

## **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?

	<b>Methods Used to Understand Each Type of Impact</b>
<b>Academic Impact of Lost Instructional Time</b>	The methods we will use to identify and measure impacts of lost instructional time are focused on increasing the attention invested in assessment, increasing faculty bandwidth to analyze and respond to the data these assessments generate, implementing and monitoring plans for all students impacted by lost instructional time, and using strategic groupings and interventions to deliver enhanced student academic supports to those students most impacted by lost instructional time. Progress monitoring of these data-driven instructional plans will be the primary way we ensure that these interventions are working.
<b>Chronic Absenteeism</b>	The methods we will use to identify and measure impacts of chronic absenteeism are focused on dedicating a specific position responsible for identification and measurement of those students who are chronically absent and to what degree. Interventions implemented will be highly responsive to family and student context, and will extend beyond the walls of our school. Progress monitoring of these data-driven mitigation plans for chronic absenteeism will be the primary way we ensure that these interventions are working.
<b>Student Engagement</b>	The methods we will use to identify and measure impacts of waning student engagement are focused on high quality professional learning to build teacher capacity, expanding high-interest and career focused programming for our high school students, and technology and curriculum materials that amplify student engagement by increasing access and relevance. Interventions implemented will be highly responsive to what students express that they need and want most, and will ensure a strong focus on preparation for career and college. Progress monitoring through regular surveys and communication with students will be the primary way we ensure that these enhancements are engaging students in vigorous instruction.
<b>Social-emotional Well-being</b>	The methods we will use to identify and measure impacts of COVID-19 on social-emotional well-being are focused on expanding counselor and advisory capacity, and prioritizing access to needed supports for our most vulnerable student populations. Interventions implemented will be highly responsive to what students and families express that they need and want most, and will ensure a strong focus on strategies for mental wellness and increasing access to school and community support. Progress monitoring through regular surveys and communication with families will be the primary way we ensure that these support systems are addressing our most urgent needs equitably.
<b>Other Indicators</b>	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
Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act [IDEA])	Benchmark assessments results were analyzed and completed to progress on goals
English learners	ACCESS Data is being reviewed as it comes in to determine services and improve progress monitoring program system
Students from low-income families	Reviewing and evaluating current programs offered to students to expand learning opportunities for college and career readiness, with an emphasis on career pathways programming aligned with student goals and needs.

**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
<b>Strategy #1</b>	One strategy that has been most effective in supporting the needs of students academically has been using resources to align learning to clear and rigorous standards in a three-fold process of: Explicitly communicating and teaching the knowledge, skills, and dispositions so all students have access to what success looks, sounds, and feels like. Assessing student learning through multiple measures to track progress towards mastery of knowledge and skills and analyzing that data to find focus in addressing gaps. Differentiating instruction based on student strengths and providing consistent access to content and experiences that help students close those gaps.

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**

	<b>Strategy Description</b>
<b>Strategy #2</b>	One strategy that has been most effective in supporting the needs of students emotionally is prioritizing knowing our students and families well in order to provide the most targeted and transformative support from a highly expanded menu of contracted and internal resources for mental health and social-emotional aids.

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	

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.)

Philadelphia Performing Arts: A String Theory Charter School plans to engage meaningful consultation with stakeholders by holding a Parent Advisory Council meeting to share in the vision of funds for ARP-ESSER. Once approved, the LEA intends to share this information with parents during a Parent and Family Engagement event. The LEA will also keep in open communication with families and the greater community, tracking well questions that arise as our community implements this planning, and updating our FAQ documents to ensure stronger communication of needs that surface to best direct our resources to what families need most. String Theory Schools teachers and school leaders had input into the development of ESSERS funding priorities. In addition, school leaders are encouraged to engage directly with their faculty teams to ensure that allocation of the resources this funding provides is directed most effectively to the people who will best apply these resources to meet the direct needs of students.

