

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	Boys' Latin of Philadelphia ("Boys' Latin" or "the school") utilizes a suite of formative and summative assessments to identify and measure the academic impact of lost instructional time. The NWEA MAP Growth is delivered at the beginning (September), middle (January), and end (June) of the school year to students in grades six through 10. Students in grades six through eight also participate in Star Reading and Math three times per year. Internal benchmarks aligned to state standards and designed by high-quality educators are administered at the end of each reporting period. The PSSA, Keystone, PSAT, and SAT are used to assess student mastery of state standards and national college-readiness standards. These data points are correlated with attendance and behavioral data and all historical data via the school's data warehouse.
Chronic Absenteeism	To identify and measure the impact on chronic absenteeism, on a weekly basis, the school tracks Average Daily Attendance, Truancy (3 or more unexcused absences), Habitual Truancy (6 or more unexcused absences), Regular Attendance (present greater than or equal to 90 percent of days), and Chronic Absenteeism (present less than 90 percent of days). The aforementioned attendance data is correlated with academic and behavioral data and all historical data via the school's data warehouse.
Student Engagement	To identify and measure the impact on student engagement, the school reviews daily and meeting (class period) attendance to identify students who are tardy to or absent from school and/or individual class periods. Furthermore, engagement in individual classes is measured by attendance and participation (completion of classwork, homework, assessments, et cetera). The aforementioned engagement data is correlated with academic and behavioral data and all historical data via the school's data warehouse.
Social-emotional Well-being	To identify and measure the impact on social-emotional well-being, the school conducts student, family, and employee surveys as well as leverages the school's Positive Behavioral Interventions and Supports ("PBIS") tool, Kickboard. The school furthermore tracks participation in supports provided by the school's student support office, such as virtual and in-person counseling.
Other Indicators	N/A

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
<p>Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act [IDEA])</p>	<p>Over the past five school years, the percentage of students receiving special education services doubled from 12 percent in 2016-17 to 24 percent in 2020-21. In addition to the aforementioned school-wide strategies, the school monitors individualized education program (“IEP”) goals as well as data from the Read 180 and Math 180 interventions.</p>
<p>Gender (e.g., identifying disparities and focusing on underserved student groups by gender)</p>	<p>The school serves a 100 percent male student population. In Philadelphia, boys, particularly boys of color, face the worst educational and quality of life outcomes in comparison to their peers of different genders, races, and ethnicities. All Boys’ Latin students have been historically underserved. To identify and measure the impact of COVID-19 on this student population, the school will use the aforementioned attendance, academic, and behavioral data.</p>
<p>Students from each racial or ethnic group (e.g., identifying disparities and focusing on underserved student groups by race or ethnicity)</p>	<p>On average, the school serves a 94 percent African American or Black, four percent Multiracial, and one percent Hispanic or Latino student population. All Boys’ Latin students have been historically underserved. To identify and measure the impact of COVID-19 on this student population, the school will use the aforementioned attendance, academic, and behavioral data.</p>
<p>Students from low-income families</p>	<p>Boys’ Latin is a Title I school. More than 75 percent of students reside in zip codes areas with the highest levels of poverty and deep poverty in Philadelphia. All students receive free breakfast and lunch. To identify and measure the impact of COVID-19 on this student population, the school will use the aforementioned attendance, academic, and behavioral data.</p>

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	Extended School Day: Having been historically underserved in traditional school settings, the average student arrives to Boys' Latin three to four grade levels behind in math and reading. The school firmly believes there is a learning-time gap driving the educational achievement gap. To address this inequity, the school offers an extended day of classes, after-school tutoring, and Saturday classes monthly, total over 40 academic hours per week. In comparison, the average inner city school provides only 25 hours of instruction each week. This means that Boys' Latin students receive over 60% more hours of instruction than their peers across Philadelphia.

