extended period of time. This will guarantee continuity of quality instruction and ensure students do not miss out on much-needed instructional time as reflected in the test scores previously discussed. (0.55 FTE each over 3 years @ $40,000 + benefits)

**Activity Three. Textbooks**

With the adaptation of new standards in both ELA and Math this year new textbooks will be purchased for all math and ELA classes grades 6-10, along with an update to Civics and Government textbooks. In addition, with the addition of Chemistry, a course that has not been offered previously, new textbooks were purchased along with new AutoTech and Nursing text books. These new editions ensure that our students have the academic rigor required to be successful at the next level in either a technical school, college, or university and assure recovery from last year’s learning losses. These books will be used by 90% of our student population at a cost of $180,000.

**Activity Four. Refresh Stations**

Our non-instructional and instructional support team members are critical to the daily operations of the school, handling everything from registration/admissions, transportation, and security. They are using out-dated machines that need to be replaced.

* Printer Refresh for 19 stations = $7,066.00
* Projector Refresh for 9 stations = $5,381.00
* Cables = $98.00
* Scanner Refresh for 65 stations = $37,635.00
* Monitor Refresh for 14 stations: $2,408.00

**Activity 2 (S) Administration. LEAs may take reasonable and necessary administrative costs, to include direct and indirect costs. Indirect costs may be taken up to the negotiated, unrestricted indirect cost rate. However, to ensure that the total administrative costs are reasonable, the total direct and indirect costs may not exceed five percent (5%) of the LEA’s total award.**

**Activity One. Indirect Costs**

We are using $71,309.99 of the allowable $200,870 towards indirect costs.

**Part II: Ensuring Effectiveness of Interventions**

**Please describe how the LEA will ensure that the interventions it implements, including but not limited to the interventions under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children and youth in foster care, and migratory students.** **In your response, please include a description of interventions and strategies that are aligned to the LEA’s data (disaggregated by subgroup), and describe how the LEA will measure the effectiveness of the selected interventions.**

The LEA uses formative, summative and trend data in the development and implementation of its programs. Moreover, input obtained from faculty, parents, community and business partners and the students themselves provide additional guidance in how the LEA structures its content and programs to meet the needs of all students. Particular attention is paid to the disaggregated data, which allows the administration to offer more targeted assistance to those subgroups in greater need of academic remediation and guidance. Such data has been used to make particular strides in the academic achievement of the LEA’s English Language Learners (ELLs), economically disadvantaged students, and SWDs. Further, similar data is employed in helping faculty and administration identify those students capable of academic acceleration in order to sufficiently challenge their abilities. SouthTech Prep has been especially successful in documenting strong middle school acceleration trend data over the past few years.

A significant effort that brings the academic needs of students to the forefront of their instructors and counselors was the creation of Professional Learning Communities (PLCs). In their fifth year of implementation, the PLCs use current and trend data to examine student progress (academically and emotionally) in relation to their own classrooms, content areas and professional needs. In addition, PLCs focus on parent/family engagement as an attribute of their work in improving academic performance. In reviewing trend data instructors evaluate learning gains students make and discipline data. With more than 18% of the current student body representing students with disabilities, the LEA has focused professional development around those strategies proven to have an impact on this subgroup of students and others with learning deficits for which these same strategies have shown to be most effective. In addition, administration holds monthly accountability meetings to review the effectiveness of academic programs and monthly SBT meetings to review the effectiveness of socio-emotional programs.

The LEA invests in a variety of proven, managed software programs. Their focus is to provide teachers with ongoing, formative data that is then used to better align interventions with the Florida and the Next Generation Standards in order to help remediate and monitor progress. A direct result of the LEA’s tiered monitoring system is the use of Intensive Classes in Reading/Language Arts and Mathematics. These are used at the middle school level and early high school grades to offer direct support to students not meeting academic standards in these key content areas. To this end, our schools’ teachers and support staff have carefully analyze the return on investment of these various programs to determine which provide the best results for the identified student needs and when they need tweeked. When necessary, individual teachers or PLCs are supported by the School-Based Team (SBT), which is the foundation of Florida’s Mult-Tiered System of Supports providing an evidence-based model of schooling that uses data-based problem-solving to integrate academic and behavioral instruction and intervention. In this regard, students and parents receive an additional level of support, which may be needed to help underpin student progress.

Parents are activity involved in all aspects and planning at SouthTech Charter Schools. Parents sit on the Charter Board, school/program advisory groups and are targeted for participation in a variety of meetings, training and communications throughout the year. Many of SouthTech's 11 Career/Technical Academies maintain Advisory Boards that are comprised of students, parents, and business and community members, who offer guidance any direction for each academy. This includes current trends that are an integral part of each academy and necessary to prepare students to enter the workforce or go on to advanced post-secondary training. Moreover, the LEA has a close working relationship with representatives from the local workforce board and industries who advise the administration on changing trends, up and coming industries and the types of skills workers need to possess in order to meet job market demands. Through ongoing collaboration with the local workforce board, industry representatives and a continual review of local, state and national employment needs and trends, the LEA continues to refine its program offerings. This is especially important in the technology-related fields where systemic change occurs on a regular basis. This is also true in those careers that grow and improve through the use of embedded technology in their various processes. CTE instructors also monitor changes in their respective industries through industry communication, training and conferences in order to implement these changes in the classrooms. By being true to the school’s mission and leveraging a strong network of collaboration including industry-supported advisory boards for several of its Academies. These groups provide a variety of support from recommending materials and equipment to incorporation of the latest trends and procedures. They advise faculty on specific areas of focus and on refining their content to best address industry standards.