#### **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)**

Our LEA has already begun to take stakeholder and public input into account while developing our initial plans for how we will use ARP ESSER Funds by strategically engaging in regular conversations with representatives for each of our stakeholder groups. We also reviewed parent and faculty empathetic survey data from last year to target key areas where enhanced funding might help us mitigate the effects of the pandemic. We will continue these efforts throughout the allocation of funding process, ensuring that our funds are going to address the most essential needs brought about by this pandemic, not only based on the analysis of our school and district professionals, but also based on the expressed needs of our constituent groups. When we turn our attention to the more formal development and approval of the LEA Plan for the Use of ARP

ESSER Funds upon receipt of ARP ESSER funding, we will continue this commitment by inviting stakeholder representatives to participate in the plan development and drafting, and also provide feedback on the drafts for submission to the Board for approval. Our Board meetings also engage the public. Every Board member is accessible to every parent, student, staff member and community member. Every concern is guided through proper channels and brought to a satisfactory resolution. All members of the public are welcome to sit and listen to the Board of Trustees conduct its business during publicly scheduled meetings.

#### **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)**

Our plan for development, approval, and making public the LEA Plan for the Use of ARP ESSER Funds includes the following steps: Our LEA will engage stakeholders (including faculty and families) to further develop and prioritize the specific allocation of funded resources equitably and in a way that ensures our most significant needs are met. Our leadership team will synthesize that information into a draft comprehensive Plan for the Use of ARP ESSER Funds. This draft will then be shared with key stakeholders for review and feedback. Our leadership team will apply stakeholder feedback to finalize the Plan for the Use of ARP ESSER Funds. Our leadership team will present the finalized plan to the School Board for approval at the next board meeting following receipt of funds. The Board will approve the plan or ask for targeted revisions within a short timeframe to ensure compliance with the public posting requirements. Once approved, our Director of Technology will post the finalized plan on our school's website with links to translate that plan into accessible languages that reflect the diversity of our community within 90 days of the receipt of funds. Our leadership team will respond to requests for alternate formats that meet the needs of students, faculty, and families with disabilities, ensuring access for all.



## **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.

Special education/Rtl services will use evidence-based interventions by the recommended time

needed for learning effectiveness. The programs/services will be monitored with Benchmark data collection/ongoing probes to improve in the goal area. We will review quarterly data for appropriateness of intervention/services. Small group/individual needs will be tailored to the best interest of the student's needs as evidenced by data. Services will be delivered through RTI small groups, after school tutoring, summer school/engagement programs, compensatory education hours, training for intervention and best practices with staff and families, and new progress monitoring system for ELLs. Child Study Team is a student support system that reviews and looks at data to determine what evidence-based intervention supports are needed and would be effective. We will prioritize student service programs for the following disproportionately impacted at-risk populations: Economically disadvantaged, Homelessness/Foster Care, Special Education, RtII, 504 Service Agreements, and SAP. Individual plans/goal areas will align to evidence-based intervention to ensure student groups are making instructional gains. Parents, teachers, and administrators support student services in identifying/referral, monitoring, and exit services. Funds will increase support staff to manage, integrate, implement, and monitor services, including: a special education counselor; Anti-violence Partnership to run counseling groups, trauma therapy groups, BCBA and RBT for behavioral support; Deans, teacher assistants, and tutors to guide students with academic/behavioral supports; school psychologists to identify areas of needs; RtI Teachers to target interventions; trained substitute teachers to cover classroom content for continuity of learning; and an instructional coach to implement best practices in the classroom. Funds will be used for students that had poor attendance that negatively impacted learning gains. The LEA is reserving funds to identify, engage, and support students with instructional loss/regression. Data trackers will help family communication, attendance, access to technology/WIFI in efforts to identify students' needs as the school transitions back to in person instruction. The school intends to increase the amount of student support staff to expand specialized services in the areas of Special Education, Response to Intervention, Behavior Intervention, and Instructional Practices. Additionally, the school will enhance programs and training for teachers and parents on positive behavior support plans, de-escalation training, multi-sensory based interventions programs, social emotional curriculum implementation, parent and staff training topics related to students academic and behavioral needs, COVID-19 Comp Ed hours/services, and ELL progress monitoring. These supports and services are a response to learning loss and instructional needs impacted by COVID19.