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	School-Wide Positive Behavioral Interventions and Supports: The school educates students wholly by cultivating personal responsibility, emotional intelligence, and character development. In 2021-22 the school implemented a school-wide PBIS system, which serves to improve social, emotional, behavioral, and academic outcomes for students, mitigating the impact of COVID-19. Best-practice tool, Kickboard, supports the systems, practices, and data critical to PBIS.

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	School-Provided Technology: Through the school's one-to-one laptop and internet programs, all students have access to the technology required to engage and achieve while learning in-person or virtually. All students in grades six through 12 receive a Chromebook laptop. All students are eligible to receive a school-issued mobile hotspot or wireless internet services with Comcast Internet Essentials.

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.)

Boys' Latin of Philadelphia believes that learning happens best when there is a strong partnership between educators, students, families, and the outside community. To effectively respond to COVID-19 and its impact on the social, emotional, mental health, and academic needs of students, the school must meaningfully engage with its stakeholders. To do this, the school hosts virtual townhall meetings and administers surveys through which educators, students, and families could provide feedback. Furthermore, all stakeholders, including community members, are encouraged to attend the school's public board meetings, which are held monthly via a virtual meeting platform. School leadership meets regularly with the leadership teams of other local public charter schools and districts to explore evidence-based interventions and assess their effectiveness in responding to COVID-19. School leadership also meets regularly with the board, which is comprised of 12 talented volunteers representing a wide-variety of professions, and educational consulting firm, Charter Choices, to create a plan that is operationally and financially sustainable for the use of its ARP ESSER allocations. To continue to engage in meaningful consultation with stakeholders, the school will publish its proposed plan and encourage stakeholders to provide feedback on the proposed plan via a survey and/or comment at an upcoming public board meeting.

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 school's plan for the use of its ARP ESSER allocation is informed entirely from stakeholder and public input. The school seeks to use its ARP ESSER allocation to employ effective educators, implement a student monitoring and mentoring program, and expand after school and

summer school programming. These evidence-based interventions respond to the concerns raised by students, families, educators, and others in the school community related to COVID-19 and its impact on the social, emotional, mental health, and academic needs of students.

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)**

The school developed the plan for the use of its ARP ESSER allocation over the past several months, garnering and using stakeholder feedback, and using local models and national research. The school will submit the plan to the board for approval. The school will post the plan on its publicly available website in a language that parents and guardians can understand and with instructions on how to request the plan in an alternate format. The school will submit its plan to PDE within 90 days of receipt of ARP ESSER funding.

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.

Effective Educators: Employing high-quality educators and empowering teacher leadership is key to addressing the academic impact of lost instructional time due to COVID-19. The school seeks to appoint a lead teacher in each core subject to develop teachers, employ 3 additional core subject teachers to decrease the student to teacher ratio, and employ 3 teaching residents to support a sustainable talent pipeline. The school will evaluate impact using its Educator Effectiveness Performance Appraisal System (“BLEE”), a research-based approach that involves cycles of Danielson-aligned observations and measures impact using achievement, growth, attendance, and graduation data. Similar to evidence-based intervention, Chicago Public Schools Excellence in Teaching Project, BLEE increases student learning by improving classroom instruction. A study of the Chicago program found that it improved achievement in reading and math each year of implementation. Monitors and Mentors: The school’s Teaching Apprenticeship is an evidenced-based intervention for students whose individual achievement gaps widened during virtual learning due to COVID-19. Apprentices provide individualized supports to the bottom 30 percent of students. A study of a similar intervention in New York City Public Schools found that students were less likely to be chronically absent or severely chronically absent. Another study of an urban high school found that this intervention increased attendance, earned credits, GPA, and the probability of staying in school. The school will review attendance, academic, and behavioral data of students monitored and mentored by the apprentices to determine effectiveness. Expanded After School Program: In 21-22, 22-23, and 23-24 the school will expand its after school program allowing students to receive homework assistance and tutoring in academic subjects and engage in more than 40 clubs designed to develop their intellectual, moral, social, and creative potential. A study of a similar school-based after school program – Georgia’s Warriors After School – found that participants experienced increased achievement in reading and math. All students are required to participate a minimum of 3 days per week. The school’s high-quality educators lead all programming. The school will monitor attendance and academic data to determine the effectiveness of this evidence-based intervention. Expanded Summer School Program: In 21-22, 22-23, and 23-24 the school will offer an expanded summer school program to include a 4-week program mandatory for all students who failed 2 or more courses and a 4-week program mandatory for all incoming 9th grade students. A study of a similar program in Chicago and other city school districts found that mandating summer school for students who failed final exams increased achievement in reading and math. The school will monitor attendance and academic data to determine the effectiveness of this evidence-based intervention.

