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?

	Methods Used to Understand Each Type of Impact
Academic Impact of Lost Instructional Time	DRA scores are available across each individual student's career at FACTS and are tracked to monitor growth and for teachers to determine areas of strengths and areas for growth. DRA data is aggregated according to the percentage on grade level, percentage below grade level, cohorts/grades, years, and historically underperforming students. Testing is scheduled three times per year. Data is used to determine intervention resources, instructional needs, department goals, and school-wide goals.IXL Math was introduced this year to collect and determine a baseline for each individual student in grades 2-8. The September 2021 scores are used as baseline data. Students are scheduled to be tested 3 times a year. The K and 1st Grades Math Screeners were introduced this year to collect and determine math skills for each individual student in kindergarten and 1st. This screener is administered 1:1 by teachers to students. Students are scheduled to be tested 3 times a year. The school data team, consisting of school leaders, department heads, and teachers, is scheduled to review the data to set and monitor school-wide goals. This influences decisions for training and resources. Teachers are trained to use classroom data to guide instruction.
Chronic Absenteeism	Daily average attendance is compared from 2019-20, 2020-21 and to 2021-22. An attendance team has been working at using attendance data to identify chronic absenteeism and support individual families and students with attendance goals and plans. Attendance data is also used to track patterns and trends within the school, grades, and classrooms.
Student Engagement	Student surveys are collected on how students report they are doing; what supports they feel they need to succeed in class; and how engaged they feel in class and the methods that work best for them as learners. Results are shared with teachers. Teachers use the results to develop action plans to engage students.
Social-emotional Well-being	Students have opportunities throughout the year to reflect in journals about different life skills they used in classes and reflect on strategies they use to support their social-emotional well-being. Folk arts education can help give children the tools and habits of mind to reflect on their own experiences, to listen deeply, to include all voices, and to respect the many different ways of being in the world. Every 7th grade student prepares and delivers a TED Talk style folk arts presentation focusing on one aspect of folk arts learning that they are taking with them from their years at FACTS.All students keep a folk arts portfolio that includes student work and reflections from their entire career at FACTS. In 8th grade, students select artifacts and synthesize their collection to identify a big idea or theme that relates to their social-

	Methods Used to Understand Each Type of Impact
	emotional growth. They support their big idea or theme with evidence from their portfolio.
Other Indicators	Students use their Career and College Portfolios to Career Ready PA Portfolio to reflect on potential college or career goals and paths.

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.

Student Group	Provide specific strategies that were used or will be used to identify and measure impacts
English learners	The English Language Development department will set individual goals with students using WIDA scores, sample work, and Can-do Descriptors. Students select their own goals and make a plan to achieve the goal. Goals are monitored with the teacher.
Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act [IDEA])	Special education teachers will collect baseline data and compare this to the progress made by students with IEPs prior to the school closure. Progress reports will be reviewed and behavioral, academic, and social-emotional goals will be reviewed for progress. After 8 weeks, progress will again be monitored to determine if students were able to recoup any of the progress lost during the closure.
Students from low-income families	The majority of students are from low income families and FACTS implements a schoolwide Title I program. All students are assessed multiple times a year using universal screeners. Those students who are shown to be performing below grade level expectation are placed in Response to Intervention (RtI) groups. These small groups meet multiple times per week with a teacher to work on specific skills. Progress monitoring is conducted weekly during the RtI cycle.

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
Strategy #1	Targeted small group instruction by highly qualified teachers using student data and writing achievable and measurable goals. Developing a regularly-scheduled block of time (4 times per week) to be used for intervention or supplemental instruction for students needing extra academic support. Students who receive special education or ELD services can also receive an extra session of learning support during this additional period.

    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

	Strategy Description
Strategy #2	Providing Shelter Instruction Observation Protocol Training (SIOP) to teachers that utilizes research based principles and strategies to support content accessibility for all students.