#### **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.

Our LEA will use ARP ESSER funds to sustain services to address high school students' academic needs by expanding our career program lab spaces to include more students with disabilities, students from low-income families, and historically underrepresented students. This also supports access to instruction, increasing opportunity to learn and equity in instructional delivery by ensuring ADA accessibility so any student can participate in this program fully. We will also allocate funds to repair and improve school facilities to reduce risk of virus transmission by creating more space to engage safely in hands-on practice of essential career skills in our labs, address environmental health hazards unique to advanced manufacturing and culinary environments, and carry through the high standards for ventilation articulated in our school's Health and Safety Plan. At our K-1 and 2-5 campuses, funds will sustain services that address students' academic needs by adding training on effective instructional practices, behavioral supports, and for classroom coverage by trained substitute teachers as needs arise. They will also fund training on a multi-sensory based intervention program to improve student learning needs. In our middle school, we will also bolster academic programs with key personnel additions and by building teacher capacity to deliver effective and engaging instruction through professional learning and provide high-quality instructional technologies and materials. These academic needs are directly impacted by learning loss due to COVID 19. We will further address students' and staff social, emotional, and mental health needs by funding Special education counselors, BCBA and RBTS to support behavioral needs in mental health, de-escalation training, social emotional curriculum implementation, and group and/or individual therapy. These targeted allocations address regular attendance/chronic absenteeism data from the 2020-21 school year, which show that 15.2% of our Special Education students and 11.6 % of our Economically Disadvantaged students missed at least 10% of the school year. The above social, emotional and mental health allocations explicitly address the needs of these student subgroups. Funding will ensure access to student nutrition and food services by increasing our personnel capacity to organize and communicate with families about the logistics of food and nutrition services as we respond to local pandemic conditions. This includes adding Community Liaisons, who will empower strong communication with families and students, optimizing the number of students that access nutritious food. Lastly, our LEA will use ARP ESSER funds to support prevention and mitigation policies in line with guidance from the Centers for Disease Control and Prevention (CDC) to effectively maintain the health and safety of students, educators, and other staff by continuing to assess and strategically increase ventilation in our renovation projects to the high standard outlined in our Health and Safety Plan.

**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)**

N/A

**10. 20% Reservation Calculation**

**Project #: 223-21-0901**  
**Agency: Philadelphia Performing Arts CS**  
**AUN: 126513400**  
**Grant Content Report**  
**Elementary and Secondary School Emergency Relief Fund (ARP ESSER)**

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.

	<b>ARP ESSER Allocation</b>	<b>Reservation Requirement</b>	<b>Reservation Amount (calculated on save)</b>
<b>20 Percent Reservation</b>	18,064,238	20%	3,612,848

**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:

	<b>Data Collection and Analysis Plan (including plan to disaggregate data)</b>
<b>Student learning, including academic impact of lost instructional time during the COVID-19 pandemic</b>	Our school will monitor progress and adjust strategies for student learning and address the impact of lost instructional time by collecting and analyzing data disaggregated by student group in the following key areas: student proficiency benchmarks, student growth towards academic standards, curriculum based assessments, performance tasks, intervention program data, data on Special Education goals, data on ELL goals, and standards-based grading data by course and/or grade level. In addition, data analysis will happen more frequently, making use of structures such as grade level teams with new grade lead positions and professional learning days to ensure that the data analyzed results in thoughtful adjustments to instruction applied as immediately as possible to nimbly improve planning and student outcomes.
<b>Opportunity to learn measures (see help text)</b>	Our school will collect, analyze, and track multiple Opportunity to Learn measures, prioritizing both quantitative and qualitative data review to ensure that funds allocated through ARP ESSERS meaningfully increase students' opportunities to learn in the most effective ways we can sustain during this pandemic context. Coaches, professional learning contractors, and student engagement partnerships will track the impact of their individual programs and initiatives aligned to student engagement. Our technology team will continue to track student and faculty technology use and access, and will track educator participation in professional development aligned to its effective use. We will also make use of informal and formal student, family, and educator surveys to keep our fingers on the pulse of how these important stakeholders are responding to the ways in which this grant is funding Opportunity to Learn measures.
<b>Jobs created and retained (by number of FTEs and position type) (see help text)</b>	Our school will add at least 22 FTEs of new positions funded and old positions filled by ARP ESSERS that includes the following key staff functions: Rtl teachers, substitute teachers, Grade Level Lead Teachers, Instructional Coach, Community Liaisons Special Education Counselor, Career Program Instructors, and Technology Staff. The funding for these positions and tracking of the allocation of these payroll funds will be monitored in accordance with our policies for all grant-funded positions and in compliance with all ARP ESSERS reporting guidelines. While our regular payroll and accounting processes already track the filling of these (as well as other regularly funded)