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.

Boys' Latin prepares boys for success in college and beyond. The only all-boys public school in Pennsylvania, Boys' Latin provides a world-class college preparatory education to 800 students in grades six through 12, the vast majority of whom are African American and Economically Disadvantaged. Having been historically underserved in traditional school settings, the average student enters Boys' Latin three grade levels behind in reading and math. COVID-19 challenges the school's mission by creating an unprecedented educational environment in which these already significant learning gaps are prone to grow. Employing high-quality educators is necessary to maintaining continuity of services and increasing access to instruction. High-quality educators mitigate the impact of COVID-19. Teacher quality impacts a child's education more than any other factor. A highly-effective teacher can change a student's trajectory: students who have a strong teacher for even one year are more likely to attend college, earn a higher salary, and save more for retirement. In light of the reality that the average student is now nearly four years behind in reading and math, the need for high-quality educators is greater than ever before. Sustaining services to address students' academic needs, increasing opportunity to learn and equity in instructional delivery, and delivering on the school's mission – success in college and beyond – is the priority for Boys' Latin this school year and the subsequent 2022-23 and 2023-24 school years. Addressing this priority requires high-quality educators, the school's most important educational need as a result of COVID-19. In April 2021, the School District of Philadelphia ("SDP") presented financial projection data for the 2021-22, 2022-23, and 2023-24 school years. SDP will rely heavily on federal grant funding (ESSER I, ESSER II, and ARP ESSER) to address learning loss and sustain its operations in response to COVID-19. As federal grant revenues are excluded from the charter tuition rate calculation in Pennsylvania, tuition rates paid to charters are expected to decrease beginning in the 2021-22 school year. As a result, Boys' Latin expects a total revenue loss of \$5,171,245.00 between the current and 2023-24 school years. This significant decline will have a devastating impact on the school's ability to maintain the operations and continuity of services and continue to employ existing staff. To meet the school's most important educational need as a result of COVID-19 – high-quality educators – the school intends to use the balance of its ARP ESSER allocation to maintain the continuity of services and increase access to instruction by retaining jobs in the core subject areas: English, History, Math, and Science.

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)

Not Applicable

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	5,797,337	20%	1,159,467

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	<p>Student class engagement and performance data are collected in the school’s learning management system (Schoology). Other student academic data, including course grades, GPAs, and credits, as well as student attendance data are collected in the school’s student information system (PowerSchool). Student behavior data is collected via the school’s PBIS tool (Kickboard), which regularly syncs with PowerSchool. Students, families, and educators have access to this data and are encouraged to view it regularly. Data from NWEA MAP Growth, PSSA, Keystone, PSAT, and SAT are entered into the school’s data warehouse, which syncs nightly with PowerSchool, so that all student attendance, academic, and behavior data can be correlated. More specifically, school leaders review data weekly at senior leadership team meetings and the board reviews data monthly at the education committee and board meetings. Additionally, school’s MTSS Team, which identifies students who need academic and/or behavioral interventions, prescribes interventions, monitors student progress, and makes decisions about continued levels of interventions based on the student’s response to intervention. The MTSS Team includes the Principal, Assistant Principal, Dean of Students, Social Worker, and Teacher. The universal screener is administered in September and the school identifies students who need academic and/or behavioral interventions by October. A Tier II or Tier III intervention is implemented for 18 weeks, with progress monitoring occurring every six weeks. The aforementioned data will not be disaggregated as the school serves a 100 percent male and majority African American and Economically Disadvantaged student population.</p>
	<p>Student class engagement and performance data are collected in the school’s learning management system (Schoology). Other student academic data, including course grades, GPAs, and credits, as well as student attendance data are collected in the school’s student information system (PowerSchool). Student behavior data is collected via the school’s PBIS tool (Kickboard), which regularly syncs with PowerSchool. Student engagement data is collected daily and analyzed regularly by the school and board as described above. Through the school’s one-to-one laptop program, all students in grades six through 12 receive a Chromebook laptop. In the event</p>