    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.**

Reflecting on Local Strategies: Strategy #3

	Strategy Description
Strategy #3	Designing a school-wide schedule that allows for Restorative practices, such as class meetings and explicit teaching of social and emotional learning strategies using Responsive Classroom approaches coupled with the MindUp curriculum and schoolwide practice of Qigong, a Chinese breath and movement based wellness practice.

    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:**

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.)

FACTS has held a series of parent meetings, conducted in multiple languages (usually Mandarin, Cantonese, Spanish, Indonesian, and sometimes Arabic) to discuss the school's Health and Safety Plan, our plans for remote, hybrid or in person learning, and the steps the school is taking related to safety, academics, and students' social and emotional well being. January 2021, March 2021, April 2021, and September 2021. These meetings include time for parent input both through small group break out sessions and large group discussions. FACTS surveyed parents in October 2020 asking for feedback on the school schedule and academic content and had parents complete the annual School District of Philadelphia parent survey in the spring of 2021. A video presentation about our ESSER funding plans is being posted on our website and sent to parents through our Portal system. The video will be offered in Chinese, Spanish and Indonesian. A multilingual googleform is attached for parent feedback. Parent feedback will be incorporated into adjustments of our plan. We also held a series of meetings with staff sharing similar health and safety planning, school reopening plans, and discussions of school priorities. During these staff meetings, we invited staff input through small group breakout sessions and large group sharings and open office hours where staff could meet to share concerns with the Admin Team. A staff meeting about our ESSER funding was attended by 20 staff members and recorded for future viewing and comment by those unable to attend. Staff shared feedback via a googleform. Broader discussions of longer term school priorities to be supported by ESSER III Funds such as our increased emphasis on early literacy and focusing new resources and effort on our system of Tiered Interventions included representatives from staff, community organizations and businesses, and parents.

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)**

The Administrative Team reviewed all feedback and utilized it when planning for staffing and scheduling. The feedback from students, parents and teachers pointed to the success of small group learning communities. This led FACTS to change our 2021-22 school schedule to maximize our ability to provide small group targeted instruction by qualified teachers. It also led to ARP ESSER funded efforts such as hiring additional intervention teachers, SPED and ELD teachers, investing in online learning platforms and universal screeners, and creating a new position of Instructional Data Manager to increase the school's capacity for analyzing data to improve instruction. Staff feedback on supports that would be most helpful for their social and emotional well being led to a decision to provide retention bonuses for teachers; other forms of staff support are under discussion such as offering tuition reimbursement and providing a Mental Health Day off for staff. The design of our after school and summer programs is still in planning phases. Feedback from staff, students, and parents will contribute to the final shape of those programs.

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)**

School planning related to the pandemic, school closures, hybrid/ remote/ and in person learning models such as our Health and Safety Planning, our Continuity of Education Plans have been shared with our school community (as described above) and are posted on our website. A video presentation of FACTS's ARP ESSER plan will be translated into Chinese, Indonesian, and Spanish and posted on FACTS's website. We have found oral presentations are often more accessible to our parent community than written communications. It will be provided in an alternate format upon request by a parent/caregiver who is an individual with a disability.

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.