	<b>Data Collection and Analysis Plan (including plan to disaggregate data)</b>
	<p>allocated positions, our HR team will conduct a quarterly review to ensure these positions remain filled throughout the year and implement immediate corrective action that includes responsive recruitment for any of these positions that become newly vacant due to changes in the pandemic context.</p>
<p><b>Participation in programs funded by ARP ESSER resources (e.g., summer and afterschool programs)</b></p>	<p>Our school will monitor participation and adjust strategies to strategically increase student, family, and faculty participation in any student after school programs, student and faculty summer learning programs, enhanced enrichment programs for student engagement, after hours teacher PD programs, and community outreach programs funded by ARP ESSER resources. Part of accountability for program implementation for any program funded by ARP ESSER resources will be explicit guidelines for setting program participation goals, then tracking attendance, participation, engagement, and impact both quantitatively and qualitatively. If program participation does not meet anticipated quantitative goals, program administrators will engage in corrective outreach efforts to increase participation. If it does not meet qualitative engagement goals, program administrators will adapt the program to more effectively meet the engagement needs of each population or group it serves.</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 LEA<sup>1</sup>. 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.

<sup>1</sup>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.



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**

\$18,064,238.00

**Allocation**

\$18,064,238.00

**Budget Over(Under) Allocation**

\$0.00

**INSTRUCTION EXPENDITURES**

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	500 - Other Purchased Services	\$7,698,333.00	Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$500,000.00	RTI Teachers to help respond to the direct impact learning loss
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$201,766.00	RTI Teachers to help respond to the direct impact learning loss
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$220,000.00	Subs to prevent impact learning loss
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$80,000.00	Subs to prevent impact learning loss

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<b>Function</b>	<b>Object</b>	<b>Amount</b>	<b>Description</b>
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$247,272.00	Instructional Coach to respond to learning loss impacted by COVID 19
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$158,962.00	Instructional Coach to respond to learning loss impacted by COVID 19
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$32,926.00	Instructional Technology to respond to learning loss impacted by COVID 19
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$168,641.00	Instructional Supplies and Software to prepare for impact of learning loss due to COVID 19
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$35,000.00	Teacher Stipends
1400 - Other Instructional Programs – Elementary / Secondary	100 - Salaries	\$50,000.00	Summer School to prepare for learning loss due to COVID impacts
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	700 - Property	\$1,600,000.00	Career Programs Equipment responding to learning loss impacted by COVID 19
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$900,000.00	Career Programs Salaries responding to learning loss impacted by COVID 19
1100 - REGULAR PROGRAMS – ELEMENTARY /	200 - Benefits	\$300,000.00	Carreer Programs Benefits responding to learning loss impacted

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<b>Function</b>	<b>Object</b>	<b>Amount</b>	<b>Description</b>
SECONDARY			by COVID 19
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$350,000.00	Special Education Teachers responding to learning loss impacted by COVID 19
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$132,887.00	Special Education Teachers responding to learning loss impacted by COVID 19
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$80,000.00	Teacher Assistants prepare for impact of learning loss due to COVID 19
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$48,120.00	Teacher Assistants prepare for impact of learning loss due to COVID 19
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$100,000.00	Tutoring Stipends respond to learning loss due to COVID 19 impact
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$150,000.00	Special Education Counselor prepare for impact of learning loss due to COVID 19
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$33,999.00	Special Education Counselor prepare for impact of learning loss due to COVID 19
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	300 - Purchased Professional and Technical Services	\$285,000.00	BCBA prepare for impact of learning loss due to COVID 19

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<b>Function</b>	<b>Object</b>	<b>Amount</b>	<b>Description</b>
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	300 - Purchased Professional and Technical Services	\$25,223.00	ELL Program Supports responding to learning loss impacted by COVID 19
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	300 - Purchased Professional and Technical Services	\$1,842,750.00	Support Services After School/Weekend - COVID COMP ED Hours: Expenditures for Recoupment
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	300 - Purchased Professional and Technical Services	\$90,000.00	Special Education Teacher and Parent Trainings to prevent learning loss impacted by COVID 19
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$20,000.00	SEL Curriculum responding to learning loss and impact of COVID 19
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	300 - Purchased Professional and Technical Services	\$850,400.00	RBT and ES/AS Rooms services responding to learning loss and impact of COVID 19
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	300 - Purchased Professional and Technical Services	\$12,000.00	Special Education Services responding to learning loss and impact of COVID 19
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	300 - Purchased Professional and Technical Services	\$300,000.00	Career Programs Salaries responding to learning loss impacted by COVID 19
		<b>\$16,513,279.00</b>	