	Data Collection and Analysis Plan (including plan to disaggregate data)
Opportunity to learn measures (see help text)	<p>a student forgets to bring their laptop to school, loaner laptops are available. Additionally, all students are eligible to request a school-issued mobile hotspot. The school is also able to provide wireless internet service to students and their families via Comcast Internet Essentials. To-date, the school has met 100 percent of student internet needs. The school's information technology team uses Zendesk to collect and analyze data on student technology requests. This data is reviewed weekly by school leadership to ensure all student technology needs are met expeditiously. The school regularly surveys students, families, and educators. Following the administration of each survey, school leadership analyzes and shares the results (protecting confidentiality) with the stakeholder group or school community at-large. The aforementioned data will not be disaggregated as the school serves a 100 percent male and majority African American and Economically Disadvantaged student population.</p>
Jobs created and retained (by number of FTEs and position type) (see help text)	<p>In the 2021-22, 2022-23, and 2023-24 school years, the school seeks to use its ARP ESSER allocation to create jobs (4 Teacher Leads, 3 Additional Teachers, 3 Teaching Residents, and 4 Teaching Apprentices) and retain jobs (6 English Teachers, 6 History Teacher, 6 Math Teachers, and 6 Science Teachers). School leadership monitors employment data on a weekly basis and the board monitors it on a monthly basis. The data will be disaggregated by jobs created and jobs retained.</p>
Participation in programs funded by ARP ESSER resources (e.g., summer and afterschool programs)	<p>Student engagement and performance data are collected in the school's learning management system (Schoology). Other student academic data, including course grades, GPAs, and credits, as well as student attendance data are collected in the school's student information system (PowerSchool). Student behavior data is collected via the school's PBIS tool (Kickboard), which regularly syncs with PowerSchool. These systems are used to collect data for the school's expanded after school and summer school programs. Data is collected daily from the first day of programming through the last day of programming. Educators, students, and families have access to this data and are encouraged to review it regularly. School leadership reviews data weekly and the board reviews data monthly at the education committee and board meetings.</p>

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 LEA¹. 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.

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



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



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



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



The LEA's Health and Safety Plan will include (1) how the LEA will, to the greatest extent practicable, support prevention and mitigation policies in line with the most up-to-date guidance

from the CDC for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff; (2) how the LEA will ensure continuity of services, including but not limited to services to address the students' academic needs, and students' and staff members' social, emotional, mental health, and other needs, which may include student health and food services; (3) how the LEA will maintain the health and safety of students, educators, and other staff and the extent to which it has adopted policies, and a description of any such policy on each of the following safety recommendations established by the CDC: (a) universal and correct wearing of masks; (b) modifying facilities to allow for physical distancing (e.g., use of cohorts/podding); (c) handwashing and respiratory etiquette; (d) cleaning and maintaining healthy facilities, including improving ventilation; (e) contact tracing in combination with isolation and quarantine, in collaboration with the State and local health departments; (f) diagnostic and screening testing; (g) efforts to provide vaccinations to school communities; (h) appropriate accommodations for children with disabilities with respect to health and safety policies; and (i) coordination with state and local health officials.