After FACTS returns to in-person teaching and learning in the fall of 2021, our teaching staff will assess students' academic needs and design programs to address those needs. At least 20% of FACTS ESSER III funding will go towards these programs. As always, we spend our first two weeks of school focused on creating a safe and welcoming learning environment; we do this through building a sense of community, naming hopes and dreams for the year, setting clear expectations, and practicing routines. During the first two months of school, teachers will be able to see how students are doing, both as a class and individually. There are four main strategies that FACTS will use to address the academic impact of lost learning time:Make adjustments to the scope and sequence and assess the social emotional needs of students to determine what and/or how to teach the whole classIdentify individual students' learning needs that can be addressed during What I Need Time (a special block in the day for students to receive extra help through small group instruction by a certified teacher)FACTS has scheduled an entire period for "What I Need" or "WIN" to:Ensure that students needing RtI support do not miss out on other important parts of the school day.Provide extra time for students who are not identified for small group instruction to advance their individual learning through independent reading or work on their own level through online learning.Create opportunities for English Learners or students with IEPs to receive small group instruction.Identify individual students' learning needs that can be addressed in an after school programAn after school and/ or summer program for students needing additional academic support will be launched no sooner than November, after students' learning needs are more clearly identified.The after school program and/or summer program for students who need extra support in math or literacy will be taught in small groups by FACTS teachers.COVID Compensatory Services (CCS) will be provided to students with IEPs if their IEP Team decides that a student's loss of skills and/or behaviors and/or lack of progress was due to FACTS's inability to provide a Free and Appropriate Education (FAPE) during the period of remote learning. During the first two months of a return to in-person school,Teachers will gather data on students' academic levels and compare these to past patterns of growthTeachers will be looking for students' ability to recoup lost academic or behavioral skillsTeachers will analyze the students' ability to access remote learning opportunities during the period of remote learning by reviewing attendance and levels of engagementIf an IEP Team decides that a student is entitled to COVID Compensatory Services, the Team will also decide on the type, quantity, and design of CCS to be provided

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.

Continuity of Services During School Closures and Periods of Quarantines and Isolation:+ The purchase of Chromebooks for every FACTS student so students can access remote instruction+ Participation in a partnership with the City of Philadelphia and the School District of Philadelphia to ensure that all FACTS students have adequate internet access+ Professional Development for teachers to increase the effectiveness of remote and concurrent teaching+ Professional Development for staff to increase skills and knowledge related to privacy and security issues in the digital environment+ Purchase of online subscription services to promote remote learning+ Investment in technology infrastructure to increase the cyber security as the school conducts more of its operations online+ The purchase of staff laptops to ensure the swift and secure transition from in-school instruction and work to remote instruction and work+ Engagement of parents through online meetings, text messaging, and other digital means of communicationB. ACCESS TO INSTRUCTIONLong Term Investments: FACTS will prioritize the use of ARP ESSER funding to invest in systems and structures that promote equity driven, sustainable, evidence-based programs to serve students and to continue to strengthen teaching and learning. + Providing art, music, Chinese, and folk arts education to all students+ Supporting evidence-based academic instruction through hiring full time curriculum coordinators+ Incorporating evidence-based Social and Emotional Learning+ Creating a new position of Instructional Data Coordinator to increase FACTS's use of data to drive improvements in instruction+ Investment in new early literacy curriculum and materials+ Extra Academic and Student Support for 2021-2024+ Hiring four Intervention Teachers to provide small group instruction to students who need extra academic support.+ Hiring additional English Language Development staff+ Hiring an additional Special Education teacher+ Hiring highly qualified in-house building substitute teachers who participate in all FACT professional development to provide continuity of instruction when teachers are absent and to provide push-in support to classrooms when not needed for substitute coverageC. MITIGATION STRATEGIESCOVID-19 Prevention and Mitigation Investments+ A second full time nurse to assist with student care, contact tracing, and managing school COVID-19 cases and exposure+ Personal Protective Equipment+ Individual student desks to replace tables to increase distancing in classrooms+ Replacement of large teacher desks with smaller teacher desks to increase distancing in classrooms+ Expanded and enhanced daily cleaning services+ Switch to individually packaged meals and temporary closure of the school lunchroom (meals in the classrooms)+ Increased expense of individually packaged meals+ Investment in ovens and warmers needed to heat individually packaged mealsD. FACILITIES IMPROVEMENTS:Ventilation: + Built in Air Purifiers+ Room Air Purifiers

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)

NA

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.