**Section: Budget - Support and Non-Instructional Expenditures**

**BUDGET OVERVIEW**

**Budget**

\$18,064,238.00

**Allocation**

\$18,064,238.00

**Budget Over(Under) Allocation**

\$0.00

**NON-INSTRUCTIONAL EXPENDITURES**

<b>Function</b>	<b>Object</b>	<b>Amount</b>	<b>Description</b>
3300 - Community Services	100 - Salaries	\$84,872.00	Community Liasons to respond to needs of the families due to impact of COVID 19
3300 - Community Services	200 - Benefits	\$40,736.00	Community Liasons to respond to needs of the families due to impact of COVID 19
3300 - Community Services	500 - Other Purchased Services	\$10,000.00	Community Liasons Travel
2100 - SUPPORT SERVICES – STUDENTS	100 - Salaries	\$130,000.00	Counselor respond to impact of COVID 19
2100 - SUPPORT SERVICES – STUDENTS	200 - Benefits	\$83,484.00	Counselor respond to impact of COVID 19
2800 - Central Support Services	100 - Salaries	\$50,000.00	Technology Staff respond to impact of COVID 19
2800 - Central Support Services	200 - Benefits	\$34,270.00	Technology Staff respond to impact of COVID 19



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<b>Function</b>	<b>Object</b>	<b>Amount</b>	<b>Description</b>
2100 - SUPPORT SERVICES – STUDENTS	300 - Purchased Professional and Technical Services	\$160,000.00	Trauma Therapists respond to impact of COVID 19
2100 - SUPPORT SERVICES – STUDENTS	300 - Purchased Professional and Technical Services	\$150,000.00	Anti-Violence Partnership respond to impact of COVID 19
2200 - Staff Support Services	300 - Purchased Professional and Technical Services	\$180,000.00	Professional Development prepare and prevent impact of learning loss
2100 - SUPPORT SERVICES – STUDENTS	300 - Purchased Professional and Technical Services	\$270,000.00	Psychologist prepare for impact of COVID
2200 - Staff Support Services	100 - Salaries	\$300,000.00	Dean of Students and Equity/Climate Employee to respond to needs of the students due to impact of COVID 19
2200 - Staff Support Services	200 - Benefits	\$57,597.00	Dean of Students and Equity/Climate Employee to respond to needs of the students due to impact of COVID 19
		<b>\$1,550,959.00</b>	

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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
<b>1000 Instruction</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>1100 REGULAR PROGRAMS – ELEMENTARY / SECONDARY</b>	\$2,082,272.00	\$788,848.00	\$325,223.00	\$0.00	\$7,698,333.00	\$201,567.00	\$1,600,000.00	\$12,696,243.00
<b>1200 SPECIAL PROGRAMS – ELEMENTARY / SECONDARY</b>	\$500,000.00	\$166,886.00	\$3,080,150.00	\$0.00	\$0.00	\$20,000.00	\$0.00	\$3,767,036.00
<b>1300 CAREER AND TECHNICAL EDUCATION</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>1400 Other Instructional Programs – Elementary / Secondary</b>	\$50,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$50,000.00
<b>1600 * ADULT EDUCATION PROGRAMS</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>1700 Higher Education Programs</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>1800 Pre-K</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>2000 SUPPORT SERVICES</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>2100 SUPPORT SERVICES – STUDENTS</b>	\$130,000.00	\$83,484.00	\$580,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$793,484.00
<b>2200 Staff Support Services</b>	\$300,000.00	\$57,597.00	\$180,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$537,597.00
<b>2300 SUPPORT</b>								

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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
<b>SERVICES – ADMINISTRATION</b>	\$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	\$50,000.00	\$34,270.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$84,270.00
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	\$84,872.00	\$40,736.00	\$0.00	\$0.00	\$10,000.00	\$0.00	\$0.00	\$135,608.00
4000 FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
	<b>\$3,197,144.00</b>	<b>\$1,171,821.00</b>	<b>\$4,165,373.00</b>	<b>\$0.00</b>	<b>\$7,708,333.00</b>	<b>\$221,567.00</b>	<b>\$1,600,000.00</b>	<b>\$18,064,238.00</b>
	<b>Approved Indirect Cost/Operational Rate: 0.0000</b>							<b>\$0.00</b>
	<b>Final</b>							<b>\$18,064,238.00</b>