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



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



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

Section: Narratives - LEA Health and Safety Plan Upload

LEA HEALTH AND SAFETY PLAN

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

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

Section: Budget - Instruction Expenditures

BUDGET OVERVIEW

Budget

\$5,797,337.00

Allocation

\$5,797,337.00

Budget Over(Under) Allocation

\$0.00

INSTRUCTION EXPENDITURES

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$30,000.00	Supplies for After School Program (Learning Loss FY 22/23/24)
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	300 - Purchased Professional and Technical Services	\$169,193.00	Contracted after School Program (Learning Loss FY 22/23/24)
1000 - Instruction	100 - Salaries	\$30,000.00	Salaries for staff working additional hrs for after school program (Learning Loss FY22/23/24)
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$21,639.23	Supplies for Summer School Program (Leaning Loss FY 22/23/24)
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$203,200.00	Salaries for Summer school Program (Learning Loss FY22/23/24)
1100 - REGULAR			Benefits for staff

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Function	Object	Amount	Description
PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$25,704.80	working summer school program (Learning Loss FY 22/23/24)
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$648,000.00	Salaries for 7 Teacher Apprentices (Learning Loss FY22/23/24)
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$170,737.80	Benefits for 7 Teacher Apprentices (Learning Loss FY22/23/24)
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$435,514.39	Salaries for 2 Lead English Teachers (Learning Loss FY22/23/24)
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$154,983.01	Benfits for 2 Lead English Teachers (Learning Loss FY22/23/24)
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$222,000.00	Salaries for Lead History Teacher (Learning Loss FY22/23/24)
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$44,727.00	Benefits for Lead History Teacher (Learning Loss FY22/23/24)
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$300,000.00	Salaries for Lead Math Teacher (Learning Loss FY 22/23/24)
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$88,392.00	Benefits for Lead Math Teacher (Learning Loss FY 22/23/24)

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Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$234,840.00	Salaries for Lead Science Teacher (Learning Loss FY 22/23/24)
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$64,515.00	Benefits for Lead Science Teacher (Learning Loss FY 22/23/24)
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$628,250.00	Salaries for 7 English Teachers revenue loss FY22/23/24
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$213,069.56	Benefits for 7 English Teachers revenue loss FY22/23/24
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$530,618.00	Salaries for 7 History Teachers Revenue Loss FY22/23/24
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$111,505.88	benefits for 7 History Teachers Revenue Loss FY22/23/24
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$551,856.26	Salaries for 6 Math Teachers revenue loss FY22/23/24
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$202,172.13	Benefits for 6 Math Teachers revenue loss FY22/23/24

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Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$571,820.00	Salaries for 6 Math Teachers revenue loss FY22/23/24
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$144,598.94	Benefits for 6 Math Teachers revenue loss FY22/23/24
		\$5,797,337.00	

Section: Budget - Support and Non-Instructional Expenditures

BUDGET OVERVIEW

Budget

\$5,797,337.00

Allocation

\$5,797,337.00

Budget Over(Under) Allocation

\$0.00

NON-INSTRUCTIONAL EXPENDITURES

Function	Object	Amount	Description
		\$	
		\$0.00	

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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	\$30,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$30,000.00
1100 REGULAR PROGRAMS – ELEMENTARY / SECONDARY	\$4,326,098.65	\$1,220,406.12	\$169,193.00	\$0.00	\$0.00	\$51,639.23	\$0.00	\$5,767,337.00
1200 SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
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	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2100 SUPPORT SERVICES – STUDENTS	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2200 Staff Support Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

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	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	\$0.00	\$0.00	\$0.00
3100 Food Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
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
	\$4,356,098.65	\$1,220,406.12	\$169,193.00	\$0.00	\$0.00	\$51,639.23	\$0.00	\$5,797,337.00
Approved Indirect Cost/Operational Rate: 0.0000								\$0.00

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	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
							Final	\$5,797,337.00