	ARP ESSER Allocation	Reservation Requirement	Reservation Amount (calculated on save)
20 Percent Reservation	3,399,798	20%	679,960

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:

	Data Collection and Analysis Plan (including plan to disaggregate data)
Student learning, including academic impact of lost instructional time during the COVID-19 pandemic	FACTS is increasing our capacity to collect and analyze data. FACTS created a new position of Instructional Data Coordinator which is staffed by a seasoned SPED teacher who provides technical assistance to teachers in the use of technology and other tools to aid in instruction and data collection and analysis. In 2021-22, FACTS increased the responsibilities and qualifications of our RtI Coordinator. The school invested in new online learning platforms that provide new universal screeners for math. The Instructional Data Coordinator will work with the RtI Coordinator and the math and ELA curriculum coordinators to systematize the collection and analysis of data.Monitoring Plans:DRA data is aggregated according to the percentage on grade level, percentage below grade level, cohorts/grades, years, and historically underperforming students. Testing is scheduled three times per year. Data is used to determine intervention resources, instructional needs, department goals, and school-wide goals.IXL Math was introduced this year to collect and determine a baseline for each individual student in grades 2-8. The September 2021 scores are used as baseline data. Students are scheduled to be tested 3 times a year. The K and 1st Grades Math Screeners were introduced this year to collect and determine math skills for each individual student in kindergarten and 1st. This screener is administered 1:1 by teachers to students. Students are scheduled to be tested 3 times a year. The school data team, consisting of school leaders, department heads, and teachers, is scheduled to review the data to set and monitor school-wide goals. This influences decisions for training and resources. Teachers are trained to use classroom data to guide instruction.
Opportunity to learn measures (see help text)	# and % of students provided with school-issued Chromebooks# and % of students with access to internet # of students provided with broadband or wifi hotspots by the school# of teachers and # of sessions of professional development on the effective use of technology
Jobs created and retained (by number of	# of New Paid Positions (FTEs): funded by ARP # of Retained Positions

	Data Collection and Analysis Plan (including plan to disaggregate data)
FTEs and position type) (see help text)	(FTEs): funded by ARP
Participation in programs funded by ARP ESSER resources (e.g., summer and afterschool programs)	# of students participating in afterschool programs funded by ARP ESSER# of students participating in summer programs funded by ARP ESSER# of students receiving small group academic supports (above and beyond those required in IEPs or ELD plans)

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[1]. 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.

[1]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.

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

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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.

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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.

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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.

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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

$3,399,798.00

Allocation

$3,399,798.00

Budget Over(Under) Allocation

$0.00

INSTRUCTION EXPENDITURES

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	$230,300.00	Four full time building substitutes
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	$268,629.67	Retain the Art Teacher.
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	$102,947.10	Retain the Music Teacher.
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	$207,659.74	Retain the Chinese Teacher.
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	$59,302.80	English Language Development Teacher (K-2)

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	$141,757.73	English Language Development Teacher (7-8)
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	$457,995.17	Benefits for Instructional Staff (Specials, ELD, and Building Subs)
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	$113,006.00	2 Intervention Teachers to address learning loss for 2023-2024
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	$81,181.80	Math Coordinator to address learning loss for 1 year
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	$187,455.62	Special Education Teacher to address learning loss
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	$214,320.06	Benefits for staff addressing learning loss
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	$275,843.03	2 Intervention Teachers to address learning loss for 2021-2024
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	$180,000.00	Retention bonuses for teachers for 2019-20 and 2020-21.
		$2,520,398.72	

Section: Budget - Support and Non-Instructional Expenditures

BUDGET OVERVIEW

Budget

$3,399,798.00

Allocation

$3,399,798.00

Budget Over(Under) Allocation

$0.00

NON-INSTRUCTIONAL EXPENDITURES

Function	Object	Amount	Description
2000 - SUPPORT SERVICES	100 - Salaries	$218,679.50	Instructional Data Coordinator
2100 - SUPPORT SERVICES – STUDENTS	100 - Salaries	$64,945.00	Director of School Culture Upper School
2000 - SUPPORT SERVICES	100 - Salaries	$122,416.00	Administrative Assistant
2000 - SUPPORT SERVICES	200 - Benefits	$220,614.53	Partial Benefits for Support Services Staff
2100 - SUPPORT SERVICES – STUDENTS	300 - Purchased Professional and Technical Services	$131,431.50	Annual Contract for Tech Service to support increased computer use due to hybrid and remote learning.
2000 - SUPPORT SERVICES	300 - Purchased Professional and Technical Services	$6,843.75	Installation and set up of laptop docking stations for staff readiness for remote learning.
			Small teacher desks