Moreover, the School Counselors have implemented weekly mini-surveys using Google Forms. This approach not only provides immediate and/or formative information on the impact programs are having, but any social/emotional concerns students may have.

**Part III LEA Plan for Safe Return of In-Person Instruction**

Each LEA developed and made publicly available on the LEA’s website a plan for the safe return of in-person learning in the Fall of 2020. This was before the enactment of the ARP Act. This plan must be updated to address the requirements of the U.S. Department of Education’s Interim Final Rule, 88 FR 21195. The Interim Final Rule “does not mandate that an LEA adopt the CDC guidance, but only requires that the LEA describe in its plan the extent to which it has adopted the key prevention and mitigation strategies identified in the guidance.” 88 FR at 21200. Any updated LEA plan must be consistent with state law, including any applicable executive order, any agency emergency order, or any agency regulation or rule. Note specifically that LEA policies must comply with section 381.00316, Florida Statutes, and that any policies implemented after August 9, 2021 must comply with Florida Department of Health Rule 64DER21 -12, F.A.C., and any policies implemented after September 22, 2021 must comply with Florida Department of Health Rule 64DER21-15, F.A.C.

Each LEA must seek public comment on the plan and take such comments into account prior to submission of the final plan to the Department within 60 days of the award. Upon the Department’s approval, the LEA shall post this updated plan on the LEA’s website within 90 days of the award.

By checking this box, the LEA acknowledges the requirement that each LEA shall update its Plan for Safe Return of In-Person Instruction to reflect the requirements stated above, shall seek public comment on the updated plan and take such comments into account prior to the submission of the final plan to the Department within 60 days of the award. Upon the Department’s approval, the LEA shall post this updated plan on the LEA’s website within 90 days of the award.

**Part IV: Assurances**

**The district must agree to ALL of the assurances by checking the corresponding boxes.**

**Assurance 1: LEA Periodic Plan Update with Public Comment.**  As required in the U.S. Department of Education’s Interim Final Rule, 88 FR 21195, the LEA must regularly, but no less frequently than every six months, review and as appropriate, revise its plan for the safe return to in-person instruction and continuity of services. In determining whether revisions are necessary, and in making any revisions, the LEA must seek public input and take such input into account. If at the time the LEA revises its plan the CDC has updated its guidance on reopening schools, the revised plan must address the extent to which the LEA has adopted policies, and describe any policies, for each of the updated safety recommendations. Significantly, the Interim Final Rule “does not mandate that an LEA adopt the CDC guidance, but only requires that the LEA describe in its plan the extent to which it has adopted the key prevention and mitigation strategies identified in the guidance.” 88 FR at 21200. Any updated LEA plan must be consistent with state law, including any applicable executive order, any agency emergency order, or any agency regulation or rule. Specifically, LEA policies must comply with section 381.00316, Florida Statutes, and any policies implemented after August 9, 2021 must comply with Florida Department of Health Rule 64DER21 -12, F.A.C., and any policies implemented after September 22, 2021 must comply with Florida Department of Health Rule 64DER21-15, F.A.C.

**Assurance 2: Continue progress monitoring and interventions.** The district agrees to provide robust progress monitoring and requisite interventions must be extended to all students with tiered support for students who are performing below grade level and are not making adequate progress. Students who are receiving instruction through innovative teaching methods must transition to another teaching method if they fail to make adequate progress. The district agrees to provide monthly progress monitoring reports to parent/guardians for students identified as performing below grade level and/or demonstrating decline on the district’s progress monitoring system.

**Assurance 3: Allowable Uses of Funds.** The LEA will use funds for activities allowable under section 2001(e) of the CRRSA Act.

**Assurance 4: Maintenance of Equity.** The LEA will comply with all requirements relating to Maintenance of Equity, in accordance with section 2004(c) of the ARP Act.

**Assurance 5: Reporting.** The LEA will comply with all reporting requirements, and submit required reports to the Florida Department of Education at such time and in such manner and containing such information as the department may subsequently require.

**Assurance 6: Audits, Inspections or Examinations.** 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 (i) the Florida Department of Education, the Florida Auditor General; (ii) the Department and/or its Inspector General; or (iii) any other federal or state agency, commission, or department in the lawful exercise of its jurisdiction and authority.

**Acknowledgement**

Local Educational Agency Chief Executive Officer or Authorized Representative

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