Function	Object	Amount	Description
2000 - SUPPORT SERVICES	600 - Supplies	$15,850.00	purchased to increase social distancing space in classroom.
2100 - SUPPORT SERVICES – STUDENTS	600 - Supplies	$9,288.00	Student Chromebook Carrying Cases.
2100 - SUPPORT SERVICES – STUDENTS	600 - Supplies	$3,331.00	Document Cameras for remote teaching
2100 - SUPPORT SERVICES – STUDENTS	600 - Supplies	$35,000.00	Purchase student chromebooks
3000 - OPERATION OF NON-INSTRUCTIONAL SERVICES	600 - Supplies	$25,000.00	Purchase in classroom air purifiers
2000 - SUPPORT SERVICES	600 - Supplies	$10,000.00	Student headsets for remote learning readiness.
3100 - Food Services	600 - Supplies	$10,000.00	2 kitchen ovens for prepairing individual classroom student meals.
2000 - SUPPORT SERVICES	600 - Supplies	$6,000.00	Health and safety supplies including masks for students and front line staff. Health check lanyards for students.
		$879,399.28	

Section: Budget - Budget Summary

BUDGET SUMMARY

	100 Salaries	200 Benefits	300 Purchased Professional and Technical Services	400 Purchased Property Services	500 Other Purchased Services	600 Supplies 800 Dues and Fees	700 Property	Totals
1000 Instruction	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
1100 REGULAR PROGRAMS – ELEMENTARY / SECONDARY	$1,660,627.87	$672,315.23	$0.00	$0.00	$0.00	$0.00	$0.00	$2,332,943.10
1200 SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	$187,455.62	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$187,455.62
1300 CAREER AND TECHNICAL EDUCATION	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
1400 Other Instructional Programs – Elementary / Secondary	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
1600 * ADULT EDUCATION PROGRAMS	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
1700 Higher Education Programs	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
1800 Pre-K	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2000 SUPPORT SERVICES	$341,095.50	$220,614.53	$6,843.75	$0.00	$0.00	$31,850.00	$0.00	$600,403.78
2100 SUPPORT SERVICES – STUDENTS	$64,945.00	$0.00	$131,431.50	$0.00	$0.00	$47,619.00	$0.00	$243,995.50
2200 Staff Support Services	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00

	100 Salaries	200 Benefits	300 Purchased Professional and Technical Services	400 Purchased Property Services	500 Other Purchased Services	600 Supplies 800 Dues and Fees	700 Property	Totals
2300 SUPPORT SERVICES – ADMINISTRATION	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2400 Health Support Services	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2500 Business Support Services	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2600 Operation and Maintenance	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2700 Student Transportation	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2800 Central Support Services	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
3000 OPERATION OF NON-INSTRUCTIONAL SERVICES	$0.00	$0.00	$0.00	$0.00	$0.00	$25,000.00	$0.00	$25,000.00
3100 Food Services	$0.00	$0.00	$0.00	$0.00	$0.00	$10,000.00	$0.00	$10,000.00
3200 Student Activities	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
3300 Community Services	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
4000 FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
	$2,254,123.99	$892,929.76	$138,275.25	$0.00	$0.00	$114,469.00	$0.00	$3,399,798.00

	100 Salaries	200 Benefits	300 Purchased Professional and Technical Services	400 Purchased Property Services	500 Other Purchased Services	600 Supplies 800 Dues and Fees	700 Property	Totals
				Approved Indirect Cost/Operational Rate: 0.0000				$0.00
				Final				$3,399,798.00